

# **VALDOSTA STATE UNIVERSITY**

## **ACADEMIC COMMITTEE PACKET**

### **ACADEMIC COMMITTEE**

**MONDAY,  
March 9, 2015**

**2:30 p.m.**

**Rose Room  
UNIVERSITY CENTER**

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

ACADEMIC COMMITTEE  
AGENDA  
March 9, 2015

1. Minutes of the February 9, 2015 meeting. (pages 1-5) were approved by email February 20, 2015.
2. **COLLEGE OF ARTS AND SCIENCES**
  - a. Deactivation HIST 3010, 3020, 3303, and 5303 (pages 6-7)
  - b. Revised Selected Educational Outcomes for the BA in English (pages 8-10)
  - c. New course ENGL 0099 (pages 11-13)
  - d. Revised senior curriculum for the BA in French and the BA in Spanish – Foreign Language Education Track (pages 14-15)
  - e. Revised credit hours and description FLED 4790 (pages 16-18)
  - f. Revised credit hours and description FLED 4800 (pages 19-21)
  - g. Revised senior curriculum for the BA in Political Science (pages 22-23)
  - h. Revised degree narrative for the MPA degree (pages 24-26)
  - i. Revised degree requirements for the DPA (pages 27-29)
  - j. Deactivation of GENS 4200 and 4900 (pages 30-31)
  - k. Effective date change for CS 1301 and 1302 (previously approved October 2012) (page 32)
3. **COLLEGE OF NURSING AND HEALTH SCIENCES**
  - a. Revised degree requirements for the MSN – Family Nurse Practitioner Track (pages 33-35)
  - b. Revised degree requirements for the MSN – Adult Gerontology Nurse Practitioner Track (pages 36-38)
  - c. New course NURS 7101 (pages 39-44)
  - d. Deactivation of NURS 5050, 7010, 7130, 7211, 72311, 7291, 7310, 7321, 7332, 7410, 7442, 7460, 9100, 9110, 7594, 9200, 9220, 9300, 9400, 7341, 7420, 7492, 5990, 7020, 7140, 7231, 7250, 7300, 7320, 7331, 7391, 7422, 9011, 7492, 9120, 9130, 9210, 9230, 9310, 9410, 7392, and 7432 (pages 45-46)
  - e. Revised curriculum for the BSAT (Pages 47-48)
  - f. Revised title, credit hours, and description HSAT 3020 (pages 49-51)
  - g. Revised prerequisites, and description HSAT 3440 (pages 52-54)
  - h. Revised prerequisites, and description HSAT 3441 (pages 55-57)
  - i. Revised prerequisites HSAT 4300 (pages 58-60)
  - j. Revised prerequisites, and description HSAT 4440 (pages 61-63)
  - k. Revised prerequisites, and description HSAT 4441 (pages 64-66)
  - l. Revised prerequisites, and description HSAT 4442 (pages 67-69)
  - m. Revised prerequisites, and description HSAT 4443 (pages 70-72)
  - n. Revised prerequisites HSAT 4450 (pages 73-75)
  - o. Revised prerequisites HSAT 4490 (pages 76-78)
  - p. Revised title, prerequisites, and description HSAT 4491 (pages 79-81)
  - q. Revised prerequisites, and description HSAT 4700 (pages 82-84)
4. **COLLEGE OF THE ARTS**
  - a. Revised senior college curriculum BA in Music (pages 85-88)
  - b. Revised Core Area F and senior college curriculum for the BA in Art (pages 89-91)
  - c. Revised Core Area F and senior college curriculum for the BFA in Art (pages 92-93)
  - d. Revised Core Area F and senior college curriculum for the BFA in Art Education (pages 94-96)
  - e. Revised senior college curriculum for the BFA in Interior Design (pages 97-99)
  - f. Revised minor in Art (pages 100-101)
  - g. Revised prerequisites ARED 3000 (pages 102-104)
  - h. Revised prerequisites ARED 3010 (pages 105-107)
  - i. Revised prerequisites ARED 3012 (pages 108-110)
  - j. Revised prerequisites ART 2030 (pages 111-113)
  - k. Revised prerequisites ARTH 3120 (pages 114-116)
  - l. Revised course number, title, prerequisites, and description ARTH 2121 (pages 117-119). Deactivation ARTH 3121.
  - m. Revised course number, title, prerequisites, and description ARTH 2122 (pages 120-122). Deactivation ARTH 3122.
  - n. Revised prerequisites ARTH 3123 (pages 123-125)
  - o. Revised prerequisites ARTH 4120 (pages 126-127)
  - p. Revised prerequisites ARTH 4130 (pages 128-129)
  - q. Revised prerequisites ARTH 4140 (pages 130-131)
  - r. Revised prerequisites ARTH 4150 (pages 132-133)
  - s. Revised prerequisites ARTH 4160 (pages 134-135)
5. **COLLEGE OF EDUCATION AND HUMAN SERVICES**
  - a. Revised senior curriculum for the BSED in Communication Disorders (pages 136-137)
  - b. New course CSD 4010 (pages 138-146)
  - c. Deactivation of CSD 4070 (pages 147-148)
  - d. Revised curriculum for the MSW (pages 149-151)
  - e. Revised course description SOWK 7810 (pages 152-154)
  - f. Revised credit hours SOWK 7611 (pages 155-157)
  - g. Revised credit hours SOWK 7612 (pages 158-160)
  - h. Deactivation SOWK 7630 (pages 161-162)

- i. Revised curriculum for the MED in Educational Leadership (pages 163-164)
- j. Re-instatement and revised curriculum for the MED in Educational Leadership – Track P-12 School Leadership Option (pages 165-167)
- k. Re-instatement of Certification Only Tier 1 P-12 School Leadership (pages 168-169)
- l. Revised requirements for the EDS in Educational Leadership – Track Performance-Based Leadership (pages 170-171)
- m. Revised requirements for the Performance-Based certification only program (pages 172-173)
- n. Revised catalogue copy for the Department of Curriculum, Leadership, and Technology (pages 174-186)
- o. Revised senior college curriculum for the BSED in Middle Grades Education (pages 187-189)
- p. Revised prerequisite and description MGED 4000 (pages 190-199)
- q. Deactivation of MGED 4030 and 4050 (pages 200-201)
- r. Overview of the proposed changes to the MAT program (pages 202-204)
- s. New course MSED 5100 (pages 205-219)
- t. New course MSED 5200 (pages 220-237)
- u. New course MSED 5300 (pages 238-249)
- v. New course MSED 5400 (pages 250-268)
- w. New course MSED 5500 (pages 269-284)
- x. New course MSED 5600 (pages 285-299)
- y. New course MSED 6000 (pages 300-316)
- z. New course MSED 6001 (pages 317-330)
- aa. New course MSED 6002 (pages 331-344)
- bb. New course MSED 6003 (pages 345-360)
- cc. New course MSED 6004 (pages 361-376)
- dd. New course MSED 6005 (pages 377-390)
- ee. New course MSED 6010 (pages 391-404)
- ff. New course MSED 6020 (pages 405-418)
- gg. New course MSED 6100 (pages 419-432)
- hh. New course MSED 6200 (pages 433-446)
- ii. New course MSED 6300 (pages 447-462)
- jj. Revised requirements for the MAT in Middle Grades Education or Secondary Education (pages 463-466)
- kk. Deactivation of MSED 7007, 7030, and 7320 (pages 467-468)
- ll. Deactivation of DEAF 3110, 3130, 5290, and 5450 (pages 469-470)

**6. Pending items**

- a. Revised course CHEM 1010 – USG General Education Council approval
- b. Prospectus - DNP – Doctor of Nursing Practice – BOR approval (SEP12 AC)
- c. Prospectus – PSM – Professional Science Master’s in Chemistry and Biochemistry – BOR approval (SEP12 AC)
- d. New Course PSYC 2103 – replacing PSYC 2700 – BOR approval (SEP13AC)

VALDOSTA STATE UNIVERSITY  
ACADEMIC COMMITTEE MINUTES  
February 9, 2015

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Rose Room on Monday, February 9, 2015. Dr. Sharon Gravett, Associate Provost for Academic Affairs, presided.

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

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

Catalog Editor: Dr. Jane Kinney

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

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

**A. Graduate School**

1. Revised Academic Dishonesty policy was approved effective Fall Semester 2015. (pages 4-6).
2. Revised Admission test scores for the following programs: Master of Social Work, MED in Communication Disorders, MAT in Middle Grades, MAT in Secondary Education, MS in Biology, MS in Sociology, EDS in Teacher Leadership, MAT in Special Education, MED in Special Education, MA in History, MED in Reading Education, EDS in Special Education, MBA, and Doctor of Speech-Language Pathology was approved effective Fall Semester 2015. (pages 7-10).

**B. College of Business**

1. New course, International Business (IB) 3600H, "Honors International Business and Culture", (HONORS INTERNETNL BUS & CULTURE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2015 with the description changed to read –  
Cross-cultural experience for the Honors student through study abroad. Classroom topics include business practices, historical background, and social and cultural norms of the chosen country. In-country experiences include visits to companies, places of historical significance, and places of cultural significance. Student will write a analysis of the international business visited in a foreign country. This course may be repeated once for credit in a different country.. (pages 11-17).
2. Revised prerequisites, Finance (FIN) 4720, "Advanced Portfolio Management", (ADVANCED PORTFOLIO MANAGEMENT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 18-20).
3. Revised curriculum for the MBA – General Business track was approved effective Fall Semester 2015. (pages 21-23).
4. Revised curriculum for the MBA – Healthcare Administration track was approved effective Fall Semester 2015. (pages 24-25).
5. New course, Master of Business Administration (MBA) 7898, "Healthcare Directed Research", (ADVANCED AUDITING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015 with the description changed to read ..."Unsatisfactory". An applied research project focusing on theories and concepts of healthcare systems delivery and practice and on practical challenges within a healthcare system. . (pages 26-30).

**C. College of Education and Human Services**

1. Revised admission to the Teacher Education program was approved effective Fall Semester 2015 was approved effective Fall Semester 2015. (pages 31-34).
2. Revised degree requirements for the MLIS was approved effective Fall Semester 2015. (Pages 35-37).

3. Revised curriculum for the MLIS – Cataloging and Classification track was approved effective Fall Semester 2015. (pages 38-40)
4. Revised prerequisite, Library Science (MLIS) 7330, “Metadata and Advanced Cataloging”, (METADATA AND ADV CATALOGING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 41-43).
5. New course, Library Science (MLIS) 7125, “Genealogy for Librarians”, (GENEALOGY FOR LIBRARIANS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 44-57).

**D. College of Arts and Sciences**

1. Revised curriculum for the BS in Applied Mathematics was approved effective Fall Semester 2015. (pages 58-60).
2. Revised curriculum for the BA in Mathematics was approved effective Fall Semester 2015. (pages 61-63).
3. Revised prerequisite, Computer Science (CS) 4330, “Theory of Programming Languages”, (THEORY OF PROGRAMMING LANGUAGE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 64-65).
4. Revised prerequisite, Computer Science (CS) 6330, “Theory of Programming Languages”, (THEORY OF PROGRAMMING LANGUAGE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 66-67).
5. Deactivation of CS 4140, 6140, 6335, MATH 2160, 5163, 5165, 566, 5080, 6540 and 6624 was noted effective Fall Semester 2015. (pages 68-69).
6. New course, Physical Science (PHSC) 1100H, “Honors The Universe of Energy”, (HONORS THE UNIVERSE OF ENERGY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015 with the description changed to read ...the instructor. An enhanced survey of the physical sciences focused upon the theme of energy. The concept... and the last sentence was deleted.. (pages 70-76).
7. Revised prerequisite and description, Biology (BIOL) 6020, “Topics in Conservation Biology”, (SP TOPICS CONSERVATION – 2-4 credit hours, 2-4 lecture hours, 0 lab hours, and 2-4 contact hours), was approved effective Fall Semester 2015. (pages 77-79).
8. New course, Biology (BIOL) 6250, “Human Anatomy”, (HUMAN ANATOMY – 4 credit hours, 3 lecture hours, 3 lab hours, and 6 contact hours), was approved effective Fall Semester 2015. (pages 80-85).
9. New course, Biology (BIOL) 6730, “Climate Change Biology”, (HUMAN ANATOMY – 4 credit hours, 3 lecture hours, 3 lab hours, and 6 contact hours), was approved effective Fall Semester 2015. (pages 86-92).
10. Revised selected Educational Outcomes for the BA in Criminal Justice was approved effective Fall Semester 2015. (pages 93-95).
11. Revised Retention, Dismissal, and Readmission policy for the MS in Criminal Justice was approved effective Fall Semester 2015. (pages 96-99).
12. Revised Retention, Dismissal, and Readmission policy for the MS in Criminal Justice - Online was approved effective Fall Semester 2015. (pages 100-102).
13. Revised Selected Educational Outcomes for the MS in Criminal Justice was approved effective Fall Semester 2015. (pages 103-105).
14. Revised degree requirements for the MS in Criminal Justice was approved effective Fall Semester 2015. (pages 106-108).
15. Revised curriculum for the MS in Criminal Justice was approved effective Fall Semester 2015. (pages 109-112).
16. New course, Criminal Justice (CRJU) 7998, “Thesis I”, (THESIS I – 3 credit hours, 3 lecture hours, 0 lab hours, and 3

contact hours), was approved effective Fall Semester 2015 with the description changed to – Prerequisite: Permission of advisor. Individualized study and research for students preparing to write a thesis. May not be repeated for credit.. (pages 113-116).

17. Revised credit hours, title, prerequisite, and description, Criminal Justice (CRJU) 7999, “Thesis II”, (THESIS II – 4 credit hours, 3 lecture hours, 3 lab hours, and 6 contact hours), was approved effective Fall Semester 2015 with the description changed to - Prerequisites: CRJU 7998 and permission of thesis advisor. Completion of thesis project and its defense. (pages 117-119).
18. Deactivation of CRJU 7990 was noted effective Fall Semester 2015. (pages 120-121).

#### **E. College of the Arts**

1. Revised credit hour and description, Music (MUSC) 5880, “Marching Band”, (MARCHING BAND – 1 credit hour, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Fall Semester 2015. (pages 122-124).
2. Revised prerequisite, Music (MUSC) 1172, “Theoretical Foundations of Jazz Improvisation II”, (JAZZ IMPROV II – 1 credit hour, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Spring Semester 2016. (pages 125-126).
3. New degree proposal for the BFA in Emergent Media and Communication was noted (pages 127-157).
4. New degree requirements for the BFA in Emergent Media and Communication – Area F and Senior College Curriculum was approved effective Fall Semester 2015. (pages 158-160).
5. New course, Emergent Media and Communication (EMAC) 2200, “Fundamentals of Emerging Communication”, (FUNDAMENTALS EMERGING COMM – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015 with the description changed to – An introduction to the EMAC program and the emergent media field, focusing on the practices and processes of communicating through digital content.. (pages 161-164).
6. New course, Emergent Media and Communication (EMAC) 2400, “Writing for Emerging Media”, (WRITING FOR EMERGING MEDIA – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015 with the description changed to – An introduction to writing for emergent media forms, focusing on crafting an effective story and the factors that influence content and delivery.. (pages 165-168).
7. New course, Emergent Media and Communication (EMAC) 2600, “International Communication”, (INTERNATIONAL COMMUNICATION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 169-172).
8. New course, Emergent Media and Communication (EMAC) 2800, “Research in the Digital Age I”, (RSCH DIGITAL AGE I – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015 with the description changed to – An introduction to communication research skills, including qualitative and quantitative research methods and audience and message analysis in the digital age. . (pages 173-176).
9. New course, Emergent Media and Communication (EMAC) 3000, “Mass Communication History and Theory”, (MASS COMM HISTORY AND THEORY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015 with the description changed to – A study of the history of media, including theories of mass communication and the impact of mediated communication. . (pages 177-180).
10. New course, Emergent Media and Communication (EMAC) 3020, “Managing Communication Processes”, (COMMUNICATION PROCESSES – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015 with the description changed to – An introduction to emergent media in organizations, focusing of face-to-face and virtual project design and management, design processes, and meeting management. . (pages 181-185).
11. New course, Emergent Media and Communication (EMAC) 3060, “Research in the Digital Age II”, (RSCH DIGITAL AGE II – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015 with the description changed to – A study of the design and deployment of research instruments to develop communication strategies for real-world applications, including data analysis and the impact of data-driven decisions on communication strategies. . (pages 186-189).

12. New course, Emergent Media and Communication (EMAC) 3040, "Critical Approaches to Emerging Media", (CRITICAL APPROACHES EMG MEDIA – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015 with the description changed to – An investigation of issues of power and culture in contemporary media, including media representation, the commodification of audiences, and audience consumption and feedback. . (pages 190-193).
13. New course, Emergent Media and Communication (EMAC) 3080, "Visual Communication", (VISUAL COMMUNICATION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015 with the description changed to – A study of the principles and practices of creating visual solutions to complex communication problems, including visual language, methodology, and cultural contexts. . (pages 194-197).
14. New course, Emergent Media and Communication (EMAC) 4000, "Emerging Media Ethics and Law", (EMG MEDIA ETHICS AND LAW – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015 with the description changed to – A study of ethical and legal issues posed by emergent media. . (pages 198-201).
15. New course, Emergent Media and Communication (EMAC) 4100, "Digital Media I: Dynamic Design", (DYNAMIC DESIGN – 3 credit hours, 1 lecture hour, 4 lab hours, and 5 contact hours), was approved effective Fall Semester 2015 with the description changed to – A study of the principles of content creation and traditional media production techniques. . (pages 202-205).
16. New course, Emergent Media and Communication (EMAC) 4220, "Advocacy, Civic Engagement, and Emerging Media", (ADVOC, CIVIC ENGAGEMENT, AND MEDIA – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015 with the description changed to – A study of online advocacy and participatory democracy, including community building, political power, and information gathering and dissemination. . (pages 206-210).
17. New course, Emergent Media and Communication (EMAC) 4200, "Digital Media II: Convergent Design", (CONVERGENT DESIGN – 3 credit hours, 1 lecture hour, 4 lab hours, and 5 contact hours), was approved effective Fall Semester 2015 with the description changed to – An exploration of the static and dynamic design of messages for distribution across multiple media channels. . (pages 211-214).
18. New course, Emergent Media and Communication (EMAC) 4240, "Research Analysis and Performance", (RSCH ANALYSIS AND PERFORMANCE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015 with the description changed to – The application of research principles and methods in emergent media to design research projects, collect data, and present results in professional settings. . (pages 215-219).
19. New course, Emergent Media and Communication (EMAC) 4300, "Digital Media III: Emergent Design", (EMERGENT DESIGN – 3 credit hours, 1 lecture hour, 3 lab hours, and 4 contact hours), was approved effective Fall Semester 2015 with the description changed to – The application of emergent media technologies to message construction for integration multi-channel campaigns. Students will complete a digital project for their portfolios. . (pages 220-223).
20. New course, Emergent Media and Communication (EMAC) 4320, "Business Practices Emergent Media", (BUS PRACTICES EMERG MEDIA – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015 with the description changed to – An examination of business practices and structures specific to emergent media.. (pages 224-227).
21. New course, Emergent Media and Communication (EMAC) 4340, "Emerging Media for Professionals", (EMERGING MEDIA FOR PROF – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015 with the description changed to – An examination of communication used by emergent media professionals with their audiences, including their peers. . (pages 228-231).
22. Revised course number and description, Emergent Media and Communication (EMAC) 4952, "EMAC Seminar", (EMAC SEMINAR – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015 with the description changed to – A capstone seminar in which students compile students compile a final portfolio of work completed during their program to be evaluated by the instructor and classmates. Through additional assignments, students will prepare for work in the emergent media profession. . (pages 232-234). Deactivation of MDIA 4952.

**F. Miscellaneous**

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

Respectfully submitted,

Stanley Jones  
Registrar



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FEB 17 2015

**REQUEST TO DEACTIVATE A COURSE/PROGRAM**

Valdosta State University

OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

Date of Submission: January 28, 2015

Department Initiating Deactivation:  
History

Semester & Year to be Effective:  
Fall 2015

List of courses (or the program or track) to be deactivated: HIST 3010; HIST 3020; HIST 3303; HIST 5303;

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

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other Courses are no longer offered.

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

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. Faculty surveyed: none wish to offer.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Approvals:	
College/Division Exec. Comm.:	<i>Connie Richards</i> Date: 1/12/15
Dept. Head:	<i>[Signature]</i> Date: 1/28/15
Dean/Director:	<i>[Signature] / Connie Richards</i> Date: 1-28-15
Graduate Exec. Comm.: (for grad course/program)	<i>[Signature]</i> Date:
Graduate Dean: (for grad course/program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

FEB 17 2015

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

OFFICE OF THE REGISTRAR  
 VALDOSTA STATE UNIVERSITY

Valdosta State University

Area of Change:  Core  Senior  Graduate

Current Catalogue Page Number: 127  
 (Undergraduate Catalog, 2014-2015)

Proposed Effective Date for Revised  
 Catalogue Copy: (new or revised) fall 2015

Degree and Program Name: B. A. English

**Present Requirements:**

**SELECTED EDUCATIONAL OUTCOMES**

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

1. To develop a basic knowledge of British, American, and world literature and an ability to respond to them critically.
2. To write and speak with clarity, precision, and sophistication.
3. To research carefully and systematically, utilizing the appropriate computer technology, and to apply that research to the study of language and literature.
4. To foster a greater understanding of the cultural and historical contexts of written communication.

**EXAMPLES OF OUTCOME ASSESSMENTS**

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

1. Students will submit a senior capstone project.
2. Students will complete a five-page Undergraduate English Major Exit Questionnaire.

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

**SELECTED EDUCATIONAL OUTCOMES**

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

1. To explain and analyze literary works within their cultural, historical, and literary contexts.
2. To write and speak with clarity, precision, and sophistication.
3. To conduct appropriate forms of research and to integrate their findings into coherent works of their own composition.
4. To identify the critical and/or rhetorical principles that inform writing and to use them to create written works appropriate to their audience and purpose.

**EXAMPLES OF OUTCOME ASSESSMENTS**

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

1. An original senior capstone project, supported by an oral presentation.
2. An assignment analyzing a literary work within its cultural, historical, and literary contexts.
3. An Undergraduate English Major Exit Questionnaire.

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

Improving Student Learning Outcomes Outcome 1 and Outcome 4 cannot be adequately assessed as phrased. The proposed changes will allow us to use direct measures to assess these outcomes.

Adopting Current Best Practice(s) in Field

Meeting Mandates of State/Federal/Outside Accrediting Agencies

Other

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

**Indirect measures:** SOIs, student, employer, or alumni surveys, etc. We currently rely on a student exit questionnaire to assess Outcomes 1 and 4. This assessment does not provide enough data to make programmatic improvements.

**Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The proposed revisions will allow us to assess these outcomes using direct measures.

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

**Data Sources:**

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

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

**Outcome 1:** In ENGL 3110, 3120, 3210, or 3215, students will analyze a literary work within its context, using the attached rubric. (Attachment 1)

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

**Outcomes 2 and 3** will continue to be assessed through rubric-guided evaluations of senior projects and oral presentations developed in senior seminar.

<b>Approvals:</b>	
Department Head: <i>m. [signature]</i>	Date: 2-10-15
College/Division Exec. Committee: <i>Lynne Richards</i>	Date: 2/11/15
Dean(s)/Director(s): <i>Lynne Richards</i>	Date: 2/11/15
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED

FEB 17 2015

OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

**Request for a Revised Course**  
Valdosta State University

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

**Department Initiating Revision:**  
ENGL

**Faculty Member Requesting Revision:**  
Dr. Mark Smith

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
ENGL 0099

**List Current and Requested Revisions:**

**Current:**

Course Prefix and Number: ENGL 0099  
Credit Hours: 3  
Course Title: Developmental English  
Pre-requisites:NA  
Course Description: A composition course focusing on skills required for effective composition of times essays and designed primarily for students who fail the essay portion of the Regents' Testing Program.

**Requested:**

Course Prefix and Number: ENGL 0999  
Credit Hours: 3  
Course Title: Support for English Composition  
Pre-requisites:NA  
Course Description: A course to provide corequisite support for students requiring remediation in English or reading while enrolled in ENGL 1101 - English Composition I.

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

**Estimated Frequency of Course Offering:**  
Fall & Spring semesters

**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: This course is being mandated by the Board of Regents as part of its new learning support policy.
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other:

**Plans for assessing the effectiveness of the course:** Course will be assessed as part of our regular composition course assessment.

Approvals:	
College/Division Exec. Comm.: <i>Winnie Richards</i>	Date: <i>2/11/15</i>
Dept. Head: <i>Mr. Smith</i>	Date: <i>2-10-15</i>
Dean/Director: <i>Winnie Richards</i>	Date: <i>2/11/15</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: February 10, 2015



# REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

**Select Area of Change:**

- Core Curriculum     
  Senior Curriculum     
  Graduate Curriculum     
  Other Curriculum

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

BA-FRENCH } Foreign  
 BA-SPANISH } Language  
 Education  
 Tracks

**Current Catalog Page Number:**  
148, 153

**Proposed Effective Date for Curriculum Change:**  
(Month/Year): 08/2015

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

**Present Requirements:**

**Upper-Level Courses in Education** .....  
 .....22 hours  
**SEED 4010, FLED 3510, FLED 4510** .....  
 .....3 hours  
**FLED 3500, FLED 4500** .....  
 .....4 hours  
**SPEC 3000** .....  
 .....3 hours  
**FLED 4790** .....  
 .....10 hours  
**FLED 4800** .....  
 .....2 hours  
**Electives** .....  
 .....0-3 hours  
**Total hours required for the degree** .....  
 .....120 semester hours

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

**Upper-Level Courses in Education** .....  
 .....22 hours  
**SEED 4010, FLED 3510, FLED 4510** .....  
 .....3 hours  
**FLED 3500, FLED 4500** .....  
 .....4 hours  
**SPEC 3000** .....  
 .....3 hours  
**FLED 4790** .....  
 .....9 hours  
**FLED 4800** .....  
 .....3 hours  
**Electives** .....  
 .....0-3 hours  
**Total hours required for the degree** .....  
 .....120 semester hours

**Justification:**

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

- Improve student learning outcomes:  
 Adopting current best practice(s) in field:  
 Meeting mandates of state/federal/outside accrediting agencies:  
 Other: FLED 4800 will now encompass EdTPA preparation and support. The additional hour in this course will make the seminar a full course in a professor's load, giving the course the time and support it needs to improve candidate performance on the EdTPA.

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

- Indirect measures: SOIs, student, employer, or alumni surveys, etc.  
 Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) A complete review of the program courses documented a

need to better support students with the new EdTPA requirement during student teaching.

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

**Data Sources:**

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

**Approvals:**

Department Head:	<i>AW Soudy</i>	Date: <i>2/16/15</i>
College/Division Exec. Committee:	<i>Dur</i>	Date: <i>2/12/15</i>
Dean(s)/Director(s):	<i>Cornie Richards</i>	Date: <i>2/19/15</i>
Grad. Exec. Committee: (for graduate course)		Date:
Graduate Dean: (for graduate course)		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

**Request for a Revised Course**  
Valdosta State University

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

**Department Initiating Revision:**  
Modern and Classical Languages

**Faculty Member Requesting Revision:**  
Ransom Gladwin

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

**List Current and Requested Revisions:**

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

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

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

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

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

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: One course hour from FLED 4790 will be added to FLED 4800. FLED 4800 will now encompass EdTPA preparation and support. The additional hour will make 4800 a full course in a professor's load, giving the course the time and support it needs to improve candidate

performance.

**Plans for assessing the effectiveness of the course:** Same as before, but the program will look for continuous improvement of EdTPA preparation and support with this change.

Approvals:	
College/Division Exec. Comm.: <i>[Signature]</i>	Date: 2/12/15
Dept. Head: <i>[Signature]</i>	Date: 2/14/15
Dean/Director: <i>[Signature]</i>	Date: 2/19/15
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: February 17, 2015

**RECEIVED**

FEB 23 2015

OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

**Request for a Revised Course**  
Valdosta State University

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

**Department Initiating Revision:**  
Modern and Classical Languages

**Faculty Member Requesting Revision:**  
Ransom Gladwin

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
FLED 4800 Senior Professional Development Seminar

**List Current and Requested Revisions:**

**Current:**

Course Prefix and Number: FLED 4800  
Credit Hours: 2-0-2  
Course Title: Senior Professional Development Seminar  
Pre-requisites: Senior Standing. Corequisite: FLED 4790  
Course Description: Graded "Satisfactory or Unsatisfactory." The capstone experience requiring student teachers to reflect upon their teaching experiences through interactions with peers, secondary education professionals and other educators in their content area. The preparation and presentation of a portfolio reflecting their student teaching experience is required.

**Requested:**

Course Prefix and Number: FLED 4800  
Credit Hours: 3-0-3  
Course Title: FLED 4800 Senior Professional Development Seminar  
Pre-requisites: Senior Standing. Corequisite: FLED 4790  
Course Description: The capstone experience requires student teachers to reflect upon their teaching experiences through interactions with peers, secondary education professionals and other educators in their content area. The preparation and presentation of a portfolio reflecting their student teaching experience is required.

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

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

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

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: One course hour from FLED 4790 will be added to FLED 4800. FLED 4800 will now encompass EdTPA preparation and support. The additional hour will make 4800 a full course in a professor's load, giving the course the time and support it needs to improve candidate performance. Furthermore, FLED 4800 will be assessed with a letter grade now. This will add

academic importance and rigor to the course, which it needs with the addition of the EdTPA.

**Plans for assessing the effectiveness of the course:** Same as before, but will look for continuous improvement of EdTPA preparation and support with this change

Approvals:	
College/Division Exec. Comm.: <i>DM</i>	Date: <i>2/12/15</i>
Dept. Head: <i>AW Swadley</i>	Date: <i>2/16/15</i>
Dean/Director: <i>Winnie Richards</i>	Date: <i>2/19/15</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: February 17, 2015



FEB 17 2015

# REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

REGISTRAR  
OFFICE OF 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:  
172

Proposed Effective Date for Curriculum Change:  
(Month/Year): 08/15

Degree & Program Name:  
(e.g., BFA, Art): BA, Political Science

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

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

- American Government - POLS 4700
- Comparative Politics - 4832
- International Relations - 4831
- Public Law - 4251

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

**Justification:**

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

- Improve student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies:
- Other: New Courses Added

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

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

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

**Data Sources:**

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

**Approvals:**

Department Head:

*James H. Peterson*

1/30/15  
Date:

College/Division Exec. Committee:

*Connie Richards*

Date: 2/11/15

Dean(s)/Director(s):

*Connie Richards*

Date: 2/11/15

Grad. Exec. Committee:  
(for graduate course)

Date:

Graduate Dean:  
(for graduate course)

Date:

Academic Committee:

Date:

Form last updated: January 6, 2010

FEB 16 2015

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**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: 38

Proposed Effective Date for Revised Catalogue Copy: (new or revised) 2015-16 Academic Year

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

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

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

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

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field Most MPA programs do not require practical experience in field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other As a matter of policy, program accepts recent undergraduate students without experience and only a desire/interest to go into public or NGO sectors.

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

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

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

**Data Sources:**

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

<b>Approvals:</b>		
Department Head:	<i>James H. Peterson</i>	Date: 1/29/15
College/Division Exec. Committee:	<i>Annie Richards</i>	Date: 2/11/15
Dean(s)/Director(s):	<i>Annie Richards</i>	Date: 2/11/15
Graduate Exec. Comm.: (for grad program)	<i>J. T. J. Pt</i>	Date: 2-26-15
Graduate Dean: (for grad program)	<i>J. T. J. Pt</i>	Date: 2-26-15
Academic Committee:		Date:

Form last updated: January 6, 2010

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FEB 16 2015

# 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:**  
40

**Proposed Effective Date for Curriculum Change:**  
(Month/Year): 08.2015

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

**Present Requirements:**

Capstone Seminar /Project .....9 hours  
 PADM 9990.....3 hours  
 PADM 9999.....6 hours

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

CapstoneSeminar/Project.....9 hours  
 PADM 9990.....3 hours  
 PADM 9999.....6 hours

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

**Justification:**

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

- Improve student learning outcomes:  
 Adopting current best practice(s) in field:  
 Meeting mandates of state/federal/outside accrediting agencies:  
 Other: Language clarifies sequencing of PADM 9990 and PADM 9999 and the completion of coursework prior to taking these courses.

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

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

<b>Approvals:</b>		
Department Head:	<i>James W. Peterson</i>	Date: <i>1/21/15</i>
College/Division Exec. Committee:	<i>Linnie Richards</i>	Date: <i>2/11/15</i>
Dean(s)/Director(s):	<i>Linnie Richards</i>	Date: <i>2/11/15</i>
Graduate Exec. Comm.: (for grad program)	<i>J. T. J. J. J.</i>	Date: <i>2-26-15</i>
Graduate Dean: (for grad program)	<i>J. T. J. J.</i>	Date: <i>2-26-15</i>
Academic Committee:		Date:

Form last updated: January 6, 2010



# REQUEST TO DEACTIVATE A COURSE/PROGRAM

Valdosta State University

**Date of Submission:** 2/10/15

**Department Initiating Deactivation:**  
INDS

**Semester & Year to be Effective:**  
F/15

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

**RECEIVED**

FEB 12 2015

OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

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

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other GENS courses are no long part of the INDS curriculum.

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

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

<b>Approvals:</b>	
College/Division Exec. Comm.:	Date:
Dept. Head: <i>Lai Overduff</i>	Date: <i>2/10/15</i>
Dean/Director: <i>Lai Overduff</i>	Date: <i>2/10/15</i>
Graduate Exec. Comm.: (for grad course/program)	Date:
Graduate Dean: (for grad course/program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010



## Valdosta State University

### Department of Mathematics & Computer Science

ADDRESS 1500 N. Patterson St. • Valdosta, GA 31698-0040

PHONE 229.333.5778 • FAX 229.219.1257

WEB [www.valdosta.edu/mathcs/](http://www.valdosta.edu/mathcs/)

## MEMORANDUM

**TO:** Dr. Sharon Gravett, Chair  
Academic Committee

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

**DATE:** February 18, 2015

**RE:** Delay CS1301 and CS1302 Curriculum Change

---

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

1. Revised credit hours, Computer Science (CS) 1301, "Principles of Programming I", (PRINCIPLES OF PROGRAMMING I – 4 credit hours, 3 lecture hours, 2 lab hours, and 5 contact hours), was approved effective Fall Semester 2013.
2. Revised credit hours, Computer Science (CS) 1302, "Principles of Programming II", (PRINCIPLES OF PROGRAMMING II – 4 credit hours, 3 lecture hours, 2 lab hours, and 5 contact hours), was approved effective Fall Semester 2013.

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

cc: Dr. Connie Richards, Dean of the College of Arts & Sciences  
Dr. Chunlei Liu, Chair of the Computer Science Program Committee

FEB 16 2015

**REQUEST FOR A CURRICULUM CHANGE**

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

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:**  
135

**Proposed Effective Date for Curriculum Change:**  
(Month/Year): Fall 2015

**Degree & Program Name:**  
(e.g., BFA, Art): Family Nurse Practitioner

**Present Requirements:**

Masters Core .....

NURS 7100 Advanced Pathophysiology..... 3.0

NURS 7011 Statistical Applications in Nursing Research and Practice..... 3.0

NURS 7110 Philosophical and Theoretical Foundations of Advanced Practice Nursing Practice..... 2.0

NURS 7150 Nursing and Health Care Information Systems..... 2.0

NURS 7160 Health Care Delivery Systems, Economics and Policy ..... 2.0

NURS 7340 Advanced Nursing:: Healthcare across the lifespan.....3.0

NURS 7220 Evidenced Based Practice.....3.0

Core Total.Credit hours.... 18.0

NURS 7200 Advanced Health Assessment..... 3.0

NURS 7200L Advanced Health Assessment Laboratory..... 1.0

NURS 7230 Advanced Pharmacology..... 3.0

Clinical Core Total Credit hour... 7.0

Clinical hours..60

**FNP Coursework**

NURS 7328 Advanced Nursing Care: Women's Health.....2.0

NURS 7328L Advanced Nursing Care Women's Health Practicum.....2.0

NURS 7329 Acute and Chronic Disease Management for the NP: Children and Adolescent Populations.....3.0

NURS 7329L Acute and Chronic Disease Management for the NP: Children and Adolescent Populations Practicum.....2.0

NURS 7330 Acute & Self-Limiting Disease Management for the NP: Adult and Geriatric

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

Requirements for the Family Nurse Practitioner Track

Masters Core

NURS 7100 Advanced Pathophysiology.. 3.0

NURS 7011 Statistical Applications in Nursing Research and Practice..... 3.0

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

NURS 7110 Philosophical and Theoretical Foundations of Advanced Practice Nursing Practice..... 2.0

NURS 7150 Nursing and Health Care Information Systems..... 2.0

NURS 7160 Health Care Delivery Systems, Economics and Policy ..... 2.0

NURS 7340 Advanced Nursing:: Healthcare across the Lifespan.....3.0

NURS 7220 Evidenced Based Practice.....3.0

Core Total Credit hours..... 20.0

NURS 7200 Advanced Health Assessment..... 3.0

NURS 7200L Advanced Health Assessment Laboratory..... 1.0

NURS 7230 Advanced Pharmacology..... 3.0

Clinical Core Total Credit hour... 7.0

Clinical hours..... 60

**FNP Coursework**

NURS 7328 Advanced Nursing Care: Women's Health.....2.0

NURS 7328L Advanced Nursing Care Women's Health Practicum.....2.0

NURS 7329 Acute and Chronic Disease Management for the NP: Children and Adolescent Populations.....3.0

NURS 7329L Acute and Chronic Disease Management for the NP: Children and Adolescent

Populations.....	3.0
NURS 7330L Acute & Self-Limiting Disease Management for the NP: Adult and Geriatric Lab .....	3.0
NURS 7350 Chronic and Complex Disease Management for the NP: Adult and Geriatric Populations .....	3.0
NURS 7350L Chronic and Complex Disease Management for the NP: Adult and Geriatric Populations Lab.....	3.0
NURS 7451 Clinical Procedures for the Advanced Practice Nurse.....	3.0
NURS 7595 FNP Nurse Practitioner Capstone.....	4.0
FNP Total Credit hours.....	28.0
Clinical hours....	645.
Total Semester hours required for the degree.....54	
Total clinical hours required for the degree... a minimum of 705 hours	

Populations Practicum.....	2.0
NURS 7330 Acute & Self-Limiting Disease Management for the NP: Adult and Geriatric Populations.....	3.0
NURS 7330L Acute & Self-Limiting Disease Management for the NP: Adult and Geriatric Lab .....	3.0
NURS 7350 Chronic and Complex Disease Management for the NP: Adult and Geriatric Populations.....	3.0
NURS 7350L Chronic and Complex Disease Management for the NP: Adult and Geriatric Populations Lab.....	3.0
NURS 7595 FNP Nurse Practitioner Capstone.....	4.0
FNP Total Credit hours.....	28.0
Clinical hours...	645.
Total Semester hours required for the degree..... 54	
Total clinical hours required for the degree..... a minimum of 705	
****Elective Course: NURS 7451 Clinical Procedures for the Advanced Practice Nurse..... 2.0	

**Justification:**

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

Improve student learning outcomes:

Adopting current best practice(s) in field: Nurse practitioners must be able to demonstrate competencies in the comprehensive, integrated health care of patients across the lifespan. This curriculum along with existing courses in the MSN program will combine to provide population specific coursework necessary to meet the educational requirements of the APRN Consensus Model (ANCC, 2012)

Meeting mandates of state/federal/outside accrediting agencies: Students matriculating through the Nurse Practitioner track will meet the curriculum competencies of the American Academy of Colleges of Nursing (AACN) and the APRN Model of Regulation described in the Consensus model (2008). Students will obtain proficiency and efficiency to apply for certification to the American Nurses Credentialing Center (ANCC) and/or the American Academy of Nurse Practitioners Certification Center(AANP).

Other:

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

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

**Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Exit Exam results and certification pass rates

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

**Data Sources:**

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

**Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Exit Exam used for comprehensive exam and certification pass rates

**Approvals:**

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

College/Division Exec. Committee: *Bonni A. Cohen* Date: *2/17/15*

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

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

Graduate Dean:  
(for graduate course) *J. T. J. Platt* Date: *2-26-15*

Academic Committee: Date:

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FEB 16 2015

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: 134

Proposed Effective Date for Curriculum Change: (Month/Year): Fall 2015

Degree & Program Name: (e.g., BFA, Art): Adult Gerontology Nurse Practitioner

Present Requirements:

Requirements for the Adult Gerontology Nurse Practitioner Track

Masters Core .....
NURS 7100 Advanced Pathophysiology..... 3.0
NURS 7011 Statistical Applications in Nursing Research and Practice..... 3.0
NURS 7110 Philosophical and Theoretical Foundations of Advanced Practice Nursing Practice..... 2.0
NURS 7150 Nursing and Health Care Information Systems..... 2.0
NURS 7160 Health Care Delivery Systems, Economics and Policy ..... 2.0
NURS 7340 Advanced Nursing:: Healthcare across the lifespan.....3.0
NURS 7220 Evidenced Based Practice.....3.0
Core Total.Credit hours.... 18.0
NURS 7200 Advanced Health Assessment..... 3.0
NURS 7200L Advanced Health Assessment Laboratory..... 1.0
NURS 7230 Advanced Pharmacology..... 3.0
Clinical Core Total Credit hour... 7.0
Clinical hours..60

AGNP Coursework

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

Proposed Requirements (Underline changes after printing this form:

Requirements for the Adult Gerontology Nurse Practitioner Track

Masters Core .....
NURS 7100 Advanced Pathophysiology..... 3.0
Nurs 7101: Role Transtion: Issues in ANP.....2.0
NURS 7011 Statistical Applications in Nursing Research and Practice..... 3.0
NURS 7110 Philosophical and Theoretical Foundations of Advanced Practice Nursing Practice..... 2.0
NURS 7150 Nursing and Health Care Information Systems..... 2.0
NURS 7160 Health Care Delivery Systems, Economics and Policy ..... 2.0
NURS 7340 Advanced Nursing:: Healthcare across the lifespan.....3.0
NURS 7220 Evidenced Based Practice.....3.0
Core Total.Credit hours.... 20.0
NURS 7200 Advanced Health Assessment..... 3.0
NURS 7200L Advanced Health Assessment Laboratory..... 1.0
NURS 7230 Advanced Pharmacology..... 3.0
Clinical Core Total Credit hour..... 7.0
Clinical hours.....60
NURS 7330 Acute & Self-Limiting Disease Management for the NP: Adult and Geriatric Populations..... 3.0
NURS 7330L Acute & Self-Limiting Disease Management for the NP: Adult and Geriatric Lab ..... 3.0

<p>Populations .....3.0  NURS 7350L Chronic and Complex Disease Management for the NP: Adult and Geriatric Populations Lab..... 3.0  NURS 7451 Clinical Procedures for the Advanced Practice Nurse.....3.0  NURS 7590 AGNP Nurse Practitioner Capstone.....6.0  AGNP Total Credit hours.... 21.0  Clinical hours...495.</p> <p>Total Semester hours required for the degree.....45  Total clinical hours required for the degree... a minimum of 555 hours</p>	<p>NURS 7350 Chronic and Complex Disease Management for the NP: Adult and Geriatric Populations .....3.0  NURS 7350L Chronic and Complex Disease Management for the NP: Adult and Geriatric Populations Lab..... 3.0  NURS 7590 AGNP Nurse Practitioner Capstone.....6.0</p> <p>AGNP Total Credit hours....21  Clinical hours...495</p> <p>Total Semester hours required for the degree.....45</p> <p>Total clinical hours required for the degree: a minimum of .....555 hours</p> <p><u>***Elective: NURS 7451 Clinical Procedures for the Advanced Practice Nurse .....2 hrs</u></p>
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**Justification:**

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

Improve student learning outcomes:

Adopting current best practice(s) in field: Nurse practitioners must be able to demonstrate competencies in the comprehensive, integrated health care of patients across the lifespan. This curriculum along with existing courses in the MSN program will combine to provide population specific coursework necessary to meet the educational requirements of the APRN Consensus Model (ANCC, 2012)

Meeting mandates of state/federal/outside accrediting agencies: Students matriculating through the Nurse Practitioner tracks will meet the curriculum competencies of the American Academy of Colleges of Nursing (AACN) and the APRN Model of Regulation described in the Consensus model (2008). Students will obtain proficiency and efficiency to apply for certification to the American Nurses Credentialing Center (ANCC)



and/or the American Academy of Nurse Practitioners Certification Center(AANP).

Other:

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

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

**Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Exit Exam results and certification pass rates

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

**Data Sources:**

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

**Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Exit Exam used for comprehensive exam and certification pass rates

**Approvals:**

Department Head:

*Brenda Ogel*

Date: 2/17/2015

College/Division Exec. Committee:

*Bruce & Cole*

Date: 2/17/2015

Dean(s)/Director(s):

*D. Varilla*

Date: 2/17/2015

Grad. Exec. Committee:  
(for graduate course)

*J. T. J. P. H.*

Date: 2-26-15

Graduate Dean:  
(for graduate course)

*J. T. J. P. H.*

Date: 2-26-15

Academic Committee:

Date:

Form last updated: January 6, 2010

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REQUEST FOR A NEW COURSE

Valdosta State University

FEB 16 2015

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

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

Department Initiating Request:

Nursing

Faculty Member Requesting:

Bonni S. Cohen

Proposed New Course Prefix & Number:

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

Nurs 7101

Proposed New Course Title:

Role Transition: Issues in Advanced Nursing Practice

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)

Role Transition in ANP

Semester/Year to be Effective:

Fall 2015

Estimated Frequency of Course Offering:

Biannual

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

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

Improving student learning outcomes:

Adopting current best practice(s) in field: Increasing focus of role transition to meet professional standards

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change:

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

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

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

**Data Sources:**

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

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

<b>Approvals:</b>		
Dept. Head: <i>Bronda Dyel</i>		Date: <i>2/17/15</i>
College/Division Exec. Comm.: <i>Bonni A. Cole</i>		Date: <i>2/17/15</i>
Dean/Director: <i>J. Novick</i>		Date: <i>2/17/15</i>
Graduate Exec. Comm.: (for graduate course): <i>T. J. Platt</i>		Date: <i>2-26-15</i>
Graduate Dean: (for graduate course): <i>T. J. Platt</i>		Date: <i>2-26-15</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

VALDOSTA STATE UNIVERSITY  
COLLEGE OF NURSING  
COURSE SYLLABUS

<u>COURSE NUMBER</u>	NURS 7XXX
<u>COURSE TITLE</u>	Role Transition: Issues in Advanced Nursing Practice
<u>CREDITS</u>	2-0-2
<u>PLACEMENT</u>	First semester
<u>FACULTY</u>	B.S.Cohen
	DNP, ARNP, ANP-C, FNP-C. CHFN

COURSE DESCRIPTION

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

COURSE OBJECTIVES

Upon completion of this course, the student will be able to:

1. Analyze selected research related to the development of advanced roles in nursing.
2. Analyze legal parameters and scope of practice within Advanced Nursing Practice.
3. Analyze current issues related to the development of Advanced Nursing Practice.
4. Analyze risk management issues related to advanced practice nursing.
5. Demonstrate use of communication principles to promote collaborative and interdependent relationships with other health care professionals.
6. Develop strategies to advocate for the advanced nursing role to the public, health care professionals, policy makers, and potential students..
7. Discuss the role of Advanced Nursing Practice as a change agent within the health care system and in a variety of external arenas, i.e. political, legal, and social.
8. Discuss employment issues including licensure, malpractice insurance, contract negotiation, interviews, resume, and reimbursement.
9. Develop a plan for professional growth that includes continuing education, professional responsibility, certification, advocacy for the profession, and role modeling.

### ATTENDANCE

Students may be expected to attend on-campus or synchronous classes periodically. Students are expected to participate in the activities and discussions as listed in the course syllabus and on the course web-site. Timeframes for the posting and receiving of materials are listed in the course materials on the course web-site.

### TOPICAL OUTLINE

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

### TEACHING METHODS

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

### LEARNING ACTIVITIES

Lectures, discussions, individual and group assignments.

### REQUIRED TEXTS

- Joel, L. (2009). *Advanced practice nursing: Essentials for role development (2<sup>nd</sup> ed.)*. Philadelphia, PA: F.A... Davis.
- Buppert, C. (2015 ). *Nurse practitioner's business practice and legal guide (5<sup>th</sup> ed.)*. Gaithersburg, MD: Aspen.

NURS 7440  
COURSE SYLLABUS  
PAGE 3

Denisco, S.M., & Barker, A.M (2013) *Advanced Practice Nursing: Evolving Roles for the Transformation of the Profession*. Burlington, MA: Jones & Barlett.

Stanley, J.M. (2011). *Advanced Practice Nursing: Emphasizing common roles (3<sup>rd</sup> ed)*. Philadelphia, PA: F.A. Davis.

***Additional required readings will be listed on the course website***

**REQUEST TO DEACTIVATE A COURSE/PROGRAM**

Valdosta State University

**Date of Submission:** 2/16/2015

**Department Initiating Deactivation:**  
Nursing

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

**List of courses (or the program or track) to be deactivated:**

NURS 5050	NURS 7460	NURS 5990	NURS 9011
NURS 7010	NURS 9100	NURS 7020	NURS 7492
NURS 7130	NURS 9110	NURS 7140	NURS 9120
NURS 7211	NURS 7594	NURS 7231	NURS 9130
NURS 7231L	NURS 9200	NURS 7250	NURS 9210
NURS 7291	NURS 9220	NURS 7300	NURS 9230
NURS 7310	NURS 9300	NURS 7320	NURS 9310
NURS 7321	NURS 9400	NURS 7331	NURS 9410
NURS 7332	NURS 7341	NURS 7391	NURS 7392
NURS 7410	NURS 7420	NURS 7422	NURS 7432
NURS 7442	NURS 7492		

**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 9000 level courses are for the DNP program which has not received BOR approval. Other courses listed have not been taught for 3 or more terms and are not in the current program of study.

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

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



Approvals:	
College/Division Exec. Comm.: <i>Bani A. Cohen</i>	Date: <i>2/17/2015</i>
Dept. Head: <i>Brona Dyal</i>	Date: <i>2/17/2015</i>
Dean/Director: <i>J. N. ...</i>	Date: <i>2/17/15</i>
Graduate Exec. Comm.: (for grad course/program) <i>J. T. J. PLA</i>	Date: <i>2-26-15</i>
Graduate Dean: (for grad course/program) <i>J. T. J. PLA</i>	Date: <i>2-26-15</i>
Academic Committee:	Date:

Form last updated: January 6, 2010

# REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

**Select Area of Change:**

Core Curriculum       Senior Curriculum       Graduate Curriculum       Other Curriculum

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

**Current Catalog Page Number:**  
263

**Proposed Effective Date for Curriculum Change:**  
**(Month/Year):** July/2015

**Degree & Program Name:**  
**(e.g., BFA, Art):** BSAT,  
Athletic Training

**Present Requirements:**

**Health and Physical Education Requirements**

KSPE 2000.....2 hours

Two KSPE Fitness/Activity Courses.... 2 hours

**Total hours required for the degree....124 hours**

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

Health and Physical Education Requirements...4 hours to be removed from the AT program requirements

KSPE 2000.....2 hrs to be removed from the AT program requirements

Two KSPE Fitness/Activity Courses.... 2 hours to be removed from the AT program requirements

**Total hours required for the degree....120 hours**

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FEB 25 2015

OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

**Justification:**

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

Improve student learning outcomes:

Adopting current best practice(s) in field:

Meeting mandates of state/federal/outside accrediting agencies:

Other: The Health and Physical Education Requirements were required when the Athletic Training Program was in the College of Education and Human Services. On July 1, 2013, the Athletic Training Program was moved into the new College of Nursing and Health Sciences. Because the Athletic Training Program is no longer in the College of Education and Human Services, the Health and Physical Education Requirements are no longer needed. Currently the Athletic Training Program requires 60 hours of Core Curriculum, 60 hours of Professional Program, and 4 hours of Health and Physical Education Requirements. The total number of hours required for the degree is 124 hours. By removing the Health and Physical Education Requirements, the total number of hours needed to complete the Athletic Training major would be 120 hours. This change would decrease the financial obligation of our students as they earn their degree in Athletic Training.

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

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

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

**Data Sources:**

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

**Approvals:**

Department Head: *L. Lang Carter* Date: *2-24-15*

College/Division Exec. Committee: *L. Lang Carter* Date: *2-24-15*

Dean(s)/Director(s): *Jh Novice* Date: *2-24-15*

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

Graduate Dean:  
(for graduate course) Date:

Academic Committee: Date:

**Request for a Revised Course**  
Valdosta State University

**RECEIVED**

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

FEB 25 2015  
OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

**Department Initiating Revision:**  
School of Health Sciences

**Faculty Member Requesting Revision:**  
Chuck Conner

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

**List Current and Requested Revisions:**

**Current:**  
Course Prefix and Number: HSAT 3020  
Credit Hours: 3  
Course Title: Assessments in Exercise Physiology  
Pre-requisites: Admission to the Athletic Training Program  
Course Description: Development of knowledge, skills, and abilities in selecting, administering, and interpreting standardized health, athletic, and physiological-related physical fitness tests.  
1-4-3

**Requested:**  
Course Prefix and Number:  
Credit Hours:  
Course Title: Assessments in Athletic Training  
Pre-requisites:  
Course Description: Development of knowledge, skills, and abilities in selecting, administering, and interpreting standardized health, athletic, physiological-related physical fitness tests, and performance test.  
2-2-3

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

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

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

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: The course is taught specifically to athletic training students to enhance their knowledge, skills, and abilities within the athletic training profession. The revision is minor and refection assessments used in athletic training, therefore the "exercise physiology" term in the course title should be changed to better reflect the focus and population of the course content. The course to include the lab can be taught in three 50 minute classes per week or two 75 minute classes per week.

**Plans for assessing the effectiveness of the course:** Course effectiveness will be through student evaluation through testing and SOIs.

Approvals:	
College/Division Exec. Comm.: <i>L. Ly Lute</i>	Date: <i>2-24-15</i>
Dept. Head: <i>L. Ly Lute</i>	Date: <i>2-24-15</i>
Dean/Director: <i>J. Novillo</i>	Date: <i>2-24-15</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: February 20, 2015

**Request for a Revised Course**  
Valdosta State University

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OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

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

**Department Initiating Revision:**  
School of Health Sciences

**Faculty Member Requesting Revision:**  
Chuck Conner

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
HSAT 3440 - Athletic Training Clinical Competencies I

**List Current and Requested Revisions:**

**Current:**  
Course Prefix and Number: HSAT 3440  
Credit Hours: 2  
Course Title: Athletic Training Clinical Competencies I  
Pre-requisites: Admission to the Athletic Training Program and a grade of "C" or better in Athletic Training Program courses taken the previous semester  
Course Description: A study of manipulative and motor skills required to perform athletic training techniques in clinical settings. Techniques reflect those presented in lecture/lab courses taught the previous semester. The course also involves a semester-long clinical education component.

**Requested:**  
Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites: Admission to the Athletic Training Program.  
Course Description: A study of manipulative and motor skills required to perform athletic training techniques in clinical settings. Techniques reflect those presented in lecture/lab courses taught in previous semesters. The course also involves a semester-long clinical education component.

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

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

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

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies: Based on the most recent accreditation standards, students are now able to participate in the course even though they did not make a final grade of "C" in each course from the previous semester. Based on the most recent standards, students can perform skills from a course they did not score a "C" or better in as long as the preceptor treats those skills like new uninstructed skills. The student will be

required to perform or be evaluated on the skills from the course in which a final grade below a "C" was made in the later Athletic Training Clinical Competencies course.

Other:

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



Approvals:	
College/Division Exec. Comm.: <i>LaSang Carter</i>	Date: 2-24-15
Dept. Head: <i>LaSang Carter</i>	Date: 2-24-15
Dean/Director: <i>H. Novello</i>	Date: 2-24-15
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: February 20, 2015

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VALDOSTA STATE UNIVERSITY

**Request for a Revised Course**  
Valdosta State University

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

**Department Initiating Revision:**  
School of Health Sciences

**Faculty Member Requesting Revision:**  
Chuck Conner

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
HSAT 3441 - Athletic Training Clinical Competencies II

**List Current and Requested Revisions:**

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

**Requested:**  
Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites: Admission to the Athletic Training Program.  
Course Description: A study of manipulative and motor skills required to perform athletic training techniques in clinical settings. Techniques reflect those presented in lecture/lab courses taught in previous semesters. The course also involves a semester-long clinical education component.

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

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

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

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies: Based on the most recent accreditation standards, students are now able to participate in the course even though they did not make a final grade of "C" in each course from the previous semester. The student will not be allowed to perform or be evaluated on skills from a previous semester's course in which a final grade below a "C" was made. The student will be required to perform or be evaluated on the

skills from the course in which a final grade below a "C" was made in the later Athletic Training Clinical Competencies course.

Other:

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

Approvals:	
College/Division Exec. Comm.: <i>L. Amy Carter</i>	Date: <i>2-24-15</i>
Dept. Head: <i>L. Amy Carter</i>	Date: <i>2-24-15</i>
Dean/Director: <i>J. Novice</i>	Date: <i>2-24-15</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: February 20, 2015

**Request for a Revised Course**  
Valdosta State University

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

**Department Initiating Revision:**  
School of Health Sciences

**Faculty Member Requesting Revision:**  
Chuck Conner

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

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

HSAT 4300: Foundations of Injury Prevention and Care

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VALDOSTA STATE UNIVERSITY

**List Current and Requested Revisions:**

**Current:**

Course Prefix and Number: HSAT 4300  
Credit Hours: 4  
Course Title: Foundations of Injury Prevention and Care  
Pre-requisites: KSPE 2050 or HSAT 2050 completed with a grade of "C" or better.  
Course Description: Provides the student with knowledge concerning sports injury prevention, treatment, and taping skills. Emphasis will be placed on protocols common in the athletic training profession.

**Requested:**

Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites: HSAT 2050 completed with a grade of "C" or better.  
Course Description:

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

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

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

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: KSPE 2050 was replaced with HSAT 2050 when the Athletic Training Program moved into the College of Nursing and Health Sciences. The revision simply reflects that KSPE 2050 is no longer a pre-requisite due to the fact that the course no longer exists.

**Plans for assessing the effectiveness of the course:** Course effectiveness assessed by student grades and SOIs.

Approvals:	
College/Division Exec. Comm.: <i>L. Lang Curtis</i>	Date: <i>2-24-15</i>
Dept. Head: <i>L. Lang Curtis</i>	Date: <i>2-24-15</i>
Dean/Director: <i>J.R. Novice</i>	Date: <i>2-24-15</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: February 20, 2015

**Request for a Revised Course**  
Valdosta State University

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<b>Date of Submission:</b> 02/20/2015 (mm/dd/yyyy)	
<b>Department Initiating Revision:</b> School of Health Sciences	<b>Faculty Member Requesting Revision:</b> Chuck Conner
<b>Current Course Prefix, Title, &amp; Number:</b> (See course description abbreviations in the catalog for approved prefixes) HSAT 4440 - Athletic Training Clinical Competencies III	
<b>List Current and Requested Revisions:</b>	
<p><b>Current:</b></p> <p>Course Prefix and Number: HSAT 4440</p> <p>Credit Hours: 2</p> <p>Course Title: Athletic Training Clinical Competencies III</p> <p>Pre-requisites: Admission to the Athletic Training Program and a grade of "C" or better in Athletic Training Program courses taken the previous semester</p> <p>Course Description: A study of manipulative and motor skills required to perform athletic training techniques in clinical settings. Techniques reflect those presented in lecture/lab courses taught the previous semester. The course also involves a semester-long clinical education component.</p>	<p><b>Requested:</b></p> <p>Course Prefix and Number:</p> <p>Credit Hours:</p> <p>Course Title:</p> <p>Pre-requisites: Admission to the Athletic Training Program</p> <p>Course Description: A study of manipulative and motor skills required to perform athletic training techniques in clinical settings. Techniques reflect those presented in lecture/lab courses taught in previous semesters. The course also involves a semester-long clinical education component.</p>
<b>Semester/Year to be Effective:</b> Fall/2015	<b>Estimated Frequency of Course Offering:</b> once per academic year
<b>Indicate if Course will be :</b> <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> Elective	
<p><b>Justification:</b> (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.)</p> <p><input type="checkbox"/> Improving student learning outcomes:</p> <p><input type="checkbox"/> Adopting current best practice(s) in field:</p> <p><input checked="" type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: Based on the most recent accreditation standards, students are now able to participate in the course even though they did not make a final grade of "C" in each course from the previous semester. Based on the most recent standards, students can perform skills from a course they did not score a "C" or better in as long as the preceptor treats those skills like new uninstructed skills. The student will be</p>	



required to perform or be evaluated on the skills from the course in which a final grade below a "C" was made in the later Athletic Training Clinical Competencies course.

Other:

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

Approvals:	
College/Division Exec. Comm.: <i>LeRoy Carter</i>	Date: <i>2-24-15</i>
Dept. Head: <i>LeRoy Carter</i>	Date: <i>2-24-15</i>
Dean/Director: <i>John Novice</i>	Date: <i>2-24-15</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

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

<b>Department Initiating Revision:</b> School of Health Sciences	<b>Faculty Member Requesting Revision:</b> Chuck Conner
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**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
HSAT 4441 - Athletic Training Clinical Competencies IV

**List Current and Requested Revisions:**

<p><b>Current:</b></p> <p>Course Prefix and Number: HSAT 4441</p> <p>Credit Hours: 2</p> <p>Course Title: Athletic Training Clinical Competencies IV</p> <p>Pre-requisites: Admission to the Athletic Training Program and a grade of "C" or better in Athletic Training Program courses taken the previous semester</p> <p>Course Description: A study of manipulative and motor skills required to perform athletic training techniques in clinical settings. Techniques reflect those presented in lecture/lab courses taught the previous semester. The course also involves a semester-long clinical education component.</p>	<p><b>Requested:</b></p> <p>Course Prefix and Number:</p> <p>Credit Hours:</p> <p>Course Title:</p> <p>Pre-requisites: Admission to the Athletic Training Program</p> <p>Course Description: A study of manipulative and motor skills required to perform athletic training techniques in clinical settings. Techniques reflect those presented in lecture/lab courses taught in previous semesters. The course also involves a semester-long clinical education component.</p>
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<b>Semester/Year to be Effective:</b> Fall/2015	<b>Estimated Frequency of Course Offering:</b> once per academic year
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**Indicate if Course will be :**     Requirement for Major     Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies: Based on the most recent accreditation standards, students are now able to participate in the course even though they did not make a final grade of "C" in each course from the previous semester. Based on the most recent standards, students can perform skills from a course they did not score a "C" or better in as long as the preceptor treats those skills like new uninstructed skills. The student will be

required to perform or be evaluated on the skills from the course in which a final grade below a "C" was made in the later Athletic Training Clinical Competencies course.

Other:

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

Approvals:	
College/Division Exec. Comm.: <i>L. Long</i>	Date: <i>2-24-15</i>
Dept. Head: <i>L. Long</i>	Date: <i>2-24-15</i>
Dean/Director: <i>P. Novice</i>	Date: <i>2-24-15</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: February 20, 2015

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**Request for a Revised Course**  
Valdosta State University

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

**Department Initiating Revision:** School of Health Sciences  
**Faculty Member Requesting Revision:** Chuck Conner

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
HSAT 4442 - Athletic Training Clinical Competencies V

**List Current and Requested Revisions:**

<p><b>Current:</b> Course Prefix and Number: HSAT 4442 Credit Hours: 2 Course Title: Athletic Training Clinical Competencies V Pre-requisites: Admission to the Athletic Training Program and a grade of "C" or better in Athletic Training Program courses taken the previous semester Course Description: A study of manipulative and motor skills required to perform athletic training techniques in clinical settings. Techniques reflect those presented in lecture/lab courses taught the previous semester. The course also involves a semester-long clinical education component.</p>	<p><b>Requested:</b> Course Prefix and Number: Credit Hours: Course Title: Pre-requisites: Admission to the Athletic Training Program Course Description: A study of manipulative and motor skills required to perform athletic training techniques in clinical settings. Techniques reflect those presented in lecture/lab courses taught in previous semesters. The course also involves a semester-long clinical education component.</p>
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**Semester/Year to be Effective:** Fall/2015  
**Estimated Frequency of Course Offering:** once per academic year

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

**Justification:** (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.)  
 Improving student learning outcomes:  
 Adopting current best practice(s) in field:  
 Meeting Mandates of State/Federal/Outside Accrediting Agencies: Based on the most recent accreditation standards, students are now able to participate in the course even though they did not make a final grade of "C" in each course from the previous semester. Based on the most recent standards, students can perform skills from a course they did not score a "C" or better in as long as the preceptor treats those skills like new uninstructed skills. The student will be

required to perform or be evaluated on the skills from the course in which a final grade below a "C" was made in the later Athletic Training Clinical Competencies course.

Other:

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

Approvals:	
College/Division Exec. Comm.: <i>L. Long Center</i>	Date: <i>2-24-15</i>
Dept. Head: <i>L. Long Center</i>	Date: <i>2-24-15</i>
Dean/Director: <i>R. Novick</i>	Date: <i>2-24-15</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: February 20, 2015



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**Request for a Revised Course**  
Valdosta State University

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

**Department Initiating Revision:** School of Health Sciences  
**Faculty Member Requesting Revision:** Chuck Conner

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

**List Current and Requested Revisions:**

<p><b>Current:</b> Course Prefix and Number: HSAT 4443 Credit Hours: 2 Course Title: Athletic Training Clinical Competencies VI Pre-requisites: Admission to the Athletic Training Program and a grade of "C" or better in Athletic Training Program courses taken the previous semester Course Description: A study of manipulative and motor skills required to perform athletic training techniques in clinical settings. Techniques reflect those presented in lecture/lab courses taught the previous semester. The course also involves a semester-long clinical education component.</p>	<p><b>Requested:</b> Course Prefix and Number: Credit Hours: Course Title: Pre-requisites: Admission to the Athletic Training Program Course Description: A study of manipulative and motor skills required to perform athletic training techniques in clinical settings. Techniques reflect those presented in lecture/lab courses taught in previous semesters. The course also involves a semester-long clinical education component.</p>
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**Semester/Year to be Effective:** Fall/2015  
**Estimated Frequency of Course Offering:** once per academic year

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

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies: Based on the most recent accreditation standards, students are now able to participate in the course even though they did not make a final grade of "C" in each course from the previous semester. Based on the most recent standards, students can perform skills from a course they did not score a "C" or better in as long as the preceptor treats those skills like new uninstructed skills. The student will be

required to perform or be evaluated on the skills from the course in which a final grade below a "C" was made in the later Athletic Training Clinical Competencies course.

Other:

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

Approvals:	
College/Division Exec. Comm.: <i>L. J. Carter</i>	Date: <i>2-24-15</i>
Dept. Head: <i>L. J. Carter</i>	Date: <i>2-24-15</i>
Dean/Director: <i>J. Novice</i>	Date: <i>2-24-15</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: February 20, 2015

**Request for a Revised Course**  
Valdosta State University

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

**Department Initiating Revision:**  
School of Health Sciences

**Faculty Member Requesting Revision:**  
Chuck Conner

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
HSAT 4450: Sports Related Illnesses and Conditions

**List Current and Requested Revisions:**

**Current:**

Course Prefix and Number: HSAT 4450  
Credit Hours: 3  
Course Title: Sports Related Illnesses and Conditions  
Pre-requisites: HSAT 4360  
Course Description: Investigating signs, symptoms, and treatments of illnesses and conditions common to athletes but not addressed in previous athletic training courses

**Requested:**

Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites: Admission to the Athletic Training Program  
Course Description:

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

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

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

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: Taking HSAT 4360 prior to taking HSAT 4450 does not effect student learning in this course. The course content for HSAT 4450 is independent of course content in HSAT 4360.

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**Plans for assessing the effectiveness of the course:** Course effectiveness assessed via student grades and SOIs.

Approvals:	
College/Division Exec. Comm.: <i>L. Long Carter</i>	Date: <i>2-24-15</i>
Dept. Head: <i>L. Long Carter</i>	Date: <i>2-24-15</i>
Dean/Director: <i>J. H. Norice</i>	Date: <i>2-24-15</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: February 20, 2015

**Request for a Revised Course**  
Valdosta State University

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

**Department Initiating Revision:**  
School of Health Sciences

**Faculty Member Requesting Revision:**  
Chuck Conner

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
HSAT 4490 - Rehabilitation Techniques in Athletic Training I

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**List Current and Requested Revisions:**

**Current:**

Course Prefix and Number: HSAT 4490  
Credit Hours: 4  
Course Title: Rehabilitation Techniques in Athletic Training I  
Pre-requisites: Admission to the Athletic Training Program  
Course Description: Provides the student with the knowledge needed to develop comprehensive rehabilitation programs. The development of therapeutic goals and objectives, exercise gradation, and methods of evaluating rehabilitation progress will be stressed.

**Requested:**

Course Prefix and Number:  
Credit Hours:  
Course Title: Rehabilitation Techniques in Athletic Training  
Pre-requisites:  
Course Description:

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

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

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

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: The course, HSAT 4491 - Rehabilitation Techniques in Athletic Training II will have a new course title and course description that will better represent the content of the course. Because there will no longer be a Rehabilitation Techniques in Athletic Training II, the course title for HSAT 4490 needed to be modified to reflect that there is a single Rehabilitation Techniques in Athletic Training Course.

**Plans for assessing the effectiveness of the course:** Course effectiveness will be assessed via student grades and SOIs.



Approvals:	
College/Division Exec. Comm.: <i>L. Amy Carter</i>	Date: <i>2-24-15</i>
Dept. Head: <i>L. Amy Carter</i>	Date: <i>2-24-15</i>
Dean/Director: <i>JR Novice</i>	Date: <i>2-24-15</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: February 20, 2015

**Request for a Revised Course**  
Valdosta State University

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

**Department Initiating Revision:**  
School of Health Sciences

**Faculty Member Requesting Revision:**  
Chuck Conner

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

HSAT 4491: Rehabilitation Techniques in Athletic Training II

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**List Current and Requested Revisions:**

**Current:**

Course Prefix and Number: HSAT 4491  
Credit Hours: 3  
Course Title: Rehabilitation Techniques in Athletic Training II  
Pre-requisites: HSAT 4490  
Course Description: A continuation of HSAT 4490, with emphasis on the practical applications of rehabilitation principles. Current surgical techniques and therapeutic exercise protocols are emphasized.

**Requested:**

Course Prefix and Number:  
Credit Hours:  
Course Title: Procedures and Protocols in Athletic Training  
Pre-requisites: Admission to the Athletic Training Program.  
Course Description: A course designed to provide students with a variety of clinical procedures and protocols used in the athletic training profession.

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

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

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

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: Currently, HSAT 4491 is not designed to be a continuation of HSAT 4490. The revisions better reflect the content of the course and by revising the pre-requisites and the course description, the course and the course content can be seen as providing new material that is not a continuation of another course.

**Plans for assessing the effectiveness of the course:** Course effectiveness will be assessed via student grades and SOIs.

Approvals:	
College/Division Exec. Comm.: <i>L. Long</i>	Date: <i>2-24-25</i>
Dept. Head: <i>L. Long</i>	Date: <i>2-24-25</i>
Dean/Director: <i>J. Novice</i>	Date: <i>2-24-15</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: February 20, 2015

**Request for a Revised Course**  
Valdosta State University

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

**Department Initiating Revision:**  
School of Health Sciences

**Faculty Member Requesting Revision:**  
Chuck Conner

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
HSAT 4700: Athletic Training Professional Practice Seminar

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**List Current and Requested Revisions:**

**Current:**

Course Prefix and Number: HSAT 4700  
Credit Hours: 2  
Course Title: Athletic Training Professional Practice Seminar  
Pre-requisites: KSPE 4430 or HSAT 4430  
Course Description: Students must be in final semester of the Athletic Training Program. Reflection on the educational and clinical competencies. In this course, students will refine knowledge and skills emanating from previous Athletic Training major courses of study and discuss and prepare for the BOC exam.

**Requested:**

Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites: Admission in the Athletic Training Program  
Course Description: This course provides for a reflection on the educational and clinical competencies. Students discuss and prepare for the BOC exam.

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

**Estimated Frequency of Course Offering:**

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

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: KSPE 4430 or HSAT 4430 is/was the internship course that students took in the spring of their final senior semester assuming that all other courses had been successfully completed. KSPE 4430 or HSAT 4430 is a course that has been discontinued.

**Plans for assessing the effectiveness of the course:** Course effectiveness will be assessed via student grades and SOIs.

Approvals:	
College/Division Exec. Comm.: <i>L. Jay Carter</i>	Date: <i>2-24-15</i>
Dept. Head: <i>L. Jay Carter</i>	Date: <i>2-24-15</i>
Dean/Director: <i>J. Novick</i>	Date: <i>2-24-15</i>
Graduate Exec. Comm. (if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: February 20, 2015

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# 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:**  
254 (new education track,  
approved in January 2015,  
listed below)

**Proposed Effective Date for  
Curriculum Change:**  
(Month/Year): August 2015

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

**Present Requirements: Other Supporting  
Courses..... 26 hours**  
**Foreign Language\***  
.....6 hours  
\* See University Foreign Language  
Requirements.

**Traditional  
Track.....20 hours**  
**Upper Division Electives\*\* or Minor**  
**\*\*Must include at least 6 hours of courses  
numbered 3000 or above in a single discipline  
outside of Music.**

or

**Music Education Track..... 20 hours**  
**MUE 3000.....2 hours**  
**MUE 3650.....3 hours**  
**MUSC 3100.....2 hours**  
**MUSC 3131, MUSC 3132.....2 hours**  
**Music Guided Electives.....2 hours**  
**EDUC 2120.....3 hours**  
**PSYC 3110.....3 hours**  
**SPEC 3000.....3 hours**

**Total hours required for the degree ... 120 hours**

**Proposed Requirements (Underline changes  
after printing this form: Other Supporting  
Courses..... 26 hours**  
**Foreign Language\***  
.....6 hours  
\* See University Foreign Language  
Requirements.

**Traditional  
Track.....20 hours**  
**Upper Division Electives\*\* or Minor**  
**\*\*Must include at least 6 hours of courses  
numbered 3000 or above in a single discipline  
outside of Music.**

or

**Music Education Track..... 20 hours**  
**MUE 3000.....2 hours**  
**MUE 3650.....3 hours**  
**MUSC 3100.....2 hours**  
**MUSC 3131, MUSC 3132.....2 hours**  
**Music Guided Electives.....2 hours**  
**EDUC 2120.....3 hours**  
**PSYC 3110.....3 hours**  
**SPEC 3000.....3 hours**

or

Jazz Track.....20 hours  
MUSC 1171, 1172.....2 hours  
Upper Division Electives..... 18 hours  
\*\*Must include at least 6 hours of courses  
numbered 3000 or above in a single discipline  
outside of Music.  
MUSC 3870 is the principal ensemble for the BA-  
Jazz track  
Total hours required for the degree... 120 hours

**Justification:**

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



justification. Include and/or append relevant supporting data.

Improve student learning outcomes:

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

Meeting mandates of state/federal/outside accrediting agencies:

Other:

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

**Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Recommendation of the Jazz Area Faculty, and approval by the Music Department.

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

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

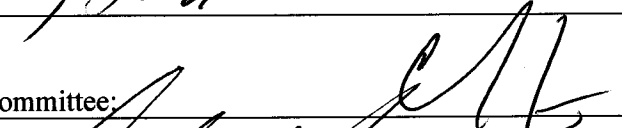
**Data Sources:**

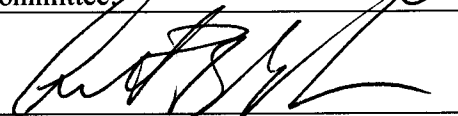
**Indirect measures:** SOIs; student, employer, or alumni surveys, etc. SOIs and student and alumni surveys.

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

**Approvals:**

Department Head:  Date: 2/26/15

College/Division Exec. Committee:  Date: 2/27/15

Dean(s)/Director(s):  Date: 2/27/15

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

Graduate Dean:  
(for graduate course) Date:

Academic Committee:

Date:

Form last updated: January 6, 2010

Bachelor of Arts, Jazz Track  
Department of Music  
Fall and Spring Terms

YEAR 1			
	Hrs.	TERM 2	Hrs.
MUSC 1001 Orientation	0	MUSC 1012 Music Theory II	3
MUSC 1011 Music Theory I	3	MUSC 1052 Music Theory Lab II	1
MUSC 1051 Music Theory Lab I	1	MUSC 1_20/2_20 Applied	2
MUSC 1_20/2_20 Applied	2	MUSC 3870 Jazz Ensemble	1
MUSC 3870 Jazz Ensemble	1	MUSC 1172 Jazz Improvisation II	1
MUSC 1171 Jazz Improvisation I	1	MUSC 1100M Intro to Music (C)	3
ENGL 1101	3	MUSC 1016 Computers in Music	1
PERS _____	2	ENGL 1102	3
Total hours	13	Total hours	15

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

YEAR 2			
	Hrs.		Hrs.
MUSC 2011 Music Theory III	3	MUSC 2012 Music Theory IV	3
MUSC 2051 Music Theory Lab III	1	MUSC 2052 Music Theory Lab IV	1
MUSC 1_20/2_20 Applied	2	MUSC 1_20/2_20 Applied	2
MUSC 3870 Jazz Ensemble	1	MUSC 3870 Jazz Ensemble	1
MUSC 2131 Class Piano I	1	MUSC 2132 Class Piano II	1
MATH _____ (see catalog)	3	POLS 1101	3
ENGL 2111, 2112, or 2113	3	HIST 2111 or 2112	3
Math/Science Elective	3	PERS 2695 World Music	2
Total hours	17	Total hours	16

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

YEAR 3			
	Hrs.		Hrs.
MUSC 3_20/4_20 Applied	2	MUSC 3_20/4_20 Applied	2
MUSC 3870 Jazz Ensemble	1	MUSC 3870 Jazz Ensemble	1
MUSC 4451 Music History I	3	MUSC 4452 Music History II	3
Music Guided Electives	1	Upper Division Elective or Minor	3
Upper Division Elective or Minor	3	Foreign Language	3
Foreign Language	3	Social Science Elective #2	3
Social Science Elective #1	3		
Total hours	16	Total hours	15

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

YEAR 4			
	Hrs.		Hrs.
MUSC 3_20/4_20 Applied	2	MUSC 3_20/4_20 Applied	2
MUSC 3870 Jazz Ensemble	1	MUSC 3870 Jazz Ensemble	1
Upper Division Elective or Minor	3	Upper Division Elective or Minor	3
Upper Division Elective or Minor	3	Upper Division Elective or Minor	3
Upper Division Elective or Minor	1	Upper Division Elective or Minor	1
Lab Science Elective #1	4	Lab Science Elective #2	4
Total hours	14	Total hours	14

**Milestones:** Maintain 2.25. Receive a "C" or higher in all music courses. Accumulate 120 collegiate credits. Pass Senior Recital.

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VALDOSTA STATE UNIVERSITY

# 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  
F

**Current Catalog Page Number:**  
235

**Proposed Effective Date for Curriculum Change:**  
(Month/Year): Fall 2015

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

**Present Requirements:**

Core Curriculum Areas A-E (See VSU Core Curriculum)... 42 hours  
 Core Curriculum Area F.....18 hours  
 ARTH 1120, ART 1010, ART 1020 ..... 9 hours  
 ART 1030, ART 1011, ART 2030 .....9 hours  
 Major Curriculum..... 60 hours  
 Major Core Studio Sequence ..... 18 hours  
 Select three course sequences from  
 ART 3023, ART 4024, or ART (3xxx-4xxx course in content area) ... 6 hours  
 ART 3041, ART 4042, or ART (3xxx-4xxx course in content area) ... 6 hours  
 ART 3051, ART 4052, or ART (3xxx-4xxx course in content area) ... 6 hours  
 ART 3061, ART 4062, or ART (3xxx-4xxx course in content area) ... 6 hours  
 ART 3071, ART 3072, ART (3xxx-4xxx course in content area) ..... 6 hours  
 ART 3081, ART 4082, ART (3xxx-4xxx course in content area) ..... 6 hours  
 ART 3091, ART 3092, or ART 4093 or ART(3xxx-4xxx course in content area) ... 6 hours  
 ART 3101, ART 4102, or ART (3xxx-4xxx course in content area) ....6 hours  
 ART 3111, ART 4112 or ART (3xxx-4xxx course in content area) .... 6 hours  
 ARTH 3121, ARTH 3122 ..... 6 hours  
 Art History (ARTH) Elective ..... 3 hours  
 Studio and/or Art History and Criticism Electives ... 6-15 hours  
 Guided Electives or Minor\* ..... 6-15 hours  
 \*The degree program must include a minimum of 39 hours at the 3000 or 4000 level.  
 Foreign Language (three courses in sequence) ... 9 hours  
 ART 4170, ART 4171, ART 4172 ..... 3 hours  
 Total hours required for the degree ..... 120 semester hours

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

Core Curriculum Areas A-E (See VSU Core Curriculum)... 42 hours  
 Core Curriculum Area F.....18 hours  
 ART 1010, ART 1020, ARTH 2121 ..... 9 hours  
ART 1030, ART 1011, ART 2030 .....9 hours  
 Major Curriculum..... 60 hours  
 Major Core Studio Sequence ..... 18 hours  
 Select three course sequences from  
 ART 3023, ART 4024, or ART (3xxx-4xxx course in content area) ... 6 hours  
 ART 3041, ART 4042, or ART (3xxx-4xxx course in content area) ... 6 hours  
 ART 3051, ART 4052, or ART (3xxx-4xxx course in content area) ... 6 hours  
 ART 3061, ART 4062, or ART (3xxx-4xxx course in content area) ... 6 hours  
 ART 3071, ART 3072, ART (3xxx-4xxx course in content area) ..... 6 hours  
 ART 3081, ART 4082, ART (3xxx-4xxx course in content area) ..... 6 hours  
 ART 3091, ART 3092, or ART 4093 or ART (3xxx-4xxx course in content area) ... 6 hours  
 ART 3101, ART 4102, or ART (3xxx-4xxx course in content area) ... 6 hours  
 ART 3111, ART 4112 or ART (3xxx-4xxx course in content area) .... 6 hours  
ARTH 2122 ..... 3 hours  
Art History (ARTH) Electives ..... 6 hours  
 Studio and/or Art History and Criticism Electives ... 6-15 hours  
 Guided Electives or Minor\* ..... 6-15 hours  
 \*The degree program must include a minimum of 39 hours at the 3000 or 4000 level.  
 Foreign Language (three courses in sequence) .. 9 hours  
 ART 4170, ART 4171, ART 4172 .....3 hours  
 Total hours required for the degree ..... 120 semester hours

**Justification:**

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

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

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

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

**Other:**

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

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

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

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

**Data Sources:**

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

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


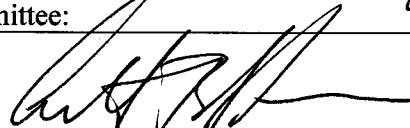
**Approvals:**

Department Head:



Date:

2/26/15

College/Division Exec. Committee:		Date: 2/27/15
Dean(s)/Director(s):		Date: 2-27-15
Grad. Exec. Committee: (for graduate course)		Date:
Graduate Dean: (for graduate course)		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

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OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

# 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  
F

**Current Catalog Page Number:**  
229

**Proposed Effective Date for Curriculum Change:**  
(Month/Year): Fall 2015

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

### Present Requirements:

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

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

Core Curriculum Areas A-E (See VSU Core Curriculum)... 42 hours  
Core Curriculum Area F.....18 hours  
ART 1010, ART 1020, ARTH 2121 ....9 hours  
ART 1011, ART 1030, ART 2030 ..... 9 hours  
Major Curriculum..... 60 hours  
ART 3061, ART 3081 ..... 6 hours  
ART 3071 or 3072, ART 3091, ART 3041 .... 9 hours  
ART 3023, ART 3051 ..... 6 hours  
ART 4170, ART 4171, ART 4172 .....3 hours  
ARTH 2122 ..... 3 hours  
Art History (ARTH) Electives .....6 hours  
Studio Electives ..... 18-27 hours  
Art History and Criticism Electives .... 0-9 hours  
Total hours required for the degree ... 120 semester hours

### Justification:

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

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

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

Meeting mandates of state/federal/outside accrediting agencies:

Other:

### Source of Data to Support Suggested Change:

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

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

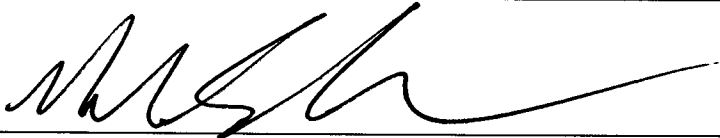
**Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).**


**Data Sources:**

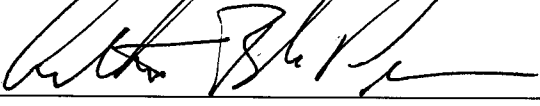
**Indirect measures:** SOIs; student, employer, or alumni surveys, etc. SOI results will be monitored to see how students respond to the revised course. Also, feedback will be sought from departmental advisors to see if the revision made it easier for them to appropriately place transfer students in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

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

**Approvals:**

Department Head:  Date: 2/26/15

College/Division Exec. Committee:  Date: 2/27/15

Dean(s)/Director(s):  Date: 2-27-15

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

Graduate Dean:  
(for graduate course) Date:

Academic Committee: Date:



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VALDOSTA STATE UNIVERSITY

# 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  
F

**Current Catalog Page Number:**  
231

**Proposed Effective Date for Curriculum Change:**  
(Month/Year): Fall 2015

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

**Present Requirements:**

Core Curriculum Areas A-E (See VSU Core Curriculum) . . . 42 hours  
 Students advised to take ART 1100 in Area C  
 Core Curriculum Area F . . . . . 18 hours  
 ART 1010, ART 1011, ART 1020 . . . . . 9 hours  
 ART 1030, ARTH 1120, ART 2030 . . . . . 9 hours  
 ARED 2999 . . . . . 0 hours  
 Teacher Certification Health and Physical Education Requirements . . . . . 4 hours  
 KSPE 2000, KSPE 2150 . . . . . 4 hours  
 Major Curriculum . . . . . 68 hours  
 EDUC 2110, EDUC 2120, EDUC 2130 . . . 9 hours  
 SPEC 3000 . . . . . 3 hours  
 ART 3051 and either ART 3041 or ART 3111 . . . 6 hours  
 ART 3061, ART 3071 or ART 3072, ART 3081 . . 9 hours  
 ARTH 4120, ARTH 3121, ARTH 3122 . . 9 hours  
 Guided Electives in ART or ARTH . . . . . 11 hours  
 ARED 3010, ARED 3012, ARED 3000 . . 9 hours  
 ARED 4070 and ARED 4090 . . . . . 12 hours  
 Total hours required for the degree . . . 132 semester hours

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

Core Curriculum Areas A-E (See VSU Core Curriculum) . . . 42 hours  
 Students advised to take ART 1100 in Area C  
 Core Curriculum Area F . . . . . 18 hours  
 ART 1010, ART 1011, ART 1020 . . . . . 9 hours  
 ART 1030, ARTH 2121, ART 2030 . . . . . 9 hours  
 ARED 2999 . . . . . 0 hours  
 Teacher Certification Health and Physical Education Requirements . . . . . 4 hours  
 KSPE 2000, KSPE 2150 . . . . . 4 hours  
 Major Curriculum . . . . . 68 hours  
 EDUC 2110, EDUC 2120, EDUC 2130 . . . 9 hours  
 SPEC 3000 . . . . . 3 hours  
 ART 3051 and either ART 3041 or ART 3111 . . . 6 hours  
 ART 3061, ART 3071 or ART 3072, ART 3081 . . . 9 hours  
ARTH 2122, ARTH 4120, ARTH elective. .9 hours  
 Guided Electives in ART or ARTH . . . . . 11 hours  
ARED 3000, ARED 3010, ARED 3012 . . . 9 hours  
 ARED 4070 and ARED 4090 . . . . . 12 hours  
 Total hours required for the degree . . . 132 semester hours

**Justification:**

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

- Improve student learning outcomes: This restructuring of the Art History offerings will allow students to engage with Art Historical practices as a foundational experience. This approach will allow students to build and develop skills throughout their progression in the Art History curriculum and more effectively link study with practice.
- Adopting current best practice(s) in field: A survey of peer and aspirational institutions demonstrated that two-semester surveys of Art History were the clear standard. Also, no courses like ARTH 1120 were offered at any of these institutions. Thus, these proposed curricular changes will make our program more reflective of the current best practices in the field as well as better able to accommodate transfer students.
- Meeting mandates of state/federal/outside accrediting agencies:

Other:

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

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

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

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

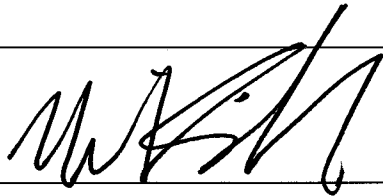
**Data Sources:**

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

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

**Approvals:**

Department Head:



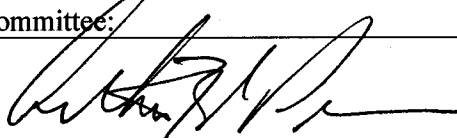
Date: 2/25/14

College/Division Exec. Committee:



Date: 2/27/15

Dean(s)/Director(s):



Date: 2-27-15

Grad. Exec. Committee:  
(for graduate course)

Date:

Graduate Dean:  
(for graduate course)

Date:

Academic Committee:

Date:

Form last updated: January 6, 2010

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VALDOSTA STATE UNIVERSITY

# 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:**  
233

**Proposed Effective Date for Curriculum Change:**  
(Month/Year): Fall 2015

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

**Present Requirements:**

**Core Curriculum Areas A-E (See VSU Core Curriculum) . . . 42 hours**  
**Core Curriculum Area F . . . . .18 hours**  
**ARID 1120, ART 1010, ART 1020 . . . . .9 hours**  
**ART 1030, ART 1011, ART 2030 . . . . . 9 hours**  
**Major Curriculum . . . . . 60 hours**  
**Interior Design Studio Courses . . . . . 18 hours**  
**ARID 2111, ARID 2112, ARID 3111, ARID 3112, ARID 4111, ARID 4112**  
**Major Core . . . . .18 hours**  
**ARID 2310, ARID 3211, ARID 3212, ARID 3320, ARID 3350, ARID 3411**  
**Capstone Courses . . . . .9 hours**  
**ARID 4010, ARID 4310, ARID 4610**  
**Art History Courses . . . . .6 hours**  
**ARTH 3121, ARTH 3122**  
**Electives: Interior Design and Related Areas . . . 9 hours**  
**Select 3 courses (9 credit hours) from upper-level art studio courses, upper-level interior design courses, upper-level art history courses, or other related courses with the approval of the Coordinator and the Head of the Department.**  
**Total hours required for the degree . . . . . 120 semester hours**

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

**Core Curriculum Areas A-E (See VSU Core Curriculum) . . . 42 hours**  
**Core Curriculum Area F . . . . .18 hours**  
**ARID 1120, ART 1010, ART 1020 . . . . .9 hours**  
**ART 1030, ART 1011, ART 2030 . . . . . 9 hours**  
**Major Curriculum . . . . . 60 hours**  
**Interior Design Studio Courses . . . . . 18 hours**  
**ARID 2111, ARID 2112, ARID 3111, ARID 3112, ARID 4111, ARID 4112**  
**Major Core . . . . .18 hours**  
**ARID 2310, ARID 3211, ARID 3212, ARID 3320, ARID 3350, ARID 3411**  
**Capstone Courses . . . . .9 hours**  
**ARID 4010, ARID 4310, ARID 4610**  
**Art History Courses . . . . .6 hours**  
**ARTH 2121, ARTH 2122**  
**Electives: Interior Design and Related Areas . . . . 9 hours**  
**Select 3 courses (9 credit hours) from upper-level art studio courses, upper-level interior design courses, upper-level art history courses, or other related courses with the approval of the Coordinator and the Head of the Department.**  
**Total hours required for the degree . . . . . 120 semester hours**

**Justification:**

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

- Improve student learning outcomes: This restructuring of the Art History offerings will allow students to engage with Art Historical practices as a foundational experience. This approach will allow students to build and develop skills throughout their progression in the Art History curriculum and more effectively link study with practice.
- Adopting current best practice(s) in field: .
- Meeting mandates of state/federal/outside accrediting agencies:

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

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

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

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

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

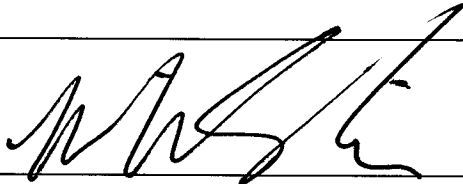
**Data Sources:**

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

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

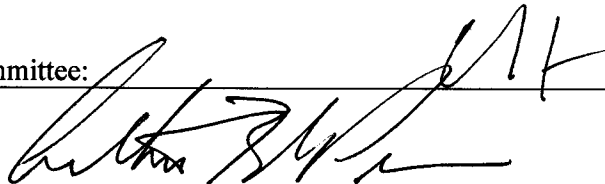
**Approvals:**

Department Head:



Date: 2/26/15

College/Division Exec. Committee:



Date: 2/27/15

Dean(s)/Director(s):



Date: 2-27-15

Grad. Exec. Committee:  
(for graduate course)

Date:

Graduate Dean:  
(for graduate course)

Date:

Academic Committee:

Date:

Form last updated: January 6, 2010

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OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

# REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

**Select Area of Change:**

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

**Current Catalog Page Number:**  
235

**Proposed Effective Date for Curriculum Change:**  
(Month/Year): Fall 2015

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

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

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

**Justification:**

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

- Improve student learning outcomes: With the restructuring of the Art History curriculum, minors needed a substitute introductory experience to the field. Offering them the opportunity to select a larger overview or a more specific chronological focus -- either ancient or modern -- would allow them to choose an introductory experience that might be better suited to their interests, major, and/or learning style.
- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies:
- Other:

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

**Indirect measures:** SOIs, student, employer, or alumni surveys, etc. From discussion with students, it is clear that students are attracted to our minor for different reasons. Some are interested in a specific topic or subject area that connects to art, while others are more focused on

a particular approach to art or artistic practice. This change to the curriculum would provide students with more choice and, thus, engagement with the discipline, even as minors.

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

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

**Data Sources:**

**Indirect measures:** SOIs; student, employer, or alumni surveys, etc. Faculty -- in both their advisorial and instructional capacities -- will ask declared minors about their experience in the selected course and to what degree it impacted their engagement with the field of Art.

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

**Approvals:**

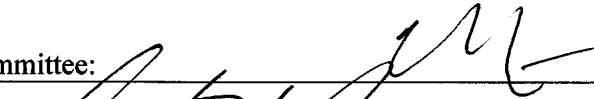
Department Head:



Date:

2/26/15

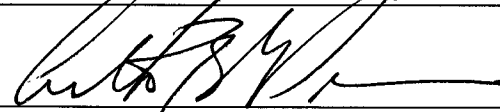
College/Division Exec. Committee:



Date:

2/27/15

Dean(s)/Director(s):



Date:

2-27-15

Grad. Exec. Committee:  
(for graduate course)

Date:

Graduate Dean:  
(for graduate course)

Date:

Academic Committee:

Date:

Form last updated: January 6, 2010



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OFFICE OF THE REGISTRAR  
VALDOBSTA STATE UNIVERSITY

**Request for a Revised Course**  
Valdosta State University

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

**Department Initiating Revision:**  
ART

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

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

**List Current and Requested Revisions:**

**Current:**

Course Prefix and Number: ARED 3000  
Credit Hours: 3-0-3  
Course Title: Issues and Trends in Contemporary Art Education  
Pre-requisites: ARED 2999  
Course Description: The study of curricular frameworks, course content, and pedagogical strategies associated with best practices in the field of Art Education.

**Requested:**

Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites: ARED 2999 and a minimum GPA of 2.75  
Course Description:

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

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

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

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

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

Other:

**Plans for assessing the effectiveness of the course:** Review and monitor student compliance with program requirements.

Approvals:	
College/Division Exec. Comm.:	Date: 2/27/15
Dept. Head:	Date: 2/25/15
Dean/Director:	Date: 2-27-15
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: February 26, 2015

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MAR 02 2015

OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

**Request for a Revised Course**  
Valdosta State University

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

**Department Initiating Revision:** ART  
**Faculty Member Requesting Revision:** Michael T. Schmidt

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

**List Current and Requested Revisions:**

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

**Semester/Year to be Effective:** Fall 2015  
**Estimated Frequency of Course Offering:** once per year

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

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

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

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies: All Art Education majors are required to maintain an overall 2.75 GPA in order to initially enroll in professional education courses and continue to progress through the professional program. This GPA requirement is currently listed in the Art Education Program description within the undergraduate catalog. Adding the 2.75 GPA requirement to this course/description as a prerequisite further emphasizes

and reiterates the importance of meeting this requirement to both students and academic advisors. Many of the Education Preparation Programs (EPP) in the College of Education and Human Services list GPA requirements in this manner.

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

**Plans for assessing the effectiveness of the course:** Review the number of course override requests for transfer students or students who change majors and enter the program out of sequence. Faculty Academic Advisors will monitor and review student matriculation through the Art Education program. Review and monitor student compliance with program requirements.

Approvals:	
College/Division Exec. Comm.:	OK Date: 2/27/15
Dept. Head:	<i>[Signature]</i> Date: 2/26/15
Dean/Director:	<i>[Signature]</i> Date: 2-27-15
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: February 26, 2015

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VALDOSTA STATE UNIVERSITY

**Request for a Revised Course**  
Valdosta State University

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

<b>Department Initiating Revision:</b> ART	<b>Faculty Member Requesting Revision:</b> Michael T. Schmidt
---	--

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
ARED 3012 Secondary Art Methods

**List Current and Requested Revisions:**

<b>Current:</b> Course Prefix and Number: ARED 3012 Credit Hours: 1-4-3 Course Title: Secondary Art Methods Pre-requisites: ARED 3000 Course Description: Instructional methods; curricular and programmatic structures; assessment strategies; and the appropriate and safe use of tools, media, materials, and equipment in middle and high school art education programs.	<b>Requested:</b> Course Prefix and Number: Credit Hours: Course Title: Pre-requisites: ARED 2999 and a minimum GPA of 2.75 Course Description:
---	--

<b>Semester/Year to be Effective:</b> Fall 2015	<b>Estimated Frequency of Course Offering:</b> once per year
--	---

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

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

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

Adopting current best practice(s) in field:

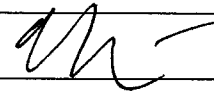

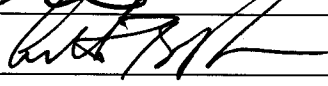
Meeting Mandates of State/Federal/Outside Accrediting Agencies: All Art Education majors are required to maintain an overall 2.75 GPA in order to initially enroll in professional education courses and continue to progress through the professional program. This GPA requirement is currently listed in the Art Education Program description within the undergraduate catalog. Adding the 2.75 GPA requirement to this course/description as a prerequisite further emphasizes

and reiterates the importance of meeting this requirement to both students and academic advisors. Many of the Education Preparation Programs (EPP) in the College of Education and Human Services list GPA requirements in this manner.

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

**Plans for assessing the effectiveness of the course:** Review the number of course override requests for transfer students or students who change majors and enter the program out of sequence. Faculty Academic Advisors will monitor and review student matriculation through the Art Education program. Review and monitor student compliance with program requirements.



Approvals:	
College/Division Exec. Comm.: 	Date: 2/27/15
Dept. Head: 	Date: 2/26/15
Dean/Director: 	Date: 2-27-15
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: February 26, 2015

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OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

**Request for a Revised Course**  
Valdosta State University

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

<b>Department Initiating Revision:</b> ART	<b>Faculty Member Requesting Revision:</b> Jim Hornsby
---	---

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
ART 2030 Computers in Art

**List Current and Requested Revisions:**

<b>Current:</b> Course Prefix and Number: ART 2030 Credit Hours: 3 Course Title: Computers in Art Pre-requisites: ART 1020 Course Description: An introductory course to develop basic skills in computer applications for the visual arts including: design, page layout, word processing, illustration, web access, web design, historical and critical methods, and information management.	<b>Requested:</b> Course Prefix and Number: Credit Hours: Course Title: Pre-requisites: None Course Description:
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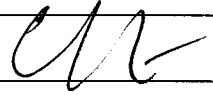
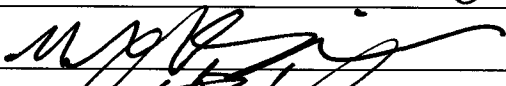
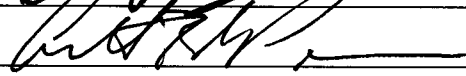
<b>Semester/Year to be Effective:</b> Fall 2015	<b>Estimated Frequency of Course Offering:</b> Every semester
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**Indicate if Course will be :**  Requirement for Major  Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: The number of overrides regularly employed to waive the prerequisite for this course suggests that it is not necessary for student success in the course. This change will make it easier for both regular and transfer students to enroll in this foundational course, which is itself a required prerequisite for future art courses.

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

Approvals:	
College/Division Exec. Comm.: 	Date: 2/27/15
Dept. Head: 	Date: 2/26/15
Dean/Director: 	Date: 2-27-15
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: February 26, 2015

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OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

<b>Request for a Revised Course</b> Valdosta State University	
<b>Date of Submission:</b> 01/21/2015 (mm/dd/yyyy)	
<b>Department Initiating Revision:</b> Art	<b>Faculty Member Requesting Revision:</b> Dr. Glenda Swan
<b>Current Course Prefix, Title, &amp; Number:</b> (See course description abbreviations in the catalog for approved prefixes) ARTH 3120 Special Topics in Art History	
<b>List Current and Requested Revisions:</b>	
<b>Current:</b> Course Prefix and Number: ARTH 3120 Credit Hours: 3 Course Title: Special Topics in Art History Pre-requisites: ART 1100, ARTH 1120, or ARID 1120 Course Description: The study of unique or special content in the visual arts. May be repeated under different topics for a maximum of 9 hours.	<b>Requested:</b> Course Prefix and Number: Credit Hours: Course Title: Pre-requisites: ARTH 2121 and ARTH 2122 or permission of the Department Head Course Description:
<b>Semester/Year to be Effective:</b> Fall 2015	<b>Estimated Frequency of Course Offering:</b> Once or twice per year
<b>Indicate if Course will be :</b> <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> Elective	
<b>Justification:</b> (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.) <input checked="" type="checkbox"/> Improving student learning outcomes: Requiring that students complete a more in-depth survey of Art History before taking a specialized Art Historical topic area will allow students to engage more deeply with the course material and pursue more advanced research in the subject. <input type="checkbox"/> Adopting current best practice(s) in field: <input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: <input checked="" type="checkbox"/> Other: Correctly reflect the new course numbers instituted by the revision to the foundational Art History curriculum.	

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

Approvals:	
College/Division Exec. Comm.: <i>ALC</i>	Date: <i>2/27/15</i>
Dept. Head: <i>[Signature]</i>	Date: <i>2/26/15</i>
Dean/Director: <i>[Signature]</i>	Date: <i>2-27-15</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: February 26, 2015

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MAR 02 2015

OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

**Request for a Revised Course**  
Valdosta State University

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

**Department Initiating Revision:**  
ART

**Faculty Member Requesting Revision:**  
Dr. Glenda Swan

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
ARTH 3121 Western Art History Survey

**List Current and Requested Revisions:**

**Current:**  
Course Prefix and Number: ARTH 3121  
Credit Hours: 3  
Course Title: Western Art History Survey  
Pre-requisites: A grade of "C" or higher in ARTH 1120 or ARID 1120  
Course Description: A survey of western world art from prehistory to the modern period.

**Requested:**  
Course Prefix and Number: ARTH 2121  
Credit Hours:  
Course Title: Art History Survey I  
Pre-requisites: None  
Course Description: A survey of art from prehistory to the Renaissance.

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

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

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

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

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

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

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



Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

**Plans for assessing the effectiveness of the course:** SOIs will be monitored to see if students are responding well to the reorganization of the course material. Also, feedback will be sought from departmental advisors to see if the revision made it easier for them to appropriately place transfer students in courses without the need for course substitutions.

Approvals:	
College/Division Exec. Comm.:	Date: 2/27/15
Dept. Head:	Date: 2/26/15
Dean/Director:	Date: 2/27/15
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: February 26, 2015

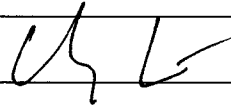

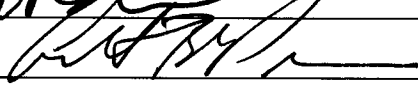
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MAR 02 2015

OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

<b>Request for a Revised Course</b> Valdosta State University	
<b>Date of Submission:</b> 12/01/2014 (mm/dd/yyyy)	
<b>Department Initiating Revision:</b> ART	<b>Faculty Member Requesting Revision:</b> Dr. Glenda Swan
<b>Current Course Prefix, Title, &amp; Number:</b> (See course description abbreviations in the catalog for approved prefixes) ARTH 3122 20th Century Art Survey	
<b>List Current and Requested Revisions:</b>	
<b>Current:</b> Course Prefix and Number: ARTH 3122 Credit Hours: 3 Course Title: 20th Century Art Survey Pre-requisites: A grade of "C" or higher in ARTH 3121 Course Description: A survey of world history of art from the late 19th century through the present.	<b>Requested:</b> Course Prefix and Number: ARTH 2122 Credit Hours: Course Title: Art History Survey II Pre-requisites: None Course Description: A survey of art from Renaissance to the present.
<b>Semester/Year to be Effective:</b> Fall 2015	<b>Estimated Frequency of Course Offering:</b> Every semester
<b>Indicate if Course will be :</b> <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> Elective	
<b>Justification:</b> (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.) <input checked="" type="checkbox"/> Improving student learning outcomes: The change in course number and removal of the prerequisite is part of a larger restructuring of the entire foundational Art History experience that will allow students to begin engaging with Art Historical practices. This approach will allow students to build and develop skills throughout their progression in the Art History curriculum and more effectively link study with practice. <input checked="" type="checkbox"/> Adopting current best practice(s) in field: A survey of peer and aspirational institutions demonstrated that two-semester surveys of Art History were the clear standard. By adopting these proposed course revision, our program will be more reflective of the current best practices in the field and will also be better able to accommodate transfer students. <input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: <input type="checkbox"/> Other:	

**Plans for assessing the effectiveness of the course:** SOIs will be monitored to see if students are responding well to the reorganization of the course material. Also, feedback will be sought from departmental advisors to see if the revision made it easier for them to appropriately place transfer students in courses without the need for course substitutions.

Approvals:	
College/Division Exec. Comm.: 	Date: 2/27/15
Dept. Head: 	Date: 2/26/15
Dean/Director: 	Date: 2/27/15
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: February 26, 2015

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MAR 02 2015

OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

**Request for a Revised Course**  
Valdosta State University

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

**Department Initiating Revision:**  
Art

**Faculty Member Requesting Revision:**  
Dr. Glenda Swan

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
ARTH 3123 Special Topics in Art History

**List Current and Requested Revisions:**

**Current:**  
Course Prefix and Number: ARTH 3123  
Credit Hours: 3  
Course Title: Special Topics in Art History  
Pre-requisites: ART 1100, ARTH 1120, or ARID 1120  
Course Description: The study of unique or special content in the visual arts. May be repeated under different topics for a maximum of 9 hours.

**Requested:**  
Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites: ARTH 2121 and ARTH 2122 or permission of the Department Head  
Course Description:

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

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

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

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

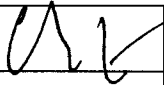
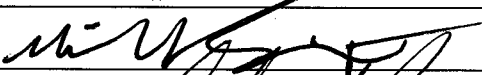
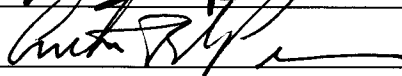
Improving student learning outcomes: Requiring that students complete a more in-depth survey of Art History before taking a specialized Art Historical topic area will allow students to engage more deeply with the course material and pursue more advanced research in the subject.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

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

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

Approvals:	
College/Division Exec. Comm.:	 Date: 2/27/15
Dept. Head:	 Date: 2/24/16
Dean/Director:	 Date: 2-27-15
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: February 26, 2015



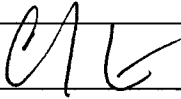

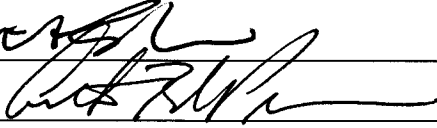
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OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

<b>Request for a Revised Course</b> Valdosta State University	
<b>Date of Submission:</b> (mm/dd/yyyy)	
<b>Department Initiating Revision:</b> Art	<b>Faculty Member Requesting Revision:</b> Dr. Glenda Swan
<b>Current Course Prefix, Title, &amp; Number:</b> (See course description abbreviations in the catalog for approved prefixes) ARTH 4120 Issues in Art Criticism	
<b>List Current and Requested Revisions:</b>	
<b>Current:</b> Course Prefix and Number: ARTH 4120 Credit Hours: 3 Course Title: Issues in Art Criticism Pre-requisites: ARTH 3122 Course Description: Selected issues from the discipline of art criticism.	<b>Requested:</b> Course Prefix and Number: Credit Hours: Course Title: Pre-requisites: ARTH 2122 Course Description:
<b>Semester/Year to be Effective:</b> Fall 2015	<b>Estimated Frequency of Course Offering:</b> Once per year
<b>Indicate if Course will be :</b> <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> Elective	
<b>Justification:</b> (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.) <input type="checkbox"/> Improving student learning outcomes: <input type="checkbox"/> Adopting current best practice(s) in field: <input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: <input checked="" type="checkbox"/> Other: Correctly reflect the new course numbers instituted by the revision to the foundational Art History curriculum.	
<b>Plans for assessing the effectiveness of the course:</b>	

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Approvals:	
College/Division Exec. Comm.:	
Dept. Head:	
Dean/Director:	
Graduate Exec. Comm.(if needed):	
Graduate Dean (if needed):	
Academic Committee:	

Date: 2/27/15

Date: 2/26/15

Date: 2-27-15

Date:

Date:

Date:

Form last updated: February 26, 2015

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OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

**Request for a Revised Course**  
Valdosta State University

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

<b>Department Initiating Revision:</b> Art	<b>Faculty Member Requesting Revision:</b> Dr. Glenda Swan
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**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
ARTH 4130 Women Artists

**List Current and Requested Revisions:**

<b>Current:</b> Course Prefix and Number: ARTH 4130 Credit Hours: 3 Course Title: Women Artists Pre-requisites: ARTH 3122 Course Description: The study of art created by women artists in western and nonwestern cultures.	<b>Requested:</b> Course Prefix and Number: Credit Hours: Course Title: Pre-requisites: ARTH 2122 Course Description:
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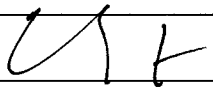
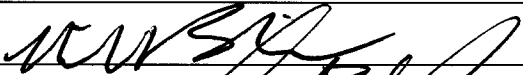
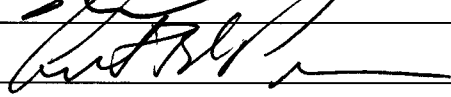
<b>Semester/Year to be Effective:</b> Fall 2015	<b>Estimated Frequency of Course Offering:</b> Every third semester
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**Indicate if Course will be :**  Requirement for Major  Elective

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

Improving student learning outcomes:  
 Adopting current best practice(s) in field:  
 Meeting Mandates of State/Federal/Outside Accrediting Agencies:  
 Other: Correctly reflect the new course numbers instituted by the revision to the foundational Art History curriculum.

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

Approvals:	
College/Division Exec. Comm.: 	Date: 2/27/15
Dept. Head: 	Date: 2/24/15
Dean/Director: 	Date: 2-27-15
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: February 26, 2015

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OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

**Request for a Revised Course**  
Valdosta State University

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

**Department Initiating Revision:**  
Art

**Faculty Member Requesting Revision:**  
Glenda Swan

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
ARTH 4140 African American Art

**List Current and Requested Revisions:**

**Current:**  
Course Prefix and Number: ARTH 4140  
Credit Hours: 3  
Course Title: African American Art  
Pre-requisites: ART 1100, ARTH 1120, or ARID 1120  
Course Description: The study of the arts created by African American artists from the late 18th century up to the present.

**Requested:**  
Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites: ARTH 2122  
Course Description:

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

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

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

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: Correctly reflect the new course numbers instituted by the revision to the foundational Art History curriculum.

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

Approvals:	
College/Division Exec. Comm.:	Date: 2/27/15
Dept. Head:	Date: 2/26/15
Dean/Director:	Date: 2-27-15
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: February 26, 2015

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MAR 02 2015

OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

**Request for a Revised Course**  
Valdosta State University

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

**Department Initiating Revision:** Art  
**Faculty Member Requesting Revision:** Dr. Glenda Swan

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
ARTH 4150 Contemporary Art History

**List Current and Requested Revisions:**

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

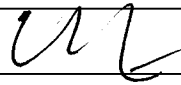

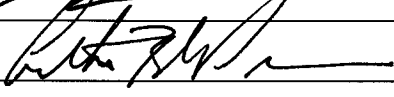
**Semester/Year to be Effective:** Fall 2015  
**Estimated Frequency of Course Offering:** Every third semester

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

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: Correctly reflect the new course numbers instituted by the revision to the foundational Art History curriculum.

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

Approvals:	
College/Division Exec. Comm.: 	Date: 2/27/15
Dept. Head: 	Date: 2/26/15
Dean/Director: 	Date: 2-27-15
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: February 26, 2015



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OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

**Request for a Revised Course**  
Valdosta State University

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

**Department Initiating Revision:** Art  
**Faculty Member Requesting Revision:** Dr. Glenda Swan

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
ARTH 4160 Directed Study in Art History

**List Current and Requested Revisions:**

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

**Semester/Year to be Effective:** Fall 2015  
**Estimated Frequency of Course Offering:** As needed.

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

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

- Improving student learning outcomes: Requiring two semesters of Art History survey will better prepare students to engage in this type of specialized Art Historical research.
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: Correctly reflect the new course numbers instituted by the revision to the foundational Art History curriculum.

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

Approvals:	
College/Division Exec. Comm.: <i>UVE</i>	Date: <i>2/27/15</i>
Dept. Head: <i>[Signature]</i>	Date: <i>2/24/15</i>
Dean/Director: <i>[Signature]</i>	Date: <i>2-27-15</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: February 26, 2015

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FEB 20 2015

OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

# 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:**  
211

**Proposed Effective Date for Curriculum Change:**  
(Month/Year): 8/2015

**Degree & Program Name:**  
(e.g., BFA, Art): BS.Ed,  
Communication Disorders

**Present Requirements:**

College of Education and Human Services  
Health and Physical Education Requirements. 6 hours

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

Professional Education. . 60 hours  
CSD 3010, CSD 3020, CSD 3040 .....9 hours  
CSD 3060, CSD 3070, CSD 3080 .. ....9 hours  
DEAF 4050, CSD 4020, CSD 4040 .....9 hours  
CSD 4050 .....2 hours  
CSD 4070, CSD 4120, CSD 4130 .... .9 hours  
CSD 4110 .....4 hours  
CSD 4140, CSD 4151 .....6 hours  
SPEC 3000, SPEC 3020 or PSYC 3300 ..6 hours  
PSYC 3120, PSYC 3200, PSYC 3210, PSYC 3220, PSYC 3500, or PSYC 3710 ..... 3 hours  
Electives .....3 hours  
All Area F courses and CSD major course requirements must be completed with a grade of "C" or higher.  
Total hours required for the degree 126 semester hours

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

College of Education and Human Services Health and Physical Education Requirements. 6 hours

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

Professional Education. . 60 hours  
CSD 3010, CSD 3020, CSD 3040 .....9 hours  
CSD 3060, CSD 3070, CSD 3080 .. ....9 hours  
DEAF 4050, CSD 4020, CSD 4040 .....9 hours  
CSD 4050 .....2 hours  
CSD 4010, CSD 4120, CSD 4130 .....9 hours  
CSD 4110 .....4 hours  
CSD 4140, CSD 4151 .....6 hours  
SPEC 3000, SPEC 3020 or PSYC 3300 ..6 hours  
PSYC 3120, PSYC 3200, PSYC 3210, PSYC 3220, PSYC 3500, or PSYC 3710 ..... 3 hours  
Electives .....3 hours  
All Area F courses and CSD major course requirements must be completed with a grade of "C" or higher.  
Total hours required for the degree 126 semester hours

**Justification:**

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

- Improve student learning outcomes: Better prepare students for graduate level clinical coursework in the areas of assessment, diagnosis, and intervention.
- Adopting current best practice(s) in field: To prepare student clinicians to meet the speech and

language needs of individuals with various types of communication disorders.

Meeting mandates of state/federal/outside accrediting agencies:

Other:

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

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

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

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

**Data Sources:**

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

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

**Approvals:**

Department Head:

*C. Myers-Jennings*

Date: *2-12-2015*

College/Division Exec. Committee:

*Om*

Date: *2/12/15*

Dean(s)/Director(s):

*Om*

Date: *2/12/15*

Grad. Exec. Committee:  
(for graduate course)

Date:

Graduate Dean:  
(for graduate course)

Date:

Academic Committee:

Date:

Form last updated: January 6, 2010

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FEB 20 2015

OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

**REQUEST FOR A NEW COURSE**

Valdosta State University

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

**Department Initiating Request:**  
CSD

**Faculty Member Requesting:**  
Corine Myers-Jennings

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
CSD 4010

**Proposed New Course Title:**  
Clinical Methods in Communication Disorders  
**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
Clinical Methods in CSD

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

**Estimated Frequency of Course Offering:**  
one time a year

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

**Lecture Hours:** 3

**Lab Hours:** 0

**Credit Hours:** 3

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: CSD 2998 or CSD 2999, and CSD 3010, and CSD 3060, and CSD 3070. Introduction to the fundamental skills and knowledge needed prior to clinical work in speech-language pathology or audiology, including professional and ethical issues, principles of assessment and intervention, and interviewing skills.

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

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

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

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

**Data Sources:**

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

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

<b>Approvals:</b>	
Dept. Head: <i>C. Myers-Jennings</i>	Date: <i>2-12-2015</i>
College/Division Exec. Comm.: <i>Om</i>	Date: <i>2/12/15</i>
Dean/Director: <i>Om</i>	Date: <i>2/12/15</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

**Dewar College of Education and Human Services  
Valdosta State University  
Department of Communication Sciences and Disorders**

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**CSD 4010  
Clinical Methods in Communication Disorders  
FALL 3 SEMESTER HOURS**

**Guiding Principles (DEPOSITS)**

*(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)*

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

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.

**ASHA Standards for Certification:**

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

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

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

**INSTRUCTOR**

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

Website:



## COURSE DESCRIPTION

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

## REQUIRED TEXTBOOKS / RESOURCE MATERIALS

1. Paul, R., & Cascella, P. W. (2007). *Introduction to Clinical Methods in Communication Disorders* (second edition). Paul Brookes Publishing. ISBN: 978-1-55766-879-0

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

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

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

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

## COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

### Examinations and Assignments:

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

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

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

**Additional information/exceptions to examinations:**

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

*There will be no further exceptions to these rule*

**Incomplete grades:**

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

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

**Class Expectations & Course Delivery:**

Course material will be presented in two formats, as well as through readings and assignments:

1. **Asynchronous** (own your own) **lectures** (PowerPoint, videos, etc.). Lectures are intended to clarify reading and highlight important concepts and their application, with some opportunity to practice on your own.
2. **Synchronous** will be presented on BLAZEview's discussion board to enhance your learning experience in this class.

**Class Participation:**

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

**COURSE EVALUATION**

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

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

POINTS	FINAL GRADE
315-350	A
280-314	B
245-279	C
209-244	D
<209	F

**GRADING POLICY:**

Final grades will be calculated based on scores earned on each assignment and examinations with points as follows:

Assignment/Examination	POINTS POSSIBLE
Mid-term Examination	100
Final Examination	100
Language Sampling Assignment	50
Interview Project	50
Boardmaker Assignment	25
Ethics	25

**ATTENDANCE POLICY**

**Attendance Policy:**

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

**Electronic devices and other things that make noise**

Recording of class lectures is prohibited. Turn off all electronic devices (smart phone, tablets, cameras), prior to arriving to class. No flash photography.

**PROFESSIONALISM**

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

**DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM**

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

**ACCESSIBILITY STATEMENT**

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age,

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sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

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

### STUDENT OPINION OF INSTRUCTION

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

### Course outline and assignments:

WEEK DATES	TOPICS	
Week 1:	Introduction to the Course Clinical Environment Type of Clinical Activities Clinical Discourse	Lahey, Diehl, and Scaffolding
Week 2:	Communication Sampling Procedures: Infant Language Sampling	Chapter 5 pp111-119
Week 3:	Communication Sampling: SALT transcription and practice	Handout Chapter 8 Article on BLAZEview
Week 4:	Interviewing Basic Skills and Strategies	
Week 5:	Ethical and Professional Practice	Chapter 1 Chapter 2 <b>Ethical and Professional Practice Scenario Due</b>
Week 6:	Midterm Examination	
Week 7:	Assessment Principles; Norm-Referenced Assessment Tools Criterion Assessment, Observation Assessment and Areas of Assessment	Chapter 3 pp. 39-54 Chapter 3 pp. 54-77 <b>Language Sample Due</b>
Week8:	School Age and Adolescents Public Policies Affecting Clinical Practice	Chapter 5 pp. 118-139 Chapter 9
Week 9:	Clinical Service Delivery and Work Settings/Family Centered Practice	Chapter 10 and Chapter 13

	Communication Intervention Principles and Procedures	Chapter 6 <b>Interview Assignment Due</b>
Week 10:	Evidence Based Decision Making in Communication Intervention	Chapter 7
Week 11:	AAC	<b>Boardmaker Assignment Due</b> Chapter 12
Week 12:	Language Sampling with Adults Adult Language Sampling	Pp. 131-139 & 144-150
Week 13:	Adult Concerns	
Week 14:	Case Presentations	
Week 15:	Case Presentations	
Week 16:	Final Examination	

# REQUEST TO DEACTIVATE A COURSE/PROGRAM

Valdosta State University

**Date of Submission: February 10, 2015**

**Department Initiating Deactivation:**  
Communication Sciences and Disorders

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

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

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

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other This course will no longer be offered at the undergraduate level. It is offered at the graduate level. This will reduce any duplication of information that presently occurs. Most graduate students from other programs have not had an undergraduate fluency course.

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

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

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<b>Approvals:</b>	
College/Division Exec. Comm.: <i>[Signature]</i>	Date: <i>2/12/15</i>
Dept. Head: <i>Corine Myers-Jennings</i>	Date: <i>2-12-2015</i>
Dean/Director: <i>[Signature]</i>	Date: <i>2/12/15</i>
Graduate Exec. Comm.: (for grad course/program)	Date:
Graduate Dean: (for grad course/program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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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:

Proposed Effective Date for  
Curriculum Change:  
(Month/Year): 08/2015

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

MSW

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

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

**First Year - Foundation Courses - 31 hours**

- SOWK 6004 - 2 hours
- SOWK 6100 - 1 hour
- SOWK 6201 - 3 hours
- SOWK 6202 - 3 hours
- SOWK 6301 - 3 hours
- SOWK 6302 - 3 hours
- SOWK 6303 - 2 hour
- SOWK 6400 - 3 hours
- SOWK 6500 - 3 hours
- SOWK 6600 - 3 hours
- SOWK 6610 - 1 hour
- SOWK 6700 - 3 hours
- SOWK 6710 - 1 hour

**Second Year - Concentration Courses - 29 hours**

- SOWK 7300 - 3 hours
- SOWK 7310 - 3 hours
- SOWK 7320 - 3 hours
- SOWK 7400 - 3 hours
- SOWK 7500 - 3 hours
- SOWK 7611 - 4 hours
- SOWK 7612 - 4 hours
- SOWK 7630 - 1 hours

**Select a minimum of 5 hours of General Practice Electives**

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

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

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

First Year - Foundation Courses - 31 hours

- SOWK 6004 - 2 hours
- SOWK 6100 - 1 hour
- SOWK 6201 - 3 hours
- SOWK 6202 - 3 hours
- SOWK 6301 - 3 hours
- SOWK 6302 - 3 hours
- SOWK 6303 - 2 hours
- SOWK 6400 - 3 hours
- SOWK 6500 - 3 hours
- SOWK 6600 - 3 hours
- SOWK 6610 - 1 hour
- SOWK 6700 - 3 hours
- SOWK 6710 - 1 hour

Second Year - Concentration Courses - 29 hours

- SOWK 7300 - 3 hours
- SOWK 7310 - 3 hours
- SOWK 7320 - 3 hours
- SOWK 7400 - 3 hours
- SOWK 7500 - 3 hours
- SOWK 7611 - 3 hours
- SOWK 7612 - 3 hours
- SOWK 7810 - 3 hours

Select a minimum of 5 hours of General Practice Electives

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

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**SOWK 7860 – 3 hours**  
**SOWK 7870 – 3 hours**  
**SOWK 7880 – 3 hours**  
**SOWK 7890 – 3 hours**  
**SOWK 7750 – 2 hours**  
**SOWK 7770 – 2 hours**  
**SOWK 7800 – 2 hours**  
**SOWK 7830 – 2 hours**  
**SOWK 7850 – 2 hours**  
**SOWK 7880 – 2 hours**  
**SOWK 7890 - 3 hours**

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

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

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

**Justification:**

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

- Improve student learning outcomes:
- Adopting current best practice(s) in field: 7810 contains best-practices content while 7630 is no longer relevant to student achievement and success after graduation. 7611 and 7612 are field practicums equivalent to three hour courses.
- Meeting mandates of state/federal/outside accrediting agencies:
- Other:

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

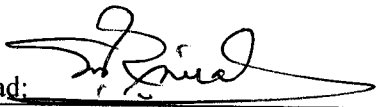
- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Student comments on SOIs and faculty awareness of best-practices and relevant social work education standards.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

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

**Data Sources:**

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

**Approvals:**

Department Head:		Date: 2/5/2015
College/Division Exec. Committee:	Donald Leech smf	Date: 02/11/2015
Dean(s)/Director(s):	Donald Leech smf	Date: 02/11/2015
Grad. Exec. Committee: (for graduate course)	J. T. J. Ph	Date: 2-26-15
Graduate Dean: (for graduate course)	J. T. J. Ph	Date: 2-26-15
Academic Committee:		Date:

Form last updated: January 6, 2010

**RECEIVED**

FEB 11 2015

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**Request for a Revised Course**  
Valdosta State University

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

**Department Initiating Revision:**  
Social Work

**Faculty Member Requesting Revision:**  
Michael Sanger

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

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

SOWK 7810 Psychopathology and Assessment for Non-Medical Helpers.

**List Current and Requested Revisions:**

**Current:**

Course Prefix and Number: SOWK 7810

Credit Hours: 3

Course Title: Psychopathology and Assessment for Non-Medical Helpers

Pre-requisites: Concentration Status for SOWK students or permission of department head for other graduate students

Course Description: Includes information on theories within the Bio-Psycho-Social paradigm or on causality of disorders/conditions and the use of the DSM-IV.

**Requested:**

Course Prefix and Number: SOWK 7810

Credit Hours: 3

Course Title: Psychopathology and Assessment for Non-Medical Helpers

Pre-requisites: Concentration Status for SOWK students or permission of department head for other graduate students

Course Description: Includes information on theories within the Bio-Psycho-Social paradigm or on causality of disorders/conditions and the use of the DSM-5.

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

**Estimated Frequency of Course Offering:**  
Annually

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

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies: This course is mandated for clinical licensure in several neighbouring states.

Other: Social workers in direct practice with clients and indirect practice as administrators and supervisors all need to be conversant with the content of this course. The DSM-5 has recently been approved, and this course will prepare students to use this diagnostic manual in both direct and indirect practice settings.

**Plans for assessing the effectiveness of the course:** For the past several years students have requested this course become a required course rather than an elective. Making this a required course will allow students to take a wider range of electives, and we expect to no longer see requests to make this course required, as well as more interest in expanding the range of electives offered by the Department. In addition, making this a required part of the curriculum will strengthen the curriculum, which we expect to see reflected in our on-going program evaluation.

Approvals:	
College/Division Exec. Comm.: <i>Donald Leech smf</i>	Date: <i>02/11/2015</i>
Dept. Head: <i>[Signature]</i>	Date: <i>1/28/15</i>
Dean/Director: <i>Donald Leech smf</i>	Date: <i>02/11/2015</i>
Graduate Exec. Comm.(if needed): <i>J. T. J. Ph</i>	Date: <i>2-26-15</i>
Graduate Dean (if needed): <i>J. T. J. Ph</i>	Date: <i>2-26-15</i>
Academic Committee:	Date:

Form last updated: January 28, 2015

**RECEIVED**

FEB 11 2015

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**Request for a Revised Course**  
Valdosta State University

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

**Department Initiating Revision:**  
Social Work

**Faculty Member Requesting Revision:**  
Michael Sanger

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

**List Current and Requested Revisions:**

**Current:**

Course Prefix and Number: SOWK 7611  
Credit Hours: 4  
Course Title: Adv. Social Work Practicum I  
Pre-requisites: Admission to the program and concentration status.  
Course Description: The first of two concentration practica designed to prepare students for advanced gneralist social work practice in rural settings.

**Requested:**

SOWK  
Course Prefix and Number: 7611  
Credit Hours: 3  
Course Title: Adv. Social Work Practicum I  
Pre-requisites: Admission to the program and concentration status.  
Course Description: The first of two concentration practica designed to prepare students for advanced gneralist social work practice in rural settings.

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

**Estimated Frequency of Course Offering:**  
Annually

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

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: Comparing our practicum courses to those in other programx, faculty detemined students should receive three credit hours for this course.

**Plans for assessing the effectiveness of the course:** The content of this course will not change; however, reducing the credit hours of this course is part of our overall plan to bring the program into alignment with current best practices. Evidence of this will be seen in our program evaluation.

Approvals:	
College/Division Exec. Comm.: Donald Leech <i>DL</i>	Date: 02/11/2015
Dept. Head: <i>[Signature]</i>	Date: 2/5/15
Dean/Director: Donald Leech <i>DL</i>	Date: 02/11/2015
Graduate Exec. Comm.(if needed): J. T. <i>J.T.</i>	Date: 2-26-15
Graduate Dean (if needed): J. T. <i>J.T.</i>	Date: 2-26-15
Academic Committee:	Date:

Form last updated: February 9, 2015



**RECEIVED**

FEB 11 2015

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**Request for a Revised Course**  
Valdosta State University

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

**Department Initiating Revision:**  
Social Work

**Faculty Member Requesting Revision:**  
Michael Sanger

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
SOWK 7612 Adv. Social Work Practicum II

**List Current and Requested Revisions:**

**Current:**

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

**Requested:**

Course Prefix and Number: SOWK 7612  
Credit Hours: 3  
Course Title: Adv. Social Work Practicum II  
Pre-requisites: Admission to the program and concentration status.  
Course Description: The second of two concentration practica designed to prepare students for advanced generalist social work practice in rural settings.

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

**Estimated Frequency of Course Offering:**  
Annually

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

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: Comparing our practicum courses to those in other programs, faculty determined students should receive three credit hours for this course.

**Plans for assessing the effectiveness of the course:** The content of this course will not change; however, reducing the credit hours of this course is part of our overall plan to bring the program into alignment with current best practices. Evidence of this will be seen in our program evaluation.

Approvals:	
College/Division Exec. Comm.: Donald Leuch <i>smf</i>	Date: 02/11/2015
Dept. Head: <del><i>[Signature]</i></del>	Date: 2/5/15
Dean/Director: Donald Leuch <i>smf</i>	Date: 02/11/2015
Graduate Exec. Comm.(if needed): <i>J. T. J. [Signature]</i>	Date: 2-26-15
Graduate Dean (if needed): <i>J. T. J. [Signature]</i>	Date: 2-26-15
Academic Committee:	Date:

Form last updated: February 9, 2015

FEB 11 2015

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**REQUEST TO DEACTIVATE A COURSE/PROGRAM**  
Valdosta State University

**Date of Submission:** 01/28/2015

**Department Initiating Deactivation:**  
Social Work

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

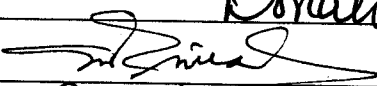
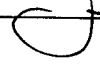
**List of courses (or the program or track) to be deactivated:**  
SOWK 7630 Professional Seminar

**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 Course no longer adequately addresses curriculum goals and objectives needed for accreditation.
- Other

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

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Derived from the conclusions of our program evaluation reports over the past two years, we have determined that the course no longer effectively contributes to curriculum goals and objectives needed for accreditation.

Approvals:	
College/Division Exec. Comm.:	Donald Leech smg Date: 02/11/2015
Dept. Head:	 Date: 1/28/15
Dean/Director:	Donald Leech smg Date: 02/11/2015
Graduate Exec. Comm.: (for grad course/program)	J T. J. Pht Date: 2-26-15
Graduate Dean: (for grad course/program)	J T. J. Pht Date: 2-26-15
Academic Committee:	 Date:

Form last updated: January 6, 2010

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FEB 09 2015

# 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:**

**Proposed Effective Date for Curriculum Change:**  
(Month/Year): August 2015

**Degree & Program Name:**  
(e.g., BFA, Art): M.Ed. in Educational Leadership

**Present Requirements:**

**Higher Education Leadership Track:**

- Core.....9 hours**  
 LEAD 7840, RSCH 7100, LEAD 7850....9  
  
**Academic Concentration.....18 hours**  
 LEAD 7800, LEAD 7810, LEAD 7820....9  
 LEAD 7830, SAHE 7860, LEAD 8710....9  
**Guided Elective..... 3**  
**Field Experiences (internships)...6 hours**  
 LEAD 7921.....3  
 LEAD 7922 or LEAD 8710.....3  
**Total for degree.....36 hrs.**

**Student Affairs Track:**

- Core.....9 hours**  
 LEAD 7840, RSCH 7100, LEAD 7850..9  
  
**Academic Concentration...27 hours**  
 LEAD 7810, 7820, 7830.....9  
 SAHE 7860, SAHE 7870, SAHE 7880....9  
 SAHE 7890 or ACED 7110.....3  
 LEAD 8710 Directed Study I and II.....6  
**Guided Elective.....3**  
**Field Experience LEAD 7921.....3**  
**Total for degree.....42**

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

Remove the student affairs track and add 3 hours to the higher education leadership track/combining the two

**Higher Education Leadership:**

- Core.....9 hours**  
 LEAD 7840, RSCH 7100, LEAD 7650.....9  
  
**Academic Concentration.....24 hours**  
 LEAD 7800, LEAD 7810, LEAD 7820.....9  
SAHE 7880, SAHE 7860, SAHE 7870.....9  
LEAD 8300, LEAD 8710.....6  
**Guided Elective.....3**  
**Field Experiences (internships)....3 hours**  
 LEAD 7921.....3  
  
**Total for degree.....39 hrs**

**Justification:**

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

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

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

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

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

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

**Data Sources:**

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

**Approvals:**

Department Head:

Date:

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: January 6, 2010

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RECEIVED

FEB 09 2015

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

VALDOSTA STATE UNIVERSITY GRADUATE SCHOOL

Select Area of Change:

[X] Core Curriculum [ ] Senior Curriculum [X] Graduate Curriculum [ ] Other Curriculum

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

Educ Leadership TRACK P-12 School Leadership

Current Catalog Page Number: N/A

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

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

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

Area A Leadership. 9 hours LEAD 7020, LEAD 7310, RSCH 7100 Area B Curriculum and Instruction. 12 hours LEAD 7110, LEAD 7120, LEAD 7130 9 hours CIED 7060 3 hours Area C Management. 9 hours LEAD 7230, LEAD 7420, LEAD 7220 Area D Field-based Activities. 6 hours LEAD 7920, LEAD 7930 Total Hours Required for the Degree 36 semester hours

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

Area A - Leadership. 12 hours LEAD 7420, LEAD 8030, LEAD 8420, LEAD 7310 Area B - Curriculum and Instruction. 12 hours RSCH 8000, LEAD 7120, LEAD 7130, CIED 7060 Area C - Field Based Activities 6 hours LEAD 7920, LEAD 7930 Total Hours Required for the Degree 30 semester hours

OTHER DEGREE REQUIREMENTS

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

ADDITIONAL CERTIFICATION REQUIREMENTS

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

Justification:



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

- Improve student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies: Changes in GaSC certification requirements necessitate the redesign of the M.Ed. P-12 School Leadership Program.
- Other:

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

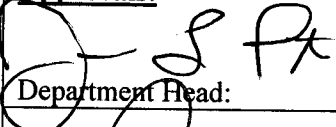

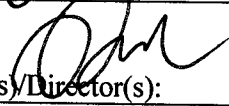
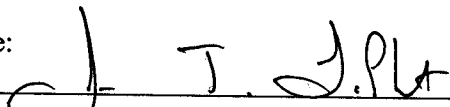
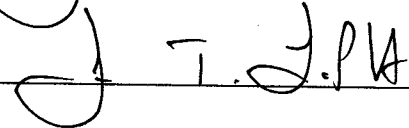
- Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) GaPSC requirements

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

**Data Sources:**

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

**Approvals:**

	Date: 1/29/15
Department Head:	Date:
	Date: 1/29/15
College/Division Exec. Committee:	Date:
	Date: 1/29/15
Dean(s)/Director(s):	Date:
	Date: 2-26-15
Grad. Exec. Committee: (for graduate course)	Date:
	Date: 2-26-15
Graduate Dean: (for graduate course)	Date:

1666

Academic Committee:

Date:

Form last updated: January 6, 2010

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FEB 09 2015

**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:**  
N/A

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

**Degree & Program Name:**  
(e.g., BFA, Art): Certification  
Only Tier 1 P-12 School  
Leadership

**Present Requirements: Requirements prior to program suspension in 2008 due to PSC rules changes.**

LEAD 7100 or LEAD 8400 .....3 Hrs.  
LEAD 7300 or LEAD 8660 .....3 Hrs.  
LEAD 7500 or LEAD 8650 .....3 Hrs.  
LEAD 7200, LEAD 7400, LEAD 7700 and  
LEAD 7910 .....12 Hrs.

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

Area A - Leadership.  
..... 12  
hours  
LEAD 7420, LEAD 8030, LEAD 8420, LEAD 7310  
or equivalent courses ,

Area B - Curriculum and Instruction.  
..... 12 hours  
RSCH 8000, LEAD 7120, LEAD 7130, CIED 7060  
or equivalent courses

Area C - Field Based Activities  
..... 6 hours  
LEAD 7920, LEAD 7930  
Total Hours Required for the Degree  
..... 30 semester hours

**ADDITIONAL REQUIREMENTS**

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

**Justification:**

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

Improve student learning outcomes:

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- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies: Changes in GaSC certification requirements necessitate the re-instatement of the P-12 School Leadership Certification Program.
- Other:

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

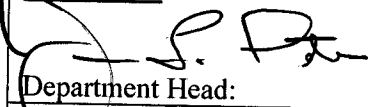
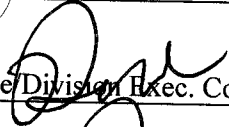
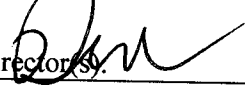
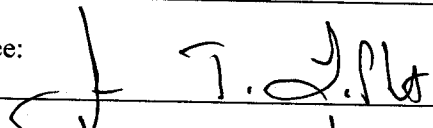
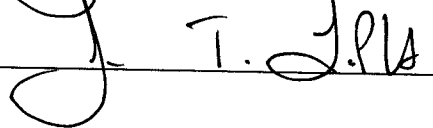
- Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) GaPSC requirements

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

**Data Sources:**

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

**Approvals:**

 Department Head:	Date: 1/29/15
 College/Division Exec. Committee:	Date: 1/29/15
 Dean(s)/Director(s):	Date: 1/29/15
Grad. Exec. Committee: (for graduate course)	
Graduate Dean: (for graduate course)	
Academic Committee:	Date:

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FEB 09 2015

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: N/A

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

Degree & Program Name: Ed.S. TRACK Performance-Based Leadership

educ Leadership

Present Requirements: REQUIREMENTS FOR THE ED.S. DEGREE WITH A MAJOR IN EDUCATIONAL LEADERSHIP

Performance-based Building Level or System Level

Area A Core. 9 hours

LEAD 8140, LEAD 8030, RSCH 8000

Area B Guided elective. 3 hours

LEAD 8510, LEAD 8520, LEAD 8620, LEAD 8410, LEAD 8630, LEAD 8230, LEAD 8240, or LEAD 8710

The faculty advisor will collaborate with candidate and school system partners to identify an appropriate elective.

Area C Field-based Activities 18 hours

LEAD 8920, LEAD 8930, LEAD 8940

The above field-based activities will be conducted at either the building level or system level. The two options (building or system) are differentiated by the performance component—the level at which the residency is completed.

Total Required for the Degree 30 semester hours

Proposed Requirements (Underline changes after printing this form:

REQUIREMENTS FOR THE ED.S. DEGREE WITH A MAJOR IN EDUCATIONAL LEADERSHIP (OPENING SUMMER 2016) Performance-based Building Level or System Level

Area A Core. 6 hours LEAD 8620, LEAD 8520

Area Residency 21 hours LEAD 8920, (3 Hrs), LEAD 8930 (6 Hrs.), LEAD 8940 (6 Hrs.), LEAD 8950 (6 Hrs.)

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

Total Required for the Degree 27 hours

ADDITIONAL REQUIREMENTS

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

Justification:

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

Improve student learning outcomes:

Adopting current best practice(s) in field:

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

Other:

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

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

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

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

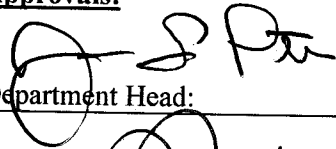
**Data Sources:**

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

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

**Approvals:**

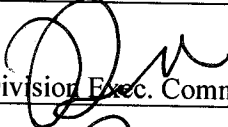
Department Head:



Date:

1/29/15


College/Division Exec. Committee:



Date:

1/29/15

Dean(s)/Director(s):



Date:

1/29/15

Grad. Exec. Committee:  
(for graduate course)

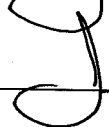


T. J. Pla

Date:

2-25-15

Graduate Dean:  
(for graduate course)



T. J. Pla

Date:

2-25-15

Academic Committee:

Date:

RECEIVED

FEB 09 2015

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: N/A

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

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

Present Requirements: Specialist Level Leadership Courses. 6 hours LEAD 8140, LEAD 8030, LEAD 8510, LEAD 8520, LEAD 8620, LEAD 8410, LEAD 8630, LEAD 8230, LEAD 8240, or LEAD 8710 The faculty advisor will collaborate with candidates and school system partners to identify appropriate courses based on the candidates' prior professional knowledge and skills. Field-Experience Activities. 18 hours LEAD 8920, LEAD 8930, LEAD 8940 The above field-based activities will be conducted at either the building level or system level. The two options (building or system) are differentiated by the performance component—the level at which the residency is completed. Total Required for Certification 24 semester hours

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

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

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

Total Required for Certification 27 hours

ADDITIONAL REQUIREMENTS

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

Justification:

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

Improve student learning outcomes:

Adopting current best practice(s) in field:  
 Meeting mandates of state/federal/outside accrediting agencies:  
 Other:


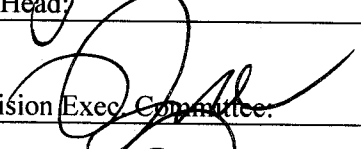

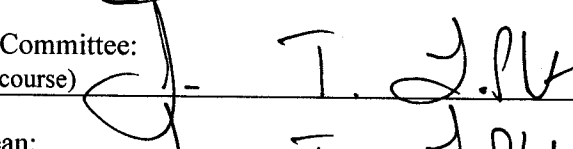
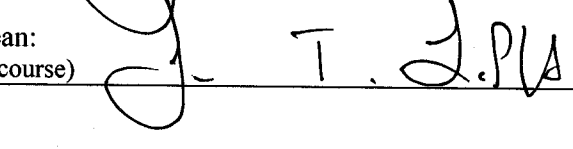
**Source of Data to Support Suggested Change:**  
 Indirect measures: SOIs, student, employer, or alumni surveys, etc.  
 Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) GaPSC requirements

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

**Data Sources:**

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

**Approvals:**

Department Head: 	Date: 1/29/15
College/Division Exec. Committee: 	Date: 1/29/15
Dean(s)/Director(s): 	Date: 1/21/15
Grad. Exec. Committee: (for graduate course)  T. J. PLU	Date: 2-25-15
Graduate Dean: (for graduate course)  T. J. PLU	Date: 2-25-15
Academic Committee:	Date:



RECEIVED

**REQUEST FOR A REVISED CATALOGUE COPY**

(New Learning Outcomes, Admissions, or Other Program Policies)

Valdosta State University

FEB 09 2015  
VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

Area of Change:  Core  Senior  Graduate

Current Catalogue Page Number: 60-69

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall 2015

Degree and Program Name: Curriculum, Leadership, and Technology Department

Present Requirements: See Attached

Proposed Requirements: (highlight changes after printing) See Attached

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

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


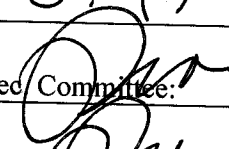

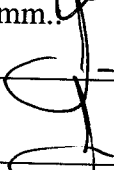

**Source of Data to Support Suggested Change:**

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

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

**Data Sources:**

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

<b>Approvals:</b>	
Department Head: 	Date: 1/29/15
College/Division Exec Committee: 	Date: 1/29/15
Dean(s)/Director(s): 	Date: 1/29/15
Graduate Exec. Comm. (for grad program)  - T. J. Pt	Date: 2-26-15
Graduate Dean: (for grad program)  T. J. Pt	Date: 2-26-15
Academic Committee:	Date:

Form last updated: January 6, 2010

## **Requested Catalog Changes: Curriculum, Leadership, and Technology**

### **Change 1 (current catalog p. 60)**

#### **Department of Curriculum, Leadership, and Technology**

*Dr. James L. Pate Interim Head*

*Room 212, Communication Disorders Building*

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

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

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

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

The instructional technology program is offered at the master's and specialist levels. The Master of Education (M.Ed.) degree program accepts qualified graduates from all disciplines and has three

concentrations: library media (GaPSC S-5 certificate), P-12 technology applications (GaPSC S-5 certificate), and technology application. The library media concentration prepares candidates to be school media specialists. The technology applications concentrations prepare candidates to be technology coordinators or instructional developers in a variety of contexts: business, industry, government, military service, health fields, and schools.

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

### **Change 1: Revised Page 60**

#### **Department of Curriculum, Leadership, and Technology**

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

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

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

The Leadership major (Ed. D.) seeks to develop doctoral candidates who are effective, ethical, and diverse leaders seeking to maximize achievement in schools and other organizations. Skill applications serve as the connection between the knowledge and inquiry skills developed in the core curriculum and research courses and the increasingly complex world of restructured practice and school or organizational improvement.

The program offers concentrations for both non P-12 educators and P-12 educators (GaPSC level 6/7 certificate).

Programs offered in educational leadership lead to an Education Specialist degree (Ed. S.) in educational leadership (performance-based) and/or GaPSC PL-6 certificate options, and to a Master of Education degree (M.Ed.) with a major in educational leadership (higher education leadership or P-12 school leadership) and/or GaPSC level 5 certification options. The educational leadership programs provide quality instruction, research, and service to prospective and practicing educational leaders. In particular,

the Master of Education degree programs are designed to provide candidates with the basic knowledge, skills, and values to perform competently at entry-level leadership roles in higher education and entry-level P-12 school leadership positions. Candidates who complete the Education Specialist degree will be equipped with advanced knowledge and skills to perform competently as professionals in educational leadership. The doctoral program is intended to prepare candidates to assume active leadership roles in a variety of organizations. All programs emphasize ethical decision-making and leadership for change.

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

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

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

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

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

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

#### **SELECTED EDUCATIONAL OUTCOMES**

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

#### **EXAMPLES OF OUTCOME ASSESSMENTS**

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

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

~~Higher Education Admission Deadlines:~~

~~Fall Deadline: July 15~~  
~~Spring Deadline: November 15~~ *delete*  
~~Summer Deadline: April 15~~

Go to the Higher Education Leadership Website at <http://www.valdosta.edu/academics/graduate-school/our-programs/higher-education-leadership.php> for information on:

- Specific Higher Education Leadership Option, M.Ed. Educational Leadership Program Admission Requirements
- Higher Educational Leadership Option, M.Ed. Educational Leadership Program Retention, Dismissal, and Readmission Policies
- Higher Educational Leadership Option, M.Ed. Educational Leadership Program Graduation Requirements

To Apply Online: <https://www.applyweb.com/apply/vsug/menu.html>

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

<b>Core Courses</b> .....	<b>9</b>
<b>hours</b>	
LEAD 7840, RSCH 7100, LEAD 7850	
<b>Academic Concentration</b> .....	<b>18</b>
<b>hours</b>	
LEAD 7800, LEAD 7810, LEAD 7820 .....	9 hours
LEAD 7830, SAHE 7860, LEAD 8710 .....	9 hours
<b>Guided Elective</b> .....	<b>3</b>
<b>hours</b>	
<b>Field Experiences</b> .....	<b>6</b>
<b>hours</b>	
LEAD 7921 .....	3 hours
LEAD 7922 or LEAD 8710 .....	3 hours
<b>Total Hours Required for the Degree</b> .....	<b>36 semester</b>
<b>hours</b>	

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

<b>Core Courses</b> .....	<b>9</b>
<b>hours</b>	
LEAD 7840, RSCH 7100, LEAD 7850	
<b>Academic Concentration</b> .....	<b>27</b>
<b>hours</b>	
LEAD 7810, LEAD 7820, LEAD 7830 .....	9 hours

SAHE 7860, SAHE 7870, SAHE 7880 .....	.9 hours
SAHE 7890 or ACED 7110 .....	.3 hours
LEAD 8710 Directed Study I and II .....	.6 hours
<b>Guided Elective</b> .....	<b>3</b>
<b>hours</b> .....	
<b>Field Experience</b> LEAD 7921 .....	<b>3</b>
<b>hours</b> .....	
<b>Total Hours Required for the Degree</b> .....	<b>42 semester</b>
<b>hours</b> .....	

**Change 2: Revised Pages 66-67**

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

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

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

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

**Higher Education Option:**

**SELECTED EDUCATIONAL OUTCOMES**

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

**EXAMPLES OF OUTCOME ASSESSMENTS**

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

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



~~Higher Education Admission Deadlines:~~

~~Fall Deadline: July 15~~ Delete

Go to the Higher Education Leadership Website at <http://www.valdosta.edu/academics/graduate-school/our-programs/higher-education-leadership.php> for information on:

- Specific Higher Education Leadership Option, M.Ed. Educational Leadership Program Admission Requirements
- Higher Educational Leadership Option, M.Ed. Educational Leadership Program Retention, Dismissal, and
- Readmission Policies
- Higher Educational Leadership Option, M.Ed. Educational Leadership Program Graduation Requirements

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

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

Core Courses .....	9
hours	
LEAD 7840, RSCH 7100, LEAD 7850	
Academic Concentration .....	18
hours	
LEAD 7800, LEAD 7810, LEAD 7820 .....	9 hours
LEAD 7830, SAHE 7860, LEAD 8710 .....	9 hours
Guided Elective .....	3 hours
Field Experiences .....	6 hours
LEAD 7921 .....	3 hours
LEAD 7922 or LEAD 8710 .....	3 hours
Total Hours Required for the Degree .....	36 semester hours

24?

39 hrs.

Change 3: No Current Information in Catalog

Change 3: Add beginning on page 68

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

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

SELECTED EDUCATIONAL OUTCOMES

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

EXAMPLES OF OUTCOME ASSESSMENTS

1. Candidates will demonstrate content knowledge through passing the state-required content assessment.
2. Candidates will demonstrate their ability to use data and current research to inform their practice through completion of a project designed to improve student achievement.
3. Candidates will demonstrate their ability to create positive environments for student learning during a faculty and mentor observation of their clinical practice.
4. Candidates will demonstrate their ability to positively impact P-12 schools through their completion of an Inventory of Leadership Experiences.

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

Admission Deadlines:

~~Fall Deadline: July 15  
Spring Deadline: November 15  
Summer Deadline: April 15~~

*delete*

For admissions information go to the Graduate School Website:

<http://www.valdosta.edu/academics/graduate-school/graduate-admissions/> for information on: Specific P-12 School Leadership Option, M.Ed. Educational Leadership Program admission requirements or Tier 1 P-12 School Leadership certification-only admission requirements; P-12 School Leadership M.Ed. Educational Leadership Program Retention, Dismissal, and Readmission Policies; and, P-12 School Leadership Program graduation requirements.

To apply online go to: <https://www.applyweb.com/apply/vsug/menu.html>

Requirements for the M.Ed. Degree—P-12 School Leadership Option

Area A - Leadership ..... 12 hours  
LEAD 7420, LEAD 8030, LEAD 8420, LEAD 7310

Area B - Curriculum and Instruction ..... 12 hours  
RSCH 8000, LEAD 7120, LEAD 7130, CIED 7060

Area C - Field Based Activities ..... 6 hours  
LEAD 7920, LEAD 7930

Total Hours Required for the Degree ..... 30 semester hours

OTHER DEGREE REQUIREMENTS

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

ADDITIONAL CERTIFICATION REQUIREMENTS

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

TIER 1 CERTIFICATION ONLY PROGRAM IN EDUCATIONAL LEADERSHIP (OPENING SUMMER 2016)

The Tier 1 certification non-degree program offers candidates the opportunity to become certified at Tier 1 in educational leadership (level 5). Candidates must hold a Tier 1 GaPSC certification and a master’s degree or higher in a field recognized by the GaPSC as a related field.

~~Fall Deadline: July 15  
Spring Deadline: November 15  
Summer Deadline: April 15~~

Go to the Graduate School Website at <http://www.valdosta.edu/academics/graduate-school/welcome.php> and click on Our Programs, and then click on Certification in Educational Leadership Program for information on:

- Specific Tier 1 Certification in Ed Leadership Admission Requirements
- Tier 1 Certification in Ed. Leadership Program Completion Requirements

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

REQUIREMENTS FOR TIER 1 CERTIFICATION IN EDUCATIONAL LEADERSHIP

Area A - Leadership. .... 12 hours

LEAD 7420, LEAD 8030, LEAD 8420, LEAD 7310 or the equivalent (The faculty advisor will collaborate with candidates to identify appropriate courses based on the candidates’ other graduate-level coursework and professional knowledge and skills)

Area B - Curriculum and Instruction. .... 12 hours

RSCH 8000, LEAD 7120, LEAD 7130, CIED 7060 or the equivalent (The faculty advisor will collaborate with candidates to identify appropriate courses based on the candidates’ other graduate-level coursework and professional knowledge and skills)

Area C - Field Based Activities ..... 6 hours

LEAD 7920, LEAD 7930

**Total Hours Required for Certification ..... 30 semester hours**

The above field-based activities will be conducted at the work site of the candidate and supervised by a Candidate Support Team consisting of a site mentor, a university advisor/coach, and the candidate at which the residency is completed.

**ADDITIONAL REQUIREMENTS**

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

**REQUIREMENTS FOR THE ED.S. DEGREE WITH A MAJOR IN EDUCATIONAL LEADERSHIP (OPENING SUMMER 2016)**

**Performance-Based** *Building Level or System Level*

**Area A Core..... 6 hours**

LEAD 8620, LEAD 8520

**B Area B Residency ..... 21 hours**

LEAD 8920, LEAD 8930, LEAD 8940, LEAD 8950

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

**Total Required for the Degree .....27 hours**

The above field-based activities will be conducted at the work site of the candidate and supervised by a Candidate Support Team consisting of a site mentor, a university advisor/coach, and the candidate at which the residency is completed.

**ADDITIONAL REQUIREMENTS**

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

**TIER 2 CERTIFICATION ONLY PROGRAM IN PERFORMANCE-BASED EDUCATIONAL LEADERSHIP**

The Tier 2 certification non-degree program offers candidates the opportunity to become certified at Tier 2 in performance-based leadership (level 6 or level 7). Candidates must hold a Tier 1 GaPSC certification and a specialists or doctoral degree in a field recognized by the GaPSC as a related field.

~~Fall Deadline July 26~~ *delete*

~~Spring Deadline: November 15~~  
~~Summer Deadline: April 15~~

*delete*

To pursue Certificate in Educational Leadership, applicants must hold a specialist's degree or higher from a regionally accredited or GaPSC approved institution and serve in a leadership position in school or system. Go to the Graduate School Website at <http://www.valdosta.edu/academics/graduate-school/welcome.php> and click on Our Programs, and then click on Certification in Educational Leadership Program for information on:

- Specific Certification in Ed Leadership Admission Requirements
- Certification in Ed. Leadership Program Completion Requirements

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

REQUIREMENTS FOR CERTIFICATION IN EDUCATIONAL LEADERSHIP

<u>Leadership Courses</u> .....	<u>6 hours</u>
<u>LEAD 8620, LEAD 8520, or the equivalent. (The faculty advisor will collaborate with candidates and school system partners to identify appropriate courses based on the candidates' other graduate-level coursework and professional knowledge and skills)</u>	
<u>Field-Experience Activities (Residency)</u> .....	<u>21 hours</u>
<u>LEAD 8920, LEAD 8930, LEAD 8940, LEAD 8950</u>	
<u>The above field-based activities will be conducted at the work site of the candidate and supervised by a Candidate Support Team consisting of a site mentor, a university advisor/coach, and the candidate, at which the residency is completed.</u>	
<u>Total Required for Certification</u> .....	<u>27 semester hours</u>

ADDITIONAL REQUIREMENTS

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

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OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

# 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:**  
219

**Proposed Effective Date for Curriculum Change:**  
(Month/Year): August/2015

**Degree & Program Name:**  
(e.g., BFA, Art): B.S. Ed. in Middle Grades Education

**Present Requirements: Requirements for the B.S. Ed. Degree with a Major in Middle Grades Education**

Core Areas A-E 42 hours

Area F Requirements 18 hours  
 EDUC 2110, EDUC 2120, EDUC 2130 9 hours  
 Primary Concentration 6 hours  
 (Select one.) Language Arts, Mathematics, Science, Social Studies, Reading (Select from approved course list for concentration area)  
 Secondary Concentration 3 hours  
 Language Arts, Mathematics, Science, Social Studies, Reading  
 (Select from approved course list for concentration area)  
 MGED 2999 0 hours

All courses in Area F must be completed with a grade of "C" or better.

College of Education Health and Physical Education Requirements 6 hours  
 KSPE 2000, KSPE 2150 4 hours  
 Two KSP Fitness/Activity Courses 2 hours

Program Requirements 63 hours  
 All courses listed under program requirements must be completed with a grade of "C" or better.

Professional Courses 14 hours  
 SPEC 3000, MGED 3220,  
 MGED 3990, MGED 3991 12 hours  
 MGED 3020 2 hours

Teaching Concentrations 24 hours  
 Primary Concentration Area 12 hours  
 (Select one.) Language Arts, Mathematics, Science, Social Studies, Reading (select from the approved course list for

**Proposed Requirements (Underline changes after printing this form: Requirements for the B.S. Ed. Degree with a Major in Middle Grades Education**

Core Areas A-E 42 hours

AREA F REQUIREMENTS 18 hours  
 EDUC 2110, EDUC 2120, EDUC 2130 9 hours  
 Primary Concentration 6 hours  
 (Select one area) Language Arts, Mathematics, Science, Social Studies, or Reading (Select from approved course list for concentration area)  
 Secondary Concentration 3 hours  
 (Select one area) Language Arts, Mathematics, Science, Social Studies, or Reading (Select from approved course list for concentration area)  
 MGED 2999 0 hours

College of Education Health and Physical Education Requirements 6 hours  
 KSPE 2000, KSPE 2150 4 hours  
 Two KSP Fitness/Activity Courses 2 hours

PROGRAM REQUIREMENTS 63 hours  
 TEACHING CONCENTRATIONS 24 hours  
 Primary Concentration Area 12 hours  
 (Select one.) Language Arts, Mathematics, Science, Social Studies, or Reading (select from the approved course list for concentration area)  
 Secondary Concentration Area 12 hours  
 (Select one.) Language Arts, Mathematics, Science, Social Studies, Reading (select from approved course list for concentration area)

<p>concentration area)  <b>Secondary Concentration Area</b> 12 hours  (Select one.) Language Arts,  Mathematics, Science, Social Studies,  Reading (select from approved course  list for concentration area)  <b>Professional Program</b> 25 hours  <b>MGED 4000</b> 3 hours  <b>Methods Courses (select two.)</b>  <b>MGED 4100, MGED 4200,</b>  <b>MGED 4300, MGED 4400,</b>  <b>MGED 4500</b> 6 hours  <b>MGED 4620, MGED 3110</b> 4 hours  <b>MGED 4790</b> 10 hours  <b>MGED 4800</b> 2 hours</p> <p><b>Total hours required for the degree</b>  129 semester hours</p>	<p><b>PROFESSIONAL COURSES</b> 39 hours  SPEC 3000, MGED 3220,  MGED 3990, MGED 3991 12 hours  MGED 3020 2 hours  MGED 4000 3 hours  <b>Methods Courses (select two.)</b>  MGED 4100, MGED 4200,  MGED 4300, MGED 4400,  MGED 4500 6 hours  MGED 4620, MGED 3110 4 hours  MGED 4790 10 hours  MGED 4800 2 hours</p> <p><b>Total hours required for the degree</b>  129 semester hours</p> <p><b>Program Grade/GPA Requirements</b>  <u>Must earn a minimum grade of "C" in all Area F,</u>  <u>teaching concentration and professional courses;</u>  <u>earn an adjusted GPA of 3.00 or higher across Area</u>  <u>F, Teaching Concentrations, and Professional</u>  <u>Courses; and maintain an overall cumulative GPA</u>  <u>of 2.75 or higher.</u></p>
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**Justification:**

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

Improve student learning outcomes:

Adopting current best practice(s) in field: .

Meeting mandates of state/federal/outside accrediting agencies: CAEP Accrediting Standards Standard 3: Candidate Quality, Recruitment, and Selectivity

The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences.

Admission Standards Indicate That Candidates Have High Academic Achievement And Ability

3.2 The provider sets admissions requirements, including CAEP minimum criteria or the state's minimum criteria, whichever are higher, and gathers data to monitor applicants and the selected pool of candidates. The provider ensures that the average grade point average of its accepted cohort of candidates meets or exceeds the CAEP minimum of 3.0.

Selectivity During Preparation

3.4 The provider creates criteria for program progression and monitors candidates' advancement from admissions through completion. Providers evidence to indicate candidates' developing content knowledge, pedagogical content knowledge, and pedagogical skills, and the integration of technology in all of these domains.

Other:

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

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

MSRD Advisory Board members' feedback indicates a need to address candidates' readiness to enter Apprenticeship and Student Teaching. Additionally, mentor teachers working with the candidates express concern regarding some candidates' content and/or pedagogical knowledge.

**Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Candidates' performance on program key assessments including observation instruments, GACE content scores, and GPA data as well as program completion data.

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

**Data Sources:**

**Indirect measures:** SOIs; student, employer, or alumni surveys, etc. Student, employer, and alumni surveys, and Advisory Board members' feedback

**Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Adjusted GPA across Area F, Teaching Concentration courses, and Professional Courses. EPP Assessments, Program Assessments, and Proficiency Level Assessments aligned to CAEP, PSC, and AMLE standards. Assessments include two external assessments (GACE Content exams and edTPA portfolio).

**Approvals:**

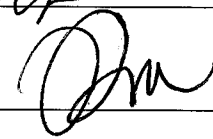
Department Head:



Date:

2/12/15

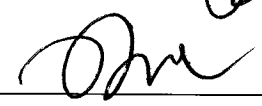
College/Division Exec. Committee:



Date:

2/12/15

Dean(s)/Director(s):



Date:

2/12/15

Grad. Exec. Committee:  
(for graduate course)

Date:

Graduate Dean:  
(for graduate course)

Date:

Academic Committee:

Date:



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**Request for a Revised Course**  
Valdosta State University

**Date of Submission:** 02/12/2015 (mm/dd/yyyy)

**Department Initiating Revision:**  
Middle, Secondary, Reading, and Deaf  
Education

**Faculty Member Requesting Revision:**  
Barbara J. Radcliffe

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
MGED 4000: Development and Education of the Middle Grades Student, Part 2

**List Current and Requested Revisions:**

**Current:**  
Course Prefix and Number: MGED 4000  
Credit Hours: 3  
Course Title: Development and Education of the Middle Grades Student, Part 2  
Pre-requisites: MGED 2999 and admission to the MGED professional program.  
Course Description: Study of the curriculum needs of middle grades student. Emphasis on curriculum as it relates to the unique transitional needs of middle grades students. Areas addressed are curricular planning, construction, and materials selection. Part of professional program and all courses in Block A must be taken together.

**Requested:**  
Course Prefix and Number: MGED 4000  
Credit Hours: 3  
Course Title: Development and Education of the Middle Grades Student, Part 2  
Pre-requisites: Appropriate 2999 course and admission to the MGED professional program;  
Co-requisite: MGED 4620.  
Course Description: Designed to give candidates the curriculum and assessment strategies needed for effective teaching and learning in the middle grades. Emphasis on curriculum and assessment as it relates to the unique transitional needs of middle grades students.

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

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

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

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

Improving student learning outcomes: Georgia teachers are now evaluated on how well they use assessment strategies and their use of assessment data. The two standards related to the assessment domain on the Teacher Assessment on Performance Standards (50% of teachers' annual evaluation) are 1) Assessment Strategies and 2) Assessment Use. These two standards require teachers demonstrate that they 1) systematically choose a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population, and 2) systematically gather, analyze, and use relevant

data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents. This course revision places a stronger emphasis on assessment in order to assist candidates in being "first day ready" and successful in the profession.

Additionally, the requested change will strengthen the alignment of the Middle Grades Education program content with the EPP assessments, program assessments, and proficiency level assessments.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies: The BSED/MGED program is nationally recognized by the Association of Middle Level Educators (AMLE). AMLE Standard 2 - Middle level curriculum - states that middle level teacher candidates demonstrate their ability to analyze content and assess the needs of their students. They purposely select and integrate teaching and assessment strategies that include information literacy skills and state-of-the-art technologies for all students. AMLE Standard 3 Middle Level Instruction and Assessment - states that middle level teacher candidates demonstrate their knowledge of content specific teaching and assessment strategies, use a wide variety of them in their teaching, and modify their use based on the unique learning needs of their students. Middle level teacher candidates collaborate with students and colleagues to select and create a wide variety of formative and summative assessments. They analyze the data to evaluate their practice and inform their instruction (e.g., adjust pace, differentiate for individuals, create meaningful learning experiences, and implement effective lessons).

In fall 2015, all BSED/MGED teaching candidates will be required to successfully meet the minimum score set by the Georgia PSC on the edTPA portfolio. One-third of the plan-teach-assess cycle in the portfolio is dedicated to improving student learning through assessments.

Other:

**Plans for assessing the effectiveness of the course:** EPP Assessments (CAPS, edTPA), Program Assessments (CAPS, edTPA), and the Proficiency Level Assessments to CAEP and PSC standards (Mock Data Plan, Assessment Plan).

Approvals:	
College/Division Exec. Comm.: <i>DM</i>	Date: 2/12/15
Dept. Head: <i>R. Kelly</i>	Date: 2/12/15
Dean/Director: <i>DM</i>	Date: 2/12/15
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: February 12, 2015

**Dewar College of Education and Human Services  
Valdosta State University  
Department of Middle, Secondary, Reading, and Deaf Education**

**MGED 4000  
Development and Education of the Middle Grades Student, Part 2  
3 Semester Hours  
Fall 2015**

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**Guiding Principles (DEPOSITS)**

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

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

**Equity Principle:** All learners deserve high expectations and support.

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

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

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

**Impact Principle:** Effective practice yields evidence of learning.

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

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

**National Professional Association/Accreditor Standards/Competencies/ Learning Outcomes**

***InTASC Model Core Teacher Standards\****

*(To be used for all educator preparation program courses. Identify those that apply specifically to this course.)*

**Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

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

## INSTRUCTOR

Name:

Office Number:

Telephone Number: (229) 333-5611

Email Address: @valdosta.edu

Office Hours:

## COURSE DESCRIPTION

**Pre-requisites: MGED 2999 and admission to the MGED professional program.**

**Co-requisite: MGED 4620**

Designed to give candidates the curriculum and assessment strategies needed for effective teaching and learning in the middle grades. Emphasis on curriculum and assessment as it relates to the unique transitional needs of middle grades students.

## REQUIRED TEXTBOOKS / RESOURCE MATERIALS

- ✓ A *LiveText* software account is required. Undergraduate seniors should purchase the three-year edition, and it must be purchased online.
- ✓ Burgess, D. (2012). *Teach like a pirate: Increase student engagement, boost your creativity, and transform your life as an educator*. Dave Burgess Consulting: San Diego, CA.
- ✓ Subscription to Association for Middle Level Educators- student membership.  
<http://www.amle.org/membership.aspx>
- ✓ A copy of your content standards.

**COURSE OBJECTIVES** (*Indicate alignment with the above standards, competencies, program objectives, and/or student learning outcomes.*)

Upon completion of this course, the student will be able to:

1. Apply knowledge of appropriate methods of instruction, curriculum, and assessment based upon an understanding of the needs and abilities of middle grades children within a content area unit. (InTASC Standard 1, 4, 5, 6, 7, AL<sub>1.2</sub>).
2. Utilize technology and other appropriate media to enhance pupils' understanding of concepts (InTASC Standards 1, 2, 8).
3. Identify and apply developmentally and culturally appropriate methods of modifying instruction based on information provided from various assessment types to meet diverse needs of students (InTASC Standards 2, 5, 6, FL<sub>1.1, 1.2</sub>, AL<sub>3.1</sub>).
4. Identify, design, and use appropriate alternative, formal, informal, formative and summative assessment strategies (InTASC Standards 3, 5, 6, FL<sub>1.3</sub>, AL<sub>1.1</sub>, AL<sub>1.3</sub>, AL<sub>2.1</sub>, AL<sub>2.2</sub>, AL<sub>2.3</sub>).
5. Demonstrate skills as a reflective practitioner who evaluates choices and seeks opportunities to grow professionally (InTASC Standards 3, 4, 7, 8, 9, 10, EDL<sub>2.2</sub>).
6. Demonstrate how to interpret and make instructional decisions based on student records from state, district, and class-room level testing and discuss the legal/social implications of relevant school documentation (InTASC Standards 9, 10, AL<sub>3.3</sub>).
7. Join and participate in a professional organization for educators (InTASC Standards 8, 9, 10, EDL<sub>1.1</sub>, EDL<sub>2.1</sub>).
8. Implements required accommodations in assessments and testing conditions for learners with disabilities and language learning needs (InTASC Standard 1, 2 AL<sub>3.2</sub>).
9. Write and speak in a professional manner (InTASC Standard 9, EDL<sub>1.2</sub>).

**COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

A brief description of each assignment is included; however, you will be provided a more detailed description of assignments and rubrics in class.

*Professional Membership in the Association for Middle Level Educators:* (5 points). The benefits of joining a professional organization include having access to current trends in teaching and specific subject areas, teaching tips, professional affiliation, and opportunities to attend conferences. Additionally, membership in a professional organization demonstrates your commitment to the profession and you desire to grow professionally. The Association for Middle Level Education (AMLE) is the leading international organization advancing the education of all students' ages 10 to 15, helping them succeed as learners and make positive contributions to their communities and to the world. AMLE is committed to helping middle grades educators. As a future middle grade teacher, you will join AMLE via a student membership. (CO 5, 7)

*Professional Organization Website Review:* (10 points). Professional organizations provide a wide range of support for teachers - - content, teaching materials, teaching strategies, professional development, opportunities for collaboration and leadership, and publications. You will review resources and information provided on the Association for Middle Level Education website. (CO 5, 7)

*Professional Literature Review:* (10 points). You will overview an issue of an AMLE journal following the provided guidelines. (CO 5, 7).

*Weekly Assignments:* (15 points): Weekly assignments will include, but are not limited to, review and application of textbook information, case study and/or article reviews, class discussions, and

presentations, and working with data. Guidelines for each assignment will be provided. We will use the *Teach like a pirate* text in our weekly assignments. (CO 1, 2, 3, 4, 5, 8)

*Use of Data Plan:* (20 points): You will analyze both student learning and data to determine how to make instructional changes. This task will provide the sub-skills needed to complete edTPA task 3. (CO 1, 5, 6, 8, 9) *AL<sub>2a</sub>* \*This is a required Proficiency Level Assessment and should not be modified or removed from this course without the approval of the program faculty.

*Assessment Plan:* (25 points) Students will develop goals, objectives, lesson plans, formative assessments, and summative assessments for a unit in one of their content areas. You will write rationales for how to properly use the assessments and emphasis will be placed on design, format, and content. Guidelines will be provided. The assessment plan will be submitted as a key course assessment in Live Text. (CO1, 2, 3, 4, 5, 6, 8) *AL<sub>3a</sub>* \*This is a required Proficiency Level Assessment and should not be modified or removed from this course without the approval of the program faculty.

*Final Exam:* (15 points) The final exam will be a comprehensive exam. Details regarding the content and format of the exam will be provided. (CO 1, 2, 3, 4, 5, 6, 7, 8, 9)

**COURSE EVALUATION**

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

Assignment	Point Value
Professional Membership	5
Professional Organization Website Review	5
Professional Literature Review	10
Weekly Assignments	20
Use of Data Plan	20
Assessment Plan	25
Final Exam	15
<b>Total</b>	<b>100</b>

NOTE: Final grades will not be “rounded-up”.

**ATTENDANCE POLICY**

When students are compelled for any reason to be absent from class, they should immediately contact the instructor. As per the VSU Undergraduate Bulletin (2012-13), “A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course” (p. 87).

## **LATE WORK**

NO LATE WORK WILL BE ACCEPTED. If you are going to miss class and you have an assignment due, it is your responsibility to get it to me. You can do this by sending it by another student or sending it to me via email. All work will be handed in at the beginning of class.

## **PROFESSIONALISM**

The following areas describe the professional expectations for all preservice students in the Department of Middle, Secondary, Reading, and Deaf Education.

### *Professionalism - Ethics*

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at <http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>).

Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a student's actions or attitudes are judged to be less than professional appropriate remedial action will be taken. You will participate in the Code of Ethics training conducted at Lowndes Middle School during the first week of the semester.

### *Professionalism – Dress code*

In this course, classes are held in public schools. Professional dress code is required.

### *Professionalism - Communication*

Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Those individuals whose communication skills (verbal or written) indicate a need for assistance will be referred to the appropriate services on campus.

### *Professionalism - Assignments*

All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted.

### *Professionalism - Diversity*

Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

### *Professionalism - Technology*



As part of our conceptual framework, the College of Education is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses.

### *Professional Improvement Plan*

The purpose of the Professional Improvement Plan (PIP) process is for faculty to identify students who may need remediation or intervention to successfully complete the professional requirements for their program of study. For more information see the [Professional Improvement Plan Process](#) on the COEHS website.

## **DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM**

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

## **DEPARTMENT OF MIDDLE, SECONDARY, READING, AND DEAF EDUCATION**

### **STATEMENT ON ACADEMIC INTEGRITY**

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The [Code of Ethics for Educators](#) at <http://www.nea.org/home/30442.htm>). Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Future teachers should conduct themselves with the professionalism that is required of practicing teachers.

- In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publically available.
- All assignments should be your own original work, not group work. If you use ideas from other sources, you must provide a full citation using APA style – name(s) of author(s); date of publication or retrieval date; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment.

### **DESCRIPTION OF ACADEMIC DISHONESTY**

To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

While students are likely to understand plagiarism as stealing someone's words as their own, there are many types of plagiarism.

- **Stealing Verbatim:** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism. **Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.**
- **Use of Professional Resources Without Acknowledgement.** Students may not use published professional resources; including lesson plans, learning activities, or PowerPoint presentations, without citing the source.

- **Misquoting:** If, when composing an assignment, students directly quote a source and cite it, but alter the author's words to strengthen their argument, they have committed plagiarism.
- **Paraphrasing or Summarizing Without Citing:** An allowable practice in academia is for students to take an author's words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author's words, students *must* cite that original source. If they do not cite the original source, they have effectively stolen the original author's idea and have committed plagiarism.
- **Duplicating Publication:** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. The instructors in the Master's Degree Program in Curriculum and Instruction do *not* allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.
- **Duplication of Peer Student Work:** Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student's express consent or knowledge.

**Note: Assignments in this course may be checked electronically for plagiarism.**

By taking this course, you agree that all required course work may be subject to submission for textual similarity review within BlazeVIEW and GOML. For more information on the use of Turnitin at VSU see Turnitin for Students (<http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitin-for-students.php>).

## ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

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

## STUDENT OPINION OF INSTRUCTION

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

# REQUEST TO DEACTIVATE A COURSE/PROGRAM

Valdosta State University

**Date of Submission:** January 9, 2015

**Department Initiating Deactivation:**  
Middle, Secondary, Reading & Deaf Ed

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

**List of courses (or the program or track) to be deactivated:**

MGED 4030: Humanities Methods for Middle Grades Education

MGED 4050: Science and Mathematics Methods for Middle Grades Education

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

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other MGED 4030 and MGED 4050 were split into five content-specific methods courses (MGED 4100, MGED 4200, MGED 4300, MGED 4400, MGED 4500). MGED 4030 and MGED 4050 are no longer part of the Middle Grades Education program of study and are no longer offered.

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

**Indirect measures:** SOIs, student, employer, or alumni surveys, etc. SOIs: Candidates cited the blended methods courses (MGED 4030 and MGED 4050) as an area of concern and dissatisfaction. Students are required to choose two areas of study from the following concentrations: reading, language arts, social studies, mathematics, science; yet, they were required to take blended methods courses covering all concentration areas.

MSRD Advisory Board members' feedback indicated a need to address candidates' readiness to enter Apprenticeship and Student Teaching. Additionally, mentor teachers working with the candidates expressed concern regarding some candidates' content knowledge. The five content-specific methods courses that replaced MGED 4030 and 4050 have improved the depth of content incorporated within each course.

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

RECEIVED

FEB 20 2015

OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

<b>Approvals:</b>	
College/Division Exec. Comm.: <i>[Signature]</i>	Date: 2/13/15
Dept. Head: <i>[Signature]</i>	Date: 2/6/15
Dean/Director: <i>[Signature]</i>	Date: 2/13/15
Graduate Exec. Comm.: (for grad course/program)	Date:
Graduate Dean: (for grad course/program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

## **Introduction to and Overview of Proposed Changes to the MAT Program, College of Education and Human Services, Valdosta State University:**

The following program of study represents alterations to the initial certification program currently in place for the Master of Arts in Teaching degree. These proposed changes are the result of a *needs assessment* performed during the academic year 2013-2014. MAT students enrolled at that time were surveyed extensively about their impressions of the program and its effectiveness for teacher preparation and professional development. MAT faculty were also interviewed for their impressions of the program and for input regarding the perceived effectiveness of individual courses. The following proposed changes reflect the feedback that students and faculty provided during this period.

Drs. Spires and Cox retained two goals during the process of program revision:

- (1) to retain aspects of the current program that were perceived to be effective and to update the requisite components for an initial certification program as mandated by the Georgia Professional Standards Commission.
- (2) To cut out any unnecessary redundancy from course activities and assessments across the program of study.

MAT program faculty were commissioned to assist in creating new course descriptions, activities, and assessments for the new program syllabi. Thus, the proposed changes are the result of a thoroughly peer-reviewed process among program faculty and teaching candidates.

MSRD

New MAT Proposed Courses:

MSED 5100 Math Teaching Methods for middle and secondary	The MSED 5000 -5500 courses are co-listed with MGED 4000 level content teaching methods courses and designed for the fulltime student track. These courses are adapted to the new PDS model allowing the courses to be taught in P-12/University partner schools and facilitating hands-on application of content methods course material.
MSED 5200 Science Teaching Methods for middle and secondary	
MSED 5300 Social Studies Teaching Methods for middle and secondary	
MSED 5400 Language Arts Teaching Methods for middle and secondary	
MSED 5500 Reading Teaching Methods for middle and secondary	
MSED 5600 General content teaching methods for employed teacher track	MSED 5600 is the general content methods course designed for the employed track teachers due to the 5000-5500 courses being offered during the school day in the public school setting. This course will be differentiated by content concentration in terms of textbooks, class activities and assignments.
MSED 6000: Written and Verbal Communication for Teachers	6000 was designed specifically to target candidate weaknesses in written and verbal communication skills as noted through faculty feedback and mentor/partner school feedback, and designed to assist teaching candidates in developing those communications skills requisite to successful middle and secondary classroom instruction. <u>Verbal and Written communications skills in standardized English will be emphasized.</u> Candidates will perform a variety of communicative tasks, including (but not limited to) <b>writing</b> emails, memoranda, essays, and short research papers; public <b>speaking</b> in the form of class discussions, individual, and group presentations; and <b>listening</b> in the form of written and verbal feedback to the course instructor and student colleagues. Class discussions and exercises will emphasize conventions of written and oral discourse (e.g. grammar, voice instruction) as well as communication theory, propaganda, and the analysis of various discursive scenarios. <u>Students registered in this course MUST demonstrate adequate skills in written and spoken discourse in order to proceed towards certification and the Master of Arts in Teaching degree.</u>
MSED 6001: Planning for Instruction	6001 combines elements of our MSED 7001 and 7002. Candidates will examine lesson and unit planning, developing engaging learning environments, and classroom management
MSED 6002: Assessment	6002 focuses on the variety of assessment types, effective assessment elements, use of data to drive instruction
MSED 6003: Differentiation and multiculturalism	6003 combines elements from several MSED 7000 level courses to centralize the topics of differentiation, multiculturalism and the use of technology to differentiate instruction and assessment

New MAT proposed courses continued...

MSED 6004: Content Area Literacy	6004 consists largely of elements and objectives from the MSED 7004 course entitled Teaching Reading and Writing to Middle and Secondary Students. One new emphasis of the course, based on candidate feedback, is a balanced approach to incorporating literacy strategies that focus on the content concentrations for secondary as well as middle grades, including biology, chemistry, history, mathematics, political science. Digital literacy is a second new emphasis.
MSED 6005: Educational philosophy, law and ethics	6005 combines elements of MSED 7010 and 7003. 7010 focused on current issues and trends in education which had elements of philosophy, law and ethics. 7003 also incorporated elements of ethics and law. Redesigning the material in this way allows for a graduate level advanced study of the foundational issues in education while contextualizing them in current classroom realities and streamlining program material to cut out redundancies.
MSED 6010: Teaching Internship I MSED 6020 Teaching Internship 2	6010 and 6020 are reiterations of MSED 7005 and 7006 for employed teacher track MAT candidates. One major difference is that these courses will incorporate seminar meetings on campus rather than a separate course number for those meetings. This allows the MAT to streamline course offerings as well as more consistent credit hours for field experience and time on campus.
MSED 6100: Apprenticeship in Teaching	6100 is a co-requisite with the MSED 5000-5500 and consists of 2 days a week for 10 weeks in one field placement and 5 days a week for 4 weeks, as well as seminar meetings on campus.
MSED 6200: Student Teaching	6200 is 15 week student teaching clinical experience and on campus seminar meetings. The new arrangement of student teaching and apprenticeship streamlines field experience, clinical experience and on campus meetings related to these to provide consistent credit hours for these time commitments.
MSED 6300: Capstone	Culminating course for the program with many elements from MSED 7800 in addition to culminating activities related to clinical experiences and prior coursework.

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FEB 09 2015

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**REQUEST FOR A NEW COURSE**

Valdosta State University

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

**Department Initiating Request:**  
Middle, Secondary, Reading and Deaf  
Education

**Faculty Member Requesting:**  
Barbara J. Radcliffe

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog  
for approved prefixes)  
MSED 5100

**Proposed New Course Title:**  
Mathematics Methods for Middle Grades or  
Secondary Education

\*\*Co-list with MGED 4100

**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
Mathematics Methods MSED

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

**Estimated Frequency of Course Offering:**  
Fall

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

**Lecture Hours:** 2

**Lab Hours:** 2

**Credit Hours:** 3

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: Appropriate 2999 course. Co-requisite: MSED 6100. Examine mathematics teaching methods in middle grades (4th-8th) and secondary (6th-12th) levels in accordance with national and state standards. A field experience is required.

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

Improving student learning outcomes: MSED 5100 will be designed for students electing mathematics as a concentration area in Middle Grades or Secondary Education. Having a methods course focused specifically on mathematics education will allow for a deeper exploration of math content as well as effective methods for teaching mathematics at the middle grades or secondary level.

Adopting current best practice(s) in field: P-12 student learning must serve as the focal point for the design and implementation of clinically-based teacher preparation. MSED 5100 will have a supervised field study component allowing candidates the opportunity to apply their content and pedagogical knowledge in an authentic school setting while receiving feedback from on-site professors.

Meeting Mandates of State/Federal/Outside Accrediting Agencies: Within the teacher preparation program, candidates are required to spend the equivalent of a full year in a classroom setting. Accreditation standards require that candidates demonstrate evidence of pedagogical content knowledge; this course provides the instruction necessary.

Other:



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

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. SOIs: Candidates continue to cite the general content methods course (MSED 7002) as an area of concern and dissatisfaction. Students must select two areas of study from the following concentrations for middle grades: reading, language arts, social studies, mathematics, or science; or one of the following concentration areas for secondary education: English, history, political science, mathematics, biology, chemistry, earth/space science, or physics. Yet, they are required to take a methods course encompassing all concentration areas.

MSRD Advisory Board members' feedback indicates a need to address the candidates' readiness to enter Apprenticeship and Student Teaching for candidates on the Full-time Student Track.

Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) A mathematics methods course will allow candidates to learn effective teaching methodologies for mathematics instruction and prepare candidates for edTPA.

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




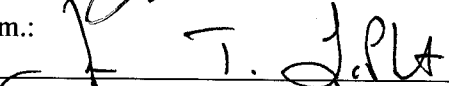
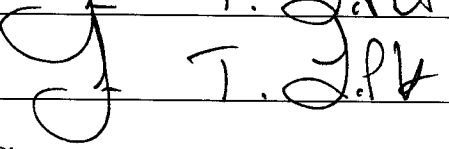
**Data Sources:**

Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs, Advisory Board members' feedback

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Unit Assessments, Program Assessments, and the Continuous Improvement Matrix - Key Course Assessments aligned to CAEP and PSC standards

Other:

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

Approvals:		
Dept. Head:		Date: 2/6/15
College/Division Exec. Comm.:		Date: 2/10/15
Dean/Director:		Date: 2/16/15
Graduate Exec. Comm.: (for graduate course):	 T. J. Platt	Date: 2-25-15
Graduate Dean: (for graduate course):	 T. J. Platt	Date: 2.25-15
Academic Committee:		Date:

Form last updated: January 6, 2010

**Dewar College of Education and Human Services  
Valdosta State University  
Department of Middle, Secondary, Reading, and Deaf Education**

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**MSED 5100  
Mathematics Methods for Middle Grades and Secondary Education  
3 SEMESTER HOURS**

**Guiding Principles (DEPOSITS)**

*(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)*

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

**Equity** Principle: All learners deserve high expectations and support.

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

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

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

**Impact** Principle: Effective practice yields evidence of learning.

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

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

**InTASC Model Core Teacher Standards\***

*(To be used for all educator preparation program courses. Identify those that apply specifically to this course.)*

**Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

**Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

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

## **INSTRUCTOR**

Name: Dr. Ellice Martin

Office Number: 1050, Education Center

Telephone Number: 229 333-5611 (dept. office)  
229 333-5657 (personal office)  
229 548-0380 (cell)

Email Address: [epmartin@valdosta.edu](mailto:epmartin@valdosta.edu)

Office Hours: As stated below and by appointment

MON: 10 a.m. - 3 p.m.

TUES: At Lowndes Middle 9 – 10 a.m. and 2:30 -3:30 p.m.

WED: 10 a.m. – 1 p.m.

Website: <http://www.valdosta.edu/colleges/education/middle-secondary-reading-and-deaf-education/faculty-and-staff.php>

## **REQUIRED TEXTBOOKS / RESOURCE MATERIALS**

A *LiveText* software account is required. Undergraduate seniors should purchase the three-year edition, and it must be purchased online. Other undergraduates will purchase the five-year edition, and it may be purchased at the bookstore or online.

Georgia Department of Education. *Common Core Georgia Performance Standards for Mathematics* (available at [www.georgiastandards.org](http://www.georgiastandards.org)).

Additional readings will be assigned.

## **COURSE DESCRIPTION**

**Prerequisites:** Appropriate 2999 course and admission to the MGED professional program; **Co-requisite:** MSED 6100. Examine mathematics teaching methods in middle grades (4th-8th) and secondary (6th-12th) levels in accordance with national and state standards. A field experience is required.

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

Upon completion of this course, the candidates will be able to:

1. Demonstrate skills needed for teaching mathematics (InTASC Standards 1, 2, 3, 4, 5, 6, 7, 8).
2. Use a variety of strategies, motivational techniques, and assessment procedures for problem solving (InTASC Standards 4, 5, 6, 8 AL2.1, CPL 1.1, CPL1.2, CPL2.3).
3. Develop math lessons based the Common Core Georgia Performance Standards that will instruct and motivate students, as well as provide for individual differences of middle and secondary grades students (InTASC Standards 1, 2, 4, 5, 7, 8, 9 CPL 1.3, 2.1).
4. Use concrete models to teach new concepts, to expand and reinforce established concepts, and to help students see familiar topics in new and different ways (InTASC Standards 5, 8; CPL 1.1, CPL1.2).
5. Use technology to assist in students' learning mathematics content and process skills, and to meet the diverse needs of students (InTASC Standards 5, 7, 8 TL3.1, CPL 1.1, CPL1.2).
6. Collaborate with other educators to plan and provide for students effective learning experiences (InTASC Standards 4, 5, 7, 8, 10).
7. Connect mathematics and technology to other disciplines through applications and interdisciplinary curriculum models (InTASC Standards 1, 2, 3, 4, 5, 7, 8, 10).
8. Demonstrate a developmentally appropriate learner-oriented approach to teaching mathematics while accommodating the multicultural diversity of middle and secondary level students (InTASC Standards 1, 2, 3 9 DL 2.1, 2.2, 2.3, CPL 1.1, CPL1.2).
9. Demonstrate knowledge of state and national professional mathematics organizations, the services they offer, and professional literature available for middle grades mathematics teachers (InTASC Standards 4, 9, 10; TL1.3).
10. Observe and participate in authentic course requirements and field experiences in their Professional Development School placement(s). (InTASC Standards 1-10; DL1.1, FL1.1, FL1.2, FL1.3, EDL1.2)

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

Apprenticeship dates: TBD

This course is evaluated with many performance assessments. It is important that you view each assignment as an opportunity to demonstrate evidence that you understand important pedagogical knowledge as outlined by the InTASC Standards. You should demonstrate insight and depth of understanding and go well beyond a superficial "participation" assignment.

*Professional Membership in the National Council of Teachers of Mathematics.* The benefits of joining a professional organization include having access to current trends in teaching and specific subject areas, teaching tips, professional affiliation, and opportunities to attend conferences. Additionally, membership in a professional organization demonstrates your commitment to the profession and you desire to grow professionally. The National Council of Teachers of Mathematics (NCTM) is the professional organization for mathematics educators. As a future mathematics educator, you will join NCTM via a student membership. You will also receive a free membership in the Georgia Council of Teachers of Mathematics.

*Professional Organization Website Review.* Professional organizations provide a wide range of support for teachers - - content, teaching materials, teaching strategies, professional development, opportunities

for collaboration and leadership, and publications. You will review resources and information provided on the National Council of Teachers of Mathematics website.

*Professional Literature Review.* You will overview an issue of NCTM's journal for middle grades mathematics teachers, *Mathematics Teaching in the Middle School* following the provided guidelines.

*Lesson Plans.* Twice during the semester, you will research, select, and plan a *mathematics lesson* that addresses all required lesson elements. For each lesson plan, you will use the MSRD approved lesson plan format. Lesson plans should indicate the appropriate connections to the Common Core Georgia Performance Standards. You may obtain strategies from professional journals, professional books, class discussions, or your independent study.

*Designing a Learning Environment.* Middle grades educators must create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. You will design your own learning environment. This assignment will be uploaded to your LiveText Portfolio under Standard III: Learning Environments.

*Clinical Practice Planning and Teaching.* For each field experience clinical session in a middle school classroom, you will follow specific instructions for that session. After the session, you will answer the analysis questions and submit them as requested.

*Teaching Simulations.* You will prepare and present a given mathematics topic, with appropriate manipulatives and assessment, to a group of classmates (2 simulations @ 5 points each).

*Calculator Activity Design and Implementation.* You will design and teach a calculator-based activity. Guidelines for preparing this activity will be provided in a separate handout.

*Mathematics Foldables Creation and Implementation.* You will create two foldables, will present one of them to the class, will use both of them in clinical experience, and will assess their effectiveness.

*Notebook and Participation.* A 3-ring notebook will be kept for MGED 4100. In the notebook will first be the Syllabus and the Course Schedule, followed by two tabbed sections: ***Class Notes and Handouts*** and ***Assignments***. Materials in the notebook should be organized chronologically within each section. Dated class notes must be evident for each class meeting and handouts, exercises, and activities related to the lesson should be kept with the notes for that class. Keeping the notebook allows you to collect and organize a file of mathematics learning materials which should prove valuable as you prepare for student teaching and to enter the teaching profession. Notebooks will be turned in for scoring. They are due Tuesday, April 29, and will be returned on Thursday, May 1. Please see the attendance policy for specific information on absences and late assignments. The grade for Notebook and Participation includes the notebook itself kept as directed, attendance, evidence of preparation and planning for class, demonstrated ability to interact effectively with peers, completing an equal share of group assignments, and adequately completing clinical experiences.

## COURSE EVALUATION

No Program Key Assessments are designated for this course

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = < 60

*Positively Impacting Learning Through Evidence-Based Practices*

## **ATTENDANCE POLICY**

Students are developing professionals and are therefore expected to attend all classes and field experiences. Punctuality is also essential. Students who are absent from 3 or more classes may fail the course. Multiple tardies will count as absences.

## **PROFESSIONALISM**

The following areas describe the professional expectations for all preservice students in the Department of Middle, Secondary, Reading, and Deaf Education.

### *Professionalism - Ethics*

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at <http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>).

Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a student's actions or attitudes are judged to be less than professional appropriate remedial action will be taken. You will participate in the Code of Ethics training conducted at Lowndes Middle School during the first week of the semester.

### *Professionalism – Dress code*

In this course, classes are held in public schools. Professional dress code is required.

### *Professionalism - Communication*

Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Those individuals whose communication skills (verbal or written) indicate a need for assistance will be referred to the appropriate services on campus.

### *Professionalism - Assignments*

All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted.

### *Professionalism - Diversity*

Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

### *Professionalism - Technology*

As part of our conceptual framework, the College of Education is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses.

### *Professional Improvement Plan*

The purpose of the Professional Improvement Plan (PIP) process is for faculty to identify students who may need remediation or intervention to successfully complete the professional requirements for their program of study. For more information see the Professional Improvement Plan Process on the COEHS website.

## **DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM**

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

## **DEPARTMENT OF MIDDLE, SECONDARY, READING, AND DEAF EDUCATION**

### **STATEMENT ON ACADEMIC INTEGRITY**

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at <http://www.nea.org/home/30442.htm>). Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Future teachers should conduct themselves with the professionalism that is required of practicing teachers.

- In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publically available.
- All assignments should be your own original work, not group work. If you use ideas from other sources, you must provide a full citation using APA style – name(s) of author(s); date of publication or retrieval date; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment.

### **DESCRIPTION OF ACADEMIC DISHONESTY**

To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

While students are likely to understand plagiarism as stealing someone's words as their own, there are many types of plagiarism.

- **Stealing Verbatim:** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism. **Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.**
- **Use of Professional Resources Without Acknowledgement.** Students may not use published professional resources, including lesson plans, learning activities, or PowerPoint presentations, without citing the source.



- **Misquoting:** If, when composing an assignment, students directly quote a source and cite it, but alter the author's words to strengthen their argument, they have committed plagiarism.
- **Paraphrasing or Summarizing Without Citing:** An allowable practice in academia is for students to take an author's words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author's words, students *must* cite that original source. If they do not cite the original source, they have effectively stolen the original author's idea and have committed plagiarism.
- **Duplicating Publication:** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. The instructors in the Master's Degree Program in Curriculum and Instruction do *not* allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.
- **Duplication of Peer Student Work:** Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student's express consent or knowledge.

**Note: Assignments in this course may be checked electronically for plagiarism.**

By taking this course, you agree that all required course work may be subject to submission for textual similarity review within BlazeVIEW and GOML. For more information on the use of Turnitin at VSU see Turnitin for Students (<http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitin-for-students.php>).

## ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

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

## STUDENT SUCCESS CENTER

The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. The SSC provides free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of their services. Contact: phone number 229-333-7570; email [ssc@valdosta.edu](mailto:ssc@valdosta.edu).

## STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification

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

## **DIRECTIONS FOR USING LIVETEXT**

### **How To Submit Portfolio Assignments in LiveText**

*Note:* These directions apply only to assignments visible on your dashboard AND required as part of your portfolio.

*Note:* Lesson Plans assessed after supervisors have observed in the field in MGED 4620, MGED 4790, MSED 7021, MSED 7041, MSED 7005, and MSED 7006 are **not** included in your portfolio. Follow separate directions for submitting these lesson plans for your university supervisor to assess.

All portfolio submissions should follow a **basic process**:

1. Load your assignment into the appropriate page of your portfolio.
2. Complete the four-part description of your artifact, explaining how it provides evidence that you have met COE's Conceptual Framework Standards.
3. Hide all pages except the current assignment.
4. Submit the portfolio (single page visible).

### **Directions for submission:**

**First, you need to edit your portfolio to include the new assignment**

1. Click on **Documents** tab
2. Open your portfolio
3. Open the page for the current assignment under the *Table of Contents*
4. Click the "Edit" button of the Description and Rationale section
5. Complete the four-part description of your assignment as a portfolio artifact. Narrative in the last three sections should consist of a substantive paragraph.
  - a. The **Description** section can be very brief.
  - b. In the **Rationale** section, explain how the assignment provides evidence that you meet selected indicators for the standard. Each of the standards with indicators is included as a separate page within your portfolio.
  - c. In the **Impact** section, describe how the skills or knowledge you learned from this assignment will impact your students' learning.
  - d. In the **Reflection** section, describe what you have learned from the process of completing this artifact and how it will influence your professional practice.
6. Towards the bottom there is a File Attachment(s) section, click "Edit"
7. Select "Upload New File," click Choose File, and browse for your file on your computer
8. After the file loads, Click "Save & Finish"

**Then, you hide all pages except the current assignment**

The assessor should see only the single page of your portfolio.

9. Select **Manage Pages**.
10. Click on the box next to **Title** to select all pages.
11. Click on the box next to the current artifact page to unselect it.
12. Select **Hide Pages: Save and Finish**.
13. Note: Don't forget to unhide pages after you have submitted your assignment so you don't panic next time you open your portfolio.

**Then, you need to submit the portfolio:**

14. Near the top of the screen, select the **Dashboard** tab
15. Find the assignment and click on the corresponding **Begin Assignment** button
16. On the Assignment page, click on the **Attach Files** button. (Note that you will not be able to submit until you have attached at least one file.)
17. Click on the **LiveText Documents** tab to find your portfolio. **Do not click on Browse.**
18. Click "Attach Selected Files"
19. Type any optional comments you wish to send to the instructor and click **Submit Assignment** when you are finished.
  - A confirmation that your assessment has been successfully submitted will appear and the assignment status on your dashboard will change to Awaiting Assessment.
  - Each submission is saved as a snapshot of what you sent. Any further changes you make to your portfolio will not affect what you have already submitted.
  - If you do not submit your assignment correctly, Your instructor will send it back to you for resubmission.

**If you have to resubmit your assignment:**

1. Find the problem and fix any problems with your portfolio. See comments from your instructor. There are two common problems:
  - a. Submitting the assignment and not the portfolio (see #17 above).
  - b. Not hiding pages of your portfolio other than the current assignment page (see #9-13 above). Check that only one page is visible.
2. From your **Dashboard** tab, find the relevant assignment and click on **Continue Assignment**. This allows you to see previous submissions and messages from your instructor.
3. Click on **Continue to Step 3** in the top right corner.
4. Remove any of the previous attachments by clicking in the red "X" button next to each file.
5. Under **Step 2 of 3**, you will see "Have you already created files of LiveText documents for this assignment?" Click on **Attach files**, then follow directions 17-19 above.

**How to Post Your Lesson Plan for Assessment with COE Observation Instrument (Student Teaching)**

1. From the Dashboard: >**Documents**>**New**
2. Under **Folder**>**Valdosta State University Lesson Plans**

3. Under **Template>Lesson Plan Template for ATTACHED Lesson Plan**
4. Title: Program Semester Year LP Observation# Lastname, Firstname  
(e.g. MGED F10 Week 4 LP Martin, Sue)  
No description necessary
5. **>Save as New Document**
6. In the document, under **Section for Attaching Lesson Plan, >Edit**
7. At bottom, under **File Attachments, >Edit**
8. **>Upload New File**
9. **>Browse**, choose the correct lesson plan, and open it.
10. **>Save and Finish, >Send for Review**, Type in reviewer's name (Supervisor and/or yourself).
11. **>Submit for Review**

### How to Post a Portfolio Assignment for Self Assessment with COE Observation Instrument (graduates)

You will use the COE Observation Instrument (COI) to evaluate a video of your own teaching and write a narrative analysis. This narrative assignment is submitted as a portfolio assignment as usual. In addition, you will enter rubric scores into a LiveText COI rubric.

1. Click on **Documents** tab, and open your portfolio.
2. Hide all pages other than the assignment page for your narrative analysis of your evaluation. **Manage Pages>** click on top left box to select all pages > click on the assignment page to deselect it **>Hide** pages.
3. Select **Send for Review**. Note: **Send for Review** starts from your portfolio, not from your Dashboard tab.
4. Type in reviewer's name (your own name for self-evaluation). Select the username when it appears.
5. Select **Submit for Review**.

### How to use the COE Observation Instrument for Self Evaluation

1. Send your portfolio page to yourself for review as described above.
2. Select **Reviews** tab, then open the document you sent to yourself.
3. Select **Assess document**, and click in the radio button next to COE Observation Instrument that is in your **inbox**. Note: If you click on the link you will only view the rubric, but cannot enter data.
  - Student Teaching: COE Observation Instrument (ST/Intern Self-Evaluation) NEW.
  - Graduate programs: COE Advanced Observation Instrument – Self-Assess
4. **Select Document**.
5. Click on each subheading to expand the rubric. Enter the level in the drop-down menu. Add comments and select **Save** (or you will lose the comments).
6. From the **Milestone** drop-down menu, select **Final** (final observation).
7. From the **Reporting Type** menu, select **Official**.
8. Click on **Save and Submit**.

### How to Send Completed Portfolio for Final Review (Exit from Program)

Use this process only if there is no designated exit course (such as student teaching), where there is an assignment on your dashboard.

1. From the Dashboard, click on **Documents** tab, and open your Portfolio.
2. Make sure all pages are visible (no hidden pages).

3. Click on the **Send for Review** button
4. Type in the name of your reviewer and select the correct name.
5. Click on **Submit for Review**.

### **How to Complete Forms in LiveText**

1. Click the **Forms** tab located in the top center of the screen.
2. From within the **Forms Inbox**, click the **Take form** link or **Take again** link located to the right side of the form to be completed.
3. The form will open. Complete each question. Questions with a red asterisk\* are required. Below are some tips for each type of question you may encounter:
  - **Short Text:** Enter responses up to 255 characters.
  - **Long Text:** Enter responses up to 65,000 characters.
  - **Date:** Enter the date according to the provided format (MM/DD/YYYY).
  - **Radio Buttons:** Click the button to the left of the appropriate choice. Only one choice may be selected.
  - **Dropdown:** Click the down arrow located on the right side of the dropdown box, and select the appropriate choice. Only one choice may be selected.
  - **Checkboxes:** Click the checkbox to the left of each appropriate choice. Multiple choices may be selected.
4. After completing the form, there are two options below the final form question:
  - **Save Form:** Click this button to routinely save form responses or to save and complete later. Responses will not be submitted to the owner.
  - **Submit Form:** Click this button to save and submit form responses to the owner. All required questions must be completed before submitting the form.
5. To view form responses in a printable format before submitting, click the **Save Form** button located below the final form question, and then click the **Create a Printable Version** link located in the top right corner.

### **Directions for Other LiveText Tasks**

The following directions should be provided to individual students on an as-needed basis.

### **How to Add Artifact Pages to Your Portfolio**

Sometimes, you need to add an additional artifact page to your portfolio. For instance, you may take a course as an elective and you do not have the appropriate page to upload an assignment.

The easiest way to add a page to your portfolio is to copy an existing portfolio page, rename it, and then move it to the appropriate place.

1. From **Documents**, open your portfolio.
2. Select **Manage Pages**.
3. Click in the box to select **Artifact Page for Copying** (at the bottom of the page list). If you created your portfolio before summer 2011, you will not have a page with that title. Instead, select any unused artifact page. **>Copy**.
4. Click in the box next to the copied page (at the very bottom of the page list). **>Edit Titles**.
5. Type the name for the assignment, using naming convention similar to other artifact pages.
6. Click on **Page Order**. Highlight the new page. Use the arrows to move the new page to the correct location under the appropriate Standard.
7. **Save & Finish**.

## **How to Share LiveText Documents with Visitors**

Prospective employers may ask to see your portfolio.

### **Create a Visitor Pass**

1. From the home page, find the Quick Links on the top right corner of the screen.
2. Click on **Visitor Pass**.
3. Select **New** and Type in the title (e.g. "Guest"), and select **Save**.
4. The chart will then list the new visitor name with a pass code. Send this pass code to anyone you want to allow access to your document.

### **Share the Document**

5. From the **Documents** tab, open the document you want to share.
6. Select the **Share** button, then click on the **Advanced Sharing Options** button, then the **Visitor** tab.
7. From the **Visitor** drop-down menu, select the name of the visitor, select **Add**, and **Save and Finish**.
8. If you go back to the visitor pass link on the home page, you will be able to see that this document can now be accessed from your new visitor pass.

### **Send Directions to the Visitor**

1. Go to <http://www.livetext.com>
2. Click on the **Use Visitor Pass** button and enter the *Pass Code* in the dialog box.
3. Click on the **Visitor Pass Entry**.

## **How to Send Completed Portfolio for Final Review (Exit from Program)**

1. From the Dashboard, click on **Documents** tab, and open your Portfolio.
2. Make sure all pages are visible (no hidden pages).
3. Click on the **Send for Review** button.
4. Type in the name of your reviewer and select the correct name.
5. Click on **Submit for Review**.

RECEIVED

FEB 09 2015

REQUEST FOR A NEW COURSE

Valdosta State University

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

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

Department Initiating Request:  
Middle, Secondary, Reading and Deaf  
Education

Faculty Member Requesting:  
Barbara J. Radcliffe

Proposed New Course Prefix & Number:  
(See course description abbreviations in the catalog  
for approved prefixes)  
MSED 5200

Proposed New Course Title:  
Science Methods for Middle Grades or  
Secondary Education

\*\*Co-list with MGED 4200

Proposed New Course Title Abbreviation:  
(For student transcript, limit to 30 character spaces)  
Science Methods MSED

Semester/Year to be Effective:  
Spring 2016

Estimated Frequency of Course Offering:  
Fall

Indicate if Course will be :  Requirement for Major  Elective

Lecture Hours: 2

Lab Hours: 2

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: Appropriate 2999 course. Co-requisite: MSED 6100. Examine science teaching methods in middle grades (4th-8th) and secondary (6th-12th) in accordance with national and state standards. A field experience is required.

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

Improving student learning outcomes: MSED 5200 will be designed for students electing science as a concentration area in Middle Grades or Secondary Education. Having a methods course focused specifically on science education will allow for a deeper exploration of science content as well as effective methods for teaching science at the middle grades or secondary level.

Adopting current best practice(s) in field: P-12 student learning must serve as the focal point for the design and implementation of clinically-based teacher preparation. MSED 5200 will have a supervised field study component allowing candidates the opportunity to apply their content and pedagogical knowledge in an authentic school setting while receiving feedback from the on-site professors.

Meeting Mandates of State/Federal/Outside Accrediting Agencies: Within the teacher preparation program, candidates are required to spend the equivalent of a full year in a classroom setting. Accreditation standards require that candidates demonstrate evidence of pedagogical content knowledge; this course provides the instruction necessary.

Other:

220

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

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. SOIs: Candidates continue to cite the general content methods course (MSED 7002) as an area of concern and dissatisfaction. Students must select two areas of study from the following concentrations for middle grades: reading, language arts, social studies, mathematics, or science; or one of the following concentration areas for secondary education: English, history, political science, mathematics, biology, chemistry, earth/space science, or physics. Yet, they are required to take a methods course encompassing all concentration areas.

MSRD Advisory Board members' feedback indicates a need to address the candidates' readiness to enter Apprenticeship and Student Teaching for candidates on the Full-time Student Track.

Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) A science methods course will allow candidates to learn effective teaching methodologies for science instruction and prepare candidates for edTPA.

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

**Data Sources:**




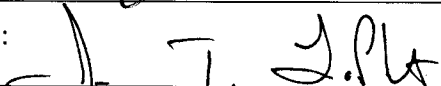
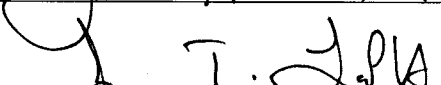
Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs, Advisory Board members' feedback

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Unit Assessments, Program Assessments, and the Continuous Improvement Matrix - Key Course Assessments aligned to CAEP and PSC standards

Other:

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



<b>Approvals:</b>		
Dept. Head:		Date: 2/6/15
College/Division Exec. Comm.:		Date: 2/10/15
Dean/Director:		Date: 2/10/15
Graduate Exec. Comm.: (for graduate course):		Date: 2-25-15
Graduate Dean: (for graduate course):		Date: 2-25-15
Academic Committee:		Date:

Form last updated: January 6, 2010

**Dewar College of Education and Human Services**  
**Valdosta State University**  
**Department of Middle, Secondary, Reading, and Deaf Education**

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**MSED 5200**

Science Methods for Middle Grades and Secondary Education  
3 Semester Hours

**Guiding Principles (DEPOSITS)**

*(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)*

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

**Equity** Principle: All learners deserve high expectations and support.

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

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

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

**Impact** Principle: Effective practice yields evidence of learning.

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

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

**InTASC Model Core Teacher Standards\***

*(To be used for all educator preparation program courses. Identify those that apply specifically to this course.)*

**Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

**Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

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

## INSTRUCTOR

Name: Dr. Regina Suriel

Office Number: EC 1049

Telephone Number: 229 333-5611 (dept. office)  
229 333-5926 (personal office)

Email Address: [rlsuriel@valdosta.edu](mailto:rlsuriel@valdosta.edu)

Office Hours: Office Hours: As stated below and by appointment

Mondays: 11- 3 p.m.

Tuesdays: 10 a.m. – 12 p.m.

Thursdays: 11 a.m. – 3 p.m.

## COURSE DESCRIPTION

**Prerequisites: Appropriate 2999 course and admission to the MGED professional program; Co-requisite: MSED 6100.** Examine science teaching methods in middle grades (4th-8th) and secondary (6<sup>th</sup>-12<sup>th</sup>) in accordance with national and state standards. A field experience is required.

## REQUIRED TEXTBOOKS / RESOURCE MATERIALS

A *LiveText* software account is required. Undergraduate seniors should purchase the three-year edition, and it must be purchased online. Other undergraduates will purchase the five-year edition, and it may be purchased at the bookstore or online.

Chiappetta, E. L. & Koballa, Jr. T. R. (2010). *Science Instruction in Middle and Secondary Schools: Developing Fundamental Knowledge and Skills*, 7<sup>th</sup> Edition. Allyn & Bacon, Boston

### Readings:

Georgia Department of Education. *Common Core Georgia Performance Standards for Mathematics and Science* (available at [www.georgiastandards.org](http://www.georgiastandards.org)).

NSES (1996). *National Science Education Standards*. Washington, DC: National Academic Press. (Science Standards are available online at <http://www.nap.edu/readingroom/books/nse/html/> )

NSTA. National Science Teachers Association Position Statements available online at <http://www.nsta.org/position>

## COURSE OBJECTIVES

Numbers in parentheses following objectives refer to InTASC Standards.

By the end of the semester, candidates will:

1. Demonstrate knowledge and skills needed for teaching science in middle grades and secondary classrooms in accordance with ethical conduct and professional standards (InTASC Standards 4, 5, 6, 8, CPL1.1, CPL 1.2).
2. Use a variety of strategies, motivational techniques, and assessment procedures for problem solving and inquiry-based learning (InTASC 3-9, AL2.1, CPL1.1, CPL 1.2, CPL 2.3).
3. Develop science lessons based on the Georgia Performance Standards and NGSS that will instruct and motivate students, as well as provide for individual differences of middle grades and secondary students ((InTASC Standards 1, 2, 4, 5, 7, 8, 9; CPL1.3, 2.1).
4. Use technology to analyze instructional effectiveness.
5. Use concrete models to teach new concepts, to expand and reinforce established concepts, and to help students see familiar topics in new and different ways (InTASC Standards 5, 8; CPL1.1, CPL 1.2).
6. Use technology to assist in students' learning science content and process skills, and to meet the diverse needs of students (InTASC Standards 5, 7, 8; TL<sub>3.1</sub>, CPL1.1, CPL 1.2).
7. Collaborate with other educators to plan and provide for students' effective learning experiences (InTASC Standards 4, 5, 7, 8, 10).
8. Connect science and technology to other disciplines through applications and interdisciplinary curriculum models (InTASC Standards 1, 2, 3, 4, 5, 7, 8, 10).
9. Demonstrate a developmentally appropriate learner-oriented approach to teaching science while accommodating the multicultural diversity of middle level students (InTASC Standards 1, 2, 3 9; DL2.1, DL<sub>2.2</sub>, DL<sub>2.3</sub>).
10. Demonstrate knowledge of state and national professional science organizations, the services they offer, and professional literature available for middle grades science teachers (InTASC Standards 4, 9, 10; TL1.3).
11. Observe and participate in authentic course requirements and field experiences in their Professional Development School placement(s). (InTASC Standards 1-10; DL1.1, FL1.1, FL1.2, FL1.3, EDL1.2)

## COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

A brief description of each assignment is included; however, you will be provided a more detailed description of assignments and rubrics in class.

*Professional Membership in the National Science Teacher Association: (5 points).* The benefits of joining a professional organization include having access to current trends in teaching and specific subject areas, teaching tips, professional affiliation, and opportunities to attend conferences. Additionally, membership in a professional organization demonstrates your commitment to the profession and you desire to grow professionally. The National Science Teacher Association is the professional organization for science education and Science educators. As a future middle grades, science educator, you will join NSTA via a student membership. (CO 10)

*Professional Organization Website Review: (10 points).* Professional organizations provide a wide range of support for teachers - - content, teaching materials, teaching strategies, professional development, opportunities for collaboration and leadership, and publications. You will review resources and information provided on the National Science Teacher Association website. (CO 2, 3, 6, 9) Submit the assignment in BlazeView by 1 p.m. on the due date.

**Professional Literature Review: (10 points).** You will overview an issue of NSTA's journal for middle grades science teachers, *Science Scope*, following the provided guidelines. (CO 1, 2, 5).

**Lesson Plans: (20 points total).** During the semester, you will research, select, and plan three inquiry-based science lessons. You will use the attached MSRD approved lesson plan format. Lesson plans should indicate the appropriate connections to the Common Core Georgia Performance Standards. You may obtain strategies from professional journals, professional books, class discussions, or your independent study. (CO 2, 4, 6, 7, 8)

**Formative and Summative Assessments: (10 points).** The assessment of student learning informs educational practitioners about students' progress and lesson effectiveness. You will review a number of national, international and regional science assessments as well as websites to gather ideas and approaches to assessment design. You will create a bank of science assessment resources pertinent to your discipline and student grade level. (CO 1, 2, 9)

**Designing a Learning Environment: (10 points).** Middle grades educators must be create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. You will design your own learning environment. This assignment will be uploaded to your LiveText Portfolio under Standard III: Learning Environments. (CO 2, 3, 5, 6)

**\*\*\* LiveText:** The *Designing a Learning Environment* will be one of your portfolio artifacts for CFS V-G and must be uploaded correctly before a grade can be assigned.

**Reflective Practice: (20 points).** Students will write reflections on observations and participation in middle school science classrooms. The number of reflections will vary based on questions provided by the professor and will be graded based on Satisfactory or Unsatisfactory completion of the written reflection. (CO 1, 2, 4, 6, 7, 8).

**Class Presentation: (15 points).** In the teaching profession, educators are often asked to teach and share lessons with peers as part of school-wide professional development. As a final class project, you will teach a student-centered, hands-on, minds-on inquiry-based science mini lesson to your peers. The lesson will be a collaboratively or independently planned. Include a log to document group collaboration.

## **COURSE EVALUATION**

If 0 points are accumulated in any of the following categories, student will be ineligible to receive a grade of A.

**No Program Key Assessments are designated for this course**

**LATE WORK: NO LATE WORK WILL BE ACCEPTED.** If you are going to miss class and you have an assignment due, it is your responsibility to get it to me. You can do this by sending it by another student or sending it to me via email. All work will be handed in at the beginning of class.

## Assessment/Evaluation

## Point Value

### Grading Scale

A = 100 - 90	D = 69 - 60
B = 89 - 80	F = 59 - 0
C = 79 - 70	

## ATTENDANCE POLICY

When students are compelled for any reason to be absent from class, they should immediately contact the instructor. As per the VSU Undergraduate Bulletin (2012-13), "A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course" (p. 87).

## PROFESSIONALISM

The following areas describe the professional expectations for all preservice students in the Department of Middle, Secondary, Reading, and Deaf Education.

### *Professionalism - Ethics*

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at <http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>).

Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a student's actions or attitudes are judged to be less than professional appropriate remedial action will be taken. You will participate in the Code of Ethics training conducted at Lowndes Middle School during the first week of the semester.

### *Professionalism – Dress code*

In this course, classes are held in public schools. Professional dress code is required.

### *Professionalism - Communication*

Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Those individuals whose communication skills (verbal or written) indicate a need for assistance will be referred to the appropriate services on campus.

### *Professionalism - Assignments*

All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in Times New Roman 12 point font style with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In

papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted.

### *Professionalism - Diversity*

Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

### *Professionalism - Technology*

As part of our conceptual framework, the College of Education is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses.

### *Professional Improvement Plan*

The purpose of the Professional Improvement Plan (PIP) process is for faculty to identify students who may need remediation or intervention to successfully complete the professional requirements for their program of study. For more information see <http://www.valdosta.edu/colleges/education/deans-office/documents/professional-improvement-plan-11.22.13.doc>

## **DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM**

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

## **DEPARTMENT OF MIDDLE, SECONDARY, READING, AND DEAF EDUCATION STATEMENT ON ACADEMIC INTEGRITY**

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The [Code of Ethics for Educators](http://www.nea.org/home/30442.htm) at <http://www.nea.org/home/30442.htm>). Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Future teachers should conduct themselves with the professionalism that is required of practicing teachers.

- In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publically available.
- All assignments should be your own original work, not group work. If you use ideas from other sources, you must provide a full citation using APA style – name(s) of author(s); date of publication or retrieval date; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment.

## **DESCRIPTION OF ACADEMIC DISHONESTY**

To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

While students are likely to understand plagiarism as stealing someone's words as their own, there are many types of plagiarism.

- **Stealing Verbatim:** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism. **Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.**
- **Use of Professional Resources Without Acknowledgement.** Students may not use published professional resources, including lesson plans, learning activities, or PowerPoint presentations, without citing the source.
- **Misquoting:** If, when composing an assignment, students directly quote a source and cite it, but alter the author's words to strengthen their argument, they have committed plagiarism.
- **Paraphrasing or Summarizing Without Citing:** An allowable practice in academia is for students to take an author's words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author's words, students *must* cite that original source. If they do not cite the original source, they have effectively stolen the original author's idea and have committed plagiarism.
- **Duplicating Publication:** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. The instructors in the Master's Degree Program in Curriculum and Instruction do *not* allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.
- **Duplication of Peer Student Work:** Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student's express consent or knowledge.

**Note: Assignments in this course may be checked electronically for plagiarism.**

By taking this course, you agree that all required course work may be subject to submission for textual similarity review within BlazeVIEW and GOML. For more information on the use of Turnitin at VSU see Turnitin for Students (<http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitin-for-students.php>).

## ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.



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

### **STUDENT SUCCESS CENTER**

The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. The SSC provides free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of their services. Contact: phone number 229-333-7570; email [ssc@valdosta.edu](mailto:ssc@valdosta.edu).

### **STUDENT OPINION OF INSTRUCTION**

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

### **DIRECTIONS FOR USING LIVETEXT**

#### **How To Submit Portfolio Assignments in LiveText**

*Note:* These directions apply only to assignments visible on your dashboard AND required as part of your portfolio.

*Note:* Lesson Plans assessed after supervisors have observed in the field in MGED 4620, MGED 4790, MSED 7021, MSED 7041, MSED 7005, and MSED 7006 are **not** included in your portfolio. Follow separate directions for submitting these lesson plans for your university supervisor to assess.

All portfolio submissions should follow a **basic process**:

1. Load your assignment into the appropriate page of your portfolio.
2. Complete the four-part description of your artifact, explaining how it provides evidence that you have met COE's Conceptual Framework Standards.
3. Hide all pages except the current assignment.
4. Submit the portfolio (single page visible).

**Directions for submission:**

**First, you need to edit your portfolio to include the new assignment**

1. Click on **Documents** tab
2. Open your portfolio
3. Open the page for the current assignment under the *Table of Contents*
4. Click the "Edit" button of the Description and Rationale section

5. Complete the four-part description of your assignment as a portfolio artifact. Narrative in the last three sections should consist of a substantive paragraph.
  - a. The **Description** section can be very brief.
  - b. In the **Rationale** section, explain how the assignment provides evidence that you meet selected indicators for the standard. Each of the standards with indicators is included as a separate page within your portfolio.
  - c. In the **Impact** section, describe how the skills or knowledge you learned from this assignment will impact your students' learning.
  - d. In the **Reflection** section, describe what you have learned from the process of completing this artifact and how it will influence your professional practice.
6. Towards the bottom there is a File Attachment(s) section, click "Edit"
7. Select "Upload New File," click Choose File, and browse for your file on your computer
8. After the file loads, Click "Save & Finish"

**Then, you hide all pages except the current assignment**

The assessor should see only the single page of your portfolio.

9. Select **Manage Pages**.
10. Click on the box next to **Title** to select all pages.
11. Click on the box next to the current artifact page to unselect it.
12. Select **Hide Pages: Save and Finish**.
13. Note: Don't forget to unhide pages after you have submitted your assignment so you don't panic next time you open your portfolio.

**Then, you need to submit the portfolio:**

14. Near the top of the screen, select the **Dashboard** tab
15. Find the assignment and click on the corresponding **Begin Assignment** button
16. On the Assignment page, click on the **Attach Files** button. (Note that you will not be able to submit until you have attached at least one file.)
17. Click on the **LiveText Documents** tab to find your portfolio. **Do not click on Browse.**
18. Click "Attach Selected Files"
19. Type any optional comments you wish to send to the instructor and click **Submit Assignment** when you are finished.
  - A confirmation that your assessment has been successfully submitted will appear and the assignment status on your dashboard will change to Awaiting Assessment.
  - Each submission is saved as a snapshot of what you sent. Any further changes you make to your portfolio will not affect what you have already submitted.
  - If you do not submit your assignment correctly, Your instructor will send it back to you for resubmission.

**If you have to resubmit your assignment:**

1. Find the problem and fix any problems with your portfolio. See comments from your instructor. There are two common problems:
  - a. Submitting the assignment and not the portfolio (see #17 above).

- b. Not hiding pages of your portfolio other than the current assignment page (see #9-13 above). Check that only one page is visible.
2. From your **Dashboard** tab, find the relevant assignment and click on **Continue Assignment**. This allows you to see previous submissions and messages from your instructor.
3. Click on **Continue to Step 3** in the top right corner.
4. Remove any of the previous attachments by clicking in the red "X" button next to each file.
5. Under **Step 2 of 3**, you will see "Have you already created files of LiveText documents for this assignment?" Click on **Attach files**, then follow directions 17-19 above.

### How to Post Your Lesson Plan for Assessment with COE Observation Instrument (Student Teaching)

1. From the Dashboard: **>Documents>New**
2. Under **Folder>Valdosta State University Lesson Plans**
3. Under **Template>Lesson Plan Template for ATTACHED Lesson Plan**
4. Title: Program Semester Year LP Observation# Lastname, Firstname  
(e.g. MGED F10 Week 4 LP Martin, Sue)  
No description necessary
5. **>Save as New Document**
6. In the document, under **Section for Attaching Lesson Plan, >Edit**
7. At bottom, under **File Attachments, >Edit**
8. **>Upload New File**
9. **>Browse**, choose the correct lesson plan, and open it.
10. **>Save and Finish, >Send for Review**, Type in reviewer's name (Supervisor and/or yourself).
11. **>Submit for Review**

### How to Post a Portfolio Assignment for Self Assessment with COE Observation Instrument (graduates)

You will use the COE Observation Instrument (COI) to evaluate a video of your own teaching and write a narrative analysis. This narrative assignment is submitted as a portfolio assignment as usual. In addition, you will enter rubric scores into a LiveText COI rubric.

1. Click on **Documents** tab, and open your portfolio.
2. Hide all pages other than the assignment page for your narrative analysis of your evaluation. **Manage Pages>** click on top left box to select all pages > click on the assignment page to deselect it **>Hide pages**.
3. Select **Send for Review**. Note: **Send for Review** starts from your portfolio, not from your Dashboard tab.
4. Type in reviewer's name (your own name for self-evaluation). Select the username when it appears.
5. Select **Submit for Review**.

### How to use the COE Observation Instrument for Self Evaluation

1. Send your portfolio page to yourself for review as described above.
2. Select **Reviews** tab, then open the document you sent to yourself.
3. Select **Assess document**, and click in the radio button next to COE Observation Instrument that is in your **inbox**. Note: If you click on the link you will only view the rubric, but cannot enter data.

- Student Teaching: COE Observation Instrument (ST/Intern Self-Evaluation) NEW.
  - Graduate programs: COE Advanced Observation Instrument – Self-Assess
4. **Select Document.**
  5. Click on each subheading to expand the rubric. Enter the level in the drop-down menu. Add comments and select **Save** (or you will lose the comments).
  6. From the **Milestone** drop-down menu, select **Final** (final observation).
  7. From the **Reporting Type** menu, select **Official**.
  8. Click on **Save and Submit**.

### **How to Send Completed Portfolio for Final Review (Exit from Program)**

Use this process only if there is no designated exit course (such as student teaching), where there is an assignment on your dashboard.

1. From the Dashboard, click on **Documents** tab, and open your Portfolio.
2. Make sure all pages are visible (no hidden pages).
3. Click on the **Send for Review** button
4. Type in the name of your reviewer and select the correct name.
5. Click on **Submit for Review**.

### **How to Complete Forms in LiveText**

1. Click the **Forms** tab located in the top center of the screen.
2. From within the **Forms Inbox**, click the **Take form** link or **Take again** link located to the right side of the form to be completed.
3. The form will open. Complete each question. Questions with a red asterisk\* are required. Below are some tips for each type of question you may encounter:
  - **Short Text:** Enter responses up to 255 characters.
  - **Long Text:** Enter responses up to 65,000 characters.
  - **Date:** Enter the date according to the provided format (MM/DD/YYYY).
  - **Radio Buttons:** Click the button to the left of the appropriate choice. Only one choice may be selected.
  - **Dropdown:** Click the down arrow located on the right side of the dropdown box, and select the appropriate choice. Only one choice may be selected.
  - **Checkboxes:** Click the checkbox to the left of each appropriate choice. Multiple choices may be selected.
4. After completing the form, there are two options below the final form question:
  - **Save Form:** Click this button to routinely save form responses or to save and complete later. Responses will not be submitted to the owner.
  - **Submit Form:** Click this button to save and submit form responses to the owner. All required questions must be completed before submitting the form.
5. To view form responses in a printable format before submitting, click the **Save Form** button located below the final form question, and then click the **Create a Printable Version** link located in the top right corner.

### **Directions for Other LiveText Tasks**

The following directions should be provided to individual students on an as-needed basis.

### **How to Add Artifact Pages to Your Portfolio**

Sometimes, you need to add an additional artifact page to your portfolio. For instance, you may take a course as an elective and you do not have the appropriate page to upload an assignment. The easiest way to add a page to your portfolio is to copy an existing portfolio page, rename it, and then move it to the appropriate place.

1. From **Documents**, open your portfolio.
2. Select **Manage Pages**.
3. Click in the box to select **Artifact Page for Copying** (at the bottom of the page list). If you created your portfolio before summer 2011, you will not have a page with that title. Instead, select any unused artifact page. >**Copy**.
4. Click in the box next to the copied page (at the very bottom of the page list). >**Edit Titles**.
5. Type the name for the assignment, using naming convention similar to other artifact pages.
6. Click on **Page Order**. Highlight the new page. Use the arrows to move the new page to the correct location under the appropriate Standard.
7. **Save & Finish**.

### How to Share LiveText Documents with Visitors

Prospective employers may ask to see your portfolio.

#### Create a Visitor Pass

1. From the home page, find the Quick Links on the top right corner of the screen.
2. Click on **Visitor Pass**.
3. Select **New** and Type in the title (e.g. "Guest"), and select **Save**.
4. The chart will then list the new visitor name with a pass code. Send this pass code to anyone you want to allow access to your document.

#### Share the Document

5. From the **Documents** tab, open the document you want to share.
6. Select the **Share** button, then click on the **Advanced Sharing Options** button, then the **Visitor** tab.
7. From the **Visitor** drop-down menu, select the name of the visitor, select **Add**, and **Save and Finish**.
8. If you go back to the visitor pass link on the home page, you will be able to see that this document can now be accessed from your new visitor pass.

#### Send Directions to the Visitor

1. Go to <http://www.livetext.com>
2. Click on the **Use Visitor Pass** button and enter the *Pass Code* in the dialog box.
3. Click on the **Visitor Pass Entry**.

### How to Send Completed Portfolio for Final Review (Exit from Program)

1. From the Dashboard, click on **Documents** tab, and open your Portfolio.
2. Make sure all pages are visible (no hidden pages).
3. Click on the **Send for Review** button.
4. Type in the name of your reviewer and select the correct name.
5. Click on **Submit for Review**.



## Teacher Education Dispositions\*

Teacher education dispositions refer to attitudes and beliefs about teaching and learning, and professional conduct and behavior. To assist in understanding dispositions, some of the common professional behaviors and characteristics that will be expected in this class are described more fully below.

**Responsibility:** Is present, punctual and prepared for classes and field experiences; completes assignments on time; is dependable; knows and follows instructor, university and school guidelines and handbooks; exhibits dress and grooming appropriate to setting; is self-directed; accepts responsibility for actions.

**Communication:** Uses appropriate language; demonstrates ability to speak and write clearly; uses Standard English in writing and speaking; demonstrates appropriate listening skills.

**Interpersonal Skills:** Demonstrates courtesy and respect for students, teachers, staff, peers, parents, and members of the community; works collaboratively with others; avoids disparaging and critical remarks; establishes positive rapport and appropriate relationships; shows appropriate sensitivity to all students; is open-minded, supportive and encouraging.

**Classroom Characteristics:** Is positive, enthusiastic, optimistic, patient, fair, empathetic, inquisitive, and resourceful; puts needs of students first; respects individual differences; demonstrates initiative and creativity; is committed to teaching and learning; demonstrates persistence in helping all children succeed; demonstrates awareness and caring attitude toward all students.

**Judgment:** Demonstrates maturity; exhibits self-control; handles stress appropriately; is able to adapt to change; is able to accept and express different points of view in appropriate manner; uses good judgment; accepts responsibility for own actions.

**Ethics:** Is truthful and honest; behaves ethically and legally in interactions with others; maintains confidentiality; respects intellectual property of others by giving credit where due; does not cheat or plagiarize; adheres to policies of university, schools and profession.

**Self-Reflection:** Engages in problem solving and self-evaluation; reflects on decisions made concerning students, teaching methods and subject matter; accepts constructive criticism in a positive manner; uses feedback to make improvements; strives for personal and professional growth.

\*Adapted from Mississippi State University COE

### Dispositions Contract

I have read and understand these professional dispositions and recognize their importance in this class and in the teaching profession.

\_\_\_\_\_  
Your Signature

\_\_\_\_\_  
Your Name – Printed

\_\_\_\_\_  
Date

**Read the Student Contract carefully. After you have read and understood the course expectations, please sign the contract below.**

### Student Contract

I understand that my instructor and departmental faculty will communicate via the course email.

I understand the requirements for this course as detailed in the syllabus and the course outline, including due dates. The course schedule provides information about due dates, which must be followed. No late work will be accepted.

**Communications Skills**

Demonstrated mastery of formal Standard English and APA format are required in all aspects of the course. Assignments will be revised until these standards have been met, although points will be deducted each time. Mastery in electronic communication, including review/edit features, how to submit assignments, and how to attach files to emails, is expected. I must monitor course email regularly and inform the instructor of any email problems or changes.

**Participation Policy**

I am expected to participate in the activities of the course. This class is part of my professional preparation. Appropriate attitude, demeanor, and diligence are required, will be noted, and will be considered. When I am a peer reviewer, someone is depending on me to provide constructive criticism of their work in a timely manner.

**Academic Integrity**

All assignments must represent my original work. Although I am expected to research literature, I must not plagiarize. I will not plagiarize others, nor will I plagiarize myself by using material that I have submitted previously. I will appropriately cite any information from another author.

Candidate's Name \_\_\_\_\_

Candidate's Signature \_\_\_\_\_

Date \_\_\_\_\_



RECEIVED

FEB 09 2015

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**REQUEST FOR A NEW COURSE**

Valdosta State University

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

**Department Initiating Request:**  
Middle, Secondary, Reading and Deaf  
Education

**Faculty Member Requesting:**  
Barbara J. Radcliffe

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog  
for approved prefixes)  
MSED 5300

**Proposed New Course Title:**  
Social Science Methods for Middle Grades or  
Secondary Education

\*Co-list with MGED 4300

**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
SS Methods MSED

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

**Estimated Frequency of Course Offering:**  
Fall

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

**Lecture Hours:** 2

**Lab Hours:** 2

**Credit Hours:** 3

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: Appropriate 2999 course. Co-requisite: MSED 6100. Examine teaching methods appropriate for middle (4th-8th) and secondary (6th-12th) social studies in accordance to national and state standards. A field experience is required.

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

Improving student learning outcomes: MSED 5300 will be designed for students electing social science as a concentration area in Middle Grades or Secondary Education. Having a methods course focused specifically on social science education will allow for a deeper exploration of social science content as well as effective methods for teaching social science at the middle grades or secondary level.

Adopting current best practice(s) in field: P-12 student learning must serve as the focal point for the design and implementation of clinically-based teacher preparation. MSED 5300 will have a supervised field study component allowing candidates the opportunity to apply their content and pedagogical knowledge in an authentic school setting while receiving feedback from on-site professors.

Meeting Mandates of State/Federal/Outside Accrediting Agencies: Within the teacher preparation program, candidates are required to spend the equivalent of a full year in a classroom setting. Accreditation standards require that candidates demonstrate evidence of pedagogical content knowledge; this course provides the instruction necessary.

Other:

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

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. SOIs: Candidates continue to cite the general content methods course (MSED 7002) as an area of concern and dissatisfaction. Students must select two areas of study from the following concentrations for middle grades: reading, language arts, social studies, mathematics, or science; or one of the following concentration areas for secondary education: English, history, political science, mathematics, biology, chemistry, earth/space science, or physics. Yet, they are required to take a methods course encompassing all concentration areas.

MSRD Advisory Board members' feedback indicates a need to address the candidates' readiness to enter Apprenticeship and Student Teaching for candidates on the Full-time Student Track.

Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) A social science methods course will allow candidates to learn effective teaching methodologies for social science instruction and prepare candidates for edTPA.

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

**Data Sources:**

Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs, Advisory Board members' feedback

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Unit Assessments, Program Assessments, and the Continuous Improvement Matrix - Key Course Assessments aligned to CAEP and PSC standards

Other:

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

<b>Approvals:</b>		
Dept. Head:	<i>[Signature]</i>	Date: 2/6/15
College/Division Exec. Comm.:	<i>[Signature]</i>	Date: 2/10/15
Dean/Director:	<i>[Signature]</i>	Date: 2/10/15
Graduate Exec. Comm.: (for graduate course):	<i>[Signature]</i> T. J. Pla	Date: 2-25-15
Graduate Dean: (for graduate course):	<i>[Signature]</i> T. J. Pla	Date: 2-25-15
Academic Committee:		Date:

Form last updated: January 6, 2010

**MSED 5300**  
Social Studies Methods for Middle Grades and Secondary Education  
3 Semester Hours

---

**Dewar College of Education**  
**Valdosta State University**  
**Department of Middle, Secondary, Reading, and Deaf Education**  
**Conceptual Framework: Guiding Principles (DEPOSITS)**  
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

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

**Equity** Principle: All learners deserve high expectations and support.

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

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

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

**Impact** Principle: Effective practice yields evidence of learning.

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

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

## **InTASC Model Core Teacher Standards\***

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

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

### **LEARNING OUTCOMES FOR VSU'S CORE CURRICULUM**

All learning outcomes in the major continue to build upon those in VSU's Core Curriculum listed at <http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml>.

### **INSTRUCTOR**

Name: Dr. Bob Spires

Office Number: Dewar College of Education

Telephone Number: 229-333-

Email Address: [rwspires@valdosta.edu](mailto:rwspires@valdosta.edu)

Office Hours:           Wednesday   8:00 - 5:00  
                                  Thursday       8:00 - 5:00

### **REQUIRED TEXTBOOKS**

Beal, C., Bolick, C. & Martorella, P. (2009). Teaching Social Studies in Middle and Secondary Schools, 5<sup>th</sup> Ed. Pearson; Boston.  
ISBN-10:0-13-159181-9

242

## **COURSE DESCRIPTION**

**Prerequisites:** Appropriate 2999 course and admission to the MGED professional program;  
**Co-requisite:** MSED 6100. Examine teaching methods appropriate for middle (4<sup>th</sup>-8<sup>th</sup>) and secondary (6<sup>th</sup>-12<sup>th</sup>) social studies in accordance to national and state standards. A field experience is required.

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

Numbers in parentheses following objectives refer to College of Education Conceptual Framework Standards.

Students will be able to:

1. Explain the historical development of social studies with the aid of various activities handouts, and readings throughout the course. (InTASC 4; CPL 1.1, CPL1.2)
2. Identify how social studies curriculum is developed and analyze examples of curriculum presented to evaluate its validity in social studies. (InTASC 4; CPL 1.1, CPL1.2, CPL1.3)
3. Create a social studies lesson based on the development of concepts and generalizations on a defined social studies theme. (InTASC 5, 7, 8)
4. Plan a lesson through the listing of objectives, activities, materials and evaluation. (InTASC 5, 7, 8)
5. Summarize various philosophical and theoretical approaches to social studies, including thematic social studies, social studies for a democratic society, service learning in social studies, and critical thinking based social studies. (InTASC 1, 2, 3; CPL 1.1, CPL1.2,)
6. Use technology to assist in students' learning social studies content and process skills, and to meet the diverse needs of students (InTASC Standards 5, 7, 8; TL<sub>3.1</sub>).
7. Use a variety of strategies, motivational techniques, and assessment procedures for social studies (InTASC 3-9, AL2.1, CPL 2.3).
8. Develop and teach activities that reflect the Common Core Georgia Performance Standards (InTASC 5, 7 CPL 2.1)
9. Bring multiple perspectives to discussions of content, including attention to learners' personal, family, and community experiences and cultural norms. Identify the strengths and needs of diverse learners when planning and adjusting instruction that incorporates the histories, experiences and representations of students and families from diverse populations. Use understanding of individual differences and diverse cultures and communities (Diversity Theme DL 2.1, 2.2, 2.3)
10. Observe and participate in authentic course requirements and field experiences in their Professional Development School placement(s). (InTASC Standards 1-10; DL1.1, FL1.1, FL1.2, FL1.3, EDL1.2)
11. Demonstrate knowledge of state and national professional social studies organizations, the services they offer, and professional literature available for middle grades mathematics teachers (InTASC Standards 4, 9, 10; TL1.3).

## COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

A brief description of each assignment is included; however, you will be provided a more detailed description of assignments and rubrics in class.

1. *Class Participation and Attendance*: See attendance policy for specific information regarding attendance requirements. Grades will also be given for classroom participation and involvement with classroom discussions (CO 1, 2, 4, 8).
2. *Clinical Practice Planning and Teaching*: (20 points). For each field experience clinical sessions in a middle school classroom, students will plan, teach, and appropriately assess literacy skills and strategies. After the lesson, students will answer the analysis questions and submit them in the correct assignment section (CO 1, 2, 8, 9).
3. *Student based, Middle Grades or Secondary appropriate lesson incorporating social studies methodologies*: Students will be responsible for the completion of a daily lesson plan involving all aspects within an instructional block of time. The lesson plan will be developed on the departmental template (CO 5, 7).
4. *Review of a social studies (or history) professional journal*: Each student will choose a peer reviewed journal applicable to the social studies field, and review said article as determined within posted directions. This assignment will be uploaded into your *LiveText* Portfolio (CO 1, 7).
5. *Teaching Simulations*: Students will prepare and present a given social studies topic or standard to a group of their peers within the class setting (CO 4, 5, 9).
6. *Chapter Quizzes*: Students will participate in multiple, short quizzes based on their chapter readings of the textbook. (CO 1, 2, 6, 7).

## COURSE EVALUATION.

**LATE WORK: NO LATE WORK WILL BE ACCEPTED.** If you are going to miss class and you have an assignment due, it is your responsibility to get it to me. You can do this by sending it by another student or sending it to me via email. All work will be handed in at the beginning of class.

### **Assessment/Evaluation**

No Program Key Assessments are designated for this course

### **Grading Scale**

A = 100 - 90	D = 69 - 60
B = 89 - 80	F = 59 - 0
C = 79 - 70	

## ATTENDANCE POLICY

When students are compelled for any reason to be absent from class, they should immediately contact the instructor. As per the VSU Undergraduate Bulletin (2012-13), "A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course" (p. 87).

## PROFESSIONALISM

The following areas describe the professional expectations for all preservice students in the Department of Middle, Secondary, Reading, and Deaf Education.

### *Professionalism - Ethics*

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at <http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>).

Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a student's actions or attitudes are judged to be less than professional appropriate remedial action will be taken.

### *Professionalism - Dress code*

In this course, classes are held in public schools. **Professional dress code is required.**

### *Professionalism - Communication*

Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Those individuals whose



communication skills (verbal or written) indicate a need for assistance will be referred to the appropriate services on campus.

#### *Professionalism - Assignments*

All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted. **All assignments should be your original work, not group work.**

#### *Professionalism - Diversity*

Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

#### *Professionalism - Technology*

As part of our conceptual framework, the College of Education is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses.

#### *Statement on Academic Integrity*

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at <http://www.gapsc.com/Professionalpractices/NEthics.asp> ) Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Future teachers should conduct themselves with the professionalism that is required of practicing teachers.

- In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publically available.
- All assignments should be your own original work, not group work. If you use ideas from other sources, you must provide a full citation using APA style – name(s) of author(s); date of publication or retrieval date; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment.

#### *Description of Academic Dishonesty*

To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

While students are likely to understand plagiarism as stealing someone's words as their own, there are many types of plagiarism.

- **Stealing Verbatim:** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism. **Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.**
- **Use of Professional Resources Without Acknowledgement.** Students may not use published professional resources, including lesson plans, learning activities, or PowerPoint presentations, without citing the source.
- **Misquoting:** If, when composing an assignment, students directly quote a source and cite it, but alter the author's words to strengthen their argument, they have committed plagiarism.
- **Paraphrasing or Summarizing Without Citing:** An allowable practice in academia is for students to take an author's words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author's words, students *must* cite that original source. If they do not cite the original source, they have effectively stolen the original author's idea and have committed plagiarism.
- **Duplicating Publication:** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. The instructors in the Master's Degree Program in Curriculum and Instruction do *not* allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.
- **Duplication of Peer Student Work:** Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student's express consent or knowledge.

**Note: Assignments in this course may be checked electronically for plagiarism.**

By taking this course, you agree that all required course work may be subject to submission for electronic review based on textual similarity.

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

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

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

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

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

FIRST OFFENSE:

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

#### SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

#### ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

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

#### STUDENT SUCCESS CENTER

The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. The SSC provides free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of their services. Contact: phone number 229-333-7570; email [ssc@valdosta.edu](mailto:ssc@valdosta.edu).

## **STUDENT OPINION OF INSTRUCTION**

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

## **INSTRUCTOR**

Name: Dr. Bob Spires

Office Number: Dewar College of Education

Telephone Number: 229-333-

Email Address: [rwspires@valdosta.edu](mailto:rwspires@valdosta.edu)

Office Hours:       Wednesday   8:00 - 5:00  
                          Thursday       8:00 - 5:00

RECEIVED

FEB 09 2015

REQUEST FOR A NEW COURSE

Valdosta State University

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

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

Department Initiating Request:  
Middle, Secondary, Reading and Deaf  
Education

Faculty Member Requesting:  
Barbara J. Radcliffe

Proposed New Course Prefix & Number:  
(See course description abbreviations in the catalog  
for approved prefixes)  
MSED 5400

Proposed New Course Title:  
English/Language Arts Methods for Middle  
Grades or Secondary Education

\*Co-list with MGED 4400

Proposed New Course Title Abbreviation:  
(For student transcript, limit to 30 character spaces)  
ELA Methods MSED

Semester/Year to be Effective:  
Spring 2016

Estimated Frequency of Course Offering:  
Fall

Indicate if Course will be :  Requirement for Major  Elective

Lecture Hours: 2

Lab Hours: 2

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: Appropriate 2999 course. Co-requisite: MSED 6100. Examine language arts teaching methods in middle grades (4th-8th) and secondary (6th-12th) in accordance with national and state standards. A field experience is required.

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

Improving student learning outcomes: MSED 5400 will be designed for students electing language arts as a concentration area in Middle Grades or Secondary Education. Having a methods course focused specifically on language arts education will allow for a deeper exploration of English/language arts content as well as effective methods for teaching language arts at the middle grades or secondary level.

Adopting current best practice(s) in field: P-12 student learning must serve as the focal point for the design and implementation of clinically-based teacher preparation. MSED 5400 will have a supervised field study component allowing candidates the opportunity to apply their content and pedagogical knowledge in an authentic school setting while receiving feedback from on-site professors.

Meeting Mandates of State/Federal/Outside Accrediting Agencies: Within the teacher preparation program, candidates are required to spend the equivalent of a full year in a classroom setting. Accreditation standards require that candidates demonstrate evidence of pedagogical content knowledge; this course provides the instruction necessary.

Other:

250

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

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. SOIs: Candidates continue to cite the general content methods course (MSED 7002) as an area of concern and dissatisfaction. Students must select two areas of study from the following concentrations for middle grades: reading, language arts, social studies, mathematics, or science; or one of the following concentration areas for secondary education: English, history, political science, mathematics, biology, chemistry, earth/space science, or physics. Yet, they are required to take a methods course encompassing all concentration areas.

MSRD Advisory Board members' feedback indicates a need to address the candidates' readiness to enter Apprenticeship and Student Teaching for candidates on the Full-time Student Track.

Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) A language arts methods course will allow candidates to learn effective teaching methodologies for language arts instruction and prepare candidates for edTPA.

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



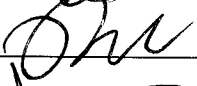
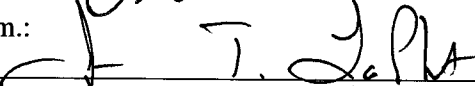
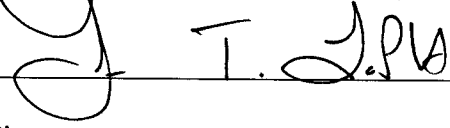
**Data Sources:**

Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs, Advisory Board members' feedback

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Unit Assessments, Program Assessments, and the Continuous Improvement Matrix - Key Course Assessments aligned to CAEP and PSC standards

Other:

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

<b>Approvals:</b>		
Dept. Head:		Date: 2/6/15
College/Division Exec. Comm.:		Date: 2/10/15
Dean/Director:		Date: 2/12/15
Graduate Exec. Comm.: (for graduate course):		Date: 2-26-15
Graduate Dean: (for graduate course):		Date: 2-26-15
Academic Committee:		Date:

Form last updated: January 6, 2010

**Dewar College of Education and Human Services  
Valdosta State University  
Department of Middle, Secondary, Reading, and Deaf Education**

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**MSED 5400**

English/Language Arts Methods for Middle Grades and Secondary Education  
3 Semester Hours  
Spring 2014

**Guiding Principles (DEPOSITS)**

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

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.

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**InTASC Model Core Teacher Standards\***

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Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

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Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

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

## **INSTRUCTOR**

Name: Dr. Barbara J. Radcliffe

Office Number: EC 1051

Telephone Number: 333-5659

Email Address: [bjradcliffe@valdosta.edu](mailto:bjradcliffe@valdosta.edu)

Office Hours: Tuesday/Wednesday/Friday 8:30AM-12PM and by Appointment

## **COURSE DESCRIPTION**

**Prerequisites:** Appropriate 2999 course and admission to the MGED professional program;  
**Co-requisite:** MSED 6100. Examine language arts teaching methods in middle grades (4th-8th) and secondary (6<sup>th</sup>-12<sup>th</sup>) in accordance with national and state standards. A field experience is required.

## **REQUIRED TEXTBOOKS / RESOURCE MATERIALS**

Subscription to the following NCTE journals:

1. *Voices from the Middle* and
2. *Language Arts* or *English Journal*
3. Various trade books (TBD).
4. A *LiveText* software account is required. Undergraduate seniors should purchase the three-year edition, and it must be purchased online. Other undergraduates will purchase the five-year edition, and it may be purchased at the bookstore or online.

## **COURSE OBJECTIVES**

Numbers in parentheses following objectives refer to InTASC Model Core Teacher Standards.

By the end of the semester candidates will:

1. demonstrate knowledge of English Language Arts subject matter content that specifically includes literature, multimedia texts, language and writing as well as knowledge of young adolescents as language users (InTASC S4 and S5; NCTE S1 and S2; CPL1.1, CPL1.2, CPL1.3)
2. Demonstrate a developmentally appropriate learner-oriented approach to teaching English Language Arts while accommodating the multicultural diversity of middle and secondary level students (InTASC Standards 1, 2, 3 9 DL 2.1, 2.2, 2.3, CPL1.1, CPL1.2).
3. design a language learning environment for a diverse population (InTASC S1, S2, and S3; NCTE S5 and S6; DL2.2 and DL2.3)
4. plan instruction and design assessments for reading, the study of literature, and composing texts (i.e., oral, written, and visual) based on the Common Core Georgia Performance Standards for language arts, and major concepts, principles, theories, and research related to the developmental nature and learning needs of middle grades and secondary learners (InTASC S1, S2, S5, S6, S7, and S8; NCTE S3, S4, and S5; AL2.1, CPL1.3, CPL2.1)
5. select, create and use instructional strategies, learning activities and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about young adolescent learning in English Language Arts (InTASC S1, S2, S7, and S8; NCTE S3, S4, and S5; CPL1.1, CPL1.2, CPL2.3, TL3.1)
6. recognize the importance of educating students for the 21<sup>st</sup> century and implement elements of planning, supporting, and assessing students set forth in the *NCTE Framework for 21<sup>st</sup> Century Curriculum and Assessment* (InTASC S6, S7, and S8; NCTE S2 and S4)

7. engage in professional growth opportunities (InTASC S9 and S10; NCTE S7)
8. develop and engage in reflective practice (InTASC S9 and S10; NCTE S7)
9. observe and participate in authentic course requirements and field experiences in their Professional Development School placement(s). (InTASC Standards 1-10; DL1.1, FL1.1, FL1.2, FL1.3, EDL1.2)
10. Demonstrate knowledge of state and national professional English language arts organizations, the services they offer, and professional literature available for middle grades mathematics teachers (InTASC Standards 4, 9, 10; TL1.3).

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

A brief description of each assignment is included; however, you will be provided a more detailed description of assignments and rubrics in class.

*Professional Membership in the National Council of Teachers of English:* (5 points). The benefits of joining a professional organization include having access to current trends in teaching and specific subject areas, teaching tips, professional affiliation, and opportunities to attend conferences. Additionally, membership in a professional organization demonstrates your commitment to the profession and you desire to grow professionally. The National Council of Teachers of English is the professional organization for language arts and English educators. As a future middle grades, language arts educator, you will join NCTE via a student membership. (CO 6)

*Professional Organization Website Review:* (10 points). Professional organizations provide a wide range of support for teachers - - content, teaching materials, teaching strategies, professional development, opportunities for collaboration and leadership, and publications. You will review resources and information provided on the National Council of Teachers of English website. (CO 1, 5, 6)

*Professional Literature Review:* (10 points). You will overview an issue of NCTE's journal for middle grades language arts teachers, *Voices from the Middle* or *Language Arts* following the provided guidelines. (CO 1, 6).

*Lesson Plans:* (20 points total; 10 points each). Twice during the semester, you will research, select, and plan a *literacy strategy lesson* (reading or writing) that integrates narrative, expository, and/or argumentative texts. For each strategy, you will use the attached MSRD approved lesson plan format. Lesson plans should indicate the appropriate connections to the Common Core Georgia Performance Standards. You may obtain strategies from professional journals, professional books, class discussions, or your independent study. (CO 1, 3, 4, 5)

*Designing a Learning Environment:* (10 points). Middle grades educators must be create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. You will design your own learning environment. This assignment will be uploaded to your LiveText Portfolio under Standard III: Learning Environments. (CO 1, 2, 4, 5)

*Reflective Practice in Clinical Practice:* (20 points). For each field experience clinical sessions in a middle school classroom, students will plan, teach, and appropriately assess literacy skills and strategies. After the lesson, students will respond to analysis/reflection questions. (CO 1, 6, 7).

*Instructional Strategy Mini-Lessons:* (5 points). You will design three mini-lessons focused on a specific literacy strategy that should increase in complexity (think gradual release model). You will implement each mini-lesson with at least one middle grades student, collect data, analyze the data, and make recommendations or modification based on the student performance data. (CO 1, 3, 4)

*Text Set:* (10 points). You will develop a text set to use with middle grades students when studying a specific topic or literary piece. You will utilize a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media. Your selections should reflect varying readability levels for the same topic so that you could match students with an appropriate text for their reading level. In addition to proficient readers, you must consider advance readers, struggling readers, and ESOL readers. You will then write a rationale for choosing each selection citing major concepts, principles, theories, and research and provide an explanation of how each could provide access to the content knowledge for a wide range of student needs. (CO 1, 3, 4)

*21<sup>st</sup> Century Learning Project* (10 points). This assignment focuses on integrating technology with academic skill development and core content with teacher and student creativity. The focus should be on an aspect of literacy or multiple literacies. In this assignment you will use technology to develop a set of learning sequences for use with the students in your PDS placement. The NCTE Framework for 21<sup>st</sup> Century Curriculum and Assessment must be evident in this assignment. You will receive more information in class.

## **COURSE EVALUATION**

The course evaluation is divided into language arts methods and social studies methods with an explanation of how both components contribute to the final overall grade.

### **Assessment/Evaluation**

### **Point Value**

No Program Key Assessments are designated for this course

**LATE WORK: NO LATE WORK WILL BE ACCEPTED.** If you are going to miss class and you have an assignment due, it is your responsibility to get it to me. All work will be handed in at the beginning of class.

### **Grading Scale**

A = 100 - 90	D = 69 - 60
B = 89 - 80	F = 59 - 0
C = 79 - 70	

## **ATTENDANCE POLICY**

When students are compelled for any reason to be absent from class, they should immediately contact the instructor. As per the VSU Undergraduate Bulletin (2013-14), "A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course" (p. 77).

## **PROFESSIONALISM**

The following areas describe the professional expectations for all preservice students in the Department of Middle, Secondary, Reading, and Deaf Education.

### *Professionalism - Ethics*

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at <http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>).

Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a student's actions or attitudes are judged to be less than professional appropriate remedial action will be taken. You will participate in the Code of Ethics training conducted at Lowndes Middle School during the first week of the semester.

### *Professionalism – Dress code*

In this course, classes are held in public schools. Professional dress code is required.

### *Professionalism - Communication*

Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Those individuals whose communication skills (verbal or written) indicate a need for assistance will be referred to the appropriate services on campus.

### *Professionalism - Assignments*

All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted.

### *Professionalism - Diversity*

Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

### *Professionalism - Technology*

The College of Education is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses.

### *Professional Improvement Plan*

The purpose of the Professional Improvement Plan (PIP) process is for faculty to identify students who may need remediation or intervention to successfully complete the professional requirements for their program of study. For more information see the Professional Improvement Plan Process on the COEHS website.

## **DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM**

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

## **DEPARTMENT OF MIDDLE, SECONDARY, READING, AND DEAF EDUCATION STATEMENT ON ACADEMIC INTEGRITY**

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at <http://www.nea.org/home/30442.htm>). Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Future teachers should conduct themselves with the professionalism that is required of practicing teachers.

- In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publically available.
- All assignments should be your own original work, not group work. If you use ideas from other sources, you must provide a full citation using APA style – name(s) of author(s); date of publication or retrieval date; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment.

## **DESCRIPTION OF ACADEMIC DISHONESTY**

To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

While students are likely to understand plagiarism as stealing someone's words as their own, there are many types of plagiarism.

- **Stealing Verbatim:** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have

committed plagiarism. **Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.**

- **Use of Professional Resources Without Acknowledgement.** Students may not use published professional resources; including lesson plans, learning activities, or PowerPoint presentations, without citing the source.
- **Misquoting:** If, when composing an assignment, students directly quote a source and cite it, but alter the author's words to strengthen their argument, they have committed plagiarism.
- **Paraphrasing or Summarizing Without Citing:** An allowable practice in academia is for students to take an author's words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author's words, students *must* cite that original source. If they do not cite the original source, they have effectively stolen the original author's idea and have committed plagiarism.
- **Duplicating Publication:** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. The instructors in the Master's Degree Program in Curriculum and Instruction do *not* allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.
- **Duplication of Peer Student Work:** Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student's express consent or knowledge.

**Note: Assignments in this course may be checked electronically for plagiarism.**

By taking this course, you agree that all required course work may be subject to submission for textual similarity review within BlazeVIEW and GOML. For more information on the use of Turnitin at VSU see **Turnitin for Students** (<http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitin-for-students.php>).

## **ACCESSIBILITY STATEMENT**

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

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

## **STUDENT SUCCESS CENTER**

The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. The SSC provides free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of their services. Contact: phone number 229-333-7570; email [ssc@valdosta.edu](mailto:ssc@valdosta.edu).

### **STUDENT OPINION OF INSTRUCTION**

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



## **DIRECTIONS FOR USING LIVETEXT**

### **How To Submit Portfolio Assignments in LiveText**

*Note:* These directions apply only to assignments visible on your dashboard AND required as part of your portfolio.

*Note:* Lesson Plans assessed after supervisors have observed in the field in MGED 4620, MGED 4790, MSED 7021, MSED 7041, MSED 7005, and MSED 7006 are **not** included in your portfolio. Follow separate directions for submitting these lesson plans for your university supervisor to assess.

All portfolio submissions should follow a **basic process**:

1. Load your assignment into the appropriate page of your portfolio.
2. Complete the four-part description of your artifact, explaining how it provides evidence that you have met COE's Conceptual Framework Standards.
3. Hide all pages except the current assignment.
4. Submit the portfolio (single page visible).

#### **Directions for submission:**

**First, you need to edit your portfolio to include the new assignment**

1. Click on **Documents** tab
2. Open your portfolio
3. Open the page for the current assignment under the *Table of Contents*
4. Click the "Edit" button of the Description and Rationale section
5. Complete the four-part description of your assignment as a portfolio artifact. Narrative in the last three sections should consist of a substantive paragraph.
  - a. The **Description** section can be very brief.
  - b. In the **Rationale** section, explain how the assignment provides evidence that you meet selected indicators for the standard. Each of the standards with indicators is included as a separate page within your portfolio.
  - c. In the **Impact** section, describe how the skills or knowledge you learned from this assignment will impact your students' learning.
  - d. In the **Reflection** section, describe what you have learned from the process of completing this artifact and how it will influence your professional practice.
6. Towards the bottom there is a File Attachment(s) section, click "Edit"
7. Select "Upload New File," click Choose File, and browse for your file on your computer
8. After the file loads, Click "Save & Finish"

**Then, you hide all pages except the current assignment**

The assessor should see only the single page of your portfolio.

9. Select **Manage Pages**.
10. Click on the box next to **Title** to select all pages.
11. Click on the box next to the current artifact page to unselect it.
12. Select **Hide Pages: Save and Finish**.

13. Note: Don't forget to unhide pages after you have submitted your assignment so you don't panic next time you open your portfolio.

**Then, you need to submit the portfolio:**

14. Near the top of the screen, select the **Dashboard** tab
15. Find the assignment and click on the corresponding **Begin Assignment** button
16. On the Assignment page, click on the **Attach Files** button. (Note that you will not be able to submit until you have attached at least one file.)
17. Click on the **LiveText Documents** tab to find your portfolio. **Do not click on Browse.**
18. Click "Attach Selected Files"
19. Type any optional comments you wish to send to the instructor and click **Submit Assignment** when you are finished.
  - A confirmation that your assessment has been successfully submitted will appear and the assignment status on your dashboard will change to Awaiting Assessment.
  - Each submission is saved as a snapshot of what you sent. Any further changes you make to your portfolio will not affect what you have already submitted.
  - If you do not submit your assignment correctly, Your instructor will send it back to you for resubmission.

**If you have to resubmit your assignment:**

1. Find the problem and fix any problems with your portfolio. See comments from your instructor. There are two common problems:
  - a. Submitting the assignment and not the portfolio (see #17 above).
  - b. Not hiding pages of your portfolio other than the current assignment page (see #9-13 above). Check that only one page is visible.
2. From your **Dashboard** tab, find the relevant assignment and click on **Continue Assignment**. This allows you to see previous submissions and messages from your instructor.
3. Click on **Continue to Step 3** in the top right corner.
4. Remove any of the previous attachments by clicking in the red "X" button next to each file.
5. Under **Step 2 of 3**, you will see "Have you already created files of LiveText documents for this assignment?" Click on **Attach files**, and then follow directions 17-19 above.

**How to Post Your Lesson Plan for Assessment with COE Observation Instrument (Student Teaching)**

1. From the Dashboard: **>Documents>New**
2. Under **Folder>Valdosta State University Lesson Plans**
3. Under **Template>Lesson Plan Template for ATTACHED Lesson Plan**
4. Title: Program Semester Year LP Observation# Lastname, Firstname  
(e.g. MGED F10 Week 4 LP Martin, Sue)

No description necessary

5. **Save as New Document**
6. In the document, under **Section for Attaching Lesson Plan**, >**Edit**
7. At bottom, under **File Attachments**, >**Edit**
8. **Upload New File**
9. Browse, choose the correct lesson plan, and open it.
10. **Save and Finish**, >**Send for Review**, Type in reviewer's name (Supervisor and/or yourself).
11. >**Submit for Review**

### **How to Post a Portfolio Assignment for Self-Assessment with COE Observation Instrument (graduates)**

You will use the COE Observation Instrument (COI) to evaluate a video of your own teaching and write a narrative analysis. This narrative assignment is submitted as a portfolio assignment as usual. In addition, you will enter rubric scores into a LiveText COI rubric.

1. Click on **Documents** tab, and open your portfolio.
2. Hide all pages other than the assignment page for your narrative analysis of your evaluation. **Manage Pages**> click on top left box to select all pages > click on the assignment page to deselect it >**Hide** pages.
3. Select **Send for Review**. Note: **Send for Review** starts from your portfolio, not from your Dashboard tab.
4. Type in reviewer's name (your own name for self-evaluation). Select the username when it appears.
5. Select **Submit for Review**.

### **How to use the COE Observation Instrument for Self Evaluation**

1. Send your portfolio page to yourself for review as described above.
2. Select **Reviews** tab, and then open the document you sent to yourself.
3. Select **Assess document**, and click in the radio button next to COE Observation Instrument that is in your **inbox**. Note: If you click on the link you will only view the rubric, but cannot enter data.
  - Student Teaching: COE Observation Instrument (ST/Intern Self-Evaluation) NEW.
  - Graduate programs: COE Advanced Observation Instrument – Self-Assess
4. **Select Document**.
5. Click on each subheading to expand the rubric. Enter the level in the drop-down menu. Add comments and select **Save** (or you will lose the comments).
6. From the **Milestone** drop-down menu, select **Final** (final observation).
7. From the **Reporting Type** menu, select **Official**.
8. Click on **Save and Submit**.

### **How to Send Completed Portfolio for Final Review (Exit from Program)**

Use this process only if there is no designated exit course (such as student teaching), where there is an assignment on your dashboard.

1. From the Dashboard, click on **Documents** tab, and open your Portfolio.
2. Make sure all pages are visible (no hidden pages).

3. Click on the **Send for Review** button
4. Type in the name of your reviewer and select the correct name.
5. Click on **Submit for Review**.

### **How to Complete Forms in LiveText**

1. Click the **Forms** tab located in the top center of the screen.
2. From within the **Forms Inbox**, click the **Take form** link or **Take again** link located to the right side of the form to be completed.
3. The form will open. Complete each question. Questions with a red asterisk\* are required. Below are some tips for each type of question you may encounter:
  - **Short Text:** Enter responses up to 255 characters.
  - **Long Text:** Enter responses up to 65,000 characters.
  - **Date:** Enter the date according to the provided format (MM/DD/YYYY).
  - **Radio Buttons:** Click the button to the left of the appropriate choice. Only one choice may be selected.
  - **Dropdown:** Click the down arrow located on the right side of the dropdown box, and select the appropriate choice. Only one choice may be selected.
  - **Checkboxes:** Click the checkbox to the left of each appropriate choice. Multiple choices may be selected.
4. After completing the form, there are two options below the final form question:
  - **Save Form:** Click this button to routinely save form responses or to save and complete later. Responses will not be submitted to the owner.
  - **Submit Form:** Click this button to save and submit form responses to the owner. All required questions must be completed before submitting the form.
5. To view form responses in a printable format before submitting, click the **Save Form** button located below the final form question, and then click the **Create a Printable Version** link located in the top right corner.

### **Directions for Other LiveText Tasks**

The following directions should be provided to individual students on an as-needed basis.

### **How to Add Artifact Pages to Your Portfolio**

Sometimes, you need to add an additional artifact page to your portfolio. For instance, you may take a course as an elective and you do not have the appropriate page to upload an assignment. The easiest way to add a page to your portfolio is to copy an existing portfolio page, rename it, and then move it to the appropriate place.

1. From **Documents**, open your portfolio.
2. Select **Manage Pages**.
3. Click in the box to select **Artifact Page for Copying** (at the bottom of the page list). If you created your portfolio before summer 2011, you will not have a page with that title. Instead, select any unused artifact page. **>Copy**.
4. Click in the box next to the copied page (at the very bottom of the page list). **>Edit Titles**.

5. Type the name for the assignment, using naming convention similar to other artifact pages.
6. Click on **Page Order**. Highlight the new page. Use the arrows to move the new page to the correct location under the appropriate Standard.
7. **Save & Finish**.

### How to Share LiveText Documents with Visitors

Prospective employers may ask to see your portfolio.

#### Create a Visitor Pass

1. From the home page, find the Quick Links on the top right corner of the screen.
2. Click on **Visitor Pass**.
3. Select **New** and Type in the title (e.g. "Guest"), and select **Save**.
4. The chart will then list the new visitor name with a pass code. Send this pass code to anyone you want to allow access to your document.

#### Share the Document

5. From the **Documents** tab, open the document you want to share.
6. Select the **Share** button, and then click on the **Advanced Sharing Options** button, then the **Visitor** tab.
7. From the **Visitor** drop-down menu, select the name of the visitor, select **Add**, and **Save and Finish**.
8. If you go back to the visitor pass link on the home page, you will be able to see that this document can now be accessed from your new visitor pass.

#### Send Directions to the Visitor

1. Go to <http://www.livetext.com>
2. Click on the **Use Visitor Pass** button and enter the *Pass Code* in the dialog box.
3. Click on the **Visitor Pass Entry**.

### How to Send Completed Portfolio for Final Review (Exit from Program)

1. From the Dashboard, click on **Documents** tab, and open your Portfolio.
2. Make sure all pages are visible (no hidden pages).
3. Click on the **Send for Review** button.
4. Type in the name of your reviewer and select the correct name.
5. Click on **Submit for Review**.

## Teacher Education Dispositions\*

Teacher education dispositions refer to attitudes and beliefs about teaching and learning, and professional conduct and behavior. To assist in understanding dispositions, some of the common professional behaviors and characteristics that will be expected in this class are described more fully below.

**Responsibility:** Is present, punctual and prepared for classes and field experiences; completes assignments on time; is dependable; knows and follows instructor, university and school guidelines and handbooks; exhibits dress and grooming appropriate to setting; is self-directed; accepts responsibility for actions.

**Communication:** Uses appropriate language; demonstrates ability to speak and write clearly; uses Standard English in writing and speaking; demonstrates appropriate listening skills.

**Interpersonal Skills:** Demonstrates courtesy and respect for students, teachers, staff, peers, parents, and members of the community; works collaboratively with others; avoids disparaging and critical remarks; establishes positive rapport and appropriate relationships; shows appropriate sensitivity to all students; is open-minded, supportive and encouraging.

**Classroom Characteristics:** Is positive, enthusiastic, optimistic, patient, fair, empathetic, inquisitive, and resourceful; puts needs of students first; respects individual differences; demonstrates initiative and creativity; is committed to teaching and learning; demonstrates persistence in helping all children succeed; demonstrates awareness and caring attitude toward all students.

**Judgment:** Demonstrates maturity; exhibits self-control; handles stress appropriately; is able to adapt to change; is able to accept and express different points of view in appropriate manner; uses good judgment; accepts responsibility for own actions.

**Ethics:** Is truthful and honest; behaves ethically and legally in interactions with others; maintains confidentiality; respects intellectual property of others by giving credit where due; does not cheat or plagiarize; adheres to policies of university, schools and profession.

**Self-Reflection:** Engages in problem solving and self-evaluation; reflects on decisions made concerning students, teaching methods and subject matter; accepts constructive criticism in a positive manner; uses feedback to make improvements; strives for personal and professional growth.

\*Adapted from Mississippi State University COE

### Dispositions Contract

I have read and understand these professional dispositions and recognize their importance in this class and in the teaching profession.

\_\_\_\_\_  
Your Signature

\_\_\_\_\_  
Your Name – Printed

\_\_\_\_\_  
Date

**Read the Student Contract carefully. After you have read and understood the course expectations, please sign the contract below.**

### **Student Contract**

I understand that my instructor and departmental faculty will communicate via the course email.

I understand the requirements for this course as detailed in the syllabus and the course outline, including due dates. The course schedule provides information about due dates, which must be followed. No late work will be accepted.

### **Communications Skills**

Demonstrated mastery of formal Standard English and APA format are required in all aspects of the course. Assignments will be revised until these standards have been met, although points will be deducted each time. Mastery in electronic communication, including review/edit features, how to submit assignments, and how to attach files to emails, is expected. I must monitor course email regularly and inform the instructor of any email problems or changes.

### **Participation Policy**

I am expected to participate in the activities of the course. This class is part of my professional preparation. Appropriate attitude, demeanor, and diligence are required, will be noted, and will be considered. When I am a peer reviewer, someone is depending on me to provide constructive criticism of their work in a timely manner.

### **Academic Integrity**

All assignments must represent my original work. Although I am expected to research literature, I must not plagiarize. I will not plagiarize others, nor will I plagiarize myself by using material that I have submitted previously. I will appropriately cite any information from another author.

Candidate's Name \_\_\_\_\_

Candidate's Signature \_\_\_\_\_

Date \_\_\_\_\_

**RECEIVED**

**REQUEST FOR A NEW COURSE**

Valdosta State University

FEB 09 2015

**Date of Submission:** 11/11/2014 (mm/dd/yyyy)

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**Department Initiating Request:**  
Middle, Secondary, Reading and Deaf  
Education

**Faculty Member Requesting:**  
Barbara J. Radcliffe

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog  
for approved prefixes)  
MSED 5500

**Proposed New Course Title:**  
Methods of Teaching Reading for Middle  
Grades or Secondary Education

\*\*Co-list with MGED 4500

**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
Methods of Teaching Read MSED

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

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

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

**Lecture Hours:** 3

**Lab Hours:** 0

**Credit Hours:** 3

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisites: appropriate 2999 and admission to the MGED professional program. Co-requisite: MSED 6100. Examine reading teaching methods in middle grades (4th-8th) and secondary (6th-12th) in accordance with national and state standards. Field experience required.

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

Improving student learning outcomes: MSED 5500 will be designed for students electing reading as a concentration area in Middle Grades or Secondary Education. Having a methods course focused specifically on reading education will allow for a deeper exploration of scientifically-based reading strategies as well as effective methods for teaching reading at the middle grades or secondary level.

Adopting current best practice(s) in field: P-12 student learning must serve as the focal point for the design and implementation of clinically-based teacher preparation. MSED 5500 will have a supervised field study component allowing candidates the opportunity to apply their content and pedagogical knowledge in an authentic school setting while receiving feedback from on-site professors.

Meeting Mandates of State/Federal/Outside Accrediting Agencies: Within the teacher preparation program, candidates are required to spend the equivalent of a full year in a classroom setting. Accreditation standards require that candidates demonstrate evidence of pedagogical content knowledge; this course provides the instruction necessary.

Other:



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

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. SOIs: Candidates continue to cite the general content methods course (MSED 7002) as an area of concern and dissatisfaction. Students must select two areas of study from the following concentrations for middle grades: reading, language arts, social studies, mathematics, or science; or one of the following concentration areas for secondary education: English, history, political science, mathematics, biology, chemistry, earth/space science, or physics. Yet, they are required to take a methods course encompassing all concentration areas.

MSRD Advisory Board members' feedback indicates a need to address the candidates' readiness to enter Apprenticeship and Student Teaching for candidates on the Full-time Student Track.

Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) A reading methods course will allow candidates to learn effective teaching methodologies for reading instruction and prepare candidates for edTPA.

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

**Data Sources:**

Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs, Advisory Board members' feedback

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Unit Assessments, Program Assessments, and the Continuous Improvement Matrix - Key Course Assessments aligned to CAEP and PSC standards

Other:

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

<b>Approvals:</b>		
Dept. Head:	<i>R. F. M.</i>	Date: <i>2/6/15</i>
College/Division Exec. Comm.:	<i>DW</i>	Date: <i>2/18/15</i>
Dean/Director:	<i>DW</i>	Date: <i>2/18/15</i>
Graduate Exec. Comm.: (for graduate course):	<i>J. T. J. PLK</i>	Date: <i>2-26-15</i>
Graduate Dean: (for graduate course):	<i>J. T. J. PLK</i>	Date: <i>2-26-15</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

**Dewar College of Education and Human Services  
Valdosta State University  
Department of Middle, Secondary, Reading, and Deaf Education**

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**MSED 5500  
Methods of Teaching Reading for Middle Grades and Secondary Education  
3 Semester Hours  
Spring 2014**

**Guiding Principles (DEPOSITS)**

*(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)*

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

**InTASC Model Core Teacher Standards\***

*(To be used for all educator preparation program courses. Identify those that apply specifically to this course.)*

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

\*Council of Chief State School Offices, (2013, April). *INTASC model core teacher standards and learning progressions for teachers 1.0*. Retrieved from [http://www.ccsso.org/Documents/2013/2013\\_INTASC\\_Learning\\_Progressions\\_for\\_Teachers.pdf](http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf)

## INSTRUCTORS

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

## COURSE DESCRIPTION

**Prerequisites: appropriate 2999 and admission to the MGED professional program.**

**Co-requisite: MSED 6100.** Examine reading teaching methods in middle grades (4<sup>th</sup>-8<sup>th</sup>) and secondary (6<sup>th</sup>-12<sup>th</sup>) in accordance with national and state standards. Field experience required.

## REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Harvey, S., & Goudvis, A. (2007). *Strategies that work: Teaching comprehension for understanding and engagement*. (2<sup>nd</sup> Edition). Portland, ME: Stenhouse.

Bear, D., Invernizzi, M., Templeton, S., & Johnston, F. (2011). *Words their way: Word study for phonics, vocabulary, and spelling instruction* (5<sup>th</sup> edition). Boston, MA: Pearson. (recommended)

LiveText, Inc. (2008). *College LiveText edu-solutions: Undergraduate edition*. IL: United Learning.

Membership in the International Reading Association and a subscription to The Reading Teacher (IRA journal).

## **COURSE OBJECTIVES**

Upon completion of this course, the candidates will be able to:

1. apply knowledge of appropriate methods of instruction and curriculum based upon an understanding of the needs and abilities of middle grades and secondary students and the Common Core Georgia Performance Standards (InTASC S4 and S5; IRA S1, S2, and S4; CPL1.3, CPL2.1)
2. select, create and use instructional strategies, learning activities and teaching resources consistent with what is currently known about middle and secondary readers (InTASC S1, S2, S7, and S8;; IRA S2, and S4; CPL1.1, CPL1.2, CPL2.3)
3. develop and apply appropriate classroom management skills to create a classroom environment conducive to learning, inquiry, and respect for student diversity (InTASC S1, S2, and S3; IRA S5; DL2.1, DL2.3)
4. describe and interpret contextual factors impacting student learning (InTASC S1, S2, and S3;; IRA S4; DL2.2)
5. demonstrate how to integrate technology into the classroom to meet the diverse needs of the students (InTASC S1, S2, and S3; IRA S4 and S6; TL3.1)
6. demonstrate how to interpret student records and discuss the legal/social implications of relevant school documentation (InTASC S6, S9, and S10)
7. identify, design, and use appropriate alternative, formal, informal, formative, and summative assessment strategies (InTASC S6; IRA S3; AL2.1)
8. demonstrate skill as a reflective practitioner who evaluates choices and seeks opportunities to grow professionally (InTASC S9 and S10; IRA S6)
9. engage in professional growth opportunities (InTASC S9 and S10; IRA S6)
10. demonstrate knowledge of state and national professional reading organizations, the services they offer, and professional literature available for middle grades mathematics teachers (InTASC Standards 4, 9, 10; TL1.3).
11. observe and participate in authentic course requirements and field experiences in their Professional Development School placement(s). (InTASC Standards 1-10; DL1.1, FL1.1, FL1.2, FL1.3, EDL1.2)

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

A brief description of each assignment is included; however, you will be provided a more detailed description of assignments and rubrics in class.

*Professional Membership in the International Reading Organization:* (5 points). The benefits of joining a professional organization include having access to current trends in teaching and specific subject areas, teaching tips, professional affiliation, and opportunities to attend conferences. Additionally, membership in a professional organization demonstrates your commitment to the profession and your desire to grow professionally. The International Reading Association is a professional organization for reading teachers. As a future middle grades, reading educator, you will join IRA via a student membership. (CO 9)

*Professional Organization Website Review:* (10 points). Professional organizations provide a wide range of support for teachers - - content, teaching materials, teaching strategies, professional development, opportunities for collaboration and leadership, and publications. You will review resources and information provided on the International Reading Association website. (CO 1, 9)

*Professional Literature Review:* (10 points). You will overview an issue of IRA's journal for reading teachers, *The Reading Teacher* following the provided guidelines. (CO 1, 9).

*Lesson Plans:* (20 points total; 10 points each). Twice during the semester, you will create a *comprehension strategy lesson* plan that integrates comprehension reading strategies based on the needs of the students with which you are working. Possible lessons could be: determining the main idea, summarizing, thinking aloud, inferencing or visualizing. For each strategy, you will use the attached MSRD approved lesson plan format. Lesson plans should indicate the appropriate connections to the Common Core Georgia Performance Standards. Your Harvey and Goudvis textbook is a great starting point. You may also want to research other strategies as well. (CO 1, 2, 4, 5, 6, 7, 8)

*Designing a Learning Environment:* (10 points). Middle grades educators must be create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. You will design your own learning environment. This assignment will be uploaded to your LiveText Portfolio under Standard III: Learning Environments. (CO 2, 3, 5)

*Clinical Practice Planning and Teaching:* (20 points). For each field experience clinical sessions in a middle school classroom, students will plan, teach, and appropriately assess literacy skills and strategies. After the lesson, students will conduct a critical analysis of the day's activities and submit it in the correct assignment section. (CO 1, 2, 4, 6, 7, 8).

*Contextual Factors Analysis* (5 points). Students will gather as much information about the students in the classes in which they are placed. After analyzing this data, student should discuss how the diversity will impact curriculum decision making. (CO 1, 2)

*Online Quizzes/discussion board* (10 points). Students will complete online quizzes and/or discussion boards reinforcing material learned online. (CO 1, 2, 7)

*Strategy Toolbox* (10 points). Students will create appropriate strategies in the following areas of comprehension: compare/contrast, summarizing, inferences, textual evidence, vocabulary, and writing. Students will share their strategies and be prepared to use them through interaction with middle grade students. Students will also reflect upon the success of the strategy implementation (CO 1, 2, 3, 5)

## **COURSE EVALUATION**

No Program Key Assessments are designated for this course

### **Final Grading Scale**

A	100-90	D	69-60
B	89-80	F	59-0
C	79-70		

### **ATTENDANCE POLICY**

Absences, for whatever reason (excused OR unexcused), will be handled according to school policy as set forth in the Valdosta State University catalog. A student who misses more than 20% of the classes will be subject to receiving a failing grade for the course. Attendance includes all on-campus meetings and all apprenticeship days.

### **PROFESSIONALISM**

The following areas describe the professional expectations for all preservice students in the Department of Middle, Secondary, Reading, and Deaf Education.

#### *Professionalism - Ethics*

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at <http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>).

Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a student's actions or attitudes are judged to be less than professional appropriate remedial action will be taken. You will participate in the Code of Ethics training conducted at Lowndes Middle School during the first week of the semester.

#### *Professionalism – Dress code*

In this course, classes are held in public schools. Professional dress code is required.

#### *Professionalism - Communication*

Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Those individuals whose communication skills (verbal or written) indicate a need for assistance will be referred to the appropriate services on campus.

Students must use their official VSU e-mail account for all e-mail correspondence. Any e-mails received from any other accounts will be disregarded.

#### *Professionalism - Assignments*

All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In

papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted.

### *Professionalism - Diversity*

Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

### *Professionalism - Technology*

As part of our conceptual framework, the College of Education is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses.

### *Professional Improvement Plan*

The purpose of the Professional Improvement Plan (PIP) process is for faculty to identify students who may need remediation or intervention to successfully complete the professional requirements for their program of study. For more information see the [Professional Improvement Plan Process](#) on the COEHS website.

## **DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM**

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

## **DEPARTMENT OF MIDDLE, SECONDARY, READING, AND DEAF EDUCATION**

### **STATEMENT ON ACADEMIC INTEGRITY**

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The [Code of Ethics for Educators](http://www.nea.org/home/30442.htm) at <http://www.nea.org/home/30442.htm>). Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Future teachers should conduct themselves with the professionalism that is required of practicing teachers.

- In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publically available.
- All assignments should be your own original work, not group work. If you use ideas from other sources, you must provide a full citation using APA style – name(s) of author(s); date of publication or retrieval date; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment.



## DESCRIPTION OF ACADEMIC DISHONESTY

To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

While students are likely to understand plagiarism as stealing someone's words as their own, there are many types of plagiarism.

- **Stealing Verbatim:** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism. **Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.**
- **Use of Professional Resources Without Acknowledgement.** Students may not use published professional resources; including lesson plans, learning activities, or PowerPoint presentations, without citing the source.
- **Misquoting:** If, when composing an assignment, students directly quote a source and cite it, but alter the author's words to strengthen their argument, they have committed plagiarism.
- **Paraphrasing or Summarizing Without Citing:** An allowable practice in academia is for students to take an author's words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author's words, students *must* cite that original source. If they do not cite the original source, they have effectively stolen the original author's idea and have committed plagiarism.
- **Duplicating Publication:** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. The instructors in the Master's Degree Program in Curriculum and Instruction do *not* allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.
- **Duplication of Peer Student Work:** Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student's express consent or knowledge.

**Note: Assignments in this course may be checked electronically for plagiarism.**

By taking this course, you agree that all required course work may be subject to submission for textual similarity review within BlazeVIEW and GOML. For more information on the use of Turnitin at VSU see Turnitin for Students (<http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitin-for-students.php>).

## ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans

Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

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

### **STUDENT SUCCESS CENTER**

The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. The SSC provides free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of their services. Contact: phone number 229-333-7570; email [ssc@valdosta.edu](mailto:ssc@valdosta.edu).

### **STUDENT OPINION OF INSTRUCTION**

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

### **DIRECTIONS FOR USING LIVETEXT**

#### **How To Submit Portfolio Assignments in LiveText**

*Note:* These directions apply only to assignments visible on your dashboard AND required as part of your portfolio.

*Note:* Lesson Plans assessed after supervisors have observed in the field in MGED 4620, MGED 4790, MSED 7021, MSED 7041, MSED 7005, and MSED 7006 are **not** included in your portfolio. Follow separate directions for submitting these lesson plans for your university supervisor to assess.

All portfolio submissions should follow a **basic process**:

1. Load your assignment into the appropriate page of your portfolio.
2. Complete the four-part description of your artifact, explaining how it provides evidence that you have met COE's Conceptual Framework Standards.
3. Hide all pages except the current assignment.
4. Submit the portfolio (single page visible).

**Directions for submission:**

**First, you need to edit your portfolio to include the new assignment**

1. Click on **Documents** tab
2. Open your portfolio
3. Open the page for the current assignment under the *Table of Contents*
4. Click the “Edit” button of the Description and Rationale section
5. Complete the four-part description of your assignment as a portfolio artifact. Narrative in the last three sections should consist of a substantive paragraph.
  - a. The **Description** section can be very brief.
  - b. In the **Rationale** section, explain how the assignment provides evidence that you meet selected indicators for the standard. Each of the standards with indicators is included as a separate page within your portfolio.
  - c. In the **Impact** section, describe how the skills or knowledge you learned from this assignment will impact your students' learning.
  - d. In the **Reflection** section, describe what you have learned from the process of completing this artifact and how it will influence your professional practice.
6. Towards the bottom there is a File Attachment(s) section, click “Edit”
7. Select “Upload New File,” click Choose File, and browse for your file on your computer
8. After the file loads, Click “Save & Finish”

**Then, you hide all pages except the current assignment**

The assessor should see only the single page of your portfolio.

9. Select **Manage Pages**.
10. Click on the box next to **Title** to select all pages.
11. Click on the box next to the current artifact page to unselect it.
12. Select **Hide Pages: Save and Finish**.
13. Note: Don't forget to unhide pages after you have submitted your assignment so you don't panic next time you open your portfolio.

**Then, you need to submit the portfolio:**

14. Near the top of the screen, select the **Dashboard** tab
15. Find the assignment and click on the corresponding **Begin Assignment** button
16. On the Assignment page, click on the **Attach Files** button. (Note that you will not be able to submit until you have attached at least one file.)
17. Click on the **LiveText Documents** tab to find your portfolio. **Do not click on Browse.**
18. Click “Attach Selected Files”
19. Type any optional comments you wish to send to the instructor and click **Submit Assignment** when you are finished.
  - A confirmation that your assessment has been successfully submitted will appear and the assignment status on your dashboard will change to Awaiting Assessment.
  - Each submission is saved as a snapshot of what you sent. Any further changes you make to your portfolio will not affect what you have already submitted.
  - If you do not submit your assignment correctly, Your instructor will send it back to you for resubmission.

### **If you have to resubmit your assignment:**

1. Find the problem and fix any problems with your portfolio. See comments from your instructor. There are two common problems:
  - a. Submitting the assignment and not the portfolio (see #17 above).
  - b. Not hiding pages of your portfolio other than the current assignment page (see #9-13 above). Check that only one page is visible.
2. From your **Dashboard** tab, find the relevant assignment and click on **Continue Assignment**. This allows you to see previous submissions and messages from your instructor.
3. Click on **Continue to Step 3** in the top right corner.
4. Remove any of the previous attachments by clicking in the red "X" button next to each file.
5. Under **Step 2 of 3**, you will see "Have you already created files of LiveText documents for this assignment?" Click on **Attach files**, and then follow directions 17-19 above.

### **How to Post Your Lesson Plan for Assessment with COE Observation Instrument (Student Teaching)**

1. From the Dashboard: **>Documents>New**
2. Under **Folder>Valdosta State University Lesson Plans**
3. Under **Template>Lesson Plan Template for ATTACHED Lesson Plan**
4. Title: Program Semester Year LP Observation# Lastname, Firstname  
(e.g. MGED F10 Week 4 LP Martin, Sue)  
No description necessary
5. **Save as New Document**
6. In the document, under **Section for Attaching Lesson Plan, >Edit**
7. At bottom, under **File Attachments, >Edit**
8. **Upload New File**
9. Browse, choose the correct lesson plan, and open it.
10. **Save and Finish, >Send for Review**, Type in reviewer's name (Supervisor and/or yourself).
11. **Submit for Review**

### **How to Post a Portfolio Assignment for Self Assessment with COE Observation Instrument (graduates)**

You will use the COE Observation Instrument (COI) to evaluate a video of your own teaching and write a narrative analysis. This narrative assignment is submitted as a portfolio assignment as usual. In addition, you will enter rubric scores into a LiveText COI rubric.

1. Click on **Documents** tab, and open your portfolio.
2. Hide all pages other than the assignment page for your narrative analysis of your evaluation. **Manage Pages>** click on top left box to select all pages > click on the assignment page to deselect it **>Hide** pages.
3. Select **Send for Review**. Note: **Send for Review** starts from your portfolio, not from your Dashboard tab.
4. Type in reviewer's name (your own name for self-evaluation). Select the username when it appears.
5. Select **Submit for Review**.

### **How to use the COE Observation Instrument for Self Evaluation**

1. Send your portfolio page to yourself for review as described above.

2. Select **Reviews** tab, and then open the document you sent to yourself.
3. Select **Assess document**, and click in the radio button next to COE Observation Instrument that is in your **inbox**. Note: If you click on the link you will only view the rubric, but cannot enter data.
  - Student Teaching: COE Observation Instrument (ST/Intern Self-Evaluation) NEW.
  - Graduate programs: COE Advanced Observation Instrument – Self-Assess
4. **Select Document.**
5. Click on each subheading to expand the rubric. Enter the level in the drop-down menu. Add comments and select **Save** (or you will lose the comments).
6. From the **Milestone** drop-down menu, select **Final** (final observation).
7. From the **Reporting Type** menu, select **Official**.
8. Click on **Save and Submit**.

### **How to Send Completed Portfolio for Final Review (Exit from Program)**

Use this process only if there is no designated exit course (such as student teaching), where there is an assignment on your dashboard.

1. From the Dashboard, click on **Documents** tab, and open your Portfolio.
2. Make sure all pages are visible (no hidden pages).
3. Click on the **Send for Review** button
4. Type in the name of your reviewer and select the correct name.
5. Click on **Submit for Review**.

### **How to Complete Forms in LiveText**

1. Click the **Forms** tab located in the top center of the screen.
2. From within the **Forms Inbox**, click the **Take form** link or **Take again** link located to the right side of the form to be completed.
3. The form will open. Complete each question. Questions with a red asterisk\* are required. Below are some tips for each type of question you may encounter:
  - Short Text: Enter responses up to 255 characters.
  - Long Text: Enter responses up to 65,000 characters.
  - Date: Enter the date according to the provided format (MM/DD/YYYY).
  - Radio Buttons: Click the button to the left of the appropriate choice. Only one choice may be selected.
  - Dropdown: Click the down arrow located on the right side of the dropdown box, and select the appropriate choice. Only one choice may be selected.
  - Checkboxes: Click the checkbox to the left of each appropriate choice. Multiple choices may be selected.
4. After completing the form, there are two options below the final form question:
  - **Save Form:** Click this button to routinely save form responses or to save and complete later. Responses will not be submitted to the owner.
  - **Submit Form:** Click this button to save and submit form responses to the owner. All required questions must be completed before submitting the form.
5. To view form responses in a printable format before submitting, click the **Save Form** button located below the final form question, and then click the **Create a Printable Version** link located in the top right corner.

### **Directions for Other LiveText Tasks**

The following directions should be provided to individual students on an as-needed basis.

### **How to Add Artifact Pages to Your Portfolio**

Sometimes, you need to add an additional artifact page to your portfolio. For instance, you may take a course as an elective and you do not have the appropriate page to upload an assignment.

The easiest way to add a page to your portfolio is to copy an existing portfolio page, rename it, and then move it to the appropriate place.

1. From **Documents**, open your portfolio.
2. Select **Manage Pages**.
3. Click in the box to select **Artifact Page for Copying** (at the bottom of the page list). If you created your portfolio before summer 2011, you will not have a page with that title. Instead, select any unused artifact page. **>Copy**.
4. Click in the box next to the copied page (at the very bottom of the page list). **>Edit Titles**.
5. Type the name for the assignment, using naming convention similar to other artifact pages.
6. Click on **Page Order**. Highlight the new page. Use the arrows to move the new page to the correct location under the appropriate Standard.
7. **Save & Finish**.

### **How to Share LiveText Documents with Visitors**

Prospective employers may ask to see your portfolio.

#### **Create a Visitor Pass**

1. From the home page, find the Quick Links on the top right corner of the screen.
2. Click on **Visitor Pass**.
3. Select **New** and Type in the title (e.g. "Guest"), and select **Save**.
4. The chart will then list the new visitor name with a pass code. Send this pass code to anyone you want to allow access to your document.

#### **Share the Document**

5. From the **Documents** tab, open the document you want to share.
6. Select the **Share** button, and then click on the **Advanced Sharing Options** button, then the **Visitor** tab.
7. From the **Visitor** drop-down menu, select the name of the visitor, select **Add**, and **Save and Finish**.
8. If you go back to the visitor pass link on the home page, you will be able to see that this document can now be accessed from your new visitor pass.

#### **Send Directions to the Visitor**

1. Go to <http://www.livetext.com>
2. Click on the **Use Visitor Pass** button and enter the *Pass Code* in the dialog box.
3. Click on the **Visitor Pass Entry**.

### **How to Send Completed Portfolio for Final Review (Exit from Program)**

1. From the Dashboard, click on **Documents** tab, and open your Portfolio.
2. Make sure all pages are visible (no hidden pages).
3. Click on the **Send for Review** button.
4. Type in the name of your reviewer and select the correct name.

5. Click on **Submit for Review**.

RECEIVED

FEB 09 2015

REQUEST FOR A NEW COURSE  
Valdosta State University

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

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

Department Initiating Request:  
Middle, Secondary, Reading and Deaf  
Education

Faculty Member Requesting:  
Barbara J. Radcliffe

Proposed New Course Prefix & Number:  
(See course description abbreviations in the catalog  
for approved prefixes)  
MSED 5600

Proposed New Course Title:  
Content Teaching Methods for Middle Grades  
or Secondary Education

Proposed New Course Title Abbreviation:  
(For student transcript, limit to 30 character spaces)  
Content Methods MSED

Semester/Year to be Effective:  
Spring 2016

Estimated Frequency of Course Offering:  
Fall

Indicate if Course will be :  Requirement for Major  Elective

Lecture Hours: 2

Lab Hours: 2

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: Appropriate 2999 course. Examine a variety of teaching methods and best practices appropriate for teaching middle and secondary students in relation to current national and state curriculum standards.

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

Improving student learning outcomes: MSED 5600 is designed for employed track MAT teaching candidates. Students will receive training on a variety of general teaching methods including flexible grouping and the use of assessment data to drive instructional strategies and planning. Candidates will examine student centered vs teacher centered practices, and project based learning as well as ways to incorporate technology into teaching the content. Students' course texts will vary depending on their content concentration. Common assessments and course activities will be adapted to the candidates concentration area.

Adopting current best practice(s) in field: P-12 student learning must serve as the focal point for the design and implementation of teacher preparation. MSED 5600 candidates will explore a variety of current best practices in teaching methodology and tailor those practices to their own concentratin area.

Meeting Mandates of State/Federal/Outside Accrediting Agencies: InTASC Teacher Standards

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

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Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Other:

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

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. SOIs: Candidates continue to cite the current content methods course (MSED 7002) as an area of concern and dissatisfaction. Students must select two areas of study from the following concentrations for middle grades: reading, language arts, social studies, mathematics, or science; or one of the following concentration areas for secondary education: English, history, political science, mathematics, biology, chemistry, earth/space science, or physics. This re-envisioning of the General Content Course to align to the new MAT program of study will be tailored to address student concerns, faculty feedback and demands of employed teacher track candidates' schedules.

Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) student surveys and feedback, faculty feedback, program key assessments

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


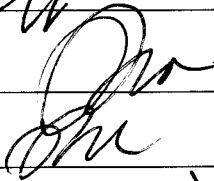

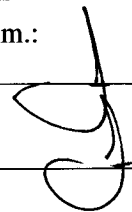
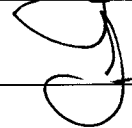
**Data Sources:**

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

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Unit Assessments, Program Assessments, and the Continuous Improvement Matrix - Key Course Assessments aligned to CAEP and PSC standards

Other:

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

<b>Approvals:</b>		
Dept. Head:		Date: 2/6/15
College/Division Exec. Comm.:		Date: 2/10/15
Dean/Director:		Date: 2/10/15
Graduate Exec. Comm.: (for graduate course):	 T. J. A.	Date: 2-26-15
Graduate Dean: (for graduate course):	 T. J. A.	Date: 2-26-15
Academic Committee:		Date:

Form last updated: January 6, 2010

**MSED 5600**  
Content Methods for Middle Grades and Secondary Education  
3 Semester Hours

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**Dewar College of Education**  
**Valdosta State University**  
**Department of Middle, Secondary, Reading, and Deaf Education**  
**Conceptual Framework: Guiding Principles (DEPOSITS)**  
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

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

**Equity** Principle: All learners deserve high expectations and support.

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

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

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

**Impact** Principle: Effective practice yields evidence of learning.

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

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

### **InTASC Model Core Teacher Standards\***

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

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

## **INSTRUCTOR**

Name:

Office Number:

Telephone Number: 229 333-5611 (dept. office)

Email Address:

Office Hours:

## **TEXTBOOKS AND READINGS**

The following are suggested textbooks used in content teaching methods:

### **Social Studies**

Beal, C., Bolick, C. & Martorella, P. (2009). Teaching Social Studies in Middle and Secondary Schools, 5<sup>th</sup> Ed. Pearson; Boston.  
ISBN-10:0-13-159181-9

### **Science**

Chiappetta, E. L. & Koballa, Jr. T. R. (2010). Science Instruction in Middle and Secondary Schools: Developing Fundamental Knowledge and Skills, 7<sup>th</sup> Edition. Allyn & Bacon, Boston

Georgia Department of Education. *Common Core Georgia Performance Standards for Mathematics and Science* (available at [www.georgiastandards.org](http://www.georgiastandards.org)).

NSES (1996). *National Science Education Standards*. Washington, DC: National Academic Press. (Science Standards are available online at <http://www.nap.edu/readingroom/books/nse/html/> )

## **Language Arts**

Subscription to the following NCTE journals:

1. *Voices from the Middle* and
2. *Language Arts* or *English Journal*
3. Various trade books (TBD).

## **Reading**

Harvey, S., & Goudvis, A. (2007). *Strategies that work: Teaching comprehension for understanding and engagement*. (2<sup>nd</sup> Edition). Portland, ME: Stenhouse.

Bear, D., Invernizzi, M., Templeton, S., & Johnston, F. (2011). *Words their way: Word study for phonics, vocabulary, and spelling instruction* (5<sup>th</sup> edition). Boston, MA: Pearson. (recommended)

## **Mathematics**

Brahier, D. (2013). *Teaching secondary and middle school mathematics*. (4<sup>th</sup> Edition). Pearson. ISBN: 0132698110

Cangelosi, D. (2002). *Teaching mathematics in secondary and middle school: An interactive approach*. (3<sup>rd</sup> Edition). Pearson. ISBN: 0130950181

## **COURSE PREREQUISITES:**

Prerequisites: MGED 2999 or SEED 2999, and SPEC 3000, MSED 7100

Corequisite or prerequisite: MSED 7200

## **COURSE DESCRIPTION**

**Prerequisites: Appropriate 2999 course.** Examine a variety of teaching methods and best practices appropriate for teaching middle and secondary students in relation to current national and state curriculum standards.

\*Council of Chief State School Offices, (2013, April). *INTASC model core teacher standards and learning progressions for teachers 1.0*. Retrieved from [http://www.ccsso.org/Documents/2013/2013\\_INTASC\\_Learning\\_Progressions\\_for\\_Teachers.pdf](http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf)

## **LEARNING OUTCOMES FOR VSU'S CORE CURRICULUM**

All learning outcomes in the major continue to build upon those in VSU's Core Curriculum listed at <http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml>.

**COURSE OBJECTIVES (CO):**

Candidates will be able to:

1. Explain the historical development of their content area concentration and its curriculum. (InTASC 4; CPL1.1, CPL1.2)
2. Create a content area concentration focused lesson based on content area curriculum including the listing of objectives, activities, materials and evaluation that reflect the Common Core Georgia Performance Standards (InTASC 5, 7, 8, CPL 1.3, 2.1)
3. Summarize various philosophical and theoretical approaches to teaching the chosen content area. (InTASC 1, 2, 3; CPL1.1, CPL1.2, CPL 1.3)
4. Distinguish between and uses formal, informal and alternative assessments. (InTASC 6 AL2.1)
5. Incorporate multiple perspectives to the teaching of content area curriculum, including attention to learners' personal, family, and community experiences and cultural norms (DL2.1; CPL1.1, CPL1.2)
6. Demonstrate a developmentally appropriate learner-oriented approach to teaching the content area while accommodating the multicultural diversity of middle and secondary level students (InTASC Standards 1, 2, 3 9 DL 2.1, 2.2, 2.3; CPL1.1, CPL1.2).
7. Use technology to assist in students' learning content and process skills, and to meet the diverse needs of students (InTASC Standards 5, 7, 8 TL3.1).
8. Use a variety of strategies, motivational techniques, and assessment procedures for problem solving (InTASC Standards 4, 5, 6, 8 AL2.1, CPL 2.3).
9. Demonstrate knowledge of state and national professional organizations for their content areas, the services they offer, and professional literature available for middle grades mathematics teachers (InTASC Standards 4, 9, 10; TL1.3).
10. Observe and participate in authentic course requirements and field experiences in their Professional Development School placement(s). (InTASC Standards 1-10; DL1.1, FL1.1, FL1.2, FL1.3, EDL1.2)

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

The following descriptions are suggested course activities designed to meet the course objectives. Course instructors have the academic freedom to adapt all course assignments except those noted as Key Course Assessments.

1. *Class Participation and Attendance:* See attendance policy for specific information regarding attendance requirements. Grades will also be given for classroom participation and involvement with classroom discussions (CO 1, 2, 4, 8).
2. *Develop a group project based on content concentration* (CO 1, 2, 8, 9). Suggestions include: literature circles, RAFT, group research. All materials, rubrics, instructions for the group project must be provided.
3. *Student based, Middle Grades or Secondary appropriate lesson plans incorporating content-based methodologies:* Candidates will be responsible for the completion of a daily lesson plan involving all aspects within an instructional block of time. The lesson plan will be developed on the departmental template (CO 5, 7).
4. *Review of a content professional journal:* Each student will choose a peer reviewed journal applicable to the content concentration field, and review said article as determined within posted directions. (CO 1, 7).
5. *Create an effective learning environment:* Candidates will collect, organize and arrange content based materials, learning stations, grouping strategies, classroom resources to be used in the concentration area. Students organize a class library with supplemental reading and activities for students to remediate and accelerate students in the subject. Students develop informative and useful wall material, visual aids, textual resources and websites into a standards based collection.
6. *Teaching Simulations:* Candidates will prepare and present a given content-based topic focused on a standard to a group of their peers within the class setting (CO 4, 5, 9).

## **COURSE EVALUATION.**

**LATE WORK: NO LATE WORK WILL BE ACCEPTED.** If you are going to miss class and you have an assignment due, it is your responsibility to get it to me. You can do this by sending it by another student or sending it to me via email. All work will be handed in at the beginning of class.

### **Assessment/Evaluation**

No Program Key Assessments are designated for this course

### **Grading Scale**

A = 100 - 90	D = 69 - 60
B = 89 - 80	F = 59 - 0
C = 79 - 70	

### **ATTENDANCE POLICY**

When students are compelled for any reason to be absent from class, they should immediately contact the instructor. As per the VSU Undergraduate Bulletin (2012-13), "A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course" (p. 87).

### **PROFESSIONALISM**

The following areas describe the professional expectations for all pre-service students in the Department of Middle, Secondary, Reading, and Deaf Education. A student who does not meet professional expectations is placed on a Professional Improvement Plan. Please see

<http://www.valdosta.edu/colleges/education/deans-office/documents/professional-improvement-plan-11.22.13.doc>

#### *Professionalism - Ethics*

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at <http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>).

Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a student's actions or attitudes are judged to be less than professional appropriate remedial action will be taken.

#### *Professionalism – Dress code*

In this course, classes are held in public schools. **Professional dress code is required.**

#### *Professionalism - Communication*

Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Those individuals whose communication skills (verbal or written) indicate a need for assistance will be referred to the appropriate services on campus.

#### *Professionalism - Assignments*

All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or



grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted.

### *Professionalism - Diversity*

Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

### *Professionalism - Technology*

As part of our conceptual framework, the College of Education is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses.

### *Statement on Academic Integrity*

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at <http://www.gapsc.com/Professionalpractices/NEthics.asp> ) Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Future teachers should conduct themselves with the professionalism that is required of practicing teachers.

- In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publically available.
- All assignments should be your own original work, not group work. If you use ideas from other sources, you must provide a full citation using APA style – name(s) of author(s); date of publication or retrieval date; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment.

### *Description of Academic Dishonesty*

To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

While students are likely to understand plagiarism as stealing someone's words as their own, there are many types of plagiarism.

- **Stealing Verbatim:** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism. **Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.**

- **Use of Professional Resources Without Acknowledgement.** Students may not use published professional resources, including lesson plans, learning activities, or PowerPoint presentations, without citing the source.
- **Misquoting:** If, when composing an assignment, students directly quote a source and cite it, but alter the author's words to strengthen their argument, they have committed plagiarism.
- **Paraphrasing or Summarizing Without Citing:** An allowable practice in academia is for students to take an author's words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author's words, students *must* cite that original source. If they do not cite the original source, they have effectively stolen the original author's idea and have committed plagiarism.
- **Duplicating Publication:** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. The instructors in the Master's Degree Program in Curriculum and Instruction do *not* allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.
- **Duplication of Peer Student Work:** Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student's express consent or knowledge.

**Note: Assignments in this course may be checked electronically for plagiarism.**

By taking this course, you agree that all required course work may be subject to submission for electronic review based on textual similarity.

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

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

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

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

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

#### **FIRST OFFENSE:**

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

## SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

**Note: Assignments in this course may be checked electronically for plagiarism.**

By taking this course, you agree that all required course work may be subject to submission for electronic review based on textual similarity.

## ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

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

## STUDENT SUCCESS CENTER

The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. The SSC provides free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of their services. Contact: phone number 229-333-7570; email [ssc@valdosta.edu](mailto:ssc@valdosta.edu).

## STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email

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

### **DIRECTIONS FOR POSTING TO LIVETEXT**

#### ***How To Submit Assignments in LiveText***

**Note:** These directions apply only to assignments visible on your dashboard.

All dashboard submissions should follow a **basic process**:

1. From the Dashboard, click the Begin Assignment button for the assignment you want to submit. *The button will be red.*
2. In Step 2 of 3, under "Have you already created files or LiveText documents for this assignment?," click the Attach Files button.
3. Under the Upload New File tab, click the Browse button.
4. Choose the document you want to submit.
5. Once the document is loaded, click the Attach Selected Files.
6. Once the file is attached, click the Submit Assignment button.
7. Once the assignment is submitted, you will be notified and the submission date will appear. On the Dashboard, an Awaiting Assessment note will appear, and the assignment button will state View Assignment. *The button will be yellow.*

#### **If you have to resubmit your assignment:**

1. From the Dashboard, click the Continue Assignment button for the assignment for which a resubmission request has been made. *The button will be red.*
2. Click the Continue to Step 3 button in the top right corner.
3. In Step 2 of 3, under "Have you already created files or *LiveText* documents for this assignment?," click the Attach Files button.
4. Under the Upload New File tab, click the Browse button.
5. Choose the document you want to submit.
6. Once the document is loaded, click the Attach Selected Files.
7. Once the file is attached, click the Submit Assignment button.
8. Once the assignment is submitted, you will be notified and the submission date will appear. On the Dashboard, an Awaiting Assessment note will appear, and the assignment button will state View Assignment. *The button will be yellow.*

## Teacher Education Dispositions\*

Teacher education dispositions refer to attitudes and beliefs about teaching and learning, and professional conduct and behavior. To assist in understanding dispositions, some of the common professional behaviors and characteristics that will be expected in this class are described more fully below.

**Responsibility:** Is present, punctual and prepared for classes and field experiences; completes assignments on time; is dependable; knows and follows instructor, university and school guidelines and handbooks; exhibits dress and grooming appropriate to setting; is self-directed; accepts responsibility for actions.

**Communication:** Uses appropriate language; demonstrates ability to speak and write clearly; uses Standard English in writing and speaking; demonstrates appropriate listening skills.

**Interpersonal Skills:** Demonstrates courtesy and respect for students, teachers, staff, peers, parents, and members of the community; works collaboratively with others; avoids disparaging and critical remarks; establishes positive rapport and appropriate relationships; shows appropriate sensitivity to all students; is open-minded, supportive and encouraging.

**Classroom Characteristics:** Is positive, enthusiastic, optimistic, patient, fair, empathetic, inquisitive, and resourceful; puts needs of students first; respects individual differences; demonstrates initiative and creativity; is committed to teaching and learning; demonstrates persistence in helping all children succeed; demonstrates awareness and caring attitude toward all students.

**Judgment:** Demonstrates maturity; exhibits self-control; handles stress appropriately; is able to adapt to change; is able to accept and express different points of view in appropriate manner; uses good judgment; accepts responsibility for own actions.

**Ethics:** Is truthful and honest; behaves ethically and legally in interactions with others; maintains confidentiality; respects intellectual property of others by giving credit where due; does not cheat or plagiarize; adheres to policies of university, schools and profession.

**Self-Reflection:** Engages in problem solving and self-evaluation; reflects on decisions made concerning students, teaching methods and subject matter; accepts constructive criticism in a positive manner; uses feedback to make improvements; strives for personal and professional growth.

\*Adapted from Mississippi State University COE

### Dispositions Contract

I have read and understand these professional dispositions and recognize their importance in this class and in the teaching profession.

\_\_\_\_\_  
Your Signature

\_\_\_\_\_  
Your Name – Printed

\_\_\_\_\_  
Date

**Read the Student Contract carefully. After you have read and understood the course expectations, please sign the contract below.**

### **Student Contract**

I understand that my instructor and departmental faculty will communicate via the course email.

I understand the requirements for this course as detailed in the syllabus and the course outline, including due dates. The course schedule provides information about due dates, which must be followed. No late work will be accepted.

### **Communications Skills**

Demonstrated mastery of formal Standard English and APA format are required in all aspects of the course. Assignments will be revised until these standards have been met, although points will be deducted each time. Mastery in electronic communication, including review/edit features, how to submit assignments, and how to attach files to emails, is expected. I must monitor course email regularly and inform the instructor of any email problems or changes.

### **Participation Policy**

I am expected to participate in the activities of the course. This class is part of my professional preparation. Appropriate attitude, demeanor, and diligence are required, will be noted, and will be considered. When I am a peer reviewer, someone is depending on me to provide constructive criticism of their work in a timely manner.

### **Academic Integrity**

All assignments must represent my original work. Although I am expected to research literature, I must not plagiarize. I will not plagiarize others, nor will I plagiarize myself by using material that I have submitted previously. I will appropriately cite any information from another author.

Candidate's Name \_\_\_\_\_

Candidate's Signature \_\_\_\_\_

Date \_\_\_\_\_

**RECEIVED**

**REQUEST FOR A NEW COURSE**

Valdosta State University

FEB 09 2015

**Date of Submission:** 11/11/2014 (mm/dd/yyyy)

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**Department Initiating Request:**  
Middle, Secondary, Reading and Deaf  
Education

**Faculty Member Requesting:**  
Barbara J. Radcliffe

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog  
for approved prefixes)  
MSED 6000

**Proposed New Course Title:**  
Written and Verbal Communication for  
Teachers

**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
Communication for MSED Teachers

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

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

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

**Lecture Hours:** 3

**Lab Hours:** 0

**Credit Hours:** 3

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisites: appropriate 2999 course. A course for developing verbal and written communication skills in standardized English requisite to successful middle and secondary classroom instruction. Verbal and written communication skills in standardized English will be emphasized. Teaching candidates will be given instruction and support in the areas of speaking, reading, writing, and listening.

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

Improving student learning outcomes: MSED 7000 is designed to assist teaching candidates in developing those communication skills requisite to successful middle and secondary classroom instruction. Verbal and Written communication skills in standardized English will be emphasized.

Adopting current best practice(s) in field: Effective written and verbal communication skills are essential to today's middle and secondary teachers and necessary to impact student learning and achievement in all content areas

Meeting Mandates of State/Federal/Outside Accrediting Agencies: InTASC Standards 3, 5, 9 and essential to effective implementation of teaching strategies

Other: Basing need for course on candidate weakness in written and verbal communication in clinical field experiences and coursework.

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

300

continue to cite assessment as an area of concern weakness.

- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Program portfolios, written assignments, Communication section of the Candidate Observation Instrument

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

**Data Sources:**

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs, Advisory Board members' feedback
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Program Assessments and Key Course Assessments including written assignments and the Communication section of the Candidate Assessment on Performance Standards
- Other:

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



Approvals:		
Dept. Head:	<i>[Signature]</i>	Date: 2/6/15
College/Division Exec. Comm.:	<i>[Signature]</i>	Date: 2/10/15
Dean/Director:	<i>[Signature]</i>	Date: 2/10/15
Graduate Exec. Comm.: (for graduate course):	<i>[Signature]</i> T. J. Pla	Date: 2-26-15
Graduate Dean: (for graduate course):	<i>[Signature]</i> T. J. Pla	Date: 2-26-15
Academic Committee:		Date:

Form last updated: January 6, 2010

**MSED 6000**  
**Written and Verbal Communication for Teachers**  
**3 Semester Hours**

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**Dewar College of Education and Human Services**  
**Valdosta State University**  
**Department of Middle, Secondary, Reading, and Deaf Education**  
**Conceptual Framework: Guiding Principles (DEPOSITS)**  
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

**InTASC Model Core Teacher Standards\***

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

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

## **REQUIRED TEXTBOOKS**

TBD

## **COURSE PREREQUISITES:**

MGED 2999 or SEED 2999,

## **COURSE DESCRIPTION**

**Prerequisites: appropriate 2999 course.** A course for developing verbal and written communications skills in standardized English requisite to successful middle and secondary

classroom instruction. Teaching candidates will be given instruction and support in the areas of speaking, reading, writing, and listening. Students registered in this course MUST demonstrate adequate skills in written and spoken discourse in order to proceed towards certification and the Master of Arts in Teaching degree.

### **LEARNING OUTCOMES FOR VSU'S CORE CURRICULUM**

All learning outcomes in the major continue to build upon those in VSU's Core Curriculum listed at <http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml>.

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

The candidate will:

1. Develop effective and appropriate communications skills (writing, speaking, listening) commensurate with the demands of classroom instruction and professional development in the field of education. (InTASC Standards 3, 5, and 9; EDL1.1)
2. Identify and apply key academic language and vocabulary for the successful negotiation of professional learning environments. (InTASC Standard 3; CPL2.2)
3. Examine candidates' own frames of reference to identify potential biases that impede effective communication in the classroom (InTASC 9; DL1.2).
4. Identify key features of discourse communities and use methods of reconciling student diversity with the demands associated with standardized language usage. (InTASC Standards 1, 2, and 9; DL1.3)

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

The following descriptions are suggested course activities designed to meet the course objectives. Course instructors have the academic freedom to adapt all course assignments except those noted as Key Course Assessments:

#### **Writing (40%)**

**Professional Email Portfolio:** MAT candidates are to compose a weekly email to the course instructor in which they (1) report on their training activities from the previous week and (2) set goals for the upcoming week and (3) self-assess for progress or regress in terms of their communications skills/confidence. Candidates will also be given "situational contexts" to respond to via email. After the instructor responds to the email, candidates will keep each mail and response in a separate e-folder in their email account. Emails will be evaluated for formatting, structure, grammar, spelling, and surface conventions.

**Educational Manifesto:** MAT candidates are to compose a manifesto of their beliefs pertaining to public education and related matters of learning and human development. This is an informal/creative version of the philosophy of education that will come in later coursework. Manifestos will be evaluated for formatting, structure, grammar, spelling, and surface conventions.

I-Search Report (informal register): MAT candidates are to research and compose a short research paper (1000-2000 words) on any topic or subtopic that both interests them and that emerges from the field of education (current issues, trends, research, theory, educational law, educational policy). This paper can be written in an informal style, utilizing first-person narrative technique. I-Search Reports will be evaluated for formatting, structure, grammar, spelling, and surface conventions.

Research Paper (formal register): MAT candidates are to research and compose a 2<sup>nd</sup> short research paper (1000-2000 words) on any topic or subtopic that both interests them and that emerges from the field of education (current issues, trends, research, theory, educational law, educational policy). Research Papers will be written in a formal register, utilizing third-person narrative technique. Research papers will be evaluated for formatting, structure, grammar, spelling, and surface conventions.

### **Speaking (30%)**

Reports on Research Papers: MAT candidates are to present the findings from two research assignments to the class. Speaking presentations will be evaluated for structure, quality and accuracy of visual aids, voice, pacing, and physical presence.

My Manifesto!: MAT candidates will deliver an oral version of their educational manifesto to the entire class. Presentations will be evaluated on structure, voice, physical presence, and the capacity to look like Lenin addressing a crowd in Red Square, circa 1919.

In the News: MAT candidates will be assigned to groups of 3-4. Each group will research, write, and present a “newscast” to the class. Each individual’s role is to present material that represents his or her content area. Together, each the groups should integrate the various content areas into a single coherent presentation of news (look for common themes). Groups will be assessed on the quality of the presentation: structure, quality and accuracy of visual aids, voice, pacing, and physical presence.

The Happening: MAT candidates will be assigned to groups of 2-5. Each group is responsible for staging a “happening” in a public venue and recording the event for presentation to the whole class. Groups will be assessed on the quality of the class presentation: structure, quality and accuracy of visual aids (video of event), voice, pacing, and physical presence.

Alone in the Spotlight: MAT candidates will create, write, and perform a song, poem, dance or any combination of these for the entire class. The topic is “my teaching metaphors,” and candidates are encouraged to create their performance piece from their self-perceptions as teachers-in-training and from their individual content areas and artistic interests and influences.

### **Listening (30%)**

Peer Feedback Forms: Evaluation and constructive criticism are big parts of the teaching profession, and in this class MAT candidates need to be active listeners and learners. For every

presentation, audience members will be asked to complete a feedback form for individuals and groups. On the feedback forms they will provide their impressions of the presentation and suggestions for improvement. Feedback forms will be evaluated by

Pop Quizzes on Discussion Prompts and Materials: Candidates will be randomly assessed for knowledge of class discussions, educational vocabulary, concepts, and terms. These short quizzes will be evaluated for completion and accuracy.

### **COURSE EVALUATION.**

**LATE WORK: NO LATE WORK WILL BE ACCEPTED.** If you are going to miss class and you have an assignment due, it is your responsibility to get it to me. You can do this by sending it by another student or sending it to me via email. Professional ethics, behavior, quality, and timeliness are expected in all products and performances. Given the percentage weights above, final grades will be assigned according to the following scale (**NOTE-A ZERO IN ANY OF THESE CATEGORIES WILL PRECLUDE THE CANDIDATE FROM RECEIVING AN "A" IN THE COURSE**):

#### **Assessment/Evaluation**

**TBD**

No Key Assessments are designated for this course.

#### **Grading Scale**

A = 100 - 90	D = 69 - 60
B = 89 - 80	F = 59 - 0
C = 79 - 70	

### **ATTENDANCE POLICY**

When students are compelled for any reason to be absent from class, they should immediately contact the instructor. As per the VSU Undergraduate Bulletin (2012-13), "A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course" (p. 87).

### **PROFESSIONALISM**

The following areas describe the professional expectations for all pre-service students in the Department of Middle, Secondary, Reading, and Deaf Education. A student who does not meet professional expectations is placed on a Professional Improvement Plan. Please see

<http://www.valdosta.edu/colleges/education/deans-office/documents/professional-improvement-plan-11.22.13.doc>

#### *Professionalism - Ethics*

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at <http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>).

Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a student's actions or attitudes are judged to be less than professional appropriate remedial action will be taken.

#### *Professionalism – Dress code*

In this course, classes are held in public schools. **Professional dress code is required.**

#### *Professionalism - Communication*

Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Those individuals whose communication skills (verbal or written) indicate a need for assistance will be referred to the appropriate services on campus.

#### *Professionalism - Assignments*

All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted.

#### *Professionalism - Diversity*

Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

#### *Professionalism - Technology*

As part of our conceptual framework, the College of Education is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses.

### *Statement on Academic Integrity*

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at <http://www.gapsc.com/Professionalpractices/NEthics.asp> ) Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Future teachers should conduct themselves with the professionalism that is required of practicing teachers.

- In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publically available.
- All assignments should be your own original work, not group work. If you use ideas from other sources, you must provide a full citation using APA style – name(s) of author(s); date of publication or retrieval date; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment.

### *Description of Academic Dishonesty*

To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

While students are likely to understand plagiarism as stealing someone's words as their own, there are many types of plagiarism.

- **Stealing Verbatim:** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism. **Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.**
- **Use of Professional Resources Without Acknowledgement.** Students may not use published professional resources, including lesson plans, learning activities, or PowerPoint presentations, without citing the source.
- **Misquoting:** If, when composing an assignment, students directly quote a source and cite it, but alter the author's words to strengthen their argument, they have committed plagiarism.
- **Paraphrasing or Summarizing Without Citing:** An allowable practice in academia is for students to take an author's words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author's words, students *must* cite that original source. If they do not cite the original source, they have effectively stolen the original author's idea and have committed plagiarism.
- **Duplicating Publication:** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. The instructors in the Master's Degree Program in Curriculum and Instruction do *not* allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.
- **Duplication of Peer Student Work:** Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student's express consent or knowledge.



**Note: Assignments in this course may be checked electronically for plagiarism.**

By taking this course, you agree that all required course work may be subject to submission for electronic review based on textual similarity.

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

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

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

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

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

### **FIRST OFFENSE:**

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

### **SECOND OFFENSE:**

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

**Note: Assignments in this course may be checked electronically for plagiarism.**

By taking this course, you agree that all required course work may be subject to submission for electronic review based on textual similarity.

### **ACCESSIBILITY STATEMENT**

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

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

### **STUDENT SUCCESS CENTER**

The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. The SSC provides free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of their services. Contact: phone number 229-333-7570; email [ssc@valdosta.edu](mailto:ssc@valdosta.edu).

### **STUDENT OPINION OF INSTRUCTION**

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

### **DIRECTIONS FOR USING LIVETEXT**

#### **How To Submit Portfolio Assignments in LiveText**

Note: These directions apply only to assignments visible on your dashboard AND required as part of your portfolio. The list of portfolio artifacts required for your program of study is available at <http://www.valdosta.edu/coe/sec/studentresources.shtml>

Note: Lesson Plans assessed after supervisors have observed in the field in MGED 4620, MGED 4790, MSED 7021, MSED 7041, MSED 7005, and MSED 7006 are **not** included in your portfolio. Follow separate directions for submitting these lesson plans for your university supervisor to assess.

All portfolio submissions should follow a **basic process**:

1. Load your assignment into the appropriate page of your portfolio.
2. Complete the four-part description of your artifact, explaining how it provides evidence that you have met COE's Conceptual Framework Standards.
3. Hide all pages except the current assignment.
4. Submit the portfolio (single page visible).

**Directions for submission:**

**First, you need to edit your portfolio to include the new assignment**

1. Click on **Documents** tab
2. Open your portfolio
3. Open the page for the current assignment under the *Table of Contents*
4. Click the "Edit" button of the Description and Rationale section
5. Complete the four-part description of your assignment as a portfolio artifact. Narrative in the last three sections should consist of a substantive paragraph.
  - a. The **Description** section can be very brief.
  - b. In the **Rationale** section, explain how the assignment provides evidence that you meet selected indicators for the standard. Each of the standards with indicators is included as a separate page within your portfolio.
  - c. In the **Impact** section, describe how the skills or knowledge you learned from this assignment will impact your students' learning.
  - d. In the **Reflection** section, describe what you have learned from the process of completing this artifact and how it will influence your professional practice.
6. Towards the bottom there is a File Attachment(s) section, click "Edit"
7. Select "Upload New File," click Choose File, and browse for your file on your computer
8. After the file loads, Click "Save & Finish"

**Then, you hide all pages except the current assignment**

The assessor should see only the single page of your portfolio.

9. Select **Manage Pages**.
10. Click on the box next to **Title** to select all pages.
11. Click on the box next to the current artifact page to unselect it.
12. Select **Hide Pages: Save and Finish**.
13. Note: Don't forget to unhide pages after you have submitted your assignment so you don't panic next time you open your portfolio.

**Then, you need to submit the portfolio:**

14. Near the top of the screen, select the **Dashboard** tab
  15. Find the assignment and click on the corresponding **Begin Assignment** button
  16. On the Assignment page, click on the **Attach Files** button. (Note that you will not be able to submit until you have attached at least one file.)
  17. Click on the **LiveText Documents** tab to find your portfolio. **Do not click on Browse.**
  18. Click "Attach Selected Files"
  19. Type any optional comments you wish to send to the instructor and click **Submit Assignment** when you are finished.
- A confirmation that your assessment has been successfully submitted will appear and the assignment status on your dashboard will change to Awaiting Assessment.
  - Each submission is saved as a snapshot of what you sent. Any further changes you make to your portfolio will not affect what you have already submitted.
  - If you do not submit your assignment correctly, Your instructor will send it back to you for resubmission.

**If you have to resubmit your assignment:**

20. Find the problem and fix any problems with your portfolio. See comments from your instructor. There are two common problems:
  - a. Submitting the assignment and not the portfolio (see #17 above).
  - b. Not hiding pages of your portfolio other than the current assignment page (see #9-13 above). Check that only one page is visible.
21. From your **Dashboard** tab, find the relevant assignment and click on **Continue Assignment**. This allows you to see previous submissions and messages from your instructor.
22. Click on **Continue to Step 3** in the top right corner.
23. Remove any of the previous attachments by clicking in the red "X" button next to each file.
24. Under **Step 2 of 3**, you will see "Have you already created files of LiveText documents for this assignment?" Click on **Attach files**, then follow directions 17-19 above.

**Directions for Other LiveText Tasks**

The following directions should be provided to individual students on an as-needed basis.

**How to Add Artifact Pages to Your Portfolio**

Sometimes, you need to add an additional artifact page to your portfolio. For instance, you may take a course as an elective and you do not have the appropriate page to upload an assignment. The easiest way to add a page to your portfolio is to copy an existing portfolio page, rename it, and then move it to the appropriate place.

1. From **Documents**, open your portfolio.
2. Select **Manage Pages**.
3. Click in the box to select **Artifact Page for Copying** (at the bottom of the page list). If you created your portfolio before summer 2011, you will not have a page with that title. Instead, select any unused artifact page. **>Copy**.

4. Click in the box next to the copied page (at the very bottom of the page list). >**Edit Titles.**
5. Type the name for the assignment, using naming convention similar to other artifact pages.
6. Click on **Page Order**. Highlight the new page. Use the arrows to move the new page to the correct location under the appropriate Standard.
7. **Save & Finish.**

## **INSTRUCTOR**

Name:

Office Number: 1031 Dewar College of Education

Telephone Number:

Email Address:

Office Hours:

## Teacher Education Dispositions\*

Teacher education dispositions refer to attitudes and beliefs about teaching and learning, and professional conduct and behavior. To assist in understanding dispositions, some of the common professional behaviors and characteristics that will be expected in this class are described more fully below.

**Responsibility:** Is present, punctual and prepared for classes and field experiences; completes assignments on time; is dependable; knows and follows instructor, university and school guidelines and handbooks; exhibits dress and grooming appropriate to setting; is self-directed; accepts responsibility for actions.

**Communication:** Uses appropriate language; demonstrates ability to speak and write clearly; uses Standard English in writing and speaking; demonstrates appropriate listening skills.

**Interpersonal Skills:** Demonstrates courtesy and respect for students, teachers, staff, peers, parents, and members of the community; works collaboratively with others; avoids disparaging and critical remarks; establishes positive rapport and appropriate relationships; shows appropriate sensitivity to all students; is open-minded, supportive and encouraging.

**Classroom Characteristics:** Is positive, enthusiastic, optimistic, patient, fair, empathetic, inquisitive, and resourceful; puts needs of students first; respects individual differences; demonstrates initiative and creativity; is committed to teaching and learning; demonstrates persistence in helping all children succeed; demonstrates awareness and caring attitude toward all students.

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**Ethics:** Is truthful and honest; behaves ethically and legally in interactions with others; maintains confidentiality; respects intellectual property of others by giving credit where due; does not cheat or plagiarize; adheres to policies of university, schools and profession.

**Self-Reflection:** Engages in problem solving and self-evaluation; reflects on decisions made concerning students, teaching methods and subject matter; accepts constructive criticism in a positive manner; uses feedback to make improvements; strives for personal and professional growth.

\*Adapted from Mississippi State University COE

### Dispositions Contract

I have read and understand these professional dispositions and recognize their importance in this class and in the teaching profession.

\_\_\_\_\_  
Your Signature

\_\_\_\_\_  
Your Name – Printed

\_\_\_\_\_  
Date

**Read the Student Contract carefully. After you have read and understood the course expectations, please sign the contract below.**

### **Student Contract**

I understand that my instructor and departmental faculty will communicate via the course email.

I understand the requirements for this course as detailed in the syllabus and the course outline, including due dates. The course schedule provides information about due dates, which must be followed. No late work will be accepted.

### **Communications Skills**

Demonstrated mastery of formal Standard English and APA format are required in all aspects of the course. Assignments will be revised until these standards have been met, although points will be deducted each time. Mastery in electronic communication, including review/edit features, how to submit assignments, and how to attach files to emails, is expected. I must monitor course email regularly and inform the instructor of any email problems or changes.

### **Participation Policy**

I am expected to participate in the activities of the course. This class is part of my professional preparation. Appropriate attitude, demeanor, and diligence are required, will be noted, and will be considered. When I am a peer reviewer, someone is depending on me to provide constructive criticism of their work in a timely manner.

### **Academic Integrity**

All assignments must represent my original work. Although I am expected to research literature, I must not plagiarize. I will not plagiarize others, nor will I plagiarize myself by using material that I have submitted previously. I will appropriately cite any information from another author.

Candidate's Name \_\_\_\_\_

Candidate's Signature \_\_\_\_\_

Date \_\_\_\_\_

RECEIVED

REQUEST FOR A NEW COURSE

Valdosta State University

FEB 09 2015

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

Date of Submission: 11/11/2014 (mm/dd/yyyy)

Department Initiating Request:  
Middle, Secondary, Reading and Deaf  
Education

Faculty Member Requesting:  
Barbara J. Radcliffe

Proposed New Course Prefix & Number:  
(See course description abbreviations in the catalog  
for approved prefixes)  
MSED 6001

Proposed New Course Title:  
Planning for Middle or Secondary Teaching  
  
Proposed New Course Title Abbreviation:  
(For student transcript, limit to 30 character spaces)  
Planning for Teaching MSED

Semester/Year to be Effective:  
Spring 2016

Estimated Frequency of Course Offering:  
Fall/Spring

Indicate if Course will be :  Requirement for Major  Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisites: appropriate 2999 course. Develop lesson planning skills in their content areas that are aligned according to: (1) Georgia State Standards; (2) strong, measurable learning objectives; (3) classroom activities; and (4) appropriate measures of learning (assessments). Teaching candidates will also be introduced to classroom management techniques, creating effective learning environments and research-based instructional strategies for adolescents

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

Improving student learning outcomes: A thorough understanding of how to design and implement effective lesson plans, design an effective learning environment in the classroom, and basic classroom management techniques. Restructuring program of study and course content to reduce redundancy and streamline course requirements.

Adopting current best practice(s) in field: Lesson planning and classroom management techniques are essential to good teaching, and restructuring of course content will focus the course on these topics based on feedback from students and faculty

Meeting Mandates of State/Federal/Outside Accrediting Agencies: nTASC Model Core Teacher Standards-

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-



disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Other: Restructuring of program of study and course content to reflect changes in state initial teacher certification requirements

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

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

Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) edTPA portfolio requirements, Clinical and field experiences, Candidate Observation Instrument

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

**Data Sources:**

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

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) LiveText portfolio requirements, edTPA Task 1 exercise

Other:

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

<b>Approvals:</b>		
Dept. Head:	<i>R. P. M.</i>	Date: 2/6/15
College/Division Exec. Comm.:	<i>J. M.</i>	Date: 2/10/15
Dean/Director:	<i>J. M.</i>	Date: 2/10/15
Graduate Exec. Comm.: (for graduate course):	<i>J. T. Zella</i>	Date: 2-26-15
Graduate Dean: (for graduate course):	<i>J. T. Zella</i>	Date: 2-26-15
Academic Committee:		Date:

Form last updated: January 6, 2010

**MSED 6001**  
**Planning for Instruction**  
**3 Semester Hours**

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**Dewar College of Education and Human Services**  
**Valdosta State University**  
**Department of Middle, Secondary, Reading, and Deaf Education**  
**Conceptual Framework: Guiding Principles (DEPOSITS)**  
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

**InTASC Model Core Teacher Standards\***

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

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

## **REQUIRED TEXTBOOKS**

TBD

## **COURSE PREREQUISITES**

MGED 2999 or SEED 2999

## **COURSE DESCRIPTION**

**Prerequisites: appropriate 2999 course.** Develop lesson planning skills in their content areas that are aligned according to: (1) Georgia State Standards; (2) strong, measurable learning objectives; (3) classroom activities; and (4) appropriate measures of learning (assessments).

Teaching candidates will also be introduced to classroom management techniques, creating effective learning environments and research-based instructional strategies for adolescents.

### **LEARNING OUTCOMES FOR VSU'S CORE CURRICULUM**

All learning outcomes in the major continue to build upon those in VSU's Core Curriculum listed at <http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml>.

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

Candidates should demonstrate the following competencies:

1. Design a classroom instructional space for the year (InTASC 7).
2. Develop a management plan that includes goals, rules, and procedures, and that indicates methods that are helpful for maintaining appropriate student behaviors and managing problem behaviors. (InTASC 7)
3. Develop activities that require grouping other than whole group. (InTASC 8)
4. Develop lesson plans that reflect content appropriate goals based on Georgia Performance Standards. (InTASC 7, CPL1.3)
5. Design instructional plans that include formative, summative, and alternative assessments of student achievement (InTASC 6; AL1.1, AL1.2, AL1.3)
6. Develop lesson plans that include developmentally appropriate instructional practices incorporating information sources and digital tools for middle and secondary students. (InTASC 7; TL2.1)
7. Examine the use of current technologies for teaching in a distance learning environment (InTASC 8; TL1.1)

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

The following descriptions are suggested course activities designed to meet the course objectives. Course instructors have the academic freedom to adapt all course assignments except those noted as Key Course Assessments.

1. Candidates make a scale drawing of a classroom arranged for whole group instruction but **not** in traditional rows. The arrangement should take into consideration the keys to successful room arrangement found in course readings, including technology, and a rationale should be provided for the placement of various items. (CO 1)
2. Candidates design an overall classroom management plan, beginning with goals, and then including a set of classroom rules. Finally, specific procedures will be designed to address the beginnings and endings of class periods, students leaving the classroom, materials and equipment, seatwork, and behaviors. Students also develop a plan for teaching the goals, rules, and procedures to students. (CO 2)
3. Candidates study methods for grouping students and the research basis for grouping, including promoting student discourse, and they design activities within their lesson plans that require various grouping patterns. (CO 3)

4. Candidates observe a lesson being taught and transform what was observed during the lesson into a lesson plan using the required template. (CO 4, 5, 6)
5. Candidates evaluate sample lesson plans, based on critical components of the required template. (CO 4, 5, 6)
6. Candidates write lesson plans, using the required template, that include appropriate instructional practices and assessments, and that infuse appropriate technology. (CO 4, 5, 6)

## **COURSE EVALUATION.**

**LATE WORK: NO LATE WORK WILL BE ACCEPTED.** If you are going to miss class and you have an assignment due, it is your responsibility to get it to me. You can do this by sending it by another student or sending it to me via email. Professional ethics, behavior, quality, and timeliness are expected in all products and performances. Given the percentage weights above, final grades will be assigned according to the following scale (**NOTE-A ZERO IN ANY OF THESE CATEGORIES WILL PRECLUDE THE CANDIDATE FROM RECEIVING AN "A" IN THE COURSE**):

### **Assessment/Evaluation**

**TBD**

No Key Assessments are designated for this course.

### **Grading Scale**

A = 100 - 90	D = 69 - 60
B = 89 - 80	F = 59 - 0
C = 79 - 70	

## **ATTENDANCE POLICY**

When students are compelled for any reason to be absent from class, they should immediately contact the instructor. As per the VSU Undergraduate Bulletin (2012-13), "A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course" (p. 87).

## **PROFESSIONALISM**

The following areas describe the professional expectations for all pre-service students in the Department of Middle, Secondary, Reading, and Deaf Education. A student who does not meet professional expectations is placed on a Professional Improvement Plan. Please see

<http://www.valdosta.edu/colleges/education/deans-office/documents/professional-improvement-plan-11.22.13.doc>

### *Professionalism - Ethics*

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at <http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>).

Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a student's actions or attitudes are judged to be less than professional appropriate remedial action will be taken.

### *Professionalism – Dress code*

In this course, classes are held in public schools. **Professional dress code is required.**

### *Professionalism - Communication*

Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Those individuals whose communication skills (verbal or written) indicate a need for assistance will be referred to the appropriate services on campus.

### *Professionalism - Assignments*

All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted.

### *Professionalism - Diversity*

Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

### *Professionalism - Technology*

As part of our conceptual framework, the College of Education is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses.

### *Statement on Academic Integrity*

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at <http://www.gapsc.com/Professionalpractices/NEthics.asp> ) Professional values of teachers

include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Future teachers should conduct themselves with the professionalism that is required of practicing teachers.

- In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publically available.
- All assignments should be your own original work, not group work. If you use ideas from other sources, you must provide a full citation using APA style – name(s) of author(s); date of publication or retrieval date; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment.

### *Description of Academic Dishonesty*

To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

While students are likely to understand plagiarism as stealing someone's words as their own, there are many types of plagiarism.

- **Stealing Verbatim:** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism. **Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.**
- **Use of Professional Resources Without Acknowledgement.** Students may not use published professional resources, including lesson plans, learning activities, or PowerPoint presentations, without citing the source.
- **Misquoting:** If, when composing an assignment, students directly quote a source and cite it, but alter the author's words to strengthen their argument, they have committed plagiarism.
- **Paraphrasing or Summarizing Without Citing:** An allowable practice in academia is for students to take an author's words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author's words, students *must* cite that original source. If they do not cite the original source, they have effectively stolen the original author's idea and have committed plagiarism.
- **Duplicating Publication:** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. The instructors in the Master's Degree Program in Curriculum and Instruction do *not* allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.
- **Duplication of Peer Student Work:** Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student's express consent or knowledge.

**Note: Assignments in this course may be checked electronically for plagiarism.**

By taking this course, you agree that all required course work may be subject to submission for electronic review based on textual similarity.



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

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

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

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

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

### **FIRST OFFENSE:**

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

### **SECOND OFFENSE:**

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

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## **ACCESSIBILITY STATEMENT**

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

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

### **STUDENT SUCCESS CENTER**

The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. The SSC provides free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of their services. Contact: phone number 229-333-7570; email [ssc@valdosta.edu](mailto:ssc@valdosta.edu).

### **STUDENT OPINION OF INSTRUCTION**

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

### **DIRECTIONS FOR POSTING TO LIVETEXT**

#### ***How To Submit Assignments in LiveText***

**Note:** These directions apply only to assignments visible on your dashboard.

All dashboard submissions should follow a **basic process**:

1. From the Dashboard, click the Begin Assignment button for the assignment you want to submit. *The button will be red.*
2. In Step 2 of 3, under "Have you already created files or LiveText documents for this assignment?," click the Attach Files button.
3. Under the Upload New File tab, click the Browse button.

4. Choose the document you want to submit.
5. Once the document is loaded, click the Attach Selected Files.
6. Once the file is attached, click the Submit Assignment button.
7. Once the assignment is submitted, you will be notified and the submission date will appear. On the Dashboard, an Awaiting Assessment note will appear, and the assignment button will state View Assignment. *The button will be yellow.*

**If you have to resubmit your assignment:**

1. From the Dashboard, click the Continue Assignment button for the assignment for which a resubmission request has been made. *The button will be red.*
2. Click the Continue to Step 3 button in the top right corner.
3. In Step 2 of 3, under "Have you already created files or *LiveText* documents for this assignment?," click the Attach Files button.
4. Under the Upload New File tab, click the Browse button.
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\*Adapted from Mississippi State University COE

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\_\_\_\_\_  
Your Signature

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Your Name – Printed

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Date

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Candidate's Name \_\_\_\_\_

Candidate's Signature \_\_\_\_\_

Date \_\_\_\_\_

330

**RECEIVED**

**REQUEST FOR A NEW COURSE**

Valdosta State University

FEB 09 2015

**Date of Submission:** 11/11/2014 (mm/dd/yyyy)

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**Department Initiating Request:**  
Middle, Secondary, Reading and Deaf  
Education

**Faculty Member Requesting:**  
Barbara J. Radcliffe

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog  
for approved prefixes)  
MSED 6002

**Proposed New Course Title:**  
Assessment in Middle or Secondary Education

**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
Assessment for Teaching MSED

\*\*Co-list with MGED 4000

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

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

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

**Lecture Hours:** 3

**Lab Hours:** 0

**Credit Hours:** 3

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: appropriate 2999 course. Examines the curricular needs of adolescent (middle and secondary) students and how to develop reliable and valid assessments in order to (1) diagnose those needs, (2) make instructional plans and decisions based on assessment data, and (3) measure students' mastery of learning objectives/outcomes.

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

- Improving student learning outcomes: A thorough understanding of how to design and implement assessments allows candidates in MSRD 6002 to monitor and measure student learning while collecting data to drive future instructional changes and improve practices.
- Adopting current best practice(s) in field: P-12 student learning must serve as the focal point for the design and implementation of clinically-based teacher preparation. MSED 6002 will allow candidates to guide their professional practice to enhance student learning by examining and reflecting upon assessment data.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies: The Georgia Professional Standards Commission notes "[Teacher candidates] have a thorough understanding of assessment. They analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching and learning so that all students learn" as a characteristic of a target-level advanced educator preparation program The assignments and structure of MSED 6002 will allow candidates to meet this GaPSC standard.
- Other: Pilot of proposed course during apprenticeship resulted in improved candidate assessment planning, implementation, and usage to improve practice during student teaching, as evidenced in supervisor observations, performance on course assignments, and candidates'

reflections.

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

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. SOIs: Candidates continue to cite assessment as an area of concern weakness.
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

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

**Data Sources:**

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs, Advisory Board members' feedback
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Unit Assessments, Program Assessments, and the Continuous Improvement Matrix - Key Course Assessments aligned to CAEP and PSC standard
- Other:

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

<b>Approvals:</b>		
Dept. Head:	<i>R. J. M.</i>	Date: 2/6/15
College/Division Exec. Comm.:	<i>D. M.</i>	Date: 2/10/15
Dean/Director:	<i>D. M.</i>	Date: 2/10/15
Graduate Exec. Comm.: (for graduate course):	<i>J. T. J. Ph</i>	Date: 2-26-15
Graduate Dean: (for graduate course):	<i>J. T. J. Ph</i>	Date: 2-26-15
Academic Committee:		Date:

Form last updated: January 6, 2010



**MSED 6002**  
**Assessment for Middle and Secondary Education**  
**3 Semester Hours**

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**Dewar College of Education and Human Services**  
**Valdosta State University**  
**Department of Middle, Secondary, Reading, and Deaf Education**  
**Conceptual Framework: Guiding Principles (DEPOSITS)**  
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

**InTASC Model Core Teacher Standards\***

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

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

## **INSTRUCTOR**

Name:

Office Number: 1031 Dewar College of Education

Telephone Number:

Email Address:

Office Hours

## **REQUIRED TEXTBOOKS**

- ✓ A *LiveText* software account is required. Graduate students should purchase the three-year edition, and it must be purchased online.
- ✓ Burgess, D. (2012). *Teach like a pirate: Increase student engagement, boost your creativity, and transform your life as an educator*. Dave Burgess Consulting: San Diego, CA.
- ✓ A copy of your content standards.

## **COURSE PREREQUISITES**

MGED 2999 or SEED 2999 and SPEC 3000

## **COURSE DESCRIPTION**

**Prerequisite: appropriate 2999 course.** Examines the curricular needs of adolescent (middle and secondary) students and how to develop reliable and valid assessments in order to (1) diagnose those needs, (2) make instructional plans and decisions based on assessment data, and (3) measure students' mastery of learning objectives/outcomes.

## **LEARNING OUTCOMES FOR VSU'S CORE CURRICULUM**

All learning outcomes in the major continue to build upon those in VSU's Core Curriculum listed at <http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml>.

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

Upon completion of this course, the student will be able to:

1. Apply knowledge of appropriate methods of instruction, curriculum, and assessment based upon an understanding of the needs and abilities of middle grades and secondary students. (InTASC Standard 1, 4, 5, 6, 7).
2. Examine the uses data analytics technology to improve planning and instruction (InTASC Standards 6; TL1.2).
3. Identify and apply developmentally and culturally appropriate methods of modifying instruction based on mock data provided from various assessment types to meet diverse needs of students (InTASC Standards 2, 5, 6; AL2.3).
4. Identify and design appropriate alternative, formal, informal, formative and summative assessment strategies. (AL2.1)
5. Use mock data from a variety of assessments to draw conclusions about student learning (InTASC Standards 3, 5, 6, AL 2.2).
6. Demonstrate skills as a reflective practitioner who evaluates choices and seeks opportunities to grow professionally (InTASC Standards 3, 4, 7, 8, 9, 10).
7. Demonstrate how to interpret student records and discuss the legal/social implications of relevant school documentation (InTASC Standards 9, 10; EDL1.1).
8. Write and speak in a professional manner (InTASC Standard 9).

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

A brief description of each assignment is included; however, you will be provided a more detailed description of assignments and rubrics in class. These activities are suggested to meet the objectives; however, additions or substitutions will be allowed for all but Key Course Assessments.

*Research on Assessment and Grading:* You will research one of the provided topics in the area of assessment and/or grading. This paper will be written using APA citations and graduate level quality. (CO 5, 8)

*Weekly Assignments:* Weekly assignments will include, but are not limited to, review and application of textbook information, case study and/or article reviews, class discussions, and

presentations. Guidelines for each assignment will be provided. We will use the *Teach Like a Pirate* text in our weekly assignments. (CO 1, 2, 3, 4, 5, 8)

*Building Assessments:* You will plan and create a variety of assessments for use in one of your content areas. You will write rationales for how to properly use the assessments and emphasis will be placed on design, format, and content. (CO 2, 4, 5, 6, 8)

*Assessment Plan:* Students will develop goals, objectives, lesson plans, formative assessments, and summative assessments for a unit in one of their content areas. Guidelines will be provided. The assessment plan will be entered as an artifact in each student’s electronic portfolio. **AL<sub>20</sub> \*This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.**  
(CO1, 2, 3, 4, 5, 8)

*Use of Data Plan:* You will analyze both student learning and data to determine how to make instructional changes. This task will provide the sub-skills needed to complete edTPA Task 3. **AL<sub>3a</sub>\*This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.** (CO 1, 5, 6, 8, 9)

*Final Exam:* The final exam will be a comprehensive exam. Details regarding the content and format of the exam will be provided. (CO 1, 2, 3, 4, 5, 6, 7, 8, 9)

**COURSE EVALUATION**

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

Assignment	Point Value
Professional Membership	TBD
Professional Organization Website Review	TBD
Research on Assessment and Grading	TBD
Weekly Assignments	TBD
Building Assessments	TBD
Assessment Plan	100
Final Exam	TBD
<b>Total</b>	<b>TBD</b>

NOTE: Final grades will not be “rounded-up”.

Key Program Assessments: *Assessment Plan:* Students will develop goals, objectives, lesson plans, formative assessments, and summative assessments for a unit in one of their content areas.

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Guidelines will be provided. The assessment plan will be entered as an artifact in each student's electronic portfolio. **AL<sub>2a</sub> \*This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.**

(CO1, 2, 3, 4, 5, 8)

**100 Points total**

### **ATTENDANCE POLICY**

When students are compelled for any reason to be absent from class, they should immediately contact the instructor. As per the VSU Undergraduate Bulletin (2012-13), "A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course" (p. 87).

### **PROFESSIONALISM**

The following areas describe the professional expectations for all pre-service students in the Department of Middle, Secondary, Reading, and Deaf Education. A student who does not meet professional expectations is placed on a Professional Improvement Plan. Please see

<http://www.valdosta.edu/colleges/education/deans-office/documents/professional-improvement-plan-11.22.13.doc>

#### *Professionalism - Ethics*

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at <http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>).

Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a student's actions or attitudes are judged to be less than professional appropriate remedial action will be taken.

#### *Professionalism – Dress code*

In this course, classes are held in public schools. **Professional dress code is required.**

#### *Professionalism - Communication*

Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Those individuals whose communication skills (verbal or written) indicate a need for assistance will be referred to the appropriate services on campus.

#### *Professionalism - Assignments*

All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation,

and grammar. In papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted.

### *Professionalism - Diversity*

Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

### *Professionalism - Technology*

As part of our conceptual framework, the College of Education is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses.

### *Statement on Academic Integrity*

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at <http://www.gapsc.com/Professionalpractices/NEthics.asp> ) Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Future teachers should conduct themselves with the professionalism that is required of practicing teachers.

- In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publically available.
- All assignments should be your own original work, not group work. If you use ideas from other sources, you must provide a full citation using **APA style** – name(s) of author(s); date of publication or retrieval date; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment.

### *Description of Academic Dishonesty*

To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

While students are likely to understand plagiarism as stealing someone's words as their own, there are many types of plagiarism.

- **Stealing Verbatim:** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism. **Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.**
- **Use of Professional Resources Without Acknowledgement.** Students may not use published professional resources, including lesson plans, learning activities, or PowerPoint presentations, without citing the source.

- **Misquoting:** If, when composing an assignment, students directly quote a source and cite it, but alter the author's words to strengthen their argument, they have committed plagiarism.
- **Paraphrasing or Summarizing Without Citing:** An allowable practice in academia is for students to take an author's words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author's words, students *must* cite that original source. If they do not cite the original source, they have effectively stolen the original author's idea and have committed plagiarism.
- **Duplicating Publication:** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. The instructors in the Master's Degree Program in Curriculum and Instruction do *not* allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.
- **Duplication of Peer Student Work:** Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student's express consent or knowledge.

**Note: Assignments in this course may be checked electronically for plagiarism.**

By taking this course, you agree that all required course work may be subject to submission for electronic review based on textual similarity.

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

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

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

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

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

#### **FIRST OFFENSE:**

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

#### **SECOND OFFENSE:**

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

**Note: Assignments in this course may be checked electronically for plagiarism.**

By taking this course, you agree that all required course work may be subject to submission for electronic review based on textual similarity.

### **ACCESSIBILITY STATEMENT**

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

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

### **STUDENT SUCCESS CENTER**

The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. The SSC provides free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of their services. Contact: phone number 229-333-7570; email [ssc@valdosta.edu](mailto:ssc@valdosta.edu).

### **STUDENT OPINION OF INSTRUCTION**

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until



after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

### **DIRECTIONS FOR POSTING TO LIVETEXT**

#### ***How To Submit Assignments in LiveText***

**Note:** These directions apply only to assignments visible on your dashboard.

All dashboard submissions should follow a **basic process**:

1. From the Dashboard, click the Begin Assignment button for the assignment you want to submit. *The button will be red.*
2. In Step 2 of 3, under "Have you already created files or LiveText documents for this assignment?," click the Attach Files button.
3. Under the Upload New File tab, click the Browse button.
4. Choose the document you want to submit.
5. Once the document is loaded, click the Attach Selected Files.
6. Once the file is attached, click the Submit Assignment button.
7. Once the assignment is submitted, you will be notified and the submission date will appear. On the Dashboard, an Awaiting Assessment note will appear, and the assignment button will state View Assignment. *The button will be yellow.*

#### **If you have to resubmit your assignment:**

1. From the Dashboard, click the Continue Assignment button for the assignment for which a resubmission request has been made. *The button will be red.*
2. Click the Continue to Step 3 button in the top right corner.
3. In Step 2 of 3, under "Have you already created files or *LiveText* documents for this assignment?," click the Attach Files button.
4. Under the Upload New File tab, click the Browse button.
5. Choose the document you want to submit.
6. Once the document is loaded, click the Attach Selected Files.
7. Once the file is attached, click the Submit Assignment button.
8. Once the assignment is submitted, you will be notified and the submission date will appear. On the Dashboard, an Awaiting Assessment note will appear, and the assignment button will state View Assignment. *The button will be yellow.*

## Teacher Education Dispositions\*

Teacher education dispositions refer to attitudes and beliefs about teaching and learning, and professional conduct and behavior. To assist in understanding dispositions, some of the common professional behaviors and characteristics that will be expected in this class are described more fully below.

**Responsibility:** Is present, punctual and prepared for classes and field experiences; completes assignments on time; is dependable; knows and follows instructor, university and school guidelines and handbooks; exhibits dress and grooming appropriate to setting; is self-directed; accepts responsibility for actions.

**Communication:** Uses appropriate language; demonstrates ability to speak and write clearly; uses Standard English in writing and speaking; demonstrates appropriate listening skills.

**Interpersonal Skills:** Demonstrates courtesy and respect for students, teachers, staff, peers, parents, and members of the community; works collaboratively with others; avoids disparaging and critical remarks; establishes positive rapport and appropriate relationships; shows appropriate sensitivity to all students; is open-minded, supportive and encouraging.

**Classroom Characteristics:** Is positive, enthusiastic, optimistic, patient, fair, empathetic, inquisitive, and resourceful; puts needs of students first; respects individual differences; demonstrates initiative and creativity; is committed to teaching and learning; demonstrates persistence in helping all children succeed; demonstrates awareness and caring attitude toward all students.

**Judgment:** Demonstrates maturity; exhibits self-control; handles stress appropriately; is able to adapt to change; is able to accept and express different points of view in appropriate manner; uses good judgment; accepts responsibility for own actions.

**Ethics:** Is truthful and honest; behaves ethically and legally in interactions with others; maintains confidentiality; respects intellectual property of others by giving credit where due; does not cheat or plagiarize; adheres to policies of university, schools and profession.

**Self-Reflection:** Engages in problem solving and self-evaluation; reflects on decisions made concerning students, teaching methods and subject matter; accepts constructive criticism in a positive manner; uses feedback to make improvements; strives for personal and professional growth.

\*Adapted from Mississippi State University COE

### Dispositions Contract

I have read and understand these professional dispositions and recognize their importance in this class and in the teaching profession.

\_\_\_\_\_  
Your Signature

\_\_\_\_\_  
Your Name – Printed

\_\_\_\_\_  
Date

**Read the Student Contract carefully. After you have read and understood the course expectations, please sign the contract below.**

## Student Contract

I understand that my instructor and departmental faculty will communicate via the course email.

I understand the requirements for this course as detailed in the syllabus and the course outline, including due dates. The course schedule provides information about due dates, which must be followed. No late work will be accepted.

### Communications Skills

Demonstrated mastery of formal Standard English and APA format are required in all aspects of the course. Assignments will be revised until these standards have been met, although points will be deducted each time. Mastery in electronic communication, including review/edit features, how to submit assignments, and how to attach files to emails, is expected. I must monitor course email regularly and inform the instructor of any email problems or changes.

### Participation Policy

I am expected to participate in the activities of the course. This class is part of my professional preparation. Appropriate attitude, demeanor, and diligence are required, will be noted, and will be considered. When I am a peer reviewer, someone is depending on me to provide constructive criticism of their work in a timely manner.

### Academic Integrity

All assignments must represent my original work. Although I am expected to research literature, I must not plagiarize. I will not plagiarize others, nor will I plagiarize myself by using material that I have submitted previously. I will appropriately cite any information from another author.

Candidate's Name \_\_\_\_\_

Candidate's Signature \_\_\_\_\_

Date \_\_\_\_\_

RECEIVED

FEB 09 2015

REQUEST FOR A NEW COURSE  
Valdosta State University

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

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

Department Initiating Request:  
Middle, Secondary, Reading and Deaf  
Education

Faculty Member Requesting:  
Barbara J. Radcliffe

Proposed New Course Prefix & Number:  
(See course description abbreviations in the catalog  
for approved prefixes)  
MSED 6003

Proposed New Course Title:  
Differentiation and Multicultural Education in  
Middle or Secondary Education  
  
Proposed New Course Title Abbreviation:  
(For student transcript, limit to 30 character spaces)  
Differentiated/Cultural Ed

Semester/Year to be Effective:  
Spring 2016

Estimated Frequency of Course Offering:  
Fall

Indicate if Course will be :  Requirement for Major  Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: Appropriate 2999 course. Examines strategies for differentiating content in order to address the unique needs of students, including multiculturalism, social diversity, intellectual diversity, and student choice. Teaching candidates explore how these factors can collectively function toward increasing student engagement and success. Candidates examine varied uses of educational technology and how to utilize these to create individualized and interactive classroom activities.

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

Improving student learning outcomes: Changes in teacher evaluation and initial teacher training policy has a noted focus on differentiation and diversity through multicultural education. Restructuring the program of study and course content for the MAT program is being done in order to target the concepts of differentiation and the use of technology for differentiation in preparation for professional classroom teaching. Diversity in today's classroom requires an understanding of multiculturalism and how to address the various needs, backgrounds and abilities from a strengths based perspective. The integration of differentiation and technology to address a diverse student body is essential to today's teacher.

Adopting current best practice(s) in field: The current teacher evaluation system used in Georgia has a noted focus on differentiation and technology. Restructuring the program of study and course content for the MAT program is being done in order to target the concepts of differentiation and the use of technology for differentiation in preparation for professional classroom teaching

Meeting Mandates of State/Federal/Outside Accrediting Agencies: InTASC Model Core

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Teacher Standards-

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Other: Restructuring of program of study and course content to reflect changes in state initial teacher certification requirements

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

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

Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) edTPA Task 2 portfolio requirements, Clinical field experiences, Teacher Candidate observation instruments

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

**Data Sources:**

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

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Unit Assessments, Program Assessments, and the Continuous Improvement Matrix - Key Course Assessments aligned to CAEP and PSC standards

Other:

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

<b>Approvals:</b>		
Dept. Head:	<i>R. J. [Signature]</i>	Date: 2/6/15
College/Division Exec. Comm.:	<i>[Signature]</i>	Date: 2/11/15
Dean/Director:	<i>[Signature]</i>	Date: 2/11/15
Graduate Exec. Comm.: (for graduate course):	<i>J. T. J. [Signature]</i>	Date: 2-26-15
Graduate Dean: (for graduate course):	<i>J. T. J. [Signature]</i>	Date: 2-26-15
Academic Committee:		Date:

Form last updated: January 6, 2010

**MSED 6003**  
**Differentiation and Multiculturalism for Middle and Secondary**  
**Classrooms**  
**3 Semester Hours**

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**Dewar College of Education and Human Services**  
**Valdosta State University**  
**Department of Middle, Secondary, Reading, and Deaf Education**  
**Conceptual Framework: Guiding Principles (DEPOSITS)**  
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

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

**Equity** Principle: All learners deserve high expectations and support.

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

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

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

**Impact** Principle: Effective practice yields evidence of learning.

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

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

**InTASC Model Core Teacher Standards\***

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

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

## **REQUIRED TEXTBOOKS**

Thousand, J., Villa, R., & Nevin, A. (2007). *Differentiating Instruction: Collaborative Planning and Teaching for Universally Designed Learning*. Thousand Oaks, CA: Corwin.  
ISBN-10: 1412938619

## **COURSE PREREQUISITES**

MGED 2999 or SEED 2999 and SPEC 3000



## COURSE DESCRIPTION

**Prerequisite: appropriate 2999 course.** Examines strategies for differentiating content in order to address the unique needs of students, including multiculturalism, social diversity, intellectual diversity, and student choice. Teaching candidates explore how these factors can collectively function toward increasing student engagement and success. Candidates examine varied uses of educational technology and how to utilize these to create individualized and interactive classroom activities.

## LEARNING OUTCOMES FOR VSU'S CORE CURRICULUM

All learning outcomes in the major continue to build upon those in VSU's Core Curriculum listed at <http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml>.

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

The candidates will:

1. Develop differentiated classroom activities in their content areas based on student diversity of interest and ability. (InTASC 1, 2; DL 2.1, 2.2, 2.3)
2. Design or adapt instructional technology-based classroom activities and assessments with a focus on active student engagement, flexible grouping and student centered learning (InTASC 1, 2, 3, 8; TL 2.1, TL 2.2)
3. Examine issues of multiculturalism, socio-economic and intellectual diversity, and apply the understanding of these issues to the development of classroom activities and lesson plans. (InTASC 1, 2; DL 1.3, DL 2.1, DL 2.2, DL 2.3)
4. Design a classroom activity in which technology is used to communicate with learners in other communities and/or countries (InTASC 3; TL2.3)

## COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

The following descriptions are suggested course activities designed to meet the course objectives. Course instructors have the academic freedom to adapt all course assignments except those noted as Key Course Assessments.

*Research paper on Pedagogical Practices targeting English Language Learners.* The number of English Language learners found in U S classrooms continues to increase. This assignment affords you the opportunity to learn about English language learners and current, evidence based teaching strategies that effectively address their academic and linguistic needs. Thus, a research based, APA formatted, 5 page paper that a) defines English language learners b) presents a minimum of five teaching strategies, pertinent to your area of expertise/concentration area and that effectively address ELLs' academic and linguistic needs will be submitted to fulfill this requirement.

*Technology-based Differentiated Classroom Activity.* Design or adapt an instructional technology-based classroom activity with a focus on active student engagement, flexible grouping and student-centered learning. **TL 2a Technology \*This is a required Key Course Assessment**

**and should not be modified or removed from this course without the approval of the program faculty.**  
(100 points)

*Differentiated Assessment.* Design or adapt an assessment incorporating student choice and varying development levels.

*Project on Differentiation.* You will develop a differentiated instruction project that satisfies three requirements. You will design a a) research paper, b) lesson plan and c) class presentation as part of your project that addresses and incorporates teaching strategies for a diverse student population. The research paper, 4 page-minimum, APA formatted, will address the learning needs of one group of diverse learners. Then, include a content specific lesson plan that includes a) specific evidence-based differentiation strategy focused on the chosen diverse group and b) integrates content specific technology based activity that incorporates student choice, differentiated by content, process, and product. Lastly, you will present the evidence-based differentiation strategy to your peers. The presentation will include the use new teaching technology (e.g., mobi, clickers, cell phones, ipads or BYOD). **DL 2a Diversity \*This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.** (100 points)

*Discussion board post in Blazeview.* Effective teachers are knowledgeable about their students and incorporate teaching strategies that address intellectual and cultural differences. This assignment has been designed to enhance your understanding on student diversity and how such knowledge impacts your instruction. Thus, you watch, observe and examine 5 videos, posted in BV, addressing issues on intellectual, cultural and ethnic diversity. Then, using the BV discussion board, you will create an original post and respond to two classmate's posts. These posts should be thoughtful, academically focused, and grammatically correct.

*Class Participation.* Students are expected to participate in class.

### **COURSE EVALUATION.**

**LATE WORK: NO LATE WORK WILL BE ACCEPTED.** If you are going to miss class and you have an assignment due, it is your responsibility to get it to me. You can do this by sending it by another student or sending it to me via email. Professional ethics, behavior, quality, and timeliness are expected in all products and performances. Given the percentage weights above, final grades will be assigned according to the following scale (**NOTE-A ZERO IN ANY OF THESE CATEGORIES WILL PRECLUDE THE CANDIDATE FROM RECEIVING AN "A" IN THE COURSE**):

*Research Paper and Lesson Plan on Differentiation.* **DL 2a Diversity \*This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.** 100 points

*Technology-based Differentiated Classroom Activity. TL 2a Technology \*This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.* 100 points

### **Grading Scale**

A = 100 – 90    B = 89 – 80    C = 79 – 70    D = 69 – 60    F = 59 – 0

### **ATTENDANCE POLICY**

When students are compelled for any reason to be absent from class, they should immediately contact the instructor. As per the VSU Undergraduate Bulletin (2012-13), “A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course” (p. 87).

### **PROFESSIONALISM**

The following areas describe the professional expectations for all pre-service students in the Department of Middle, Secondary, Reading, and Deaf Education. A student who does not meet professional expectations is placed on a Professional Improvement Plan. Please see

<http://www.valdosta.edu/colleges/education/deans-office/documents/professional-improvement-plan-11.22.13.doc>

#### *Professionalism - Ethics*

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at <http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>).

Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a student's actions or attitudes are judged to be less than professional appropriate remedial action will be taken.

#### *Professionalism – Dress code*

In this course, classes are held in public schools. **Professional dress code is required.**

#### *Professionalism - Communication*

Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Those individuals whose communication skills (verbal or written) indicate a need for assistance will be referred to the appropriate services on campus.

#### *Professionalism - Assignments*

All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted.

### *Professionalism - Diversity*

Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

### *Professionalism - Technology*

As part of our conceptual framework, the College of Education is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses.

### *Statement on Academic Integrity*

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at <http://www.gapsc.com/Professionalpractices/NEthics.asp> ) Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Future teachers should conduct themselves with the professionalism that is required of practicing teachers.

- In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publically available.
- All assignments should be your own original work, not group work. If you use ideas from other sources, you must provide a full citation using APA style – name(s) of author(s); date of publication or retrieval date; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment.

### *Description of Academic Dishonesty*

To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

While students are likely to understand plagiarism as stealing someone's words as their own, there are many types of plagiarism.

- **Stealing Verbatim:** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism. **Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.**

- **Use of Professional Resources Without Acknowledgement.** Students may not use published professional resources, including lesson plans, learning activities, or PowerPoint presentations, without citing the source.
- **Misquoting:** If, when composing an assignment, students directly quote a source and cite it, but alter the author's words to strengthen their argument, they have committed plagiarism.
- **Paraphrasing or Summarizing Without Citing:** An allowable practice in academia is for students to take an author's words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author's words, students *must* cite that original source. If they do not cite the original source, they have effectively stolen the original author's idea and have committed plagiarism.
- **Duplicating Publication:** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. The instructors in the Master's Degree Program in Curriculum and Instruction do *not* allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.
- **Duplication of Peer Student Work:** Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student's express consent or knowledge.

**Note: Assignments in this course may be checked electronically for plagiarism.**

By taking this course, you agree that all required course work may be subject to submission for electronic review based on textual similarity.

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

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

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

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

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

#### **FIRST OFFENSE:**

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).

2. The faculty member will complete a Dewar College of Education Concern Form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

#### SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

**Note: Assignments in this course may be checked electronically for plagiarism.**

By taking this course, you agree that all required course work may be subject to submission for electronic review based on textual similarity.

#### ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

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

#### STUDENT SUCCESS CENTER

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

encourage students to make use of their services. Contact: phone number 229-333-7570; email [ssc@valdosta.edu](mailto:ssc@valdosta.edu).

### **STUDENT OPINION OF INSTRUCTION**

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

### **DIRECTIONS FOR USING LIVETEXT**

#### **How To Submit Portfolio Assignments in LiveText**

Note: These directions apply only to assignments visible on your dashboard AND required as part of your portfolio. The list of portfolio artifacts required for your program of study is available at <http://www.valdosta.edu/coe/sec/studentresources.shtml>

Note: Lesson Plans assessed after supervisors have observed in the field in MGED 4620, MGED 4790, MSED 7021, MSED 7041, MSED 7005, and MSED 7006 are **not** included in your portfolio. Follow separate directions for submitting these lesson plans for your university supervisor to assess.

All portfolio submissions should follow a **basic process**:

1. Load your assignment into the appropriate page of your portfolio.
2. Complete the four-part description of your artifact, explaining how it provides evidence that you have met COE's Conceptual Framework Standards.
3. Hide all pages except the current assignment.
4. Submit the portfolio (single page visible).

#### **Directions for submission:**

**First, you need to edit your portfolio to include the new assignment**

1. Click on **Documents** tab
2. Open your portfolio
3. Open the page for the current assignment under the *Table of Contents*
4. Click the "Edit" button of the Description and Rationale section
5. Complete the four-part description of your assignment as a portfolio artifact. Narrative in the last three sections should consist of a substantive paragraph.
  - a. The **Description** section can be very brief.
  - b. In the **Rationale** section, explain how the assignment provides evidence that you meet selected indicators for the standard. Each of the standards with indicators is included as a separate page within your portfolio.

- c. In the **Impact** section, describe how the skills or knowledge you learned from this assignment will impact your students' learning.
- d. In the **Reflection** section, describe what you have learned from the process of completing this artifact and how it will influence your professional practice.
6. Towards the bottom there is a File Attachment(s) section, click "Edit"
7. Select "Upload New File," click Choose File, and browse for your file on your computer
8. After the file loads, Click "Save & Finish"

**Then, you hide all pages except the current assignment**

The assessor should see only the single page of your portfolio.

9. Select **Manage Pages**.
10. Click on the box next to **Title** to select all pages.
11. Click on the box next to the current artifact page to unselect it.
12. Select **Hide Pages: Save and Finish**.
13. Note: Don't forget to unhide pages after you have submitted your assignment so you don't panic next time you open your portfolio.

**Then, you need to submit the portfolio:**

14. Near the top of the screen, select the **Dashboard** tab
  15. Find the assignment and click on the corresponding **Begin Assignment** button
  16. On the Assignment page, click on the **Attach Files** button. (Note that you will not be able to submit until you have attached at least one file.)
  17. Click on the **LiveText Documents** tab to find your portfolio. **Do not click on Browse.**
  18. Click "Attach Selected Files"
  19. Type any optional comments you wish to send to the instructor and click **Submit Assignment** when you are finished.
- A confirmation that your assessment has been successfully submitted will appear and the assignment status on your dashboard will change to Awaiting Assessment.
  - Each submission is saved as a snapshot of what you sent. Any further changes you make to your portfolio will not affect what you have already submitted.
  - If you do not submit your assignment correctly, Your instructor will send it back to you for resubmission.

**If you have to resubmit your assignment:**

20. Find the problem and fix any problems with your portfolio. See comments from your instructor. There are two common problems:
  - a. Submitting the assignment and not the portfolio (see #17 above).
  - b. Not hiding pages of your portfolio other than the current assignment page (see #9-13 above). Check that only one page is visible.
21. From your **Dashboard** tab, find the relevant assignment and click on **Continue Assignment**. This allows you to see previous submissions and messages from your instructor.



22. Click on **Continue to Step 3** in the top right corner.
23. Remove any of the previous attachments by clicking in the red "X" button next to each file.
24. Under **Step 2 of 3**, you will see "Have you already created files of LiveText documents for this assignment?" Click on **Attach files**, then follow directions 17-19 above.

### **Directions for Other LiveText Tasks**

The following directions should be provided to individual students on an as-needed basis.

#### **How to Add Artifact Pages to Your Portfolio**

Sometimes, you need to add an additional artifact page to your portfolio. For instance, you may take a course as an elective and you do not have the appropriate page to upload an assignment. The easiest way to add a page to your portfolio is to copy an existing portfolio page, rename it, and then move it to the appropriate place.

1. From **Documents**, open your portfolio.
2. Select **Manage Pages**.
3. Click in the box to select **Artifact Page for Copying** (at the bottom of the page list). If you created your portfolio before summer 2011, you will not have a page with that title. Instead, select any unused artifact page. **>Copy**.
4. Click in the box next to the copied page (at the very bottom of the page list). **>Edit Titles**.
5. Type the name for the assignment, using naming convention similar to other artifact pages.
6. Click on **Page Order**. Highlight the new page. Use the arrows to move the new page to the correct location under the appropriate Standard.
7. **Save & Finish**.

#### **INSTRUCTOR**

Name:

Office Number: 1031 Dewar College of Education

Telephone Number:

Email Address:

Office Hours:

## Teacher Education Dispositions\*

Teacher education dispositions refer to attitudes and beliefs about teaching and learning, and professional conduct and behavior. To assist in understanding dispositions, some of the common professional behaviors and characteristics that will be expected in this class are described more fully below.

**Responsibility:** Is present, punctual and prepared for classes and field experiences; completes assignments on time; is dependable; knows and follows instructor, university and school guidelines and handbooks; exhibits dress and grooming appropriate to setting; is self-directed; accepts responsibility for actions.

**Communication:** Uses appropriate language; demonstrates ability to speak and write clearly; uses Standard English in writing and speaking; demonstrates appropriate listening skills.

**Interpersonal Skills:** Demonstrates courtesy and respect for students, teachers, staff, peers, parents, and members of the community; works collaboratively with others; avoids disparaging and critical remarks; establishes positive rapport and appropriate relationships; shows appropriate sensitivity to all students; is open-minded, supportive and encouraging.

**Classroom Characteristics:** Is positive, enthusiastic, optimistic, patient, fair, empathetic, inquisitive, and resourceful; puts needs of students first; respects individual differences; demonstrates initiative and creativity; is committed to teaching and learning; demonstrates persistence in helping all children succeed; demonstrates awareness and caring attitude toward all students.

**Judgment:** Demonstrates maturity; exhibits self-control; handles stress appropriately; is able to adapt to change; is able to accept and express different points of view in appropriate manner; uses good judgment; accepts responsibility for own actions.

**Ethics:** Is truthful and honest; behaves ethically and legally in interactions with others; maintains confidentiality; respects intellectual property of others by giving credit where due; does not cheat or plagiarize; adheres to policies of university, schools and profession.

**Self-Reflection:** Engages in problem solving and self-evaluation; reflects on decisions made concerning students, teaching methods and subject matter; accepts constructive criticism in a positive manner; uses feedback to make improvements; strives for personal and professional growth.

\*Adapted from Mississippi State University COE

### Dispositions Contract

I have read and understand these professional dispositions and recognize their importance in this class and in the teaching profession.

\_\_\_\_\_  
Your Signature

\_\_\_\_\_  
Your Name – Printed

\_\_\_\_\_  
Date

**Read the Student Contract carefully. After you have read and understood the course expectations, please sign the contract below.**

### **Student Contract**

I understand that my instructor and departmental faculty will communicate via the course email.

I understand the requirements for this course as detailed in the syllabus and the course outline, including due dates. The course schedule provides information about due dates, which must be followed. No late work will be accepted.

### **Communications Skills**

Demonstrated mastery of formal Standard English and APA format are required in all aspects of the course. Assignments will be revised until these standards have been met, although points will be deducted each time. Mastery in electronic communication, including review/edit features, how to submit assignments, and how to attach files to emails, is expected. I must monitor course email regularly and inform the instructor of any email problems or changes.

### **Participation Policy**

I am expected to participate in the activities of the course. This class is part of my professional preparation. Appropriate attitude, demeanor, and diligence are required, will be noted, and will be considered. When I am a peer reviewer, someone is depending on me to provide constructive criticism of their work in a timely manner.

### **Academic Integrity**

All assignments must represent my original work. Although I am expected to research literature, I must not plagiarize. I will not plagiarize others, nor will I plagiarize myself by using material that I have submitted previously. I will appropriately cite any information from another author.

Candidate's Name \_\_\_\_\_

Candidate's Signature \_\_\_\_\_

Date \_\_\_\_\_

360

RECEIVED

REQUEST FOR A NEW COURSE  
Valdosta State University

FEB 09 2015

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

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

Department Initiating Request:  
Middle, Secondary, Reading and Deaf  
Education

Faculty Member Requesting:  
Barbara J. Radcliffe

Proposed New Course Prefix & Number:  
(See course description abbreviations in the catalog  
for approved prefixes)  
MSED 6004

Proposed New Course Title:  
Content Area Literacy for Middle and  
Secondary Teachers  
  
Proposed New Course Title Abbreviation:  
(For student transcript, limit to 30 character spaces)  
Content Area Literacy MSED

Semester/Year to be Effective:  
Spring 2016

Estimated Frequency of Course Offering:  
Summer

Indicate if Course will be :  Requirement for Major  Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: Appropriate 2999 course. Examine concepts and theories of "literacy" together with methods for utilizing reading and writing across content areas to meet the needs of a diverse student population. Candidates explore the use of digital technology in creating meaningful and engaging classroom activities that meet the literacy needs of their middle and secondary students.

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

Improving student learning outcomes: Restructuring the course content for the MAT program is being done to target concepts of literacy in the content areas, digital literacy strategies and literacy to engage diverse student abilities and interests

Adopting current best practice(s) in field: Current state curriculum standards in middle and secondary education has a noted focus on literacy, reading and writing across the content areas.

Meeting Mandates of State/Federal/Outside Accrediting Agencies: InTASC Model Core Teacher Standards-

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

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Other: Restructuring of program of study and course content to reflect current state content area curricular standards.

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

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

Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) edTPA Tasks 1, 2, 3; portfolio requirements, Clinical/field experiences, Teacher Candidate observation instruments

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




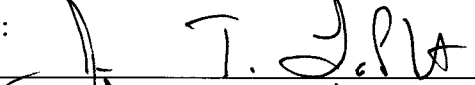

**Data Sources:**

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

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Unit Assessments, Program Assessments, and the Continuous Improvement Matrix - Key Course Assessments aligned to CAEP and PSC standards

Other:

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

Approvals:		
Dept. Head:		Date: 2/6/15
College/Division Exec. Comm.:		Date: 2/11/15
Dean/Director:		Date: 2/16/15
Graduate Exec. Comm.: (for graduate course):	 T. J. P. A.	Date: 2-26-15
Graduate Dean: (for graduate course):	 T. J. P. A.	Date: 2-26-15
Academic Committee:		Date:

Form last updated: January 6, 2010

**MSED 6004**  
**Content Area Literacy for Middle and Secondary Teachers**  
**3 Semester Hours**

.....

**Dewar College of Education and Human Services**  
**Valdosta State University**  
**Department of Middle, Secondary, Reading, and Deaf Education**  
**Conceptual Framework: Guiding Principles (DEPOSITS)**  
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

### **InTASC Model Core Teacher Standards\***

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

*Positively Impacting Learning Through Evidence-Based Practices*

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

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

## **INSTRUCTOR**

Name:

Office Number:

Telephone Number: 229 333-5611 (dept. office)

Email Address:

Office Hours:

## **COURSE PREREQUISITES**

MGED 2999 or SEED 2999

## **COURSE DESCRIPTION**

**Prerequisites: appropriate 2999 course.** Examine concepts and theories of "literacy" together with methods for utilizing reading and writing across content areas to meet the needs of a diverse student population. Candidates explore the use of digital technology in creating meaningful and engaging classroom activities that meet the literacy needs of their middle and secondary students.



## **LEARNING OUTCOMES FOR VSU'S CORE CURRICULUM**

All learning outcomes in the major continue to build upon those in VSU's Core Curriculum listed at <http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml>.

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

The candidates will be able:

1. Identify content area textbooks and other reading materials appropriate for the students' instructional levels. (InTASC 4, 5, 7)
2. Make adjustments in materials, grouping, instruction, and assignments to allow for individual differences in students' reading and writing abilities. (InTASC 2, 5, 7 DL2.2)
3. Build readiness for reading and writing by activating and enhancing the students' background knowledge. (InTASC 1, 4, 5)
4. Recognize basic ways of organizing content area classroom instruction. (Standards 7, 8)
5. Identify principles of motivation and activities that would be effective in motivating students to read and write in content area classrooms. (InTASC 1, 2, 3)
6. Identify key vocabulary for a reading assignment, describe how you will teach these words, and develop activities to reinforce the vocabulary. (InTASC 4, 8 CPL 2.2)
7. Explain different ways to establish purposes for reading and writing and identify activities that lead students to independently establish their own purposes for reading and writing. (InTASC 4,5,7,8)
8. Define metacognition and identify activities that can be used to develop strategic readers. (InTASC 1, 5, 8,)
9. Develop reading and writing strategies to build comprehension. (InTASC 8)
10. Identify study skills, systems, and procedures which are useful in particular subject areas. (InTASC 4, 5, 6)
11. Engage students in cooperative learning activities that actively involve them in thinking about the content of their subject areas. (InTASC 8, 10)
12. Utilize library and Internet resources to locate materials to accommodate individual differences and enrich content area reading assignments. (InTASC 4, 5, 8; TL 2.2)
13. Design or adapt assessment methods and materials that indicate student progress in reading and writing abilities. (InTASC 6 AL2.1)

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

The following descriptions are suggested course activities designed to meet the course objectives. Course instructors have the academic freedom to adapt all course assignments except those noted as Key Course Assessments.

**Class Participation: In-Class Strategies and/or quizzes.** It is expected that all students come to each class session prepared and equipped to learn. Each week we will complete in-class writing

and reading assignments. This will be part of the class participation grade. Absences will impact the class participation grade.

(CO: 1-13).

**Reading Strategies (Content) unit.** Each student will submit all components of a content unit with appropriate reading and writing strategies developed for that content. Specific sections will be due according to the class calendar schedule. (CO: 1-13)

- a. A readability analysis of text
- b. All GPS/CCGPS/CCSS standards addressed in the unit
- c. Three before reading /writing strategies
- d. Three during reading /writing strategies
- e. Three after reading /writing strategies
- f. One vocabulary activity connected to the unit vocabulary
- g. One writing activity connected to the unit content
- h. One performance based assessment with a rubric
- i. An annotated bibliography of 10 trade books that could be used with unit
- j. A list of 5 or more websites and/or media/community resources with annotated description that could be used for unit.
- k. How the work connects to prior learning, everyday life, and other content areas.

**Each part of the content unit will be introduced with a description, rationale/ GPS/CCGPS standard connection, and application or directions for each part.** Format for Strategies: (The following information should be included for each of the strategies you will use in your content unit. The actual lay out on the page can be different, but all the information must be included.)

Your name:

Unit Name/Topic:

Grade Level and Standards addressed

To be used: Before Reading, During Reading, After Reading, Vocabulary, Writing, etc.

Strategy Name:

Rationale for selecting this strategy (narrative):

Process for using strategy (narrative):

Describe how you will introduce it

What you expect students to do

What kind of grouping (if any) will you use

How will you evaluate it

*(Think: The Who, The What, The When, The How, and The Why would you use this particular reading strategy)*

Describe connections (narrative):

**Literature circle.** Students will select an adolescent fiction book and form a group to read and discuss the selected book. Each circle will meet regularly (a minimum of 4 times) to discuss pre-determined sections of the book. Students will keep a record that authenticates their participation in the assignment. A rubric for the assignment is available in Live Text and more information will be provided in class. (CO: 1, 2, 5, 6, 7, 9, 11, 13)

**Literature Circle Presentation.** Each circle will design and present information about the book and author in the form of a PowerPoint or Prezi. It is expected that students will locate

information about the author and book through various sources, including the Internet. (CO: 6, 7, 11, 12)

Things to consider when participating in the Literature Circle:

- a. Four or five students per group are required (if applicable to class size).
- b. Forms are required for all circle meetings.
- c. Consult the Internet for ideas and information about literature circles. There is an abundance of information for those seeking assistance.
- d. Time in class will be given provided the scheduled topics have been covered. In other words, this assignment will definitely require outside work, a total of five meetings, plus meeting to design the presentation.
- e. If a circle member is not “pulling his/her weight”, it is the responsibility of the other members to talk with the person; if that does not solve the problem, then the matter should be brought to the attention of the instructor. NOTE: If a person is removed from a literature for non-participation, (s)he forfeits all points for this assignment.

4. **Content Literacy Research.** Students will select one of the provided topics in the area of content literacy to research. Five sources will be used at a minimum. The paper must follow APA style of research and writing.

### **REQUIRED TEXTBOOKS**

The following texts represent suggestions to the instructor of the course:

1. Fisher, D., Brozo, W.G., Frey, N. Gay, I. (2011). *50 Instructional Routines to Develop Content Literacy*. Pearson-Merrill Prentice Hall. 2<sup>nd</sup> edition.
2. Literature Circle Text – you will only purchase one. You will make a choice from text presented in class.
3. Access to a middle grade or secondary level textbook from one of your content areas.
4. Gunning, T.G. (2010). *Creating Literacy Instruction for all students in grades 4-8*. Allyn and Bacon. 7<sup>th</sup> edition.
5. Live Text
6. CCGPS/GPS content area standards

### **COURSE EVALUATION.**

**LATE WORK: NO LATE WORK WILL BE ACCEPTED.** If you are going to miss class and you have an assignment due, it is your responsibility to get it to me. You can do this by sending it by another student or sending it to me via email. Professional ethics, behavior, quality, and timeliness are expected in all products and performances. Given the percentage weights above, final grades will be assigned according to the following scale (**NOTE-A ZERO IN ANY OF THESE CATEGORIES WILL PRECLUDE THE CANDIDATE FROM RECEIVING AN “A” IN THE COURSE**):

### **Assessment/Evaluation**

**No Key Program Assessments are designated for this course**

**Grading Scale**

A = 100 - 90            D = 69 - 60  
B = 89 - 80            F = 59 - 0  
C = 79 - 70

**ATTENDANCE POLICY**

When students are compelled for any reason to be absent from class, they should immediately contact the instructor. As per the VSU Undergraduate Bulletin (2012-13), “A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course” (p. 87).

**PROFESSIONALISM**

The following areas describe the professional expectations for all pre-service students in the Department of Middle, Secondary, Reading, and Deaf Education. A student who does not meet professional expectations is placed on a Professional Improvement Plan. Please see

<http://www.valdosta.edu/colleges/education/deans-office/documents/professional-improvement-plan-11.22.13.doc>

*Professionalism - Ethics*

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at <http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>).

Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a student’s actions or attitudes are judged to be less than professional appropriate remedial action will be taken.

*Professionalism – Dress code*

In this course, classes are held in public schools. **Professional dress code is required.**

*Professionalism - Communication*

Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Those individuals whose communication skills (verbal or written) indicate a need for assistance will be referred to the appropriate services on campus.

*Professionalism - Assignments*

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All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted.

### *Professionalism - Diversity*

Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

### *Professionalism - Technology*

As part of our conceptual framework, the College of Education is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses.

### *Statement on Academic Integrity*

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at <http://www.gapsc.com/Professionalpractices/NEthics.asp> ) Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Future teachers should conduct themselves with the professionalism that is required of practicing teachers.

- In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publically available.
- All assignments should be your own original work, not group work. If you use ideas from other sources, you must provide a full citation using APA style – name(s) of author(s); date of publication or retrieval date; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment.

### *Description of Academic Dishonesty*

To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

While students are likely to understand plagiarism as stealing someone's words as their own, there are many types of plagiarism.

- **Stealing Verbatim:** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism. **Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.**

- **Use of Professional Resources Without Acknowledgement.** Students may not use published professional resources, including lesson plans, learning activities, or PowerPoint presentations, without citing the source.
- **Misquoting:** If, when composing an assignment, students directly quote a source and cite it, but alter the author's words to strengthen their argument, they have committed plagiarism.
- **Paraphrasing or Summarizing Without Citing:** An allowable practice in academia is for students to take an author's words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author's words, students *must* cite that original source. If they do not cite the original source, they have effectively stolen the original author's idea and have committed plagiarism.
- **Duplicating Publication:** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. The instructors in the Master's Degree Program in Curriculum and Instruction do *not* allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.
- **Duplication of Peer Student Work:** Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student's express consent or knowledge.

**Note: Assignments in this course may be checked electronically for plagiarism.**

By taking this course, you agree that all required course work may be subject to submission for electronic review based on textual similarity.

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

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

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

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

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

#### **FIRST OFFENSE:**

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

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

#### SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

**Note: Assignments in this course may be checked electronically for plagiarism.**

By taking this course, you agree that all required course work may be subject to submission for electronic review based on textual similarity.

#### ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

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

#### STUDENT SUCCESS CENTER

The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. The SSC provides free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of their services. Contact: phone number 229-333-7570; email [ssc@valdosta.edu](mailto:ssc@valdosta.edu).

#### STUDENT OPINION OF INSTRUCTION

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

### **DIRECTIONS FOR POSTING TO LIVETEXT**

#### ***How To Submit Assignments in LiveText***

Note: These directions apply only to assignments visible on your dashboard.

All dashboard submissions should follow a **basic process**:

1. From the Dashboard, click the Begin Assignment button for the assignment you want to submit. *The button will be red.*
2. In Step 2 of 3, under "Have you already created files or LiveText documents for this assignment?," click the Attach Files button.
3. Under the Upload New File tab, click the Browse button.
4. Choose the document you want to submit.
5. Once the document is loaded, click the Attach Selected Files.
6. Once the file is attached, click the Submit Assignment button.
7. Once the assignment is submitted, you will be notified and the submission date will appear. On the Dashboard, an Awaiting Assessment note will appear, and the assignment button will state View Assignment. *The button will be yellow.*

#### **If you have to resubmit your assignment:**

1. From the Dashboard, click the Continue Assignment button for the assignment for which a resubmission request has been made. *The button will be red.*
2. Click the Continue to Step 3 button in the top right corner.
3. In Step 2 of 3, under "Have you already created files or *LiveText* documents for this assignment?," click the Attach Files button.
4. Under the Upload New File tab, click the Browse button.
5. Choose the document you want to submit.
6. Once the document is loaded, click the Attach Selected Files.
7. Once the file is attached, click the Submit Assignment button.
8. Once the assignment is submitted, you will be notified and the submission date will appear. On the Dashboard, an Awaiting Assessment note will appear, and the assignment button will state View Assignment. *The button will be yellow.*



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## Teacher Education Dispositions\*

Teacher education dispositions refer to attitudes and beliefs about teaching and learning, and professional conduct and behavior. To assist in understanding dispositions, some of the common professional behaviors and characteristics that will be expected in this class are described more fully below.

**Responsibility:** Is present, punctual and prepared for classes and field experiences; completes assignments on time; is dependable; knows and follows instructor, university and school guidelines and handbooks; exhibits dress and grooming appropriate to setting; is self-directed; accepts responsibility for actions.

**Communication:** Uses appropriate language; demonstrates ability to speak and write clearly; uses Standard English in writing and speaking; demonstrates appropriate listening skills.

**Interpersonal Skills:** Demonstrates courtesy and respect for students, teachers, staff, peers, parents, and members of the community; works collaboratively with others; avoids disparaging and critical remarks; establishes positive rapport and appropriate relationships; shows appropriate sensitivity to all students; is open-minded, supportive and encouraging.

**Classroom Characteristics:** Is positive, enthusiastic, optimistic, patient, fair, empathetic, inquisitive, and resourceful; puts needs of students first; respects individual differences; demonstrates initiative and creativity; is committed to teaching and learning; demonstrates persistence in helping all children succeed; demonstrates awareness and caring attitude toward all students.

**Judgment:** Demonstrates maturity; exhibits self-control; handles stress appropriately; is able to adapt to change; is able to accept and express different points of view in appropriate manner; uses good judgment; accepts responsibility for own actions.

**Ethics:** Is truthful and honest; behaves ethically and legally in interactions with others; maintains confidentiality; respects intellectual property of others by giving credit where due; does not cheat or plagiarize; adheres to policies of university, schools and profession.

**Self-Reflection:** Engages in problem solving and self-evaluation; reflects on decisions made concerning students, teaching methods and subject matter; accepts constructive criticism in a positive manner; uses feedback to make improvements; strives for personal and professional growth.

\*Adapted from Mississippi State University COE

### Dispositions Contract

I have read and understand these professional dispositions and recognize their importance in this class and in the teaching profession.

\_\_\_\_\_  
Your Signature

\_\_\_\_\_  
Your Name – Printed

\_\_\_\_\_  
Date

**Read the Student Contract carefully. After you have read and understood the course expectations, please sign the contract below.**

## Student Contract

I understand that my instructor and departmental faculty will communicate via the course email.

I understand the requirements for this course as detailed in the syllabus and the course outline, including due dates. The course schedule provides information about due dates, which must be followed. No late work will be accepted.

### Communications Skills

Demonstrated mastery of formal Standard English and APA format are required in all aspects of the course. Assignments will be revised until these standards have been met, although points will be deducted each time. Mastery in electronic communication, including review/edit features, how to submit assignments, and how to attach files to emails, is expected. I must monitor course email regularly and inform the instructor of any email problems or changes.

### Participation Policy

I am expected to participate in the activities of the course. This class is part of my professional preparation. Appropriate attitude, demeanor, and diligence are required, will be noted, and will be considered. When I am a peer reviewer, someone is depending on me to provide constructive criticism of their work in a timely manner.

### Academic Integrity

All assignments must represent my original work. Although I am expected to research literature, I must not plagiarize. I will not plagiarize others, nor will I plagiarize myself by using material that I have submitted previously. I will appropriately cite any information from another author.

Candidate's Name \_\_\_\_\_

Candidate's Signature \_\_\_\_\_

Date \_\_\_\_\_

**RECEIVED****REQUEST FOR A NEW COURSE**

Valdosta State University

FEB 09 2015

**Date of Submission:** 11/11/2014 (mm/dd/yyyy)VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL**Department Initiating Request:**  
Middle, Secondary, Reading and Deaf  
Education**Faculty Member Requesting:**  
Barbara J. Radcliffe**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog  
for approved prefixes)  
MSED 6005**Proposed New Course Title:**  
Educational Philosophy, Law and Ethics**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
Philosophy, Law, Ethics MSED**Semester/Year to be Effective:**  
Spring 2016**Estimated Frequency of Course Offering:**  
Fall/Spring**Indicate if Course will be :**  Requirement for Major  Elective**Lecture Hours:** 3**Lab Hours:** 0**Credit Hours:** 3**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: appropriate 2999 course. Advanced study of philosophies, current issues, ethics and law related to American public education. Candidates examine major policies and court cases in education; educator codes of ethics; major philosophies and theories of learning in education; and the impact of social, political and economic issues on contemporary public education.**Justification:** Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data. Improving student learning outcomes: Current teacher evaluation system TKES has a noted focus on teacher ethics, and an understanding of theories of learning. Restructuring the program of study and course content for the MAT program is being done to target major philosophical fields of thought in education, understanding of theories of learning and learner development, and examination of teacher ethical and legal practice and professionalism Adopting current best practice(s) in field: Current state curriculum standards in middle and secondary education has a noted focus on literacy, reading and writing across the content areas. Restructuring the program of study and course content for the MAT program is being done to target concepts of literacy in the content areas, digital literacy strategies and literacy to engage diverse student abilities and interests Meeting Mandates of State/Federal/Outside Accrediting Agencies: InTASC Model Core Teacher Standards

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements

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community), and adapts practice to meet the needs of each learner.

Other: Reducing redundancy in new program of study and course content in the MAT program

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

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

Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Program key assessments

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

**Data Sources:**

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

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Unit Assessments, Program Assessments, and the Continuous Improvement Matrix - Key Course Assessments aligned to CAEP and PSC standards. Specific assignments include candidate teaching philosophy, ethics project, and education law research paper

Other:

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

Approvals:		
Dept. Head:	<i>[Signature]</i>	Date: 2/6/15
College/Division Exec. Comm.:	<i>[Signature]</i>	Date: 2/10/15
Dean/Director:	<i>[Signature]</i>	Date: 2/10/15
Graduate Exec. Comm.: (for graduate course):	<i>[Signature]</i> T. J. P.	Date: 2-26-15
Graduate Dean: (for graduate course):	<i>[Signature]</i> T. J. P.	Date: 2-26-15
Academic Committee:		Date:

Form last updated: January 6, 2010

**MSED 6005**  
**Educational Foundations of Philosophy, Law and Ethics**  
**3 Semester Hours**

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**Dewar College of Education and Human Services**  
**Valdosta State University**  
**Department of Middle, Secondary, Reading, and Deaf Education**  
**Conceptual Framework: Guiding Principles (DEPOSITS)**  
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

### **InTASC Model Core Teacher Standards\***

Standard #1: Learner Development. The teacher understands how learners grow and develop; recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

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

## **INSTRUCTOR**

### **COURSE PREREQUISITES:**

MGED 2999 or SEED 2999

### **COURSE DESCRIPTION**

**Prerequisite: appropriate 2999 course.** Advanced study of philosophies, current issues, ethics and law related to American public education. Candidates examine major policies and court cases in education, educator codes of ethics, major philosophies and theories of learning in education, current social, political and



economic issues and their impact on contemporary public education.

### **REQUIRED TEXTBOOKS**

Gutek, G. (2013). *Philosophical, Ideological, and Theoretical Perspectives on Education*. (2<sup>nd</sup> ed.). Pearson. ISBN-10: **0132852381** | ISBN-13: **978-0132852388**

A *LiveText* software account is required and it may be purchased at the bookstore or online.

### **LEARNING OUTCOMES FOR VSU'S CORE CURRICULUM**

All learning outcomes in the major continue to build upon those in VSU's Core Curriculum listed at <http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml>.

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

Numbers in parentheses following objectives refer to College of Education Conceptual Framework Standards.

By the end of this course, candidates should demonstrate the following competencies:

1. Examine a variety of learning theories and philosophical frameworks in the field of education (InTASC Standards 1, 2, 3, DL 1.3)
2. Describe the changes in contemporary American public education and the role of policy and important court cases in these changes (InTASC Standard 9, EDL 1.1)
3. Explore the Georgia Teacher Code of Ethics (InTASC Standard 9, EDL 1.1)
4. Develop a personal philosophy of education which includes ethical considerations and philosophical conceptualizations of learning (InTASC Standards 1, 2, 9, DL 1.2, EDL 2.1)
5. Examine issues of multiculturalism and social justice in American public education (InTASC Standards 1,2, 9; DL 1.3)
6. Understand the complex role of social, economic and political issues in education (InTASC Standards 1, 2, 9, 10)
7. Analyze a current issue in educational policy and practice (InTASC Standard 9, 10, EDL 2.1)

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

The following descriptions are suggested course activities designed to meet the course objectives. Course instructors have the academic freedom to adapt all course assignments except those noted as Key Course Assessments.

1. **Professional Literature Review: Case Studies & Article Analysis** Specific case studies and readings will be assigned which focus on the framework for legal and ethical decision making, church-state relations, legal constructs and their implications for schools, legal

problems and law and policy issues, students' rights and responsibilities, teachers' rights and responsibilities, IDEIA, NCLB and Section 504.

2. **Legal Research Paper** Each student will write a 5-page double spaced researched paper on educational law and ethics (Key Assessment for CAEP Continuous Improvement EDL 2a in Ethics and Dispositions). This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.
3. **Educational Philosophy** Each student will develop an educational philosophy based educational philosophies, learning theories, and ethical considerations.

### COURSE EVALUATION.

**LATE WORK: NO LATE WORK WILL BE ACCEPTED.** If you are going to miss class and you have an assignment due, it is your responsibility to get it to me. You can do this by sending it by another student or sending it to me via email. Professional ethics, behavior, quality, and timeliness are expected in all products and performances. Given the percentage weights above, final grades will be assigned according to the following scale (**NOTE-A ZERO IN ANY OF THESE CATEGORIES WILL PRECLUDE THE CANDIDATE FROM RECEIVING AN "A" IN THE COURSE**):

#### **Assessment/Evaluation**

**Legal Research Paper** Each student will write a 5-page double spaced researched paper on educational law and ethics (Key Assessment for CAEP Continuous Improvement KA 2 in Ethics and Dispositions). This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.

100 points

**Educational Philosophy** Each student will develop an educational philosophy based educational philosophies, learning theories, and ethical considerations

#### **Grading Scale**

A = 100 - 90	D = 69 - 60
B = 89 - 80	F = 59 - 0
C = 79 - 70	

### ATTENDANCE POLICY

When students are compelled for any reason to be absent from class, they should immediately contact the instructor. As per the VSU Undergraduate Bulletin (2012-13), "A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course" (p. 87).

### PROFESSIONALISM

The following areas describe the professional expectations for all pre-service students in the Department of Middle, Secondary, Reading, and Deaf Education. A student who does not meet professional expectations is placed on a Professional Improvement Plan. Please see

<http://www.valdosta.edu/colleges/education/deans-office/documents/professional-improvement-plan-11.22.13.doc>

#### *Professionalism - Ethics*

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at <http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>).

Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a student's actions or attitudes are judged to be less than professional appropriate remedial action will be taken.

#### *Professionalism – Dress code*

**Professional dress code is required.**

#### *Professionalism - Communication*

Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Those individuals whose communication skills (verbal or written) indicate a need for assistance will be referred to the appropriate services on campus.

#### *Professionalism - Assignments*

All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted.

#### *Professionalism - Diversity*

Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

#### *Professionalism - Technology*

As part of our conceptual framework, the College of Education is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses.

### *Statement on Academic Integrity*

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at <http://www.gapsc.com/Professionalpractices/NEthics.asp> ) Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Future teachers should conduct themselves with the professionalism that is required of practicing teachers.

- In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publically available.
- All assignments should be your own original work, not group work. If you use ideas from other sources, you must provide a full citation using APA style – name(s) of author(s); date of publication or retrieval date; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment.

### *Description of Academic Dishonesty*

To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

While students are likely to understand plagiarism as stealing someone's words as their own, there are many types of plagiarism.

- **Stealing Verbatim:** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism. **Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.**
- **Use of Professional Resources Without Acknowledgement.** Students may not use published professional resources, including lesson plans, learning activities, or PowerPoint presentations, without citing the source.
- **Misquoting:** If, when composing an assignment, students directly quote a source and cite it, but alter the author's words to strengthen their argument, they have committed plagiarism.
- **Paraphrasing or Summarizing Without Citing:** An allowable practice in academia is for students to take an author's words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author's words, students *must* cite that original source. If they do not cite the original source, they have effectively stolen the original author's idea and have committed plagiarism.
- **Duplicating Publication:** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. The instructors in the Master's Degree Program in Curriculum and Instruction do *not* allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.
- **Duplication of Peer Student Work:** Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student's express consent or knowledge.

**Note: Assignments in this course may be checked electronically for plagiarism.**

By taking this course, you agree that all required course work may be subject to submission for electronic review based on textual similarity.

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

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

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

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

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

#### **FIRST OFFENSE:**

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

#### **SECOND OFFENSE:**

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

**Note: Assignments in this course may be checked electronically for plagiarism.**

By taking this course, you agree that all required course work may be subject to submission for electronic review based on textual similarity.

## ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

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

## STUDENT SUCCESS CENTER

The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. The SSC provides free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of their services. Contact: phone number 229-333-7570; email [ssc@valdosta.edu](mailto:ssc@valdosta.edu).

## STUDENT OPINION OF INSTRUCTION

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

## DIRECTIONS FOR POSTING TO LIVETEXT

### *How To Submit Assignments in LiveText*

*Note:* These directions apply only to assignments visible on your dashboard.

All dashboard submissions should follow a **basic process**:

1. From the Dashboard, click the Begin Assignment button for the assignment you want to submit. *The button will be red.*

2. In Step 2 of 3, under "Have you already created files or LiveText documents for this assignment?," click the Attach Files button.
3. Under the Upload New File tab, click the Browse button.
4. Choose the document you want to submit.
5. Once the document is loaded, click the Attach Selected Files.
6. Once the file is attached, click the Submit Assignment button.
7. Once the assignment is submitted, you will be notified and the submission date will appear. On the Dashboard, an Awaiting Assessment note will appear, and the assignment button will state View Assignment. *The button will be yellow.*

**If you have to resubmit your assignment:**

1. From the Dashboard, click the Continue Assignment button for the assignment for which a resubmission request has been made. *The button will be red.*
2. Click the Continue to Step 3 button in the top right corner.
3. In Step 2 of 3, under "Have you already created files or *LiveText* documents for this assignment?," click the Attach Files button.
4. Under the Upload New File tab, click the Browse button.
5. Choose the document you want to submit.
6. Once the document is loaded, click the Attach Selected Files.
7. Once the file is attached, click the Submit Assignment button.
8. Once the assignment is submitted, you will be notified and the submission date will appear. On the Dashboard, an Awaiting Assessment note will appear, and the assignment button will state View Assignment. *The button will be yellow.*

## Teacher Education Dispositions\*

Teacher education dispositions refer to attitudes and beliefs about teaching and learning, and professional conduct and behavior. To assist in understanding dispositions, some of the common professional behaviors and characteristics that will be expected in this class are described more fully below.

**Responsibility:** Is present, punctual and prepared for classes and field experiences; completes assignments on time; is dependable; knows and follows instructor, university and school guidelines and handbooks; exhibits dress and grooming appropriate to setting; is self-directed; accepts responsibility for actions.

**Communication:** Uses appropriate language; demonstrates ability to speak and write clearly; uses Standard English in writing and speaking; demonstrates appropriate listening skills.

**Interpersonal Skills:** Demonstrates courtesy and respect for students, teachers, staff, peers, parents, and members of the community; works collaboratively with others; avoids disparaging and critical remarks; establishes positive rapport and appropriate relationships; shows appropriate sensitivity to all students; is open-minded, supportive and encouraging.

**Classroom Characteristics:** Is positive, enthusiastic, optimistic, patient, fair, empathetic, inquisitive, and resourceful; puts needs of students first; respects individual differences; demonstrates initiative and creativity; is committed to teaching and learning; demonstrates persistence in helping all children succeed; demonstrates awareness and caring attitude toward all students.

**Judgment:** Demonstrates maturity; exhibits self-control; handles stress appropriately; is able to adapt to change; is able to accept and express different points of view in appropriate manner; uses good judgment; accepts responsibility for own actions.

**Ethics:** Is truthful and honest; behaves ethically and legally in interactions with others; maintains confidentiality; respects intellectual property of others by giving credit where due; does not cheat or plagiarize; adheres to policies of university, schools and profession.

**Self-Reflection:** Engages in problem solving and self-evaluation; reflects on decisions made concerning students, teaching methods and subject matter; accepts constructive criticism in a positive manner; uses feedback to make improvements; strives for personal and professional growth.

\*Adapted from Mississippi State University COE

### Dispositions Contract

I have read and understand these professional dispositions and recognize their importance in this class and in the teaching profession.

\_\_\_\_\_  
Your Signature

\_\_\_\_\_  
Your Name – Printed

\_\_\_\_\_  
Date



**Read the Student Contract carefully. After you have read and understood the course expectations, please sign the contract below.**

### **Student Contract**

I understand that my instructor and departmental faculty will communicate via the course email.

I understand the requirements for this course as detailed in the syllabus and the course outline, including due dates. The course schedule provides information about due dates, which must be followed. No late work will be accepted.

#### **Communications Skills**

Demonstrated mastery of formal Standard English and APA format are required in all aspects of the course. Assignments will be revised until these standards have been met, although points will be deducted each time. Mastery in electronic communication, including review/edit features, how to submit assignments, and how to attach files to emails, is expected. I must monitor course email regularly and inform the instructor of any email problems or changes.

#### **Participation Policy**

I am expected to participate in the activities of the course. This class is part of my professional preparation. Appropriate attitude, demeanor, and diligence are required, will be noted, and will be considered. When I am a peer reviewer, someone is depending on me to provide constructive criticism of their work in a timely manner.

#### **Academic Integrity**

All assignments must represent my original work. Although I am expected to research literature, I must not plagiarize. I will not plagiarize others, nor will I plagiarize myself by using material that I have submitted previously. I will appropriately cite any information from another author.

Candidate's Name \_\_\_\_\_

Candidate's Signature \_\_\_\_\_

Date \_\_\_\_\_

**RECEIVED**

**REQUEST FOR A NEW COURSE**

Valdosta State University

FEB 09 2015

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**Date of Submission:** 11/11/2014 (mm/dd/yyyy)

**Department Initiating Request:**  
Middle, Secondary, Reading and Deaf  
Education

**Faculty Member Requesting:**  
Barbara J. Radcliffe

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog  
for approved prefixes)  
MSED 6010

**Proposed New Course Title:**  
Employed Teacher Track Internship 1  
**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
Internship 1 MSED

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

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

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

**Lecture Hours:** 0

**Lab Hours:** 3

**Credit Hours:** 3

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisites: SEED 2999, SPEC 3000, MSED 7000. Intended for MAT candidates who have secured employment on a nonrenewable certificate by a school system. The first of two semester-long internships completed in a middle or secondary school classroom in which the candidate is supervised by a university faculty, and is fully engaged in the processes of planning, instruction, and assessment. On-campus seminar meetings will occur throughout the semester.

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

Improving student learning outcomes: Using the new COEHS developed CAPS observation instrument, MAT candidates will be supervised by university faculty and evaluated using a rigorous and comprehensive instrument over a two semester period

Adopting current best practice(s) in field: Employed teacher track allows for MAT candidates to secure employment and continue the pursuit of their Master's degree as well as Georgia teacher certification. The new adaptation of the MAT program of study has been tailored to meet the needs of both full-time students and employed teachers, while holding teacher candidates to high standards.

Meeting Mandates of State/Federal/Outside Accrediting Agencies: InTASC Model Core Teacher Standards

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Other: Reducing redundancy in new program of study and course content in the MAT program

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

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

Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Program key assessments

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

**Data Sources:**

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs and student surveys
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Unit Assessments, Program Assessments, and the Continuous Improvement Matrix - Key Course Assessments aligned to CAEP and PSC standards. Specific assessments include edTPA artifacts and the Candidate Assessment on Performance Standards - observation instrument
- Other:

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

<b>Approvals:</b>		
Dept. Head:	<i>R. A. [Signature]</i>	Date: 2/6/15
College/Division Exec. Comm.:	<i>[Signature]</i>	Date: 2/10/15
Dean/Director:	<i>[Signature]</i>	Date: 2/16/15
Graduate Exec. Comm.: (for graduate course):	<i>J. T. J. [Signature]</i>	Date: 2-26-15
Graduate Dean: (for graduate course):	<i>J. T. J. [Signature]</i>	Date: 2-26-15
Academic Committee:		Date:

Form last updated: January 6, 2010

**MSED 6010**  
**Employed Teacher Teaching Internship I**  
**3 Semester Hours**

.....

**Dewar College of Education and Human Services**  
**Valdosta State University**  
**Department of Middle, Secondary, Reading, and Deaf Education**  
**Conceptual Framework: Guiding Principles (DEPOSITS)**  
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

### **InTASC Model Core Teacher Standards\***

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

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

## **INSTRUCTOR**

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

## **REQUIRED TEXTBOOKS**

TBD

## **COURSE PREREQUISITES:**

**Prerequisites: SEED 2999, SPEC 3000, MSED 7000.**

## **COURSE DESCRIPTION**

**Prerequisites: SEED 2999, SPEC 3000, MSED 7000.** Intended for MAT candidates who have secured employment on a nonrenewable certificate by a school system. The first of two semester-long internships completed in a middle or secondary school classroom and supervised by a university faculty, and is fully engaged in the processes of planning, instruction, and assessment. On-campus seminar meetings will occur throughout the semester.

## **LEARNING OUTCOMES FOR VSU'S CORE CURRICULUM**

All learning outcomes in the major continue to build upon those in VSU's Core Curriculum listed at <http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml>.

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

The candidates will be able to:

1. teach for 1 semester of a 2-semester sequence in a middle school or high school environment (InTASC 1-10).
2. plan and implement lessons appropriate for students' abilities and subject content area. They will reflect upon their effectiveness in journal form and dialogue with supervisors. (InTASC 1-8; DL 3.1, 3.2, AL 3.1, 3.2, FL 2.2 CPL 3.1, 3.2, 3.3)
3. effectively manage the classroom environment and provides opportunities for learners to use technology appropriately. (InTASC 3; FL 2.1, 2.3)
4. work collaboratively with team members to evaluate students' learning and their own pedagogy. (InTASC 6-8 EDL 2.1, 2.2).
5. will participate in all professional teacher activities related to their site placement. (InTASC 9-10).
6. attend university professional practices seminars. The purpose of these seminars will be to provide a platform for constructive reflection and guidance of effective teaching strategies to help meet the challenges that arise during student teaching and to provide guidance in the compilation of the professional electronic teaching portfolio (InTASC 9)
7. apply psychological principles and educational theory learned in professional courses. (InTASC 1-10)
8. work collaboratively with the university supervisor and school administration to evaluate students' learning and their own pedagogy, as well as Cooperate with and follow the guidance of mentor teachers and university supervisors. (InTASC 9, 10; EDL 2.1)
9. participate in team or grade level planning, in-service meetings, and parent-teacher conferences. (InTASC 9, 10; EDL 2.1)
10. speak and write in Standard English. (InTASC)



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

Key Assessments for CAEP Continuous Improvement (FL2a is based on successful observations by university supervisors and the field experience binder, including lesson plans addressing the above standards. This is a required Key Program Assessment and should not be modified or removed from this course without the approval of the program faculty.

## **COURSE EVALUATION.**

**LATE WORK: NO LATE WORK WILL BE ACCEPTED.** If you are going to miss class and you have an assignment due, it is your responsibility to get it to me. You can do this by sending it by another student or sending it to me via email. Professional ethics, behavior, quality, and timeliness are expected in all products and performances. Given the percentage weights above, final grades will be assigned according to the following scale (**NOTE-A ZERO IN ANY OF THESE CATEGORIES WILL PRECLUDE THE CANDIDATE FROM RECEIVING AN "A" IN THE COURSE**):

### **Assessment/Evaluation**

**Field Experience Binder-** Incorporates journal reflections, lesson plans, and assessments used in planning and teaching. This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty **FL 2a** (100 points)

**Successful observations** by university supervisors and the appropriate field experience materials, including lesson plans addressing the above standards. This is a required Key Program Assessment and should not be modified or removed from this course without the approval of the program faculty.

### **Grading Scale**

A = 100 - 90	D = 69 - 60
B = 89 - 80	F = 59 - 0
C = 79 - 70	

## **ATTENDANCE POLICY**

When students are compelled for any reason to be absent from class, they should immediately contact the instructor. As per the VSU Undergraduate Bulletin (2012-13), "A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course" (p. 87).

## **PROFESSIONALISM**

The following areas describe the professional expectations for all pre-service students in the Department of Middle, Secondary, Reading, and Deaf Education. A student who does not meet professional expectations is placed on a Professional Improvement Plan. Please see

<http://www.valdosta.edu/colleges/education/deans-office/documents/professional-improvement-plan-11.22.13.doc>

#### *Professionalism - Ethics*

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at <http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>).

Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a student's actions or attitudes are judged to be less than professional appropriate remedial action will be taken.

#### *Professionalism – Dress code*

In this course, classes are held in public schools. **Professional dress code is required.**

#### *Professionalism - Communication*

Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Those individuals whose communication skills (verbal or written) indicate a need for assistance will be referred to the appropriate services on campus.

#### *Professionalism - Assignments*

All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted.

#### *Professionalism - Diversity*

Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills, and understanding to provide effective instruction in multicultural classrooms. Mutual respect for people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

#### *Professionalism - Technology*

As part of our conceptual framework, the College of Education is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses.

### *Professional Improvement Plan*

The purpose of the Professional Improvement Plan (PIP) process is for faculty to identify students who may need remediation or intervention to successfully complete the professional requirements for their program of study. For more information see the Professional Improvement Plan Process on the COEHS website.

<http://www.valdosta.edu/colleges/education/deans-office/documents/professional-improvement-plan-11.22.13.doc>

### **DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM**

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

### **DEPARTMENT OF MIDDLE, SECONDARY, READING, AND DEAF EDUCATION STATEMENT ON ACADEMIC INTEGRITY**

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work.

(See: The Code of Ethics for Educators at <http://www.nea.org/home/30442.htm>). Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Future teachers should conduct themselves with the professionalism that is required of practicing teachers.

- In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publically available.
- All assignments should be your own original work, not group work. If you use ideas from other sources, you must provide a full citation using APA style – name(s) of author(s); date of publication or retrieval date; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment. ✓

### **DESCRIPTION OF ACADEMIC DISHONESTY**

To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

While students are likely to understand plagiarism as stealing someone's words as their own, there are many types of plagiarism.

- **Stealing Verbatim:** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have

committed plagiarism. **Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.**

- **Use of Professional Resources Without Acknowledgement.** Students may not use published professional resources, including lesson plans, learning activities, or PowerPoint presentations, without citing the source.
- **Misquoting:** If, when composing an assignment, students directly quote a source and cite it, but alter the author's words to strengthen their argument, they have committed plagiarism.
- **Paraphrasing or Summarizing Without Citing:** An allowable practice in academia is for students to take an author's words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author's words, students *must* cite that original source. If they do not cite the original source, they have effectively stolen the original author's idea and have committed plagiarism.
- **Duplicating Publication:** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. The instructors in the Master's Degree Program in Curriculum and Instruction do *not* allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.
- **Duplication of Peer Student Work:** Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student's express consent or knowledge.

**Note: Assignments in this course may be checked electronically for plagiarism.**

By taking this course, you agree that all required course work may be subject to submission for textual similarity review within BlazeVIEW and GOML. For more information on the use of Turnitin at VSU see [Turnitin for Students](http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitin-for-students.php) (<http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitin-for-students.php>).

## ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

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

## STUDENT SUCCESS CENTER

The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. The SSC provides free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of their services. Contact: phone number 229-333-7570; email [ssc@valdosta.edu](mailto:ssc@valdosta.edu).

### **STUDENT OPINION OF INSTRUCTION**

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

## Teacher Education Dispositions\*

Teacher education dispositions refer to attitudes and beliefs about teaching and learning, and professional conduct and behavior. To assist in understanding dispositions, some of the common professional behaviors and characteristics that will be expected in this class are described more fully below.

**Responsibility:** Is present, punctual and prepared for classes and field experiences; completes assignments on time; is dependable; knows and follows instructor, university and school guidelines and handbooks; exhibits dress and grooming appropriate to setting; is self-directed; accepts responsibility for actions.

**Communication:** Uses appropriate language; demonstrates ability to speak and write clearly; uses Standard English in writing and speaking; demonstrates appropriate listening skills.

**Interpersonal Skills:** Demonstrates courtesy and respect for students, teachers, staff, peers, parents, and members of the community; works collaboratively with others; avoids disparaging and critical remarks; establishes positive rapport and appropriate relationships; shows appropriate sensitivity to all students; is open-minded, supportive and encouraging.

**Classroom Characteristics:** Is positive, enthusiastic, optimistic, patient, fair, empathetic, inquisitive, and resourceful; puts needs of students first; respects individual differences; demonstrates initiative and creativity; is committed to teaching and learning; demonstrates persistence in helping all children succeed; demonstrates awareness and caring attitude toward all students.

**Judgment:** Demonstrates maturity; exhibits self-control; handles stress appropriately; is able to adapt to change; is able to accept and express different points of view in appropriate manner; uses good judgment; accepts responsibility for own actions.

**Ethics:** Is truthful and honest; behaves ethically and legally in interactions with others; maintains confidentiality; respects intellectual property of others by giving credit where due; does not cheat or plagiarize; adheres to policies of university, schools and profession.

**Self-Reflection:** Engages in problem solving and self-evaluation; reflects on decisions made concerning students, teaching methods and subject matter; accepts constructive criticism in a positive manner; uses feedback to make improvements; strives for personal and professional growth.

\*Adapted from Mississippi State University COE

### Dispositions Contract

I have read and understand these professional dispositions and recognize their importance in this class and in the teaching profession.

\_\_\_\_\_  
Your Signature

\_\_\_\_\_  
Your Name – Printed

\_\_\_\_\_  
Date

**Read the Student Contract carefully. After you have read and understood the course expectations, please sign the contract below.**

### **Student Contract**

I understand that my instructor and departmental faculty will communicate via the course email.

I understand the requirements for this course as detailed in the syllabus and the course outline, including due dates. The course schedule provides information about due dates, which must be followed. No late work will be accepted.

### **Communications Skills**

Demonstrated mastery of formal Standard English and APA format are required in all aspects of the course. Assignments will be revised until these standards have been met, although points will be deducted each time. Mastery in electronic communication, including review/edit features, how to submit assignments, and how to attach files to emails, is expected. I must monitor course email regularly and inform the instructor of any email problems or changes.

### **Participation Policy**

I am expected to participate in the activities of the course. This class is part of my professional preparation. Appropriate attitude, demeanor, and diligence are required, will be noted, and will be considered. When I am a peer reviewer, someone is depending on me to provide constructive criticism of their work in a timely manner.

### **Academic Integrity**

All assignments must represent my original work. Although I am expected to research literature, I must not plagiarize. I will not plagiarize others, nor will I plagiarize myself by using material that I have submitted previously. I will appropriately cite any information from another author.

Candidate's Name \_\_\_\_\_

Candidate's Signature \_\_\_\_\_

Date \_\_\_\_\_

**RECEIVED**

**REQUEST FOR A NEW COURSE**

Valdosta State University

FEB 09 2015

**Date of Submission:** 11/11/2014 (mm/dd/yyyy)

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**Department Initiating Request:**  
Middle, Secondary, Reading and Deaf  
Education

**Faculty Member Requesting:**  
Barbara J. Radcliffe

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog  
for approved prefixes)  
MSED 6020

**Proposed New Course Title:**  
Employed Teacher Track Internship 2  
**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
Internship 2 MSED

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

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

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

**Lecture Hours:** 0

**Lab Hours:** 6

**Credit Hours:** 6

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisites: MGED 2999 or SEED 2999, MSED 6010. Intended for MAT candidates who have secured employment on a nonrenewable certificate by a school system. The culminating clinical field experience for teaching candidates under the immediate supervision of a mentor teacher and with additional support provided by a university supervisor in which the teaching candidate is fully engaged in the processes of planning, instruction, and assessment. On-campus seminar meetings will occur throughout the semester.

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

Improving student learning outcomes: Using the new COEHS developed CAPS observation instrument, MAT candidates will be supervised by university faculty and evaluated using a rigorous and comprehensive instrument over a two semester period. Candidates in Internship 2 will complete the EdTPA portfolio which includes three tasks focused on Planning, Instruction and Assessment and incorporates video evidence of candidate performance.

Adopting current best practice(s) in field: Employed teacher track allows for MAT candidates to secure employment and continue the pursuit of their Master's degree as well as Georgia teacher certification. The new adaptation of the MAT program of study has been tailored to meet the needs of both full-time students and employed teachers, while holding teacher candidates to high standards. EdTPA is a new Georgia requirement for all new teacher candidates to be certified in the state

Meeting Mandates of State/Federal/Outside Accrediting Agencies: CAPS is aligned to the new TAPS and Teacher Keys evaluation system. EdTPA is a multi-state initiative for new teacher candidates to be evaluated in a holistic and comprehensive manner

405



## InTASC Model Core Teacher Standards

**Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

**Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Other: Reducing redundancy in new program of study and course content in the MAT program

### Source of Data to Support Suggested Change:

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

surveys

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

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

**Data Sources:**

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs and student surveys
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Unit Assessments, Program Assessments, and the Continuous Improvement Matrix - Key Course Assessments aligned to CAEP and PSC standards. Specific assessments include edTPA artifacts and the Candidate Assessment on Performance Standards - observation instrument
- Other:

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

Approvals:		
Dept. Head:	<i>[Signature]</i>	Date: 2/6/15
College/Division Exec. Comm.:	<i>[Signature]</i>	Date: 2/10/15
Dean/Director:	<i>[Signature]</i>	Date: 2/10/15
Graduate Exec. Comm.: (for graduate course):	<i>[Signature]</i> T. J. [Signature]	Date: 2-26-15
Graduate Dean: (for graduate course):	<i>[Signature]</i> T. J. [Signature]	Date: 2-26-15
Academic Committee:		Date:

Form last updated: January 6, 2010

**MSED 6020**  
**Employed Teacher Teaching Internship II**  
**6 Semester Hours**

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**Dewar College of Education and Human Services**  
**Valdosta State University**  
**Department of Middle, Secondary, Reading, and Deaf Education**  
**Conceptual Framework: Guiding Principles (DEPOSITS)**  
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

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

## **INSTRUCTOR**

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

## **REQUIRED TEXTBOOKS**

TBD

## **COURSE PREREQUISITES:**

MGED 2999 or SEED 2999, MSED 6010

## COURSE DESCRIPTION

**Prerequisites: MGED 2999 or SEED 2999, MSED 6010.** Intended for MAT candidates who have secured employment on a nonrenewable certificate by a school system. The culminating clinical field experience for teaching candidates under the immediate supervision of a mentor teacher and with additional support provided by a university supervisor, the teaching candidate is fully engaged in the processes of planning, instruction, and assessment. On-campus seminar meetings will occur throughout the semester.

## LEARNING OUTCOMES FOR VSU'S CORE CURRICULUM

All learning outcomes in the major continue to build upon those in VSU's Core Curriculum listed at <http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml>.

## COURSE OBJECTIVES (CO):

The candidates will be able to:

1. teach for 1 semester, the second semester, of a 2 semester sequence in a middle school or high school environment (InTASC 1-10).
2. plan and implement effective differentiated instruction and assessment appropriate for the content area and their students' diverse abilities and perspectives. (InTASC 1-8; DL 3.1, 3.2, 3.3; AL3.1, 3.2; FL 3.1,3.2, 3.3; CPL 3.1, 3.2, 3.3)
3. use multiple sources data to reflect upon their impact on student learning and make adjustments to instruction through reflective journal writing and dialogue with supervisors. (InTASC 1-8, AL 3.3; FL 3.1, 3.2, 3.3; EDL 2.2, 3.1)
4. plans and implements appropriate technology-based, student-centered classroom activities to include opportunities for students to manage their own learning. (InTASC 8; TL 3.2, 3.3)
5. effectively manages the classroom environment and creates a safe, engaging learning environment for all students. (FL3.4)
6. work collaboratively with team members to evaluate students' learning and their own pedagogy. (InTASC 6-8; EDL 3.2)
7. participate in all professional teacher activities related to their site placement. (InTASC 9-10; EDL 2.1)
8. attend university professional practices seminars. The purpose of these seminars will be to provide a platform for constructive reflection and guidance of effective teaching strategies to help meet the challenges that arise during student teaching and to provide guidance in the compilation of the edTPA portfolio, professional Teacher Work Sample, and Impact on Student Learning (InTASC 9)

## COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

### **Lesson Plans**

100 points

This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty. Key course Assessment FL 3a

**Field Experience Binder -Including lesson plans and reflections (FL3a)**

This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty. 100 points

**edTPA**-Candidates will complete and submit the edTPA portfolio for their content area. This is a required Key Program Assessment and should not be modified or removed from this course without the approval of the program faculty.

**Observations**- Key Assessments for CAEP Continuous Improvement are based on successful observations by university supervisors using COEHS Observation Instrument. This is a required Key Program Assessment and should not be modified or removed from this course without the approval of the program faculty.

**Teacher Work Sample and COEHS Impact on Student Learning Assessment**- This is a required Key Program Assessment and should not be modified or removed from this course without the approval of the program faculty.

**Grading Scale**

A = 100 – 90 B = 89 – 80 C = 79 – 70 D = 69 – 60 F = 59 – 0

**ATTENDANCE POLICY**

When students are compelled for any reason to be absent from class, they should immediately contact the instructor. As per the VSU Undergraduate Bulletin (2012-13), “A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course” (p. 87).

**PROFESSIONALISM**

The following areas describe the professional expectations for all pre-service students in the Department of Middle, Secondary, Reading, and Deaf Education. A student who does not meet professional expectations is placed on a Professional Improvement Plan. Please see

<http://www.valdosta.edu/colleges/education/deans-office/documents/professional-improvement-plan-11.22.13.doc>

*Professionalism - Ethics*

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at <http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>).

Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a student’s actions or attitudes are judged to be less than professional appropriate remedial action will be taken.

*Professionalism – Dress code*

In this course, classes are held in public schools. **Professional dress code is required.**

*Professionalism - Communication*

Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Those individuals whose communication skills (verbal or written) indicate a need for assistance will be referred to the appropriate services on campus.

*Professionalism - Assignments*

All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted.

*Professionalism - Diversity*

Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

*Professionalism - Technology*

As part of our conceptual framework, the College of Education is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses.

*Professional Improvement Plan*

The purpose of the Professional Improvement Plan (PIP) process is for faculty to identify students who may need remediation or intervention to successfully complete the professional requirements for their program of study. For more information see the Professional Improvement Plan Process on the COEHS website.

<http://www.valdosta.edu/colleges/education/deans-office/documents/professional-improvement-plan-11.22.13.doc>

**DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM**

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

**DEPARTMENT OF MIDDLE, SECONDARY, READING, AND DEAF EDUCATION**



## STATEMENT ON ACADEMIC INTEGRITY

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work.

(See: The Code of Ethics for Educators at <http://www.nea.org/home/30442.htm>). Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Future teachers should conduct themselves with the professionalism that is required of practicing teachers.

- In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publically available.
- All assignments should be your own original work, not group work. If you use ideas from other sources, you must provide a full citation using APA style – name(s) of author(s); date of publication or retrieval date; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment.

## DESCRIPTION OF ACADEMIC DISHONESTY

To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

While students are likely to understand plagiarism as stealing someone's words as their own, there are many types of plagiarism.

- **Stealing Verbatim:** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism. **Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.**
- **Use of Professional Resources Without Acknowledgement.** Students may not use published professional resources, including lesson plans, learning activities, or PowerPoint presentations, without citing the source.
- **Misquoting:** If, when composing an assignment, students directly quote a source and cite it, but alter the author's words to strengthen their argument, they have committed plagiarism.
- **Paraphrasing or Summarizing Without Citing:** An allowable practice in academia is for students to take an author's words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author's words, students *must* cite that original source. If they do not cite the original source, they have effectively stolen the original author's idea and have committed plagiarism.
- **Duplicating Publication:** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. The instructors in the Master's Degree Program in Curriculum

and Instruction do *not* allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.

- **Duplication of Peer Student Work:** Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student's express consent or knowledge.

**Note: Assignments in this course may be checked electronically for plagiarism.**

By taking this course, you agree that all required course work may be subject to submission for textual similarity review within BlazeVIEW and GOML. For more information on the use of Turnitin at VSU see Turnitin for Students (<http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitin-for-students.php>).

## ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

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

## STUDENT SUCCESS CENTER

The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. The SSC provides free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of their services. Contact: phone number 229-333-7570; email [ssc@valdosta.edu](mailto:ssc@valdosta.edu).

## STUDENT OPINION OF INSTRUCTION

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

survey and a timetable for this term is available at  
<http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

## Teacher Education Dispositions\*

Teacher education dispositions refer to attitudes and beliefs about teaching and learning, and professional conduct and behavior. To assist in understanding dispositions, some of the common professional behaviors and characteristics that will be expected in this class are described more fully below.

**Responsibility:** Is present, punctual and prepared for classes and field experiences; completes assignments on time; is dependable; knows and follows instructor, university and school guidelines and handbooks; exhibits dress and grooming appropriate to setting; is self-directed; accepts responsibility for actions.

**Communication:** Uses appropriate language; demonstrates ability to speak and write clearly; uses Standard English in writing and speaking; demonstrates appropriate listening skills.

**Interpersonal Skills:** Demonstrates courtesy and respect for students, teachers, staff, peers, parents, and members of the community; works collaboratively with others; avoids disparaging and critical remarks; establishes positive rapport and appropriate relationships; shows appropriate sensitivity to all students; is open-minded, supportive and encouraging.

**Classroom Characteristics:** Is positive, enthusiastic, optimistic, patient, fair, empathetic, inquisitive, and resourceful; puts needs of students first; respects individual differences; demonstrates initiative and creativity; is committed to teaching and learning; demonstrates persistence in helping all children succeed; demonstrates awareness and caring attitude toward all students.

**Judgment:** Demonstrates maturity; exhibits self-control; handles stress appropriately; is able to adapt to change; is able to accept and express different points of view in appropriate manner; uses good judgment; accepts responsibility for own actions.

**Ethics:** Is truthful and honest; behaves ethically and legally in interactions with others; maintains confidentiality; respects intellectual property of others by giving credit where due; does not cheat or plagiarize; adheres to policies of university, schools and profession.

**Self-Reflection:** Engages in problem solving and self-evaluation; reflects on decisions made concerning students, teaching methods and subject matter; accepts constructive criticism in a positive manner; uses feedback to make improvements; strives for personal and professional growth.

\*Adapted from Mississippi State University COE

### Dispositions Contract

I have read and understand these professional dispositions and recognize their importance in this class and in the teaching profession.

\_\_\_\_\_  
Your Signature

\_\_\_\_\_  
Your Name – Printed

\_\_\_\_\_  
Date

**Read the Student Contract carefully. After you have read and understood the course expectations, please sign the contract below.**

### **Student Contract**

I understand that my instructor and departmental faculty will communicate via the course email.

I understand the requirements for this course as detailed in the syllabus and the course outline, including due dates. The course schedule provides information about due dates, which must be followed. No late work will be accepted.

### **Communications Skills**

Demonstrated mastery of formal Standard English and APA format are required in all aspects of the course. Assignments will be revised until these standards have been met, although points will be deducted each time. Mastery in electronic communication, including review/edit features, how to submit assignments, and how to attach files to emails, is expected. I must monitor course email regularly and inform the instructor of any email problems or changes.

### **Participation Policy**

I am expected to participate in the activities of the course. This class is part of my professional preparation. Appropriate attitude, demeanor, and diligence are required, will be noted, and will be considered. When I am a peer reviewer, someone is depending on me to provide constructive criticism of their work in a timely manner.

### **Academic Integrity**

All assignments must represent my original work. Although I am expected to research literature, I must not plagiarize. I will not plagiarize others, nor will I plagiarize myself by using material that I have submitted previously. I will appropriately cite any information from another author.

Candidate's Name \_\_\_\_\_

Candidate's Signature \_\_\_\_\_

Date \_\_\_\_\_

RECEIVED

FEB 09 2015

REQUEST FOR A NEW COURSE

Valdosta State University

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

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

Department Initiating Request:  
Middle, Secondary, Reading and Deaf  
Education

Faculty Member Requesting:  
Barbara J. Radcliffe

Proposed New Course Prefix & Number:  
(See course description abbreviations in the catalog  
for approved prefixes)  
MSED 6100

Proposed New Course Title:  
Apprenticeship in Teaching  
  
Proposed New Course Title Abbreviation:  
(For student transcript, limit to 30 character spaces)  
Apprenticeship MSED

Semester/Year to be Effective:  
Spring 2016

Estimated Frequency of Course Offering:  
Fall

Indicate if Course will be :  Requirement for Major  Elective

Lecture Hours:

Lab Hours: 3

Credit Hours: 3

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: Appropriate 2999 course. Corequisite: MSED 5100, MSED 5200, MSED 53000, MSED 5400, or MSED 5500. The final field preparatory experience prior to student teaching. Candidates are placed with a content-area mentor teacher in a middle or secondary school daily for a 4-week period. Candidates are placed for two days per week for ten weeks in a different setting within their certification grade band. A university supervisor will provide observations and additional support. Candidates must successfully complete the apprenticeship experience in order to be admitted to student teaching. On-campus seminar meetings will occur throughout the semester.

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

Improving student learning outcomes: Using the new COEHS developed CAPS observation instrument, MAT candidates will be supervised by university faculty and evaluated using a rigorous and comprehensive instrument over a four week period in a field placement in a middle or high school setting. The apprenticeship paired with content methods courses in partner schools through the new Professional Development School (PDS) model allows students more active roles in classrooms prior to student teaching and more real classroom experiences earlier in their programs.

Adopting current best practice(s) in field: The new MAT program of study includes a content methods course in a Professional Development School (PDS) model in local partner schools. This combination of content methods and apprenticeship field experience allows candidates more hands-on experience in classrooms and with students. Teachers are paired with a mentor as a pre-student teaching experience along with support from university supervisors and content methods faculty. edTPA is a new Georgia requirement for all new teacher candidates to

be certified in the state. Candidates are evaluated with the new COEHS CAPS instrument which is aligned to the new Teacher Keys evaluation system being used in Georgia.

Meeting Mandates of State/Federal/Outside Accrediting Agencies: CAPS is aligned to the new TAPS and Teacher Keys evaluation system. edTPA is a multi-state initiative for new teacher candidates to be evaluated in a holistic and comprehensive manner.

#### InTASC Model Core Teacher Standards

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Other: Reducing redundancy in new program of study and course content in the MAT

program

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

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

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

**Data Sources:**

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs and student surveys
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Course artifacts and exams, CAPS instrument scores Unit Assessments, Program Assessments, and the Continuous Improvement Matrix - Key Course Assessments aligned to CAEP and PSC standards. Specific assessments include edTPA artifacts and the Candidate Assessment on Performance Standards - observation instrument
- Other:

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



<b>Approvals:</b>		
Dept. Head:	<i>[Signature]</i>	Date: 2/6/15
College/Division Exec. Comm.:	<i>[Signature]</i>	Date: 2/4/15
Dean/Director:	<i>[Signature]</i>	Date: 2/15/15
Graduate Exec. Comm.: (for graduate course):	<i>[Signature]</i> T. J. Platt	Date: 2-26-15
Graduate Dean: (for graduate course):	<i>[Signature]</i> T. J. Platt	Date: 2-26-15
Academic Committee:		Date:

Form last updated: January 6, 2010

**MSED 6100**  
**Apprenticeship Field Experience**  
**3 Semester Hours**

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**Dewar College of Education and Human Services**  
**Valdosta State University**  
**Department of Middle, Secondary, Reading, and Deaf Education**  
**Conceptual Framework: Guiding Principles (DEPOSITS)**  
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

### **InTASC Model Core Teacher Standards\***

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

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Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

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

## **INSTRUCTOR**

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

## **REQUIRED TEXTBOOKS**

TBD

## **COURSE PREREQUISITES:**

Prerequisites: MGED 2999 or SEED 2999

Corequisites: MSED 5100-5500 (content teaching methods- select one)

## **COURSE DESCRIPTION**

**Prerequisite: appropriate 2999 course. Corequisites: MSED 5100-5500 (content teaching methods- select one).** The final field preparatory experience prior to student teaching. Candidates are placed with a content-area mentor teacher in a middle or secondary school daily for a 4-week period. Candidates are placed for two days per week for ten weeks in a different setting. A university supervisor will provide observations and additional support. Candidates must successfully complete the apprenticeship experience in order to be admitted to student teaching. On-campus seminar meetings will occur throughout the semester.

## **LEARNING OUTCOMES FOR VSU'S CORE CURRICULUM**

All learning outcomes in the major continue to build upon those in VSU's Core Curriculum listed at <http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml>.

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

The candidates will be able to:

1. teach for a 4-week sequence in a middle school or high school environment (InTASC 1-10).
2. plan and implement lessons appropriate for students' abilities and subject content area. They will reflect upon their effectiveness in journal form and dialogue with supervisors. (InTASC 1-8; DL 3.1, 3.2, AL 3.1, 3.2, FL 2.2 CPL 3.1, 3.2, 3.3)
3. effectively manage the classroom environment and provide opportunities for learners to use technology appropriately. (InTASC 3; FL 2.1, 2.3)
4. work collaboratively with team members to evaluate students' learning and their own pedagogy. (InTASC 6-8 EDL 2.1, 2.2).
5. will participate in all professional teacher activities related to their site placement. (InTASC 9-10).
6. attend university professional practices seminars. The purpose of these seminars will be to provide a platform for constructive reflection and guidance of effective teaching strategies to help meet the challenges that arise during student teaching and to provide guidance in the compilation of the professional electronic teaching portfolio (InTASC 9)
7. apply psychological principles and educational theory learned in professional courses. (InTASC 1-10)
8. work collaboratively with the university supervisor and school administration to evaluate students' learning and their own pedagogy, as well as Cooperate with and follow the guidance of mentor teachers and university supervisors. (InTASC 9, 10; EDL 2.1)
9. participate in team or grade level planning, in-service meetings, and parent-teacher conferences. (InTASC 9, 10; EDL 2.1)
10. speak and write in Standard English. (InTASC)

## COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

The following descriptions are suggested course activities designed to meet the course objectives. Course instructors have the academic freedom to adapt all course assignments except those noted as Key Course Assessments.

Key Assessments for CAEP Continuous Improvement (FL 2a) are based on successful observations by university supervisors and the field experience binder, including lesson plans addressing the above standards.

Students will meet periodically during the Apprenticeship experience on campus to clarify binder requirements, and address edTPA requirements for the following semester.

## COURSE EVALUATION.

**LATE WORK: NO LATE WORK WILL BE ACCEPTED.** If you are going to miss class and you have an assignment due, it is your responsibility to get it to me. You can do this by sending it by another student or sending it to me via email. Professional ethics, behavior, quality, and timeliness are expected in all products and performances. Given the percentage weights above, final grades will be assigned according to the following scale (**NOTE-A ZERO IN ANY OF THESE CATEGORIES WILL PRECLUDE THE CANDIDATE FROM RECEIVING AN "A" IN THE COURSE**):

### **Assessment/Evaluation**

**Field Experience Binder-** Incorporates journal reflections, lesson plans, and assessments used in planning and teaching. This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty **FL 2a** (100 points)

**Successful observations** by university supervisors and the appropriate field experience materials, including lesson plans addressing the above standards. This is a required Key Program Assessment and should not be modified or removed from this course without the approval of the program faculty.

### **Grading Scale**

A = 100 - 90	D = 69 - 60
B = 89 - 80	F = 59 - 0
C = 79 - 70	

## ATTENDANCE POLICY

When students are compelled for any reason to be absent from class, they should immediately contact the instructor. As per the VSU Undergraduate Bulletin (2012-13), "A student who

misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course” (p. 87).

## **PROFESSIONALISM**

The following areas describe the professional expectations for all pre-service students in the Department of Middle, Secondary, Reading, and Deaf Education. A student who does not meet professional expectations is placed on a Professional Improvement Plan. Please see

<http://www.valdosta.edu/colleges/education/deans-office/documents/professional-improvement-plan-11.22.13.doc>

### *Professionalism - Ethics*

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### *Professionalism – Dress code*

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The purpose of the Professional Improvement Plan (PIP) process is for faculty to identify students who may need remediation or intervention to successfully complete the professional requirements for their program of study. For more information see the Professional Improvement Plan Process on the COEHS website.

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## **DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM**

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

## **DEPARTMENT OF MIDDLE, SECONDARY, READING, AND DEAF EDUCATION STATEMENT ON ACADEMIC INTEGRITY**

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- All assignments should be your own original work, not group work. If you use ideas from other sources, you must provide a full citation using APA style – name(s) of author(s); date of publication or retrieval date; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment.

## **DESCRIPTION OF ACADEMIC DISHONESTY**

To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

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Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access



Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: [access@valdosta.edu](mailto:access@valdosta.edu).

### **STUDENT SUCCESS CENTER**

The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. The SSC provides free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of their services. Contact: phone number 229-333-7570; email [ssc@valdosta.edu](mailto:ssc@valdosta.edu).

### **STUDENT OPINION OF INSTRUCTION**

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

## Teacher Education Dispositions\*

Teacher education dispositions refer to attitudes and beliefs about teaching and learning, and professional conduct and behavior. To assist in understanding dispositions, some of the common professional behaviors and characteristics that will be expected in this class are described more fully below.

**Responsibility:** Is present, punctual and prepared for classes and field experiences; completes assignments on time; is dependable; knows and follows instructor, university and school guidelines and handbooks; exhibits dress and grooming appropriate to setting; is self-directed; accepts responsibility for actions.

**Communication:** Uses appropriate language; demonstrates ability to speak and write clearly; uses Standard English in writing and speaking; demonstrates appropriate listening skills.

**Interpersonal Skills:** Demonstrates courtesy and respect for students, teachers, staff, peers, parents, and members of the community; works collaboratively with others; avoids disparaging and critical remarks; establishes positive rapport and appropriate relationships; shows appropriate sensitivity to all students; is open-minded, supportive and encouraging.

**Classroom Characteristics:** Is positive, enthusiastic, optimistic, patient, fair, empathetic, inquisitive, and resourceful; puts needs of students first; respects individual differences; demonstrates initiative and creativity; is committed to teaching and learning; demonstrates persistence in helping all children succeed; demonstrates awareness and caring attitude toward all students.

**Judgment:** Demonstrates maturity; exhibits self-control; handles stress appropriately; is able to adapt to change; is able to accept and express different points of view in appropriate manner; uses good judgment; accepts responsibility for own actions.

**Ethics:** Is truthful and honest; behaves ethically and legally in interactions with others; maintains confidentiality; respects intellectual property of others by giving credit where due; does not cheat or plagiarize; adheres to policies of university, schools and profession.

**Self-Reflection:** Engages in problem solving and self-evaluation; reflects on decisions made concerning students, teaching methods and subject matter; accepts constructive criticism in a positive manner; uses feedback to make improvements; strives for personal and professional growth.

\*Adapted from Mississippi State University COE

### Dispositions Contract

I have read and understand these professional dispositions and recognize their importance in this class and in the teaching profession.

\_\_\_\_\_  
Your Signature

\_\_\_\_\_  
Your Name – Printed

\_\_\_\_\_  
Date

**Read the Student Contract carefully. After you have read and understood the course expectations, please sign the contract below.**

### **Student Contract**

I understand that my instructor and departmental faculty will communicate via the course email.

I understand the requirements for this course as detailed in the syllabus and the course outline, including due dates. The course schedule provides information about due dates, which must be followed. No late work will be accepted.

### **Communications Skills**

Demonstrated mastery of formal Standard English and APA format are required in all aspects of the course. Assignments will be revised until these standards have been met, although points will be deducted each time. Mastery in electronic communication, including review/edit features, how to submit assignments, and how to attach files to emails, is expected. I must monitor course email regularly and inform the instructor of any email problems or changes.

### **Participation Policy**

I am expected to participate in the activities of the course. This class is part of my professional preparation. Appropriate attitude, demeanor, and diligence are required, will be noted, and will be considered. When I am a peer reviewer, someone is depending on me to provide constructive criticism of their work in a timely manner.

### **Academic Integrity**

All assignments must represent my original work. Although I am expected to research literature, I must not plagiarize. I will not plagiarize others, nor will I plagiarize myself by using material that I have submitted previously. I will appropriately cite any information from another author.

Candidate's Name \_\_\_\_\_

Candidate's Signature \_\_\_\_\_

Date \_\_\_\_\_

RECEIVED

FEB 09 2015

REQUEST FOR A NEW COURSE

Valdosta State University

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

Date of Submission: 11/11/2014 (mm/dd/yyyy)

Department Initiating Request:  
Middle, Secondary, Reading and Deaf  
Education

Faculty Member Requesting:  
Barbara J. Radcliffe

Proposed New Course Prefix & Number:  
(See course description abbreviations in the catalog  
for approved prefixes)  
MSED 6200

Proposed New Course Title:  
Student Teaching  
Proposed New Course Title Abbreviation:  
(For student transcript, limit to 30 character spaces)  
Student Teaching MSED

Semester/Year to be Effective:  
Spring 2016

Estimated Frequency of Course Offering:  
Fall/Spring

Indicate if Course will be :  Requirement for Major  Elective

Lecture Hours: 6

Lab Hours: 0

Credit Hours: 6

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisites: MGED 2999 or SEED 2999, SPEC 3000, MSED 7100. The culminating clinical field experience for teaching candidates. Candidates are placed under the immediate supervision of a mentor teacher with additional support provided by a university supervisor, and are fully engaged in the processes of planning, instruction, and assessment. On-campus seminar meetings will occur throughout the semester.

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: MAT Student Teaching is a semester long clinical experience supervised by a university faculty. Students will be receiving more credit hours for this intensive experience, and will be periodically doing workshops and seminars throughout the semester to prepare for the EdTPA portfolio assessment, to discuss clinical experiences with peers and work on program assessments.

Adopting current best practice(s) in field: EdTPA is a new Georgia requirement for all new teacher candidates to be certified in the state. Candidates are evaluated with the new COEHS CAPS instrument which is aligned to the new Teacher Keys evaluation system being used in Georgia.

Meeting Mandates of State/Federal/Outside Accrediting Agencies: CAPS is aligned to the new TAPS and Teacher Keys evaluation system. EdTPA is a multi-state initiative for new teacher candidates to be evaluated in a holistic and comprehensive manner

InTASC Model Core Teacher Standards

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the

433

cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Other: reducing redundancy in new program of study and course content in the MAT program

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

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

Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Program key assessments

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

**Data Sources:**

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs and student surveys
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Unit Assessments, Program Assessments, and the Continuous Improvement Matrix - Key Course Assessments aligned to CAEP and PSC standards. Specific assessments include edTPA artifacts and the Candidate Assessment on Performance Standards - observation instrument
- Other:

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

<b>Approvals:</b>		
Dept. Head:	<i>[Signature]</i>	Date: 2/6/15
College/Division Exec. Comm.:	<i>[Signature]</i>	Date: 2/10/15
Dean/Director:	<i>[Signature]</i>	Date: 2/15/15
Graduate Exec. Comm.: (for graduate course):	<i>J. T. J. Ph</i>	Date: 2-26-15
Graduate Dean: (for graduate course):	<i>J. T. J. Ph</i>	Date: 2-26-15
Academic Committee:		Date:

Form last updated: January 6, 2010

**MSED 6200**  
**Student Teaching Field Experience**  
**6 Semester Hours**

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**Dewar College of Education and Human Services**  
**Valdosta State University**  
**Department of Middle, Secondary, Reading, and Deaf Education**  
**Conceptual Framework: Guiding Principles (DEPOSITS)**  
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

### **InTASC Model Core Teacher Standards\***

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*\*Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from [http://www.ccsso.org/Documents/2013/2013\\_INTASC\\_Learning\\_Progressions\\_for\\_Teachers.pdf](http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf)*

## **INSTRUCTOR**

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

## **REQUIRED TEXTBOOKS**

TBD

## **COURSE PREREQUISITES:**

Prerequisites: MGED 2999 or SEED 2999, SPEC 3000, MSED 7100

## **COURSE DESCRIPTION**

**Prerequisites: MGED 2999 or SEED 2999, SPEC 3000, MSED 7100.** The culminating clinical field experience for teaching candidates. Candidates are placed under the immediate supervision of a mentor teacher and with additional support provided by a university supervisor, and is fully engaged in the processes of planning, instruction, and assessment. On-campus seminar meetings will occur throughout the semester.

## **LEARNING OUTCOMES FOR VSU'S CORE CURRICULUM**

All learning outcomes in the major continue to build upon those in VSU's Core Curriculum listed at <http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml>.

## **COURSE OBJECTIVES (CO):**

The candidates will be able to:

1. teach for 1 semester of full-time student teaching in a middle school or high school environment (InTASC 1-10).
2. plan and implement effective differentiated instruction and assessment appropriate for the content area and their students' diverse abilities and perspectives. (InTASC 1-8; DL 3.1, 3.2, 3.3; AL3.1, 3.2; FL 3.1,3.2, 3.3; CPL 3.1, 3.2, 3.3)
3. use multiple sources data to reflect upon their impact on student learning and make adjustments to instruction through reflective journal writing and dialogue with supervisors. (InTASC 1-8, AL 3.3; FL 3.1, 3.2, 3.3; EDL 2.2, 3.1)
4. plans and implements appropriate technology-based, student-centered classroom activities to include opportunities for students to manage their own learning. (InTASC 8; TL 3.2, 3.3)
5. effectively manages the classroom environment and creates a safe, engaging learning environment for all students. (FL3.4)
6. work collaboratively with team members to evaluate students' learning and their own pedagogy. (InTASC 6-8; EDL 3.2)
7. participate in all professional teacher activities related to their site placement. (InTASC 9-10; EDL 2.1)
8. attend university professional practices seminars. The purpose of these seminars will be to provide a platform for constructive reflection and guidance of effective teaching strategies to help meet the challenges that arise during student teaching and to provide guidance in the compilation of the edTPA portfolio, professional Teacher Work Sample, and Impact on Student Learning (InTASC 9)

## COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

### **Lesson Plans**

100 points

This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty. Key course Assessment FL 3a

### **Field Experience Binder** -Including lesson plans and reflections (FL3a)

This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty. 100 points

**edTPA**-Candidates will complete and submit the edTPA portfolio for their content area. This is a required Key Program Assessment and should not be modified or removed from this course without the approval of the program faculty.

**Observations**- Key Assessments for CAEP Continuous Improvement are based on successful observations by university supervisors using COEHS Observation Instrument. This is a required Key Program Assessment and should not be modified or removed from this course without the approval of the program faculty.

**Teacher Work Sample and COEHS Impact on Student Learning Assessment**- This is a required Key Program Assessment and should not be modified or removed from this course without the approval of the program faculty.

### **Grading Scale**

A = 100 – 90    B = 89 – 80    C = 79 – 70    D = 69 – 60    F = 59 – 0

### **ATTENDANCE POLICY**

When students are compelled for any reason to be absent from class, they should immediately contact the instructor. As per the VSU Undergraduate Bulletin (2012-13), “A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course” (p. 87).

### **PROFESSIONALISM**

The following areas describe the professional expectations for all pre-service students in the Department of Middle, Secondary, Reading, and Deaf Education. A student who does not meet professional expectations is placed on a Professional Improvement Plan. Please see

<http://www.valdosta.edu/colleges/education/deans-office/documents/professional-improvement-plan-11.22.13.doc>

#### *Professionalism - Ethics*

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at <http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>).

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## ACCESSIBILITY STATEMENT

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Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: [access@valdosta.edu](mailto:access@valdosta.edu).

## STUDENT SUCCESS CENTER

The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. The SSC provides free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of their services. Contact: phone number 229-333-7570; email [ssc@valdosta.edu](mailto:ssc@valdosta.edu).

## STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to

view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

## Teacher Education Dispositions\*

Teacher education dispositions refer to attitudes and beliefs about teaching and learning, and professional conduct and behavior. To assist in understanding dispositions, some of the common professional behaviors and characteristics that will be expected in this class are described more fully below.

**Responsibility:** Is present, punctual and prepared for classes and field experiences; completes assignments on time; is dependable; knows and follows instructor, university and school guidelines and handbooks; exhibits dress and grooming appropriate to setting; is self-directed; accepts responsibility for actions.

**Communication:** Uses appropriate language; demonstrates ability to speak and write clearly; uses Standard English in writing and speaking; demonstrates appropriate listening skills.

**Interpersonal Skills:** Demonstrates courtesy and respect for students, teachers, staff, peers, parents, and members of the community; works collaboratively with others; avoids disparaging and critical remarks; establishes positive rapport and appropriate relationships; shows appropriate sensitivity to all students; is open-minded, supportive and encouraging.

**Classroom Characteristics:** Is positive, enthusiastic, optimistic, patient, fair, empathetic, inquisitive, and resourceful; puts needs of students first; respects individual differences; demonstrates initiative and creativity; is committed to teaching and learning; demonstrates persistence in helping all children succeed; demonstrates awareness and caring attitude toward all students.

**Judgment:** Demonstrates maturity; exhibits self-control; handles stress appropriately; is able to adapt to change; is able to accept and express different points of view in appropriate manner; uses good judgment; accepts responsibility for own actions.

**Ethics:** Is truthful and honest; behaves ethically and legally in interactions with others; maintains confidentiality; respects intellectual property of others by giving credit where due; does not cheat or plagiarize; adheres to policies of university, schools and profession.

**Self-Reflection:** Engages in problem solving and self-evaluation; reflects on decisions made concerning students, teaching methods and subject matter; accepts constructive criticism in a positive manner; uses feedback to make improvements; strives for personal and professional growth.

\*Adapted from Mississippi State University COE

### Dispositions Contract

I have read and understand these professional dispositions and recognize their importance in this class and in the teaching profession.

\_\_\_\_\_  
Your Signature

\_\_\_\_\_  
Your Name – Printed

\_\_\_\_\_  
Date



**Read the Student Contract carefully. After you have read and understood the course expectations, please sign the contract below.**

### **Student Contract**

I understand that my instructor and departmental faculty will communicate via the course email.

I understand the requirements for this course as detailed in the syllabus and the course outline, including due dates. The course schedule provides information about due dates, which must be followed. No late work will be accepted.

### **Communications Skills**

Demonstrated mastery of formal Standard English and APA format are required in all aspects of the course. Assignments will be revised until these standards have been met, although points will be deducted each time. Mastery in electronic communication, including review/edit features, how to submit assignments, and how to attach files to emails, is expected. I must monitor course email regularly and inform the instructor of any email problems or changes.

### **Participation Policy**

I am expected to participate in the activities of the course. This class is part of my professional preparation. Appropriate attitude, demeanor, and diligence are required, will be noted, and will be considered. When I am a peer reviewer, someone is depending on me to provide constructive criticism of their work in a timely manner.

### **Academic Integrity**

All assignments must represent my original work. Although I am expected to research literature, I must not plagiarize. I will not plagiarize others, nor will I plagiarize myself by using material that I have submitted previously. I will appropriately cite any information from another author.

Candidate's Name \_\_\_\_\_

Candidate's Signature \_\_\_\_\_

Date \_\_\_\_\_

**RECEIVED**

FEB 09 2015

**REQUEST FOR A NEW COURSE**

Valdosta State University

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**Date of Submission:** 11/11/2014 (mm/dd/yyyy)

**Department Initiating Request:**  
Middle, Secondary, Reading and Deaf  
Education

**Faculty Member Requesting:**  
Barbara J. Radcliffe

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog  
for approved prefixes)  
MSED 6300

**Proposed New Course Title:**  
MAT Capstone  
**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
Capstone MSRD

**Semester/Year to be Effective:**  
Spring 2016

**Estimated Frequency of Course Offering:**  
Fall/Spring

**Indicate if Course will be :**  Requirement for Major  Elective

**Lecture Hours:** 3

**Lab Hours:** 0

**Credit Hours:** 3

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisites: appropriate 2999 course. The culmination of the work in the MAT program. Candidates integrate major philosophical and theoretical fields of thought in education, make connections between their clinical experiences and coursework, and develop a professional approach to education as a new teacher.

**Justification:** Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improving student learning outcomes: Restructuring program of study, course content and course numbering to reduce redundancy and streamline course requirements. Due to changes in teacher candidate requirements (EdTPA), the capstone course will allow students to reflect on their learning through the program with culminating assignments. Students will read advanced literature in education and examine critical issues through the lenses of their field and clinical experiences. Students will adapt a critical teaching philosophy from previous coursework.
- Adopting current best practice(s) in field: Restructuring course content, course content and program of study to allow students to be finalize their philosophy of education, complete EdTPA requirements, and reflect on growth and learning in the MAT program.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies: CAPS is aligned to the new TAPS and Teacher Keys evaluation system. EdTPA is a multi-state initiative for new teacher candidates to be evaluated in a holistic and comprehensive manner

InTASC Model Core Teacher Standards

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements

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Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Other: Restructuring of program of study and course content to reflect changes in state initial teacher certification requirements and reduce redundancy in program

**Source of Data to Support Suggested Change:**

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. SOIs and student surveys

Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Program key assessments

**Plans for assessing the effectiveness of the course in meeting program's learning outcomes** (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

**Data Sources:**

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs and student surveys
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Unit Assessments, Program Assessments, and the Continuous Improvement Matrix - Key Course Assessments aligned to CAEP and PSC standards.
- Other:

**\*\*Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.\*\***

<b>Approvals:</b>		
Dept. Head:	<i>R. Hall</i>	Date: 2/16/15
College/Division Exec. Comm.:	<i>DM</i>	Date: 2/16/15
Dean/Director:	<i>DM</i>	Date: 2/16/15
Graduate Exec. Comm.: (for graduate course):	<i>J. T. J. LA</i>	Date: 2-26-16
Graduate Dean: (for graduate course):	<i>J. T. J. LA</i>	Date: 2-26-16
Academic Committee:		Date:

Form last updated: January 6, 2010

**MSED 6300**  
**Master's Capstone**  
**3 Semester Hours**

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**Dewar College of Education and Human Services**  
**Valdosta State University**  
**Department of Middle, Secondary, Reading, and Deaf Education**  
**Conceptual Framework: Guiding Principles (DEPOSITS)**  
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

**Dispositions Principle:** Productive dispositions positively affect learners, professional growth, and the learning environment.

**Equity Principle:** All learners deserve high expectations and support.

**Process Principle:** Learning is a lifelong process of development and growth.

**Ownership Principle:** Professionals are committed to and assume responsibility for the future of their disciplines.

**Support Principle:** Successful engagement in the process of learning requires collaboration among multiple partners.

**Impact Principle:** Effective practice yields evidence of learning.

**Technology Principle:** Technology facilitates teaching, learning, community-building, and resource acquisition.

**Standards Principle:** Evidence-based standards systematically guide professional preparation and development.

**InTASC Model Core Teacher Standards\***

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

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\*Council of Chief State School Offices, (2013, April). *InTASC model core teacher standards and learning progressions for teachers 1.0*. Retrieved from [http://www.ccsso.org/Documents/2013/2013\\_INTASC\\_Learning\\_Progressions\\_for\\_Teachers.pdf](http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf)

## **INSTRUCTOR**

Name:

Office Number:

Telephone Number: 229 333-5611 (dept. office)

Email Address:

Office Hours:

## **REQUIRED TEXTBOOKS**

The following texts represent suggestions to the instructor of the course:

1. Regular use of BlazeView is necessary, and a *LiveText* software account is required.
2. Esquith, R. (2013). *Real Talk for Real Teachers*. ISBN: 9780670014644. Viking.

3. APA manual ( 6<sup>th</sup> edition).
4. Engel, A. (2010). *Seeds of Tomorrow*. ISBN-10: 1594517797. Paradigm.
5. *Jossey-Bass Reader on Teaching* (2003). ISBN: 0787962406. Wiley and Sons.

Optional Text:

- Jensen, E. (2009). *Teaching with Poverty in Mind*. ISBN: 9781416608844. ASCD.  
Jacobs, H.H. (2010). *Curriculum 21: Essential Education for a Changing World*. ISBN: 9781416609407. ASCD.

**COURSE PREREQUISITES:**

appropriate 2999 course,

**COURSE DESCRIPTION**

**Prerequisites: appropriate 2999 course.** The culmination of the work in the MAT program. Candidates integrate major philosophical and theoretical fields of thought in education, as well as make connections between their clinical experiences, learning from coursework and professional approach to education as a new teacher.

**LEARNING OUTCOMES FOR VSU'S CORE CURRICULUM**

All learning outcomes in the major continue to build upon those in VSU's Core Curriculum listed at <http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml>.

**COURSE OBJECTIVES (CO):**

The candidates will:

1. integrate their development of best practices in technology, diversity, and content pedagogy. (InTASC 1-10)
2. develop a teacher work sample that includes context for learning, analysis of impact on student learning and reflection of teaching practice. (InTASC 1-10).
3. demonstrate their content pedagogy through the completion of EdTPA Tasks 1, 2, 3 portfolio including artifacts and reflection (InTASC 1-10), and Livetext submissions.
4. analyze their educator dispositions by completing COEHS Exit Dispositions Survey.
5. further refine their philosophy of education based on their field experiences and course work.

**COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

The following descriptions are suggested course activities designed to meet the course objectives. Course instructors have the academic freedom to adapt all course assignments except those noted as Key Course Assessments.

**Critical Best Practices Project.** You will write a critical best practices project focusing on the following themes: diversity, technology, and content pedagogy. Guidelines and rubric will be provided. This will be loaded into Live Text. DL 3a, TL3a, CPL3a This is a required Key

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Course Assessment and should not be modified or removed from this course without the approval of the program faculty.

**Teacher Work Sample** This is a required Key Program Assessment and should not be modified or removed from this course without the approval of the program faculty.

**EdTPA Tasks 1, 2, 3 portfolio** This is a required Key Program Assessment and should not be modified or removed from this course without the approval of the program faculty.

**Dispositions Exit Survey** This is a required Key Program Assessment and should not be modified or removed from this course without the approval of the program faculty.

**Philosophy of Education & Reflective Comparison of Earlier Philosophies & Growth.** You will produce your final version of your Philosophy of Education. Included in this paper will be a reflective comparison and evidence of growth. This will be placed in Live Text. EDL 3a This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.

**In-class assigned chapter presentation.** Each student will choose one chapter from the Jossey-Bass Reader on Teaching and present it to the class. Mode of delivery will be the student's choice.

**Weekly Blazeview Discussion post.** Questions will be provided for discussion posts based on the required text and/or class readings.

## COURSE EVALUATION.

**LATE WORK: NO LATE WORK WILL BE ACCEPTED.** If you are going to miss class and you have an assignment due, it is your responsibility to get it to me. You can do this by sending it by another student or sending it to me via email. Professional ethics, behavior, quality, and timeliness are expected in all products and performances. Given the percentage weights above, final grades will be assigned according to the following scale (**NOTE-A ZERO IN ANY OF THESE CATEGORIES WILL PRECLUDE THE CANDIDATE FROM RECEIVING AN "A" IN THE COURSE**):

### **Assessment/Evaluation**

**Develop a Best Practices assignment culminating the learning from program coursework, experiences from clinical field experiences and further readings in educational literature (InTASC 1-10, CPL 2a)** This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.) 100 points

**Complete the Teacher Work Sample using documentation from clinical field experience courses and reflection on teaching practice.** (InTASC 1-10, DL 3a, TL 3a, AL 3a, CPL 3a, EDL 3). Program Key Assessment 3- Planning, and Program Key Assessment 5 Effects on Student Learning This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.) 100 points

**Students complete EdTPA Tasks 1, 2, 3 portfolio including artifacts and reflection** (InTASC 1-10, AL 3a) This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.) 100 points

### **Grading Scale**

A = 100 - 90            D = 69 - 60  
B = 89 - 80            F = 59 - 0  
C = 79 - 70

### **ATTENDANCE POLICY**

When students are compelled for any reason to be absent from class, they should immediately contact the instructor. As per the VSU Undergraduate Bulletin (2012-13), "A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course" (p. 87).

### **PROFESSIONALISM**

The following areas describe the professional expectations for all pre-service students in the Department of Middle, Secondary, Reading, and Deaf Education. A student who does not meet professional expectations is placed on a Professional Improvement Plan. Please see

<http://www.valdosta.edu/colleges/education/deans-office/documents/professional-improvement-plan-11.22.13.doc>

#### *Professionalism - Ethics*

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at <http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>).

Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a student's actions or attitudes are judged to be less than professional appropriate remedial action will be taken.

#### *Professionalism – Dress code*

In this course, classes are held in public schools. **Professional dress code is required.**

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### *Professionalism - Communication*

Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Those individuals whose communication skills (verbal or written) indicate a need for assistance will be referred to the appropriate services on campus.

### *Professionalism - Assignments*

All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted.

### *Professionalism - Diversity*

Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

### *Professionalism - Technology*

As part of our conceptual framework, the College of Education is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses.

### *Statement on Academic Integrity*

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at <http://www.gapsc.com/Professionalpractices/NEthics.asp> ) Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Future teachers should conduct themselves with the professionalism that is required of practicing teachers.

- In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publically available.
- All assignments should be your own original work, not group work. If you use ideas from other sources, you must provide a full citation using APA style – name(s) of author(s); date of publication or retrieval date; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment.

### *Description of Academic Dishonesty*

To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

While students are likely to understand plagiarism as stealing someone's words as their own, there are many types of plagiarism.

- **Stealing Verbatim:** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism. **Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.**
- **Use of Professional Resources Without Acknowledgement.** Students may not use published professional resources, including lesson plans, learning activities, or PowerPoint presentations, without citing the source.
- **Misquoting:** If, when composing an assignment, students directly quote a source and cite it, but alter the author's words to strengthen their argument, they have committed plagiarism.
- **Paraphrasing or Summarizing Without Citing:** An allowable practice in academia is for students to take an author's words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author's words, students *must* cite that original source. If they do not cite the original source, they have effectively stolen the original author's idea and have committed plagiarism.
- **Duplicating Publication:** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. The instructors in the Master's Degree Program in Curriculum and Instruction do *not* allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.
- **Duplication of Peer Student Work:** Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student's express consent or knowledge.

**Note: Assignments in this course may be checked electronically for plagiarism.**

By taking this course, you agree that all required course work may be subject to submission for electronic review based on textual similarity.

### **DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM**

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

**FIRST OFFENSE:**

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

**SECOND OFFENSE:**

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

**Note: Assignments in this course may be checked electronically for plagiarism.**

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**STUDENT SUCCESS CENTER**

*Positively Impacting Learning Through Evidence-Based Practices*

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### **STUDENT OPINION OF INSTRUCTION**

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### **DIRECTIONS FOR POSTING TO LIVETEXT**

#### ***How To Submit Assignments in LiveText***

Note: These directions apply only to assignments visible on your dashboard.

All dashboard submissions should follow a **basic process**:

1. From the Dashboard, click the Begin Assignment button for the assignment you want to submit. *The button will be red.*
2. In Step 2 of 3, under "Have you already created files or LiveText documents for this assignment?," click the Attach Files button.
3. Under the Upload New File tab, click the Browse button.
4. Choose the document you want to submit.
5. Once the document is loaded, click the Attach Selected Files.
6. Once the file is attached, click the Submit Assignment button.
7. Once the assignment is submitted, you will be notified and the submission date will appear. On the Dashboard, an Awaiting Assessment note will appear, and the assignment button will state View Assignment. *The button will be yellow.*

#### **If you have to resubmit your assignment:**

1. From the Dashboard, click the Continue Assignment button for the assignment for which a resubmission request has been made. *The button will be red.*
2. Click the Continue to Step 3 button in the top right corner.
3. In Step 2 of 3, under "Have you already created files or *LiveText* documents for this assignment?," click the Attach Files button.
4. Under the Upload New File tab, click the Browse button.

5. Choose the document you want to submit.
6. Once the document is loaded, click the Attach Selected Files.
7. Once the file is attached, click the Submit Assignment button.
8. Once the assignment is submitted, you will be notified and the submission date will appear. On the Dashboard, an Awaiting Assessment note will appear, and the assignment button will state View Assignment. *The button will be yellow.*

## Teacher Education Dispositions\*

Teacher education dispositions refer to attitudes and beliefs about teaching and learning, and professional conduct and behavior. To assist in understanding dispositions, some of the common professional behaviors and characteristics that will be expected in this class are described more fully below.

**Responsibility:** Is present, punctual and prepared for classes and field experiences; completes assignments on time; is dependable; knows and follows instructor, university and school guidelines and handbooks; exhibits dress and grooming appropriate to setting; is self-directed; accepts responsibility for actions.

**Communication:** Uses appropriate language; demonstrates ability to speak and write clearly; uses Standard English in writing and speaking; demonstrates appropriate listening skills.

**Interpersonal Skills:** Demonstrates courtesy and respect for students, teachers, staff, peers, parents, and members of the community; works collaboratively with others; avoids disparaging and critical remarks; establishes positive rapport and appropriate relationships; shows appropriate sensitivity to all students; is open-minded, supportive and encouraging.

**Classroom Characteristics:** Is positive, enthusiastic, optimistic, patient, fair, empathetic, inquisitive, and resourceful; puts needs of students first; respects individual differences; demonstrates initiative and creativity; is committed to teaching and learning; demonstrates persistence in helping all children succeed; demonstrates awareness and caring attitude toward all students.

**Judgment:** Demonstrates maturity; exhibits self-control; handles stress appropriately; is able to adapt to change; is able to accept and express different points of view in appropriate manner; uses good judgment; accepts responsibility for own actions.

**Ethics:** Is truthful and honest; behaves ethically and legally in interactions with others; maintains confidentiality; respects intellectual property of others by giving credit where due; does not cheat or plagiarize; adheres to policies of university, schools and profession.

**Self-Reflection:** Engages in problem solving and self-evaluation; reflects on decisions made concerning students, teaching methods and subject matter; accepts constructive criticism in a positive manner; uses feedback to make improvements; strives for personal and professional growth.

\*Adapted from Mississippi State University COE

### Dispositions Contract

I have read and understand these professional dispositions and recognize their importance in this class and in the teaching profession.

\_\_\_\_\_  
Your Signature

\_\_\_\_\_  
Your Name – Printed

\_\_\_\_\_  
Date

**Read the Student Contract carefully. After you have read and understood the course expectations, please sign the contract below.**



## Student Contract

I understand that my instructor and departmental faculty will communicate via the course email.

I understand the requirements for this course as detailed in the syllabus and the course outline, including due dates. The course schedule provides information about due dates, which must be followed. No late work will be accepted.

### Communications Skills

Demonstrated mastery of formal Standard English and APA format are required in all aspects of the course. Assignments will be revised until these standards have been met, although points will be deducted each time. Mastery in electronic communication, including review/edit features, how to submit assignments, and how to attach files to emails, is expected. I must monitor course email regularly and inform the instructor of any email problems or changes.

### Participation Policy

I am expected to participate in the activities of the course. This class is part of my professional preparation. Appropriate attitude, demeanor, and diligence are required, will be noted, and will be considered. When I am a peer reviewer, someone is depending on me to provide constructive criticism of their work in a timely manner.

### Academic Integrity

All assignments must represent my original work. Although I am expected to research literature, I must not plagiarize. I will not plagiarize others, nor will I plagiarize myself by using material that I have submitted previously. I will appropriately cite any information from another author.

Candidate's Name \_\_\_\_\_

Candidate's Signature \_\_\_\_\_

Date \_\_\_\_\_

FEB 09 2015

REQUEST FOR A CURRICULUM CHANGE

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

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:  
97

Proposed Effective Date for  
Curriculum Change:  
(Month/Year): Spring 2016

Degree & Program Name:  
(e.g., BFA, Art): MAT in  
Middle Grades or Secondary  
Education

**Present Requirements:**  
MASTER OF ARTS IN TEACHING (M.A.T.)  
IN MIDDLE GRADES  
AND SECONDARY EDUCATION

**Employed Teacher Option**

This option is designed for working teachers. It results in clear/renewable certification at the completion of MSED 7001, MSED 7002, MSED 7003, MSED 7004, MSED 7005, and MSED 7006. Candidates typically complete the certification requirements within the first three to four semesters. Candidates can earn an M.A.T. upon completion of the program.

MGED 2999 or SEED 2999 ..... 0 hours  
PSYC 7010 and RSCH 7100 ..... 6 hours  
MSED 7000, MSED 7010, MSED 7650, MSED 7800 ..... 12 hours  
MSED 7001, MSED 7002, MSED 7003 ..... 9 hours  
MSED 7004, MSED 7005, MSED 7006 ..... 9 hours  
Total Hours Required for the Degree ..... 36 semester hours

There are requirements in addition to the above that candidates must complete before being recommended for certification, including SPEC 3000 (or equivalent). Technology knowledge and skills are demonstrated through coursework because technology requirements are embedded throughout the program of study. Additional technology coursework may be recommended through SEED 4010, ACED 3400, or ACED 7600.

**Proposed Requirements (Underline changes after printing this form:**  
MASTER OF ARTS IN TEACHING (M.A.T.) IN  
MIDDLE GRADES  
OR SECONDARY EDUCATION

Employed Teacher Track

The Employed Teacher Track is for those who are currently teaching on a non-renewable/induction certificate. It is designed as a two-year program; after successfully completing the first six courses (MSED 5600, 6001, 6002, 6004, 6010, and 6020), passing the GACE at the Induction or Professional Level, and earning a passing score on EdTPA, a candidate may be recommended for initial certification at Level 4. At the end of the second year (additional 15 credit hours) a candidate may earn a master's degree (M.A.T.) and be eligible to upgrade their certificate to Level 5.

MGED 2999 or SEED 2999 ..... 0 hours  
MSED 5600, 6001, 6002, 6004 ..... 12 hours  
MSED 6010, 6020 ..... 9 hours  
MSED 6000, 6003, 6005, 6300 ..... 12 hours  
RSCH 7100 ..... 3 hours

Total Hours Required for the Degree ..... 36 semester hours

There are requirements in addition to the above that candidates must complete before being recommended for certification, including SPEC 3000 (or equivalent). Technology knowledge and skills are demonstrated through coursework as technology requirements are embedded throughout the program of study.

**MASTER OF ARTS IN TEACHING (M.A.T.) IN MIDDLE GRADES AND SECONDARY EDUCATION**  
**Full -time student option**  
**This option is designed for full-time students who are not employed as teachers. It results in an M.A.T. and clear/renewable certification.**  
**MGED 2999 or SEED 2999** .....**.0**  
**hours**  
**PSYC 7010 and RSCH 7100** .....  
**.6 hours**  
**MSED 7000, MSED 7010, MSED 7650, MSED 7800** .....  
**.12 hours**  
**MSED 7001, MSED 7002, MSED 7003** .....**.9**  
**hours**  
**MSED 7020, MSED 7021** .....**.3**  
**hours**  
**MSED 7004** .....  
**.3 hours**  
**MSED 7040, MSED 7041** .....**.3**  
**hours**  
**Total Hours Required for the Degree** .....  
**36 semester**  
**hours**

**MASTER OF ARTS IN TEACHING (M.A.T.) IN MIDDLE GRADES OR SECONDARY EDUCATION**

**Full-time Student Track**  
The Full-time Student Track of the M.A.T. is a fifth year program beyond a bachelor's degree and is a full-time program in which candidates may earn a master's degree (M.A.T.) and be eligible for an induction certificate (once employed) or a certificate of eligibility (while seeking employment) after meeting all program requirements, passing the GACE at the Induction or Professional Level, and earning a passing score on edTPA.

MGED 2999 or SEED 2999	0 hours
MSED 6001, 6002, 6004	9 hours
<u>MSED 6000, 6003, 6005</u>	<u>9 hours</u>
<u>MSED 5000-5500 (choose one only)</u>	<u>3 hours</u>
<u>MSED 6100, 6200, 6300</u>	<u>12 hours</u>
RSCH 7100	3 hours

Total Hours Required for the Degree .....**36**  
semester hours

**Justification:**

Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improve student learning outcomes: Restructuring program of study, course content, and course numbering to reduce redundancy and streamline course requirements. Changes also reflect the need to align program and course content with new teaching certification requirements. Change in Methods Courses: Having methods courses held in our PDS partnership K-12 schools focused specifically on selected content areas will allow for a deeper exploration of the content areas as well as effective methods for teaching specific content (pedagogical content knowledge and skills) at the middle grades level and secondary levels. The new communication course was developed to improve the performance capacity of teacher candidates as they prepare for the communications challenges in contemporary classrooms. An assessment course was designed to address the rigorous assessment demands facing today's teachers, including data driven instruction, data management, and a variety of assessment techniques. The differentiation and multiculturalism course combines elements from several previous courses in order to help candidates vary their instructional strategies to meet the diverse needs of today's middle and secondary students. Field and clinical experiences coursework has been adapted to address new edTPA requirements for initial certification.

4604

Adopting current best practice(s) in field:

Meeting mandates of state/federal/outside accrediting agencies: Changes in program curriculum also reflect the need to align program and course content with new teaching certification requirements.

Other:

**Source of Data to Support Suggested Change:**

**Indirect measures:** SOIs, student, employer, or alumni surveys, etc. SOIs: Candidates cited needs for more in-depth instruction in differentiation and assessment. Improvement in field experiences, clinical experiences and PDS-based methods courses allow candidates more hands-on preparation in content-based instruction.

MSRD Advisory Board members' feedback indicates a need to address the candidates' readiness to enter Apprenticeship and Student Teaching for candidates on the Full-time Student Track.

**Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) IER data from indicated weakness in candidates' communication skills, assessment uses, and differentiated instruction.

**Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).**

**Data Sources:**

**Indirect measures:** SOIs; student, employer, or alumni surveys, etc. Student, employer, and alumni surveys, and Advisory Board members' feedback

**Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Unit Assessments, Program Assessments, and the Continuous Improvement Matrix - Key Course Assessments aligned to CAEP and PSC standards.

**Approvals:**

Department Head:

*[Signature]*

Date: 2/6/15

College/Division Exec. Committee:

*[Signature]*

Date: 2/10/15

Dean(s)/Director(s):

*[Signature]*

Date: 2/10/15

Grad. Exec. Committee:  
(for graduate course)

*[Signature]*

Date: 2-26-15

465

Graduate Dean:  
(for graduate course)

J. T. Jelt

Date: 2-26-15

Academic Committee:

Date:

Form last updated: January 6, 2010

RECEIVED

FEB 09 2015

**REQUEST TO DEACTIVATE A COURSE/PROGRAM**

Valdosta State University

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**Date of Submission: December 8, 2014**

**Department Initiating Deactivation:**  
Middle, Secondary, Reading & Deaf ED

**Semester & Year to be Effective:**  
Fall 2015

**List of courses (or the program or track) to be deactivated:**

MSED 7007 Integrating Technology in the Content Areas

MSED 7030 Teaching Strategies and Assessment

MSED 7320 Multiculturalism and Diversity

**Justification:** Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other These courses are no longer part of the program of study.

**Source of Data to Support Suggested Change:**

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. The MSED - MAT program of study does not include these courses.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

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Approvals:	
College/Division Exec. Comm.: <i>[Signature]</i>	Date: <i>2/16/15</i>
Dept. Head: <i>[Signature]</i>	Date: <i>2/16/15</i>
Dean/Director: <i>[Signature]</i>	Date: <i>2/10/15</i>
Graduate Exec. Comm.: (for grad course/program) <i>[Signature]</i> <i>T. J. [Signature]</i>	Date: <i>2-26-15</i>
Graduate Dean: (for grad course/program) <i>[Signature]</i> <i>T. J. [Signature]</i>	Date: <i>2-26-15</i>
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED

FEB 09 2015

**REQUEST TO DEACTIVATE A COURSE/PROGRAM**

Valdosta State University

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**Date of Submission:** November 20, 2014

**Department Initiating Deactivation:**  
Middle, Secondary, Reading & Deaf ED

**Semester & Year to be Effective:**  
Spring 2015 SUMMER OR  
FALL

**List of courses (or the program or track) to be deactivated:**

DEAF 3110 Orientation to Deafness

DEAF 3130 Overview of Language Learning in Deaf Children

DEAF 5290 Audiological Considerations for Teachers

DEAF 5450 Auditory and Oral Methods for Teachers

**Justification:** Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies

Other DEAF 3110 and DEAF 3130 have been combined into a new course, DEAF 3100 Orientation to Deaf Education and Language Learning. DEAF 3110 and DEAF 3130 are no longer offered.

DEAF 5290 and DEAF 5450 have been combined into one course, DEAF 6020 Audiological Considerations and Auditory/Oral Methods for Teachers of the Deaf. DEAF 5290 and DEAF 5450 are no longer offered.

**Source of Data to Support Suggested Change:**

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

469



Approvals:	
College/Division Exec. Comm.: <i>DM</i>	Date: 2/10/15
Dept. Head: <i>[Signature]</i>	Date: 2/6/15
Dean/Director: <i>DM</i>	Date: 2/10/15
Graduate Exec. Comm.: (for grad course/program) <i>J T. J. Ph</i>	Date: 2-26-15
Graduate Dean: (for grad course/program) <i>J T. J. Ph</i>	Date: 2-26-15
Academic Committee:	Date:

Form last updated: January 6, 2010