

VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET – addendum

ACADEMIC COMMITTEE

**MONDAY,
March 5, 2012**

2:30 p.m.

**Rose Room
UNIVERSITY CENTER**

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

ACADEMIC COMMITTEE
AGENDA
March 5, 2012

1. Minutes of the February 13, 2012 meeting. (pages 1-4) approved by email February 22, 2012.
2. **GRADUATE SCHOOL**
 - a. Revised requirements for undergraduate seeking enrollment in Graduate School (pages 5-7).
3. **COLLEGE OF ARTS AND SCIENCES**
 - a. Revised degree requirements for the MPA (pages 8-9)
 - b. New course PADM 7600 (pages 10-20)
4. **COLLEGE OF EDUCATION**
 - a. Information item – Termination of EDS – Middle Grades Education (page 21)
 - b. Information item – Termination of EDS – Pre-Elementary/Early Childhood/Kindergarten Teacher Education (page 22)
 - c. Information item – Termination of EDS – Secondary Education (page 23)
 - d. Revised admission requirements for the BSED in Early Childhood Education, and the BSED in Special Education – Early Childhood Special Education General Curriculum (pages 204-206)
 - e. Revised prerequisites for ECSE 3390, 3490 and 4390 (page 207)
 - f. Revised prerequisite for ECED 3190 (pages 208-215)
 - g. Revised prerequisite for ECED 3690 (pages 216-224)
 - h. Revised prerequisite for ECED 4490 (pages 225-236)
 - i. Revised prerequisite for ECED 4690 (pages 237-245)
 - j. Revised prerequisite for ECED 4790 (pages 246-256)
 - k. Revised prerequisite and description for ECSE 4420 (pages 257-265)
 - l. Revised description for LITR 3110 (pages 266-268)
 - m. New course ECSE 2999 (pages 269-278) - Deactivation of ECED 2999 and SPEC 2999
 - n. Revised Area F requirements for the BSED in Special Education – Early Childhood Special Education General Curriculum (pages 279-280)
 - o. Revised Area F requirements for the BSED in Early Childhood Education (pages 281-282)
 - p. Revised name for the EDS in Coaching Pedagogy (pages 283-284)
5. **COLLEGE OF NURSING**
 - a. New GPA requirements for the Pre-Nursing major students (pages 24-26)
 - b. Revised program objectives for the BSN (pages 27-29)
 - c. Revised title, and course description for NUTR 3300 (pages 30-32)
 - d. Degree proposal for the DNP – Doctor of Nursing (pages 33-102)
 - e. New program DNP (pages 103-104)
 - f. New course NURS 9011 (pages 105-112)
 - g. New course NURS 9100 (pages 113-119)
 - h. New course NURS 9110 (pages 120-125)
 - i. New course NURS 9120 (pages 126-135)
 - j. New course NURS 9130 (pages 136-142)
 - k. New course NURS 9200 (pages 143-150)
 - l. New course NURS 9210 (pages 151-157)
 - m. New course NURS 9220 (pages 158-166)
 - n. New course NURS 9230 (pages 167-172)
 - o. New course NURS 9300 (pages 173-180)
 - p. New course NURS 9310 (pages 181-187)
 - q. New course NURS 9400 (pages 188-195)
 - r. New course NURS 9410 (pages 196-203)
6. **College of the Arts**
 - a. Department of Art mission statement (pages 285-287)
 - b. Revised description for ART 3072 (pages 288-290)
 - c. Revised title, and description for ART 4072 (pages 291-293)
 - d. Revised prerequisites for ARTH 4170 (pages 294-296)
 - e. Revised prerequisites for ARTH 4180 (pages 297-299)
 - f. New course ART 4071 (pages 300-302)
 - g. New course ART 4073 (pages 303-305)
 - h. Revised course prefix, number, and title MUSC 3120 (pages 306-308) Deactivation of MUE 3740
 - i. Revised credit hours MUE 4720 (pages 309-311)
 - j. Revised credit hours MUE 4750 (pages 312-314)
 - k. Revised course prefix, number, and description MUSC 4760 (pages 315-317) Deactivation MUE 4700
 - l. Revised prerequisites MUSC 1011 (pages 318-320)
 - m. Revised prerequisites MUSC 1012 (pages 321-323)
 - n. Revised prerequisites MUSC 1051 (pages 324-326)
 - o. Revised prerequisites MUSC 1052 (pages 327-329)
 - p. Revised prerequisites MUSC 2011 (pages 330-332)

- q. Revised prerequisites MUSC 2012 (pages 333-335)
- r. Revised prerequisites MUSC 2051 (pages 336-338)
- s. Revised prerequisites MUSC 2052 (pages 339-341)
- t. Revised credit hours MUSC 3850 (pages 342-344)
- u. Revised credit hours MUSC 3840 (pages 345-347)
- v. Revised credit hours MUSC 4731 (pages 348-350)
- w. Revised credit hours MUSC 4732 (pages 351-353)
- x. Revised credit hours MUSC 4733 (pages 354-356)
- y. Revised credit hours MUSC 4734 (pages 357-359)
- z. New course MUSC 6050 (pages 360-362)
- aa. Information item – deactivation – MUE 2640, 4640, MUSC 1110, 2400, 2450, 3450, 3740, 4480, 4880, and 4890 (pages 363-364)

7. Pending items

- a. BA in Transatlantic Studies Program – BOR and SACS approval (Dec 10 AC)
- b. Revised course CHEM 1010 – USG General Education Council approval
- c. BGS in General Studies (online deliver) – BOR and SACS (MAR 11 AC)
- d. BA in Interdisciplinary Studies – BOR and SACS (NOV 11 AC)
- e. Inclusion of GEOG 1125 into Area D.I – BOR approval (DEC 11 AC)

REQUEST FOR A REVISED CATALOGUE COPY
(New Learning Outcomes, Admissions, or Other Program Policies)

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number: 212

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall 2012

Degree and Program Name: Early Childhood Education and

Special Education: Early Childhood Special Education General Curriculum

Present Requirements: ADMISSION

3. have achieved at least an overall 2.5 GPA for all majors except Communication Disorders, which requires a 3.0 GPA and Art Education , which requires a 2.75 GPA.

Proposed Requirements: (highlight changes after printing) ADMISSION

3. have achieved at least an overall 2.5 GPA for all majors except Communication Disorders, which requires a 3.0 GPA; Art Education , which requires a 2.75 GPA; Early Childhood Education, which requires a 2.75 GPA; and Special Education - Early Childhood Special Education General Curriculum which require a 2.75 GPA.

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

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other The Department of Early Childhood and Special Education has increased the GPA for admission to and exit from the program to a 2.75 in order to improve the content knowledge of these educators.

Source of Data to Support Suggested Change:

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

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

Data Sources:

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

Approvals:	
Department Head: <i>Shirley P. Andrews</i>	Date: <i>3/1/12</i>
College/Division Exec. Committee: <i>K. Hull</i>	Date: <i>3/1</i>
Dean(s)/Director(s): <i>Kal Hill</i>	Date: <i>3/1</i>
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

206



Approvals: Shirley P. Andrews, Department Head Shirley P. Andrews 3/1/12
 Karla M. Hull, Dean Kel Hull 3/1/2012
 Registrar _____
 From: Julia M. Reffel, Julia M. Reffel
 Department of Early Childhood and Special Education
 Date: February 7, 2012
 RE: Change in prerequisite statement for three courses

The Department of Early Childhood and Special Education is seeking approval to increase the GPA for admission and exit from two undergraduate programs. These programs have required practica that list the current (2.5) GPA as prerequisite. However, students in another major take these practica. Therefore, we are requesting to please delete the following prerequisite statement from the courses listed below:

"2.5 GPA"

And replace it with the statement,

"Maintenance of Required GPA"

Courses:

- ECSE 3390 Early Childhood Inclusive Practicum and Seminar: PreK-K
- ECSE 3490 Early Childhood Inclusive Practicum and Seminar: Grades 1-3
- ECSE 4390 Early Childhood Inclusive Practicum and Seminar: Grades 4-5

RECEIVED

MAR - 2 2012

OFFICE OF THE REGISTRAR
 VALDOSTA STATE UNIVERSITY

Department of Early Childhood & Special Education
 Address 1500 N. Patterson St. • Valdosta, GA 31698-0092
 Phone 229.333.5929 • Fax 229.219.1225

207

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 01/12/2012 (mm/dd/yyyy)

Department Initiating Revision:
Early Childhood and Special Education

Faculty Member Requesting Revision:
Julia M. Reffel

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

ECED 3190 Early Childhood Practicum and Seminar: PreK-K

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

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: ECED 2999, a minimum GPA of 2.5

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: ECED 2999, a minimum GPA of 2.75.

Co-requisites:

Course Description:

Semester/Year to be Effective:
Fall 2012

Estimated Frequency of Course Offering:
Fall

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: The Department of Early Childhood and Special Education voted to raise the GPA for entrance to the program from 2.5-2.75.

Plans for assessing the effectiveness of the course:

Course Evaluations

Program Assessments approved by NCATE, PSC, and ACEI

208

Approvals:	
Dept. Head: <i>Shirley B. Andrews</i>	Date: <i>3/1/12</i>
College/Division Exec. Comm.: <i>Neil He</i>	Date: <i>3/1/12</i>
Dean/Director: <i>K D.</i>	Date: <i>3/1/12</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: August 6, 2009

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

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

REQUIRED TEXTBOOKS

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

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

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

COURSE DESCRIPTION

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

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

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

GENERAL EDUCATION OUTCOMES (GEO)

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

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

COURSE OBJECTIVES (CO):

The teacher candidate will:

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

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

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

COURSE EVALUATION

Final Grading Scale

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

ATTENDANCE POLICY

Field Experience

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

Content and Methods Seminars

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

PROFESSIONALISM

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

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

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

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

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

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

FIRST OFFENSE:

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

SECOND OFFENSE:

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

SPECIAL NEEDS STATEMENT

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

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

INSTRUCTOR

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

Website:

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 01/12/2012 (mm/dd/yyyy)

Department Initiating Revision:
Early Childhood and Special Education

Faculty Member Requesting Revision:
Julia M. Reffel

Current Course Prefix, Title, & Number:

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

ECED 3690 Practicum II: Classroom Management and Environmental Design K-3

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

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: Appropriate 2999 course, 2.5
GPA, Grade of "S" in ECED 3190

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: Appropriate 2999 course, 2.75
GPA, Grade of "S" in ECED 3190

Co-requisites:

Course Description:

Semester/Year to be Effective:

Fall / 2012

Estimated Frequency of Course Offering:

Spring

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: The GPA for admission and exit from this program has been raised to a 2.75, so that must be a prerequisite for this course so that students will exit with a 2.75 GPA. This is a "checkpoint" course to assure that students are maintaining retention requirements including GPA.

216

Plans for assessing the effectiveness of the course:

Course Assessments

Program Assessments approved by NCATE, PSC, and ACEI

Approvals:	
Dept. Head: <i>Shirley P. Andrews</i>	Date: <i>3/1/12</i>
College/Division Exec. Comm.: <i>K He</i>	Date: <i>3/1/12</i>
Dean/Director: <i>K He</i>	Date: <i>3/1/12</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: August 6, 2009

ECED 3690
Early Childhood Practicum and Seminar: Grades 1-3
2 SEMESTER HOURS

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

REQUIRED TEXTBOOKS

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

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

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

219

COURSE DESCRIPTION

Prerequisites: Appropriate 2999 course, 2.75 GPA, Grade of "S" in ECED 3190. Graded "Satisfactory" or "Unsatisfactory". This is a check-point course, and check-point requirements must be met. Supervised classroom experiences in a first through third grade classroom. Teacher candidates work under the supervision of mentor teachers and university supervisors for a minimum of 100 hours. Teacher candidates will also participate in debriefing seminars focused on the implementation of developmentally appropriate content areas/strands, appropriate teaching formats and strategies, and professional behavior. Teacher candidates will be observed implementing appropriate teaching and management strategies for all students in their first through third grade classroom.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

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

GENERAL EDUCATION OUTCOMES (GEO)

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

COURSE OBJECTIVES (CO):

The teacher candidate will:

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

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. Time Sheet documentation, demonstrating a minimum of 100 hours in the classroom
2. Teaching observed and assessed using the COE Observation Instrument by University Supervisor, Mentor Teacher, Peer, and Self (CO 2, 3, 4)
3. Reflective Journal Entries (as assigned by the University Supervisor) (CO 1, 2, 3, 4)
4. Final Evaluation of the Practicum Student by the Mentor Teacher (CO 1, 2, 3, 4)
5. Letter of Introduction (CO 1)
6. Letter of Appreciation (CO 1)
7. Dispositions and Participation Evaluations (by University Supervisor, Mentor Teacher, and Self) (CO 1)
8. LiveText ECE Initial Program Portfolio entries and all other LiveText requirements (CO 1, 2, 3, 4)
9. Manuscript and Cursive handwriting course lessons (as assigned) (CO 1)
10. Cultural Diversity Experience
11. Seminar attendance and active participation (Seminar topics to include but not limited to Academic Advising, the Arts, Health, LiveText, Physical Education, Professional Ethics, Professional Expectations, Safety, Technology Integration, science, social studies, differentiated instruction for English Language Learners, etc.) (CO 5)

COURSE EVALUATION

Final Grading Scale

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

ATTENDANCE POLICY

Field Experience

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

Content and Methods Seminars

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

PROFESSIONALISM

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

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

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

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

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

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

FIRST OFFENSE:

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

SECOND OFFENSE:

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

SPECIAL NEEDS STATEMENT

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

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

223

INSTRUCTOR

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

Website:

224

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 01/20/2012 (mm/dd/yyyy)

Department Initiating Revision:
Early Childhood and Special Education

Faculty Member Requesting Revision:
Julia M. Reffel

Current Course Prefix, Title, & Number:

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

ECED 4490 Student Teaching and Reflective Seminar in Early Childhood and Special Education

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

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: Appropriate 2999 course, completion of all professional courses with a "C" or higher, and a GPA of 2.5.

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: Completion of all core and previous semester professional courses (professional courses with a "C" or higher) and a GPA of 2.75.

Co-requisites:

Course Description:

Semester/Year to be Effective:

Fall 2012

Estimated Frequency of Course Offering:

Spring

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: The GPA for admission and exit from this program has been raised to a 2.75, so that must be a prerequisite for this course so that students will exit with a 2.75 GPA.

225

Plans for assessing the effectiveness of the course:

Course Evaluations

Program Assessments approved by NCATE, PSC, and ACEI

Approvals:	
Dept. Head: <i>Shirley P. Andrew</i>	Date: <i>3/1/12</i>
College/Division Exec. Comm.: <i>Kel Hu</i>	Date: <i>3/1/12</i>
Dean/Director: <i>Kel Hu</i>	Date: <i>3/1/12</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: August 6, 2009

ECSE 4490
**Student Teaching and Reflective Seminar in
Early Childhood and Special Education**
9 SEMESTER HOURS

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

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

Equity Principle: All learners deserve high expectations and support

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

REQUIRED TEXTBOOKS

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

COURSE DESCRIPTION

Prerequisite: Appropriate 2999 course, completion of all professional courses with a “C” or higher, and a GPA of 2.75. Co-requisite: ECSE 4420. A full-day, semester-long experience in early childhood inclusive P-5 classrooms under the supervision of a mentor teacher and a university supervisor.

228

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

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

COURSE OBJECTIVES (CO):

The teacher candidates will:

1. Demonstrate skill in planning for appropriate student learning by developing individual and thematic lesson plans using state (GPS/CCS, Georgia's Pre-K Program Content Standards) and local (textbooks, curriculum guides, etc.) curriculum resources. (CFP 1, 2, 7)
2. Demonstrate knowledge of skill in and acceptance of individual and group needs of pupils of differing economic, social, racial, ethnic, and religious backgrounds and with handicapping conditions with whom they work when planning lessons and during day-to-day interactions. (CFP 3, 4)
3. Demonstrate teaching competence by implementing lesson plans. (CFP 2,4,6)
4. Demonstrate skills in observing and assessing pupil behavior and performance by implementing lesson plans. (CFP 8, 9)
5. Demonstrate knowledge of content appropriate for early childhood levels by successfully planning, implementing, and assessing teaching /learning episodes. (CFP 1, 2, 7)
6. Demonstrate competence in creating/maintaining appropriate learning environments (physical and affective). (CFP 2, 4, 5)

7. Demonstrate competence in the skills and abilities needed to work with parents, paraprofessionals, and other adults in the school environment. (CFP 10)
8. Employ appropriate classroom management techniques that will promote the social, emotional, and academic development of all pupils.
9. Demonstrate skill as a reflective practitioner/professional. (CFP 9)
10. Demonstrate knowledge and skill in identifying state, local, and school resources and personnel and appropriate referral strategies to link families with a range of family-orientated services.
11. Develop and implement evaluation procedures aligned to lesson plans and IEP objectives. (CFP 4)
12. Provide written data (graphs) that demonstrate the ability to positively impact the development and learning for the whole child. (CFP 2)
13. Make changes (modifications) in future lesson plans (including, but not limited to instructional strategies) based on student performance data. (CFP 3, 5)

COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS

1. **DATA COLLECTION:** Teacher candidates will collect performance data on individual students. Data collection sheets with specific requirements will be provided. (CO: 2,5,6,7)
2. **INDIVIDUALIZED EDUCATION PROGRAMS (IEP):** If given parental permission, review the IEP for each student in assigned class (review form provided) and use this information to plan and provide appropriate instruction and learning environments for these students (CO: 1,2,3,5,6,7,8)
3. **LIVETEXT REQUIRMENTS:** Teacher candidates will complete all College of Education and departmental LiveText requirements.
4. **APPLIED INTERVENTION PROJECT:** The Applied Intervention Project is designed to provide candidates with an opportunity to demonstrate their ability to review IEPs, assess student behaviors, identify behaviors for change, review literature that provides an evidence-base for a teaching strategy that has been shown to be successful in changing a similar behavior, implement the teaching strategy, and evaluate the impact on student learning. The

teacher candidates will: a. identify one or more students currently performing below grade level/IEP goals in a curricular area/GPS/academic behavior; b. select and implement an appropriate research-based strategy to positively impact the students' academic performance in this skill with the assistance of the instructor and mentor teacher' c. collect, graph, and evaluate data on the students' performance during baseline and intervention.

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

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

8. Mentor Teacher Evaluations of Observations (CO 1, 2, 3, 4, 5, 6, 7, 8, 9): Teacher candidates will be observed formally a minimum of three (3) times by the mentor teacher using the COE Observation Instrument. Each evaluation consists of (1) an observation of the teacher candidate teaching a complete lesson and using an observation form provided by VSU and (2) a conference with the teacher candidate. It is to the teacher candidate's advantage to teach a different subject each time that she/he is observed. The three evaluations will be completed on an online evaluation form.
9. Induction Website Discussion: (CO 9,10) Teacher candidate will participate in online discussion using the discussion board found on the following website: <http://www.valdosta.edu/coe/ecre/induction/induction.shtml>. Requirements will be given in the student teaching seminars as scheduled by your university supervisor.
10. Videotaped Teacher Candidate Self-Evaluations of Instruction (CO 1, 2, 3, 4, 5, 6, 7, 8, 9): Teacher candidate will videotape and complete a minimum of three (3) self-evaluations of instruction using the COE Observation Instrument. The initial and final self-evaluations will be completed in LiveText. The midterm will be a paper copy of the COE Observation Instrument.

231

11. Full-Time (Solo) Teaching Responsibility (CO 1, 3, 8): The teacher candidate, in order to successfully complete the teacher candidate experience, will complete a total of four weeks in which she/he has the full responsibility for the classroom. Although both the mentor teacher and the university supervisor will monitor this time, the teacher candidate will plan, teach, evaluate, etc., as if she/he were the teacher.
12. Lesson Plans (CO 1, 3, 4, 5): The lesson plan will follow the format posted on the departmental website. A minimum of one week of detailed lesson plans is required when the teacher candidate assumes the responsibility for planning and teaching a new content area. All lesson plans for the following week must be submitted to the mentor for approval and editing no later than Thursday morning preceding the teaching of the lessons. Provide a copy of the lesson plan to the university supervisor or mentor teacher prior to each classroom observation.
NOTE: "Abbreviated" lesson plans may be approved by the university supervisor and mentor teacher after the teacher candidate has demonstrated satisfactory planning skills. See the format in the Departmental Handbook for Student Teaching and Internship. A detailed lesson plan is required for all scheduled formal observations by the mentor, university supervisor, and/or teacher candidate (self-assessment).
13. Teacher Work Sample (CO 1, 3, 4, 5): Requirements will be given in the Student Teaching Seminar, as scheduled by the teacher candidate's university supervisor.
14. Supporting Classroom Learning (CO 1, 5, 6, 8): During the semester, at least one of the following projects must be completed. This can be a part of your TWS or used at any time during the semester. Please note it is to be a teaching tool, not a favorite lesson activity:
 - a. One bulletin board, approved in advance by the mentor teacher, will be designed and displayed in the classroom, when appropriate and directly related to the lessons. Teacher candidate is to submit a one-page paper listing the learning outcome, GPS, describing how it was used, and evaluating the bulletin board. The bulletin board should be interactive (containing material that will actively involve the students).
 - b. A learning station, approved in advance by the mentor teacher, may be planned to complement teacher work sample or other current classroom objectives. This should be an independent learning experience. Teacher candidate is to submit a one-page paper listing the primary learning outcome, GPS, describing how it was used, and evaluating the learning station.
15. Seminar Attendance (CO 1): The teacher candidate will attend seminars held periodically throughout the student teaching experience, as scheduled by the teacher candidate's university supervisor. Seminar topics include completing the teacher work sample; an examination of interrelationships of home, school, and community resources; classroom management; parent conferencing; and others deemed appropriate. Attendance at the seminars is mandatory and may require the teacher candidate to leave school early that day.
16. Scheduled Family Member Conference (CO 6): Participate in a scheduled family member conference. This could include an SST meeting or parent conference. Submit a one page

232

paper stating who attended the conference by position (i.e., teacher, mother, father; do not use names), purpose of the conference, what happened during the conference, and an evaluation of the conference.

17. Teacher Candidate Self-Evaluation of Dispositions (CO 9): Complete the "ECE Disposition Evaluation" in LiveText.
18. Mentor Teacher Evaluation of Dispositions (CO 9): Mentor teachers will complete a paper copy of the Disposition Evaluation that will be placed in the student teacher folder.
19. University Supervisor Evaluation of Dispositions (CO 9): Send the "ECE Disposition Evaluation" document for review to your university supervisor. The university supervisor will complete the disposition evaluation in LiveText.
20. The teacher candidate is expected to adhere to the Professional educator's role as defined by the Georgia Professional Standards Commission: *The code of Ethics for Educators*. (CO:8,11,17,18).

COURSE EVALUATION

Evaluation Instruments/Methods

1. Data Collection
2. Individualized Education programs (IEP)
3. LiveText Requirements
4. Applied Intervention Project
5. Letter of Introduction (CO 2)
6. Instructional Schedule (CO 7, 9)
7. University Supervisor Evaluations of Observations (CO 1, 2, 3, 4, 5, 6, 7, 8, 9)
8. Mentor Teacher Evaluations of Observations (CO 1, 2, 3, 4, 5, 6, 7, 8, 9)
9. Teacher Candidate Self-Evaluations of Instruction (CO 1, 2, 3, 4, 5, 6, 7, 8, 9)
10. Full Time (Solo) Teaching Responsibility (CO 1, 3, 8)
11. Lesson Plans (CO 1, 3, 4, 5)
12. Teacher Work Sample (CO 1, 3, 4, 5)
13. Supporting Classroom Learning (CO 2, 4, 5, 6, 8)
14. Seminar Attendance (CO 1)
15. Scheduled Family Member Conference (CO 6)
16. Participation (CO 9)
17. Teacher Candidate Self-Evaluation of Dispositions (CO 9)
18. N Mentor Teacher Evaluation of Dispositions (CO 9)
19. University Supervisor Evaluation of Dispositions (CO 9)
20. Induction Website Discussion (CO 9,10)

This is a course for which 12 undergraduate credits are awarded. In addition to conferences during routine visits, conferences among the teacher candidate, mentor teacher, and university

supervisor are held at midterm and at the conclusion of the student teaching experience. The university supervisor relies heavily on the mentor teacher's assessment of the teacher candidate; however, the university supervisor has responsibility for assigning the final course grade. The final assessment is based primarily on one's performance at the end of the period, not necessarily on early performances. Candidates who earn a rating of 1 for any indicator on the Final Evaluation, using the COE Observation Instrument, will not be eligible to successfully complete student teaching.

Final Grading Scale

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

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

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

ATTENDANCE POLICY

Teacher candidates must be in the school each day for the hours scheduled for the mentor teacher. Teacher candidates who arrive late, leave early, or are absent without prior notification are subject to removal from the school setting. There will be no absences during student teaching. If you must be absent for an emergency or illness, notify your school mentor as soon as possible **via the telephone. Do not** use e-mail or text messaging for this purpose. If you cannot reach your mentor teacher via the telephone, call your school's main office as early as possible in the morning. For example, if you are ill in the evening, you should call the mentor then, so that he/she will be prepared for your absence. Make sure that you have written down your mentor teacher's home telephone number and the school's telephone number and have these numbers with you at all times. You must notify your VSU supervisor if you have to be absent from school; it is acceptable to use e-mail for this purpose. The teacher candidate will schedule appointments or other business so as not to interfere with the school day. **WARNING!** Absences (even those meeting the above criteria) totaling three days or more require review of the teacher candidate's placement and may result in extension or cancellation of the student teaching experience.

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT OF PLAGIARISM

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

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

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

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

FIRST OFFENSE:

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

SECOND OFFENSE:

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

VSU ACCESS OFFICE

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

235

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

INSTRUCTOR

Name:

Office address:

Office hours:

Telephone number:

Email address:

Website:

236

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 01/12/2012 (mm/dd/yyyy)

Department Initiating Revision:
Early Childhood and Special Education

Faculty Member Requesting Revision:
Julia M. Reffel

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

ECED 4690 Early Childhood Practicum and Seminar: Grades 4-5

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

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: Appropriate 2999 course, 2.5
GPA, Grade of "S" in ECED 3190 and ECED
3690

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: Appropriate 2999 course, 2.75
GPA, Grade of "S" in ECED 3190 and ECED
3690

Co-requisites:

Course Description:

Semester/Year to be Effective:

Fall/2012

Estimated Frequency of Course Offering:

Fall

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: The GPA for admission and exit from this program has been raised to a 2.75, so that must be a prerequisite for this course so that students will exit with a 2.75 GPA.

237

Plans for assessing the effectiveness of the course:

Course Evaluations

Program Assessments approved by NCATE, PSC, and ACEI

Approvals:	
Dept. Head: <i>Shirley P. Anderson</i>	Date: <i>3/1/12</i>
College/Division Exec. Comm.: <i>Kel Her</i>	Date: <i>3/1/12</i>
Dean/Director: <i>Kel Her</i>	Date: <i>3/1/12</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: August 6, 2009

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

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

REQUIRED TEXTBOOKS

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

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

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

COURSE DESCRIPTION

Prerequisites: Appropriate 2999 course, 2.75 GPA, Grade of "S" in ECED 3190 and ECED 3690. Graded "Satisfactory" or "Unsatisfactory". Supervised classroom experiences in a fourth or fifth grade classroom. Teacher candidates work under the supervision of mentor teachers and university supervisors for a minimum of 100 hours. Teacher candidates will also participate in debriefing seminars focused on the implementation of developmentally appropriate content areas/strands, appropriate teaching formats and strategies, and professional behavior. Teacher candidates will be observed implementing appropriate teaching and management strategies for all students in their fourth or fifth grade classroom.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

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

GENERAL EDUCATION OUTCOMES (GEO)

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

COURSE OBJECTIVES (CO):

The teacher candidate will:

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

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

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

COURSE EVALUATION

Final Grading Scale

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

ATTENDANCE POLICY

Field Experience

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

Content and Methods Seminars

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

PROFESSIONALISM

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

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

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

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

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

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

FIRST OFFENSE:

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

SECOND OFFENSE:

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

SPECIAL NEEDS STATEMENT

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

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

INSTRUCTOR

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

Website:

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 01/20/2012 (mm/dd/yyyy)

Department Initiating Revision:
Early Childhood and Special Education

Faculty Member Requesting Revision:
Julia M. Reffel

Current Course Prefix, Title, & Number:

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

ECED 4790 Student Teaching and Reflective Seminar in Early Childhood Education

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

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: Completion of all requirements to student teach as listed in the university's undergraduate catalog.

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: Completion of all core and previous semester professional courses (professional courses with a "C" or higher) and a GPA of 2.75.

Co-requisites:

Course Description:

Semester/Year to be Effective:

Fall 2012

Estimated Frequency of Course Offering:

Spring

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: The GPA for admission and exit from this program has been raised to a 2.75, so that must be a prerequisite for this course so that students will exit with a 2.75 GPA.

246

Plans for assessing the effectiveness of the course:

Course Evaluations

Program Assessments approved by NCATE, PSC, and ACEI

Approvals:	
Dept. Head: <i>Shirley L. Andrews</i>	Date: <i>3/1/12</i>
College/Division Exec. Comm.: <i>Kal Hs</i>	Date: <i>3/1/12</i>
Dean/Director: <i>Kal Hs</i>	Date: <i>3/1/12</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: August 6, 2009

ECED 4790
STUDENT TEACHING AND REFLECTIVE SEMINAR
IN EARLY CHILDHOOD EDUCATION
9 SEMESTER HOURS

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

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

REQUIRED TEXTBOOKS

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

COURSE DESCRIPTION

Prerequisites: Completion of all core and previous semester professional (professional courses with a "C" or higher) and a GPA of 2.75. Co-requisite ECSE 4420 A full-day, semester-long experience in an early childhood classroom (P-5) under the direct supervision of an assigned mentor teacher and university supervisor. The seminar examines interrelationships of home, school and community resources and other topics related to the student teaching experience.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

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

GENERAL EDUCATION OUTCOMES

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

COURSE OBJECTIVES (CO)

The student will

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

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

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

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

The absence of the mentor teacher is encouraged during observation by the university supervisor; however, the mentor teacher is welcome to attend the conference if classroom supervision can be arranged.
- D. Mentor Teacher Evaluations of Observations (CO 1, 2, 3, 4, 5, 6, 7, 8, 9): Teacher candidates will be observed formally a minimum of three (3) times by the mentor teacher using the COE Observation Instrument. Each evaluation consists of (1) an observation of the teacher candidate teaching a complete lesson and using an observation form provided by VSU and (2) a conference with the teacher candidate. It is to the teacher candidate's

advantage to teach a different subject each time that she/he is observed. The three evaluations will be completed on an online evaluation form.

- E. Induction Website Discussion: (CO 9,10) Teacher candidate will participate in online discussion using the discussion board found on the following website: <http://www.valdosta.edu/coe/ecre/induction/induction.shtml>. Requirements will be given in the student teaching seminars as scheduled by your university supervisor.
- F. Videotaped Teacher Candidate Self-Evaluations of Instruction (CO 1, 2, 3, 4, 5, 6, 7, 8, 9): Teacher candidate will videotape and complete a minimum of three (3) self-evaluations of instruction using the COE Observation Instrument. The initial and final self-evaluations will be completed in LiveText. The midterm will be a paper copy of the COE Observation Instrument.
- G. Full-Time (Solo) Teaching Responsibility (CO 1, 3, 8): The teacher candidate, in order to successfully complete the teacher candidate experience, will complete a total of four weeks in which she/he has the full responsibility for the classroom. Although both the mentor teacher and the university supervisor will monitor this time, the teacher candidate will plan, teach, evaluate, etc., as if she/he were the teacher.
- H. Lesson Plans (CO 1, 3, 4, 5): The lesson plan will follow the format posted on the departmental website. A minimum of one week of detailed lesson plans is required when the teacher candidate assumes the responsibility for planning and teaching a new content area. All lesson plans for the following week must be submitted to the mentor for approval and editing no later than Thursday morning preceding the teaching of the lessons. Provide a copy of the lesson plan to the university supervisor or mentor teacher prior to each classroom observation.
NOTE: "Abbreviated" lesson plans may be approved by the university supervisor and mentor teacher after the teacher candidate has demonstrated satisfactory planning skills. See the format in the Departmental Handbook for Student Teaching and Internship. A detailed lesson plan is required for all scheduled formal observations by the mentor, university supervisor, and/or teacher candidate (self-assessment).
- I. Teacher Work Sample (CO 1, 3, 4, 5): Requirements will be given in the Student Teaching Seminar, as scheduled by the teacher candidate's university supervisor.
- J. Supporting Classroom Learning (CO 1, 5, 6, 8): During the semester, at least one of the following projects must be completed. This can be a part of your TWS or used at any time during the semester. Please note it is to be a teaching tool, not a favorite lesson activity:
1. One bulletin board, approved in advance by the mentor teacher, will be designed and displayed in the classroom, when appropriate and directly related to the lessons. Teacher candidate is to submit a one-page paper listing the primary learning outcome, GPS, describing how it was used, and evaluating the bulletin board. The bulletin board should be interactive (containing material that will actively involve the students).
 2. A learning station, approved in advance by the mentor teacher, may be planned to complement teacher work sample or other current classroom objectives. This should be an independent learning experience. Teacher candidate is to submit a one-page

- paper listing the primary learning outcome, GPS, describing how it was used, and evaluating the learning station.
3. A website may be created to complement the teacher work sample or other current classroom objectives. Teacher candidate is to submit a one-page paper giving the URL for the website, listing the primary learning outcome, GPS, describing how it was used, and evaluating the website.
 4. A website may be created to communicate with family members by sharing student work and information pertaining to the classroom activities. Teacher candidate is to submit a one-page paper giving the URL for the website, a description, and an evaluation of the website.
- K. Seminar Attendance (CO 1): The teacher candidate will attend seminars held periodically throughout the student teaching experience, as scheduled by the teacher candidate's university supervisor. Seminar topics include completing the teacher work sample; an examination of interrelationships of home, school, and community resources; classroom management; parent conferencing; and others deemed appropriate. Attendance at the seminars is mandatory and may require the teacher candidate to leave school early that day.
- L. Scheduled Family Member Conference (CO 6): Participate in a scheduled family member conference. This could include an SST meeting or parent conference. Submit a one page paper stating who attended the conference by position (i.e., teacher, mother, father; do not use names), purpose of the conference, what happened during the conference, and an evaluation of the conference.
- M. Participation (CO 9): Participate actively in all seminars. Have the necessary resources and materials required for all seminars and meetings.
- N. Teacher Candidate Self-Evaluation of Dispositions (CO 9): Complete the "ECE Disposition Evaluation" in LiveText.
- O. Mentor Teacher Evaluation of Dispositions (CO 9): Mentor teachers will complete a paper copy of the Disposition Evaluation that will be placed in the student teacher folder.
- P. University Supervisor Evaluation of Dispositions (CO 9): Send the "ECE Disposition Evaluation" document for review to your university supervisor. The university supervisor will complete the disposition evaluation in LiveText.
- Q. The teacher candidate is expected to adhere to the Professional educator's role as defined by the Georgia Professional Standards Commission: *The code of Ethics for Educators*. (CO:8,11,17,18).

COURSE EVALUATION

Evaluation Instruments/Methods

- A. Letter of Introduction (CO 2)
- B. Instructional Schedule (CO 7, 9)
- C. University Supervisor Evaluations of Observations (CO 1, 2, 3, 4, 5, 6, 7, 8, 9)
- D. Mentor Teacher Evaluations of Observations (CO 1, 2, 3, 4, 5, 6, 7, 8, 9)

- E. Teacher Candidate Self-Evaluations of Instruction (CO 1, 2, 3, 4, 5, 6, 7, 8, 9)
- F. Full Time (Solo) Teaching Responsibility (CO 1, 3, 8)
- G. Lesson Plans (CO 1, 3, 4, 5)
- H. Teacher Work Sample (CO 1, 3, 4, 5)
- I. Supporting Classroom Learning (CO 2, 4, 5, 6, 8)
- J. Seminar Attendance (CO 1)
- K. Scheduled Family Member Conference (CO 6)
- L. Participation (CO 9)
- M. Teacher Candidate Self-Evaluation of Dispositions (CO 9)
- N. Mentor Teacher Evaluation of Dispositions (CO 9)
- O. University Supervisor Evaluation of Dispositions (CO 9)
- P. Induction Website Discussion (CO 9,10)

This is a course for which 12 undergraduate credits are awarded. In addition to conferences during routine visits, conferences among the teacher candidate, mentor teacher, and university supervisor are held at midterm and at the conclusion of the student teaching experience. The university supervisor relies heavily on the mentor teacher's assessment of the teacher candidate; however, the university supervisor has responsibility for assigning the final course grade. The final assessment is based primarily on one's performance at the end of the period, not necessarily on early performances. Candidates who earn a rating of 1 for any indicator on the Final Evaluation, using the COE Observation Instrument, will not be eligible to successfully complete student teaching.

Final Grading Scale

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

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

ATTENDANCE POLICY

Teacher candidates must be in the school each day for the hours scheduled for the mentor teacher. Teacher candidates who arrive late, leave early, or are absent without prior notification are subject to removal from the school setting. There will be no absences during student teaching. If you must be absent for an emergency or illness, notify your school mentor as soon as possible **via the telephone**. **Do not** use e-mail or text messaging for this purpose. If you cannot reach your mentor teacher via the telephone, call your school's main office as early as possible in the morning. For example, if you are ill in the evening, you should call the mentor then, so that he/she will be prepared for your absence. Make sure that you have written down your mentor teacher's home telephone number and the school's telephone number and have these numbers

with you at all times. You must notify your VSU supervisor if you have to be absent from school; it is acceptable to use e-mail for this purpose. The teacher candidate will schedule appointments or other business so as not to interfere with the school day. **WARNING!** Absences (even those meeting the above criteria) totaling three days or more require review of the teacher candidate's placement and may result in extension or cancellation of the student teaching experience.

DEWAR COLLEGE OF EDUCATION: POLICY STATEMENT ON PLAGIARISM

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

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

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

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

FIRST OFFENSE:

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

SECOND OFFENSE:

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

SPECIAL NEEDS STATEMENT

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

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

INSTRUCTOR

Name:

Office address:

Office phone:

E-mail address:

Office hours:

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 01/12/2012 (mm/dd/yyyy)

Department Initiating Revision:
Early Childhood and Special Education

Faculty Member Requesting Revision:
Julia M. Reffel

Current Course Prefix, Title, & Number:

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

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

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

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: Completion of all core and previous semester professional courses (professional courses with a "C" or higher) and a minimum GPA of 2.5.

Co-requisites:

Course Description: Examination of the nature, extent and significance of involving families in the education of children in grades pre-kindergarten through five. Interrelationships of home, school, and community agencies are examined in light of various programs, methods and techniques of parent education. Leadership skills are emphasized in the areas of training, supporting, and guiding paraeducators and parent and community volunteers within the context of a developmentally appropriate classroom environment. Components of creating an elementary classroom environment that are conducive to learning will be discussed.

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: Completion of all core and previous semester professional courses (professional courses with a "C" or higher) and a minimum GPA of 2.75.

Co-requisites:

Course Description: Graded "Satisfactory" or "Unsatisfactory" Examination of the nature, extent and significance of involving families in the education of children in grades pre-kindergarten through five. Interrelationships of home, school, and community agencies are examined in light of various programs, methods and techniques of parent education. Leadership skills are emphasized in the areas of training, supporting, and guiding paraeducators and parent and community volunteers within the context of a developmentally appropriate classroom environment. Components of creating an elementary classroom environment that are conducive to learning will be discussed.

Semester/Year to be Effective:
Fall, 2012

Estimated Frequency of Course Offering:
Spring

Indicate if Course will be : Requirement for Major Elective

257

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: ECSE 4420 is a course that results in a letter grade. We would like to have it become graded as Satisfactory or Unsatisfactory as it is a seminar that accompanies student teaching (which is also S/U) Additionally, the GPA for admission and exit from this program has been raised to a 2.75, so that must be a prerequisite for this course so that students will exit with a 2.75 GPA.

Plans for assessing the effectiveness of the course:

Course Evaluations

Program Assessments already approved by NCATE, PSC, and ACEI

Approvals:	
Dept. Head: <i>Shirley B. Andrews</i>	Date: <i>3/1/12</i>
College/Division Exec. Comm.: <i>Kel The</i>	Date: <i>3/1/12</i>
Dean/Director: <i>Kel The</i>	Date: <i>3/1/12</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: August 6, 2009

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

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

REQUIRED TEXTBOOK

Ariza, E. N. W. (2010). *Not for ESOL teachers: What every classroom teacher needs to know about the linguistically, culturally, and ethnically diverse student (2nd ed.)*. Boston: Allyn and Bacon.

COMP Classroom Organization and Management Program Workshop Manual (\$85.00)
purchased through the Department of Early Childhood and Reading Education

EDMODO – Free account, registered and affiliated with ECSE 4420 course.

Selected articles posted to EDMODO.

COURSE DESCRIPTION

Prerequisites: Completion of all core and previous semester professional courses (professional courses with a "C" or higher) and a GPA of 2.75. Co-requisite: ECSE 4490 or ECED 4790. Examination of the nature, extent, and significance of involving families in the education of children in grades pre-kindergarten through five. Interrelationships of home, school, and community agencies are examined in light of various programs, methods, and techniques of parent education. Leadership skills are emphasized in the areas of training, supporting, and guiding paraeducators and parent and community volunteers within the context of a developmentally appropriate classroom environment. Components of creating an elementary classroom environment that are conducive to learning will be discussed.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

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

COURSE OBJECTIVES (CO)

The teacher candidates will:

1. Describe the relevance of home, school, and community influences on students' lives. (CFS 2, 6)
2. Develop and implement a plan to maintain positive, collaborative relationships with the families of the students in the classrooms. (CFS 2, 3, 5, 6)
3. Describe how differences in family structures and social and cultural backgrounds impact students' development, learning, and behavior. (CFS 2, 6)
4. Demonstrate knowledge and skill in identifying state and local resources and

appropriate referral strategies to link families with a range of family oriented services. (CFS 2, 3, 6)

5. Work collaboratively on behalf of all students with their families, school personnel, and community agencies. (CFS 2, 3, 6)
6. Develop the skills to work collaboratively with and effectively utilize paraeducators and volunteers in educational. (CFS 1, 2, 3, 4, 5, 6)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. *Neighborhood Map Project:* In order to effectively meet the needs of students in your classroom, it is important to know the former experiences, backgrounds, and funds of knowledge (Moll, Amanti, Neff, & Gonzalez, 1992) that students bring with them. One way to begin to explore and reflect on the “lived experiences” of students in your classroom is to explore the home environment and surroundings of students in your classroom. For this project, you will work in small groups of no more than six students. Your group will be responsible for locating a neighborhood where students in your classroom live. You will drive through the neighborhood making notes of what you see and how you feel that the home environments of students may influence school interactions. Using the information you collect, you will be responsible for creating a “My Map” in Google. Instructions for how to use this resource are available online (<http://youtu.be/TftFnot5uXw>). This map must include at least five points of interests. Included in the “description” of each of these pinpoints on your map, you must include a reflection on what your group believes this point of interest within the neighborhood reveals about the cultural background and “lived experiences” of students. Your group must post the URL to your Google “My Map” on the news feed within Edmodo by the assigned date. Upon completion of your posting of your “My Map” URL, your group will be responsible for reviewing the neighborhood map projects of at least two other groups and commenting on what their thoughts revealed to you about the connection between the home and school lives of children.
2. *Home/School Collaboration Plan:* The connection between home and school will be a critical component in determining the level of success that children in your classroom will achieve. For this project, you must begin to brainstorm ways that you can encourage participation of the parent(s)/guardian(s) of children in your classroom in their academic lives. Working in a small group of no more than six individuals, you must design a plan, using Glogster (<http://edu.glogster.com>) to facilitate home/school collaboration and communication. Your group will choose three of the following activities to offer suggestions/guidelines for enhancing collaboration/communication: parent/guardian visits to the classroom, back-to-school nights, parent education programs, resource rooms, classroom newsletters, parent/teacher conferences and/or student referral processes. Your group will be responsible for posting your Glogster poster to the news feed within Edmodo by the assigned date. Upon completion of your posting of your Glogster poster, you will be responsible for reviewing the Glogster posters of at least two other groups and commenting on their suggestions for improving home/school collaboration and communication by the assigned date.

262

3. *EdModo Discussion*: Throughout the semester, you will be expected to engage in discussion surrounding scenarios, prompts, polls, and/or videos relating to classroom management, cultural diversity, and collaboration. On the weeks that class is held online through EdModo, you will be responsible for responding to the prompt that will be sent to you through your news feed. (CO 3).
4. *Individualized Education Program Meeting*: Collaborate with the mentor teacher, other school professionals, and parents, to analyze assessment data and develop Individualized Education Program goals based on assessment. Participate in the Individualized Education Program collaborative meeting and reflect in an online (CO 5, 6).
5. *Paraprofessional, Volunteer, College Student, or Substitute Integration*: Based upon your lesson plans, develop guidelines for paraprofessional, volunteer, college student or substitute teacher. Also, discuss your role with other professionals such as academic coach, school counselor or co-teacher roles in terms of responsibilities, and expectations before, during, and after instruction. Describe how community volunteers can be integrated into classroom use (CO 3, 5, 6)

COURSE EVALUATION

Evaluation Instruments/Methods

Assignment
1. Neighborhood Map
2. Home/School Collaboration Glogster
3. EdModo Discussions / Poll
4. Individualized Education Plan Meeting Discussion
5. Parapro & Volunteer Integration Discussion

GRADING SCALE

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

ATTENDANCE POLICY

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

263

STUDENT OPINION OF INSTRUCTION (SOI)

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 data 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>.

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

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

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

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

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

FIRST OFFENSE:

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

SECOND OFFENSE:

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

264

of Education Concern Form Policy, "a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee."

3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

According to the Academic Honesty Policies and Procedures document, "after a second Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

ACCESS CENTER

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

INSTRUCTORS

Name:

Office address:

Office phone:

E-mail address:

Office hours:

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 01/20/2012 (mm/dd/yyyy)

Department Initiating Revision:
Early Childhood and Special Education

Faculty Member Requesting Revision:
Julia M. Reffel

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

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

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description: Introduction to children's emergent literacy, including reading and writing development, phonological awareness, phonemic awareness, concepts about print, oral language development, speaking and listening development, and developmental writing. ECSE 3390, ECED 3190 or a practicum approved at the program level is required as a co-requisite of this course.

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description: Introduction to children's emergent literacy, including reading and writing development, phonological awareness, phonemic awareness, concepts about print, oral language development, speaking and listening development, and developmental writing. The integration of children's literature and fine arts into teaching is emphasized. ECSE 3390, ECED 3190 or a practicum approved at the program level is required as a co-requisite of this course.

Semester/Year to be Effective:
Fall, 2012

Estimated Frequency of Course Offering:
Fall

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies: The addition of an emphasis on children's literature and fine arts assists in meeting the ACEI standards.

266

Other:

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. Student Opinions of Instruction

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

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. Student Opinion of Instruction

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

Approvals:	
Dept. Head: <i>Shirley B. Andrews</i>	Date: <i>3/1/12</i>
College/Division Exec. Comm.: <i>Kel 1/12</i>	Date: <i>3/1/12</i>
Dean/Director: <i>Kel 1/12</i>	Date: <i>3/1/12</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 01/20/2012 (mm/dd/yyyy)

Department Initiating Request:
Early Childhood and Special Education

Faculty Member Requesting:
Julia M. Reffel

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
ECSE 2999

Proposed New Course Title:
Entry to the Education Profession
Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Entry to Education

Semester/Year to be Effective:
Fall 2012

Estimated Frequency of Course Offering:
Fall, Spring Summer

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 0

Lab Hours: 0

Credit Hours: 0

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Graded "Satisfactory" or "Unsatisfactory." A required non-credit course for all teacher education candidates pursuing a VSU recommendation for initial certification; must be successfully completed prior to admission to teacher education. Candidates are required to establish an electronic portfolio and provide evidence that all teacher education admission requirements have been satisfactorily met. If an "Unsatisfactory" grade is earned, the course must be repeated until a "Satisfactory" grade is received.

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: This course was developed to identify students entering the programs of Early Childhood Education and Special Education Early Childhood General Curriculum with the required 2.75 GPA.

Source of Data to Support Suggested Change:

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

269

Plans for assessing the effectiveness of the course in meeting program's learning outcomes
(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Data Sources:

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

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

Approvals:	
Dept. Head: <i>Shirley P. Andrews</i>	Date: <i>3/1/12</i>
College/Division Exec. Comm.: <i>Kel He</i>	Date: <i>3/1/12</i>
Dean/Director: <i>Kel He</i>	Date: <i>3/1/12</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

ECSE 2999
DEWAR COLLEGE OF EDUCATION
VALDOSTA STATE UNIVERSITY
DEPARTMENT OF EARLY CHILDHOOD & SPECIAL EDUCATION
ENTRY TO THE EDUCATION PROFESSION

Dewar College of Education
Valdosta State University
Department of Early Childhood & Special Education
Conceptual Framework: Guiding Principles
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

Positively Impacting Learning Through Evidence-Based Practices

REQUIRED TEXTBOOKS

In lieu of a textbook, all students are required to purchase access to the College of Education technology-driven assessment system. The LiveText software will be used throughout your professional program and is introduced in this course. (<http://www.college.livetext.com>)

COURSE DESCRIPTION

Graded “Satisfactory” or “Unsatisfactory.” A required non-credit course for all teacher education candidates pursuing a VSU recommendation for initial certification; must be successfully completed prior to admission to teacher education. Candidates are required to establish an electronic portfolio and provide evidence that all teacher education admission requirements have been satisfactorily met. If an “Unsatisfactory” grade is earned, the course must be repeated until a “Satisfactory” grade is received.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

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

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

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

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

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

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

COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS & CHECKLIST

Students will meet all admission to teacher education requirements and document meeting those requirements in their educational portfolios. These requirements are:

- ___ 1. **Minimum GPA of 2.75** on all previously attempted coursework – a minimum of 30 hours of coursework must have been completed prior to enrollment in this course.
- ___ 2. **Satisfactorily meet the VSU Regents' Test Requirement by earning a passing grade in ENGL 1102.**
- ___ 3. **Satisfactory performance on GACE Basic Skills Tests (200, 201, 202)** (or exemption of test)
Exemption scores are: SAT - 1000
 ACT - 43 (Math + English)
 GRE - 1030 (Verbal + Quantitative)
- ___ 4. **Completion of a criminal background check as documented on Teacher Education Information page in BANNER (Go to the COE Advising Center, Education Center, Room 1020.)**
- ___ 5. **Evidence of current professional liability insurance as documented on Teacher Education Information page in BANNER (Go to the COE Advising Center, Education Center, Room 1020.)**
- ___ 6. **Purchase and activate LiveText account** (See LiveText dates and times below)
- ___ 7. **Attend LiveText Orientation session** (See LiveText dates and times below)
- ___ 8. **Completion or Update (if you have done these during a previous semester) of two forms in LiveText** (See LiveText information below for due date for checking for your forms in LiveText; forms will be completed in LiveText orientation)
 - a. 11-12 Disposition Survey Form
 - b. 11-12 Candidate Information Form
- ___ 9. **You must continue to register for and take ECSE 2999 every semester until you are admitted to Teacher Education and earn a grade of "S" in ECSE 2999.**

*****IMPORTANT NOTE: If you are on schedule to begin your first professional semester and would like to be eligible to pre-register for courses, you will need to meet all requirements for earning an "S" in 2999 prior to midterm at the time in-progress grades are due.**

COURSE OUTCOMES/ASSESSMENTS:

In order to earn an "S" (Satisfactory) grade in this course, the following assessments/activities are required:

1. GPA review – student's GPA will be reviewed for required GPA for admission to teacher education
2. Regents' Exam – the transcript will be reviewed to document a passing grade in ENGL 1102
3. GACE Basic Skills Tests (or exemption) – students must document successful performance on the GACE Basic Skills Tests required for admission to teacher education
4. Completion of the criminal background check as reflected on Teacher Education Information page in BANNER (COE Advising Center, Room 1020)
5. Purchase of professional liability insurance as reflected on Teacher Education Information page in BANNER (COE Advising Center, Room 1020). Professional liability insurance must be current on the Teacher Education Information page in BANNER.
6. Attend LiveText Orientation session. (See LiveText information dates and times below)
7. Completion of forms in LiveText or update of forms in LiveText if you attended the LiveText Orientation a previous semester. (See LiveText information below)

ATTENDANCE POLICY

The university attendance policy will be adhered to in this class.

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

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

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

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

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

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). According to the Dewar College of Education Concern Form Policy, "a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee."

The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial

ACCESS OFFICE

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

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

STUDENT SUCCESS CENTER

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

Student Success Center phone number 229-333-7570
Student Success Center email ssc@valdosta.edu.

LIVETEXT PURCHASE/ACTIVATION & LIVETEXT FORMS

Please email Ms. Elizabeth Omiteru at eomiteru@valdosta.edu for any information about LiveText.

All 2999 students must purchase and activate their LiveText accounts no later than Monday, January 30th at 5:30 p.m. Activated accounts will be checked the following day.

Students must attend a mandatory LiveText Orientation session. At this session all students will (1) complete the Disposition Survey, (2) complete the Candidate Information Form, and (3) begin their professional portfolio.

Students must register for one of the orientation sessions through the training portal located at <http://www.valdosta.edu/finadmin/training/>

1. Click on online registration
2. Click on VSU Employee/ Student login
3. Login using your BlazeView username and password
4. Register for one of the LiveText orientation sessions you wish to attend.

Students will receive a confirmation email (sent to their VSU email account) with the date, time, and location of the LiveText Orientation session specified.

Please e-mail other inquiries about LiveText to eomiteru@valdosta.edu .

Critical LiveText dates for Spring 2012

- Monday, January 30th at 5:30 p.m. – Deadline for purchasing and activating LiveText

Choose **ONE** of the LiveText Orientation Sessions from the following:

- | | |
|--------------------------|--------------------|
| • Wednesday, February 1 | 10:00am OR 4:00pm |
| • Friday, February 3 | 10:30am OR 1:30 pm |
| • Wednesday, February 8 | 10:00am OR 4:00pm |
| • Friday, February 10 | 10:30am OR 1:30 pm |
| • Wednesday, February 15 | 10:00am OR 4:00pm |

Directions for Purchasing LiveText:

You may purchase LiveText online or at the VSU bookstore (more expensive). You purchase LiveText **ONCE**, and you will have the rights to use it during your program here at VSU and for two years after graduation.

To purchase LiveText online:

- Go to the following web site: <https://www.livetext.com/>
- On the menu at the top of the page, click “Purchase/Register”
- At next screen, select “Purchase Membership”
- There are 2 prices at this level—you need to purchase the \$98 version.
- When you create your account, use the same username and password as your VSU email account.

INSTRUCTOR

Name:

Office address:

Office phone:

E-mail address:

Office hours:

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

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

Current Catalog Page Number:
229

Proposed Effective Date for Curriculum Change:
(Month/Year): 05/2012

Degree & Program Name:
(e.g., BFA, Art): BSED in
Early Childhood Special
Education General Curriculum

Present Requirements:

Area F Requirement
SPEC 2999.....0 credit hours

Proposed Requirements (Underline changes after printing this form:

Area F Requirement
ECSE 29990 credit hours

Justification:

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

- Improve student learning outcomes:
 Adopting current best practice(s) in field:
 Meeting mandates of state/federal/outside accrediting agencies:
 Other: The Department of Early Childhood and Special Education has raised the GPA requirement from 2.5 to 2.75 to ensure that future educators have a better content background. ECSE 2999 is the new Entry to Education course that requires a 2.75 GPA.

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

Approvals:

Department Head: *Shirley L. Anderson*

Date: *3/1/12*

College/Division Exec. Committee:

Date:

Dean(s)/Director(s):

Date:

Grad. Exec. Committee:
(for graduate course)

Date:

Graduate Dean:
(for graduate course)

Date:

Academic Committee:

Date:

Form last updated: August 6, 2009

280

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

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

Current Catalog Page Number:
228

Proposed Effective Date for Curriculum Change:
(Month/Year): 05/2012

Degree & Program Name:
(e.g., BFA, Art): BSED in Early Childhood Education

Present Requirements:

Area F Requirement
ECED 2999.....0 credit hours

Proposed Requirements (Underline changes after printing this form:

Area F Requirement
ECSE 29990 credit hours

Justification:

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

- Improve student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies:
- Other: The Department of Early Childhood and Special Education has raised the GPA requirement from 2.5 to 2.75 to ensure that future educators have a better content background. ECSE 2999 is the new Entry to Education course that requires a 2.75 GPA.

281

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

Approvals:

Department Head: *Shuey P. Andrews* Date: *3/1/12*

College/Division Exec. Committee: *Kelley* Date: *3/1/12*

Dean(s)/Director(s): *Kelley* Date: *3/1/12*

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

Graduate Dean:
(for graduate course) Date:

Academic Committee: Date:

Form last updated: August 6, 2009

RECEIVED
FEB 23 2012

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Select Area of Change:

- Core Curriculum Senior Curriculum Graduate Curriculum Other Curriculum

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

Current Catalog Page Number:
111

Proposed Effective Date for Curriculum Change:
(Month/Year): 05/2012

Degree & Program Name:
(e.g., BFA, Art): Ed.S.
Coaching Pedagogy

Present Requirements:

Ed.S. degree with a major in Coaching Pedagogy

Proposed Requirements (Underline changes after printing this form:

EdS degree with a major in Coaching Pedagogy in Physical Educaton

Justification:

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

- Improve student learning outcomes:
 Adopting current best practice(s) in field:
 Meeting mandates of state/federal/outside accrediting agencies:
 Other: The name change reflects the program content connections between coaching and physical education.

Source of Data to Support Suggested Change:

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

283

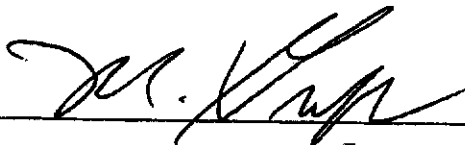
Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

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

Approvals:

Department Head:



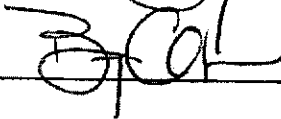
Date: 2-23-12

College/Division Exec. Committee:



Date: 2/23/12

Dean(s)/Director(s):



Date: 2/23/12

Grad. Exec. Committee:
(for graduate course)

Date:

Graduate Dean:
(for graduate course)

Date:

Academic Committee:

Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED CATALOGUE COPY
(New Learning Outcomes, Admissions, or Other Program Policies)

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number: 248

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall 2012

Degree and Program Name: Department of Art

Present Requirements:

Proposed Requirements: (highlight changes after printing)

Department of Art Mission Statement
The Department of Art serves as the visual arts component of the College of Arts, promoting an atmosphere of academic and creative excellence through student-centered, comprehensive professional and liberal arts degree programs. Collaboration between the Department, students, and the community is designed to foster professional, artistic and cultural development throughout the region.

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

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies Expectation from accreditation agency (NASAD) is for a departmental mission statement to be published within catalog and other sources.
- Other

Source of Data to Support Suggested Change:


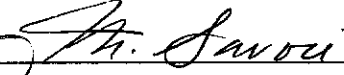
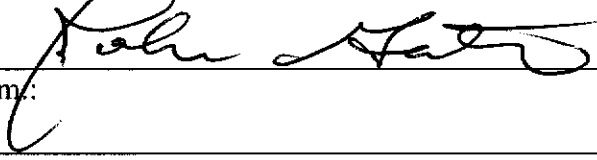
- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **NASAD operational standards**

205

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

Data Sources:

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

Approvals:	
Department Head: 	Date: 2-28-12
College/Division Exec. Committee: 	Date: 2-28-12
Dean(s)/Director(s): 	Date: 2/28/12
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 01/20/2012 (mm/dd/yyyy)

Department Initiating Revision:

Art

Faculty Member Requesting Revision:

J. Dominick Gheesling

Current Course Prefix, Title, & Number:

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

Art 3072 Digital Photography

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

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description: An introductory course with emphasis on the technical and easthetic foundations of digital photography, including camera functions, composition, and presentation of work. A digital camera is required.

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description: An introductory course with emphasis on the technical and aesthetic foundations of digital photography, including camera functions, current printing practices, and presentation of work. A digital single lens reflex camera is required.

Semester/Year to be Effective:

Fall 2012

Estimated Frequency of Course Offering:

Once per year

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes: Students need to use a digital single lens reflex camera for the course to fully understand and control the functions of the camera.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change:

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

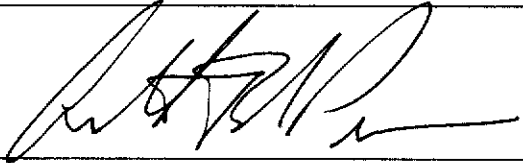
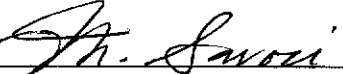
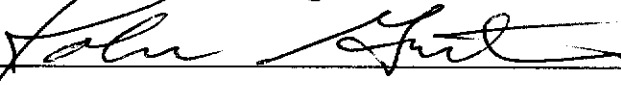
Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

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

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

Approvals:	
Dept. Head: 	Date: 2-28-12
College/Division Exec. Comm.: 	Date: 2-28-12
Dean/Director: 	Date: 2-28-12
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 01/20/2012 (mm/dd/yyyy)

Department Initiating Revision:
ART

Faculty Member Requesting Revision:
J. Dominick Gheesling

Current Course Prefix, Title, & Number:

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

ART 4072 Advanced Photography

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

Current:

Course Prefix and Number:

Credit Hours:

Course Title: Advanced Photogoraphy

Prerequisites: ART 3071 and ART 3072

Co-requisites:

Course Description: An advanced course in digital and black and white photography with an emphasis on image manipulation and experimental processes. Both a digital and a 35mm camera with manual controls are required. May repeat for up to 9 hours of credit.

Requested:

Course Prefix and Number:

Credit Hours:

Course Title: Color Photography

Prerequisites: ART 3072

Co-requisites:

Course Description: An advanced course in photography that concentrates on practical application of color theory principles, color correction of images, and current printing practices. A digital single lens reflex camera is required for this course.

Semester/Year to be Effective:

Fall 2012

Estimated Frequency of Course Offering:

1x per 2 year cycle

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes: This course is designed with assignments intended to further enhance understanding and application of color theory principles which will serve as a natural extension of the ART foundation courses.

Adopting current best practice(s) in field: Technological changes within the photographic medium require a thorough understanding of digital image capture, manipulation, and output.

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

291

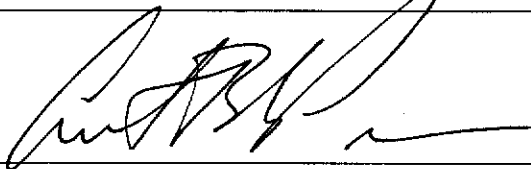
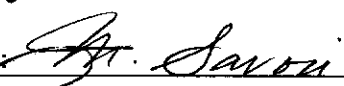
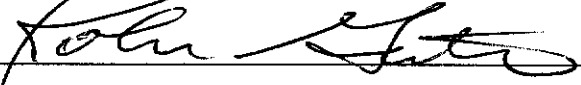
Source of Data to Support Suggested Change:

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

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

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

Approvals:	
Dept. Head: 	Date: 2-28-12
College/Division Exec. Comm: 	Date: 2-29-12
Dean/Director: 	Date: 3/29/12
Graduate Exec. Comm: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 01/20/2012 (mm/dd/yyyy)

Department Initiating Revision:

ART

Faculty Member Requesting Revision:

Dr. Bradley A. Finson

Current Course Prefix, Title, & Number:

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

ARTH 4170 Prehistoric Through Historic Native American Art

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

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: ART 1100, ARTH 1120, ARID 1120, or permission of Department Head

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: ART 1100, or ARTH 1120, or ARID 1120, or permission of Department Head

Co-requisites:

Course Description:

Semester/Year to be Effective:

Fall, 2012

Estimated Frequency of Course Offering:

Every two years

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Current prerequisites imply that students be required to have completed all introductory level art history and art appreciation courses.

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. Overrides submitted by Department Head for Art majors.

Direct measures: Materials collected and evaluated for program assessment purposes (tests,

2014

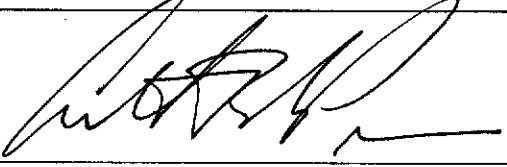
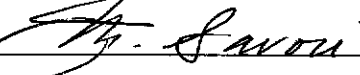
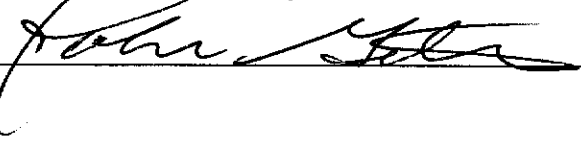
portfolios, specific assignments, etc.)

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

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

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

Approvals:	
Dept. Head: 	Date: 2-25-12
College/Division Exec. Comm.: 	Date: 2-28-12
Dean/Director: 	Date: 3/25/12
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 01/20/2012 (mm/dd/yyyy)

Department Initiating Revision:
ART

Faculty Member Requesting Revision:
Dr. Bradley A. Finson

Current Course Prefix, Title, & Number:

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

ARTH 4180 Mod/Cont Native American Art

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

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: ART 1100, ARTH 1120, ARID 1120, or permission of Department Head

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: ART 1100, or ARTH 1120, or ARID 1120, or permission of Department Head

Co-requisites:

Course Description:

Semester/Year to be Effective:

Fall, 2012

Estimated Frequency of Course Offering:

Every two years

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Current prerequisites imply that students be required to have completed all introductory level art history and art appreciation courses.

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. Overrides submitted by Department Head for Art majors.

Direct measures: Materials collected and evaluated for program assessment purposes (tests,

297

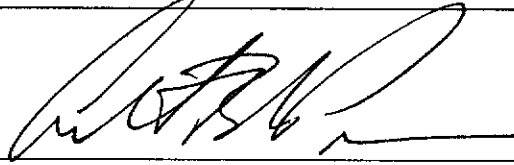
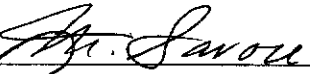
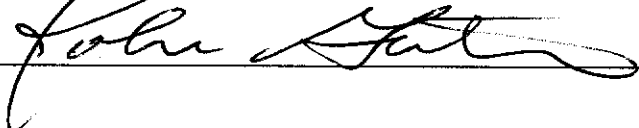
portfolios, specific assignments, etc.)

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

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

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

Approvals:		
Dept. Head:		Date: 2-28-12
College/Division Exec. Comm.:		Date: 2-28-12
Dean/Director:		Date: 2/28/12
Graduate Exec. Comm.: (for graduate course)		Date:
Graduate Dean: (for graduate course)		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 01/20/2012 (mm/dd/yyyy)

Department Initiating Request:

ART

Faculty Member Requesting:

J. Dominick Gheesling

Proposed New Course Prefix & Number:

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

ART 4071

Proposed New Course Title:

Advanced Black and White Photography

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)
Adv B&W Photography

Semester/Year to be Effective:

Fall 2012

Estimated Frequency of Course Offering:

1x per 2 year cycle

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 0

Lab Hours: 6

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: ART 3071. An advanced course in traditional Black and White Photography with an emphasis on refining exposure control, and printing with archival and alternative processes.

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

Improving student learning outcomes: This course will provide students with the necessary skills to pursue further study in Black and White Photography. Students intending to attend graduate school and/or planning to continue in Fine Art Black and White Photography will need skills working with archival materials which remains the standard in Fine Art Photography.

Adopting current best practice(s) in field: Archival materials and skills working with these are typically introduced at the undergraduate level.

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc.



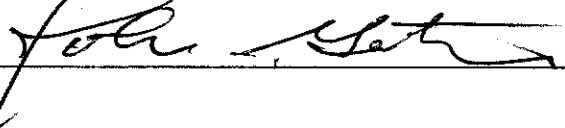
Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Current senior level portfolios do not exhibit an advanced understanding of exposure control and the non-archival materials currently in use are not capable of displaying an advanced level of understanding.

Plans for assessing the effectiveness of the course in meeting program's learning outcomes
(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Data Sources:

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

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

Approvals:		
Dept. Head:		Date: 2-28-12
College/Division Exec. Comm.:		Date: 2-28-12
Dean/Director:		Date: 2/28/12
Graduate Exec. Comm.: (for graduate course):		Date:
Graduate Dean: (for graduate course):		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 01/20/2012 (mm/dd/yyyy)

Department Initiating Request:

ART

Faculty Member Requesting:

J. Dominick Gheesling

Proposed New Course Prefix & Number:

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

ART 4073

Proposed New Course Title:

Photographic Lighting Techniques

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)

Photographic Lighting

Semester/Year to be Effective:

Fall 2012

Estimated Frequency of Course Offering:

1x per 2 year cycle

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 0

Lab Hours: 6

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: ART 3071 or ART 3072. An advanced course in photography with an emphasis on the understanding and application of artificial and natural lighting techniques.

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

Improving student learning outcomes: An understanding of the application of both artificial and natural lighting is critical to the further refinement of student works. Skills that are unique to this course offering will allow students to broaden the scope of their work.

Adopting current best practice(s) in field: A semester course dedicated to the understanding and application of lighting techniques is standard within most photography programs.

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc.

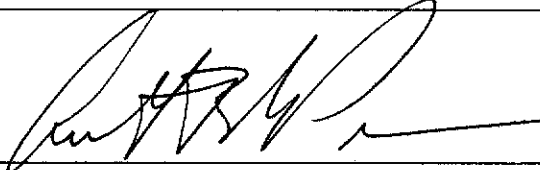
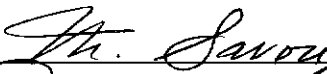
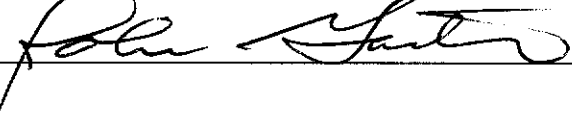
Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Student works show evidence of a lack of understanding of lighting principles and techniques that BA/BFA graduates working in photography should possess.

Plans for assessing the effectiveness of the course in meeting program's learning outcomes
(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Data Sources:

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

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

Approvals:	
Dept. Head: 	Date: 2-28-12
College/Division Exec. Comm.: 	Date: 2-28-12
Dean/Director: 	Date: 3/28/12
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 02/08/2012 (mm/dd/yyyy)

Department Initiating Revision:
MUSIC

Faculty Member Requesting Revision:
DAVID SPRINGFIELD

Current Course Prefix, Title, & Number:

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

MUE , Rhythm Section Methods, 3740

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

Current:

Course Prefix and Number: MUE 3740

Credit Hours:

Course Title: Rhythm Section Methods

Prerequisites:

Co-requisites:

Course Description:

Requested:

Course Prefix and Number: MUSC 3120

Credit Hours:

Course Title: Rhythm Section Techniques and Pedagogy

Prerequisites:

Co-requisites:

Course Description:

Semester/Year to be Effective:

FALL 2012

Estimated Frequency of Course Offering:

Every two years.

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: This course is required for Music Performance-Jazz majors only, not Music Education majors. Changing the course prefix and title will more accurately reflect the content of the course.

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. Recommendation of

the Jazz area committee.

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

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

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

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Collected evaluations citing skills in rhythm section teaching.

Approvals:	
Dept. Head: <i>J. S. ...</i>	Date: <i>2-28-12</i>
College/Division Exec. Comm.: <i>M. Savari</i>	Date: <i>2-28-12</i>
Dean/Director: <i>John ...</i>	Date: <i>3/29/12</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 02/08/2012 (mm/dd/yyyy)

Department Initiating Revision:
MUSIC

Faculty Member Requesting Revision:
JAMES SHRADER

Current Course Prefix, Title, & Number:

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

MUE, Advanced String Methods, 4720

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

Current:

Course Prefix and Number:

Credit Hours: 0-2-1

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours: 0-3-1

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Semester/Year to be Effective:

FALL 2012

Estimated Frequency of Course Offering:

Each Fall Term

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes: Adding participation in Lab ensemble.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change:

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

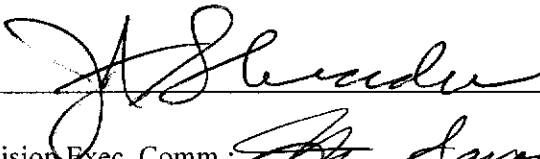


Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Measured success in ensemble leadership skills.

309

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Collected evaluations describing leadership and conducting skill accomplishments.

Approvals:	
Dept. Head: 	Date: 2-28-12
College/Division Exec. Comm.: 	Date: 2-28-12
Dean/Director: 	Date: 2/28/12
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 02/09/12 (mm/dd/yyyy)

Department Initiating Revision:
MUSIC

Faculty Member Requesting Revision:
JAMES SHRADER

Current Course Prefix, Title, & Number:

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

MUE, 4750, Vocal Pedagogy

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

Current:

Course Prefix and Number:

Credit Hours: 1-0-1

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours: 2-0-2

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Semester/Year to be Effective:

FALL 2012

Estimated Frequency of Course Offering:

Once per academic year.

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: The designation 1-0-1 for this course is incorrect. This revision aligns the catalog with the current practice.

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. Recommendation of the Music Department Executive Committee and Music Faculty.

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

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) In addition to tests and research assignments, students will successfully complete a micro-teaching project involving a novice singer.

Approvals:	
Dept. Head: <i>J. Sluender</i>	Date: <i>2-28-12</i>
College/Division Exec. Comm.: <i>J. Savini</i>	Date: <i>2-28-12</i>
Dean/Director: <i>John Gentry</i>	Date: <i>3/24/12</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 02/08/12 (mm/dd/yyyy)

Department Initiating Revision:
MUSIC

Faculty Member Requesting Revision:
DAVID SPRINGFIELD

Current Course Prefix, Title, & Number:

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

MUE, 4760, Jazz Pedagogy

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

Current:

Course Prefix and Number: MUE 4760

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description: The study of jazz methods and jazz materials, including lab teaching experience.

Requested:

Course Prefix and Number: MUSC 4760

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description: The study of jazz teaching methods and materials, including rehearsal techniques for large and small jazz ensembles.

Semester/Year to be Effective:
FALL 2012

Estimated Frequency of Course Offering:
Every two years.

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: This course is required for Music Performance-Jazz majors only, not Music Education majors. Changing the course prefix and description will more accurately reflect the content of the course and put it in line with the other Music Pedagogy classes.

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. Jazz area committee recommendation.

315

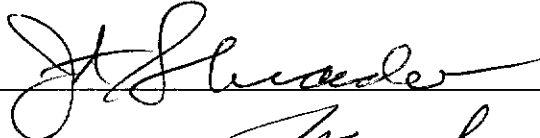
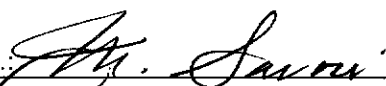
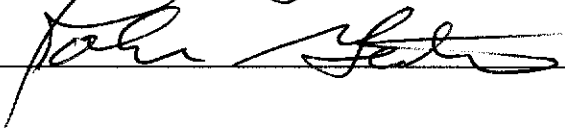
Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

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

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Collected evaluations citing teaching skills in jazz.

Approvals:	
Dept. Head: 	Date: 2-28-12
College/Division Exec. Comm.: 	Date: 2-28-12
Dean/Director: 	Date: 3/24/12
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 02/10/2012 (mm/dd/yyyy)

Department Initiating Revision:
MUSIC

Faculty Member Requesting Revision:
JAMES SHRADER

Current Course Prefix, Title, & Number:

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

MUSC, Music Theory I, 1011

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

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites:

Co-requisites: MUSC 1051

Course Description:

Semester/Year to be Effective:

Fall 2012

Estimated Frequency of Course Offering:

Each Semester

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes: This provides majors the ability to move through the curriculum in a coordinated manner in Music Theory I and Music Theory Lab I.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: .

Source of Data to Support Suggested Change:

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

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Recommendation of Music Department Executive Committee and Music Theory Faculty

318

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. .
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Improvement in assessment in Music Theory I and Music Theory Lab I data.

Approvals:	
Dept. Head: <i>J. S. Swade</i>	Date: <i>2-28-12</i>
College/Division Exec. Comm.: <i>J. Savoi</i>	Date: <i>2-28-12</i>
Dean/Director: <i>John Stitt</i>	Date: <i>3-28-12</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 02/10/2012 (mm/dd/yyyy)

Department Initiating Revision:
MUSIC

Faculty Member Requesting Revision:
JAMES SHRADER

Current Course Prefix, Title, & Number:

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

MUSC, Music Theory II, 1012

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

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: MUSC 1011, MUSC 1051

Co-requisites: MUSC 1052

Course Description:

Semester/Year to be Effective:

Fall 2012

Estimated Frequency of Course Offering:

Each Semester

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes: This provides majors the ability to move through the curriculum in a coordinated manner in Music Theory II and Music Theory Lab II.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: .

Source of Data to Support Suggested Change:

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

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Recommendation of Music Department Executive Committee and Music Theory Faculty

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. .
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Improvement in assessment in Music Theory II and Music Theory Lab II data.

Approvals:	
Dept. Head: <i>J.A. Scurido</i>	Date: <i>2-28-12</i>
College/Division Exec. Comm: <i>J.A. Savoi</i>	Date: <i>2-28-12</i>
Dean/Director: <i>John Sart</i>	Date: <i>2/28/12</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 02/10/2012 (mm/dd/yyyy)

Department Initiating Revision:
MUSIC

Faculty Member Requesting Revision:
JAMES SHRADER

Current Course Prefix, Title, & Number:

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

MUSC, Music Theory Lab I, 1051

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

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites:

Co-requisites: MUSC 1011

Course Description:

Semester/Year to be Effective:

Fall 2012

Estimated Frequency of Course Offering:

Each Semester

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes: This provides majors the ability to move through the curriculum in a coordinated manner in Music Theory I and Music Theory Lab I.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: .

Source of Data to Support Suggested Change:

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

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Recommendation of Music Department Executive Committee and Music Theory Faculty

324

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. .
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Improvement in assessment in Music Theory I and Music Theory Lab I data.

Approvals:	
Dept. Head: <i>J. S. Swader</i>	Date: <i>2-28-12</i>
College/Division Exec. Comm.: <i>M. Savoni</i>	Date: <i>2-28-12</i>
Dean/Director: <i>John Little</i>	Date: <i>2-28-12</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 02/10/2012 (mm/dd/yyyy)

Department Initiating Revision:
MUSIC

Faculty Member Requesting Revision:
JAMES SHRADER

Current Course Prefix, Title, & Number:

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

MUSC, Music Theory Lab II, 1052

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

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: MUSC 1051

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: MUSC 1011, MUSC 1051

Co-requisites: MUSC 1012

Course Description:

Semester/Year to be Effective:

Fall 2012

Estimated Frequency of Course Offering:

Each Semester

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes: This provides majors the ability to move through the curriculum in a coordinated manner in Music Theory II and Music Theory Lab II.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: .

Source of Data to Support Suggested Change:

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

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Recommendation of Music Department Executive Committee and Music Theory Faculty

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. .
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Improvement in assessment in Music Theory II and Music Theory Lab II data.

Approvals:	
Dept. Head: <i>J. S. ...</i>	Date: <i>2-28-12</i>
College/Division Exec. Comm.: <i>M. Savari</i>	Date: <i>2-28-12</i>
Dean/Director: <i>John ...</i>	Date: <i>3/29/12</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 02/10/2012 (mm/dd/yyyy)

Department Initiating Revision:
MUSIC

Faculty Member Requesting Revision:
JAMES SHRADER

Current Course Prefix, Title, & Number:

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

MUSC, Music Theory III, 2011

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

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: MUSC 1012, MUSC 1052

Co-requisites: MUSC 2051

Course Description:

Semester/Year to be Effective:

Fall 2012

Estimated Frequency of Course Offering:

Each Semester

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes: This provides majors the ability to move through the curriculum in a coordinated manner in Music Theory III and Music Theory Lab III.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: .

Source of Data to Support Suggested Change:

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

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Recommendation of Music Department Executive Committee and Music Theory Faculty

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. . . .
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Improvement in assessment in Music Theory III and Music Theory Lab III data.

Approvals:	
Dept. Head: <i>J. S. ...</i>	Date: <i>2-28-12</i>
College/Division Exec. Comm: <i>St. Savou</i>	Date: <i>2-28-12</i>
Dean/Director: <i>John ...</i>	Date: <i>2/24/12</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 02/10/2012 (mm/dd/yyyy)

Department Initiating Revision:
MUSIC

Faculty Member Requesting Revision:
JAMES SHRADER

Current Course Prefix, Title, & Number:

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

MUSC, Music Theory IV, 2012

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

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: MUSC 2011, MUSC 2051

Co-requisites: MUSC 2052

Course Description:

Semester/Year to be Effective:

Fall 2012

Estimated Frequency of Course Offering:

Each Semester

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes: This provides majors the ability to move through the curriculum in a coordinated manner in Music Theory IV and Music Theory Lab IV.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: .

Source of Data to Support Suggested Change:

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

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Recommendation of Music Department Executive Committee and Music Theory Faculty

333

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. .
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Improvement in assessment in Music Theory IV and Music Theory Lab IV data.

Approvals:	
Dept. Head: <i>A. S. Sweeney</i>	Date: <i>2-28-12</i>
College/Division Exec. Comm.: <i>A. Savoi</i>	Date: <i>2-28-12</i>
Dean/Director: <i>John Smith</i>	Date: <i>3/28/12</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 02/10/2012 (mm/dd/yyyy)

Department Initiating Revision:
MUSIC

Faculty Member Requesting Revision:
JAMES SHRADER

Current Course Prefix, Title, & Number:

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

MUSC, Music Theory Lab III, 2051

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

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: MUSC 1012, MUSC 1052

Co-requisites: MUSC 2011

Course Description:

Semester/Year to be Effective:

Fall 2012

Estimated Frequency of Course Offering:

Each Semester

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes: This provides majors the ability to move through the curriculum in a coordinated manner in Music Theory III and Music Theory Lab III.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: .

Source of Data to Support Suggested Change:

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

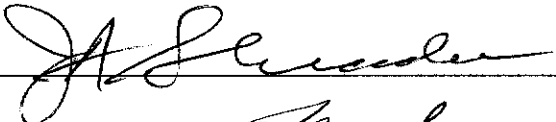

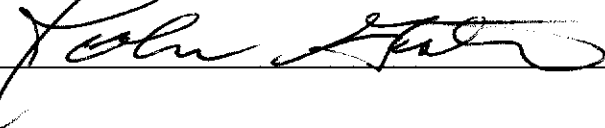
Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Recommendation of Music Department Executive Committee and Music Theory Faculty

336

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. .
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Improvement in assessment in Music Theory III and Music Theory Lab III data.

Approvals:	
Dept. Head: 	Date: 2-28-12
College/Division Exec. Comm.: 	Date: 2-28-12
Dean/Director: 	Date: 3/28/12
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 02/10/2012 (mm/dd/yyyy)

Department Initiating Revision:
MUSIC

Faculty Member Requesting Revision:
JAMES SHRADER

Current Course Prefix, Title, & Number:

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

MUSC, Music Theory Lab IV, 2052

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

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: MUSC 2011, 2051

Co-requisites: MUSC 2012

Course Description:

Semester/Year to be Effective:

Fall 2012

Estimated Frequency of Course Offering:

Each Semester

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes: This provides majors the ability to move through the curriculum in a coordinated manner in Music Theory IV and Music Theory Lab IV.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: .

Source of Data to Support Suggested Change:

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

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Recommendation of Music Department Executive Committee and Music Theory Faculty

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. .
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Improvement in assessment in Music Theory IV and Music Theory Lab IV data.

Approvals:	
Dept. Head: <i>J. Alexander</i>	Date: <i>2-28-12</i>
College/Division Exec. Comm.: <i>M. Savari</i>	Date: <i>2-28-12</i>
Dean/Director: <i>John [unclear]</i>	Date: <i>3/28/12</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 02/10/2012 (mm/dd/yyyy)

Department Initiating Revision:
MUSIC

Faculty Member Requesting Revision:
PAUL NEAL

Current Course Prefix, Title, & Number:

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

MUSC, The Spotlighters, 3830

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

Current:

Course Prefix and Number:

Credit Hours: 0-2-1

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours: 0-3-1

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Semester/Year to be Effective:

Fall 2012

Estimated Frequency of Course Offering:

Each Semester

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes: Another fifty minutes of rehearsal is needed to accomplish the class goals

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change:

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

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Recommendation of Music Department Executive Committee and Music Faculty

342

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

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

Approvals:	
Dept. Head: <i>J. J. Shroads</i>	Date: <i>2-28-12</i>
College/Division Exec. Comm.: <i>J. Savari</i>	Date: <i>2-28-12</i>
Dean/Director: <i>John [Signature]</i>	Date: <i>3/28/12</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 02/10/2012 (mm/dd/yyyy)

Department Initiating Revision:
MUSIC

Faculty Member Requesting Revision:
JAMES SHRADER

Current Course Prefix, Title, & Number:

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

MUSC, Opera and Musical Theater, 3840

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

Current:

Course Prefix and Number:

Credit Hours: 0-2-1

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours: 0-3-1

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Semester/Year to be Effective:

Fall 2012

Estimated Frequency of Course Offering:

Each Semester

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: This revision aligns the catalog with current practice.

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Recommendation of Music Department Executive Committee and Music Faculty

345

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOI data continues to produce satisfaction with current class length.

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

Approvals:	
Dept. Head: <i>J. Sluender</i>	Date: <i>2-25-12</i>
College/Division Exec. Comm: <i>J. Savou</i>	Date: <i>2-28-12</i>
Dean/Director: <i>John Sluender</i>	Date: <i>3-24-12</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

347

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 02/09/2012 (mm/dd/yyyy)

Department Initiating Revision:
MUSIC

Faculty Member Requesting Revision:
JAMES SHRADER

Current Course Prefix, Title, & Number:

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

MUSC, Percussion Pedagogy, 4731

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

Current:

Course Prefix and Number:

Credit Hours: 0-2-1

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours: 1-0-1

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Semester/Year to be Effective:

2012

Estimated Frequency of Course Offering:

As needed according to major enrollment

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: The course is not a lab class, but rather a lecture with instructional delivery focused on pedagogical techniques.

Source of Data to Support Suggested Change:

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

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Recommendation of Music Department Executive Committee and Music Faculty

348

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Successful micro teaching project employing the pedagogical techniques learned in lectures.

Approvals:	
Dept. Head: <i>J. Sluender</i>	Date: <i>2-28-12</i>
College/Division Exec. Comm.: <i>A. Savari</i>	Date: <i>2-29-12</i>
Dean/Director: <i>John G. [unclear]</i>	Date: <i>2/29/12</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 02/09/2012 (mm/dd/yyyy)

Department Initiating Revision:
MUSIC

Faculty Member Requesting Revision:
JAMES SHRADER

Current Course Prefix, Title, & Number:

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

MUSC, Brass Pedagogy, 4732

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

Current:

Course Prefix and Number:

Credit Hours: 0-2-1

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours: 1-0-1

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Semester/Year to be Effective:

2012

Estimated Frequency of Course Offering:

As needed according to major enrollment

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: The course is not a lab class, but rather a lecture with instructional delivery focused on pedagogical techniques.

Source of Data to Support Suggested Change:




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

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Recommendation of Music Department Executive Committee and Music Faculty

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Successful micro teaching project employing the pedagogical techniques learned in lectures.

Approvals:	
Dept. Head: 	Date: 2-28-12
College/Division Exec. Comm.: 	Date: 2-28-12
Dean/Director: 	Date: 3/28/12
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 02/09/2012 (mm/dd/yyyy)

Department Initiating Revision:
MUSIC

Faculty Member Requesting Revision:
JAMES SHRADER

Current Course Prefix, Title, & Number:

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

MUSC, Woodwind Pedagogy, 4733

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

Current:

Course Prefix and Number:

Credit Hours: 0-2-1

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours: 1-0-1

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Semester/Year to be Effective:

2012

Estimated Frequency of Course Offering:

As needed according to major enrollment

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: The course is not a lab class, but rather a lecture with instructional delivery focused on pedagogical techniques.

Source of Data to Support Suggested Change:

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

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Recommendation of Music Department Executive Committee and Music Faculty

354

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Successful micro teaching project employing the pedagogical techniques learned in lectures.

Approvals:	
Dept. Head: <i>J. Shroads</i>	Date: <i>2-28-12</i>
College/Division Exec. Comm.: <i>St. Savoi</i>	Date: <i>2-28-12</i>
Dean/Director: <i>John [unclear]</i>	Date: <i>3/29/12</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 02/09/2012 (mm/dd/yyyy)

Department Initiating Revision:
MUSIC

Faculty Member Requesting Revision:
JAMES SHRADER

Current Course Prefix, Title, & Number:

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

MUSC, String Pedagogy, 4734

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

Current:

Course Prefix and Number:

Credit Hours: 0-2-1

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours: 1-0-1

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Semester/Year to be Effective:

2012

Estimated Frequency of Course Offering:

As needed according to major enrollment

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: The course is not a lab class, but rather a lecture with instructional delivery focused on pedagogical techniques.

Source of Data to Support Suggested Change:

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

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Recommendation of Music Department Executive Committee and Music Faculty

357

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Successful micro teaching project employing the pedagogical techniques learned in lectures.

Approvals:	
Dept. Head: <i>A. Scurado</i>	Date: <i>2-28-12</i>
College/Division Exec. Comm.: <i>A. Savoi</i>	Date: <i>2-28-12</i>
Dean/Director: <i>John L. ...</i>	Date: <i>3/24/12</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED

FEB 28 2012

REQUEST FOR A NEW COURSE
Valdosta State University

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

Date of Submission: 01/11/2012 (mm/dd/yyyy)

Department Initiating Request:
Music

Faculty Member Requesting:
David Morris

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog
for approved prefixes)
MUSC 6050

Proposed New Course Title:
Aural Skills Pedagogy
Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Aural skills pedagogy

Semester/Year to be Effective:
Fall 2012

Estimated Frequency of Course Offering:
As needed.

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 2

Lab Hours: 0

Credit Hours: 2

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: graduate music major. An in-depth study of aural skills pedagogy designed to enhance instructional skills in music theory classes.

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: This course will provide music graduate students a practical elective that will prepare them to teach aural skills classes at the high school and college level.

Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc.
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Music faculty assessment of need for additional graduate electives to avoid having so many directed study courses requested.

360

Plans for assessing the effectiveness of the course in meeting program's learning outcomes
(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIS, alumni survey
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Diagnostic tests administered internally
- Other:

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

3601

Approvals:		
Dept. Head:	<i>[Signature]</i>	Date: 2-23-12
College/Division Exec. Comm.:	<i>[Signature]</i>	Date: 2-23-12
Dean/Director:	<i>[Signature]</i>	Date: 2/23/12
Graduate Exec. Comm.: (for graduate course):	<i>[Signature]</i>	Date: 2-27-2012
Graduate Dean: (for graduate course):	<i>[Signature]</i>	Date: 2-27-2012
Academic Committee:		Date:

Form last updated: January 6, 2010

362

REQUEST TO DEACTIVATE A COURSE/PROGRAM

Valdosta State University

Date of Submission: February 13, 2012

Department Initiating Deactivation:
MUSIC

Semester & Year to be Effective:
FALL 2012

List of courses (or the program or track) to be deactivated: MUE 2000 (Introduction to Music Education); MUE 2640 (Music for Teachers); MUE 4640 (Lab Ensemble); MUSC 1110 (Music Appreciation - World Music); MUSC 2400 (Introduction to Music); MUSC 2450 (Introduction to World Music); MUSC 3450 (African American Music History); MUSC 3740 (Private Composition); MUSC 4480 (Folk and Ethnic Music in the United States); MUSC 4880 (University Community Band); MUSC 4890 (Vocal Chamber Ensemble).

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

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other Instruction either replicated in other curricular offerings or courses no longer appropriate to be taught by existing music faculty.

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Continued evaluation by Music Faculty to consider reactivation of any of these classes.

363

Approvals:	
College/Division Exec. Comm.: <i>M. Savari</i>	Date: 2-28-12
Dept. Head: <i>A. S. Sweeney</i>	Date: 2-28-12
Dean/Director: <i>John Sweeney</i>	Date: 2/29/12
Graduate Exec. Comm. (for grad course/program)	Date:
Graduate Dean: (for grad course/program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

364