VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET

ACADEMIC COMMITTEE

MONDAY,
March 8, 2021

2:30 p.m.

Microsoft Teams

Stanley Jones
Registrar/Secretary of the Academic Committee

ACADEMIC COMMITTEE
AGENDA
February 8, 2021

1. Minutes of the January 8, 2021 meeting. (pages 1-3) were approved by email February 22, 2021.

2. **COLLEGE OF BUSINESS ADMINISTRATION**
   a. Revised learning goals for the MBA and the MBA-Healthcare Administration (pages 4-6)
   b. Revised degree requirements for the MBA (pages 7-10)

3. **COLLEGE OF HUMANITIES AND SOCIAL SCIENCE**
   a. New courses add NAIS 4226, 4241, 4242, 4243, 4244, 4303 cross listing of HIST 4226, 4241, 4242, 4243, 4244, 4303 (pages 11-12)
   b. Revised Creative Writing and Contemporary Literature minor (pages 13-15)
   c. Renaming of African American Studies Program to Africana Studies Program (pages 16-18)
   d. Revised requirements for the minor in African American Studies (pages 19-21)
   e. New course AFAM 3000 (pages 22-27)
   f. Revised title AFAM 3000 (pages 28-29)
   g. Revised title AFAM 3600 (pages 30-31)
   h. Revised title AFAM 4700 (pages 32-33)
   i. Revised department narrative for Modern and Classical Languages (pages 34-36)
   j. Revised degree requirements for the BA in French – Language and Culture Track (pages 37-40)
   k. Revised degree requirements for the BA in French – Language and Culture Track – Undergraduate to Graduate track ESOL (pages 41-43)
   l. Revised degree requirements for the BA in French – Language and Culture Track – Undergraduate to Graduate track FLED (pages 44-46)
   m. Revised degree requirements for the BA in French – World Language and Culture Track (pages 47-49)
   n. Revised degree requirements for the BA in French – World Language and Culture Track – Undergraduate to Graduate track FLED (pages 50-52)
   o. Revised degree requirements for the MAT in Foreign Language Education (pages 53-56)
   p. Revised course prerequisites and description FREN 4800 (pages 57-59)
   q. Revised course description FREN 6900 (pages 60-62)
   r. Revised degree requirements for the MA in English (pages 63-70)
   s. Revised course title and description ENGL 7010 (pages 71-72)

4. **COLLEGE OF EDUCATION AND HUMAN SERVICES**
   a. Revised progression requirements for the MED in Communication Disorders (pages 73-74)
   b. Program map for the BSED in Elementary Education (eDegree) (page 75)
   c. New course ELED 3500 (pages 76-87)
   d. New course ELED 3501 (pages 88-98)
   e. New course ELED 3600 (pages 99-109)
   f. New course ELED 3601 (pages 110-121)
   g. New course ELED 3700 (pages 122-128)
   h. New course ELED 3701 (pages 129-143)
   i. New course ELED 3800 (pages 144-153)
   j. New course ELED 3801 (pages 154-162)
   k. New course ELED 3900 (pages 163-171)
   l. New course ELED 3901 (pages 172-182)
   m. New course ELED 4500 (pages 183-191)
   n. New course ELED 4501 (pages 192-200)
   o. New course ELED 4600 (pages 201-209)
   p. New course ELED 4601 (pages 210-217)
   q. New course ELED 4700 (pages 218-234)
   r. New course ELED 4800 (pages 235-248)
   s. New course ELED 4801 (pages 249-257)

VALDOSTA STATE UNIVERSITY
ACADEMIC COMMITTEE MINUTES
February 8, 2021

The Academic Committee of the Valdosta State University Faculty Senate met virtually, Monday, February 8, 2021. Dr. Sharon Gravett, Associate Provost for Academic Affairs, presided.

Members Present: Mr. Ken Smith, Dr. Anurag Dasgupta, Dr. Candace Witherspoon, Dr. Luis Gonzalez, Dr. Kristy Litster, Mr. Joe Mason, Mr. Brian Nelson, Mr. Brian Nelson (Proxy Dr. Fleming Bell), Dr. Nicole Cox, Dr. Ray Elson, Dr. Yunseon Choi, Dr. Colette Drouillard, Mr. Chuck Conner, and Dr. Laura Wright.

Members Absent: Dr. Michele Blankenship, Dr. Brian Sowa, Mr. Brian Nelson, Dr. Fleming Bell, Dr. Ben Wescoatt, Dr. Vicki Wetter, and Ms. Amy Chew.

Catalog Editor: Dr. Jane Kinney.

Visitors Present: Dr. Krishnenda Roy, Dr. Hanae Kanno, Dr. Paul Vincent, Dr. Shaun Ault, Dr. Debbie Paine, and Dr. Keith Lee.

The Minutes of the January 11, 2021 meeting were approved by email on January 28, 2021. (pages 1-5).

A. College of Science and Mathematics

1. New course PERS 2620 was TABLED (pages 6-13).

2. Revised Department of Computer Science narrative was approved effective Fall Semester 2021. (pages 14-16).

3. Revised selected Educational Outcomes and Examples of Outcome Assessments for the BS in Computer Science was approved effective Fall Semester 2021. (pages 17-22).

4. Revised selected Educational Outcomes for the BS in Computer Information Systems was approved effective Fall Semester 2021. (pages 23-28).

5. Revised prerequisites, Engineering (ENGR) 2200, "Statics", (STATICS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2021. (pages 29-30).

6. Revised prerequisites, Engineering (ENGR) 3210, "Dynamics", (DYNAMICS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2021. (pages 31-32).

7. Revised prerequisites, Engineering (ENGR) 4310, "Thermodynamics", (THERMODYNAMICS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2021. (pages 33-34).

8. Revised prerequisites, Physics (PHYS) 3100, "Optics", (OPTICS – 4 credit hours, 3 lecture hours, 2 lab hours, and 5 contact hours), was approved effective Fall Semester 2021. (pages 35-36).

9. Revised prerequisites, Physics (PHYS) 3800, "Differential Equations in Physical Systems", (DIF EQ IN PHYSICAL SYSTEMS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2021. (pages 37-38).

10. Revised prerequisites, Physics (PHYS) 3810, "Mathematical Methods of Physics", (MATHEMATICAL METHODS PHYSICS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2021. (pages 39-40).

11. Revised prerequisites, Physics (PHYS) 3820, "Computational Physics I", (COMPUTATIONAL PHYSICS I – 4 credit hours, 4 lecture hours, 0 lab hours, and 4 contact hours), was approved effective Fall Semester 2021. (pages 41-42).

12. Revised prerequisites, Physics (PHYS) 4111, "Theoretical Mechanics I", (THEORETICAL MECHANICS I – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2021. (pages 43-44).

13. Revised prerequisites, Physics (PHYS) 4211, "Electromagnetism I", (ELECTROMAGNETISM I – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2021. (pages 45-46).

14. Revised prerequisites, Physics (PHYS) 4310, "Thermodynamics", (THERMODYNAMICS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2021. (pages 47-48).

15. Revised prerequisites, Physics (PHYS) 4411, "Quantum Mechanics I", (QUANTUM MECHANICS I – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2021. (pages 49-50).

16. Application to revise Core Area D to include PHYS 1111K and 1112K was approved effective Fall Semester 2021. (pages 51-81). Requires BOR approval.

17. New course, Mathematics (MATH) 4801, "Mathematical Biology 1", (MATH BIO 1 – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2022 with the description changed to read - A study of analytical and computational tools for modeling biological processes including single species and interacting population dynamics, population genetics, and infectious and dynamic diseases. . (pages 157-162).

18. New course, Mathematics (MATH) 4802, "Mathematical Biology 2", (MATH BIO 2 – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022 with the description changed to read - A study of mathematical and computational models for compartmental modeling in epidemiology, ecology, population genetics, and physiology. . (pages 163-167).

19. New course, Mathematics (MATH) 4155, "Computational Linear Algebra", (COMP LINEAR ALGEBRA – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2022 with the description changed to read ...computer science, and social sciences are studies. (pages 168-172).

B. College of Business Administration

1. Application for a new degree program – BBA in General Business was approved effective Fall Semester 2021. (pages 82-102). Requires BOR approval.

2. Revised Core Area F and senior college requirements for the BBA in Accounting was approved Fall Semester 2021 with the BUSA 1105 deleted from the senior college curriculum and BUSA 2201 and 2106 were added to the senior curriculum. (pages 103-105).

3. Revised Core Area F and senior college requirements for the BBA in Healthcare Administration was approved Fall Semester 2021. (pages 106-108).

4. Revised Core Area F and senior college requirements for the BBA in International Business was approved Fall Semester 2021. (pages 109-112).

5. Revised Core Area F and senior college requirements for the BBA in Management was approved Fall Semester 2021. (pages 113-115).

6. Revised Core Area F and senior college requirements for the BBA in Marketing was approved Fall Semester 2021. (pages 116-118).

7. Change the BBA in Economics to BBA in Applied Economics was approved effective Fall Semester 20201. (page 119-120). Requires notification to the BOR.

8. Revised Core Area F and senior college requirements for the BBA in Economics was approved Fall Semester 2021. (pages 121-124).

9. Revised Core Area F and senior college requirements for the BBA in Finance was approved Fall Semester 2021. (pages 125-127).

10. Revised prefix and description, Data Science (DATA) 3100, "Introduction to Data Analytics", (INTRODUCTION TO DATA ANALYTICS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2021 with the description changed to read ...methods using data to describe... . (pages 128-129). Deactivation of BUSA 3100.

11. New course, Data Science (DATA) 3200, "Data Visualizations and Analytics", (DATA VISUALIZATIONS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2021 with the description

changed to read – Prerequisites: DATA 3100. A study of data manipulation,... . (pages 130-144).

12. Revised course description, Economics (ECON) 3600, "International Economics", (INTERNATIONAL ECONOMICS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2021 with the description changed to read – Prerequisites: ECON 2105 and 2106 with a grade of "C" or better. Survey of the international exchange of goods, services and financial instruments, and international economic integrations, and the trade policies that affect this exchange, . (pages 145-146).

13. Revised course description, Economics (ECON) 3810, "Health Economics", (HEALTH ECONOMICS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2021 with the description changed to read ...spending; and the government's role... . (pages 147-148).

14. Revised course title, Economics (ECON) 4000, "Introduction to Econometrics and Data Analysis", (INTRO ECONOMETRICS/DATA ANALY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2021. (pages 149-150).

15. Revised course title and description, Economics (ECON) 4100, "Economics of Business and Work", (ECON BUSINESS AND WORK – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2021. (pages 151-152).

16. Revised course title and description, Economics (ECON) 4500, "Growth and Business Cycles", (GROWTH AND BUSINESS CYCLES – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2021. (pages 153-154).

17. Deactivation of ECON 4001 was noted effective Fall Semester 2021. (pages 155-156).

C. College of Humanities and Social Sciences

1. Revised Selected Educational Outcomes for the MPA was approved effective Fall Semester 2021. (pages 175-177).

2. Revised Selected Educational Outcomes for the DPA was approved effective Fall Semester 2021. (pages 178-180).

D. College of Education and Human Services

1. Revised degree requirements for the MSW – Advanced Standing was approved effective Fall Semester 2021. (pages 181-182).

2. Revised degree requirements for the MSW – Advanced Standing was approved effective Fall Semester 2021. (pages 183-186).

3. Revised degree requirements for the MSW was approved effective Fall Semester 2021. (pages 187-190).

4. Revised course title and description, Social Work (SOWK) 7810, "Psychopathology and Assessment", (PSYCHOPATHOLOGY & ASSESSMENT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2021. (pages 191-192).

5. Revised degree requirements for the EDS in Teacher Leadership was approved effective Fall Semester 2021. (pages 193-194).

6. Revised degree requirements for the MED in Instructional Technology – P-12 Library Media Concentration was approved effective Fall Semester 2021. (pages 195-197).

Respectfully submitted,

Stanley Jones
Registrar

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Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission: 02/9/2021

**Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.*

College:	College of Business Administration	**Dept. Initiating Request:**	College
Requestor's Name:	Ellis Heath	**Requestor's Role:**	Faculty

Check One Option:	☐ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	Fall 2021

Degree/Program Name:	MBA and MBA-HCAD
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/business-administration/mba/

Present Requirements:	**Proposed Requirements:** *(hover over for instructions)*
MBA Learning Goals MBA students will be: • Competent in the business disciplines, using appropriate accounting, marketing, economics, quantitative methods, organizational behavior, finance, or production knowledge and tools to make a business decision in that functional area. • Critical thinkers, using concepts from strategic management to integrate relevant information, decision-making techniques, and concepts from multiple business functions to make decisions in new or unpredictable environments. • Effective communicators, using information technology and oral and written skills to enhance decision making through better communication. • Proficient in making ethical and legal decisions, recognizing cultural differences in the legal and ethical implications of business decisions. • Globally cognizant, identifying management issues in a global environment with disparate business views and culturally diverse customers and employees. • Team players and leaders, demonstrating team and leadership skills needed to make a business decision.	The following are the learning goals and objectives for the MBA program: Learning Goal #1: Knowledge and Integration of Functional Area Content - Students will successfully apply and integrate the functional areas of business to improve strategic decision making • Objective 1.1: Demonstrate competence in the business disciplines, using appropriate accounting, marketing, and finance knowledge and tools to make a business decision in that functional area. • Objective 1.2: Demonstrate the ability to integrate knowledge of the core business functions to solve complex, ambiguous and unfamiliar management Learning Goal #2: Critical Thinking - Students will develop the ability to analyze complex management situations to improve decision making in new or unpredictable environments. • Objective 2.1: Demonstrate the ability to use concepts from strategic management to integrate relevant information, decision-making techniques, and concepts from multiple business functions to make decisions Learning Goal #3: Globalization – Students will be global thought leaders learning the ability to recognize management issues from different perspectives. • Objective 3.1: Demonstrate the ability to identify management issues with disparate business views and culturally diverse customers and employees

	Learning Goal #4: Teamwork – Students will be team players and leaders, demonstrating team work skills needed to make a business decision. • Objective 4.1: Demonstrate the ability to work effectively in teams to make business decisions. *MBA Learning Goals* *MBA students will be:* *• Competent in the business disciplines, using appropriate accounting, marketing, economics, quantitative methods, organizational behavior, finance, or production knowledge and tools to make a business decision in that functional area.* *• Critical thinkers, using concepts from strategic management to integrate relevant information, decision-making techniques, and concepts from multiple business functions to make decisions in new or unpredictable environments.* *• Effective communicators, using information technology and oral and written skills to enhance decision making through better communication.* *• Proficient in making ethical and legal decisions, recognizing cultural differences in the legal and ethical implications of business decisions.* *• Globally cognizant, identifying management issues in a global environment with disparate business views and culturally diverse customers and employees.* *• Team players and leaders, demonstrating team and leadership skills needed to make a business decision.*

Justification: *(select one or more of the following and provide appropriate narrative below:)*

☒ Improving student learning outcomes
☒ Mandate of State/Federal/Accrediting Agency
☒ Adopting current best practice(s) in field
☐ Other –

Our college reassessed our learning goals and decided that they needed to be updated both as best practices and to meet changes requested from our accrediting agency (AACSB).

Source of Data to Support Change *(select one or more of the following):*

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

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☐ Other Data Source Descriptions –
Before making these changes, we followed best practices as dictated by our accrediting agency (AACSB). We formed a committee of faculty and then had the college at all levels relevant to the graduate program approve these changes.

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Ellis Heath	DocuSigned by: Ellis Heath E0A41E9257EC467...	2/9/2021
College/Division Executive Committee	Sanjay Gupta	DocuSigned by: Sanjay Gupta	2/9/2021
Dean/Director	Ed D. Walker II	DocuSigned by: Ed D. Walker II 265AC2549D284ED...	2/9/2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/19/2021
Academic Committee			

*Will this change impact another college/department?	☒ No ☐ Yes *[select college & indicate department(s)]*		
College:	*Select One.*	**Department(s):**	

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Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission:	02/9/2021

**Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.*

College:	College of Business Administration	**Dept. Initiating Request:**	College
Requestor's Name:	Ellis Heath	**Requestor's Role:**	Faculty

Check One Option:	☒ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*	
Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	Fall 2021
Degree/Program Name:	MBA and MBA-HCAD		
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/business-administration/mba/		

Present Requirements:

General Business Track
Course Requirements

Code	Title	Hours
MBA-General Business Track Core		21
MBA 7030	Managerial Accounting	3
MBA 7050	Strategic Marketing	3
MBA 7350	Managerial Finance	3
MBA 7660	Advanced Quantitative Methods	3
MBA 7630	Leadership and Motivation	3
MBA 7500	Managerial Economics	3
MBA 7900	Strategic Management	3
Electives		9
Choose any three electives from MBA or MAcc programs		
Total Hours Required for the Degree		30

Proposed Requirements: *(hover over for instructions)*

General Business Track
Course Requirements

Code	Title	Hours
MBA-General Business Track Core		12
MBA 7030	Managerial Accounting	3
MBA 7050	Strategic Marketing	3
MBA 7350	Managerial Finance	3
MBA 7660	*Advanced Quantitative Methods*	*3*
MBA 7630	*Leadership and Motivation*	*3*
MBA 7500	*Managerial Economics*	*3*
MBA 7900	Strategic Management	3
Electives		18
Choose any six electives from MBA or MAcc programs		
Total Hours Required for the Degree		30

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Course List

Course Load

MBA students normally enroll for either three or six semester hours in Fall and Spring Semesters and three hours in Summer Semesters.

Enrollment by Undergraduates

Graduate School policy permits senior undergraduate students with an overall GPA of 3.0 to take a maximum of 9 semester hours of graduate courses for graduate credit. Undergraduates wishing to take an MBA course must also present a GMAT test score of at least 400.

Program Costs

See the Financial Information and Business Regulations in the Graduate Catalog.

Healthcare Administration Track

Course Requirements

Code	Title	Hours
MBA-Healthcare Track Core		21
MBA 7030	Managerial Accounting	3
MBA 7050	Strategic Marketing	3
MBA 7630	Leadership and Motivation	3
MBA 7660	Advanced Quantitative Methods	3
MBA 7810	Healthcare Economics	3
MBA 7830	Financial Management in Healthcare	3
MBA 7900	Strategic Management	3
Required Healthcare Courses		9
MBA 7800	Introduction to Healthcare Systems and Policies	3
MBA 7840	Legal Aspects of Healthcare	3
MBA 7898	Healthcare Directed Research	3

Course List

Course Load

MBA students normally enroll for either three or six semester hours in Fall and Spring Semesters and three hours in Summer Semesters.

Enrollment by Undergraduates

Graduate School policy permits senior undergraduate students with an overall GPA of 3.0 to take a maximum of 9 semester hours of graduate courses for graduate credit. Undergraduates wishing to take an MBA course must also present a GMAT test score of at least 400.

Program Costs

See the Financial Information and Business Regulations in the Graduate Catalog.

Healthcare Administration Track

Course Requirements

Code	Title	Hours
MBA-Healthcare Track Core		12
MBA 7030	Managerial Accounting	3
MBA 7050	Strategic Marketing	3
MBA 7350	Managerial Finance	3
MBA 7630	*Leadership and Motivation*	*3*
MBA 7660	*Advanced Quantitative Methods*	*3*
MBA 7810	*Healthcare Economics*	*3*
MBA 7830	*Financial Management in Healthcare*	*3*
MBA 7900	Strategic Management	3
Required Healthcare Courses		12
MBA 7800	Introduction to Healthcare Systems and Policies	3
MBA 7810	Healthcare Economics	3

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or MBA 7899	Healthcare Administration Practicum	
Elective Healthcare Courses		6
Select two from the following:		
MBA 7640	Strategic Human Resources Management	
MBA 7820	Insurance and Risk Management	
MBA 7850	Healthcare Information Systems	
MBA 7860	Healthcare Operations Management	
Total Hours Required for the Degree		36

Course List

MBA 7840	Legal Aspects of Healthcare	3
MBA 7850	Healthcare Information Systems	3
MBA 7898	*Healthcare Directed Research*	*3*
or MBA 7899	*Healthcare Administration Practicum*	
Electives *Healthcare Courses*		6
Choose any two electives from MBA or MAcc programs		
Select two from the following:		
MBA 7640	*Strategic Human Resources Management*	
MBA 7820	*Insurance and Risk Management*	
MBA 7850	*Healthcare Information Systems*	
MBA 7860	*Healthcare Operations Management*	
Total Hours Required for the Degree		30

Course List

Justification: *(select one or more of the following and provide appropriate narrative below:)*

- ☒ Improving student learning outcomes
- ☒ Adopting current best practice(s) in field
- ☒ Mandate of State/Federal/Accrediting Agency
- ☐ Other –

These changes are being requested for several reasons: 1) Makes MBA program more tailored to student's needs; 2) Adopts changes in practice that are important for our AACSB accreditation; 3) Allows our MBA to become compatible with other Graduate degrees outside of our college.

Source of Data to Support Change *(select one or more of the following):*

- ☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- ☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):

- ☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- ☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
- ☐ Other Data Source Descriptions –

With this we are also changing our learning goals, again to follow best practices in the field and for accreditation requirements. Our assessment will be embedded throughout the program and will be assessed by our college as well as our accrediting agency (AACSB).

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Ellis Heath	DocuSigned by: Ellis Heath	2/9/2021
College/Division Executive Committee	Sanjay Gupta	DocuSigned by: Sanjay Gupta F0A41E9257FC467...	2/9/2021
Dean/Director	Ed D. Walker II	DocuSigned by: Ed D. Walker II 265AC2549D284ED...	2/9/2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/19/2021
Academic Committee			

***Will this change impact another college/department?**	☒ No ☐ Yes *[select college & indicate department(s)]*

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College:	*Select One.*	**Department(s):**	

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Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission: 12/9/2020

**Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.*

College:	College of Humanities and Social Sciences	**Dept. Initiating Request:**	NAIS/HIST
Requestor's Name:	F. E. Knowles, Jr.	**Requestor's Role:**	Department Head

CURRENT:	**REQUESTED:** *(list only items to be changed)*
Course Prefix and Number: HIST 4226 HIST 4241 HIST 4242 HIST 4243 HIST 4244 HIST 4303	**Course Prefix and Number:** HIST courses also offered as Native-American Studies (NAIS). All numbers will correspond.
Course Title:	**Course Title:**
	Lecture Hours:
Lab/Contact Hours:	*Lab/Contact Hours:*
	Credit Hours:
Pre-requisites:	**Pre-requisites:**
CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☒ Undergraduate	☐ Core (Area A-E)	☐ Fall	2021	Once per Year
☐ Graduate	☐ Major Requirement	☒ Spring		
	☒ Elective	☐ Summer		

Justification: *(select one or more of the following and provide appropriate narrative below:)*

- ☒ Improving student learning outcomes
- ☒ Adopting current best practice(s) in field
- ☐ Mandate of State/Federal/Accrediting Agency
- ☐ Other –

These HIST course have previously been offered for credit toward NAIS minor and certificate. This change is only in keeping with best practices within Native American and Indigenous Studies Programs in which courses are listed as stand-alone (i.e. NAIS).

Source of Data to Support Change *(select one or more of the following):*

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes

(select one or more of the following and provide appropriate narrative below):

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

☐ Other Data Source Descriptions –

Measures of effectiveness will remain as currently exercised in History as the course will continued to be taught by History faculty.

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Barney J. Rickman, Ph.D.	Barney J. Rickman DocuSigned by:	12/09/2020
College/Division Executive Committee	James LaPlant	James LaPlant DocuSigned by: CFD1633B1A51412...	2/5/2021
Dean/Director	James LaPlant	James LaPlant DocuSigned by: CFD1633B1A51412...	2/5/2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee	Karen Shepard		

*Will this change impact another college/department?		☐ No ☒ Yes *[select college & indicate department(s)]*	
College:	College of Humanities and Social Sciences	**Department(s):**	History

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Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission:	03/3/2020

**Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.*

College:	College of Humanities and Social Sciences	**Dept. Initiating Request:**	English
Requestor's Name:	Marty Williams	**Requestor's Role:**	Faculty

Check One Option:	☒ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*	
Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2020
Degree/Program Name:	Minor English - Creative Writing and Contemporary Literature		
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/humanities-social-sciences/english/minor-creative-writing-contemporary-literature/		

Present Requirements:			**Proposed Requirements:** *(hover over for instructions)*		
ENGL 3400	Introduction to Creative Writing	3	ENGL 3400	Introduction to Creative Writing	3
Select one two-course CWCL sequence from the following:		6	Select *one* two courses from the following (May be repeated once for credit*):		6
ENGL 3440 & ENGL 4440	Poetry Writing and Advanced Poetry Writing		*ENGL 3440* *&* ENGL 4440*	*Poetry Writing* *and* Advanced Poetry Writing	
ENGL 3460 & ENGL 4460	Fiction Writing and Advanced Fiction Writing		*ENGL 3460* *&* ENGL 4460*	Fiction Writing and Advanced Fiction Writing	
ENGL 3420 & JOUR 4520 or JOUR 3560	Intro to Creative Non-Fiction and Literary Journalism Contemporary American Magazines		*ENGL 3420* ENGL 4480* *&/* or JOUR 4520 *or JOUR 3560*	*Intro to Creative Non-Fiction* Advanced Creative Nonfiction and Literary Journalism *Contemporary American Magazines*	
Select two ENGL electives at the 3000- or 4000-level		6	Select two ENGL electives at the 3000- or 4000-level		6
Total Hours		15	Total Hours		15

Justification: *(select one or more of the following and provide appropriate narrative below:)*

- ☐ Improving student learning outcomes
- ☒ Adopting current best practice(s) in field
- ☐ Mandate of State/Federal/Accrediting Agency
- ☐ Other –

The minor has been restructured to be more focused, easier to complete, reduce course offerings, and align with curriculum changes that have already been made to the B.A. degree in English. Many of the courses on the current minor requirements in the catalogue are no longer offered. Other courses have been approved and added, but the official changes to the criteria in the catalogue were never submitted and have lingered.

Source of Data to Support Change *(select one or more of the following):*

- ☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- ☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):

- ☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- ☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
- ☐ Other Data Source Descriptions –

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Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Donna N. Sewell	DocuSigned by: Donna N. Sewell 93917E1BC4CD4D4...	2/26/2021
College/Division Executive Committee	James LaPlant	DocuSigned by: James LaPlant CFD1633B1A51412...	2/26/2021
Dean/Director	James LaPlant	DocuSigned by: James LaPlant CFD1633B1A51412...	2/26/2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	College of Humanities and Social Sciences	**Department(s):**	English

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Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission:	10/27/2020

**Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.*

College:	College of Humanities and Social Sciences	**Dept. Initiating Request:**	African American Studies
Requestor's Name:	M. Denise Lovett	**Requestor's Role:**	Department Head

Check One Option:	☐ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*	
Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2021
Degree/Program Name:	African American Studies		
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/courses-instruction/afam/		

Present Requirements:	**Proposed Requirements:** *(hover over for instructions)*
African American Studies Program	Africana *American* Studies Program

DocuSign Envelope ID: C6FC99E9-FC47-4411-8A73-37E0C50EC434

Justification: *(select one or more of the following and provide appropriate narrative below:)*

☒ Improving student learning outcomes ☐ Mandate of State/Federal/Accrediting Agency

☒ Adopting current best practice(s) in field ☐ Other –

Changing the name of the program from African American Studies to Africana Studies is in line with best practices for the field. Africana Studies is a comprehensive term that is inclusive of all African-descended people and is reflected in the student learning outcomes. In the VSU catalog, some African courses are cross-listed with African American Studies. Additionally, the student population at VSU is so diverse that it incorporates both the African Students Association and the Caribbean Students Association. Africana Studies programs exist at other universities such as Georgia Southern University, and VSU's adjunct faculty and students support it (82%).

Source of Data to Support Change *(select one or more of the following):*

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

☐ Other Data Source Descriptions –

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head		DocuSigned by: Marilyn D. Lovett CF3E1DE910ZC4DC...	
College/Division Executive Committee	James LaPlant	DocuSigned by: James LaPlant CFD1633B1A51412...	3/1/2021
Dean/Director	James LaPlant	DocuSigned by: James LaPlant CFD1633B1A51412...	3/1/2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**	☒ No ☐ Yes *[select college & indicate department(s)]*

DocuSign Envelope ID: C6FC99E9-FC47-4411-8A73-37E0C50EC434

College:	*Select One.*	**Department(s):**	

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Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission: 10/16/2020

**Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.*

College:	College of Humanities and Social Sciences	**Dept. Initiating Request:**	African American Studies
Requestor's Name:	M. Denise Lovett	**Requestor's Role:**	Department Head

Check One Option:	☐ Curriculum Change *(Changes to Program/Degree)*	☐ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☒ Elective	☒ Fall ☐ Spring ☐ Summer	2021

Degree/Program Name:	African American Studies
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/courses-instruction/afam/

Present Requirements:		**Proposed Requirements:** *(hover over for instructions)*	
Select Elective courses from the following: 9		Select Elective courses from the following: 12	
AFAM/ENGL 3220	Studies in African American Literature	AFAM/ENGL 3220	Studies in African American Literature
AFAM/ENGL 3320	Studies in African Literature	AFAM/ENGL 3320	Studies in African Literature
AFAM/HIST 4231	African American History to 1865	AFAM/HIST 4231	African American History to 1865
AFAM/HIST 4232	African American History Since 1865	AFAM/HIST 4232	African American History Since 1865
AFAM 4511	Precolonial Africa	AFAM 4511	Precolonial Africa
AFAM 4512	Modern Africa	AFAM 4512	Modern Africa
AFAM 3600	Special Topics in African American Studies	AFAM 3600	Special Topics in Africana Studies
AFAM/ANTH 3090	Africa: Inequalities Past and Present	AFAM/ANTH 3090	Africa: Inequalities Past and Present
ENGL 4300	Special Topics in Literature	ENGL 4300	Special Topics in Literature
THEA 4030	Special Topics in Theatre	THEA 4030	Special Topics in Theatre
ENGL 4310	Studies in Major Writers	ENGL 4310	Studies in Major Writers
HIST 3050	Special Topics in History	HIST 3050	Special Topics in History
HIST 3060	Special Topics in History	HIST 3060	Special Topics in History
HIST 3070	Special Topics in History	HIST 3070	Special Topics in History
HIST 4221	The Old South	HIST 4221	The Old South
HIST 4222	The New South	HIST 4222	The New South
JOUR 3530	Special Topics in Journalism	JOUR 3530	Special Topics in Journalism
MUSC 3440	Private Voice	MUSC 3440	Private Voice
PHIL 4800	Special Topics in Philosophy	PHIL 4800	Special Topics in Philosophy
POLS 4260	Alternative Dispute Resolution	POLS 4260	Alternative Dispute Resolution
		POLS 4330	African Politics

POLS 4330	African Politics
POLS 4820	Special Topics in U.S. Government and Politics
REL 4700	Topics in Religious Studies
SOCI 3060	Race and Ethnic Relations

Required courses: 6 hours

AFAM 3000	Special Topics in Africana Studies
AFAM 4700	Africana Studies Seminar

Total: 15 hours

POLS 4820	Special Topics in U.S. Government and Politics
REL 4700	Topics in Religious Studies
SOCI 3060	Race and Ethnic Relations

Required courses: 6 hours

AFAM 3000	Introduction to Africana Studies
AFAM 4700	Africana Studies Seminar

Total: 18 hours

Justification: *(select one or more of the following and provide appropriate narrative below:)*

- ☒ Improving student learning outcomes
- ☒ Adopting current best practice(s) in field
- ☐ Mandate of State/Federal/Accrediting Agency
- ☐ Other –

Most of the minors at VSU require 18 credit hours, such as Native American/Indigenous Studies and Middle Eastern Studies. Such minor requirements are in line with best practices. African American Studies minors should similarly experience an 18-hour curriculum, which will better prepare them for graduate study in the field and improve student learning outcomes. Finally, many nationwide programs in African American Studies require 18 credit hours.

Source of Data to Support Change *(select one or more of the following):*

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☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc. ☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
Plans for assessing course effectiveness/meeting program learning outcomes *(select one or more of the following and provide appropriate narrative below):* ☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc. ☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.) ☐ Other Data Source Descriptions –

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head		DocuSigned by: Marilyn D. Lovett CF3E1DE9107C4DC...	
College/Division Executive Committee	James LaPlant	DocuSigned by: James LaPlant CFD1633B1A51412...	3/1/2021
Dean/Director	James LaPlant	DocuSigned by: James LaPlant CFD1633B1A51412...	3/1/2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Valdosta State University Curriculum Form

- **Request for a NEW COURSE**

Date of Submission:	09/22/2020

**Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.*

College:	College of Humanities and Social Sciences	**Dept. Initiating Request:**	AFAM
Requestor's Name:	M. Denise Lovett	**Requestor's Role:**	Department Head

Proposed NEW Course Prefix: *(Consult abbreviations in the catalog)*	AFAM	**NEW Course Number:** *(Consult #s in the catalog)*	4234
Proposed NEW Course Title:	The Caribbean World		
NEW Course Title Abbreviation: *(Limit to 30 character spaces)*			
Prerequisite(s):	AFAM 3000		

Lecture Hours:	3	**Lab/Contact Hours:**		**Credit Hours:**	3

Proposed NEW Course Description: *(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)**

Prerequisite: AFAM 3000. An exploration of contemporary cultures in the Caribbean. Examinations of historical, political, and social influences are included. Matters of identity and heritage will also be considered.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☒ Elective	☒ Fall ☐ Spring ☐ Summer	2021	*Once per Year*

Justification: *(select one or more of the following and provide appropriate narrative below:)*

☐ Improving student learning outcomes
☒ Adopting current best practice(s) in field
☐ Mandate of State/Federal/Accrediting Agency
☐ Other –

This course contributes to best practices in the field by being more inclusive of Africana populations. It will also expand the field to meet the needs of AFAM minors.

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

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☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):

☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, et

☐ Other Data Source Descriptions –

Students will complete a final exam in which course effectiveness will be assessed.

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

Valdosta State University – NEW COURSE Form

- Request for a NEW COURSE

Approvals:	Print:	Signature:	Date:
Department Head		DocuSigned by: Marilyn D. Lovett CF3E1DE9107C4DC...	
College/Division Executive Committee	James LaPlant	DocuSigned by: James LaPlant CFD1633B1A51412...	3/1/2021
Dean/Director	James LaPlant	DocuSigned by: James LaPlant CFD1633B1A51412...	3/1/2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	College of Humanities and Social Sciences	**Department(s):**	African American Studies

DocuSign Envelope ID: F5619053-1D92-4F43-B366-6DC76EA518D6

AFAM 4234 The Caribbean World

African American Studies - College of Humanities and Social Sciences - Valdosta State University

Instructor:	M. D. Lovett, Ph.D.
Semester:	Spring 2021
Credit hours:	3
Email:	malovett@valdosta.edu
Office location:	1107 Nevins Hall
Phone:	229-249-4843 (office) or 713-364-8319 (cell)
Class time/location:	Online
Office hours:	10a -12 noon, Friday, or by appointment (on Microsoft Teams)

Course Description

Prerequisite: AFAM 3000. An exploration of contemporary cultures in the Caribbean. Examinations of historical, political, and social influences are included. Matters of identity and heritage will also be considered.

Required Texts

Mohammed, D. A. & Karagiannis, N. (Eds.). (2018). *Caribbean Realities and Endogenous Sustainability.* UWI Press.

Various supplemental readings

Course Objectives

To provide a general overview of research involving Caribbean populations; to improve your critical thinking and communication skills; and to facilitate an appreciation of diverse perspectives

By the end of this class, you should be able to:

1) Recognize cultural aspects of Africana Caribbean people
2) Understand the social context of Caribbean people
3) Analyze traditions of thought among Caribbean people

Technology-related requirements

To be successful in this class, you should have some proficiency in both Microsoft Teams and BlazeVIEW (D2L), VSU's learning management system. You will need regular access to the internet, as well as consistent availability of a computer with speakers or headphones, a webcam, and a USB (jump drive) on which to save your assignments. When you come into the course on Teams, please mute yourself. You can, of course, unmute yourself when you speak.

By taking this course, you agree that all required course work may be subject to submission for textual similarity review to Turnitin, a tool within BlazeVIEW. For more information on the use of Turnitin at VSU see Turnitin for Students.

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Course Requirements

Commentaries will consist of one page with a question at the end will be due every other week in response to the chapter being covered for that week. The commentary consists of your thoughts about what you're reading, leading to a question to consider. Naturally, it should be in your own words, not the author's. The purpose of the commentary is to generate discussion of material in the book and supplemental readings. The commentary should be typed, double-spaced, Times New Roman font and submitted through BlazeVIEW. I don't accept late assignments, but you are welcome to submit your commentary early. If there is not a diversity of questions asked in the commentaries, I may ask everyone to re-submit their assignments.

You will get full credit for a commentary in which you consider SPUNKI. Ask yourself the following questions: "What part or parts of the reading did you find **s**urprising ?, **p**uzzling ?, **u**seful ?, **n**ew ?, **k**new it already ?, and **i**nteresting ?" Feel free to use the sample commentary as a guide. However, if your commentary reads like a summary, i.e. I'm not clear about your thoughts about the reading, you will be asked to re-submit the commentary for full credit. There is no penalty for re-doing a commentary; as the semester progresses, your commentaries will improve.

Please allow a week for me to get feedback to you on your commentary; along the same lines, you will have a week to re-submit any commentary, along with the original one, so that I can see how you have improved it. The lowest commentary score will be dropped.

Class assignments consist of activities we will do in class and they are meant to allow everyone to better understand the concepts discussed in the textbook. Discussions on BlazeVIEW will also be included. Students will be divided into groups; you will work with your group throughout the semester on various assignments. You may also consider these your study groups, if you're so inclined. In your study groups, you might consider developing flashcards and testing yourselves.

There will be a *midterm and a final.*

Method of Evaluation

The course requirements and their percentages are as follows: commentaries (30%), class assignments (20%), midterm (20%), and final (20%). Grades for each will be multiplied by .30 and .20 to determine the final points for each activity. Class participation is 10% of your grade and includes contributing to class discussions, attending class regularly/on time, and completing in-class assignments.

If you are on Microsoft Teams, participating in class involves showing your face and interacting with your classmates verbally or in the chat where questions will also be answered. If you are attending class, participating also includes placing your cell phones on the front table at the beginning of class, resulting in points that also go toward class participation. Don't forget to place your cell phones on "silent." Laptops or tablets should also be closed as researchers found that writing involves more intricate cognitive processing than typing. You will receive feedback on your class participation at midterm.

There will be a pop quiz under one circumstance: if someone asks a question that has already been answered because it is on the syllabus.

Academic Integrity

DocuSign Envelope ID: F5619053-1D92-4F43-B366-6DC76EA518D6

From VSU's Academic Integrity Code (the full code is available at Academic Honesty Policies and Procedures): "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."

Violations include cheating and dishonesty on exams and assignments as well as plagiarism on written assignments. If you are not sure if something is allowed, either ask the instructor beforehand or don't do it. If the instructor obtains evidence of plagiarism, the student will earn an automatic failing grade for the set of assignments and/or in the course. The student will also be reported for not upholding academic integrity.

Classroom Decorum

Because we are in a COVID-19 pandemic, you must always wear your mask to class. It should cover your nose as well; I can still hear you when you talk through your mask, so you don't have to pull your mask down to talk to me. You have five minutes past the start of official class time on the instructor's watch/cell phone to be considered on time. If the instructor is six minutes late, we will not meet face-to-face. Please avoid private conversations while anyone is presenting material or asking questions.

COVID-19 statement: "Please keep in mind VSU's requirements for social distancing and masks by wearing your mask when indoors (and wearing your mask appropriately) and spreading out to ensure you maintain six feet of social distance. If you are within 6 feet for longer than 15 minutes of anyone who later tests positive for COVID then Public Health is going to require you to quarantine for 14 days at home. I would rather have you here safely on campus then forced to go home."

Personal Investment and Optimal Mental Health

Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with optimal academic performance. The source of symptoms might be strictly related to your course work; if so, please speak with me. Problems with relationships, family worries, loss, or a personal struggle or crisis can also contribute to decreased academic performance. VSU provides mental health services to support the academic success of students. The Counseling Center offers free, confidential services to help you manage personal challenges. You can learn more about confidential mental health services available on campus at: http://www.valdosta.edu/student/student-services/counseling-center/.

In the event I suspect you need additional support, I will express my concerns and the reasons for them, and remind you of campus resources (e.g., Counseling Services, Dean of Students, etc.) that might be helpful to you. It is not my intention to know the details of what might be bothering you, as I am not a clinician, but simply to let you know I am concerned and that help, if needed, is available. Getting help is a smart and courageous thing to do -- for yourself and for those who care about you.

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 through SmartEvals. 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 to instructors/administrators, and they will be able to access results only after they have submitted final grades. Before final grade submission, instructors will not be able to see any responses, but they can see the percentage of students who have or have not completed their SOIs. While instructors will not be able to see student names, an automated system will send a reminder email to those who have yet to complete their SOIs. Students who withdraw or drop a course will also be sent invitations to complete the Dropped Course

DocuSign Envelope ID: F5619053-1D92-4F43-B366-6DC76EA518D6

Survey. Complete information about the SOIs, including how to access the survey, is available on the SOI Procedures webpage.

Course Accessibility Statement (ADA statement)

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 in Farbar Hall. The phone numbers are 229-245-2498 or 229-375-5871. For more information, please visit VSU's Access Office or email: access@valdosta.edu.

Title IX Statement

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: the Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31698, 229-333-5463.

Communication

You are welcome to email or text me (don't forget to identify yourself), because I'm not always able to receive calls. When you email or text me, begin with a greeting (i.e., "Hello Dr Lovett") then state your business. Whatever or however you present online should be the same way you would present in face-to-face communication; mutual respect is critical for success now and in the future. Grades should only be discussed within a password-protected environment such as BlazeVIEW. Finally, it is very important that you keep up with the course, as extra credit assignments will not be provided.

*Note: Syllabus subject to change with notice

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Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	01/17/2021

**Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.*

College:	College of Humanities and Social Sciences	**Dept. Initiating Request:**	(African American Studies) Africana Studies
Requestor's Name:	M. Denise Lovett	**Requestor's Role:**	Department Head

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	AFAM 3000	**Course Prefix and Number:**	
Course Title:	Introduction to African American Studies	**Course Title:**	Introduction to Africana Studies
Lecture Hours:	3	*Lecture Hours:*	
Lab/Contact Hours:		*Lab/Contact Hours:*	
Credit Hours:	3	*Credit Hours:*	
Pre-requisites:	None	**Pre-requisites:**	
CURRENT Course Description:		**NEW Course Description:** *(hover over for instructions)*	

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2021	*Every Semester*

Justification: *(select one or more of the following and provide appropriate narrative below:)*

☐ Improving student learning outcomes
☐ Adopting current best practice(s) in field
☐ Mandate of State/Federal/Accrediting Agency
☒ Other –

The new program name is Africana Studies and the course name change is in line with it. The program name has been approved by the provost and at the college level.

Source of Data to Support Change *(select one or more of the following):*

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes

(select one or more of the following and provide appropriate narrative below):

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

☐ Other Data Source Descriptions –

Name change reflects the change of the name of the degree program.

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head		DocuSigned by: Marilyn D. Lovett CF3E1DE9107C4DC...	
College/Division Executive Committee	James LaPlant	DocuSigned by: James LaPlant CFD1633B1A51412...	3/1/2021
Dean/Director	James LaPlant	DocuSigned by: James LaPlant CFD1633B1A51412...	3/1/2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

DocuSign Envelope ID: 3D111842-D3F3-48DA-81F5-8E5F4558D978

Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	01/17/2021

**Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.*

College:	College of Humanities and Social Sciences	**Dept. Initiating Request:**	(African American Studies) Africana Studies
Requestor's Name:	M. Denise Lovett	**Requestor's Role:**	Department Head

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	AFAM 3600	**Course Prefix and Number:**	
Course Title:	Special Topics in African American Studies	**Course Title:**	Special Topics in Africana Studies
Lecture Hours:		*Lecture Hours:*	
Lab/Contact Hours:		*Lab/Contact Hours:*	
Credit Hours:	3	*Credit Hours:*	
Pre-requisites:	None	**Pre-requisites:**	Prerequisite or corequisite: AFAM 3000 or permission of program coordinator.
CURRENT Course Description:		**NEW Course Description:** *(hover over for instructions)*	

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2021	*Every Semester*

Justification: *(select one or more of the following and provide appropriate narrative below:)*

☐ Improving student learning outcomes
☐ Adopting current best practice(s) in field
☐ Mandate of State/Federal/Accrediting Agency
☒ Other –

The new program name is Africana Studies and the course name change is in line with it.

Source of Data to Support Change *(select one or more of the following):*

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes

(select one or more of the following and provide appropriate narrative below):

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

☐ Other Data Source Descriptions –

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head		DocuSigned by: Marilyn D. Lovett CF3E1DE9107C4DC...	
College/Division Executive Committee	James LaPlant	DocuSigned by: James LaPlant CFD1633B1A51412...	3/1/2021
Dean/Director	James LaPlant	DocuSigned by: James LaPlant CFD1633B1A51412...	3/1/2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

DocuSign Envelope ID: 779DEF68-D4F4-4F85-864E-A8418D17C20C

Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	01/17/2021

**Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.*

College:	College of Humanities and Social Sciences	**Dept. Initiating Request:**	(African American Studies) Africana Studies
Requestor's Name:	M. Denise Lovett	**Requestor's Role:**	Department Head

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	AFAM 4700	**Course Prefix and Number:**	
Course Title:	African American Studies Seminar	**Course Title:**	Africana Studies Seminar
Lecture Hours:		*Lecture Hours:*	
Lab/Contact Hours:		*Lab/Contact Hours:*	
Credit Hours:	3	*Credit Hours:*	
Pre-requisites:	None	**Pre-requisites:**	
CURRENT Course Description:		**NEW Course Description:** *(hover over for instructions)*	

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2021	*Every Semester*

Justification: *(select one or more of the following and provide appropriate narrative below:)*

☐ Improving student learning outcomes
☐ Adopting current best practice(s) in field
☐ Mandate of State/Federal/Accrediting Agency
☒ Other –

The new program name is Africana Studies and the course name change is in line with it.

DocuSign Envelope ID: 779DEF68-D4F4-4F85-864E-A8418D17C20C

Source of Data to Support Change *(select one or more of the following):* ☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc. ☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
Plans for assessing course effectiveness/meeting program learning outcomes *(select one or more of the following and provide appropriate narrative below):* ☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc. ☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.) ☐ Other Data Source Descriptions –

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head		DocuSigned by: Marilyn D. Lovett CF3E1DE9107C4DC...	
College/Division Executive Committee			
Dean/Director	James LaPlant	DocuSigned by: James LaPlant CFD1633B1A51412...	3/1/2021
Graduate Executive Committee (for graduate course)	James LaPlant	DocuSigned by: James LaPlant CFD1633B1A51412...	3/1/2021
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

DocuSign Envelope ID: 42258A3F-832A-4D82-AB77-9F05CB55129F

Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission:	10/1/2020

**Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.*

College:	College of Humanities and Social Sciences	**Dept. Initiating Request:**	MCL
Requestor's Name:	Ofélia R. Nikolova	**Requestor's Role:**	Department Head

Check One Option:	☐ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*	
Select Area of Change:	***[Specify if Core Curriculum]***	**Semester to be Effective:**	**Year to be Effective:**
Select One.	N/A	*Spring*	*2021*
Degree/Program Name:	Department Overview		
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/humanities-social-sciences/modern-classical-languages/		

Present Requirements:	**Proposed Requirements:** *(hover over for instructions)*
Dr. Ofelia Nikolova, Department Head Room 128, West Hall The Department of Modern and Classical Languages offers the Bachelor of Arts degree with a major in French and the Bachelor of Arts degree with a major in Spanish. For a Bachelor of Arts degree in either French or Spanish, students may elect to follow the Language and Culture track, the Foreign Language Education track, or the World Languages and Cultures track. Additionally, the department offers minors in French, German, and Spanish, an online Certificate in Spanish for Professionals, an online Certificate in Teaching English to Speakers of Other Languages (TESOL), the Latin American Studies Certificate, and courses that satisfy the add-on ESOL endorsement for current and future P-12 teachers seeking certification in Georgia. The development of the understanding of one or more cultures other than their own and communicative proficiency in the languages of those cultures is an essential element in the educational preparation for citizens who will live in the global society of the 21st century. Courses in six modern languages, Arabic, French, German, Japanese, Russian, and Spanish, are offered in the Department of Modern and Classical Languages and focus on the acquisition of language skills and cultural knowledge that enable individuals to live and work or travel in a society where the language is spoken. Additionally, second language skills and cultural knowledge are advantageous to individuals who plan to pursue careers in business, health-related fields, social service and education agencies, law and law enforcement, science- or humanities-related fields in other cultures or their own.	Dr. Ofelia Nikolova, Department Head Room *128* 1306, West Hall The Department of Modern and Classical Languages offers the Bachelor of Arts degree with a major in French and the Bachelor of Arts degree with a major in Spanish. For a Bachelor of Arts degree in either French or Spanish, students may elect to follow the Language and Culture track*, the Foreign Language Education track,* or the World Languages and Cultures track. Additionally, the department offers minors in French, German, *and* Spanish, and Middle Eastern Studies, an online Certificate in Spanish for Professionals, an online Certificate in Teaching English to Speakers of Other Languages (TESOL), the Latin American Studies Certificate, and courses that satisfy the add-on ESOL endorsement for current and future P-12 teachers seeking certification in Georgia. The development of the understanding of one or more cultures other than their own and communicative proficiency in the languages of those cultures is an essential element in the educational preparation for citizens who will live in the global society of the 21st century. Courses in six modern languages, Arabic, French, German, Japanese, Russian, and Spanish, are offered in the Department of Modern and Classical Languages and focus on the acquisition of language skills and cultural knowledge that enable individuals to live and work or travel in a society where the language is spoken. Additionally, second language skills and cultural knowledge are advantageous to individuals who plan to pursue careers in business, health-related fields, social service and education agencies, law

DocuSign Envelope ID: 42258A3F-832A-4D82-AB77-9F05CB55129F

The Certificates in Spanish for Professionals and in Teaching English to Speakers of Other Languages both open enriched career paths at home and internationally. They may be taken as stand-alone certificates or in conjunction with almost any other major field of study. They are especially appropriate certificates to add to a Bachelor of Arts degree in French or Spanish in either the Language and Culture track or World Languages and Cultures track. Courses in Latin provide students the opportunity to gain insights into life in the Ancient World and principles and foundations of those societies that have contributed to the rise of modern nations. Through the study of Latin, students gain greater knowledge of the Romance languages and enhance both their oral and written skills in English. The programs of study leading to majors in French and Spanish are designed to guide students in the development of competencies in the language skills and cultural knowledge necessary to live in Francophone or Hispanic societies at the level of near-native proficiency. With such a level of ability, students should expect to be able to enter a profession or occupation in education, government, business, law, medicine, or human resources where their bilingual skills are required or are advantageous. They may also elect to continue their study in a graduate program in French or Spanish.	and law enforcement, science- or humanities-related fields in other cultures or their own. The Certificates in Spanish for Professionals and in Teaching English to Speakers of Other Languages both open enriched career paths at home and internationally. They may be taken as stand-alone certificates or in conjunction with almost any other major field of study. They are especially appropriate certificates to add to a Bachelor of Arts degree in French or Spanish in either the Language and Culture track or World Languages and Cultures track. Courses in Latin provide students the opportunity to gain insights into life in the Ancient World and principles and foundations of those societies that have contributed to the rise of modern nations. Through the study of Latin, students gain greater knowledge of the Romance languages and enhance both their oral and written skills in English. The programs of study leading to majors in French and Spanish are designed to guide students in the development of competencies in the language skills and cultural knowledge necessary to live in Francophone or Hispanic societies at the level of near-native proficiency. With such a level of ability, students should expect to be able to enter a profession or occupation in education, government, business, law, medicine, or human resources where their bilingual skills are required or are advantageous. They may also elect to continue their study in a graduate program in French or Spanish. A seamless transition to the VSU Master in the Arts of Teaching in ESOL or FLED is made possible for qualifying students through the Undergraduate to Graduate Accelerated Track available as an option for all BA tracks.

Justification: *(select one or more of the following and provide appropriate narrative below:)*

- ☐ Improving student learning outcomes
- ☐ Adopting current best practice(s) in field
- ☐ Mandate of State/Federal/Accrediting Agency
- ☐ Other –

Source of Data to Support Change *(select one or more of the following):*

- ☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- ☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):

- ☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- ☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
- ☐ Other Data Source Descriptions –

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Ofelia Nikolova	DocuSigned by: Ofelia Nikolova	2/26/2021
College/Division Executive Committee	James LaPlant	2035A37B9E82492... DocuSigned by: James LaPlant	2/26/2021
Dean/Director	James LaPlant	CFD1633B1A51412... DocuSigned by: James LaPlant	2/26/2021
Graduate Executive Committee (for graduate course)		CFD1633B1A51412...	
Graduate Dean (for graduate course)			

DocuSign Envelope ID: 42258A3F-832A-4D82-AB77-9F05CB55129F

Academic Committee			

DocuSign Envelope ID: 110B941C-F2C4-47E5-86C3-0FC072544FA0

Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission:	2-18-2021

**Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.*

College:	College of Humanities and Social Sciences	**Dept. Initiating Request:**	Modern and Classical Languages
Requestor's Name:	Ofélia R. Nikolova	**Requestor's Role:**	Department Head

Check One Option:	☒ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*	
Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2021
Degree/Program Name:	BA in French Language and Culture Track		
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/humanities-social-sciences/modern-classical-languages/ba-french/		

Present Requirements:

Requirements for the Bachelor of Arts Degree with a Major in French--Language and Culture Track

Code	Title	Hours
Core Curriculum		60
Core Curriculum Areas A-E (See VSU Core Curriculum)		42
Core Curriculum Area F		18
FREN 1001 & FREN 1002	Beginning French Language and Introduction to Francophone Cultures, I and Beginning French Language and Introduction to Francophone Cultures, II	0-6
FREN 2001 & FREN 2002	Intermediate French Language & Francophone	0-6

Proposed Requirements: *(hover over for instructions)*

Requirements for the Bachelor of Arts Degree with a Major in French--Language and Culture Track

Code	Title	Hours
Core Curriculum		60
Core Curriculum Areas A-E (See VSU Core Curriculum)		42
Core Curriculum Area F		18
FREN 1001 & FREN 1002	Beginning French Language and Introduction to Francophone Cultures, I and Beginning French Language and Introduction to Francophone Cultures, II	0-6
FREN 2001 & FREN 2002	Intermediate French Language & Francophone	0-6

DocuSign Envelope ID: 110B941C-F2C4-47E5-86C3-0FC072544FA0

	Cultures, I and Intermediate French Language & Francophone Cultures, II	
Foreign Language and Culture (2nd Foreign Language)		0-12
Electives from Area C and Area E Courses		0-6
Senior College Curriculum		60
Upper-Level Courses in French		
FREN 2010	Intermediate Conversation	3
FREN 3001	French Conversation	3
or FREN 3002	French Composition	
FREN 3150	French Culture and Civilization	3
or FREN 3160	Francophone Culture and Civilization	
FREN 3200	Introduction to Literature	3
FREN 3250	Survey of French Literature	3
or FREN 3260	Survey of Francophone Literature	
FREN 3300	French Phonetics and Phonology	3
FREN 4001	Advanced Conversation	3
FREN 4002	Advanced Composition	3
FREN 4990	Senior Seminar	3
FREN 4980	Community Practicum	1
FREN Electives: 3000/4000-level courses		6
Supporting Courses		

	Cultures, I and Intermediate French Language & Francophone Cultures, II	
Foreign Language and Culture (2nd Foreign Language)		0-12
Electives from Area C and Area E Courses		0-6
Senior College Curriculum		60
Upper-Level Courses in French		
FREN 2010	Intermediate Conversation	3
FREN 3001	French Conversation	3
or FREN 3002	French Composition	
FREN 3150	French Culture and Civilization	3
or FREN 3160	Francophone Culture and Civilization	
FREN 3200	Introduction to Literature	3
FREN 3250	Survey of French Literature	3
or FREN 3260	Survey of Francophone Literature	
FREN 3300	*French Phonetics and Phonology*	*3*
FREN 4001	Advanced Conversation	3
FREN 4002	Advanced Composition	3
FREN 4990	Senior Seminar	3
FREN 4980	Community Practicum	1
FREN Electives: 3000/4000-level courses		*6* 9
Supporting Courses		

DocuSign Envelope ID: 110B941C-F2C4-47E5-86C3-0FC072544FA0

ESOL 4010	Applied Linguistics for ESOL Teachers	3
2nd Foreign Language and Culture (may be taken in Areas C and F)		0-12
Electives		11-23
Total hours required for the degree		120
Course List		

ESOL 4010	Applied Linguistics for ESOL Teachers	3
2nd Foreign Language and Culture (may be taken in Areas C and F)		0-12
Electives		11-23
Total hours required for the degree		120
Course List		

Justification: *(select one or more of the following and provide appropriate narrative below:)*

- ☐ Improving student learning outcomes
- ☐ Adopting current best practice(s) in field
- ☐ Mandate of State/Federal/Accrediting Agency
- ☒ Other –

Giving more flexibility to the French BA and aligning it with the partner institutions in e-Languages.

Source of Data to Support Change *(select one or more of the following):*

- ☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- ☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):

- ☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- ☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
- ☐ Other Data Source Descriptions –

DocuSign Envelope ID: 110B941C-F2C4-47E5-86C3-0FC072544FA0

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Ofelia Nikolova	DocuSigned by: Ofelia Nikolova 2035A37B9E82492...	3/2/2021
College/Division Executive Committee	James LaPlant	DocuSigned by: James LaPlant CFD1633B1A51412...	3/3/2021
Dean/Director	James LaPlant	DocuSigned by: James LaPlant CFD1633B1A51412...	3/3/2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

DocuSign Envelope ID: 95100BA9-777A-4779-950E-C6BA1B714CBE

Valdosta State University Curriculum Form

- CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission:	02/18/2021

**Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.*

College:	College of Humanities and Social Sciences	**Dept. Initiating Request:**	Modern and Classical Languages
Requestor's Name:	Ofélia R. Nikolova	**Requestor's Role:**	Department Head

Check One Option:	☒ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*	
Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2021
Degree/Program Name:	BA in French World Languages and Cultures Track		
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/humanities-social-sciences/modern-classical-languages/ba-french/		

Present Requirements:

Accelerated Undergraduate-to-Graduate Track in ESOL for the
French Language and Culture Track

Code	Title	Hours
Senior College Curriculum		
FREN 2010	Intermediate Conversation	3
FREN 3001	French Conversation	3
or FREN 3002	French Composition	
FREN 3150	French Culture and Civilization	3
or FREN 3160	Francophone Culture and Civilization	
FREN 3200	Introduction to Literature	3
FREN 3250	Survey of French Literature	3
or FREN 3260	Survey of Francophone Literature	
FREN 3300	French Phonetics and Phonology	3

Proposed Requirements: *(hover over for instructions)*

Accelerated Undergraduate-to-Graduate Track in ESOL for the
French Language and Culture Track

Code	Title	Hours
Senior College Curriculum		
FREN 2010	Intermediate Conversation	3
FREN 3001	French Conversation	3
or FREN 3002	French Composition	
FREN 3150	French Culture and Civilization	3
or FREN 3160	Francophone Culture and Civilization	
FREN 3200	Introduction to Literature	3
FREN 3250	Survey of French Literature	3
or FREN 3260	Survey of Francophone Literature	
FREN 3300	*French Phonetics and Phonology*	*3*

FREN 4001	Advanced Conversation	3	FREN 4001	Advanced Conversation	3
FREN 4002	Advanced Composition	3	FREN 4002	Advanced Composition	3
FREN 4980	Community Practicum	1	FREN 4980	Community Practicum	1
FREN 4990	Senior Seminar	3	FREN 4990	Senior Seminar	3
FREN 3000- or 4000-level courses		6	FREN 3000- or 4000-level courses		6 9
SPEC 3000	Serving Students with Diverse Needs	3	SPEC 3000	Serving Students with Diverse Needs	3
ESOL 6010	Applied Linguistics for ESOL Teachers	3	ESOL 6010	Applied Linguistics for ESOL Teachers	3
ESOL 6020 or above		6	ESOL 6020 or above		6
General Electives		2-14	General Electives		2-14
Total hours		60	Total hours		60
Course List			Course List		

Justification: *(select one or more of the following and provide appropriate narrative below:)*

☐ Improving student learning outcomes
☐ Adopting current best practice(s) in field
☐ Mandate of State/Federal/Accrediting Agency
☒ Other –

Giving more flexibility to the French BA and aligning it with the partner institutions in e-Languages.

Source of Data to Support Change *(select one or more of the following):*

☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):

☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
☐ Other Data Source Descriptions –

DocuSign Envelope ID: 95100BA9-777A-4779-950E-C6BA1B714CBE

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Ofelia Nikolova	DocuSigned by: Ofelia Nikolova 2035A37B9E82492...	3/2/2021
College/Division Executive Committee	James LaPlant	DocuSigned by: James LaPlant CFD1633B1A51412...	3/3/2021
Dean/Director	James LaPlant	DocuSigned by: James LaPlant CFD1633B1A51412...	3/3/2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

DocuSign Envelope ID: D08BAE3E-F242-4AF1-88EC-CA8307FB3FE6

Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission:	02/18/2021

**Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.*

College:	College of Humanities and Social Sciences	**Dept. Initiating Request:**	Modern and Classical Languages
Requestor's Name:	Ofélia R. Nikolova	**Requestor's Role:**	Department Head

Check One Option:	☒ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*	
Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2021
Degree/Program Name:	BA in French World Languages and Cultures Track		
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/humanities-social-sciences/modern-classical-languages/ba-french/		

Present Requirements:

Accelerated Undergraduate-to-Graduate Track in FLED for the French Language and Culture Track

Code	Title	Hours
Senior College Curriculum		
FREN 2010	Intermediate Conversation	3
FREN 3001	French Conversation	3
or FREN 3002	French Composition	
FREN 3150	French Culture and Civilization	3
or FREN 3160	Francophone Culture and Civilization	
FREN 3200	Introduction to Literature	3
FREN 3250	Survey of French Literature	3
or FREN 3260	Survey of Francophone Literature	
FREN 3300	French Phonetics and Phonology	3

Proposed Requirements: *(hover over for instructions)*

Accelerated Undergraduate-to-Graduate Track in FLED for the French Language and Culture Track

Code	Title	Hours
Senior College Curriculum		
FREN 2010	Intermediate Conversation	3
FREN 3001	French Conversation	3
or FREN 3002	French Composition	
FREN 3150	French Culture and Civilization	3
or FREN 3160	Francophone Culture and Civilization	
FREN 3200	Introduction to Literature	3
FREN 3250	Survey of French Literature	3
or FREN 3260	Survey of Francophone Literature	
FREN 3300	*French Phonetics and Phonology*	*3*

FREN 4001	Advanced Conversation	3	FREN 4001	Advanced Conversation	3
FREN 4002	Advanced Composition	3	FREN 4002	Advanced Composition	3
FREN 4980	Community Practicum	1	FREN 4980	Community Practicum	1
FREN 4990	Senior Seminar	3	FREN 4990	Senior Seminar	3
FREN 3000- or 4000-level course		3	FREN 3000- or 4000-level course		3 6
SPEC 3000	Serving Students with Diverse Needs	3	SPEC 3000	Serving Students with Diverse Needs	3
FREN 5000-level or above		3	FREN 5000-level or above		3
ESOL 6010	Applied Linguistics for ESOL Teachers	3	ESOL 6010	Applied Linguistics for ESOL Teachers	3
ESOL 6020	Cultural Perspectives for ESOL Teachers	3	ESOL 6020	Cultural Perspectives for ESOL Teachers	3
or ESOL 6030	Methods and Materials for Teaching ESOL		or ESOL 6030	Methods and Materials for Teaching ESOL	
General Electives		5-17	General Electives		5-17
Total hours		60	Total hours		60
Course List			Course List		

Justification: *(select one or more of the following and provide appropriate narrative below:)*

☐ Improving student learning outcomes
☐ Mandate of State/Federal/Accrediting Agency
☐ Adopting current best practice(s) in field
☒ Other –

Giving more flexibility to the French BA and aligning it with the partner institutions in e-Languages.

Source of Data to Support Change *(select one or more of the following):*

☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):

☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

DocuSign Envelope ID: D08BAE3E-F242-4AF1-88EC-CA8307FB3FE6

☐ Other Data Source Descriptions –

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Ofelia Nikolova	DocuSigned by: Ofelia Nikolova 2035A37B9E82492...	3/2/2021
College/Division Executive Committee	James LaPlant	DocuSigned by: James LaPlant CFD1633B1A51412...	3/3/2021
Dean/Director	James LaPlant	DocuSigned by: James LaPlant CFD1633B1A51412...	3/3/2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**	☒ No ☐ Yes *[select college & indicate department(s)]*		
College:	*Select One.*	**Department(s):**	

DocuSign Envelope ID: B0D3A43E-D08C-4862-A5DC-29268E2AEB4E

Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission:	02/18/2021

**Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.*

College:	College of Humanities and Social Sciences	**Dept. Initiating Request:**	Modern and Classical Languages
Requestor's Name:	Ofélia R. Nikolova	**Requestor's Role:**	Department Head

Check One Option:	☒ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*	
Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2021
Degree/Program Name:	BA in French World Languages and Cultures Track		
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/humanities-social-sciences/modern-classical-languages/ba-french/		

Present Requirements:			**Proposed Requirements:** *(hover over for instructions)*		
Core Curriculum		60	Core Curriculum		60
Core Curriculum Areas A-F (See VSU Core Curriculum)		42	Core Curriculum Areas A-F (See VSU Core Curriculum)		42
Core Curriculum Area F		18	Core Curriculum Area F		18
FREN 1001 & FREN 1002	Beginning French Language and Introduction to Francophone Cultures, I and Beginning French Language and Introduction to Francophone Cultures, II	0-6	FREN 1001 & FREN 1002	Beginning French Language and Introduction to Francophone Cultures, I and Beginning French Language and Introduction to Francophone Cultures, II	0-6
FREN 2001 & FREN 2002	Intermediate French Language & Francophone Cultures, I and Intermediate French	0-6	FREN 2001 & FREN 2002	Intermediate French Language & Francophone Cultures, I and Intermediate French	0-6

DocuSign Envelope ID: B0D3A43E-D08C-4862-A5DC-29268E2AEB4E

	Language & Francophone Cultures, II	
Second Foreign Language at the 1001 to 2002 levels		0-12
Electives from Area C and Area E courses		0-6
Senior College Curriculum		60
Upper-Level Courses in French		
FREN 2010	Intermediate Conversation	3
FREN 3001	French Conversation	3
or FREN 3002	French Composition	
FREN 3150	French Culture and Civilization	3
or FREN 3160	Francophone Culture and Civilization	
FREN 3200	Introduction to Literature	3
FREN 3250	Survey of French Literature	3
or FREN 3260	Survey of Francophone Literature	
FREN 3300	French Phonetics and Phonology	3
FREN 4001	Advanced Conversation	3
FREN 4002	Advanced Composition	3
FREN 4990	Senior Seminar	3
FREN 3000- or 4000-level course		3
ESOL 4010	Applied Linguistics for ESOL Teachers	3
Related Electives		27
Total hours required for the degree		120

	Language & Francophone Cultures, II	
Second Foreign Language at the 1001 to 2002 levels		0-12
Electives from Area C and Area E courses		0-6
Senior College Curriculum		60
Upper-Level Courses in French		
FREN 2010	Intermediate Conversation	3
FREN 3001	French Conversation	3
or FREN 3002	French Composition	
FREN 3150	French Culture and Civilization	3
or FREN 3160	Francophone Culture and Civilization	
FREN 3200	Introduction to Literature	3
FREN 3250	Survey of French Literature	3
or FREN 3260	Survey of Francophone Literature	
FREN 3300	*French Phonetics and Phonology*	*3*
FREN 4001	Advanced Conversation	3
FREN 4002	Advanced Composition	3
FREN 4990	Senior Seminar	3
FREN 3000- or 4000-level course		*3* 6
ESOL 4010	Applied Linguistics for ESOL Teachers	3
Related Electives		27
Total hours required for the degree		120

DocuSign Envelope ID: B0D3A43E-D08C-4862-A5DC-29268E2AEB4E

Justification: *(select one or more of the following and provide appropriate narrative below:)*

☐ Improving student learning outcomes ☐ Mandate of State/Federal/Accrediting Agency

☐ Adopting current best practice(s) in field ☒ Other –

Giving more flexibility to the French BA and aligning it with the partner institutions in e-Languages.

Source of Data to Support Change *(select one or more of the following):*

☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):

☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

☐ Other Data Source Descriptions –

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Ofelia Nikolova	DocuSigned by: Ofelia Nikolova 2035A37B9E82492...	3/2/2021
College/Division Executive Committee	James LaPlant	DocuSigned by: James LaPlant CFD1633B1A51412...	3/3/2021
Dean/Director	James LaPlant	DocuSigned by: James LaPlant CFD1633B1A51412...	3/3/2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

DocuSign Envelope ID: 9385781D-58EA-4D33-9E98-874BE03EE79A

Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission:	02/18/2021

**Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.*

College:	College of Humanities and Social Sciences	**Dept. Initiating Request:**	Modern and Classical Languages
Requestor's Name:	Ofélia R. Nikolova	**Requestor's Role:**	Department Head

Check One Option:	☒ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*	
Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2021
Degree/Program Name:	BA in French World Languages and Cultures Track		
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/humanities-social-sciences/modern-classical-languages/ba-french/		

Present Requirements:

Accelerated Undergraduate-to-Graduate Track in FLED for the
French World Languages and Cultures Track

Code	Title	Hours
Senior College Curriculum		
FREN 2010	Intermediate Conversation	3
FREN 3001	French Conversation	3
or FREN 3002	French Composition	
FREN 3150	French Culture and Civilization	3
or FREN 3160	Francophone Culture and Civilization	
FREN 3200	Introduction to Literature	3
FREN 3250	Survey of French Literature	3
or FREN 3260	Survey of Francophone Literature	
FREN 3300	French Phonetics and Phonology	3

Proposed Requirements: *(hover over for instructions)*

Accelerated Undergraduate-to-Graduate Track in FLED for the
French World Languages and Cultures Track

Code	Title	Hours
Senior College Curriculum		
FREN 2010	Intermediate Conversation	3
FREN 3001	French Conversation	3
or FREN 3002	French Composition	
FREN 3150	French Culture and Civilization	3
or FREN 3160	Francophone Culture and Civilization	
FREN 3200	Introduction to Literature	3
FREN 3250	Survey of French Literature	3
or FREN 3260	Survey of Francophone Literature	
FREN 3300	*French Phonetics and Phonology*	*3*

FREN 4001	Advanced Conversation	3
FREN 4002	Advanced Composition	3
FREN 4990	Senior Seminar	3
SPEC 3000	Serving Students with Diverse Needs	3
FREN course 5000-level or above		3
ESOL 6010	Applied Linguistics for ESOL Teachers	3
ESOL 6020	Cultural Perspectives for ESOL Teachers	3
or ESOL 6030	Methods and Materials for Teaching ESOL	
General electives		21
Total hours		60
Course List		

FREN 4001	Advanced Conversation	3
FREN 4002	Advanced Composition	3
FREN 4990	Senior Seminar	3
SPEC 3000	Serving Students with Diverse Needs	3
FREN course 5000-level or above		3
FREN elective 3000-level or above		3
ESOL 6010	Applied Linguistics for ESOL Teachers	3
ESOL 6020	Cultural Perspectives for ESOL Teachers	3
or ESOL 6030	Methods and Materials for Teaching ESOL	
General electives		21
Total hours		60
Course List		

Justification: *(select one or more of the following and provide appropriate narrative below:)*

☐ Improving student learning outcomes
☐ Adopting current best practice(s) in field
☐ Mandate of State/Federal/Accrediting Agency
☒ Other –

Giving more flexibility to the French BA and aligning it with the partner institutions in e-Languages.

Source of Data to Support Change *(select one or more of the following):*

☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):

☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
☐ Other Data Source Descriptions –

DocuSign Envelope ID: 9385781D-58EA-4D33-9E98-874BE03EE79A

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Ofelia Nikolova	DocuSigned by: Ofelia Nikolova 2035A37B9E82492...	3/2/2021
College/Division Executive Committee	James LaPlant	DocuSigned by: James LaPlant CFD1633B1A51412...	3/3/2021
Dean/Director	James LaPlant	DocuSigned by: James LaPlant CFD1633B1A51412...	3/3/2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

DocuSign Envelope ID: DBE8319D-F4D0-418D-8378-286049CB05A2

Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission:	01/4/2021

**Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.*

College:	College of Humanities and Social Sciences	**Dept. Initiating Request:**	MCL
Requestor's Name:	Ofélia R. Nikolova	**Requestor's Role:**	Department Head

Check One Option:	☐ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*	
Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☐ Fall ☒ Spring ☐ Summer	2021
Degree/Program Name:	MAT in FLED		
Current Catalog URL:			

Present Requirements:			**Proposed Requirements:** *(hover over for instructions)*		
Prerequisite: SPEC 3000			Prerequisite: SPEC 3000		
Required Core Courses		27	Required Core Courses		27
EDUC 2999	Teacher Education Requirements	0	EDUC 2999	Teacher Education Requirements	0
FLED 6000	World Languages and TESOL Methods P-8	2	FLED 6000	World Languages and TESOL Methods P-8	2
FLED 6010	P-8 Classroom Laboratory	1	FLED 6010	P-8 Classroom Laboratory	1
FLED 7000	Curriculum and Instruction of World Languages & TESOL	2	FLED 7000	Curriculum and Instruction of World Languages & TESOL	2
FLED 7010	6-12 Classroom Laboratory	1	FLED 7010	6-12 Classroom Laboratory	1
FLED 7500	Theory and Practice in Second Language Acquisition	3	FLED 7500	Theory and Practice in Second Language Acquisition	3

ESOL 6010	Applied Linguistics for ESOL Teachers	3
ESOL 6020	Cultural Perspectives for ESOL Teachers	3
ESOL 6030	Methods and Materials for Teaching ESOL	3
FLED 6780	Supervised Internship - Clinical Practice	6
FLED 6800	Clinical Practice Seminar	3
Select one of the following tracks:		
French: Guided Electives (FREN courses at the 5000 level or above)		9
Spanish: Guided Electives (SPAN courses at the 5000 level or above)		9
Total Hours Required for the Degree		36

ESOL 6010	Applied Linguistics for ESOL Teachers	3
ESOL 6020	Cultural Perspectives for ESOL Teachers	3
ESOL 6030	Methods and Materials for Teaching ESOL	3
FLED 6780 or FLED 6790	Supervised Internship - Clinical Practice or Student Teaching - Clinical Practice	6
FLED 6800	Clinical Practice Seminar	3
Select one of the following tracks:		
French: Guided Electives (FREN courses at the 5000 level or above)		9
Spanish: Guided Electives (SPAN courses at the 5000 level or above)		9
Total Hours Required for the Degree		36

Justification: *(select one or more of the following and provide appropriate narrative below:)*

☐ Improving student learning outcomes
☐ Mandate of State/Federal/Accrediting Agency
☒ Adopting current best practice(s) in field
☒ Other –

FLED 6780 and 6790 are essentially the same class - Student Teaching, aka Clinical Practice. Teacher candidates who are already hired to teach in their field take the class student teaching in their own classroom and are considered "interns". Thus, they take FLED 6780. Teacher candidates who are not employed as teachers at the time of their student teaching take the class teaching in their mentor teacher classroom and take FLED 6790. The work they do is the same.

Source of Data to Support Change *(select one or more of the following):*

☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):

☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
☐ Other Data Source Descriptions –

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Ofélia R. Nikolova	Ofélia R. Nikolova	1-2-2021
College/Division Executive Committee	James LaPlant	DocuSigned by: James LaPlant CFD1633B1A51412...	2/11/2021
Dean/Director	James LaPlant	DocuSigned by: James LaPlant CFD1633B1A51412...	2/11/2021
Graduate Executive Committee (for graduate course)	Becky da Cruz	Becky K. da Cruz	2/19/2021

DocuSign Envelope ID: DBE8319D-F4D0-418D-8378-286049CB05A2

Graduate Dean (for graduate course)	Becky da Cruz	Becky K. da Cruz	2/19/2021
Academic Committee			

***Will this change impact another college/department?**		☐ No ☒ Yes *[select college & indicate department(s)]*	
College:	College of Education and Human Services	**Department(s):**	Teacher Preparation

DocuSign Envelope ID: DF02C7B7-7175-42AA-8386-28297AE6D99C

Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	01/4/2021

**Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.*

College:	College of Humanities and Social Sciences	**Dept. Initiating Request:**	MCL
Requestor's Name:	Ofélia R. Nikolova	**Requestor's Role:**	Department Head

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	FREN 4800	**Course Prefix and Number:**	
Course Title:	Special Topics	**Course Title:**	
Lecture Hours:	3	*Lecture Hours:*	
Lab/Contact Hours:		*Lab/Contact Hours:*	
Credit Hours:	3	*Credit Hours:*	
Pre-requisites:		**Pre-requisites:**	FREN 2010 or MCL departmental approval

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
	Special Topics in French language or French or Francophone literature, civilization, or culture. May be repeated for credit if topics are different.

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☒ Elective	☐ Fall ☒ Spring ☐ Summer	2021	*Once per Year*

Justification: *(select one or more of the following and provide appropriate narrative below:)*

☐ Improving student learning outcomes
☐ Adopting current best practice(s) in field
☐ Mandate of State/Federal/Accrediting Agency
☒ Other –

The BA in French relies frequently on special topics courses for added flexibility in student progress on their path to graduation.

DocuSign Envelope ID: DF02C7B7-7175-42AA-8386-28297AE6D99C

Source of Data to Support Change *(select one or more of the following):*

☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes

(select one or more of the following and provide appropriate narrative below):

☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

☐ Other Data Source Descriptions –

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Ofelia Nikolova	DocuSigned by: Ofelia Nikolova 2035A37B9E82492...	2/26/2021
College/Division Executive Committee	James LaPlant	DocuSigned by: James LaPlant CFD1633B1A51412...	2/26/2021
Dean/Director	James LaPlant	DocuSigned by: James LaPlant CFD1633B1A51412...	2/26/2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☒ No ☒ Yes *[select college & indicate department(s)]*	
College:	Select One.	**Department(s):**	

DocuSign Envelope ID: E8AE773C-C05B-4B29-9521-389EBD54191F

Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	01/4/2021

**Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.*

College:	College of Humanities and Social Sciences	**Dept. Initiating Request:**	MCL
Requestor's Name:	Ofélia R. Nikolova	**Requestor's Role:**	Department Head

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	FREN 6900	**Course Prefix and Number:**	
Course Title:	Special Topics	**Course Title:**	
Lecture Hours:	3	*Lecture Hours:*	
Lab/Contact Hours:		*Lab/Contact Hours:*	
Credit Hours:	3	*Credit Hours:*	
Pre-requisites:		**Pre-requisites:**	

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
Special Topics in French language or French or Francophone literature, civilization, or culture. May be repeated up to a maximum of 6 hours if topics are different.	Special Topics in French language or French or Francophone literature, civilization, or culture. May be repeated *up to a maximum of 6 hours* for credit if topics are different.

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☒ Elective	☐ Fall ☒ Spring ☐ Summer	2021	*Every Semester*

Justification: *(select one or more of the following and provide appropriate narrative below:)*

☐ Improving student learning outcomes
☐ Adopting current best practice(s) in field
☐ Mandate of State/Federal/Accrediting Agency
☒ Other –

The MAT in French FLED relies on special topics courses for added flexibility in student progress on their path to graduation.

Source of Data to Support Change *(select one or more of the following):*

☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes

(select one or more of the following and provide appropriate narrative below):

☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

☐ Other Data Source Descriptions –

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Ofélia R. Nikolova	Ofélia R. Nikolova	01/04/2021
College/Division Executive Committee	James LaPlant	DocuSigned by: James LaPlant CFD1633B1A51412...	2/11/2021
Dean/Director	James LaPlant	DocuSigned by: James LaPlant CFD1633B1A51412...	2/11/2021
Graduate Executive Committee (for graduate course)	Becky da Cruz	Becky K. da Cruz	2/19/2021
Graduate Dean (for graduate course)	Becky da Cruz	Becky K. da Cruz	2/19/2021
Academic Committee			

***Will this change impact another college/department?**		☐ No ☒ Yes *[select college & indicate department(s)]*	
College:	College of Education and Human Services	**Department(s):**	This impact is indirect as it affects only content courses in a Teacher Preparation Program.

DocuSign Envelope ID: 37AC3A4B-C057-4B9C-AD97-773A70F511F2

Valdosta State University Curriculum Form

- CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission:	Select Date.

*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.

College:	College of Humanities and Social Sciences	**Dept. Initiating Request:**	English
Requestor's Name:	Dr. Maren Clegg Hyer	**Requestor's Role:**	Faculty

Check One Option:	☒ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*		
Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☐ Undergraduate ☒ Graduate	☐ Core ☒ Major Requirement ☒ Elective	☐ Fall ☐ Spring ☒ Summer	2021	Every Semester
Degree/Program Name:				
Current Catalog URL:				

Present Requirements:

Selected Educational Outcomes
To demonstrate an ability to interpret language and literature in light of key facts, concepts, and contexts.
To employ a variety of critical approaches.
To produce systematic and thoroughly researched work appropriate to the discipline.
To participate in activities related to the profession.
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:
Students will pass a two-hour written comprehensive examination or prepare a master's thesis.
Students will pass either an oral examination or successfully defend a thesis.
Students will complete a Graduate Student Exit Questionnaire and an exit interview.
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 includes official transcripts from all institutions previously attended, official test scores (GRE), completed application, 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.
Application Deadlines:

Proposed Requirements: *(hover over for instructions)*

Emphasis in Literature

Code	Title	Hours
Required Courses		18
ENGL 7000	*Approaches to Graduate Study*	*3*
ENGL 7010	*Approaches to Critical Theory* Literary Theory and Criticism in Graduate Studies	3
ENGL 8800	Teaching College Composition	3
Seminars (8000-level)		*12* 6
Graduate Option (6000)*		6
Guided Electives		12-15(insert superscript 2)
Select twelve-fifteen hours from the following options:		
Studies Courses (7000-level ENGL)		0-12
Seminars (8000-level ENGL)		0-12

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Fall: July 1
Spring: November 1
Summer: April 1
Go to the Graduate School website and click on Our Programs, then click on English for information on:
Specific English Program Admission Requirements
English Program Retention, Dismissal, and Readmission Policies
English Program Graduation Requirements
To Apply Online, click here.
Students may be accepted as probationary students in the Department of English. In order to be accepted as such, students must meet either the minimum GPA or GRE requirements. Moreover, students must submit a three-page essay to the Department of English, detailing (a) career goals and (b) academic interests. Probationary acceptance is provisional and at the discretion of the Graduate Committee.
Thesis Option
A master's thesis in English should be a work of 50 or more pages demonstrating competent and substantial research coupled with an innovative approach to the subject matter. The thesis will be directed by a faculty member and a committee of two other faculty members (one of whom must be from a department outside English). Once the thesis has been submitted, students will have an oral defense covering both the thesis and their coursework. Students following this option must complete a minimum of 30 hours of coursework and 6 hours of thesis credit.
For important additional thesis guidelines, click here.
Non-Thesis Option—Comprehensive Examination
In either track, students will develop, in consultation with their committee, a reading list representative of a currently recognized sub-field or specialty in their specific area of emphasis. This list should consist of no fewer than 20 secondary sources (articles and/or book chapters), excluding material that students have already studied in their classes.
Students will then take a three-hour written examination over the reading list as well as undergo a follow-up oral examination over the written test and their coursework. These examinations should be taken during the final semester. Students following this option must complete 36 hours of coursework.
For important additional exam guidelines, click here.
Students who plan to take the comprehensive examination in either area of emphasis may take 3 credits of exam reading hours (ENGL 8995). Students should submit a formal request to the graduate coordinator briefly outlining the scope of the exam and must include the reading list assigned to them by their exam committee chair as well as a copy of the committee appointment form including all required signatures. The three credits of reading hours can count toward the 36 hours of

Graduate Option (ENGL/LING 6000 and/or course(s) from other departments)1		0-9
Culminating Experience: Select one of the options below		
Option A: Comprehensive Examination		*6* 3
ENGL 8995	Comprehensive Exam Reading Hours2	
ENGL Elective		
Option B: Thesis		6
ENGL 8999	Thesis	
Total Required for the Degree		36

Course List

1 In order to take advantage of our extensive range of topics offered in upper-division *undergraduate* offerings and to engage in interdisciplinary study, students will also have the opportunity to exercise a graduate option. Under this option, students will be allowed a maximum of *9* 15 hours of coursework that can be drawn from selected 4000-level courses within the English Department with the prefixes ENGL, and LING, *and JOUR* offered at the 6000 level (*with the instructor's permission, graduate students may take the undergraduate course* with appropriate adjustments in the course syllabus); only 6 hours of the Graduate Option can be taken as graduate courses outside the MA English *Department* Program, with preference given for MAESLAT courses in Rhetoric and Composition. The final elective for those students who choose to write a Comprehensive Exam instead of a thesis is exempt from the 15-hour limit on 6000-level courses.

2(supercript) If a student opts for a Comprehensive Exam as the Culminating Experience, the student should take an additional ENGL/LING 6000, 7000, or 8000 elective course to reach the required 15 elective credit hours. Thesis students are only required 12 elective credit hours.

Emphasis in Rhetoric and Composition

Code	Title	Hours
Required Courses		*18* 15
ENGL 7000	*Approaches to Graduate Study*	*3*

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coursework required for the degree. Exam reading hours may not be repeated for credit.

Students entering either emphasis without an undergraduate degree in English or an English minor must complete the following requirements prior to enrollment in graduate-level coursework with a grade of "B" or higher in each:

Code	Title	Hours
ENGL 3060	Introduction to Criticism and Research	3
ENGL 3210	American Literature I	3
ENGL 3215	American Literature II	3
ENGL 3110	British Literature I	3
ENGL 3120	British Literature II	3

Course List

Emphasis in Literature

Code	Title	Hours
Required Courses		18
ENGL 7000	Approaches to Graduate Study	3
ENGL 7010	Approaches to Critical Theory	3
Seminars (8000-level)		12
Guided Electives		12
Select twelve hours from the following options:		
Studies Courses (7000-level ENGL)		0-12
Seminars (8000-level ENGL)		0-12
Graduate Option (ENGL 6000 and/or course from other departments) 1		0-9
Culminating Experience: Select one of the options below		
Option A: Comprehensive Examination		6
ENGL 8995	Comprehensive Exam Reading Hours	
ENGL Elective		

ENGL 7010	*Approaches to Critical Theory* Literary Theory and Criticism in Graduate Studies	3
ENGL 8800	Teaching College Composition	3
Select three from the following:		9
ENGL 4610/6000	History of the English Language (if not taken as an undergraduate)1	
ENGL 4620/6000	Survey of the History of Rhetoric (if not taken as an undergraduate)21	*0-3*
ENGL 4640/6000	Studies in Composition Theory (strongly encouraged if not taken as an undergraduate)1	
ENGL 7600	*Studies in Rhetoric and Composition*	*3*
or ENGL 8600	*Seminar in Rhetoric and Composition*	
or ENGL 8800	*Teaching College Composition*	
Select one from the following:		*3*
ENGL 4610/6000	*History of the English Language (if not taken as an undergraduate) 2*	
ENGL 7600	Studies in Rhetoric and Composition *(if not taken above)*	
ENGL 7610	Composition Theory for Language Arts Teachers	
ENGL 7620	Rhetorical Theory for Language Arts Teachers	

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Option B: Thesis		6
ENGL 8999	Thesis	
Total Required for the Degree		36
Course List		

1 In order to take advantage of our extensive undergraduate offerings and to engage in interdisciplinary study, students will also have the opportunity to exercise a graduate option. Under this option, students will be allowed a maximum of 9 hours of coursework that can be drawn from selected 4000-level courses within the English Department with the prefixes ENGL, LING, and JOUR (with the instructor's permission, graduate students may take the undergraduate course with appropriate adjustments in the course syllabus); only 6 hours of the Graduate Option can be taken as graduate courses outside the English Department.

Emphasis in Rhetoric and Composition

Code	Title	Hours
Required Courses		18
ENGL 7000	Approaches to Graduate Study	3
ENGL 7010	Approaches to Critical Theory	3
ENGL 4620/6000	Survey of the History of Rhetoric (if not taken as an undergraduate) 2	0-3
ENGL 7600	Studies in Rhetoric and Composition	3
or ENGL 8600	Seminar in Rhetoric and Composition	
or ENGL 8800	Teaching College Composition	
Select one from the following:		3
ENGL 4610/6000	History of the English Language (if not taken as an undergraduate) 2	
ENGL 7600	Studies in Rhetoric and	
ENGL 8300	Revision and Editing for Professionals	
ENGL 8600	Seminar in Rhetoric and Composition *(if not taken above)*	
ENGL 8610	History of Rhetorical Theory for Language Arts Teachers	
ENGL 8690	Workshop in Rhetoric and Composition32	
LING 6000	Principles of Language Study	
LING 6160	Language in Society	
Guided Electives		15-18(insert superscript 3)
Select fifteen hours from the following (including any courses listed above not taken for required credit):		
Studies Courses (7000-level ENGL)		
Seminars (8000-level ENGL)		
Graduate Option (ENGL/LING 6000 and/or courses from other departments)14		
Culminating Experience: Select one of the options below		3-6
Option A: Comprehensive Exam		*6*
ENGL 8995	Comprehensive Exam Reading Hours	3
ENGL elective		
Option B: Thesis		*6*
ENGL 8999	Thesis	6
Total Required for the Degree		36
Course List		

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	Composition (if not taken above)	
ENGL 8300	Revision and Editing for Professionals	
ENGL 8600	Seminar in Rhetoric and Composition (if not taken above)	
ENGL 8690	Workshop in Rhetoric and Composition 3	
LING 6000	Principles of Language Study	
LING 6160	Language in Society	
Guided Electives		15
Select fifteen hours from the following:		
Studies Courses (7000-level ENGL)		
Seminars (8000-level ENGL)		
Graduate Option (ENGL 6000 and/or courses from other departments) 1		
Culminating Experience: Select one of the options below		
Option A: Comprehensive Exam		6
ENGL 8995	Comprehensive Exam Reading Hours	
ENGL elective		
Option B: Thesis		6
ENGL 8999	Thesis	
Total Required for the Degree		36

Course List

1 In order to take advantage of our extensive undergraduate offerings and to engage in interdisciplinary study, students will also have the opportunity to exercise a graduate option. Under this option, students will be allowed a maximum of 9 hours of coursework which can be drawn from selected 4000-level courses within the English Department with the prefixes ENGL, LING, and JOUR (with the instructor's permission, graduate students may take the undergraduate course with appropriate adjustments in the course syllabus); only 6 hours of the Graduate Option can be taken as graduate courses outside the English Department

1 In order to take advantage of our extensive undergraduate offerings and to engage in interdisciplinary study, students will also have the opportunity to exercise a graduate option. Under this option, students will be allowed a maximum of 9 hours of coursework which can be drawn from selected 4000-level courses within the English Department with the prefixes ENGL, LING, and JOUR (with the instructor's permission, graduate students may take the undergraduate course with appropriate adjustments in the course syllabus); only 6 hours of the Graduate Option can be taken as graduate courses outside the English Department

21 The Graduate Option allows students to take a maximum of two courses that are cross-listed with a 4000-level course, listed as ENGL 6000 Graduate Option. If taken at the undergraduate level, these courses cannot be taken again for graduate credit.

32ENGL 8690 may be taken twice for credit

3 (supercript) If a student opts for a Comprehensive Exam as the Culminating Experience, the student should take an additional elective course to reach the required 18 elective credit hours. Thesis students are only required 15 elective credit hours.

4 Under this option, students are allowed a maximum of 9 hours of coursework total which can be drawn from 4000-level courses within the English Department with the prefixes ENGL and LING offered at the 6000-level (with appropriate adjustments in the course syllabus). If students have taken 6000-level courses under Required Courses above, they do not count towards the total or affect how many additional 6000 courses may be taken as electives. The final elective for those students who choose to write a Comprehensive Exam instead of a thesis is exempt from the 9-hour limit on 6000-level courses as Electives. Only 6 hours of the Graduate Option may be taken as graduate courses outside the English Department.

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undergraduate course with appropriate adjustments in the course syllabus); only 6 hours of the Graduate Option can be taken as graduate courses outside the English Department

2 The Graduate Option allows students to take a maximum of two courses that are cross-listed with a 4000-level course, listed as ENGL 6000 Graduate Option. If taken at the undergraduate level, these courses cannot be taken again for graduate credit.

3 ENGL 8690 may be taken twice for credit

Students seeking the M.A. in English as a second master's degree must satisfy all the requirements for the Master of Arts in English.

T-5 Certification

Students wishing to obtain T-5 certification may do so after the completion of the M.A. program, provided they have a T-4 certificate and complete the professional education courses required for T-5 certification by the State Department of Education.

Justification: *(select one or more of the following and provide appropriate narrative below:)*

☒ Improving student learning outcomes
☐ Mandate of State/Federal/Accrediting Agency
☒ Adopting current best practice(s) in field
☐ Other –

This change supports the removal of ENGL 7000 from the required courses and reduces the number of graduate level seminars, allowing graduate students to take advantage of our diverse undergraduate offerings at the 4000/6000 level and encouraging higher enrollments in split-level courses. For the Rhetoric and Composition emphasis, the expanded options move the emphasis to best practices in the field.

Source of Data to Support Change *(select one or more of the following):*

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
☐ Other Data Source Descriptions –

Effectiveness will be assessed quantitatively through monitoring enrollment, retention, and completion and qualitatively through advising interactions with students and faculty.

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	DocuSigned by: Donna N. Sewell 93917F1BC4CD4D4...	DocuSigned by: Donna N. Sewell 93917F1BC4CD4D4...	2/11/2021
College/Division Executive Committee			
Dean/Director	DocuSigned by: James LaPlant CFD1633B1A51412...	DocuSigned by: James LaPlant CFD1633B1A51412...	2/11/2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/19/2021
Academic Committee			

*Will this change impact another college/department?		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

DocuSign Envelope ID: 37AC3A4B-C057-4B9C-AD97-773A70F511F2

Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	11/6/2020

**Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.*

College:	College of Humanities and Social Sciences	**Dept. Initiating Request:**	English
Requestor's Name:	Dr. Maren Clegg Hyer	**Requestor's Role:**	Faculty

CURRENT: *(list only items to be changed)*		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	ENGL 7010	**Course Prefix and Number:**	
Course Title:	Approaches to Critical Theory	**Course Title:**	Literary Theory and Criticism in Graduate Studies
Credit Hours:	3	*Credit Hours:*	
Lecture Hours:	3	*Lecture Hours:*	
Lab Hours:	0	*Lab Hours:*	
Pre-requisites:		**Pre-requisites:**	

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
An introduction to the role and function of literary criticism in the context of literary studies.	The application of literary theory and criticism in the context of English graduate study.

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☐ Undergraduate ☒ Graduate	☐ Core ☒ Major Requirement ☐ Elective	☐ Fall ☐ Spring ☒ Summer	2021	*Every other Year*

Justification: *(select one or more of the following and provide appropriate narrative below:)*

☒ Improving student learning outcomes
☐ Adopting current best practice(s) in field
☐ Mandate of State/Federal/Accrediting Agency
☒ Other –

This change allows the department to reduce the number of low-enrolled classes and to encourage success and retention by moving introductory elements to an ongoing orientation model during the first semester.

Source of Data to Support Change *(select one or more of the following):*

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes

(select one or more of the following and provide appropriate narrative below):

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

☐ Other Data Source Descriptions –

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	DocuSigned by: Donna N. Sewell 93917F1BC4CD4D4...	DocuSigned by: Donna N. Sewell 93917F1BC4CD4D4...	2/11/2021
College/Division Executive Committee			
Dean/Director	DocuSigned by: James LaPlant CFD1633B1A51412...	DocuSigned by: James LaPlant CFD1633B1A51412...	2/11/2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/19/2021
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission: 02/16/2021

**Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.*

College:	College of Education and Human Services	**Dept. Initiating Request:**	Dean's Office
Requestor's Name:	Karla Hull	**Requestor's Role:**	Dean

Check One Option:	☐ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☐ Fall ☐ Spring ☒ Summer	2021

Degree/Program Name:	Communication Disorders
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/education-human-services/communication-sciences-disorders/bsed-communication-disorders/

Present Requirements:	**Proposed Requirements:** *(hover over for instructions)*
Students admitted to the Communication Disorders program must have a 3.00 GPA. All courses in Area F and major courses must be completed with a grade of "C" or higher. If a student's GPA falls below 2.75, the student will have one semester (fall or spring) to restore it to or above 2.75. If the GPA remains below 2.75 for two consecutive semesters (not including summer), the student will be required to select another major.	Students admitted to the Communication Disorders program must have a 3.00 GPA. All courses in Area F and major courses must be completed with a grade of "C" or higher. If a student's GPA falls below 3.00 *2.75*, the student will have one semester (fall or spring) to restore it to or above 3.00 *2.75*. If the GPA remains below 3.00 *2.75* for two consecutive semesters (not including summer), the student will be required to select another major.

Justification: *(select one or more of the following and provide appropriate narrative below:)*

- ☐ Improving student learning outcomes
- ☐ Adopting current best practice(s) in field
- ☐ Mandate of State/Federal/Accrediting Agency
- ☒ Other –

To correct GPA requirement for program retention.

Source of Data to Support Change *(select one or more of the following):*

- ☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- ☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):

- ☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- ☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
- ☐ Other Data Source Descriptions –

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Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Corine Myers-Jennings	DocuSigned by: Corine Myers-Jennings E7EF81D921654B7...	2/16/2021
College/Division Executive Committee			
Dean/Director	Karla Hull	Karla Hull	3-2-2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☐ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

Map for e-degree BSED in Elementary Education – Online

This map is a term-by-term course schedule. The courses listed below each semester are designed to keep you on course to graduate in 5 semesters with your BSED in Elementary Education and your initial teaching certification. A sample schedule is provided as a general guideline to help you build a schedule each term. Your courses must be selected with your advisor to satisfy all requirements. Each course is an 8-week class with the exception of ELED 4700 which runs 16 weeks.

Semester 1

Fall	Hours
EDUC 2999	0
ELED 3500 Develop App Practice	3
ELED 3501 Class Manage/SEL	3
ELED 3600 Tech for Learning	3
ELED 3601 Emerg Lit	3
Total Hours:	12

Semester 2

Spring	Hours
ELED 3700 Science of Reading	3
ELED 3701 Differentiated Instruction	3
ELED 3800 Planning for Teaching	3
ELED 3801 Assess for Stud Learning	3
Total Hours:	12

Semester 3

Summer	Hours
ELED 3900 Math Methods I	3
ELED 3901 Science Methods	3
Total Hours:	6

Semester 4

Fall	Hours
ELED 4500 Math Methods II	3
ELED 4501 Intro Multicultural Ed	3
ELED 4600 Social Studies Methods	3
ELED 4601 Literacy Assess	3
ELED 4700 Practicum	3
Total Hours:	15

Semester 5

Spring	Hours
ELED 4800 Clinical Practice	10
ELED 4801 Seminar	2
Total Hours:	12

Fall/Spring/Summer course: SPEC 3000 – 3 hrs

Total hours: 60

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Valdosta State University Curriculum Form

- **Request for a NEW COURSE**

Date of Submission:	01/20/2021

**Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.*

College:	College of Education and Human Services	**Dept. Initiating Request:**	Dept. of Teacher Education
Requestor's Name:	Deborah Paine	**Requestor's Role:**	Department Head

Proposed NEW Course Prefix: *(Consult abbreviations in the catalog)*	ELED	**NEW Course Number:** *(Consult #s in the catalog)*	3500
Proposed NEW Course Title:	Introduction to Developmentally Appropriate Practice		
NEW Course Title Abbreviation: *(Limit to 30 character spaces)*	Develop Approp Practice		
Prerequisite(s):	EDUC 2999		

Lecture Hours:	3	**Lab/Contact Hours:**	1	**Credit Hours:**	3

Proposed NEW Course Description: *(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)**

An introduction to developmentally appropriate practice (DAP) including considerations for age appropriateness, individual appropriateness, and relevance of teaching strategies and environments to the social and cultural contexts of the children's lives. The focus of the course is on responsive classroom practices that support children in reaching challenging and achievable goals. The creation of classroom experiences that are developmentally appropriate for all learners while incorporating required standards and curriculum elements is the focus of this course.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2021	*Once per Year*

Justification: *(select one or more of the following and provide appropriate narrative below:)*

☐ Improving student learning outcomes
☐ Adopting current best practice(s) in field
☐ Mandate of State/Federal/Accrediting Agency
☒ Other –

The current BSED in elementary education is a fully face-to-face program. The creation of this course will be part of a new elementary education certification program developed to support students who seek initial certification through a fully online platform. This program and course is part of the new USG initiative supporting an "e-degree" for students.

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

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Source of Data to Support Change *(select one or more of the following):*

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

☐ Other Data Source Descriptions –

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

Valdosta State University – NEW COURSE Form

- **Request for a NEW COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Deborah Gail Paine	DocuSigned by: Deborah Paine EB41DD4F62CC4C4...	3/1/2021
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	3/1/2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

Dewar College of Education and Human Services
Valdosta State University
Department of Teacher Education

ELED 3500
Introduction to Developmentally Appropriate Practices
3 Semester Hours
SEMESTER/YEAR

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.

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.

**Council of Chief State School Offices. (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf*

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INSTRUCTOR

Name:

Office Number:

Telephone:

Email Address:

Office Hours:

COURSE DESCRIPTION

Prerequisites: EDUC 2999.
An introduction to developmentally appropriate practice (DAP) including considerations for age appropriateness, individual appropriateness, and relevance of teaching strategies and environments to the social and cultural contexts of the children's lives. The focus of the course is on responsive classroom practices that support children in reaching challenging and achievable goals. The creation of classroom experiences that are developmentally appropriate for all learners while incorporating required standards and curriculum elements is the focus of this course.

COURSE OBJECTIVES (*Show alignment to InTASC Model Core Teacher Standards for all educator preparation courses*).

(Adapted from https://www.naeyc.org/resources/developmentally-appropriate-practice)

Numbers in parentheses following objectives refer to InTASC Model Core Teacher Standards and Georgia PSC standards for certification of Elementary Teachers (pre-K, through 5th grade).

By the end of the semester candidates will:

1. apply the principles of learning and development to identify and discuss ways to support children's learning based on the unique characteristics and needs of young children;
2. demonstrate an understanding of how to identify and support learning and development through play for young learners;
3. describe the impact of developmental differences in students on the role of the teacher and the classroom environment.
4. understand how to create a caring, equitable community of learners:
5. observe, document, and assess children's development and learning;
6. demonstrate an understanding of ways to assimilate diverse families, cultures and communities to create responsive early childhood environments;
7. understand the role of technology in a developmentally appropriate classroom.
8. demonstrate professionalism as an early childhood educator.

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Module	Content	Activities/Assignments	Course Objectives Standards
1	**Introduction to DAP** **Understanding Children as Individuals and Competent Learners** **A. Adaptive Fit** *(the balance between child and environmental characteristics)* **B. Incorporating the perspective of each child** *(temperament, culture, experiences)* **C. Viewing children as Competent** *(what can/does child do in communication, social*	**Read:** Understanding Children as Individuals and Competent Learners, In *Opening Doors: An Introduction to Inclusive Early Childhood Education*, Hull, Goldhaber & Capone, (2002), Houghton Mifflin, pg. 41-60 (link for pages in module 1)	Course Objectives (1,3) InTASC Standards (1, 2, 3) PSC Standards

	interaction, movement, thinking, self-help skills) **D. Understanding the Relationship Between Behavior and Environments** *(Behavior communicates, Behavior occurs within a particular context, environments influence behavior* **E. Planning Environments that Support Children's Competence.** **F. Assistive Technology and other supports**	**Mini-Case applications #1 –***Megan's viewpoint* **Mini-Case applications #2-***Theo, Jaylaan, Bettina* **Mini-Case applications #3-***Analysis of Circle time* **Mini-Case applications #4-***Supporting Bettina*	(1,3)
2	**Understanding and Responding to Children's Developmental Cues** **Principles of Child Development and Learning** **1) Patterns, Predictability and Interrelatedness: *Cognition*** (paying attention, understanding and using the information perceived, remembering) (indicators of thinking competence during Play) ***2)* Patterns, Predictability and Interrelatedness: *Communication*** *(communicating interests, preferences, and needs – through eye gaze, physical proximity, gestures, physical manipulation, crying, words, sentences, sign language, communication board)* *3)* **Patterns, Predictability and Interrelatedness: Social-Emotional** *(emotion regulation, social knowledge, social skills, social dispositions)* (indicators of Social Emotional competence during Play) **4) Patterns, Predictability and Interrelatedness: Motor-Physical** *(reacting to sensory information, moving around environment-* ***large muscle**:* *(kinesthetic awareness, strength, flexibility, coordination, agility)* ***Small muscle**:* *(grasping, releasing, dumping, pouring, twisting, turning, folding, tearing, stringing, tying, zipping, buttoning, writing, drawing, tapping, clapping, rubbing, pointing, cutting)* indicators of Motor-Physical competence during Play) 5) **Patterns, Predictability and Interrelatedness: Adaptive** *(self-help/independence skills: toileting, eating, dressing and undressing and grooming)*	**Read**: Understanding Children as Individuals and Competent Learners, In *Opening Doors: An Introduction to Inclusive Early Childhood Education*, Hull, Goldhaber & Capone, (2002), *Understanding and Responding to Children's Developmental Cues* Houghton Mifflin, pg. *141-169* (link for pages in module 2) --- **Mini-Case applications #5 –** *Understanding Aaron* **Mini-Case applications #6-***Creating a sense of belonging* **Mini-Case applications #7-** *Responding to Samantha* **Mini-Case applications #8-***Supporting Bettina.* --- **Video Observation #** *1*	Course Objectives (1,3,5) InTASC Standards (1, 2, 3) PSC Standards (1,3)

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	(indicators of Adaptive competence during Play) **A. Interrelatedness of Domains** **B. Developmental Predictability** **C. Predictable Variations and Individuality** **D. Role of Nature** **E. Role of Nurture and active exploration of the environment** (Piaget and Vygotsky)		
3	**Play, Practice, Pretense** (5 & 6) **A. What influences Play?** (Gender, culture, ability, teacher) B. **Functional Play** C. **Constructive Play** D. **Symbolic Play** (substituting one object for another, shift from self to other referencing, sequencing and combining behaviors and events, decontextualization) E. **Dramatic Play** (role playing, pretense with objects, pretense with actions or situations, social interactions, verbal communication, persistence) F. **Large Motor Play** G. **Observing Social Participation in Play** **(**Onlooker, solitary, parallel, group) (parallel play, parallel play with mutual regard, simple social play, complementary play, reciprocal complementary play) (indicators of Motor-Physical competence during Play) **H. Teacher's Role**	**Read**: Pg. 166-169 179-210 **Video Observations 2, 3, & 4** **Observing & Analyzing Pretend Play Project**	Course Objectives (1,2,3) InTASC Standards (1,2,3,6) PSC standards (3e 3f,4g,6h)
4	Creating and Facilitating Environments that Support Learning **A. Components of Environments** 1. **Physical-** (group size, amount of space and design, play equipment size, toy attributes, materials) 2. **Temporal-** (amount of time, predictability, flexibility, balance, schedule) 3. **Social-** (number of adults/children, types, frequency and quality of interactions: peer to peer, adult to child, adult to adult) 4. **Affective-** (tone created by interaction, materials, space, schedules, activities: promote a sense of belonging and self confidence	**Read:** pgs. 219-243 **Video Observations 5,6,7** **Observing & Analyzing Environments Project**	Course Objectives (1,2,3,4) InTASC Standard (3) PSC Standard (1,4)

	B. Setting the Stage **1.** Organization **2.** Variety **3.** Complexity **4.** Choice **C. Examining Rules** **D. Adapting Play materials**		
5.	**Working with Families** **A. Examining the Cultural Responsiveness of the Environment** **(**toys, books and materials, music, family participation, visual/aesthetic interactions) (analyzing the environment for cultural, linguistic, and family relevance) (Connecting with families)	**Read:** Communicating with Families https://www.responsiveclassroom.org/communicating-with-families-operating-from-a-place-of-empathy/ **Video Observations 8 ,9** **Family Interviews Project**	Course Objectives (1,2,3,4,6) InTASC Standards (9 & 10) PSC Standard (2)
6.	**Creating Adaptive Fit: Essential Roles for Educators Responsive, diverse, multi-cultural classrooms** **Reflective Educators provide essential learning opportunities** (develop confidence, practice curiosity, be intentional, practice self-control, practice relatedness, practice communication, be cooperative) **Reflective Educators Analyze their environments** **(**range and relevance of experiences) **(**activities and routines: structure, teachers role, expectations for children) (access to environment) **Reflective Educators Plan** (incorporating children's competence and IEP's into the planning) **Reflective Educators understand and support transitions**	**Read**: ppg.249-273 **DAP Applications Project**	Course Objectives (1,2,3,4,5) InTASC Standard (7) PSC Standard (1,2,3)
7.	Integrating Art, Music and Movement and Technology into the ELED curriculum	https://www.edutopia.org/article/strategies-dramatic-arts-can-enhance-student-engagement https://www.edutopia.org/blog/music-teaching-tool-maria-alegria https://www.gonoodle.com/blog/gonoodle-games-movement-app-	Course Objectives (1,2,3,4,5) InTASC Standard (7) PSC

		for-kids/ https://www.deepspacesparkle.com/top-eight-tips-for-teaching-art-to-children/ https://www.teachingchannel.com/blog/what-you-can-do-when-the-arts-are-missing-from-your-elementary-school.	Standard (1,2,3)
8.	DAP across the Curriculum: K-5	Kindergarten https://www.responsiveclassroom.org/sites/default/files/ETKintro.pdf First Grade https://www.responsiveclassroom.org/sites/default/files/ET1intro.pdf Second Grade https://www.responsiveclassroom.org/sites/default/files/et2ch2.pdf Third Grade https://www.responsiveclassroom.org/sites/default/files/ET3intro.pdf Fourth Grade https://www.responsiveclassroom.org/sites/default/files/et4intro.pdf Fifth Grade https://www.responsiveclassroom.org/sites/default/files/ET5intro.pdf	Course Objectives (1,2,3,4, & 5,6) InTASC Standard (7) PSC Standard (1,2,3)

Course Evaluation Overview:

Mini Case Applications- Students will read short cases and apply the principles/ideas/concepts from the readings & PPTX as they answer questions about the case.

Video Observations-Students will view videos (links in modules) and identify examples of the principles/ideas/concepts from the readings & PPTX.

Observation and Analysis of Play Project-Students will get permission to observe children's play in a childcare or early childhood (pre-K) setting. They will write their observations and analyze children's development, teacher's roles and environmental learning cues based on the principles/ideas/concepts from the readings & PPTX from the modules.

Observation and Analysis of Environments Project-Students will get permission to observe in a childcare or early childhood (pre-K) setting. They will write their observations and identify aspects of the environment that contribute to and or hinder children's development & learning, they will reflect on the teacher's roles in this environment and children's responses to the environment based on the principles/ideas/concepts from the readings & PPTX from the modules.

Family Interviews Project-Students will interview 2 families with young children 3-5 years of age. They will reflect on the differences among the families based on culture, children's ages, etc. and will discuss how a teacher could create an early childhood environment that is responsive to children's developmental level and preferences.

DAP Applications Project-

Building an Arts, Movement, Music Integration Toolbox-Students will create an electronic resources of DAP activities and lesson plans that integrate Arts, Movement, and Music into the curriculum.

Final DAP Video Analysis Project-Students will analyze several videos and respond to questions that incorporate skills, knowledge and applications learned in this course.

Course Evaluation by Module

Module 1	
4 Mini Case Applications (5pts each)	20 points
Module 2	
4 Mini Case Applications (5pts each)	20 points
1 Video observation (5 pts.)	5 points
Module 3	
3 Video Observations (5 pts each)	15 points
Observation and Analysis of Play project	20 points
Module 4	
3 Video Observations (5 pts each)	15 points
Observation and Analysis of Environments project	20 points
Module 5	
2 Video Observations (5 pts each)	10 points
Family Interviews Project	25 points
Module 6	
DAP Applications Project	30 points

Module 7
Building an Arts, Movement, Music Integration Toolbox 20 points

Module 8
Final DAP Video Analysis Project 50 points

TOTAL: 250 points

A= 230-250 pts B=229-205 pts. C= 204-180 pts D=179-155

PROFESSIONALISM

The following areas describe the professional expectations for all preservice students in the Department of Initial Teacher Preparation and Services.

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, class assignments may be conducted in public schools and/or early learning centers. 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

http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

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.

TITLE IX STATEMENT

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator.

ACCESS STATEMENT

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 Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu.

ACADEMIC SUPPORT CENTER

The Academic Support Center (ASC) provides free peer tutoring in core curriculum courses, including, math, writing, sciences, social sciences, humanities, and foreign languages. The ASC also provides supplemental instruction (tutor-led study group sessions) for historically difficult courses like biology, chemistry, geosciences, psychology, and sociology, as well as academic success workshops. New for fall 2018: 24/7 access to online tutoring through ThinkingStorm, which includes Writing Center where you can submit drafts for feedback and get help with core courses when the ASC is closed. Call 229-333-7570 to make an appointment, email us at asc@valdosta.edu, or visit our website www.valdosta.edu/asc. Located in Odum Library.

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Valdosta State University Curriculum Form

- Request for a NEW COURSE

Date of Submission:	01/20/2021

*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.

College:	College of Education and Human Services	**Dept. Initiating Request:**	Dept. of Teacher Education
Requestor's Name:	Deborah Paine	**Requestor's Role:**	Department Head

Proposed NEW Course Prefix: *(Consult abbreviations in the catalog)*	ELED	**NEW Course Number:** *(Consult #s in the catalog)*	3501
Proposed NEW Course Title:	Social Emotional Learning and Classroom Management		
NEW Course Title Abbreviation: *(Limit to 30 character spaces)*	SEL and Classroom Management		
Prerequisite(s):	EDUC 2999		

Lecture Hours:	3	**Lab/Contact Hours:**	0	**Credit Hours:**	3

Proposed NEW Course Description: *(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)**

Presents foundations of knowledge about social-emotional development. Examines appropriate and developmental strategies for classroom management grades PK-5.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2021	*Once per Year*

Justification: *(select one or more of the following and provide appropriate narrative below:)*

☐ Improving student learning outcomes
☐ Adopting current best practice(s) in field
☐ Mandate of State/Federal/Accrediting Agency
☒ Other –

The current BSED in elementary education is a fully face-to-face program. The creation of this course will be part of a new elementary education certification program developed to support students who seek initial certification through a fully online platform. This program and course is part of the new USG initiative supporting an "e-degree" for students.

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

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Source of Data to Support Change *(select one or more of the following):*

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

☐ Other Data Source Descriptions –

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

Valdosta State University – NEW COURSE Form

- **Request for a NEW COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Deborah Gail Paine	DocuSigned by: Deborah Paine EB41DD4F62CC4C4...	3/1/2021
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: karla Hull 25C1E42B6010420...	3/1/2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

F

Dewar College of Education and Human Services
Valdosta State University
Department of Teacher Education

ELED 3501
Social Emotional Learning and Classroom Management
3 SEMESTER HOURS
SEMESTER/YEAR

InTASC Model Core Teacher Standards*

(To be used for all teacher 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.

**Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf*

INSTRUCTOR

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

COURSE DESCRIPTION

Prerequisite: EDUC 2999 course.

Presents foundations of knowledge about social-emotional development. Examines appropriate and developmental strategies for classroom management grades PK-5.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Evertson, C., & Emmer, E.T. (2017). Classroom management for elementary teachers (10th ed.). Boston: Pearson.

Additional Readings: As determined by the course instructor

F

RECOMMENDED TEXT (Not required)

Ryan, C. and Baker, B. The PBIS Team Handbook: Setting Expectations and Building Positive Behavior ISBN 9781631983757

COURSE OBJECTIVES (*Show alignment to InTASC Model Core Teacher Standards for all educator preparation courses*).

Teacher candidates will:

1. Identify the environmental considerations, including classroom organization for visibility, distractibility, and accessibility, and appropriate assistive technology for the facilitation of development and learning for students in grades P-5. (InTASC S3)
2. Compare and contrast different teaching formats including teacher-led whole group, small group, and center-base, and hierarchy of interventions (e.g., eye contact, proximity, redirection that result in development and learning for students in grades P-5. (InTASC S3)
3. Collect and use teacher candidate performance, student behavior, and student learning data to plan and manage effective learning environments for P-5 students. (InTASC S3)
4. Examine legal and PSC ethical foundations, including procedural safeguards, due process, and discipline, of planning and managing effective learning environments for P-5 students. (InTASC S3, S9)
5. Examine components of positive behavior supports (PBIS: Positive Behaviors and Interventions and Supports) that address individual student behaviors. (InTASC S3)
6. Examine components of learning environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (InTASC S3)
7. Explain the role of families and culture in guiding children which may influence children's behaviors and manners in the classroom. (InTASC S3)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. **Class Participation, Assignments, and Activities** (CO 1, 2, 3, 4, 5, 6, 8) includes:
   - Evertson Textbook Reading Assignments
   - Reflections of Classroom Management that focus on teacher transitions and whole group instruction practice as related to your practicum experiences
   - Copies of Practicum School and Classroom Rules
   - IRIS Resources and Case Studies
   - In-class Video/Website Presentations
   - Social-Emotional Learning activities

2. **Positive Behavioral Interventions and Supports (PBIS)** (CO 5, 6, 7): Investigation of the Positive Behavioral Interventions and Supports (PBIS) framework at the national, state, and local levels.

3. **Course Content Projects, Presentations, Tests, and Quizzes** (CO 1, 2, 3, 5, 6, 8) includes:
   - Mid-term Test
   - Design an Ideal Classroom

4. **Classroom Environment Photo Story** (CO 1, 2, 8): Development of a Photo Story that includes digital pictures with written descriptions to illustrate the issues discussed in Evertson Chapters 1 and 2.

5. **Data Collection Assignment** (CO 1, 2, 3, 4): Collection of data related to social and academic behaviors of students (e.g., task completion and student engagement) and/or teaching behaviors (e.g., frequency of teacher feedback, group alerting, and formative assessment) based on videos. Teacher candidates will identify appropriate methods to collect and analyze student and/or teacher behaviors related to facilitating a safe learning environment. Teacher candidates will identify management strategies which positively impact these behaviors. Guidelines and requirements will be provided.

6. **Final Project and Presentation** (CO 1, 2, 3, 5, 6, 7, 8): The final project will be based on a class scenario. A different class scenario will be provided for each group. Each of the class scenarios will identify a grade level; a content area; a diverse student; and a student with a problem behavior. Together group members will select a Performance Indicator in the Bright from the Start Georgia Early Learning and Development Standards (GELDS), or an element from the Georgia Standards of Excellence to their class scenario grade level. Social Emotional Learning components should be included in the project.

COURSE EVALUATION

This class is part of your professional preparation. Appropriate dispositions are expected and required. You may earn the maximum number of points for all assignments and activities, contingent upon the knowledge, originality, and quality demonstrated in your work. Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Demonstrated mastery of formal Standard English is required in all facets of the course. Therefore, evaluation of all written work will be made based upon both content and mechanics.

- Unless otherwise noted, all assignments prepared outside of class must be produced using a word processing computer program (Microsoft Word is best), 12-point font (Times New Roman is best), and double- spaced (unless otherwise noted) and include the teacher candidate's name, course

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number and section, and date. This includes any assignments submitted in BlazeVIEW.

- Proofread and correct assignments before they are submitted. Use the Spelling and Grammar check on your computer.
- All assignments must be the original work of the teacher candidate submitting the work.
- All assignments are individual assignments unless otherwise noted.
- All assignments must be completed by the teacher candidate during the current semester and not submitted to another instructor to fulfill requirements for any other course.
- Assignments must be submitted at the **beginning of the class period on the day they are due**. An assignment is considered late if it is not available at the start of class. **Late assignments will be accepted up to one week after the due date. Ten percent (10%) of the grade/points will be deducted for each day an assignment is late. If the late assignment is not completed within 5 days, a grade of zero (0) will be assigned.**
  NOTE: If an assignment is not submitted on the assigned day and time, the teacher candidate should submit a full sheet of paper that includes the following information: name, name of assignment, course number, date, and expected date assignment will be submitted.
- **Make-up exams will be given at the discretion of the instructor.**

Teacher candidates' knowledge of information contained in reading assignments, class notes, and class handouts will be assessed during class on dates designated in the tentative course schedule. Daily in-class assessments may be conducted individually or in groups. Should a teacher candidate be absent when the in-class assessment is completed, he or she will not earn the points assigned to the in-class assessment. Make-up work will not be assigned for the in-class assessmen

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

Assignments	Points
1. In-Class Participation, Assignments, & Activities	50
2. Positive Behavioral Interventions and Supports (PBIS)	50
3. Course Content Projects, Presentations, Tests, & Quizzes	50
4. Classroom Environment Photo Story	50
5. Data Collection Assignment	50
6. SEL Activity	50
7. *Final Project/Presentation	100
Total Points	**400**

If "0" points are earned in any of the above categories, the candidate will be ineligible to receive a grade of "A."

Grade Scale:
A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = 59% and below

NOTE: To provide the best possible learning experience it may be necessary for the instructor to change, adapt, or adjust the requirements, evaluations, activities and /or schedule as presented here. As the instructor of this course I reserve the right to add or delete assignments and other requirements depending upon the progress made by the class.

* The final examination for this course will be held according to the Registrar's posted Final Exam schedule:

ATTENDANCE POLICY

Teacher candidates are to attend all class sessions; arrive promptly for class; actively participate in class discussions, groups, and activities; and call or email the instructor in case of an emergency. All assignments and class activities are the teacher candidate's responsibility.

As per VSU policy (stated below), a teacher candidate who misses more than 20% the scheduled classes of a course will be subject to receiving a failing grade in the course.

PROFESSIONALISM

- As a teacher candidate, you are expected to conduct yourself in the professional educator role as defined by the Georgia Professional Standards Commission Code of Ethics for Educators. You will be provided with a copy of the Code of Ethics for Educators which can be found on the following URL: http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf (and also in your section of BlazeVIEW). Failure to follow the Code of Ethics for Educators will result in disciplinary actions through the College of Education Professional Improvement Plan process.

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- Appropriate professional behavior is expected of all teacher candidates at all times. Your professionalism in this course must be of the highest standards. Included within the realm of professionalism is your ability to interact appropriately with other teacher candidates and the instructor. Confidentiality of student records and student information that you will obtain during your practicum experiences are also of the utmost concern. Unprofessional behaviors will be addressed by the instructor and will be recorded on the *University Instructor Evaluation of Teacher Candidate Dispositions* form which is completed at the end of the semester in collaboration with other Professional Semester 1 instructors. A Professional Improvement Plan may also be completed for unprofessional behavior.

- This course is offered as a face-to-face course. Some assignments and other information and materials will be available online (BlazeVIEW). Therefore, check your course section in BlazeVIEW (http://www.valdosta.edu/academics/elearning/blazeview-d2l.php) frequently to obtain course content and updated information. If you have difficulty with BlazeVIEW, contact the VSU Center for eLearning: 229-245-6490 or blazeview@valdosta.edu or the Desire2Learn Help Center that is available to students and faculty 24/7, 365 days a year for technical support:
  Toll Free **1-855-772-0423**
  Toll Free for Hearing Impaired **1-800-892-4315**

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DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.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.

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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

SUPPORT SERVICES

The VSU community is committed to and cares about all students. If you or someone you know at VSU feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide, supportive services are available and effective. For immediate help contact the University Police at 229-259-5555 who will contact appropriate resources for support. More information and local resources are located at http://www.valdosta.edu/student/student-services/counseling-center/.

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 through SmartEvals. 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 to instructors/administrators, and they will be able to access results only after they have submitted final grades. Before final grade submission, instructors will not be able to see any responses, but they can see the percentage of students who have or have not completed their SOIs. While instructors will not be able to see student names, an automated system will send a reminder email to those who have yet to complete their SOIs. Students who withdraw or drop a course will also be sent invitations to complete the Dropped Course Survey. Complete information about the SOIs, including how to access the survey, is available on the SOI Procedures webpage.

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Valdosta State University Curriculum Form

- **Request for a NEW COURSE**

Date of Submission:	01/20/2021

**Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.*

College:	College of Education and Human Services	**Dept. Initiating Request:**	Dept. of Teacher Education
Requestor's Name:	Deborah Paine	**Requestor's Role:**	Department Head

Proposed NEW Course Prefix: *(Consult abbreviations in the catalog)*	ELED	**NEW Course Number:** *(Consult #s in the catalog)*	3600
Proposed NEW Course Title:	Technology for Learning		
NEW Course Title Abbreviation: *(Limit to 30 character spaces)*	Tech for Learning		
Prerequisite(s):	EDUC 2999		

Lecture Hours:	3	**Lab/Contact Hours:**	0	**Credit Hours:**	3

Proposed NEW Course Description: *(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)**

Focuses on advancing a learner's systematic, progressive migration to a student-centered, technology-empowered classroom. Central theme is integrating technology into the curriculum.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2021	*Once per Year*

Justification: *(select one or more of the following and provide appropriate narrative below:)*

☐ Improving student learning outcomes
☐ Adopting current best practice(s) in field
☐ Mandate of State/Federal/Accrediting Agency
☒ Other –

The current BSED in elementary education is a fully face-to-face program. The creation of this course will be part of a new elementary education certification program developed to support students who seek initial certification through a fully online platform. This program and course is part of the new USG initiative supporting an "e-degree" for students.

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

Source of Data to Support Change *(select one or more of the following):*

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

☐ Other Data Source Descriptions –

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

Valdosta State University – NEW COURSE Form

- **Request for a NEW COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Deborah Gail Paine	DocuSigned by: Deborah Paine EB41DD4F62CC4C4...	3/1/2021
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: karla Hull 25C1E42B6010420...	3/1/2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

100

Dewar College of Education and Human Services
Valdosta State University
Department of Teacher Education

ELED 3600
Technology for Learning
3 SEMESTER HOURS
SEMESTER/YEAR

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.

*Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

INSTRUCTOR

Office Number:

Email Address:
Phone Number:

COURSE DESCRIPTION

Focuses on advancing a learner's systematic, progressive migration to a student-centered, technology-empowered classroom. Central theme is integrating technology into the curriculum.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Handouts and Supplementary readings as distributed in class and posted on BlazeView.

COURSE OBJECTIVES

1. Critically examine personal and professional instructional practices to determine how technology can play a role in optimizing teaching, learning processes, and planning. (InTASC1, 3)
2. Develop skills in the use of educational technology designed to meet the needs of users in five critical areas: Use of Modern Technologies; Curriculum Integration; Designs for Learning; Enhanced Pedagogy; and Classroom Management. (InTASC 3,7)
3. Participate in hands-on experiences using curricular goals to advance basic hardware and software skills. (InTASC 5)
4. After introduction, exploration and discussion of selected software, candidates will be able to discriminate between the uses of different software options by selecting developmentally appropriate software for the completion of tasks. Candidates will begin to evaluate various software programs and their instructional value in planning, executing and evaluating instruction. These software reviews will be incorporated into an online class database. (InTASC 8)
5. After an introduction and practice with Internet research, candidate will be able to generate a presentation by exploring the Internet to locate an article related to the integration of technology and education, presenting this information to the class, and then inputting information into an online class database. (InTASC 7)
6. Candidates will be exposed to, gain an understanding of, and reflect upon issues and trends impacting technology and education, including concepts such as the " Digital Native," "Virtual Schools," "Netiquette" and "Cyber ethics." (InTASC 9)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. Develop one content focused lesson plan and one content based research project in which candidates are actively engaged in the use of technology.
    - a- **Project Based Learning Outline and website**: The student will design a unit plan outline for a project based learning activity. The preservice teacher will outline a project for middle grades students that begins with an authentic, real world question. This project will be cross curricular and will involve the teacher giving the students choice in how they plan to solve the problem. The assessment will involve the preservice teacher inventing something fictional that will solve the problem using a

website to outline the project. The project will be assessed from the webpage. Students who do not submit all aspects of the project will not receive credit.

b- **Annotated Bibliography**: The academic research project will involve the preservice teacher utilizing an online database to guide students through academic research where the students locate articles in the appropriate Lexile range. Preservice teachers should customize the articles for learners of all levels by choosing credible databases and appropriate citation assistance. The proposed articles will need to be located and linked to an annotated bibliography. The student will locate 4 articles focused around his/her content area and about the subject of his/her choice. The student will annotate the articles, denote the Lexile Level of each article, and cite them correctly. The bibliography will also include a bulleted lists of supplies/equipment needed to teach research and a paragraph explaining how they would encourage students to use credible sources and the importance of doing so.

2. **Create an Online Formative Assessment**- Create an online formative assessment using one of the tools discussed in class. The tool must produce data that could be used for acceleration and remediation. Students will be required to have at least 10 people take their mock assessment so data is produced. The data will need to be saved and attached to a two-paragraph summary of how the data will be assessed and utilized for students on all intellectual levels. Teacher and student login information will need to be provided, so I can access the assessment tool as well from both vantage points. Each student will present a summary sheet with screenshots of data pulled and how it could be used for instruction (30 points)

4. During your apprenticeship, you will be required to videotape at least one lesson using the edTPA requirements from your content handbook.

5. It is the expectation that you will pass the Google Certification for Educators Level 1.

*Anytime outside sources are consulted, proper APA citations and parenthetical documentation must be present.

COURSE EVALUATION

NOTE: All assignments must be completed and submitted on time to receive credit for the course. Students who have failed to complete all assignments in the course will receive an "Incomplete" until the work has been completed. All incompletes not resolved in the time allotted by the University will result in a grade of "F."

NOTE: NO LATE WORK WILL BE ACCEPTED UNDER ANY CIRCUMSTANCES.
Grade Weights:
Grade Assignation:

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

ATTENDANCE POLICY

Candidate are expected to attend all classes. Candidates who must miss a class will be expected to make up the missed session with the instructor during the final exam period. Students missing more than 20% or 3 class sessions are subject to failing the course, per University policy as outlined in the Valdosta State University Handbook. In this class, the fourth absence will result in a one-half grade deduction from the final grade.

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 - 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

http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

DEPARTMENT OF INITIAL TEACHER PREPARATION AND SERVICES

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).

Any student who submits plagiarized work in any form and of any amount will be given a zero for the plagiarized assignment and will be turned into the Office of Student Affairs for Academic Dishonesty.

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.

Title IX Statement: Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, titleix@valosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

o **Access Statement**: 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 Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu.

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Valdosta State University Curriculum Form

- **Request for a NEW COURSE**

Date of Submission:	01/20/2021

**Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.*

College:	College of Education and Human Services	**Dept. Initiating Request:**	Dept. of Teacher Education
Requestor's Name:	Deborah Paine	**Requestor's Role:**	Department Head

Proposed NEW Course Prefix: *(Consult abbreviations in the catalog)*	ELED	**NEW Course Number:** *(Consult #s in the catalog)*	3601
Proposed NEW Course Title:	Emergent Literacy through Children's Literature		
NEW Course Title Abbreviation: *(Limit to 30 character spaces)*	Emergent Lit		
Prerequisite(s):	EDUC 2999		

Lecture Hours:	3	**Lab/Contact Hours:**	1	**Credit Hours:**	3

Proposed NEW Course Description: *(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)**

Integrated approach to incorporating emergent literacy skills with aesthetic appreciation and creative expression. Emphasis is on methods for using children's literature to develop life-long readers.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2021	*Once per Year*

Justification: *(select one or more of the following and provide appropriate narrative below:)*

☐ Improving student learning outcomes
☐ Adopting current best practice(s) in field
☐ Mandate of State/Federal/Accrediting Agency
☒ Other –

The current BSED in elementary education is a fully face-to-face program. The creation of this course will be part of a new elementary education certification program developed to support students who seek initial certification through a fully online platform. This program and course is part of the new USG initiative supporting an "e-degree" for students.

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

DocuSign Envelope ID: 90F4B94E-8A45-4FA1-BE0B-B1728E6617D2

Source of Data to Support Change *(select one or more of the following):*

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

☐ Other Data Source Descriptions –

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

Valdosta State University – NEW COURSE Form

- **Request for a NEW COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Deborah Gail Paine	DocuSigned by: Deborah Paine EB41DD4F62CC4C4...	3/1/2021
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	3/1/2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

111

Dewar College of Education and Human Services
Valdosta State University
Department of Teacher Education

ELED 3601
Emergent Literacy through Children's Literature
3 SEMESTER HOURS
SEMESTER/YEAR

National Professional Association/Accreditor Standards/Competencies/ Learning Outcomes

*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 an 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 a 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.

*Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

INSTRUCTOR

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

COURSE DESCRIPTION

Prerequisites: EDUC 2999 course and a minimum GPA of 2.75. Integrated approach to incorporating emergent literacy skills with aesthetic appreciation and creative expression. Emphasis is on methods for using children's literature to develop life-long readers.

REQUIRED TEXTBOOKS

1. Lesley Mandel Morrow. (2020). *Literacy development in the early years: helping children read and write* (9th ed.). Pearson Education, Inc.
2. Tunnell, M. O., Jacobs, J. S., Young, T. A., & Bryan, G. (2019). *Children's literature, briefly* (7th ed.). Pearson Education, Inc.

RESOURCE MATERIALS

3. A variety of children's literature selected by students.
4. Georgia Early Learning and Development Standards/Georgia Standards of Excellence (K-5)
5. Professional articles as assigned

COURSE OBJECTIVES

Numbers in parentheses following objectives refer to InTASC Model Core Teacher Standards and COEHS curricular themes.

By the end of the semester candidates will:

1. describe and explain how environmental, cultural, and social factors contribute to literacy development. (InTASC S1, 2, 3, 9)
2. describe and analyze how personal background and literacy development experiences, personal perspectives, practices, and attitudes towards literacy impact literacy instruction. (InTASC S1, S2, S3, S9)

3. design a literacy-rich learning environment for a diverse population and contribute to creating a classroom culture that motivates students to engage in literacy experiences for enjoyment and insight into the human experience. (InTASC S1, 2, 3)
4. implement a repeated interactive read aloud in a PK-K classroom and engage in reflective practice (read aloud, read aloud with a literacy extension, read aloud with arts integration and assessment). (InTASC S3, 4, 5, 7, 8)
5. identify and evaluate the contributions of contemporary authors and illustrators of children's literature appropriate for grades PK-5. (InTASC S4)
6. plan instruction and design assessments based on the Georgia Early Learning and Development Standards (GELDS) or the Georgia Standards of Excellence (GSE) for K-5 in the areas of English Language Arts K-5, Fine Arts, mathematics, social studies, science and/or physical education. (InTASC S1, 2, 5, 6, 7, 8)
7. demonstrate knowledge of English Language Arts subject matter content that specifically includes literature, multimedia texts, language, and writing as well as knowledge of students in grades PK through 5 as language users. (InTASC S1, 4)
8. apply essential strategies for developing and integrating the four language skills of listening comprehension, oral communication, reading, and writing using children's literature. (InTASC S1, 2, 4, 5)
9. identify the underlying theories of learning in classroom practice in a variety of areas: learning environment, emergent literacy, literature-based instruction, and integrated literacy instruction. (InTASC S4, 5)
10. identify, classify, and evaluate different genres of literature for children in grades PK-5.; identifying books that authentically represent diverse cultures and a global society; describe how categories of race, class, gender, and socioeconomic status are socially constructed. (InTASC S2, 4, 9)
11. use digital tools and professional resources to design authentic, instructional activities that incorporate quality children's literature and developmentally appropriate literacy practices for students in grades PK - 5. (InTASC S1, 2, 3, 5, 7, 8)
12. use formal Standard English to express themselves clearly, professionally, and logically, demonstrating competence in speaking, writing, and listening. (INTASC S9
13. demonstrate the professional dispositions required of teachers. (InTASC S9)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Designing a Literacy-rich Learning Environment. You will design a literacy-rich learning environment for a diverse population. You may select the grade level (K-5) for your design. In designing your literacy-rich learning environment, you must address each area noted below. (CO 1, 3, 9, 11, 12)

- *Goals.* What are the goals of your learning environment?
- *Detailed description of your ideal classroom.* Describe in detail the physical environment of your ideal classroom. Your description should contain furniture and teaching aids from floor to ceiling, including furniture arrangement and print on walls.
- *Materials and resources that support the literacy-rich learning environment.* An essential component of a learning environment is ready access to the resources that students will need. The resources should be in multiple formats (print, non-print, and

electronic), reading levels, and possibly languages. Prepare a list of websites that would support students' literacy learning and your literacy instruction.

- *Description of how your environment satisfies the following considerations* standards-based, inquiry-based, social collaboration, active learning, authentic (meaningful, real-world) learning, diversity, and technology.
- *Rationale.* Cite the professional literature that supports your decisions. Hint: The International Literacy Association (ILA), the National Council of Teachers of English (NCTE), and the National Association for the Education of Young Children (NAEYC) websites (journals) should provide you plenty of resources to complete this component.

You will submit two products for the Designing a Literacy-rich Learning Environment assignment. Both will be submitted to the Learning Environment discussion forum in BlazeView.

- *Artifact-* You will compose an artifact that allows you to explain all areas noted above (goals, description of classroom, materials and resources, description of considerations, and a rationale supporting your choices). You will choose how to construct your artifact (paper, PowerPoint, Prezi, movie, etc.).
- *Bitmoji classroom.* You will create a virtual Bitmoji classroom to guide your peers through the literacy-rich classroom you designed.

Author/Illustrator Inquiry and Presentation. You will select an author or illustrator of interest and research their life, major works for children, unique contributions to the field, and an analysis of that person's major works in terms of theme, plot, style, or media. Read that person's books and search for articles or interviews by/about the author. Also, read reviews of their books to gain a sense of critics' responses. You will present your findings to the class. (CO 5, 7, 12)

A Response-Based Cultural Studies Literature Unit. In this group project, you will explore an issue facing students in grades 3-5 and identify literature and instructional activities that would support them as they grapple with the issue. Some possibilities include death, sibling rivalry, bullying, poverty, homelessness, drug abuse, mental illness, incarceration, immigration, or racism. Your group will present your unit to the class. (CO 3, 6, 7, 8, 9, 10, 11, 12, 13)

Applications to the Field. You will apply what you learn from the various course readings by observing instruction, interacting with students and teachers, and collecting data while participating in your PS1 practicum placement. You will submit each Application to the Field assignment to the Assignment folder in BlazeView. (CO 1, 2, 3, 4, 6, 8, 9, 12, 13)

Bibliography with Integrated Instructional Activities. *Bibliography:* You will read 50 books to develop an annotated bibliography. You will organize your bibliography by genre, include a brief synopsis of the text, and an instructional activity connected to the book (note grade level). *Instructional Activities:* You will select five books from your bibliography to complete this assignment. You will develop one integrated activity for each book incorporating at least one ELA standard, one fine arts standard, and one content area standard. You must include each of the four fine arts areas and each of the four content areas at least once within the assignment. In total, you will have five integrated activities (one per book). (CO 6, 7, 10, 11, 12)

Integrated Teaching Demonstration. You will conduct a 30-minute, integrated demonstration lesson on the topic/grade level of your choosing. You must specifically incorporate children's literature, the fine arts, and subject content within your lesson.

Mastery Checks. You will complete assigned readings and quizzes and actively participate in class discussions (online and in-class). Online discussions are in BlazeView. It is important to note that you will need to read and synthesize various sources to respond adequately to each discussion. (CO 1, 2, 7, 8, 9, 11, 12, 13)

Exams. You will demonstrate your increased knowledge about emergent literacy and children's literature by completing two content exams, one at midterm and the other a comprehensive final. (CO 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13)

COURSE EVALUATION

Assignments	Points
Designing a Literacy-rich Learning Environment	10
Author/Illustrator Inquiry	5
A Response-Based Cultural Studies Literature Unit	10
Applications to the Field (4 practicum tasks)	12
Bibliography with Integrated Instructional Activities	20
Integrated Teaching Demonstration	5
Mastery Checks	8
Midterm Exam	15
Final Exam	15
Total Points Possible	100

Note: Completing the above course requirements does not automatically result in an "A" grade. An "A" grade is earned only by satisfying the highest standards set for each assignment, regular attendance, and thoughtful, active participation in the course. Professionalism is about thinking, working ahead, and living up to obligations.

Grading Scale
A = 100 – 90
B = 89 – 80
C = 79 – 70
D = 69 – 60
F = 59 and below

ATTENDANCE POLICY

Whether online or face-to-face, a student who misses or does not participate in more than 20% of the scheduled course or course activities could be subject to receiving a failing grade in the course.

PARTICIPATION
You will complete assigned readings and actively participate in class discussions (online and in-class). Online discussions will be completed in BlazeView. It is important to note that you will need to read and synthesize various sources to respond adequately to questions posed in each discussion.

PROFESSIONALISM
The following areas describe the professional expectations for all preservice students in the Department of Teacher 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).
Teachers' professional values 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 a student's actions or attitudes are judged to be less than professional appropriate remedial action will be taken.

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 campus services.

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 (7th Ed.). 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 diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

Professionalism - Technology
The College of Education is committed to preparing professional educators who are technologically 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 complete the professional requirements for

their program of study. For more information, see the Professional Improvement Plan Process on the COEHS website.

THE BLAZER CREED

Valdosta State University is a learning environment based on trust and mutual respect in which open dialogue, vigorous debate, and the free exchange of ideas are welcome. The University is equally dedicated to the core values of community, including a commitment to practice civility, integrity, and citizenship. As members of this community, and proud Blazers, we will strive to uphold these core values for the advancement of the University.

- Civility – A Blazer shows courtesy and compassion as well as respect for the dignity of every human being.
- Integrity –Each Blazer is responsible for his or her own actions, and our community is stronger when we contemplate the context of our decisions and uphold the principles of trust and honesty.
- Citizenship – Every Blazer has an interest in the well-being of the community, and, therefore, a duty to stay informed, to make positive contributions, and to offer support to those who need help.

As a Blazer, I pledge to uphold the core principles of Civility, Integrity, and Citizenship.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

DEPARTMENT OF TEACHER 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). Teachers' professional values 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 not identify schools unless using publicly available information.
- All assignments should be your original work, not group work. If you use ideas from other sources, you must provide a full citation using APA style (7th edition) – name(s) of the author(s); date of publication or retrieval date; the title of article/book/web page; name and location of publisher (book), name of the journal, or URL of the 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 that is not theirs and submit it as their own (without quoting the source), they have committed plagiarism. **Sentences that are verbatim or nearly verbatim (more than 70% match) should be 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 acceptable practice in academia is for students to take an author's words and change the words (without changing the meaning) to fit their narrative better. 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 any other published venue, without explicit permission from the course instructor.
- **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 to Turnitin, a tool within BlazeView. 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).

TITLE IX STATEMENT

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, disability, genetic information, or veteran status in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: the

Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31698, 229-333-5463.

ACCESS STATEMENT
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 Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP), and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu.

ACADEMIC SUPPORT CENTER
The Academic Support Center (ASC) offers all VSU students free peer tutoring in core curriculum courses, including math, writing (any subject), chemistry, biology, foreign languages, and more. Please bring your assignments, textbooks, and homework to tutoring sessions. Also available are free, one-hour seminars for help with study skills, time management, and various other topics. Visit our office on the main campus, located in Odum Library, 2nd floor, or call 229-333-7570 for an appointment. We also offer 24/7 access to ThinkingStorm, a professional online tutoring company. To make appointments for either VSU tutors or ThinkingStorm tutors, click the link "Free Tutoring" in Blazeview (under "resources" or "more.").

MENTAL HEALTH AND WELLNESS
Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping, can interfere with optimal academic performance. The source of symptoms might be strictly related to your course work; if so, please speak with me. However, problems with relationships, family worries, loss, or a personal struggle or crisis can also decrease academic performance. VSU provides mental health services to support the academic success of students. The Counseling Center offers free, confidential services to help you manage personal challenges.

More information and resources are located at The Counseling Center website at http://www.valdosta.edu/student/student-services/counseling-center/. Twenty-four-hour emergency help is also available through the University Police at 229-259-5555, who will contact on-call counselors or appropriate support resources.

ADDITIONAL SUPPORT SERVICES
Research (and experience!) shows that students are more successful when they seek out help and support when they face challenges. VSU offers a full range of services---tutoring, supplemental instruction, counseling, and more—available both in-person and online.

List of Resources

- For tutoring: Academic Support Center https://www.valdosta.edu/asc/
- For library resources: Odum Library https://www.valdosta.edu/academics/library/
- For counseling: VSU's Counseling Center https://www.valdosta.edu/student/student-services/counseling-center/
- For career exploration and on-campus employment opportunities: Office of Career Opportunities https://www.valdosta.edu/celt/referral-guide-for-student-support.php

- For classroom accommodations: VSU's Access Office https://www.valdosta.edu/student/disability/
- For food and clothing assistance: Drop=-N-Shop https://www.valdosta.edu/student/leadership/volunteer/blazer-pantry.php
- For on-campus medical assistance: VSU Health Services https://www.valdosta.edu/administration/student-affairs/student-health/
- For safety: University Police https://www.valdosta.edu/administration/finance-admin/police/

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Valdosta State University Curriculum Form

- **Request for a NEW COURSE**

Date of Submission:	01/20/2021

**Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.*

College:	College of Education and Human Services	**Dept. Initiating Request:**	Dept. of Teacher Education
Requestor's Name:	Deborah Paine	**Requestor's Role:**	Department Head

Proposed NEW Course Prefix: *(Consult abbreviations in the catalog)*	ELED		**NEW Course Number:** *(Consult #s in the catalog)*	3700	
Proposed NEW Course Title:	Science of Reading				
NEW Course Title Abbreviation: *(Limit to 30 character spaces)*	Science of Reading				
Prerequisite(s):	EDUC 2999				
Lecture Hours:	3	**Lab/Contact Hours:**	1	**Credit Hours:**	3

Proposed NEW Course Description: *(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)**

Introduction to content, theoretical perspectives, and evidence-based strategies for teaching children in the primary grades to read and write. Major topics include the reading process, phonemic awareness, phonics, comprehension, fluency, and vocabulary.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2021	*Once per Year*

Justification: *(select one or more of the following and provide appropriate narrative below:)*

☐ Improving student learning outcomes
☐ Adopting current best practice(s) in field
☐ Mandate of State/Federal/Accrediting Agency
☒ Other –

The current BSED in elementary education is a fully face-to-face program. The creation of this course will be part of a new elementary education certification program developed to support students who seek initial certification through a fully online platform. This program and course is part of the new USG initiative supporting an "e-degree" for students.

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

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Source of Data to Support Change *(select one or more of the following):* ☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc. ☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
Plans for assessing course effectiveness/meeting program learning outcomes *(select one or more of the following and provide appropriate narrative below):* ☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc. ☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.) ☐ Other Data Source Descriptions –
**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

Valdosta State University – NEW COURSE Form

- **Request for a NEW COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Deborah Gail Paine	DocuSigned by: Deborah Paine EB41DD4F62CC4C4...	3/1/2021
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	3/1/2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

Dewar College of Education and Human Services
Valdosta State University
Department of Teacher Education

ELED 3700: Science of Reading
(3 sem. Hours)
Semester/Year

InTASC Model Core Teacher Standards*

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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.

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**Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf*

Course Description

Prerequisites: EDUC 2999

Introduction to content, theoretical perspectives, and evidence-based strategies for teaching children in the primary grades to read and write. Major topics include the reading process, phonemic awareness, phonics, comprehension, fluency, and vocabulary.

INSTRUCTOR

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

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

1) Reutzel, D.R. & Cooter, R.B. (2019). Teaching children to read: The teacher makes the difference. (8th Ed.). New York, New York: Pearson Education, Inc.
2) **Georgia Standards of Excellence** (GSE). Use ELA (English Language Arts) https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx
3) **Georgia Standards of Excellence Teacher Guidance Document for** https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Guidance.pdf
4) **Georgia Early Learning and Development Standards, age 48-60 months** http://www.gelds.decal.ga.gov/Documents/48-60_Indicators.pdf
5) **Georgia Early Learning and Development Standards Teacher Resource Guide.** http://gelds.decal.ga.gov/Documents/GELDS_Resource_Guide_PreSchool.pdf

COURSE OBJECTIVES:

1. Summarize **major theories** that describe the cognitive, linguistic, motivational, and sociocultural foundations of literacy development for all students including English Language Learners (ELLs). (InTASC S1)
2. Implement developmentally appropriate **word identification and phonics** strategies in a PK-K classroom to support literacy instruction for all students including ELLs. (InTASC S8;)
3. Explain how **reading and writing development are interrelated within a balanced literacy framework** of instruction. (InTASC S4)
4. Use **routines** to simultaneously support reading and writing instruction for all students including ELLs. (InTASC S4)
5. Employ **differentiated instructional strategies** to advocate for equity among all learners including ELLs. (InTASC S2)
6. Discuss how the **physical environment** may be arranged to optimize student use of traditional print, digital, and online resources in literacy learning. (InTASC S3)
7. Describe how classroom configurations (i.e., **whole class, small group, and individual**) are used to differentiate instruction for all students including ELLs. (InTASC S2, S3)
8. Describe the development of **vocabulary** competencies (i.e., knowledge and skills) across the curriculum for all students including ELLs. (InTASC S4)
9. Discuss the impact of reading **fluency** on learner development across the curriculum for all students including ELLs. (InTASC S4)
10. Discuss how **comprehension** influences learner development across the curriculum for all students including ELLs. (InTASC S4)
11. Implement a developmentally and age **appropriate reading lesson** within a PK-K classroom.

**Assignments and deadlines are subject to change at instructor's discretion*

12. Review and incorporate the appropriate Georgia mandated **standards** in planning lessons (the Georgia Performance Standards (GPS) in English Language Arts for Kindergarten, and the Georgia Early Learning and Development Standards (GELDS) from the Communication, Language, and Learning domain for Pre-Kindergarten.

COURSE ACTIVITIES/ ASSIGNMENTS/ REQUIREMENTS*

1) **Weekly Quizzes and Final Exam:** Regular quizzes and a final exam will provide the opportunity to demonstrate mastery of course content/readings.
2) **Literacy Lesson Plan:** You will use the VSU COEHS Dept of Teacher Education lesson plan template. You will design one literacy lesson plan that is appropriate for your assigned field placement grade band (PK or K literacy/ELA standard). The scoring rubric is posted in BlazeView.
3) **Strategies and Activities Assignment**: You will develop a strategies and activities matrix from your practicum experience, research, textbook, coursework, etc.
4) **Phonics Module & Assessment:** You will be required to complete the *RISE Literacy Online Reading Workshop* and turn in the certificate of completion to BlazeView.
5) **Phonics Activity:** You will create and teach one phonics activity during your field experience that is appropriate for your assigned field placement; this phonics activity will be observed by either your mentor or practicum supervisor. You must submit a draft of the activity before facilitating the activity in order to receive informal feedback and have time to make any needed revisions.
6) **Activity/Discussion Participation and Demonstration:** During the course of the semester, you will be participating in literacy activities, sharing resources, and/or demonstrate teaching techniques.

Assignments/Assessments	Points
Activity/Discussion Participation and Demonstration(s)	15
Quizzes (5) @ 5 points each	25
Phonics Online Module	10
Phonics Activity	10
Literacy/ELA Lesson Plan (PK/K)	10
Strategies & Activities Assignment	10
Discussion Posts (5) @ 2 points each	10
Final Exam	10
Total	**100**

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

COURSE REQUIREMENTS - ADDITIONAL INFORMATION

Preparation of Written Work: This is an upper-division university course; you are expected to exhibit academic competence in written work. It is essential for you to demonstrate high levels of literacy for students in current and future classrooms and in written professional communications with colleagues, administrators, and parents. Therefore, *written products in this course will be graded not only for content but also for correct grammar, proper punctuation, and correct spelling.*

**Assignments and deadlines are subject to change at instructor's discretion*

ATTENDANCE POLICY
You are expected to attend all required class meetings. "The University expects that all students shall attend all regularly scheduled class meetings held for instruction or examination. A student who misses more than (unexcused) 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course." (Valdosta State University Undergraduate Catalog). If you will be absent, please contact me via email prior to class. **NOTE:** Please see VSU Self-Reporting requirements for any COVID related excused absences.

ACADEMIC INTEGRITY
Any plagiarized work will receive a 0. In addition, an Academic Integrity Report (AIR) will be filed online with the Student Conduct Office (form available at http://www.valdosta.edu/administration/student-affairs/student-conduct-office/our-services.php). This report remains on file; if a second report is filed on the same candidate, then that candidate may face disciplinary action through the Student Conduct Office. The Academic Honesty page (https://www.valdosta.edu/academics/academic-affairs/academic-honesty-at-vsu.php) contains links and information about VSU's Academic Honesty Policies and Procedures. By taking this course, you agree that all required course work may be subject to submission for textual similarity review to Turnitin, a tool within BlazeVIEW. For more information on the use of Turnitin at VSU see Turnitin for Students.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM
http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

CLASSROOM POLICIES including Accommodations Statement
Title IX Statement: Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, titleix@valosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

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

PROFESSIONALISM
Attendance, punctuality, preparation, active participation, and collegiality all contribute to being viewed as a professional. Successful class sessions depend on *thoughtful and careful reading*, *attentive listening*, and a *willingness to participate in discussion and interactive activities*. Being collegial means sharing ideas and showing respect for other people's thinking- even if different from your own. Throughout this course, we will concentrate on encouraging and supporting one another in our journey to discover the most effective ways to provide early literacy instruction. Professional dress is required during all field experiences.

SUPPORT SERVICES
The VSU community is committed to and cares about all students. If you or someone you know at VSU feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide, supportive services are available and effective. For immediate help contact the University Police at 229-259-5555 who will contact appropriate resources for support. More information and local resources are located at http://www.valdosta.edu/student/student-services/counseling-center/.

**Assignments and deadlines are subject to change at instructor's discretion*

THE BLAZER CREED

Valdosta State University is a learning environment based on trust and mutual respect in which open dialogue, vigorous debate, and the free exchange of ideas are welcome. The University is equally dedicated to the core values of community, including a commitment to practice civility, integrity, and citizenship. As members of this community, and proud Blazers, we will strive to uphold these core values for the advancement of the University.

- Civility – A Blazer shows courtesy and compassion as well as respect for the dignity of every human being.
- Integrity –Each Blazer is responsible for his or her own actions, and our community is stronger when we contemplate the context of our decisions and uphold the principles of trust and honesty.
- Citizenship – Every Blazer has an interest in the well-being of the community, and, therefore, a duty to stay informed, to make positive contributions, and to offer support to those who need help.

As a Blazer, I pledge to uphold the core principles of Civility, Integrity, and Citizenship.

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 through SmartEvals. 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 to instructors/administrators, and they will be able to access results only after they have submitted final grades. Before final grade submission, instructors will not be able to see any responses, but they can see the percentage of students who have or have not completed their SOIs. While instructors will not be able to see student names, an automated system will send a reminder email to those who have yet to complete their SOIs. Students who withdraw or drop a course will also be sent invitations to complete the Dropped Course Survey. Complete information about the SOIs, including how to access the survey, is available on the SOI Procedures webpage.

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Valdosta State University Curriculum Form

- **Request for a NEW COURSE**

Date of Submission:	01/20/2021

**Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.*

College:	College of Education and Human Services	**Dept. Initiating Request:**	Dept. of Teacher Education
Requestor's Name:	Deborah Paine	**Requestor's Role:**	Department Head

Proposed NEW Course Prefix: *(Consult abbreviations in the catalog)*	ELED	**NEW Course Number:** *(Consult #s in the catalog)*	3701
Proposed NEW Course Title:	Differentiated Instruction		
NEW Course Title Abbreviation: *(Limit to 30 character spaces)*	Differentiated Instruction		
Prerequisite(s):	EDUC 2999		

Lecture Hours:	3	**Lab/Contact Hours:**	1	**Credit Hours:**	3

Proposed NEW Course Description: *(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)**

Study of how differentiating content, process, product, and assessment can impact student achievement of diverse populations. Emphasis is on developing the knowledge and skills to design a differentiated classroom and the ability to articulate the rationale and results of its implementation.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2021	*Once per Year*

Justification: *(select one or more of the following and provide appropriate narrative below:)*

☐ Improving student learning outcomes
☐ Adopting current best practice(s) in field
☐ Mandate of State/Federal/Accrediting Agency
☒ Other –

The current BSED in elementary education is a fully face-to-face program. The creation of this course will be part of a new elementary education certification program developed to support students who seek initial certification through a fully online platform. This program and course is part of the new USG initiative supporting an "e-degree" for students.

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

Source of Data to Support Change *(select one or more of the following):*

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

☐ Other Data Source Descriptions –

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

Valdosta State University – NEW COURSE Form

- **Request for a NEW COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Deborah Gail Paine	DocuSigned by: Deborah Paine EB41DD4F62CC4C4...	3/1/2021
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	3/1/2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

Dewar College of Education and Human Services
Valdosta State University
Department of Teacher Education

ELED 3701
Differentiated Instruction
3 Semester Hours
SEMESTER/YEAR

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.

Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

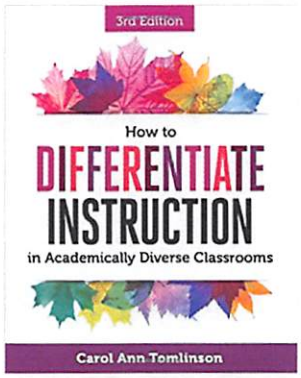
INSTRUCTOR

Name:
Telephone Number:
Email Address:
Office Hours:

COURSE DESCRIPTION (Prerequisite: EDUC 2999)

Study of how differentiating content, process, product, and assessment can impact student achievement of diverse populations. Emphasis is on developing the knowledge and skills to design a differentiated classroom and the ability to articulate the rationale and results of its implementation.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS



Tomlinson, Carol Ann. (2017). How to Differentiate Instruction in Academically Diverse Classrooms: (3rd ed). Alexandria, VA: ASCD.

Regular use of BlazeVIEW is necessary. BlazeVIEW will be used for communication and announcements. Important documents for class will be posted there. It is your responsibility to make sure that your BlazeVIEW account functions correctly and to **monitor it often**.

COURSE OBJECTIVES (Show alignment to InTASC Model Core Teacher Standards for all educator preparation courses).

The student will:

1. Examine appropriate strategies to differentiate planning, instruction, and assessment to meet needs of individual students. [InTASC 4, 7, 8]

2. Develop strategies for both teachers and students to monitor learning, behavior, and motivation of individual students [InTASC 1, 2, 3, 5, 6]

3. Analyze data about community, school, classroom, and individual students to identify individual student needs. [InTASC 2, 9]

4. Investigate factors for students from diverse backgrounds and one's own frames of reference that impact student learning. [InTASC 1, 2, 9]

5. Understand the professional, legal, and ethical considerations in teaching children and communicating with parents and colleagues. [InTASC 9, 10]

6. Relate basic theories of learning to identifying needs of individual students and to planning appropriate differentiated instruction as it relates to Georgia Standards of Excellence and Georgia Performance Standards. [InTASC 2, 7, 8,]

7. Examine the nature and complexity of elements important to members of different cultures, including history, values, politics, communication styles, economy, or beliefs and practices. [InTASC 2]

8. Observe learners, noting changes and patterns of learning across areas of development as it relates to differentiated instruction.

TECHNOLOGY REQUIREMENTS

In this class, students will regularly use the following applications. . .

- Office 365 for access to VSU email and to Microsoft applications that we will use regularly (Outlook, Teams, Word, Excel, PowerPoint, etc.).
- **BlazeVIEW, GOOGLE, and/or Microsoft Teams** to access course materials and to participate remotely.

To use these applications, students must have access to a laptop or computer, preferably with a webcam and mic. While it is possible for students to complete some work on their smartphones, this will not be sufficient in all instances, given the limitations of mobile devices. Hence, access to a computer is essential.

You may also choose to list these further resources: IT also provides a list of recommended technologies at https://www.valdosta.edu/administration/it/helpdesk/personal-devices/recommended-technologies.php

As a VSU student, you may download and install Microsoft Office Suite on up to 5 personal devices (https://www.valdosta.edu/administration/it/helpdesk/employee-resources/employee-services/work-at-home-tech-guide.php)

List of Resources for Technology

- In BlazeVIEW, you should be registered for a class—VSU BlazeVIEW Student Tutorial 2020
- Welcome to BlazeVIEW (Brightspace by D2L): https://www.valdosta.edu/academics/elearning/blazeview.php
- VSU Courses in GoVIEW: https://www.valdosta.edu/academics/elearning/goview.php
- Microsoft Teams Introductory Page: https://www.valdosta.edu/administration/it/helpdesk/employee-resources/employee-services/microsoft-teams.php
- IT Helpdesk: https://www.valdosta.edu/administration/it/helpdesk/service-desk/
- New Media Center: https://www.valdosta.edu/academics/library/depts/media-center/
- BlazeVIEW Support: blazeview@valdosta.edu

ATTENDANCE AND PARTICIPATION

Regular attendance and participation are **essential** for success in class. Therefore, students are expected to attend class as scheduled and must complete assignments as outlined in the syllabus.

Offices Here to Help You on Campus

Research (and experience!) shows that **students are more successful when they seek out help** and support when they face challenges. VSU offers a full range of services---tutoring, supplemental instruction, counseling, and more—which is available both in person and online.

List of Resources

- For tutoring: Academic Support Center https://www.valdosta.edu/asc/
- For library resources: Odum Library https://www.valdosta.edu/academics/library/
- For counseling: VSU's Counseling Center https://www.valdosta.edu/student/student-services/counseling-center/

- For career exploration and on-campus employment opportunities: Office of Career Opportunities https://www.valdosta.edu/celt/referral-guide-for-student-support.php
- For academic advising: University Advising and Student Transitions https://www.valdosta.edu/advising/
- For classroom accommodations: VSU's Access Office https://www.valdosta.edu/student/disability/
- For food and clothing assistance: Drop-N-Shop https://www.valdosta.edu/student/leadership/volunteer/blazer-pantry.php
- For on-campus medical assistance: VSU Health Services https://www.valdosta.edu/administration/student-affairs/student-health/
- For safety: University Police https://www.valdosta.edu/administration/finance-admin/police/

BlazeVIEW and In-Class Assignment Deadlines: LATE WORK: Late work will not be accepted. No additional extensions will be granted and will receive a grade of zero.

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Class Attendance and Participation
Students are expected to actively participate in discussions, activities, presentations, and group work.

Discussion Posts
Discussion posts will consist of two parts an initial post followed by two substantive responses. Posts are based on classroom experience, personal knowledge, your personal background, and chapter readings.

Differentiation Observation
Students will observe an assigned teacher noting differentiation observed. In this assignment students will note differentiation in learning profiles (multimodalities), content, product and process and submit their observation. An interview with the teacher will take place with communication regarding specific differentiation strategies implemented and purposefully planned for instruction.

Knowing Your Students
Students will take a Multiple Intelligence quiz, a learning profile quiz, an Enneagram personality quiz and interest survey to determine how they learn best. In this assignment, students will explore different ways of investigating differences among your students and consider how you could use them as a teacher.

Flexible Grouping

Students will use data obtained from their personal classroom or data provided by the instructor to appropriately match DOK tasks to meet instructional needs of students. This assignment is a group assignment followed by a presentation of the group's findings.

Midterm – Performance Based Anchor Activity
Students will prepare a "Gallery Walk" after researching an anchor activity. The "Gallery Walk" will consist of a visual providing specific information about their assigned anchor activity.

RTI Assignment
Candidates will complete an online module related to Response to Intervention, RTI.

Resident Expert Assignment:
Each student will research, plan and teach a strategy related to differentiation. Students will use a class profile to determine appropriate differentiation for students related to the content in which they teach content related to their concentration area. Georgia State Standards of Excellence, GSSE, will be used. The activity should be 20-25 minutes in length and should be creative, informative, and engaging. The activity will be presented as a participatory activity that will involve everyone in class.

Peer and Self-reflections:
Students will provide feedback to others in the form of "Three Glows and a Grow". Students will self-reflect on presentations and other assignments.

Final - Culminating Performance Task:
Students will use a class profile provided by the instructor or profile from the virtual field experience to plan a differentiated strategy to meet the learning needs of the students. Students will identify the instructional groups from the profile and will plan differentiated learning opportunities addressing content, product and process of these groups based on data. This task compiles information gained during the course in one summative assignment.

CLASS POLICIES

Assignments: Students are responsible for completing assignments on time. Most written assignments will be submitted through BlazeVIEW, dropbox, so due dates including times will be included in the BlazeVIEW information and Pacing Guide. No late work will be accepted. All out-of-class work must be typed using 12-pt. font and double-spacing. Points will be deducted for any mechanical or grammatical errors for all written work.

Professional Writing: Teaching is a professional career and the writing expectation for this course is that you will write professionally for any course assignments. If you need assistance in writing professionally the Academic Support Center is available (see contact information below).

COURSE EVALUATION

Online Assignment Differentiation Module	10
Discussion Posts (6 Posts 3 points each)	18
Knowing Your Students Assignment	10
Flexible Grouping	10
RTI Online Assignment	10
Midterm Exam-Anchor Activity	15
Field Experience and Differentiation Observation	30
Resident Expert Assignment	20
Peer and Self Reflections	10
Class Attendance and Participation	15
Final Exam- Culminative Performance Task	40
Total Points	**188**

A = 169-188
B = 150-168
C = 131-149
D = 112-130
F = Below 112

ATTENDANCE POLICY

The attendance policy as stated in the current VSU Undergraduate Catalog will apply. A student who misses more than 20% of the class work (3 absences) of this course is subject to receive a failing grade in this course. Due to the nature of this course, attendance and participation are extremely important. Therefore, any candidate with more than two absences from class will be subject to receive a one-letter reduction in the overall grade for the course.

PROFESSIONALISM

The following areas describe the professional expectations for all preservice students in the Department of Teacher 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.

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 INITIAL TEACHER PREPARATION AND SERVICES
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.

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).

TITLE IX STATEMENT

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, titleix@valosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

ACCESS STATEMENT

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 Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu.

ACADEMIC SUPPORT CENTER

The Academic Support Center (ASC) provides free peer tutoring in core curriculum courses, including, math, writing, sciences, social sciences, humanities, and foreign languages. The ASC also provides supplemental instruction (tutor-led study group sessions) for historically difficult courses like biology, chemistry, geosciences, psychology, and sociology, as well as academic success workshops. New for fall 2018: 24/7 access to online tutoring through ThinkingStorm, which includes Writing Center where you can submit drafts for feedback and get help with core courses when the ASC is closed. Call 229-333-7570 to make an appointment, email us at asc@valdosta.edu, or visit our website www.valdosta.edu/asc. Located in Langdale Hall.

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 through Smart Eval. 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 https://www.valdosta.edu/academics/academic-affairs/sois/

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: _____

Student Contract

Read the Student Contract carefully. After you have read and understood the course expectations, please sign the contract below.

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 _____

DocuSign Envelope ID: 90F4B94E-8A45-4FA1-BE0B-B1728E6617D2

Valdosta State University Curriculum Form

- **Request for a NEW COURSE**

Date of Submission:	01/20/2021

**Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.*

College:	College of Education and Human Services	**Dept. Initiating Request:**	Dept. of Teacher Education
Requestor's Name:	Deborah Paine	**Requestor's Role:**	Department Head

Proposed NEW Course Prefix: *(Consult abbreviations in the catalog)*	ELED	**NEW Course Number:** *(Consult #s in the catalog)*	3800
Proposed NEW Course Title:	Planning for Effective Teaching and Learning		
NEW Course Title Abbreviation: *(Limit to 30 character spaces)*	Planning for Teaching		
Prerequisite(s):	EDUC 2999		

Lecture Hours:	3	**Lab/Contact Hours:**	0	**Credit Hours:**	3

Proposed NEW Course Description: *(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)**

Introduction to the basic principles of instructional design and lesson planning, emphasizing the interrelationships among content standards, instructional objectives, planning, and assessment. The course focuses on evidence-based practices and theories in education.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2021	*Once per Year*

Justification: *(select one or more of the following and provide appropriate narrative below:)*

☐ Improving student learning outcomes
☐ Adopting current best practice(s) in field
☐ Mandate of State/Federal/Accrediting Agency
☒ Other –

The current BSED in elementary education is a fully face-to-face program. The creation of this course will be part of a new elementary education certification program developed to support students who seek initial certification through a fully online platform. This program and course is part of the new USG initiative supporting an "e-degree" for students.

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

Source of Data to Support Change *(select one or more of the following):*

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

☐ Other Data Source Descriptions –

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

Valdosta State University – NEW COURSE Form

- **Request for a NEW COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Deborah Gail Paine	DocuSigned by: Deborah Paine EB41DD4F62CC4C4...	3/1/2021
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: karla Hull 25C1E42B6010420...	3/1/2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

Dewar College of Education and Human Services
Valdosta State University
Department of Teacher Education

Planning for Effective Teaching and Learning
ELED 3800
3 SEMESTER HOURS
SEMESTER/YEAR

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.

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.

Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

INSTRUCTOR

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

COURSE DESCRIPTION

Prerequisite: EDUC 2999
Introduction to the basic principles of instructional design and lesson planning, emphasizing the interrelationships among content standards, instructional objectives, planning, and assessment. The course focuses on evidence-based practices and theories in education.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Resource materials are located in the course in Blazeview. No textbook purchase is necessary for this course. BlazeVIEW will be used for communication and announcements. Important documents, assignments, quizzes, and all other course elements for class will be posted there. It is your responsibility to make sure that you monitor this course in BlazeVIEW often.

COURSE OBJECTIVES

Upon completion of this course, the student will be able to:

1. Apply knowledge of appropriate methods of instruction and curriculum based upon an understanding of the needs and abilities of elementary children (InTASC 1, 5, 7, 8).
2. Demonstrate content knowledge of discipline(s) he or she teaches using the Georgia Standards of Excellence in order to design meaningful learning experiences for elementary students and assure content mastery (InTASC 4).
3. Identify and apply developmentally and culturally appropriate methods of modifying instruction to meet diverse needs of students (InTASC 2, 7, 8).
4. Develop and apply appropriate classroom management skills to create a classroom environment conducive to learning, inquiry, and respect for student diversity (InTASC 2, 3).
5. Identify, design, and use appropriate alternative, formal, informal, formative, and summative assessment strategies (InTASC 6).
6. Demonstrate skill as a reflective practitioner who evaluates choices and seeks opportunities to grow professionally (InTASC 9, 10).

7. Demonstrate how to interpret student records and discuss the legal/social implications of relevant school documentation (InTASC 9).
8. Describe and interpret contextual factors impacting student learning (InTASC 2, 7).
9. Write and speak in a professional manner (InTASC 4, 9, 10).

CLASS POLICIES

BlazeVIEW and In-Class Assignment Deadlines: LATE WORK: Late work will not be accepted. No additional extensions will be granted and will receive a grade of zero.

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. **Class Discussion Posts– 10 points**
   Students are expected to actively participate in discussions, activities, presentations, and group work.
2. **Module Assignments: 5 points each = 20 points total**
   a) Standard-Objective-Assessment Alignment
   Students will use the Georgia Standards of Excellence (GSE) to identify specific standards, create objectives based on those standards, and plan an appropriate assessment for the chosen standards.
   b) Learning Targets Students will complete GADOE Formative Instructional Practice Learning Target module.
   c) Differentiation: Universal Design for Learning (UDL) Students will complete a UDL module and implement UDL in lesson planning to ensure lessons incorporate key elements of differentiation for student learning.
   d) Review of Assessments Students will analyze and evaluate various sample assessments to identify the purpose of the assessment, the method of administration, how to interpret the results, and how the results impact the planning of future instruction.
3. **Lesson Plan 4 parts (CO 1,2,3,4) 4 @ 5 points each = 20 points total**
   Students will research, select, and design a lesson plan for their content area. The lesson plan should indicate the appropriate connections to GSE. The approved VSU COEHS Dept of Teacher Ed lesson plan format is required. CPL_{2a} **This is a required Proficiency Level Assessment and should not be modified or removed from this course without the approval of the program faculty.*
4. **Lesson Plans (CO 1,2,3,4,5,7,8) 2 @ 10 points each = 20 points**
   Students will use the lesson plan they created (above) and design a 3 day learning sequence of lesson plans for their content area(s). The lesson plan should indicate the appropriate connections to GSE. The approved VSU Dept of Teacher Education Middle/Secondary lesson plan format is required. The second lesson plan will be a one day lesson in MGED other content area/ SEED other course.
5. **Teaching Strategies/Activities Matrix (CO 1, 2, 3, 5) – 10 points** Students will develop a matrix of key teaching strategies with corresponding multidimensional activities for both of their concentration areas (MGED) or two courses (SEED). The matrix must include 10 teaching strategies. Each entry must include a description of the strategy w/ activity and its purpose, and example of how it can be implemented, and when it is most appropriate to use. Sources must be cited.
6. **Review/Reflection of Lesson Plans (4) @ 5 points each = 20 points (CO 1,2,3,4,5,6,7,8)**
   Students will evaluate lesson plan presentations/instruction and self-reflect based on critical components in VSU COEHS Dept of Teacher Education lesson plan format as well as teaching

videos. This may be done via in class lesson presentations and/or video recorded teaching demonstrations.

COURSE EVALUATION

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

NOTE: Late work will not be accepted.

ATTENDANCE POLICY

The attendance policy as stated in the current VSU Undergraduate Catalog will apply. A student who misses more than 20% of the class work of this course is subject to receive a failing grade in this course. Participation points will be allowed for attendance with points deducted for each class missed. If there are extenuating reasons resulting in a student's absence from class, it is the student's responsibility to contact the instructor and explain the circumstances for the absence prior to the time during which the student will be absent.

PROFESSIONALISM

The following areas describe the professional expectations for all preservice students in the Department of Teacher 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 - ***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.

THE BLAZER CREED
Valdosta State University is a learning environment based on trust and mutual respect in which open dialogue, vigorous debate, and the free exchange of ideas are welcome. The University is equally dedicated to the core values of community, including a commitment to practice civility, integrity, and citizenship. As members of this community, and proud Blazers, we will strive to uphold these core values for the advancement of the University.

- Civility – A Blazer shows courtesy and compassion as well as respect for the dignity of every human being.
- Integrity –Each Blazer is responsible for his or her own actions, and our community is stronger when we contemplate the context of our decisions and uphold the principles of trust and honesty.
- Citizenship – Every Blazer has an interest in the well-being of the community, and, therefore, a duty to stay informed, to make positive contributions, and to offer support to those who need help.

As a Blazer, I pledge to uphold the core principles of Civility, Integrity, and Citizenship.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM
http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

DEPARTMENT OF INITIAL TEACHER PREPARATION AND SERVICES 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).

TITLE IX STATEMENT

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as

required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

ACCESS STATEMENT

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 Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu.

ACADEMIC SUPPORT CENTER

The Academic Support Center (ASC) provides free peer tutoring in core curriculum courses, including, math, writing, sciences, social sciences, humanities, and foreign languages. The ASC also provides supplemental instruction (tutor-led study group sessions) for historically difficult courses like biology, chemistry, geosciences, psychology and sociology, as well as academic success workshops. Online tutoring available through ThinkingStorm, which includes Writing Center where you can submit drafts for feedback and get help with core courses when the ASC is closed. Call 229-333-7570 to make an appointment, email us at asc@valdosta.edu, or visit our website www.valdosta.edu/asc. Located in Odum Library.

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 through SmartEvals. 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 to instructors/administrators, and they will be able to access results only after they have submitted final grades. Before final grade submission, instructors will not be able to see any responses, but they can see the percentage of students who have or have not completed their SOIs. While instructors will not be able to see student names, an automated system will send a reminder email to those who have yet to complete their SOIs. Students who withdraw or drop a course will also be sent invitations to complete the Dropped Course Survey. Complete information about the SOIs, including how to access the survey, is available on the SOI Procedures webpage.

DocuSign Envelope ID: 90F4B94E-8A45-4FA1-BE0B-B1728E6617D2

Valdosta State University Curriculum Form

- **Request for a NEW COURSE**

Date of Submission:	01/20/2021

**Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.*

College:	College of Education and Human Services	**Dept. Initiating Request:**	Dept. of Teacher Education
Requestor's Name:	Deborah Paine	**Requestor's Role:**	Department Head

Proposed NEW Course Prefix: *(Consult abbreviations in the catalog)*	ELED	**NEW Course Number:** *(Consult #s in the catalog)*	3801
Proposed NEW Course Title:	Assessment to Promote Student Learning		
NEW Course Title Abbreviation: *(Limit to 30 character spaces)*	Assessment for Learning		
Prerequisite(s):	EDUC 2999		

Lecture Hours:	3	**Lab/Contact Hours:**	0	**Credit Hours:**	3

Proposed NEW Course Description: *(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)**

Study of the curriculum and assessment strategies needed for effective teaching and learning in the PK - 5 classroom. Candidates will develop reliable and valid assessments, make instructional plans and decisions based on data, and measure students' mastery of learning.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2021	*Once per Year*

Justification: *(select one or more of the following and provide appropriate narrative below:)*

☐ Improving student learning outcomes
☐ Adopting current best practice(s) in field
☐ Mandate of State/Federal/Accrediting Agency
☒ Other –

The current BSED in elementary education is a fully face-to-face program. The creation of this course will be part of a new elementary education certification program developed to support students who seek initial certification through a fully online platform. This program and course is part of the new USG initiative supporting an "e-degree" for students.

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

Source of Data to Support Change *(select one or more of the following):*

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

☐ Other Data Source Descriptions –

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

Valdosta State University – NEW COURSE Form

- **Request for a NEW COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Deborah Gail Paine	DocuSigned by: Deborah Paine EB41DD4F62CC4C4...	3/1/2021
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: karla Hull 25C1E42B6010420...	3/1/2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

Dewar College of Education and Human Services
Valdosta State University
Department of Teacher Education

ELED 3801
Assessment to Promote Student Learning
3 Semester Hours
SEMESTER/YEAR

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.*)

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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.

**Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf*

INSTRUCTOR

Name:

Telephone Number:

Email Address:

Office Hours:

COURSE DESCRIPTION

Prerequisites: EDUC 2999 and admission to the ELED professional program.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

- ✓ Burgess, D. (2012). *Teach like a pirate: Increase student engagement, boost your creativity, and transform your life as an educator.* Dave Burgess Consulting: San Diego, CA
- ✓ A printed copy of your both your content standards.

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 elementary grade children within content areas (InTASC Standard 1, 4, 5, 6, 7).
2. Utilize technology and other appropriate media to enhance students' 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).
4. Identify, design, and use appropriate alternative, formal, informal, formative and summative assessment strategies (InTASC Standards 3, 5, 6).
5. Demonstrate skills as a reflective practitioner who evaluates choices and seeks opportunities to grow professionally (InTASC Standards 3, 4, 7, 8, 9, 10).
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).
7. Implements required accommodations in assessments and testing conditions for learners with disabilities and language learning needs (InTASC Standard 1, 2).
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.

Teach Like A Pirate: You will use information pulled from this text to complete an interactive assignment. Guidelines and rubrics will be provided in class. (CO 1, 9).

Literature Review: You will choose a topic aligned to some aspect of assessment and research and defend your position. (CO 1, 5)

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 presentations, and working with data. Guidelines for each assignment will be provided. (CO 1, 2, 3, 4, 5, 8)

Use of Data Task: You will analyze both student learning and data to determine how to make instructional changes. (CO 1, 5, 6, 8, 9)

Assessment Plan: 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 proficiency level assessment in Live Text. (CO1, 2, 3, 4, 5, 6, 8)

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

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

Assignment	Point Value
Teach Like A Pirate Assignment	15
Use of Data Task	20
Weekly Assignments	10
Literature Review	10
Assessment Plan	25
Final Exam	20
Total	**100**

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, "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."

LATE WORK

Late work will be scored according to the following guidelines:

1 minute – 24 hours late: The maximum that may be earned is ½ credit.
After 24 hours: No credit can be earned.
All work will be submitted through Blazeview in the course dropbox.
No assignments will be accepted through email.

TITLE IX STATEMENT

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, titleix@valosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

PROFESSIONALISM

The following areas describe the professional expectations for all pre-service students in the Initial Teacher Preparation and Services.

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.

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

INITIAL TEACHER PREPARATION AND SERVICES

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 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).

ACCESS STATEMENT

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 VSU's Access Office or email: access@valdosta.edu.

ACADEMIC SUPPORT CENTER

The Academic Support Center (ASC) provides free peer tutoring in core curriculum courses, including sciences, math, writing, social sciences, humanities, and foreign languages. The ASC also provides supplemental instruction (tutor-led study group sessions) for historically difficult courses like biology, chemistry, geosciences, psychology and sociology, as well as academic success workshops. Call 229-333-7570 to make an appointment, email us at asc@valdosta.edu, or visit our website: www.valdosta.edu/asc. Located in Langdale Hall.

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 through Smart Eval. 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 https://www.valdosta.edu/academics/academic-affairs/sois/

THE BLAZER CREED

Valdosta State University is a learning environment based on trust and mutual respect in which open dialogue, vigorous debate, and the free exchange of ideas are welcome. The University is equally dedicated to the core values of community, including a commitment to practice civility, integrity, and citizenship. As members of this community, and proud Blazers, we will strive to uphold these core values for the advancement of the University.

- Civility – A Blazer shows courtesy and compassion as well as respect for the dignity of every human being.
- Integrity –Each Blazer is responsible for his or her own actions, and our community is stronger when we contemplate the context of our decisions and uphold the principles of trust and honesty.
- Citizenship – Every Blazer has an interest in the well-being of the community, and, therefore, a duty to stay informed, to make positive contributions, and to offer support to those who need help.

As a Blazer, I pledge to uphold the core principles of Civility, Integrity, and Citizenship

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Valdosta State University Curriculum Form

- **Request for a NEW COURSE**

Date of Submission:	01/20/2021

**Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.*

College:	College of Education and Human Services	**Dept. Initiating Request:**	Dept. of Teacher Education
Requestor's Name:	Deborah Paine	**Requestor's Role:**	Department Head

Proposed NEW Course Prefix: *(Consult abbreviations in the catalog)*	ELED	**NEW Course Number:** *(Consult #s in the catalog)*	3900
Proposed NEW Course Title:	Teaching Math Methods for Elementary Ed Part I		
NEW Course Title Abbreviation: *(Limit to 30 character spaces)*	Teaching Math Methods Part I		
Prerequisite(s):	EDUC 2999		

Lecture Hours:	3	**Lab/Contact Hours:**	0	**Credit Hours:**	3

Proposed NEW Course Description: *(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)**

An examination of teaching methods and disciplinary literacy in grades PK-2 mathematics, emphasizing principles and methods for teaching concepts, skills, relationships, including the use of manipulative materials in mathematics in accordance with national and state standards. Consistently engaging in real world problem solving, reasoning, communication, connections, and representations.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2021	*Once per Year*

Justification: *(select one or more of the following and provide appropriate narrative below:)*

☐ Improving student learning outcomes
☐ Adopting current best practice(s) in field
☐ Mandate of State/Federal/Accrediting Agency
☒ Other –

The current BSED in elementary education is a fully face-to-face program. The creation of this course will be part of a new elementary education certification program developed to support students who seek initial certification through a fully online platform. This program and course is part of the new USG initiative supporting an "e-degree" for students.

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

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Source of Data to Support Change *(select one or more of the following):*

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

☐ Other Data Source Descriptions –

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

Valdosta State University – NEW COURSE Form

- **Request for a NEW COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Deborah Gail Paine	DocuSigned by: Deborah Paine EB41DD4F62CC4C4...	3/1/2021
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	3/1/2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

1604

Dewar College of Education and Human Services
Valdosta State University
Department of Teacher Education

ELED 3900
Teaching Math Methods for Elementary Ed Part I
3 SEMESTER HOURS
Semester/Year

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.

*Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdfINSI

INSTRUCTOR Information

Name:
Office Number:
Email Address:
Office Hours:

COURSE DESCRIPTION.

An examination of teaching methods and disciplinary literacy in grades PK-2 mathematics, emphasizing principles and methods for teaching concepts, skills, relationships, including the use of manipulative materials in mathematics in accordance with national and state standards. Consistently engaging in real world problem solving, reasoning, communication, connections, and representations.

REQUIRED TEXTBOOKS/RESOURCE MATERIALS:

- Mathematics for Elementary Teachers with Activities, 5th edition (2018) Sybilla Beckmann
- Other Readings: Will be provided via Blazeview.
- **Recommended Materials**: Math Manipulatives Toolkit (K-9, $99) https://bit.ly/2ZEtirx OR https://www.hand2mind.com/item/handson-standards-ready-to-teach-mathematics-toolkit-grades-k9/6242

COURSE OBJECTIVES

Teacher candidates will:

1. Use a variety of STEAM resources, materials, and technologies appropriate for math instruction with PK-2 students. (IS 7, 8,)
2. Use a variety of developmentally appropriate instructional strategies for teaching math to PK-2 students to develop deep understanding of math concepts, skills and their connections, (IS 3,7,8)
3. Develop multiple methods of assessment to improve knowledge of content, to engage students in their own growth, to monitor student progress, and to guide the teacher's and students' decision making. (IS 6)
4. Design and implement hands-on/minds-on math activities to engage learners in critical thinking and collaborative problem solving with an emphasis on developing a positive attitude towards math with PK-2 students. (IS 4,5)
5. Analyze and select a variety of community and technology resources to ensure and support inclusive learning environments that enable each student to meet high standards. (IS 1, 2)
6. Develop, implement in an elementary mathematics classroom, and evaluate the effectiveness of a problem-based lesson plan that encourages learner collaboration, positive social interactions, and active engagement in learning and self-motivation. (IS 1, 3, 5, 7)
7. Identify specific strategies and management practices to support learners with diverse needs. [IS 2]
8. Review and incorporate Georgia mandated PK-2 mathematics standards in lesson plans.

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS (more details below):

Lessons & Activities

1. Design and teach one Student-Directed Mini-lesson to a Small Group in the class. (CO 1, 2, 3, 4, 5, 7, 8)
2. Design a mathematics learning center/station. This center should include some type of technology such as virtual manipulatives, a website, etc. in which students participate and the center should be self-monitoring. (CO 1, 2, 3, 4, 5, 7, 8)

Coursework

3. Complete weekly coursework and readings. (CO 1, 2, 3, 4, 5, 6, 7, 8)

Practicum Assignments

4. Design, Conduct, and Evaluate a Diagnostic Interview (CO 2, 3, 7)
5. Develop one mathematics lesson plan and implement in your practicum field experience class. Submit to instructor 48 hours before teaching. This lesson plan will be entered into LiveText. (CO 1, 2, 3, 4, 5, 7, 8)

Final

6. (Write a reflection from practicum focusing on the math lessons that have been taught and what you learned and goals to improve your math instruction. (CO 1, 3) Design a mathematics lesson based on knowledge of students. (CO 1, 2, 3, 4, 5, 6, 7, 8)

Mini-Lesson	20 points
Math Learning Station	20 points
Weekly Course work	20 points
Diagnostic Interview	10 points
Math Lesson (Implemented PK-2)	10 points
Final	20 points
Total	100 points

Grade Scale:

A = (90-100 Points)
B = (80-89 Points)
C = (70-79 Points)
D = (60-69 Points)
F = (59 and below)

ATTENDANCE POLICY

Whether online or face-to-face, a student who misses or does not participate in more than 20% of the scheduled course or course activities could be subject to receiving a failing grade in the course.

PARTICIPATION

You will complete assigned readings and actively participate in class discussions (online and in-class). Online discussions will be completed in BlazeView. It is important to note that you will need to read and synthesize various sources to respond adequately to questions posed in each discussion.

PROFESSIONALISM

The following areas describe the professional expectations for all preservice students in the Department of Teacher 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).
Teachers' professional values 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 a student's actions or attitudes are judged to be less than professional appropriate remedial action will be taken.

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DEWAR COLLEGE OF EDUCATION& HUMAN SERVICES POLICY ON PLAGIARISM
(http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php).

DEPARTMENT OF TEACHER EDUCATION - STATEMENT ON ACADEMIC INTEGRITY
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Title IX Statement:

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator.

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 through SmartEvals. 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 https://www.valdosta.edu/academics/academic-affairs/sois/

SUPPORT

As a student, you may experience a range of challenges that can interfere with learning, such as strained or violent relationships, death and loss, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. VSU services are available and treatment does work. You can learn more about confidential mental health services available at:http://www.valdosta.edu/student/student-services/counseling-center/. 24 hour emergency help is also available through the University Police at 229-259-5555 who will contact on-call counselors or appropriate resources for support.

DocuSign Envelope ID: 90F4B94E-8A45-4FA1-BE0B-B1728E6617D2

Valdosta State University Curriculum Form

- **Request for a NEW COURSE**

Date of Submission:	01/20/2021

**Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.*

College:	College of Education and Human Services	**Dept. Initiating Request:**	Dept. of Teacher Education
Requestor's Name:	Deborah Paine	**Requestor's Role:**	Department Head

Proposed NEW Course Prefix: *(Consult abbreviations in the catalog)*	ELED	**NEW Course Number:** *(Consult #s in the catalog)*	3901
Proposed NEW Course Title:	Teaching Elementary Science Methods		
NEW Course Title Abbreviation: *(Limit to 30 character spaces)*	Teaching Science Methods		
Prerequisite(s):	EDUC 2999		

Lecture Hours:	3	**Lab/Contact Hours:**	0	**Credit Hours:**	3

Proposed NEW Course Description: *(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)**

Application of developmentally appropriate disciplinary literacy and science instruction K-5 in the context of physical, life, and earth/space sciences and standards-based inquiry focusing on constructivist models of student learning of content, attitudes, and skills.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2021	*Once per Year*

Justification: *(select one or more of the following and provide appropriate narrative below:)*

☐ Improving student learning outcomes
☐ Adopting current best practice(s) in field
☐ Mandate of State/Federal/Accrediting Agency
☒ Other –

The current BSED in elementary education is a fully face-to-face program. The creation of this course will be part of a new elementary education certification program developed to support students who seek initial certification through a fully online platform. This program and course is part of the new USG initiative supporting an "e-degree" for students.

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

Source of Data to Support Change *(select one or more of the following):*

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

☐ Other Data Source Descriptions –

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

Valdosta State University – NEW COURSE Form

- **Request for a NEW COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Deborah Gail Paine	DocuSigned by: Deborah Paine EB41DD4F62CC4C4...	3/1/2021
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	3/1/2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

Dewar College of Education and Human Services
Valdosta State University
Department of Teacher Education

ELED 3901
Teaching Elementary Science Methods
3 SEMESTER HOURS
SEMESTER/YEAR

InTASC Model Core Teacher Standards*

(*To be used for all teacher 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.

**Council of Chief State School Offices. (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf*

INSTRUCTOR

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

COURSE DESCRIPTION

Prerequisites: EDUC 2999 course.
Application of developmentally appropriate disciplinary literacy and science instruction K-5 in the context of physical, life, and earth/space sciences and standards-based inquiry focusing on constructivist models of student learning of content, attitudes, and skills.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Contant, Terry, Bass, Joel, Tweed, Annie, Carin, Arthur (2018). *Teaching Science Through Inquiry-Based Instruction (13th ed).* New York, New York: Pearson

Additional Readings:

Science GSE. Science Georgia Standards of Excellence. Georgia Department of Education.
NSTA. National Science Teachers Association
NGSS. Next Generation Science Standards
National Research Council, A Framework for k-12 Science Education
And as determined by the course instructor

COURSE OBJECTIVES (*Show alignment to InTASC Model Core Teacher Standards for all educator preparation courses*).

By the end of the course, teacher candidates will:

1. Demonstrate knowledge and skills needed for teaching science in P-5 elementary grade classrooms in accordance with ethical conduct and professional standards (IS 4-8).
2. Use a variety of STEAM resources, materials and technologies appropriate for science instruction with P-5 children. (IS 3, 7, 8)
3. Use a variety of developmentally appropriate instructional strategies for teaching science to P-5 children in order to develop a deep understanding of science concepts, and their connections.(IS 3, 7, 8)
4. Develop multiple methods of assessment to improve knowledge of content, to engage learners in their own growth, to monitor progress, and to guide the teacher's and learner's decision making. (IS 6)
5. Design and implement a safe environment in which hands on science activities engage learners in critical thinking and collaborative problem solving to emphasize the student learner as a scientist. (IS 4, 5)
6. Analyze and select a variety of community and internet resources such as Project Learning Tree to ensure and support inclusive learning environments that enable each learner to meet high standards. (IS 1, 2)

7. Develop, implement, and evaluate the effectiveness of an inquiry-based science curricular unit that encourages learner collaboration, positive social interactions, and engagement in learning and self-motivation. (IS 3, 4, 5, 6, 7, 8)
8. Identify specific strategies and science classroom management practices to support students with diverse needs. (IS 1, 2, 3, 7, 9)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. *Designing a Learning Environment:* **(10 Points).** Teachers must create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. You will design your own learning environment. You will refer to the National Science Teacher Association website or other professional organizations for literature and resources to optimize learning in the science classroom. This assignment will be created using iBook or compatible program. (CO 5)

2. *Certification in Community Science Curriculum.* Participate in Project Learning Tree (PLT), Project Wild, or Project WET for certification, or other approved community science resource activities (to be documented). (CO 1-6) **(10 Points)**

3. *Curricular Unit.* You will design a curricular unit of 3-5 lesson plans and a pre/posttest about a science topic. The science topic must be aligned with the GSE for grades 4-5. The unit consists of 3-5 lessons, but two of the lesson plans will be assessed for a course grade. Descriptions for lesson plan design and pre/posttest are described below. Use of digital apps such as Flipgrid, Nearpod, Khan Academy, or similar are expected. Lastly, you will complete an evidenced-based narrative reflective essay providing a rationale for instructional decisions you made for designing the curricular unit.

   2 Lesson Plans: **(10 Points Each)**. During the semester, you will research, select, and plan two inquiry-based science lessons. You will use the Teacher Education approved lesson plan format. Lesson plans should indicate the appropriate connections to the Georgia Standards of Excellence. You may obtain strategies from professional journals, professional books, class discussions, or your independent study. (CO 1-5, 7-8)

   Pre/post assessment of Curriculum Unit **(5 Points)**. Students should be pre and posted to note any gains in achievement and to target and adjust instruction. Thus, as part of the learning segment, you will develop a pre and post assessment that will measure students' understanding of the content. You will use digital apps such as Socrative or Google Test maker to design assessment. (CO 4)

   Curriculum Unit Reflection: **(10 Points)**. After completing your curriculum unit, you will complete a narrative essay discussing the rationale for decisions made about designing instruction. The narrative essay must be reflective and supported by current literature. (CO 1).

4. *Digital Design for Instruction:* **(10 Points).** You will design an online science course, appropriate for P-5 elementary grade students. The course should include course modules inclusive of effective practices for (a) content instruction and assessment addressing GSE content standards, and (b) supporting student diversity. Course modules are based on the 3-5 lesson curricular unit. You will use Google Classroom to design the course. (CO 1-4, 5, 7, 8)

5. *Investigation vs. Experiment Virtual Labs* (**2.5 Points Each**). Teachers often confuse the terms and processes for scientific investigations and experimentation. As such, you are being asked to carry out two "kitchen science" activities that define and illustrate a scientific investigation and a scientific experiment. Both activities will be submitted as videos for this assignment. (CO 1-3)

6. *Teaching simulation.* **(10 Points).** In the teaching profession, educators are often asked to teach and share lessons with peers as part of school-wide professional development. You will teach a student-centered, hands-on, minds-on inquiry-based science mini lesson to your peers. Lesson can be designed from the *Teaching Science for All Children* (or other approved sources) using an understanding of students' individual differences to ensure an inclusive and safe learning environment. This assignment will be videotaped and uploaded via GoReact. (CO 1, 2, 3, 4, 5, 7, 8).

7. *Final Course Assessment.* (**20 Points**) To assess your understanding of science education, a summative assessment will be administered at the end of course. The final course assessment will draw from your knowledge emerging from class readings, class discussions and course assignments (CO 1, 3, 4)

COURSE EVALUATION

If 0 points are accumulated in any of the following categories, you will be ineligible to receive a grade of A for the 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 assignments are submitted through BlazeView by 11:59 PM, except for the Google Classroom, and the Teaching Simulation which will be submitted on GoReact. In the event that a late assignment is accepted, it will automatically be reduced by a letter grade. In addition, assignment grade and feedback may be returned at the instructor's discretion.

Assessment/Evaluation	**Point Value**
Designing a Learning Environment	10
Certification in Community Science Curriculum	10
Investigation vs. Experiment Virtual Labs (2.5 pts each)	5
Curriculum Unit	35
Lesson Plan I (0 points, free feedback)	
Lesson Plan II (10 points)	
Lesson Plan III (10 points)	
Pre/posttest (5 points)	
Curriculum Unit Reflection (10 points)	
Digital Design for Instruction	10
Teaching Simulation	10
Final Course Assessment	20
Bonus: Completion of SOI (2 points)	
Overall Point Value	*100 points*

Grading Scale

A = 100 - 90	D = 69 - 60
B = 89 - 80	F = 59 - 0
C = 79 - 70	

ATTENDANCE POLICY

"The University expects that all students shall attend all regularly scheduled class meetings held for instruction or examination.... Instructors are required to maintain records of class attendance... It is recognized that class attendance is essentially a matter between students and their instructors. Instructors must explain their absence policy in the course syllabus. All students are held responsible for knowing the specific attendance requirements as prescribed by their instructors and for the satisfactory make-up work missed by absences. When students are compelled for any reason to be absent from class, they should immediately contact the instructor. A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course" (VSU Undergraduate Catalog 2013-2014, p. 77).

PROFESSIONALISM

Code of Conduct Violations

As a teacher candidate, you are expected to conduct yourself in the professional educator role as defined by the Georgia Professional Standards Commission Code of Ethics for Educators. You will be provided with a copy of the Code of Ethics for Educators which can be found on the following URL http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf. Failure to follow the Code of Ethics will result in disciplinary actions through the Professional Improvement Plan process.

Virtual Proctored Exams

This course requires the use of LockDown Browser and a webcam for online exams. The webcam can be built into your computer or externally attached through a USB cable. Watch this short video (http://www.respondus.com/products/lockdown-browser/student-movie.shtml) for an introductory understanding of LockDown Browser and the webcam feature. A Quick Start Guide for Students (http://www.respondus.com/products/monitor/guides.shtml) is also available.

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 candidates conduct themselves with the professionalism that is required of professionals in the field. If at any time a student's actions or attitudes are judged to be less than professional appropriate remedial action will be taken.

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 (Times New Roman, 12 point font) 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.

TECHNOLOGY REQUIREMENTS
In this class, students will regularly use the following applications:

- Office 365 for access to VSU email and to Microsoft applications that we will use regularly (Outlook, Teams, Word, Excel, PowerPoint, etc.).
- BlazeVIEW, Blackboard Collaborate Ultra, and/or Microsoft Teams to access course materials and to participate remotely.
- iBooks for composing the Learning Environment, digital recorders to record the scientific investigation vs experimentation assignment, Google Classroom, Google Forms for curriculum design, Socrative for assessment design, Biomeviewer, Sage Modeler and Tinkercad to examine scientific modeling among others.

To use some of these applications, students must have access to a laptop or computer, preferably with a webcam and mic. While it is possible for students to complete some work on their smartphones, this will not be sufficient in all instances, given the limitations of mobile devices. Hence, access to a computer is essential. Note that the University maintains a number of computer labs, which are available for student use. Laptops and/or MiFi devices are also available for check-out on a first-come, first-served basis from the New Media Center in Odum Library.

You may also choose to list these further resources:
IT also provides a list of recommended technologies
at https://www.valdosta.edu/administration/it/helpdesk/personal-devices/recommended-technologies.php

As a VSU student, you may download and install Microsoft Office Suite on up to 5 personal devices (https://www.valdosta.edu/administration/it/helpdesk/employee-resources/employee-services/work-at-home-tech-guide.php)

List of Resources for Technology

- In BlazeVIEW, you should be registered for a class—VSU BlazeVIEW Student Tutorial 2020
- Welcome to BlazeVIEW (Brightspace by D2L): https://www.valdosta.edu/academics/elearning/blazeview.php
- Microsoft Teams Introductory Page: https://www.valdosta.edu/administration/it/helpdesk/employee-resources/employee-services/microsoft-teams.php
- IT Helpdesk: https://www.valdosta.edu/administration/it/helpdesk/service-desk/
- New Media Center: https://www.valdosta.edu/academics/library/depts/media-center/
- BlazeVIEW Support: blazeview@valdosta.edu

To be successful in this course:

- Arrive for class on time and prepared by having read all assigned materials, including other materials distributed during the semester.
- Plan to stay for the entire class period.
- Remain on task and actively participate in class activities and discussions.
- Avoid distracting yourself, others, and the instructor during class by turning off (or making inaudible) all cell phones, pagers, or other electronic devices and leaving such devices packed away. Continued violation of this policy will result in a Professional Improvement Plan or PIP. If you have extenuating circumstances in which you need your cell phone, inform the instructor before class.
- Use of laptops is allowed for instructional/academic purposes only. Laptops may not be used to access email or websites not related to class discussions/activities or for checking social networking pages (such as Twitter, Facebook, etc.). Laptops must be packed away during individual and group presentations or during guest lectures.
- NOTE: If you experience extenuating circumstances (illness, emergency, etc.) that will require more than one absence, please contact the Office of the Dean of Students at **(229) 333-5941** and give them the details of your illness/emergency. They will notify all of your instructors of the situation.
- Use only VSU email accounts for corresponding with the instructor for this course. Please check your VSU email at least once a day. Be sure to check your Junk Email box. When emailing the instructor of this course for any reason, place the name of the course and the section in the subject line (for example: ELED 4500 Section A). If you have problems with your VSU email account, call the Information Technology Help Desk (**229-245-HELP**).

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

Access Statement:

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 Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu.

Title IX Statement:

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SUPPORT

As a student, you may experience a range of challenges that can interfere with learning, such as strained or violent relationships, death and loss, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. VSU services are available and treatment does work. You can learn more about confidential mental health services available on campus at:http://www.valdosta.edu/student/student-services/counseling-center/. 24 hour emergency help is also available through the University Police at 229-259-5555 who will contact on-call counselors or appropriate resources for support.

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.

The Blazer Creed

Valdosta State University is a learning environment based on trust and mutual respect in which open dialogue, vigorous debate, and the free exchange of ideas are welcome. The University is equally dedicated to the core values of community, including a commitment to practice civility, integrity, and citizenship. As members of this community, and proud Blazers, we will strive to uphold these core values for the advancement of the University.

- Civility – A Blazer shows courtesy and compassion as well as respect for the dignity of every human being.

- Integrity –Each Blazer is responsible for his or her own actions, and our community is stronger when we contemplate the context of our decisions and uphold the principles of trust and honesty.
- Citizenship – Every Blazer has an interest in the well-being of the community, and, therefore, a duty to stay informed, to make positive contributions, and to offer support to those who need help.

As a Blazer, I pledge to uphold the core principles of Civility, Integrity, and Citizenship.

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Valdosta State University Curriculum Form

- **Request for a NEW COURSE**

Date of Submission:	01/20/2021

**Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.*

College:	College of Education and Human Services	**Dept. Initiating Request:**	Dept. of Teacher Education
Requestor's Name:	Deborah Paine	**Requestor's Role:**	Department Head

Proposed NEW Course Prefix: *(Consult abbreviations in the catalog)*	ELED	**NEW Course Number:** *(Consult #s in the catalog)*	4500
Proposed NEW Course Title:	Teaching Math Methods for Elementary Ed Part II		
NEW Course Title Abbreviation: *(Limit to 30 character spaces)*	Teaching Math Methods Part II		
Prerequisite(s):	EDUC 2999		

Lecture Hours:	3	**Lab/Contact Hours:**	0	**Credit Hours:**	3

Proposed NEW Course Description: *(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)**

An examination of teaching methods and disciplinary literacy in grades 3-5 mathematics, emphasizing principles and methods for teaching concepts, skills, relationships, including the use of manipulative materials in mathematics in accordance with national and state standards. Consistently engaging in real world problem solving, reasoning, communication, connections, and representations.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2021	*Once per Year*

Justification: *(select one or more of the following and provide appropriate narrative below:)*

☐ Improving student learning outcomes
☐ Adopting current best practice(s) in field
☐ Mandate of State/Federal/Accrediting Agency
☒ Other –

The current BSED in elementary education is a fully face-to-face program. The creation of this course will be part of a new elementary education certification program developed to support students who seek initial certification through a fully online platform. This program and course is part of the new USG initiative supporting an "e-degree" for students.

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

DocuSign Envelope ID: 90F4B94E-8A45-4FA1-BE0B-B1728E6617D2

Source of Data to Support Change *(select one or more of the following):*

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

☐ Other Data Source Descriptions –

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

Valdosta State University – NEW COURSE Form

- **Request for a NEW COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Deborah Gail Paine	DocuSigned by: Deborah Paine EB41DD4F62CC4C4...	3/1/2021
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: karla Hull 25C1E42B6010420...	3/1/2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

Dewar College of Education and Human Services
Valdosta State University
Department of Teacher Education

ELED 4500
Teaching Math Methods for Elementary Ed Part II
3 SEMESTER HOURS
Semester/Year

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.

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*Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdfINSI

INSTRUCTOR Information

Name:
Office Number:
Email Address:
Office Hours:

COURSE DESCRIPTION.

An examination of teaching methods and disciplinary literacy in grades 3-5 mathematics, emphasizing principles and methods for teaching concepts, skills, relationships, including the use of manipulative materials in mathematics in accordance with national and state standards. Consistently engaging in real world problem solving, reasoning, communication, connections, and representations.

REQUIRED TEXTBOOKS/RESOURCE MATERIALS:

- Elementary and Middle School Mathematics Teaching Developmentally, **10th Edition** John A. Van De Walle, Karen S. Karp, Jennifer M. Bay-Williams
- Other Readings: Will be provided via Blazeview.
- **Recommended Materials**: Math Manipulatives Toolkit (K-9, $99) https://bit.ly/2ZEtirx OR https://www.hand2mind.com/item/handson-standards-ready-to-teach-mathematics-toolkit-grades-k9/6242

COURSE OBJECTIVES

Teacher candidates will:

1. Use a variety of STEAM resources, materials, and technologies appropriate for math instruction with 3-5 students. (IS 7, 8,)
2. Use a variety of developmentally appropriate instructional strategies for teaching math to 3-5 students to develop deep understanding of math concepts, skills and their connections, (IS 3,7,8)
3. Develop multiple methods of assessment to improve knowledge of content, to engage students in their own growth, to monitor student progress, and to guide the teacher's and students' decision making. (IS 6)
4. Design and implement hands-on/minds-on math activities to engage learners in critical thinking and collaborative problem solving with an emphasis on developing a positive attitude towards math with 3-5 students. (IS 4,5)
5. Analyze and select a variety of community and technology resources to ensure and support inclusive learning environments that enable each student to meet high standards. (IS 1, 2)
6. Develop, implement in an elementary mathematics classroom, and evaluate the effectiveness of a problem-based lesson plan that encourages learner collaboration, positive social interactions, and active engagement in learning and self-motivation. (IS 1, 3, 5, 7)
7. Identify specific strategies and management practices to support learners with diverse needs. [IS 2]
8. Review and incorporate Georgia mandated 3-5 mathematics standards in lesson plans.

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COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS (more details below):

Lessons & Activities

1. Design and teach one Student-Directed Mini-lesson to a Small Group in the class. (CO 1, 2, 3, 4, 5, 7, 8)
2. Design a mathematics learning center/station. This center should include some type of technology such as virtual manipulatives, a website, etc. in which students participate and the center should be self-monitoring. (CO 1, 2, 3, 4, 5, 7, 8)

Coursework

3. Complete weekly coursework and readings. (CO 1, 2, 3, 4, 5, 6, 7, 8)

Practicum Assignments

4. Design, Conduct, and Evaluate a Diagnostic Interview (CO 2, 3, 7)
5. Develop one mathematics lesson plan and implement in your practicum field experience class. Submit to instructor 48 hours before teaching. This lesson plan will be entered into LiveText. (CO 1, 2, 3, 4, 5, 7, 8)

Final

6. (Write a reflection from practicum focusing on the math lessons that have been taught and what you learned and goals to improve your math instruction. (CO 1, 3) Design a mathematics lesson based on knowledge of students. (CO 1, 2, 3, 4, 5, 6, 7, 8)

Mini-Lesson	20 points
Math Learning Station	20 points
Weekly Course work	20 points
Diagnostic Interview	10 points
Math Lesson (Implemented PK-2)	10 points
Final	20 points
Total	100 points

Grade Scale:

A = (90-100 Points)
B = (80-89 Points)
C = (70-79 Points)
D = (60-69 Points)
F = (59 and below)

ATTENDANCE POLICY

Whether online or face-to-face, a student who misses or does not participate in more than 20% of the scheduled course or course activities could be subject to receiving a failing grade in the course.

PARTICIPATION

You will complete assigned readings and actively participate in class discussions (online and in-class). Online discussions will be completed in BlazeView. It is important to note that you will need to read and synthesize various sources to respond adequately to questions posed in each discussion.

PROFESSIONALISM

The following areas describe the professional expectations for all preservice students in the Department of Teacher 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).
Teachers' professional values 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 a student's actions or attitudes are judged to be less than professional appropriate remedial action will be taken.

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 campus services.

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 (7th Ed.). 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 diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

Professionalism - Technology
The College of Education is committed to preparing professional educators who are technologically 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 complete the professional requirements for their program of study. For more information, see the Professional Improvement Plan Process on the COEHS website.

THE BLAZER CREED
Valdosta State University is a learning environment based on trust and mutual respect in which open dialogue, vigorous debate, and the free exchange of ideas are welcome. The University is equally dedicated to the core values of community, including a commitment to practice civility, integrity, and citizenship. As members of this community, and proud Blazers, we will strive to uphold these core values for the advancement of the University.

- Civility – A Blazer shows courtesy and compassion as well as respect for the dignity of every human being.

- Integrity –Each Blazer is responsible for his or her own actions, and our community is stronger when we contemplate the context of our decisions and uphold the principles of trust and honesty.
- Citizenship – Every Blazer has an interest in the well-being of the community, and, therefore, a duty to stay informed, to make positive contributions, and to offer support to those who need help.

As a Blazer, I pledge to uphold the core principles of Civility, Integrity, and Citizenship.

DEWAR COLLEGE OF EDUCATION& HUMAN SERVICES POLICY ON PLAGIARISM
(http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php).

DEPARTMENT OF TEACHER 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). Teachers' professional values 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 not identify schools unless using publicly available information.
- All assignments should be your original work, not group work. If you use ideas from other sources, you must provide a full citation using APA style (7th edition) – name(s) of the author(s); date of publication or retrieval date; the title of article/book/web page; name and location of publisher (book), name of the journal, or URL of the 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 that is not theirs and submit it as their own (without quoting the source), they have committed plagiarism**. Sentences that are verbatim or nearly verbatim (more than 70% match) should be 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 acceptable practice in academia is for students to take an author's words and change the words (without changing the meaning) to fit their narrative better. 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 any other published venue, without explicit permission from the course instructor.
- **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 to Turnitin, a tool within BlazeView. 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

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 Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu.

ACADEMIC SUPPORT CENTER

The Academic Support Center (ASC) offers all VSU students free peer tutoring in core curriculum courses, including math, writing (any subject), chemistry, biology, foreign languages, and more. Please bring your assignments, textbooks, and homework to tutoring sessions. Also available are free, one-hour seminars for help with study skills, time management, and various other topics. Visit our office on the main campus, located in Odum Library, 2nd floor, or call 229-333-7570 for an appointment. We also offer 24/7 access to ThinkingStorm, a professional online tutoring company. To make appointments for either VSU tutors or ThinkingStorm tutors, click the link "Free Tutoring" in Blazeview (under "resources" or "more.").

Title IX Statement:

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator.

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 through SmartEvals. 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 https://www.valdosta.edu/academics/academic-affairs/sois/

SUPPORT

As a student, you may experience a range of challenges that can interfere with learning, such as strained or violent relationships, death and loss, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. VSU services are available and treatment does work. You can learn more about confidential mental health services available at:http://www.valdosta.edu/student/student-services/counseling-center/. 24 hour emergency help is also available through the University Police at 229-259-5555 who will contact on-call counselors or appropriate resources for support.

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Valdosta State University Curriculum Form

- **Request for a NEW COURSE**

Date of Submission:	01/20/2021

**Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.*

College:	College of Education and Human Services	**Dept. Initiating Request:**	Dept. of Teacher Education
Requestor's Name:	Deborah Paine	**Requestor's Role:**	Department Head

Proposed NEW Course Prefix: *(Consult abbreviations in the catalog)*	ELED	**NEW Course Number:** *(Consult #s in the catalog)*	4501
Proposed NEW Course Title:	Methods for Multicultural Education		
NEW Course Title Abbreviation: *(Limit to 30 character spaces)*	Method for Multi Edu		
Prerequisite(s):	EDUC 2999		

Lecture Hours:	3	**Lab/Contact Hours:**	1	**Credit Hours:**	3

Proposed NEW Course Description: *(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)**

Models of teaching cultural issues, ways to support parents and families, and specific language and literacy instructional approaches to support and assess PK-5 English Language Learners.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2021	*Once per Year*

Justification: *(select one or more of the following and provide appropriate narrative below:)*

☐ Improving student learning outcomes
☐ Adopting current best practice(s) in field
☐ Mandate of State/Federal/Accrediting Agency
☒ Other –

The current BSED in elementary education is a fully face-to-face program. The creation of this course will be part of a new elementary education certification program developed to support students who seek initial certification through a fully online platform. This program and course is part of the new USG initiative supporting an "e-degree" for students.

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

DocuSign Envelope ID: 90F4B94E-8A45-4FA1-BE0B-B1728E6617D2

Source of Data to Support Change *(select one or more of the following):*

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

☐ Other Data Source Descriptions –

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

Valdosta State University – NEW COURSE Form

- **Request for a NEW COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Deborah Gail Paine	DocuSigned by: Deborah Paine EB41DD4F62CC4C4...	3/1/2021
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: karla Hull 25C1E42B6010420...	3/1/2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

Dewar College of Education and Human Services
Valdosta State University
Department of Teacher Education

ELED 4501
Methods for Multicultural Education
3 SEMESTER HOURS
SEMESTER/YEAR

InTASC Model Core Teacher Standards*

(*To be used for all teacher 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.

**Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf*

INSTRUCTOR

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

COURSE DESCRIPTION

Prerequisites: EDUC 2999 course.
Models of teaching cultural issues, ways to support parents and families, and specific language and literacy instructional approaches to support and assess PK-5 English Language Learners.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Teaching Young Children in Multicultural Classrooms: Issues, Concepts, and Strategies, 5th Edition (2019). Wilma Robles de Melendez, Vesna Beck

COURSE OBJECTIVES *(Show alignment to InTASC Model Core Teacher Standards for all educator preparation courses).*

By the end of the course, teacher candidates will:

1. Analyze and interpret the historical, philosophical, economic, legal, and sociocultural foundations of multicultural education.
2. Analyze how social structures of race, class, gender, (dis)ability, and sexual orientation work to create relations that privilege some and deny opportunity to others.
3. Evaluate and interpret the ways in which schooling influences and is influenced by equity issues.
4. Understand and use the major concepts, principles, theories, and research related to the nature and role of culture in language development and in academic achievement that support individual students' learning.
5. Understand how cultural groups and students' cultural identities affect language learning and school achievement.
6. Understand and apply concepts, theories, research, and practice that facilitate the acquisition of a primary and new language in and out of classroom settings.
7. Describe culturally relevant teaching in terms of teacher characteristics, teaching strategies, and assumptions about teaching, learning, and knowing.
8. Develop curriculum and teaching strategies that challenge unjust social structures and allow all children to learn and grow into citizens who will be actively involved in democracy.

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

TBD

COURSE EVALUATION

Assessment/Evaluation	**Point Value**
Overall Point Value	*100 points*

Grading Scale

A = 100 - 90	D = 69 - 60
B = 89 - 80	F = 59 - 0
C = 79 - 70	

ATTENDANCE POLICY

PROFESSIONALISM

Code of Conduct Violations
As a teacher candidate, you are expected to conduct yourself in the professional educator role as defined by the Georgia Professional Standards Commission Code of Ethics for Educators. You will be provided with a copy of the Code of Ethics for Educators which can be found on the following URL http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf. Failure to follow the Code of Ethics will result in disciplinary actions through the Professional Improvement Plan process.

Virtual Proctored Exams
This course requires the use of LockDown Browser and a webcam for online exams. The webcam can be built into your computer or externally attached through a USB cable. Watch this short video (http://www.respondus.com/products/lockdown-browser/student-movie.shtml) for an introductory understanding of LockDown Browser and the webcam feature. A Quick Start Guide for Students (http://www.respondus.com/products/monitor/guides.shtml) is also available.

Professionalism - Ethics
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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.

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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
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TECHNOLOGY REQUIREMENTS
In this class, students will regularly use the following applications:

- Office 365 for access to VSU email and to Microsoft applications that we will use regularly (Outlook, Teams, Word, Excel, PowerPoint, etc.).
- BlazeVIEW, Blackboard Collaborate Ultra, and/or Microsoft Teams to access course materials and to participate remotely.
- iBooks for composing the Learning Environment, digital recorders to record the scientific investigation vs experimentation assignment, Google Classroom, Google Forms for curriculum design, Socrative for assessment design, Biomeviewer, Sage Modeler and Tinkercad to examine scientific modeling among others.

To use some of these applications, students must have access to a laptop or computer, preferably with a webcam and mic. While it is possible for students to complete some work on their smartphones, this will not be sufficient in all instances, given the limitations of mobile devices. Hence, access to a computer is essential. Note that the University maintains a number of computer labs, which are available for student use. Laptops and/or MiFi devices are also available for check-out on a first-come, first-served basis from the New Media Center in Odum Library.

You may also choose to list these further resources:
IT also provides a list of recommended technologies
at https://www.valdosta.edu/administration/it/helpdesk/personal-devices/recommended-technologies.php

As a VSU student, you may download and install Microsoft Office Suite on up to 5 personal devices (https://www.valdosta.edu/administration/it/helpdesk/employee-resources/employee-services/work-at-home-tech-guide.php)

List of Resources for Technology

- In BlazeVIEW, you should be registered for a class—VSU BlazeVIEW Student Tutorial 2020

- Welcome to BlazeVIEW (Brightspace by D2L): https://www.valdosta.edu/academics/elearning/blazeview.php
- Microsoft Teams Introductory Page: https://www.valdosta.edu/administration/it/helpdesk/employee-resources/employee-services/microsoft-teams.php
- IT Helpdesk: https://www.valdosta.edu/administration/it/helpdesk/service-desk/
- New Media Center: https://www.valdosta.edu/academics/library/depts/media-center/
- BlazeVIEW Support: blazeview@valdosta.edu

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

DEPARTMENT OF INITIAL TEACHER PREPARATION AND SERVICES STATEMENT ON ACADEMIC INTEGRITY

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- 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.

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- **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).

Access Statement:

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 Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu.

Title IX Statement:

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, titleix@valosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

ACADEMIC SUPPORT CENTER

The Academic Support Center (ASC) provides free peer tutoring in core curriculum courses, including, math, writing, sciences, social sciences, humanities, and foreign languages. The ASC also provides supplemental instruction (tutor-led study group sessions) for historically difficult courses like biology, chemistry, geosciences, psychology and sociology, as well as academic success workshops. Online tutoring available through ThinkingStorm, which includes Writing Center where you can submit drafts for feedback and get help with core courses when the ASC is closed. Call 229-333-7570 to make an

appointment, email us at asc@valdosta.edu, or visit our website www.valdosta.edu/asc. Located in Odum Library.

SUPPORT

As a student, you may experience a range of challenges that can interfere with learning, such as strained or violent relationships, death and loss, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. VSU services are available and treatment does work. You can learn more about confidential mental health services available on campus at:http://www.valdosta.edu/student/student-services/counseling-center/. 24 hour emergency help is also available through the University Police at 229-259-5555 who will contact on-call counselors or appropriate resources for support.

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 through SmartEvals. 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 to instructors/administrators, and they will be able to access results only after they have submitted final grades. Before final grade submission, instructors will not be able to see any responses, but they can see the percentage of students who have or have not completed their SOIs. While instructors will not be able to see student names, an automated system will send a reminder email to those who have yet to complete their SOIs. Students who withdraw or drop a course will also be sent invitations to complete the Dropped Course Survey. Complete information about the SOIs, including how to access the survey, is available on the SOI Procedures webpage.

The Blazer Creed

Valdosta State University is a learning environment based on trust and mutual respect in which open dialogue, vigorous debate, and the free exchange of ideas are welcome. The University is equally dedicated to the core values of community, including a commitment to practice civility, integrity, and citizenship. As members of this community, and proud Blazers, we will strive to uphold these core values for the advancement of the University.

- Civility – A Blazer shows courtesy and compassion as well as respect for the dignity of every human being.
- Integrity –Each Blazer is responsible for his or her own actions, and our community is stronger when we contemplate the context of our decisions and uphold the principles of trust and honesty.
- Citizenship – Every Blazer has an interest in the well-being of the community, and, therefore, a duty to stay informed, to make positive contributions, and to offer support to those who need help.

As a Blazer, I pledge to uphold the core principles of Civility, Integrity, and Citizenship.

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Valdosta State University Curriculum Form

- **Request for a NEW COURSE**

Date of Submission:	01/20/2021

**Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.*

College:	College of Education and Human Services	**Dept. Initiating Request:**	Dept. of Teacher Education
Requestor's Name:	Deborah Paine	**Requestor's Role:**	Department Head

Proposed NEW Course Prefix: *(Consult abbreviations in the catalog)*	ELED	**NEW Course Number:** *(Consult #s in the catalog)*	4600
Proposed NEW Course Title:	Teaching Social Studies in the Elementary Classroom		
NEW Course Title Abbreviation: *(Limit to 30 character spaces)*	Teaching Social Studies		
Prerequisite(s):	EDUC 2999		

Lecture Hours:	3	**Lab/Contact Hours:**	1	**Credit Hours:**	3

Proposed NEW Course Description: *(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)**

Application of the developmentally appropriate disciplinary literacy, concepts, and modes of inquiry from K-5 social studies, the integrated study of history, geography, the social sciences, and other related areas, to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2021	*Once per Year*

Justification: *(select one or more of the following and provide appropriate narrative below:)*

☐ Improving student learning outcomes
☐ Adopting current best practice(s) in field
☐ Mandate of State/Federal/Accrediting Agency
☒ Other –

The current BSED in elementary education is a fully face-to-face program. The creation of this course will be part of a new elementary education certification program developed to support students who seek initial certification through a fully online platform. This program and course is part of the new USG initiative supporting an "e-degree" for students.

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

DocuSign Envelope ID: 90F4B94E-8A45-4FA1-BE0B-B1728E6617D2

Source of Data to Support Change *(select one or more of the following):*

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

☐ Other Data Source Descriptions –

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

Valdosta State University – NEW COURSE Form

- **Request for a NEW COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Deborah Gail Paine	DocuSigned by: Deborah Paine EB41DD4F62CC4C4...	3/1/2021
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	3/1/2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Dewar College of Education
Valdosta State University
Department of Teacher Education

ELED 4600
Teaching Social Studies in the Elementary Classroom
3 SEMESTER HOURS
SEMESTER/YEAR

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.

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.

**Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf*

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COURSE DESCRIPTION

Prerequisites: EDUC 2999 course

Application of the developmentally appropriate disciplinary literacy, concepts, and modes of inquiry from K-5 social studies, the integrated study of history, geography, the social sciences, and other related areas, to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

INSTRUCTOR

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

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

No textbook required. Materials and resources are listed in the course in Blazeview.

COURSE OBJECTIVES

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)
2. Identify how social studies curriculum is developed and analyze examples of curriculum presented to evaluate its validity in the social studies. (InTASC 4)
3. Create a social studies unit 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 the basic rationale of multicultural, global, and civic education in social studies. (InTASC 1, 2, 3)
6. Identify the basic components of simulations, games and role play and develop one strategy for classroom use. (InTASC 1, 3)
7. Distinguish between formal, informal, and alternative assessments within the Social Studies. (InTASC 6)
8. Develop and teach activities that reflect the Georgia Standards of Excellence. (InTASC 5, 7)
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 (Evaluate and select information sources and digital tools based on the appropriateness to specific tasks. Design or adapt relevant learning. experiences that incorporate digital tools and resources to promote student learning and creativity. Use technology to connect with other learners or communities of learners around the world to collaborate on authentic problems and issues. (InTASC 5)
10. Act in accordance with ethical codes of conduct and professional standards. (InTASC 9)
11. Observe learners, noting changes and patterns in learners across areas of development and seeks resources for instruction.

COURSE EVALUATION

Assessment/Evaluation

1.	Class Participation/Weekly Required Attendance	10 points
2.	Reflective Practice/Discussion Posts	15 points
3.	Learning Segment – Lesson Plans	10 points
4.	Google Classroom Module	10 points
4.	Literature Review	15 points
7.	Learning Environment	10 points
5.	Lesson Plan Facilitation/Demo	10 points
9.	Final Exam	20 points
		100 points total

Grading Scale

A = 100 - 90	D = 69 - 60
B = 89 - 80	F = 59 - 0
C = 79 - 70	

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

A brief description of each assignment is included below; a more detailed description of assignments and rubrics are located in the course located in Blazeview.

1. *Class Participation and Attendance:* (10 points) See attendance policy for specific information regarding attendance requirements. (CO 1, 2, 4, 8)
2. *Lesson Plan/Unit*: (10 points total). Students will research, select, and plan a social studies/history learning segment for a chosen social studies topic or standard. Students will use the VSU Dept of Teacher Education approved lesson plan format. Lesson plans should indicate the appropriate connections to the Georgia Standards of Excellence. Students may obtain strategies from professional journals, professional books, class discussions, field experience, or independent study. (CO 2, 4, 6, 7, 8)
3. *Designing a Learning Environment:* (10 points). Elementary educators must create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. Students will design a learning environment in accordance with research and evidence based best practice. (CO 2, 3, 5, 6)
4. *Reflective practice in practicum experience*: (10 points). Students will write reflections via discussion posts and respond to peer(s) on observations and participation in elementary social studies classrooms (video if online). The number of reflections will vary based on questions provided by the professor. (CO 1-9)
5. *Professional Literature Review*: (10 points). Students will review multiple articles related to social studies/history education from professional journals, organizations, etc. (CO 1, 2, 5).
6. *Lesson Facilitation Review:* (5 points). Students will prepare and present one lesson from learning segment assignment/online module. The presentation should follow best practice lesson planning, including learning target(s), interactive engaging activities, formative assessment/checks for understanding, etc. (CO 4, 5, 9).
7. *Google Classroom Module:* Students will create a google classroom and one online module.
8. *Socratic Seminar Simulation:* (15 points) Students will participate in a Socratic seminar discussion on the topics of global and digital citizenship.
9. *Final Exam:* (20 points). A final exam for the course will be comprised of elementary social studies content from GA Milestones assessments based on the GA Standards of Excellence.

PROFESSIONALISM

The following areas describe the professional expectations for all preservice students in the Department of Teacher 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 - Communication
Effective written and verbal communication skills are critical to students as a professional educator as students 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

http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

DEPARTMENT OF MIDDLE, ELEMENTARY, READING, AND DEAF EDUCATION

STATEMENT ON ACADEMIC INTEGRITY

- In assignments and discussion postings, students should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, students should use pseudonyms for students and should not identify schools unless students are using information that is publically available.
- All assignments should be students' original work. If students use ideas from other sources, students must provide a full citation using APA formatting – name(s) of author(s); date of publication, title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share original 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 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 will be checked electronically for plagiarism.

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As a Blazer, I pledge to uphold the core principles of Civility, Integrity, and Citizenship.

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.

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DocuSign Envelope ID: 90F4B94E-8A45-4FA1-BE0B-B1728E6617D2

Valdosta State University Curriculum Form

- **Request for a NEW COURSE**

Date of Submission:	01/20/2021

**Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.*

College:	College of Education and Human Services	**Dept. Initiating Request:**	Dept. of Teacher Education
Requestor's Name:	Deborah Paine	**Requestor's Role:**	Department Head

Proposed NEW Course Prefix: *(Consult abbreviations in the catalog)*	ELED	**NEW Course Number:** *(Consult #s in the catalog)*	4601
Proposed NEW Course Title:	Literacy Assessing and Instruction		
NEW Course Title Abbreviation: *(Limit to 30 character spaces)*	Lit Assess and Instruction		
Prerequisite(s):	EDUC 2999		

Lecture Hours:	3	**Lab/Contact Hours:**	1	**Credit Hours:**	3

Proposed NEW Course Description: *(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)**

Emphasizes diagnostic and assessment strategies for corrective instruction for struggling elementary readers and writers. The course includes causes of reading disability, methods of diagnosis, instructional methods for group and individual remedial work, strategies for successful test taking. Teacher candidates will be required to apply their learned skills in tutoring experiences.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2021	*Once per Year*

Justification: *(select one or more of the following and provide appropriate narrative below:)*

☐ Improving student learning outcomes
☐ Adopting current best practice(s) in field
☐ Mandate of State/Federal/Accrediting Agency
☒ Other –

The current BSED in elementary education is a fully face-to-face program. The creation of this course will be part of a new elementary education certification program developed to support students who seek initial certification through a fully online platform. This program and course is part of the new USG initiative supporting an "e-degree" for students.

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

Source of Data to Support Change *(select one or more of the following):*

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

☐ Other Data Source Descriptions –

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

Valdosta State University – NEW COURSE Form

- **Request for a NEW COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Deborah Gail Paine	DocuSigned by: Deborah Paine EB41DD4F62CC4C4...	3/1/2021
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: karla Hull 25C1E42B6010420...	3/1/2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

Dewar College of Education and Human Services
Valdosta State University
Department of Teacher Education

ELED 4601
Literacy Assessment and Instruction
3 SEMESTER HOURS
SEMESTER/YEAR

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.

*Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from https://ccsso.org/sites/default/files/201712/2013_INTASC_Learning_Progressions_for_Teachers.pdf

INSTRUCTOR

Name:

Offices:

Email Address:

Office Hours:

Course Description:

Prerequisites: EDUC 2999 course;
Emphasizes diagnostic and assessment strategies for corrective instruction for struggling elementary readers and writers. The course includes causes of reading disability, methods of diagnosis, instructional methods for group and individual remedial work, strategies for successful test taking. Teacher candidates will be required to apply their learned skills in tutoring experiences.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Reutzel, D.R. & Cooter, R.B. (2019). *Teaching children to read: The teacher makes the difference.* (8th Ed.). New York, New York: Pearson Education, Inc.

Additional articles and handouts will be supplied by the instructor or through electronic reserve.

COURSE OBJECTIVES

The teacher candidate will:

1. Identify and describe factors that contribute to difficulties in reading and writing for struggling readers, writers, and ELLs. (InTASC 1, 2, 4, 5).
2. Apply knowledge of reading and writing assessment practices as on-going processes. (InTASC 6, 7)
3. Administer and interpret brief screening assessments, criterion-referenced instruments, informal assessments, formal assessments, standardized assessments, and instructional methods to gather reading and writing performance data from struggling readers, writers, and ELLs. (InTASC S6, S7)
4. Use foundational knowledge to design and implement an integrated, comprehensive, and balanced curriculum using teaching strategies and materials designed to help struggling readers, writers, and ELLs make maximum progress in the following areas, as appropriate for the student being tutored. (InTASC 7, 8)
5. Describe the role of professional judgment and practical knowledge for improving all students' reading development and achievement. Maintain professionalism when communicating assessment results and implications regarding student cases, critiquing teaching strategies, and resource specialists consulted including ESOL teachers. (InTASC 9)
6. Identify effective methods to promote home-school communication for all students and involve parents in helping their student with reading and writing. (InTASC 9)
7. Write a summary report of findings, document instruction and progress, and make recommendations for continued instruction. (InTASC 6, 8, 9)
8. Demonstrate knowledge and skill in identifying state and local resources and appropriate referral strategies to link families with a range of family-oriented services. (InTASC 9)

1) **Pre-assessment and Action Plan (CO 1-3):** The teacher candidate will conduct screening assessments/preliminary evaluation of the tutoring child in order to:
   - ✓ Identify the student's interests, attitudes, and behavior as well as background knowledge that will influence instruction.
   - ✓ Determine appropriate instructional and independent reading levels.
   - ✓ Identify reading strengths and weaknesses.
   - ✓ Prioritize areas for remediation.
   - ✓ Plan tentative goals for an instructional program through integration.

2) **Tutoring Lesson Plans (CO 2-4):** The teacher candidate will design step-by-step instructional lessons to meet the tutoring child's needs.

3) **Tutoring Lesson Observation (CO 2-4):** The instructor will observe tutoring sessions to provide feedback and to evaluate lessons taught using research-based strategies. An observation rubric will be provided. The teacher candidates may also observe peers and provide appropriate feedback using the Peer Observation Form.

4) **Post-assessment and Final Tutoring Portfolio (CO 1-3, 5-7):** The teacher candidate will plan appropriate post-testing to assess the child's current instructional reading level and performance in other selected areas based on their instructional goals. The teacher candidate will prepare a summary of findings report for the child's teacher/caregivers describing the child's strengths, weaknesses, and recommendations for further instruction. Documentation will be compiled in a Final Tutoring Portfolio along with **all** lesson plans, running records, student work, student writing, feedback from others, and lessons observed when child is absent. Scoring rubrics for this final portfolio will be provided.

5) **Running Record Test (CO 3):** The teacher candidate will demonstrate the ability to accurately code, score, and analyze a running record.

6) **Phonemic Awareness/Phonics Test (CO 4):** The teacher candidate will demonstrate the ability to hear sounds in words and identify the correct corresponding graphemes. Students will define phonemic awareness and compare/contrast with phonics. The teacher candidate must achieve 85% or better on this quiz to complete the course.

7) **Literacy Idea Share (CO 4):** The teacher candidate will demonstrate and instructional literacy activity to the class related to phonemic awareness, alphabet, phonics, sight words, vocabulary, comprehension, fluency, or writing development (i.e. word parts, repeated readings, context clues, functional writing). A scoring rubric will be provided, based on the following:

   - ✓ Students will share a literacy idea, strategy, activity, process, or technology resource for a selected literacy topic.
   - ✓ Include in the presentation a brief description of the idea, and example (if appropriate), and a list of the reference(s) used.
   - ✓ Plan for a demonstration of at least 5 minutes, but not more than 7 minutes.
   - ✓ Provide a one-page handout describing the idea which will be copied and distributed in a Literacy Idea Share Packet for the instructor and each member of the class.

8) **Final exam** on Course Content (CO 1-4).

9) **Attendance, activity participation and demonstration:** Students are expected to come to class prepared to participate in literacy activities, share resources, or demonstrate teaching techniques. You *must* be present on the day the assignment is due to receive these points. Due dates will be assigned during the semester. You *must be present for all tutoring sessions*. If a documented emergency prevents you from tutoring, you are expected to make up the missed session.

COURSE EVALUATION

Course Requirement	Points
Class participation & attendance	5
Running record test	20
Phonemic awareness/Phonics test	20
Discussion Posts	10
Literacy Idea Share	10
Tutoring Lesson Observation	10
Final exam	25
TOTAL	**100 POINTS**
Portfolio • All pre-assessment data • Pretest chart • Action plan • All lesson plans (P1 + P2 + P3) • All post-assessment data • Posttest chart • Student work/writing samples • Summary report of findings	 • 10 points • 10 points • 10 points • 30 points • 10 points • 10 points • 10 points • 10 points
TOTAL	**100 POINTS**

Final Grading Scale (Scores are <u>not</u> rounded up)
A = 169 - 200 POINTS - 90-100%
B = 151 - 168 POINTS - 80-89%
C = 133 - 150 POINTS - 70-79%
D = 115 - 132 POINTS - 60-69%
F = 0 – 114 POINTS - 59% or below

COURSE REQUIREMENTS - ADDITIONAL INFORMATION
<u>Preparation of written work</u>: This is an upper-division university course, so you are expected to exhibit competence in written work. It is essential for you to demonstrate high levels of literacy for students in current and future classrooms and in written professional communications with colleagues, administrators, and parents. Therefore, *written products in this course will be graded not only for content but also for correct grammar, proper punctuation, and correct spelling.*

Late work is accepted with the following limitations: up to ½ credit may be earned if submitted within 1 hour of due time. After 1 hour, no credit can be earned. If you are going to miss class and

you have an assignment due, it is your responsibility to get it to me (via colleague, in assignment drop box, or email). Make-up work or alternative assignments will be determined by the professor and at the sole discretion of the professor. These assignments may or may not exactly duplicate the original and will not entitle other students to the same alternatives since they may not have experienced the same situations.

There are no group assigned grades in this course; however, students will work collaboratively in groups. Assignments in this course are designed to focus evidence of understanding based on individual experience. All work submitted should be original.

ATTENDANCE POLICY

You are expected to attend all class meetings. "The University expects that all students shall attend all regularly scheduled class meetings held for instruction or examination. **A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course."** (Valdosta State University Undergraduate Catalog). As a courtesy, candidate must contact the instructor *prior to the start of the class* (via e-mail).

ACADEMIC INTEGRITY

Any plagiarized work will receive a 0. In addition, an Academic Integrity Report (AIR) will be filed online with the Student Conduct Office (form available at http://www.valdosta.edu/administration/student-affairs/student-conduct-office/our-services.php). This report remains on file; if a second report is filed on the same candidate, then that candidate may face disciplinary action through the Student Conduct Office. The Academic Honesty page (https://www.valdosta.edu/academics/academic-affairs/academic-honesty-at-vsu.php) contains links and information about VSU's Academic Honesty Policies and Procedures. By taking this course, you agree that all required course work may be subject to submission for textual similarity review to Turnitin, a tool within BlazeVIEW. For more information on the use of Turnitin at VSU see Turnitin for Students.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

CLASSROOM POLICIES including Accommodations Statement

Title IX Statement: Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, titleix@valosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

***Access Statement*:** 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 Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu

PROFESSIONALISM

Attendance, punctuality, preparation, active participation, and collegiality all contribute to being viewed as a professional. Successful class sessions depend on *thoughtful and careful reading*, *attentive listening*, and a *willingness to participate in discussion and interactive activities*. Being collegial means sharing ideas and showing respect for other people's thinking- even if different from your own. Throughout this course, we will concentrate on encouraging and supporting one another in our journey to discover the most effective ways to provide early literacy instruction.

SUPPORT SERVICES

The VSU community is committed to and cares about all students. If you or someone you know at VSU feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide, supportive services are available and effective. For immediate help contact the University Police at 229-259-5555 who will contact appropriate resources for support. More information and local resources are located at http://www.valdosta.edu/student/student-services/counseling-center/.

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 through SmartEvals. 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 to instructors/administrators, and they will be able to access results only after they have submitted final grades. Before final grade submission, instructors will not be able to see any responses, but they can see the percentage of students who have or have not completed their SOIs. While instructors will not be able to see student names, an automated system will send a reminder email to those who have yet to complete their SOIs. Students who withdraw or drop a course will also be sent invitations to complete the Dropped Course Survey. Complete information about the SOIs, including how to access the survey, is available on the SOI Procedures webpage.

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Valdosta State University Curriculum Form

- **Request for a NEW COURSE**

Date of Submission:	01/20/2021

**Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.*

College:	College of Education and Human Services	**Dept. Initiating Request:**	Dept. of Teacher Education
Requestor's Name:	Deborah Paine	**Requestor's Role:**	Department Head

Proposed NEW Course Prefix: *(Consult abbreviations in the catalog)*	ELED	**NEW Course Number:** *(Consult #s in the catalog)*	4700
Proposed NEW Course Title:	Elementary Education Practicum		
NEW Course Title Abbreviation: *(Limit to 30 character spaces)*	ELED Practicum		
Prerequisite(s):	EDUC 2999		

Lecture Hours:	0	**Lab/Contact Hours:**	3	**Credit Hours:**	3

Proposed NEW Course Description: *(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)**

Grades 1-5 classroom experience supervised by mentor teachers and university supervisors; debriefing session after observations focus on professional behavior and observation of appropriate teaching and management strategies.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2021	*Once per Year*

Justification: *(select one or more of the following and provide appropriate narrative below:)*

☐ Improving student learning outcomes
☐ Adopting current best practice(s) in field
☐ Mandate of State/Federal/Accrediting Agency
☒ Other –

The current BSED in elementary education is a fully face-to-face program. The creation of this course will be part of a new elementary education certification program developed to support students who seek initial certification through a fully online platform. This program and course is part of the new USG initiative supporting an "e-degree" for students.

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

Source of Data to Support Change *(select one or more of the following):*

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

☐ Other Data Source Descriptions –

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

Valdosta State University – NEW COURSE Form

- **Request for a NEW COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Deborah Gail Paine	DocuSigned by: Deborah Paine EB41DD4F62CC4C4...	3/1/2021
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: karla Hull 25C1E42B6010420...	3/1/2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

Dewar College of Education and Human Services
Valdosta State University
Department of Teacher Education

ELED 4700
Elementary Education Practicum
3 Semester Hours
SEMESTER/YEAR

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.

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*Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

INSTRUCTOR

Name:
Office Number:
Email Address:
Office Hours:

COURSE DESCRIPTION

Prerequisites: EDUC 2999
Grades 1-5 classroom experience supervised by mentor teachers and university supervisors; debriefing session after observations focus on professional behavior and observation of appropriate teaching and management strategies.

REQUIRED TEXTBOOKS

None

COURSE OBJECTIVES (*Show alignment to InTASC Model Core Teacher Standards for all educator preparation courses*).

By the end of the apprenticeship the student will be able to:
1. apply psychological principles and educational theory learned in professional courses. (InTASC 1,2, 7)
2. plan and implement lessons that are appropriate for students' abilities and based on appropriate subject content. (InTASC 1-8)
3.demonstrate the ability to design and conduct lessons for a diverse population based upon state and national standards. (InTASC 1-8)
4. demonstrate reflective practitioner skills regarding middle grades student and effective teaching and assessment. (InTASC 9)
5. work collaboratively with the university supervisor and mentor teacher to evaluate students' learning and their own pedagogy. (InTASC 6,9,10)
6. cooperate with and follow the guidance of the mentor teacher and university supervisor. (InTASC 10)
7. participate in team or grade level planning, in-service meetings, and parent-teacher conferences. (InTASC 9)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

DAILY NOTEBOOK (CO 2-7)

This is to be available daily at your student teaching site as a record and reflection of your daily activities and growth and development. Your VSU supervisor will check your notebook at each visit and the notebook must be kept up to date at all times.

TIME SHEET

Attached is a copy of the time sheet to be used daily. You will record your hours and request your mentor teacher's signature.

LESSON PLANS

You are required to have evidence of planning for each day that you are in the classroom. The VSU template is required. Beginning Day 6, the mentor teacher must approve the lesson plan before the lesson is taught. Failure to have a lesson plan will result in no teaching for that day. You are required to notify your supervisor through email that you were not prepared and therefore were not allowed to teach. This day will need to be made up. For supervisor observations, you are required to email a copy of your lesson plan to your supervisor **by 5 PM** the day prior to the scheduled observation. If the lesson plan is not received by this time, the supervisor will not be able to observe you teach the following day. The first time you are unable to teach due to not having/submitting a lesson plan, you will move to Step 1 of the Professional Improvement Plan. You will choose one best lesson from week 3 or 4 to be submitted in LiveText as part of your evaluation for this course.

*CPL_{3a} *This is a required Proficiency Level Assessment and should not be modified or removed from this course without the approval of the program faculty.*

DAILY REFLECTIONS

Choose one question from **each set per day** and respond regarding your current experience in the classroom. The goal is for you to provide a meaningful reflection, so that you can see your own change in thoughts over time (expectation is a solid paragraph for each question). This is a course requirement and will need to be typed prior to submitting.

*EDL_{2a} *This is a required Proficiency Level Assessment and should not be modified or removed from this course without the approval of the program faculty.*

Set 1 Questions

How is this experience meeting or not meeting your expectations?
Where are your strengths/areas of concern as a teacher?
How have you developed as a teacher?
What feelings or ideas about you as a teacher seem really strong at this point?
What goals do you have for yourself as a teacher right now?
How do you demonstrate mutual respect and establish rapport with students?
How do you challenge students to engage in learning?
How did your instruction engage students in the learning?
How do you promote thinking in your teaching?
What changes would you make to your instruction to better support your students?

Set 2 Questions

In what ways have you sought to keep instruction focused at a higher level of thinking?
What is your process for determining how to group students for particular lessons?
How do you determine whether or not a group is working well?
What is an example of how you used data to adjust instruction for all learners?
How are you using formative assessments to adjust instruction for all learners?
How do you provide feedback to students?
How did your understanding of your students guide your choice of materials?
What are some common student errors or misunderstandings that you noticed when teaching?
What instructional supports did you need to help students understand the language in your lesson?
How do your assessments allow students to demonstrate their learning?
How do your lesson plans build on one another to help students make connections?

VIDEO
Video Permission From Parents form to be completed by you and your mentor teacher.

FEEDBACK
Your mentor teacher will provide you with feedback on your performance. The format can be written or you can record comments made in conversations with the mentor teacher regarding your performance. Your supervisor will provide written feedback during the two observations.

PEER GROUP
You will establish a team on your campus with other candidates assigned to that campus (if you are the only student on your campus you may establish this virtually with at least one student). Each team will meet at least once per week to help provide support and encouragement. Copies of the minutes from these meetings will be included in your portfolio.

EVALUATIONS
The Middle Level Standards Evaluation, evaluation of mentor teacher and the evaluation of university supervisor information is below.

CANDIDATE EVALUATION OF MENTOR TEACHER (CO 6)
You will need to complete an online survey. Notice will be sent to you through email.

CANDIDATE EVALUATION OF UNIVERSITY SUPERVISOR (CO 6)
You will need to complete an online survey. Notice will be sent to you through email.

MIDDLE LEVEL STANDARDS EVALUATION (CO 1-7)
Instructions and expectations for completing the evaluation:

- Near the end of Apprenticeship, you and your mentor teacher will independently evaluate your overall performance using the Middle Level Standards Evaluation form.
- Apprenticeship students are **not expected** to have "acceptable or target" on all standards during apprenticeship. You have just begun to learn.
- You and your mentor teacher will meet to discuss the scores, discuss differences, and agree on a final evaluation score. The collaborative component is meant to provide the opportunity to share perceptions and identify areas for further development during student teaching.
- You will return the completed teacher's Middle Level Standards Evaluation form to VSU.

Scoring Expectations for Apprenticeship
The majority of teacher candidates will fall into the Unacceptable to Inconsistent range at this point in their program of study. Teacher candidates **could possibly have** several "unacceptable" scores due to the possibility of opportunities that were not available during their brief time in your classroom.

VSU SUPERVISOR OBSERVATIONS (CO 2-5)

Candidates must contact the VSU supervisor via email to schedule two observations during Apprenticeship (Days 6-20). Most supervisors will have more than one student on your campus, so coordinate a time with your peers before contacting your supervisor. You are required to email a copy of your lesson plan to your supervisor **by 5 PM** the day prior to the scheduled observation. If the lesson plan is not received by this time, the supervisor will not be able to observe you teach the following day. The first time you are unable to teach due to not having/submitting a lesson plan, you will receive a formal warning. The second incident will result in a professional development plan.

*FL_{3a} *This is a required Proficiency Level Assessment and should not be modified or removed from this course without the approval of the program faculty.*

SELF-EVALUATION/VIDEO LESSON

Each candidate will be required to videotape a lesson to self-assess their own teaching. This lesson will be self- evaluated by completing the CAPS Instrument (attached).

Recommended Timeline
For the Teacher Candidate:

Days 1-5
Observe mentor teacher and students. Begin to learn students' names. Make a copy of the mentor teacher's lesson plan daily.
Assist the mentor teacher. Work with a small group of students.
For Days 1-2 complete the VSU plan after you have observed the lesson taught. Ask your mentor for help in completing the lesson plan. This plan may still have holes. Ask mentor teacher for guidance on which class to model teach on Days 3-5. First period class will not be the best choice since you will need to observe your mentor teacher at that time.
Model teach one class period on Days 3-5. Complete the VSU plan after you have observed the lesson taught. Ask your mentor for help in completing the lesson plan. This plan may still have holes. Lesson plans for Day 6 will be due to your teacher on Day 4. All lesson plans must be approved with the mentor teacher's signature prior to teaching.
Ask mentor teacher for help in completing Class Profile.
Days 6-15
Plan and teach **one class all week.** Have your own VSU plan for each day. Turn plans into mentor teacher two days prior to teaching.
Schedule university supervisor observation (coordinate with other VSU students on your campus).
Videotape one lesson and self-evaluate by completing the CAPS instrument.
Review Middle Level Standards Evaluation.
Days 16-20

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Plan and teach **two (or one, if 60+ minutes) class(es) all week.** Have your own VSU plan for each day. Turn plans into mentor teacher two days prior to teaching.
Schedule university supervisor observation (coordinate with other VSU students on your campus).
Videotape one lesson (if not completed in Days 6-15)and self-evaluate by completing the CAPS instrument.
Self-assess your performance using the Middle Level Standards Evaluation. Meet with mentor teacher to discuss his/her scores as compared to yours. Submit mentor teacher's copy to Mrs. Fuller.

Recommended Timeline
For the Mentor Teacher:

Days 1-5
Introduce teacher candidate to students. Share lesson plans and discuss how you develop your plans.
Provide opportunities for teacher candidate to teach portions of a lesson.
Help teacher candidate decide which class to model teach on days 3-5. First period class will not be the best choice since the candidate will need to observe you teach at this time. Provide guidance on plans for model teaching (will be using your plan, resources and ideas to write their own plan). Sign lesson plans each day for the previous day's lesson.
Provide guidance on planning and teaching of first class next week.
Assist teacher candidate with Class Profile.
Maintain legal responsibility of the classroom.

Days 6-20
Review, discuss and sign teacher candidate lesson plans prior to teaching.
Provide daily feedback on teaching. Consult with university supervisor during observation visits.
Complete Middle Level Standards Evaluation and meet with teacher candidate to discuss scores. Teacher candidate will submit your copy to VSU.

Maintain legal responsibility of the classroom.

EVALUATION

Assignment	Criteria	Points	Due
Daily Reflections – Observation 1 (Field)	Reflections are in notebook and current	0 or 5	In field
Daily Reflections – Observation 2 (Field)	Reflections are in notebook and current	0 or 5	In field
Lesson Plans – Observation 1 (Field)	Lesson plans are in notebook and current including mentor signature	0 or 5	In field
Lesson Plans – Observation 2 (Field)	Lesson plans are in notebook and current including mentor signature	0 or 5	In field
Best Lesson Plan (LT)	Choose best lesson plan from week 3 or 4	15	Nov 24
Class Profile (LT)	Completed for one class according to edTPA handbook	5	Nov 24
Learning Environment II (LT)	Compose a paper that addresses organizational structures in middle schools. (Directions in Blazeview)	15	Nov 24
Time Sheet (Fuller)	Complete and signed by mentor teacher	10	Nov 24
Middle Level Standards Eval (Fuller)	Professional Behavior	15	Nov 24
Evaluation – Mentor Teacher (Qualtrics)	Survey Submitted Electronically	10	Nov 24
Evaluation – Supervisor (Qualtrics)	Survey Submitted Electronically	10	Nov 24
Total		100	

Best Lesson Plan – 15 points

Lesson Plan Area	Point Value
Lesson Alignment	2
Knowledge of Students	3
Supporting All Students' Learning	2
Connections	1.5
Activating Strategy	1
Instruction and Work Session	4
Lesson Wrap-Up	.5
Resources	1

GRADE SCALE
A = 92-100, B = 82-91, C = 72-81, D = 62-71, F = Below 62

Professionalism Behavior and Dress Code

Professional Behavior: As a teacher candidate, you are a guest in the public schools. You are representing Valdosta State University, the Dewar College of Education, the Middle, Secondary, Reading and Deaf Education Department and yourself. It is imperative that professionalism be exhibited at all times.

Appropriate Dress for Teacher Candidates: You are a role model for students, so how you dress will be important.

- **Clothing:** All clothing should be clean, pressed, well-fitting and in good condition. On any casual day (Friday/special event/field trip) appropriate casual clothing may be worn, but no jeans are allowed.
- **Jewelry:** No nose rings, lip rings, tongue studs, eyebrow rings or facial piercings are allowed. No earrings are allowed for male students.
- **Nametags:** The VSU professional nametag should be worn at all times.
- **Tattoos:** All tattoos must be covered, if possible.
- **Male:** Dress pants and a nice wrinkle-free shirt are required. Dress shoes or casual shoes must be worn. No tennis shoes or flip flops are allowed.
- **Female:** The entire body must be appropriately covered, so no cleavage, stomach or backside can be showing (even when bending and stooping). Leggings and long shirts are not allowed. Skirt length can be no shorter than three inches above the knee. Dress shoes (heel height of two inches or less) or casual shoes must be worn. No tennis shoes or flip flops are allowed.

Electronic Devices: Cell phone use should be limited to planning, lunch, or before or after school. Cell phones should never be used during class time. Other personal electronic devices should not be used while on the public school campus.

Confidentiality: It is possible that you will have access to confidential information about students. It is unethical to share any confidential information concerning student academic and disciplinary records, personal confidences, health and medical information, family status and/or income, and assessment/testing results.

Social Media: As a future educator, social networking sites such as Facebook, Twitter, etc. should represent high personal and professional standards. If you have postings on any of these sites, you must remember that they are public and may be viewed by school personnel and students. If school personnel find your postings unprofessional they can request your removal from their school. Do NOT post any P-12 student's picture on your site.

Appropriate Handling of Discipline: The teacher candidate is expected to handle discipline as outlined by school policy and the mentor teacher. Teacher candidates are not allowed to take part in any form of corporal or physical punishment, humiliation, or abuse of any sort for any student.

PROFESSIONALISM

It is recognized that candidates are in a teacher preparation program and thus are learning and growing as professional educators; however, professional behavior and dispositions are expected at all times. Upon the first incident of unprofessional behavior (including but not limited to being tardy, lesson plan not submitted on time, displaying an unprofessional attitude toward students, faculty/staff, parents, or administrators), the Professional Improvement Plan process will be initiated (link included below). If the candidate does not satisfactorily complete the PIP, the candidate may fail the associated course or be removed from the program.
http://www.valdosta.edu/colleges/education/deans-office/documents/professional-improvement-plan-11.22.13.doc

ATTENDANCE POLICY

The following requirements are mandatory for all student teachers to report missed time:

- Contact the mentor teacher, the school, and the VSU Supervisor.

If your school is not in session during any of the apprenticeship days, then you will not be required to make up those days. Any other absences will be handled on an individual basis.

PROFESSIONALISM

The following areas describe the professional expectations for all pre-service students in the Department of Middle Grades and Secondary Education

Professionalism - Ethics

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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 - 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.

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.
- **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.

ACCESSIBILITY STATEMENT

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 Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu.

Title IX Statement: Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic

information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, titleix@valosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

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.

SUPPORT

As a student, you may experience a range of challenges that can interfere with learning, such as strained or violent relationships, death and loss, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. VSU services are available and treatment does work. You can learn more about confidential mental health services available on campus at:http://www.valdosta.edu/student/student-services/counseling-center/. 24 hour emergency help is also available through the University Police at 229-259-5555 who will contact on-call counselors or appropriate resources for support.

VSU ATTENDANCE POLICY

"The University expects that all students shall attend all regularly scheduled class meetings held for instruction or examination.... Instructors are required to maintain records of class attendance... It is recognized that class attendance is essentially a matter between students and their instructors. Instructors must explain their absence policy in the course syllabus. All students are held responsible for knowing the specific attendance requirements as prescribed by their instructors and for the satisfactory make-up work missed by absences. When students are compelled for any reason to be absent from class, they should immediately contact the instructor. A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course."

VSU COVID MASK REQUIREMENT

As the Blazer Creed articulates, members of the VSU community are expected to live by the high standards of civility, integrity, and citizenship and embrace their responsibility as a member

of the Blazer community. In recognition of this responsibility, and in response to the best available science and current guidance from the Centers for Disease Control and Prevention and the Georgia Department of Public Health, **every student must wear a face covering that covers their nose and mouth at all times while in any campus building, including in this classroom.** This requirement is intended to protect the health and safety of all VSU students, the instructor, and the entire university community. Anyone attending class without a face covering will be asked to put one on or leave. Students should also be sure they maintain a distance of at least six feet away from their fellow students and instructor and are seated in a seat that is designated to ensure that distance. Students who refuse to wear face coverings appropriately or adhere to other stated requirements may face disciplinary action for Code of Conduct violations.

ACADEMIC SUPPORT CENTER

The Academic Support Center (ASC) provides free peer tutoring in core curriculum courses, including, math, writing, sciences, social sciences, humanities, and foreign languages. The ASC also provides supplemental instruction (tutor-led study group sessions) for historically difficult courses like biology, chemistry, geosciences, psychology, and sociology, as well as academic success workshops. New for fall 2018: 24/7 access to online tutoring through ThinkingStorm, which includes Writing Center where you can submit drafts for feedback and get help with core courses when the ASC is closed. Call 229-333-7570 to make an appointment, email us at asc@valdosta.edu, or visit our website www.valdosta.edu/asc. Located in Langdale Hall.

Apprenticeship Time Sheet
Department of Teacher Education
Valdosta State University

Teacher Candidate _____ Semester _____

University Supervisor _____ School _____

Mentor Teacher _____ Grade Level _____

Date	Time in	Time out	Teacher Candidate Signature	Mentor Teacher's Initials

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DocuSign Envelope ID: 90F4B94E-8A45-4FA1-BE0B-B1728E6617D2

Valdosta State University Curriculum Form

- **Request for a NEW COURSE**

Date of Submission:	01/20/2021

**Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.*

College:	College of Education and Human Services	**Dept. Initiating Request:**	Dept. of Teacher Education
Requestor's Name:	Deborah Paine	**Requestor's Role:**	Department Head

Proposed NEW Course Prefix: *(Consult abbreviations in the catalog)*	ELED	**NEW Course Number:** *(Consult #s in the catalog)*	4800
Proposed NEW Course Title:	Elementary Education Clinical Practice		
NEW Course Title Abbreviation: *(Limit to 30 character spaces)*	ELED Clinical Practice		
Prerequisite(s):	EDUC 2999		

Lecture Hours:	0	**Lab/Contact Hours:**	10	**Credit Hours:**	10

Proposed NEW Course Description: *(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)**

Completion of all core and previous semester professional courses (professional courses with a "C" or higher) and a minimum GPA of 2.75. Graded "Satisfactory" or "Unsatisfactory". A full-day, semester-long experience in elementary K-5 classrooms under the supervision of a mentor teacher and a university supervisor.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2021	*Once per Year*

Justification: *(select one or more of the following and provide appropriate narrative below:)*

☐ Improving student learning outcomes
☐ Adopting current best practice(s) in field
☐ Mandate of State/Federal/Accrediting Agency
☒ Other –

The current BSED in elementary education is a fully face-to-face program. The creation of this course will be part of a new elementary education certification program developed to support students who seek initial certification through a fully online platform. This program and course is part of the new USG initiative supporting an "e-degree" for students.

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

Source of Data to Support Change *(select one or more of the following):*

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

☐ Other Data Source Descriptions –

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

Valdosta State University – NEW COURSE Form

- **Request for a NEW COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Deborah Gail Paine	DocuSigned by: Deborah Paine EB41DD4F62CC4C4...	3/1/2021
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: karla Hull 25C1E42B6010420...	3/1/2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

Dewar College of Education and Human Services
Valdosta State University
Department of Teacher Education

ELED 4800
Elementary Education Clinical Practice
10 Semester Hours
SEMESTER/YEAR

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.

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.

**Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf*

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INSTRUCTOR

Name:

Office Number:

Telephone:

Email Address:

Office Hours:

COURSE DESCRIPTION

Prerequisites: EDUC 2999.
Completion of all core and previous semester professional courses (professional courses with a "C" or higher) and a minimum GPA of 2.75. Graded "Satisfactory" or "Unsatisfactory". A full-day, semester-long experience in elementary K-5 classrooms under the supervision of a mentor teacher and a university supervisor.

COURSE OBJECTIVES *(Show alignment to InTASC Model Core Teacher Standards for all educator preparation courses).*

1. Candidates will student teach for approximately 16 weeks in an elementary school environment (InTASC1-10).
2. Candidates will plan and implement lessons appropriate for students' abilities and subject content area incorporating the use of technology. They will reflect upon their effectiveness in journal form and dialogue with supervisors. (InTASC 1-8)
3. Candidates will work collaboratively with team members to evaluate students' learning and their own pedagogy. (InTASC 6-8).
4. Candidates will participate in all professional teacher activities related to their site placement. (InTASC 9-10).
5. Candidates will 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. (InTASC 9).

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

DAILY NOTEBOOK

This is to be available daily at your student teaching site as a record and reflection of your daily activities and growth and development. Your VSU supervisor will check your notebook at each visit. **The e-notebook must be kept up to date at all times.**

Notebook Organization Checklist

TAB – Time Sheet
Record hours each day and request your mentor teacher's signature weekly.
TAB – Lesson Plans
Include a copy of your lesson plan for **any lessons you are responsible** for teaching.
TAB – Daily Reflections
Write a daily reflection using one question provided.
TAB - Student Information
Student data, support information on students' learning needs, seating charts, etc.
TAB – Curriculum Outline
Include a calendar with a curriculum outline for the semester.
TAB – Video

Video Permission From Parents form completed.
Include a handwritten copy of three self- assessments (CAPS).
TAB - Feedback
Mentor Teacher's Feedback – written or recorded comments
Supervisor's Feedback – copy of all Supervisor Evaluations from visits
TAB – School Information
Include any campus information related to your school.

Time Sheet – Attached

Lesson Plans – The VSU template is required and available in Blazeview seminar course. Lesson plans must be turned into the mentor teacher **two days prior** to teaching the lesson. The mentor teacher must approve the lesson plan before the lesson is taught. Failure to have a lesson plan will result in no teaching for that day. You are required to notify your supervisor through email that you were not prepared and therefore were not allowed to teach. This day will need to be made up at the end of the semester. For supervisor observations, you are required to email a copy of your lesson plan to your supervisor **by 5 PM** the day prior to the scheduled observation. If the lesson plan is not received by this time, the supervisor will not be able to observe you teach the following day.

Daily Reflections
Choose one question per day and respond regarding your current experience in the classroom. The goal is for you to provide a meaningful reflection, so that you can see your own change in thought over time. The expectation is a solid paragraph.

How is this experience meeting or not meeting your expectations?
Where are your strengths/areas of concern as a teacher?
How have you developed as a teacher?
What feelings or ideas about you as a teacher seem really strong at this point?
What goals do you have for yourself as a teacher right now?
How do you demonstrate mutual respect and establish rapport with students?
How do you challenge students to engage in learning?
How did your instruction engage students in the learning?
How do you promote thinking in your teaching?
What changes would you make to your instruction to better support your students?
In what ways have you sought to keep instruction focused at a higher level of thinking?
What is your process for determining how to group students for particular lessons?
How do you determine whether or not a group is working well?
What is an example of how you used data to adjust instruction?
How are you using formative assessments to adjust instruction?
How do you provide feedback to students?
How did your understanding of your students guide your choice of materials?
What are some common student errors or misunderstandings that you noticed when teaching?
What instructional supports did you need to help students understand the language in your lesson?
How do your assessments allow students to demonstrate their learning?
How do your lesson plans build on one another to help students make connections?
How do you create a positive climate for learning?
What was your most challenging moment and why? How will you respond next time?
What was your best moment today and how can you have more moments like it?

Student Information – Any student information provided to you by your mentor teacher, including data and learning needs.

Curriculum Outline - Develop a calendar that maps out the major curriculum topics for the semester. This will enable you to plan your instruction effectively. You will want to meet with your mentor teacher early in the semester for guidance on completing this assignment. Most mentor teachers will have a curriculum map which will also provide guidance. The purpose for this is to have an overview of the concepts that the mentor and you will be teaching during the semester. It is important to establish in advance what curriculum you will be teaching and how much time your mentor teacher is expecting you to spend on each topic.

Video – Include a completed Video Permission From Parents form (copy in Blazeview). If your school does not have permission from parents in place, contact the course instructor for a Video Release Form for parents to sign.

Feedback – Include any feedback from your mentor teacher and your supervisor.

School Information – Any campus information provided to you by your mentor teacher.

SUPERVISOR OBSERVATIONS

There will be several visits face-to-face or virtually from your university supervisor during student teaching. The first meeting will be a meet and greet. At this time the student teacher, mentor teacher and university supervisor will meet to review the requirements and expectations for the student teaching experience. This will be an informal meeting and should be scheduled as soon as possible. There will be three formal observations of your teaching and a summative conference (could be accomplished electronically or at the third formal observation) at the end of student teaching involving the student teacher, mentor teacher and university supervisor.

In preparing for your formal observations, you will need to schedule a small block of time (5-10 minutes) for a preconference. At this time, you will share your plans for your lesson with your supervisor. Please make sure that your university supervisor has the following:

- A copy of the lesson plan for the lesson being observed.
- Any other materials needed for the lesson, such as handouts, graphic organizers, textbooks, etc.
- Daily Notebook current.

At the conclusion of each observation, plan to meet with your supervisor to discuss the lesson. Make arrangements with your mentor teacher to take over the class for approximately 30 minutes after the observation, so that you and your university supervisor can leave the classroom.

SELF-EVALUATION/VIDEO LESSONS

You are required to have student/parent permission forms signed. You are required to videotape three lessons during the semester to self-assess your own teaching. You will review the video and complete the CAPS (available in Blazeview of your seminar course) as a self-assessment of your teaching. To complete the three evaluations (initial, mid and final) you will go to https://teach.valdosta.edu and use your VSU login to access the evaluation online.

SOLO TEACHING/CO-TEACHING

During solo teaching you are required to plan and teach all assigned classes for five weeks. A co-teaching model during solo teaching is perfectly acceptable and encouraged. Your mentor teacher will

remain in the classroom, but allow you to have full responsibility for the planning and teaching of all assigned classes. A minimum of 3 weeks of solo teaching must be completed with a satisfactory rating to earn a satisfactory grade for this course. Any change in the student teaching schedule for solo teaching dates must be approved by your university supervisor.

COMMUNICATION

Strong communication skills will be essential in your role as a student teacher; especially in communicating with your mentor teacher and with your supervisor. You should work closely with your mentor teacher in communicating any requirements; especially regarding your lesson planning and schedule. Each week you should increase your responsibilities so that you are in complete control of the classes (planning, supervising, grading, classroom management, and all other teacher duties) during your solo teaching.

DRESS CODE

The departmental dress code will need to be followed at all times (attached).

COURSE EVALUATION

The grade for this course is Satisfactory or Unsatisfactory. To earn a satisfactory grade your supervisor and mentor teacher must agree that your teaching performance is Satisfactory and your assignments have been completed satisfactorily. An Unsatisfactory grade will be earned when your supervisor and mentor teacher agree that your teaching performance is unsatisfactory and/or you have not completed the course assignments. If you are placed on a Professional Improvement Plan (see below) you will be notified by your supervisor.

PROFESSIONAL IMPROVEMENT PLAN

It is recognized that candidates are in a teacher preparation program and thus are learning and growing as professional educators; however, professional behavior and dispositions are expected at all times. Upon the first incident of unprofessional behavior (including but not limited to being tardy, lesson plan not submitted on time, displaying an unprofessional attitude toward students, faculty/staff, parents, or administrators), the Professional Improvement Plan process will be initiated (link included below) If the candidate does not satisfactorily complete the PIP, the candidate may fail the associated course or be removed from the program.
http://www.valdosta.edu/colleges/education/deans-office/documents/professional-improvement-plan-11.22.13.doc

ATTENDANCE POLICY

The Initial Teacher Preparation and Services has a policy of no excused absences. This means that missed time from student teaching must be made up. Excessive absences will be handled on an individual basis. The following requirements are mandatory for all student teachers to report missed time:

1. **Contact** the mentor teacher and university supervisor.
1. E-mail the field experience coordinator the reason for your absence and the total amount of time missed.

STUDENT TEACHING SCHEDULE

The following dates are guidelines for picking up classes. There may be a slight variance in the schedule due to differences in school calendars or special needs. Your VSU Supervisor will need to approve any changes to the schedule.

REQUIREMENTS	Week in Semester	RECOMMENDED DATES
Orientation, adjustment, schedule meet and greet, develop lesson plans, learn students' names, determine school's videotaping policy, model teach, and develop curriculum outline.	Week 1	
Assume responsibility (with your mentor teacher's guidance) for planning and teaching **1 class.**	Week 2-3	
Assume responsibility for planning and teaching one additional class **(2 classes).** ***Initial Evaluation due on teach.valdosta.edu February 12.***	Week 4-5	
Assume responsibility for planning and teaching one additional class **(3 classes).** ***Mid Evaluation due on teach.valdosta.edu March 12.***	Week 6-9	
Solo - During solo teaching you are required to plan and teach all assigned classes for **five** weeks. A co-teaching model is encouraged and acceptable at any time during solo teaching. Your mentor teacher will remain in the classroom, but will allow you to have full responsibility for the planning and teaching of all assigned classes. The mentor teacher and supervisor may adjust the solo teaching schedule as needed due to spring break. ***Final Evaluation due on teach.valdosta.edu April 9.***	Week 10-15	
Options: If approved by your mentor teacher, you may observe additional classrooms on your campus, schedule interviews, visit other campuses.	Week 16	
Career Day		
Professional Development Day		
Last day for candidates in schools. Any time missed must be made up after this date.		
Graduation		

PROFESSIONALISM

The following areas describe the professional expectations for all preservice students in the Department of Initial Teacher Preparation and Services.

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.

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

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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

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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.

TITLE IX STATEMENT

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator.

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ACADEMIC SUPPORT CENTER

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Professionalism & Dress Code
Initial Teacher Preparation and Services
Valdosta State University

Professional Behavior: As a teacher candidate, you are a guest in the public schools. You are representing Valdosta State University, the Dewar College of Education, the Initial Teacher Preparation and Services Department and yourself. It is imperative that professionalism be exhibited at all times.

Appropriate Dress for Teacher Candidates: You are a role model for students, so how you dress will be important.

- **Clothing:** All clothing should be clean, pressed, well-fitting and in good condition. On any casual day (Friday/special event/field trip) appropriate casual clothing may be worn, but no jeans are allowed.
- **Jewelry:** No nose rings, lip rings, tongue studs, eyebrow rings or facial piercings are allowed. No earrings are allowed for male students.
- **Nametags:** The VSU professional nametag should be worn at all times.
- **Tattoos:** All tattoos must be covered, if possible.
- **Male:** Dress pants and a nice wrinkle-free shirt are required. Dress shoes or casual shoes must be worn. No tennis shoes or flip flops are allowed.
- **Female:** The entire body must be appropriately covered, so no cleavage, stomach or backside can be showing (even when bending and stooping). Leggings and long shirts are not allowed. Skirt length can be no shorter than one inches above the knee. Dress shoes (heel height of two inches or less) or casual shoes must be worn. No tennis shoes or flip flops are allowed.

Electronic Devices: Cell phone use should be limited to planning, lunch, or before or after school. Cell phones should never be used during class time. Other personal electronic devices should not be used while on the public school campus.

Confidentiality: It is possible that you will have access to confidential information about students. It is unethical to share any confidential information concerning student academic and disciplinary records, personal confidences, health and medical information, family status and/or income, and assessment/testing results.

Social Media: As a future educator, social networking sites such as Facebook, Twitter, etc. should represent high personal and professional standards. If you have postings on any of these sites, you must remember that they are public and may be viewed by school personnel and students. If school personnel find your postings unprofessional they can request your removal from their school. Do NOT post any P-12 student's picture on your site.

Appropriate Handling of Discipline: The teacher candidate is expected to handle discipline as outlined by school policy and the mentor teacher. Teacher candidates are not allowed to take part in any form of corporal or physical punishment, humiliation, or abuse of any sort for any student.

Student Teaching Time Sheet

Teacher Candidate Name: _____ Semester: _____

School Placement: _____ Mentor Teacher: _____

Week 1:	**Week 6:**
M	M
T	T
W	W
TH	TH
F	F
Mentor Teacher Initials:	*Mentor Teacher Initials:*
Week 2:	**Week 7:**
M	M
T	T
W	W
TH	TH
F	F
Mentor Teacher Initials:	*Mentor Teacher Initials:*
Week 3	**Week 8:**
M	M
T	T
W	W
TH	TH
F	F
Mentor Teacher Initials:	*Mentor Teacher Initials:*
Week 4:	**Week 9**
M	M
T	T
W	W
TH	TH
F	F
Mentor Teacher Initials:	*Mentor Teacher Initials:*
Week 5	**Week 10**
M	M
T	T
W	W
TH	TH
F	F
Mentor Teacher Initials:	*Mentor Teacher Initials:*

Week 11:	**Week 15:**
M	M
T	T
W	W
TH	TH
F	F
Mentor Teacher Initials:	*Mentor Teacher Initials:*
Week 12:	**Week 16:**
M	M
T	T
W	W
TH	TH
F	F
Mentor Teacher Initials:	*Mentor Teacher Initials:*
Week 13:	Additional days as needed:
M	M
T	T
W	W
TH	TH
F	F
Mentor Teacher Initials:	*Mentor Teacher Initials:*
Week 14	
M	
T	
W	
TH	
F	
Mentor Teacher Initials:	

Student Teacher Signature: _____

Mentor Teacher Signature: _____

DocuSign Envelope ID: 90F4B94E-8A45-4FA1-BE0B-B1728E6617D2

Valdosta State University Curriculum Form

- **Request for a NEW COURSE**

Date of Submission:	01/20/2021

**Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.*

College:	College of Education and Human Services	**Dept. Initiating Request:**	Dept. of Teacher Education
Requestor's Name:	Deborah Paine	**Requestor's Role:**	Department Head

Proposed NEW Course Prefix: *(Consult abbreviations in the catalog)*	ELED	**NEW Course Number:** *(Consult #s in the catalog)*	4801
Proposed NEW Course Title:	Elementary Education Seminar		
NEW Course Title Abbreviation: *(Limit to 30 character spaces)*	ELED Seminar		
Prerequisite(s):	EDUC 2999		

Lecture Hours:	2	**Lab/Contact Hours:**	0	**Credit Hours:**	2

Proposed NEW Course Description: *(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)**

Reflection of educational practices and refinement of concepts emanating from student teaching experience.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2021	*Once per Year*

Justification: *(select one or more of the following and provide appropriate narrative below:)*

☐ Improving student learning outcomes
☐ Adopting current best practice(s) in field
☐ Mandate of State/Federal/Accrediting Agency
☒ Other –

The current BSED in elementary education is a fully face-to-face program. The creation of this course will be part of a new elementary education certification program developed to support students who seek initial certification through a fully online platform. This program and course is part of the new USG initiative supporting an "e-degree" for students.

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

Source of Data to Support Change *(select one or more of the following):*

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

☐ Other Data Source Descriptions –

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

Valdosta State University – NEW COURSE Form

- **Request for a NEW COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Deborah Gail Paine	DocuSigned by: Deborah Paine EB41DD4F62CC4C4...	3/1/2021
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	3/1/2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Dewar College of Education and Human Services
Valdosta State University
Department of Teacher Education

ELED 4801
Elementary Education Seminar
2 Semester Hours
SEMESTER/YEAR

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.

**Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf*

INSTRUCTOR
Name:

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Office Number:
Email Address:
Office Hours

COURSE DESCRIPTION

Prerequisites: EDUC 2999

Reflection of educational practices and refinement of concepts emanating from student teaching experience.

COURSE OBJECTIVES

(*Numbers in parentheses show alignment to InTASC Model Core Teacher Standards for all educator preparation courses*).

Upon completion of this course, Candidates will be expected to:

1. Demonstrate professional behavior at their work site. (InTASC Standards 9 & 10)

2. Demonstrate content pedagogy effectiveness to students in their student teaching. (InTASC Standards 2, 3, 7, 8)

3. Reflect and critique pre- and posttests for a learning segment and understand the importance of assessing at every level of learning. (InTASC Standards 6, 7 & 8)

4. Demonstrate best teaching practices, such as use of data for informing instruction, differentiated instruction, and various assessment types, that have proven to be effective and have a positive impact on student learning. (InTASC Standards 1,2,3,4 & 5)

5. Create and evaluate unique applications in authentic settings which stimulate learner reflections on prior content knowledge, link knowledge to familiar concepts, makes connections across disciplines, and engages learner in critical thinking skills. (InTASC Standards 1, 4, 5)

6. Describe the relevance of home, school, and community influences on students' lives. (InTASC Standards 2, 9, 10)

7. Develop and implement a plan to maintain positive, collaborative relationships with the families of the students in the classrooms. (InTASC Standards 9, 10)

COURSE ACTIVITIES AND REQUIREMENTS

Seminar: Candidates will attend and participate in required seminar sessions.

Self –Evaluations: You will upload a screenshot of your three submissions from the teach.valdosta.edu platform.

Google Certified Educator Level 1: This 13-hour online module will provide you with technology skills needed to be proficient in Google Suite, which is used in most classrooms. You will find the course at this link: https://teachercenter.withgoogle.com/certification_level1 To begin the training module, click on "Get Training". It will be best to work on this prior to solo teaching when you have more time to devote to the task and to allow you to use some of the skills learned during student teaching. You will take the exam ($10) and provide a copy of your certificate as evidence of completion

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of this assignment. NOTE: If you do not pass the exam, you will have to wait two weeks before taking it again.

Family and School Collaboration Plan: You will plan and/or facilitate a classroom, parent, and community involvement project. Your plan should incorporate various representations of students and families from diverse populations. The plan should be sensitive to the impact that differences in family structures and social and cultural backgrounds have towards development, learning, and behavior. You will submit a one-page typed summary of the plan to LiveText. (CO 2, 5)

Impact On P-12 Student Learning: Candidates will collect and analyze assessment data, including a pre and post-test, to determine the impact of your teaching, to make decisions about future instruction, and to make plans for remediation to improve student achievement. More information on this assignment is available in your Blazeview course.

Ethics Assessment: Candidates will complete the Georgia Code of Ethics Blazeview quiz and upload a screenshot of the final score to LiveText. (EDL_{3a}).

Resume: Create a resume that outlines your relevant: educational experiences, including degrees earned, work experiences, skills, accomplishments, and other things you think are important to include. Include a section within your resume that addresses your professional development. Include any professional development you engaged in during student teaching, and any online instruction including Google Certified Educator Level 1. The VSU Career Opportunities has a Student Teacher Resume Suggestions packet available in Blazeview course materials.

Professional Learning Plan For Induction: This task asks you to think about how you will continue to learn and grow after your program is over. Your Professional Learning Plan will include the sections noted below.

- Specific Strengths: Identify and describe at least two strengths in this section.
- Special Areas of Challenge: Identify and describe at least two special areas of challenge in this section.
- Professional Growth Goals: Identify and describe at least two goals in this section.
- Data Sources Used to Develop Goals: In this section, identify at least two data sources used to identify/develop your goals and describe the reasons for which you chose these two data sources as the basis for your goals. Data sources should include but are not limited to: GACE Content Assessment results; self-assessment results; university supervisor and mentor teacher observations and evaluations; student achievement data.
- Alignment of Goals to TAPS Standards: In this section, identify at least one TAPS standard with which each goal is aligned. TAPS standards are the same standards identified in the CAPS field evaluations and are available at the following link: https://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Documents/FY15%20TKES%20and%20LKES%20Documents/TAPS_Reference_Sheet%206-5-14.pdf
- Strategies: In this section, identify and describe at least one strategy to address each of your goals. Please indicate the associated goal(s) for each strategy.
- Timeline and Target Dates (One Year Out): In this section, identify the target completion dates for your goals and describe a one-year timeline for reaching your goals. Please indicate the associated goal for each target completion date and timeline.

Final Teacher's Sense Of Efficacy Survey: Each candidate will complete this survey.

COURSE EVALUATION

Activity	Points	Where?	Due Date
Seminar	10	Attendance/Participation	
Self-Evaluation 1	5	Blazeview	
Self-Evaluation 2	5	Blazeview	
Google Certified Educator Level 1	20	Blazeview	
Resume	10	Blazeview	
Self-Evaluation 3	5	Blazeview	
Family and School Collaboration Plan	10	LiveText	
Impact on P-12 Student Learning	10	LiveText	
Ethics/Dispositions Assessment	10	Blazeview/LiveText	
Professional Learning Plan for Induction	10	LiveText	
Final Teacher's Sense of Efficacy Survey	5	LiveText	

Satisfactory: 70-100 points
Unsatisfactory: 0-69 points

ATTENDANCE POLICY
A student who misses or does not participate in more than 20% of the scheduled course or course activities could be subject to receiving a failing grade in the course.

PROFESSIONALISM
The following areas describe the professional expectations for all preservice students in the Department of Teacher 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 - 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 (7th Ed.). 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
The College of Education is committed to preparing professional educators who are technologically 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 complete the professional requirements for their program of study. For more information see the Professional Improvement Plan Process on the COEHS website.

THE BLAZER CREED
Valdosta State University is a learning environment based on trust and mutual respect in which open dialogue, vigorous debate, and the free exchange of ideas are welcome. The University is equally dedicated to the core values of community, including a commitment to practice civility, integrity, and citizenship. As members of this community, and proud Blazers, we will strive to uphold these core values for the advancement of the University.

- Civility – A Blazer shows courtesy and compassion as well as respect for the dignity of every human being.
- Integrity –Each Blazer is responsible for his or her own actions, and our community is stronger when we contemplate the context of our decisions and uphold the principles of trust and honesty.
- Citizenship – Every Blazer has an interest in the well-being of the community, and, therefore, a duty to stay informed, to make positive contributions, and to offer support to those who need help.

As a Blazer, I pledge to uphold the core principles of Civility, Integrity, and Citizenship.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM
http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

DEPARTMENT OF TEACHER 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 publicly available information.

- 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 (7th edition) – name(s) of the author(s); date of publication or retrieval date; the title of article/book/web page; name and location of publisher (book), name of the journal, or URL of the 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.

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- **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 to Turnitin, a tool within BlazeView. 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).

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MENTAL HEALTH AND WELLNESS

Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with optimal academic performance. The source of symptoms might be strictly related to your course work; if so, please speak with me. However, problems with relationships, family worries, loss, or a personal struggle or crisis can also contribute to decreased academic performance. VSU provides mental health services to support the academic success of students. The Counseling Center offers free, confidential services to help you manage personal challenges.

More information and resources are located at The Counseling Center website at http://www.valdosta.edu/student/student-services/counseling-center/. Twenty-four-hour emergency help is also available through the University Police at 229-259-5555 who will contact on-call counselors or appropriate resources for support.

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