VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET

ACADEMIC COMMITTEE

MONDAY,
February 11, 2013

2:30 p.m.

Rose Room
UNIVERSITY CENTER

Stanley Jones
Registrar/Secretary of the Academic Committee

1. Minutes of the January 14, 2013 meeting. (pages 1-2) were approved by email January 22, 2013.

2. **COLLEGE OF NURSING**
    a. New Honors option for the BSN (pages 3-5)

3. **COLLEGE OF THE ARTS**
    a. Revised degree requirements for the MMED (pages 6-7)
    b. Revised course description ART 4170 (pages 8-10)
    c. Revised credit hours, prerequisite, corequisite, and course description ART 4171 (pages 11-13)
    d. New course ART 4172 (pages 14-18)
    e. Revised senior curriculum for the BA in Art (pages 19-21)
    f. Revised senior curriculum for the BFA in Art (pages 22-23)

4. **COLLEGE OF ARTS AND SCIENCES**
    a. New course PHYS 3821(pages 24-30)
    b. Deactivation WGST 2010 (pages 31-32)
    c. New course CHEM 1200 (pages 33-38)
    d. Revised prerequisites for CHEM 1211 (pages 39-41)
    e. Revised prerequisites for MATH 1112 (pages 42-44)
    f. Revised prerequisites for MATH 1113 (pages 45-47)
    g. Revised prerequisites for MATH 1113H (pages 48-50)
    h. Revised prerequisites for MATH 1261 (pages 51-53)
    i. Revised prerequisites for MATH 1262 (pages 54-56)
    j. Revised prerequisites for MATH 2150 (pages 57-59)
    k. Revised prerequisites for MATH 2261 (pages 60-62)
    l. Revised prerequisites for MATH 2262 (pages 63-65)
    m. Revised prerequisites for MATH 2263 (pages 66-68)
    n. Revised prerequisites for MATH 2620 (pages 69-71)
    o. Revised prerequisites for MATH 3010 (pages 72-74)
    p. Revised prerequisites for MATH 3040 (pages 75-77)
    q. Revised prerequisites for MATH 3340 (pages 78-80)
    r. Revised prerequisites for MATH 3510 (pages 81-83)
    s. Revised prerequisites for MATH 4081 (pages 84-86)
    t. Revised prerequisites for MATH 4082 (pages 87-89)
    u. Revised prerequisites for MATH 4085 (pages 90-92)
    v. Revised prerequisites for MATH 4110 (pages 93-95)
    w. Revised prerequisites for MATH 4150 (pages 96-98)
    x. Revised prerequisites for MATH 4260 (pages 99-101)
    y. Revised prerequisites for MATH 4300 (pages 102-104)
    z. Revised prerequisites for MATH 4540 (pages 105-107)
    aa. Revised prerequisites for MATH 4621 (pages 108-110)
    bb. Revised prerequisites for MATH 4622 (pages 111-113)
    cc. Revised prerequisites for MATH 4651 (pages 114-116)
    dd. Revised prerequisites for MATH 4652 (pages 117-119)
    ee. Revised prerequisites for MATH 4901 (pages 120-122)
    ff. Revised prerequisites for MATH 4902 (pages 123-125)

5. **COLLEGE OF EDUCATION**
    a. Revised Admission to the Teacher Education Program (pages 126-132)
    b. Revised senior college curriculum for the BS in Organizational Leadership (pages 133-135)
    c. Revised credit hours and course description KSPE 7160 (pages 136-138)
    d. Educational Outcomes for the Department of Early Childhood and Special Education (pages 139-141)
    e. Revised department narrative for the Department of Communication Disorders (pages 142-144)
    f. Revised Area F for the BSED in Communication Disorders (pages 145-146)
    g. Revised senior college curriculum for the BSED in Communication Disorders (pages 147-149)
    h. Revised course description for CSD 3010 (pages 150-151)
    i. Revised prerequisites for CSD 3080 (pages 152-153)
    j. Revised prerequisites for CSD 4040 (pages 154-155)
    k. Revised prerequisites for CSD 4050 (pages 156-157)
    l. Revised Selected Educational Outcomes for the BSED in Middle Grades, Deaf Education, and American Sign Language/Interpreting (pages 158-160)
    m. Revised prerequisites for MGED 3220 (pages 161-163)
    n. Revised senior college curriculum for the BSED in Middle Grades Education (pages 164-166)
    o. Revised credit hours for MGED 3990 (pages 167-169)
    p. Revised credit hours and course description for MGED 3991 (pages 170-172)
    q. New course MGED 3020 (pages 173-187)

r. New course MGED 4100 (pages 188-203)
s. New course MGED 4200 (pages 204-217)
t. New course MGED 4300 (pages 218-233)
u. New course MGED 4400 (pages 234-252)
v. New course MGED 4500 (pages 253-268)
w. Revised department narrative for the Department of Middle, Secondary, Reading, and Deaf Education (pages 269-275)
x. Revised Selected Educational Outcomes for the MED in Reading Education (pages 276-278)
y. Revised department narrative for the Department Curriculum, Leadership, and Technology (pages 279-308)
    1. EDD in Curriculum and Instruction – split into 2 concentrations – P-12 Curriculum and Instruction – and General Curriculum and Instruction (pages 282-284)
    2. EDS in Instructional Technology – split into 3 concentrations – P-12 Technology Applicants Concentration (P-12 public school personnel) –Technology Applications Concentration (non-P-12 public school personnel) – and Library Media Concentration (pages 297-299)
    3. MED in Instructional Technology – Technology Applications Concentration – split into 2 options – option 1 for P-12 public school personnel and option 2 for non P-12 public school personnel (pages 300-302)
z. Revised program requirements for the EDD in Curriculum and Instruction (pages 309-312)
aa. Revised Admissions requirements for the EDD in Curriculum and Instruction (page 313-315)
bb. Revised Admissions requirements for the MED in Educational Leadership – Higher Education Administration Track and Student Affairs Track (pages 316-318)
cc. Revised Admissions requirements for the EDS in Educational Leadership – Performance-based-leadership (pages 319-321)
dd. Revised Admissions requirements for the MED in Instructional Technology – Technology Application Concentration (pages 322-324)
ee. Revised Admissions requirements for the MED in Instructional Technology – Media Specialist Concentration (pages 325-327)
ff. Revised Admissions requirements for the EDS in Instructional Technology (pages 328-330)
gg. Change EDS in Curriculum and Instruction – concentration Teaching and Learning Exemplary Teaching to EDS in Teacher Leadership (pages 331-333)
hh. Revised Selected Educational Outcomes for the EDS in Teacher Leadership (pages 334-336)
ii. Deactivation of the EDS in School Psychology (page 337)

6. **Pending items**
   a. BA in Transatlantic Studies Program – BOR and SACS approval (Dec 10 AC)
   b. Revised course CHEM 1010 – USG General Education Council approval
   c. Inclusion of GEOG 1125 into Area D.1 – BOR approval (DEC 11 AC)
   d. Prospectus - DNP – Doctor of Nursing Practice – BOR approval (SEP12 AC)
   e. Prospectus – BBA in Healthcare Administration – BOR approval (SEP12 AC)
   f. Prospectus – PSM – Professional Science Master's in Chemistry and Biochemistry – BOR approval (SEP12 AC)
   g. Minor – Entrepreneurship – BOR notification (SEP12 AC)
   h. Certificate – Public Administration – Public Management, Human Resources Management, and Non-Profit Management – BOR notification (SEP12 AC)

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Rose Room on Monday, January 14, 2013. Dr. Sharon Gravett, Assistant Vice President for Academic Affairs, presided.

Members Present: Dr. Melissa Benton, Dr. Vivianne Foyou, Dr. Dawn Lambeth, Dr. Jimmy Bickerstaff, Dr. Frank Flaherty, Dr. Kathe Lowney, Dr. Nicole Gibson, Dr. Gidget Ryskamp, Dr. Michelle Dykes, and Dr. Carol Rossiter.

Members Absent: Dr. Michael Sanger, Dr. Nathan Moates, Ms Catherine Schaeffer, Dr. Frank Barnas, Dr. Ray Elson, Dr. Aubrey Fowler, Dr. Selen Lauterbach, and Dr. Colette Drouillard.

Catalog Editor: Dr. Jane Kinney.

Visitors Present: Dr. Michael Black, Mr. Garrett White, Dr. Greg Harrell, Dr. Ed Chatelain, and Dr. Fred Knowles.

The Minutes of the December 3, 2012 meeting were approved by email on December 6 – with the credit corrected from 3 to 4 for KSPE 7150 item D-20 . (pages 1-3).

A.   College of the Arts and Sciences

1. CS 1301 and 1302 were approved for credit hours changes effective Fall 2013 at the October 2012 meeting – it was approved to change the effective date to Fall Semester 2014. (page 4).

2. New course, Criminal Justice (CRJU) 4680, "Native American and Criminal Justice", (NATIVE AMERICANS AND CJ – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2013. (pages 5-10).

3. New course, Native American Studies (NAS) 4100, "Native American and Criminal Justice", (NATIVE AMERICANS AND CJ – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2013. (pages 11-16).

4. New course, Engineering (ENGR) 2001, "Principles and Applications of Engineering Materials", (ENGINEERING MATERIALS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2013. (pages 17-20).

5. Revised Area F for the BS in Environmental Geosciences – Geography Track – (pages 21-22) – TABLED

6. Revised senior college curriculum for the BS in Environmental Geosciences – Geography Track – (Pages 23-25) – TABLED

7. Revised Area F for the BS in Environmental Geosciences – Geology Track – (pages 26-27) – TABLED

8. Revised senior college curriculum for the BS in Environmental Geosciences – Geology Track – (Pages 28-30) – TABLED

9. Revised credit hours GEOG 1100 – (Pages 31-36) – WITHDRAWN

10. New course, Geography (GEOG) 2011, "Introduction to Geographic Information Science", (INTRO TO GISCI – 3 credit hours, 2 lecture hours, 2 lab hours, and 4 contact hours), was approved effective Fall Semester 2013. (pages 37-42).

11. Revised prerequisites, Geography (GEOG) 3020, "Global Climate Change", (GLOBAL CLIMATE CHANGE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2013. (pages 43-45).

12. New course, Geography (GEOG) 3054, "Introduction to GPS", (INTRODUCTION TO GPS – 2 credit hours, 1 lecture hours, 3 lab hours, and 4 contact hours), was approved effective Fall Semester 2013. (pages 46-51).

13. Revised prerequisites, Geography (GEOG) 3150, "Meteorology and Climatology", (METEOROLOGY AND CLIMATOLOGY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall

Semester 2013. (pages 52-54).

14. Revised credit hours, Geography (GEOG) 4861, "Senior Thesis II", (SENIOR THESIS II – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2013. (pages 55-57).

15. Revised credit hours, Geography (GEOG) 4862, "Senior Thesis I", (SENIOR THESIS I – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Fall Semester 2013. (pages 58-60).

16. Revised prerequisites, Geology (GEOL) 3020, "Global Climate Change", (GLOBAL CLIMATE CHANGE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2013. (pages 61-63).

17. Revised prerequisites, Geology (GEOL) 3101, "Mineralogy", (MINERALOGY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2013. (pages 64-66).

18. Revised credit hours, Geology (GEOL) 3102, "Petrology and Petrography", (PETROLOGY AND PETROGRAPHY – 3 credit hours, 2 lecture hours, 3 lab hours, and 5 contact hours), was approved effective Fall Semester 2013. (pages 67-69).

19. Revised credit hours and prerequisites, Geology (GEOL) 3500, "Principles of Geochemistry", (PRINCIPLES OF GEOCHEMISTRY – 3 credit hours, 2 lecture hours, 2 lab hours, and 4 contact hours), was approved effective Fall Semester 2013. (pages 70-72).

20. Revised credit hours, Geology (GEOL) 4861, "Senior Thesis II", (SENIOR THESIS II – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2013. (pages 73-75).

21. Revised credit hours, Geology (GEOL) 4862, "Senior Thesis I", (SENIOR THESIS I – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Fall Semester 2013. (pages 76-78).

B.   Miscellaneous

1. Michael Black presented the new policy on Determination of Credit Hours. (pages 79-82).

Respectfully submitted,

Stanley Jones
Registrar

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: 281	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 2013

Degree and Program Name: Bachelor of Science in Nursing (Honors Option)

Present Requirements: none	**Proposed Requirements:** (highlight changes after printing) • Students will complete a portion of the Honors College requirements as they complete the core curriculum for nursing listed in the Undergraduate Catalog.
	• Students admitted into the upper division nursing program based on the Honors Nursing Program admissions standards will complete the remaining Honors College requirements, including global perspectives, by enrolling in the Honors section of :
	☐ NURS 3101H Junior I semester
	☐ NURS 3214H Junior II semester
	☐ NURS 4102H Senior I semester
	☐ NURS 3080H or HONS 4990 Senior II semester (will meet nursing elective requirement)
	• The assigned Nursing Advisor will advise students.
	Honors Admission to Upper Division Nursing
	Students will be admitted to the Honors College in the freshman year based on high school GPA and SAT scores (and any other criteria identified by the Honors College, such as recommendations or an essay). Honors College students are guaranteed a seat in the upper division nursing program contingent upon an minimum overall cumulative GPA of 3.0 and a minimum Certifying Nursing GPA of 3.4, in addition to meeting all remaining admission criteria.

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

☐ Improving Student Learning Outcomes

☐ Adopting Current Best Practice(s) in Field

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies

☒ Other Integration of the Nursing Major into the transition of the current Honors Program into the future Honors College. Encourage pre-nursing majors to choose the Honors Option.

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.) **Limited numbers of nursing majors concurrently enrolled in the Honors Option. No current Honors Option exists for nursing majors.**

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.)

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Approvals:	
Department Head: N/A	Date:
College/Division Exec. Committee: _Nelson Bolton_	Date: 1/18/13
Dean(s)/Director(s): _Anita H Hupp_	Date: 1/18/13
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

5

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: 154	Proposed Effective Date for Curriculum Change: (Month/Year): Aug 2013	Degree & Program Name: (e.g., BFA, Art): M.M.Ed.

Present Requirements:	Proposed Requirements (Underline changes after printing this form:
LEAD 7210 Ethis and Law 1 hour	LEAD 7210 Ethis and Law 1 hour
RSCH 7100 Research Meth in Edu 3 hours	RSCH 7100 Research Meth in Edu 3 hours
MUE 7000 Issues and Trends in MUE 3 hours	MUE 7000 Issues and Trends in MUE 3 hours
PSYC 7010 Learning and Assmt 3 hours	PSYC 7010 Learning and Assmt 3 hours
MUSC 7010 Music Theory 3 hours	MUSC 7010 Music Theory 3 hours
MUSC 7020 Music History	MUSC 7020 Music History 3 hours
MUE 7680 Foundations of MUE 3 hours	MUE 7680 Foundations of MUE 3 hours
One of the following:	One of the following:
MUE 7610 Choral Music Curric 3 hour	MUE 7610 Choral Music Curric 3 hour
MUE 7600 Instrumental Music Curr 3 ours	MUE 7600 Instrumental Music Curr 3 hours
Guided Electives 11 hours	EDUC 5999 Prof Orientation 0 hours
	Guided Electives 11 hours
Total Required for he Degree 36 semester hourss	Total Required for he 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:

☐ Adopting current best practice(s) in field:

☒ Meeting mandates of state/federal/outside accrediting agencies: This will make the M.M.Ed program consistent with the College of Education requirements for assessment of advanced candidates as part of NCATE accreditation. Current faculty will coninue to monitor this process.

☐ 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.) Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.). M.M.Ed. advanced
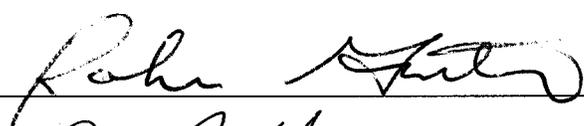
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candidates will be included in data related to dispositions and electronic portfolios as part of the assessment system for the College of Education. Included will be online surveys, required projects, electronic portfolios, and certain other criteria such as GPA and content tests.

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.) Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The collection of this data has been haphazard for this program. This change will formalize the process and allow faculty to track advanced candidates through the requirements.

Approvals:

Department Head:	Date: 11/2/12
College/Division Exec. Committee:	Date: 11/25/12
Dean(s)/Director(s):	Date: 11/27/12
Grad. Exec. Committee: (for graduate course)	Date: 1-31-13
Graduate Dean: (for graduate course)	Date: 1-31-13
Academic Committee:	Date:
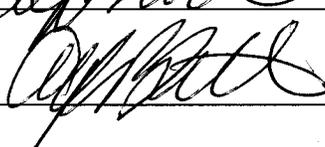
Form last updated: January 6, 2010

7

REQUEST FOR A REVISED COURSE
Valdosta State University

Date of Submission: 11-14-2012 (mm/dd/yyyy)

Department Initiating Revision: ART	Faculty Member Requesting Revision: A. Blake Pearce

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

ART, Professional Preparation, 4170

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

Current:	Requested:
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title:	**Course Title:**
Prerequisites:	**Prerequisites:**
Co-requisites:	**Co-requisites:**
Course Description: Prerequisite: ART 2030. The assembly of a portfolio and resume acceptable for professional use in art-related careers.	**Course Description:** Prerequisite: ART 2030. First of a three-course professional capstone sequence for the BA and BFA Art major. Course content includes the initial assembly of a portfolio, resume development, presentation and interview skills in preparation for art-related careers.

Semester/Year to be Effective: Fall 2013	Estimated Frequency of Course Offering: Fall and Spring semester

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

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

☒ Improving student learning outcomes: Student presentation assessments address the following selected learning outcomes related to capstone courses.

Demonstrate familiarity with the historical achievements, current major issues, processes, and directions of their field(s).

Demonstrate their competence by developing a senior project, portfolio, or final presentation within the major.

☐ Adopting current best practice(s) in field:

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

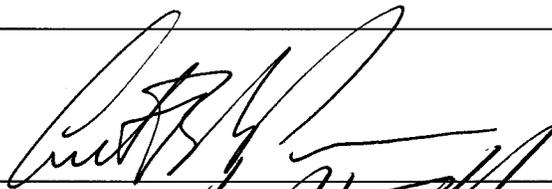☒ Other: Senior presentations assessments state a need to consider alternative delivery of content to improve the quality and scope of the portfolio presentations.
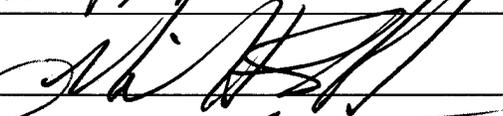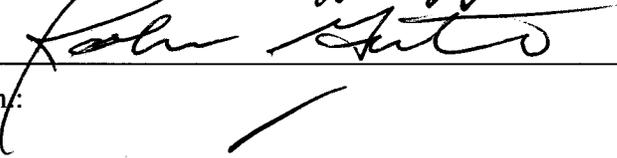

Source of Data to Support Suggested Change:

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

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

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

Data Sources:

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

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

Approvals:		Date: 1-30-13
Dept. Head:		Date: 1-30-13
College/Division Exec. Comm.:		Date: 1.30.13
Dean/Director: X		Date: 1/30/13
Graduate Exec. Comm.: (for graduate course)		Date:
Graduate Dean: (for graduate course)		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE
Valdosta State University

Date of Submission: 11-14-2012 (mm/dd/yyyy)

Department Initiating Revision: ART	**Faculty Member Requesting Revision:** A. Blake Pearce

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

ART, Senior Exhibition Seminar, 4171

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

Current:	**Requested:**
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours: 2-0-2	**Credit Hours:** 0-2-1
Course Title:	**Course Title:**
Prerequisites:	**Prerequisites:** ART 4170
Co-requisites:	**Co-requisites:** ART 4172
Course Description: Prerequisite: ART 4170. A capstone course for the preparation of works for exhibition, learning gallery procedures, planning for and participating in the senior exhibition. The submission of a final portfolio is required.	**Course Description:** Prerequisite: ART 4170; co-requisite ART 4172. Second of a three-course professional capstone sequence for the BA and BFA art major. This course addresses the preparation of works for exhibition, learning gallery procedures, planning, and participating in the senior exhibition.

Semester/Year to be Effective: Fall 2013	**Estimated Frequency of Course Offering:** Fall and Spring semester

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

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

☒ Improving student learning outcomes: Assessment of senior exhibition addresses the following selected learning outcomes related to capstone courses.

Demonstrate familiarity with the historical achievements, current major issues, processes, and directions of their field(s).

Exhibit their work and participate in discussions of their work and the work of others.

Demonstrate their competence by developing a senior project or final presentation in the major area of study.

☐ Adopting current best practice(s) in field:

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

☒ Other: Senior presentation assessments state a need to consider alternative content delivery to improve the quality and scope of portfolio presentations. Separation of content for senior exhibition and senior portfolio presentations will allow for more clearly defined requirements for senior exhibition and portfolio presentation.

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.) Senior exhibition and presentation review by committee using a criterion-based rubric.

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

Data Sources:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Senior exhibition and presentation review by committee using a criterion-based rubric.

Approvals:		
Dept. Head:	[signature]	Date: 1-30-13
College/Division Exec. Comm.:	[signature]	Date: 1.30.13
Dean/Director: X [signature]		Date: 1/30/13
Graduate Exec. Comm.: (for graduate course)		Date:
Graduate Dean: (for graduate course)		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

13

REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 11/14/2012 (mm/dd/yyyy)

Department Initiating Request:	Faculty Member Requesting:
ART	A. Blake Pearce

Proposed New Course Prefix & Number:	Proposed New Course Title:
(See course description abbreviations in the catalog for approved prefixes) ART 4172	Senior Portfolio Presentation **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Senior Portfolio Presentation

Semester/Year to be Effective:	Estimated Frequency of Course Offering:
Fall 2013	Fall and Spring Semester

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

Lecture Hours: 0	Lab Hours: 2	Credit Hours: 1

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite ART 4170; Co-requisite ART 4171. Third of a three-course capstone sequence for BA and BFA Art major. This seminar course includes preparation and public presentation of the senior artist statement and senior presentation.

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: Assessment of student presentations address the following selected learning outcomes related to capstone courses.

Demonstrate familiarity with the historical achievements, current major issues, processes,

and directions of their field(s).

Demonstrate their competence by completing a final presentation/project in the major.

☐ Adopting current best practice(s) in field:

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

☒ Other: Senior presentation assessments state a need to consider alternative delivery of content to improve the quality and scope of the portfolio presentations.

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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.) Senior presentation assessment instrument.

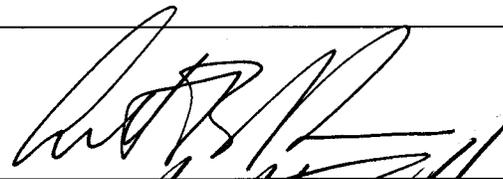| |
|---|
| **Plans for assessing the effectiveness of the course in meeting program's learning outcomes** (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?) |
| **Data Sources:** |
| ☐ Indirect measures: SOIs, student, employer, or alumni surveys, etc. |
| ☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Senior presentation assessment instrument. |
| ☐ Other: |

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

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Approvals:		
Dept. Head:		Date: 1-30-13
College/Division Exec. Comm.:		Date: 1.30.13
Dean/Director: X		Date: 1/30/13
Graduate Exec. Comm.: (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 - College of the Arts – Art Department

ART 4172 SENIOR PORTFOLIO PRESENTATION   **Credit load: 0-2-1**

CATALOG DESCRIPTION: Prerequisite ART 4170; Co-requisite ART 4171. Third of a three- course capstone sequence for BA and BFA Art major. This seminar course includes preparation and public presentation of the senior artist statement and senior presentation.

TEXT: Assigned readings by Instructor

SELECTED STANDARDS, GOALS, OBJECTIVES and/or EDUCATIONAL OUTCOMES:
  [Aligned with selected VSU General Education Outcomes & NASAD Standards]
Upon successful completion of this course;
  1. Students will express themselves clearly, logically, and precisely in writing and in speaking, and they will demonstrate competence in reading and listening. They will display the ability to write coherently in standard English; to speak well; to read, to understand, and to interpret the content of written materials in various disciplines; and to listen effectively and to understand different modes of communication.
  2. Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written, and visual materials. They will be skilled in inquiry, logical reasoning, and critical analysis. They will be able to acquire and evaluate relevant information, analyze arguments, synthesize facts and information, and offer logical arguments leading to creative solutions to problems.
  3. Students will demonstrate knowledge of principles of ethics and their employment in the analysis and resolution of moral problems. They will recognize and understand issues in applied ethics. They will understand their own value systems in relation to other value systems.
  4. Students will be afforded opportunities to exhibit their work and to experience and participate in critiques and discussions of their work and the work of others.

SELECTED ASSESSMENTS and/or EVALUATIONS: Methods of evaluation may include:
  1. Attendance
  2. Completion of all assigned work, oral presentations, portfolio, and other written assignments.

CLASSROOM POLICIES:

Attendance:
The University expects that all students shall regularly attend all scheduled class meetings held for instruction or examination. It is recognized that class attendance is essentially a matter between students and their instructors. Instructors must explain their absence policy in the course syllabus. All students are held responsible for knowing the specific attendance requirements as prescribed by their instructors and for the satisfactory make-up work missed by absences. When students are to be absent from class, they should immediately contact the instructor. A student who misses more than 20% of the scheduled classes of a course will be subject to receive a failing grade in the course. ***See Course Outline for additional details regarding attendance.***

Computer labs and storage of digital data:
The Department of Art may provide students with an option to use computers, servers or other data storage devices to save coursework and digital artifacts. The Department of Art will not be held liable for the theft, loss or destruction of any information stored on computers or other data storage devices.
Students should regularly back up digital work on a personal storage device. The Department of Art computers are used by the VSU community and are not intended to function as a secure portal for personal Internet activity.

Email Communication:
VSU-related correspondence should be conducted via VSU email addresses for both student & instructor.

Reproduction of Photographic Images:
During the semester your instructor or other representatives from Valdosta State University may photograph you or your art work for promotional, educational and or accreditation use. If you wish not to have images of you or your work used by VSU or the Department of Art, please submit a written statement to the department office so that we may honor your request.

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Student Evaluations:
Student Opinion of the Instruction (SOI) will be given online. You will be notified when it is time to complete the SOI. Your opinion is an important part of an instructor's performance evaluation and a tool to help faculty improve their teaching. Please take the time to complete the online SOI once you have been notified that this service is active.

Storage of studio materials:
Students currently enrolled in studio courses may use studio lockers, flat files, bins, closets, or other storage facilities as directed by the instructor. The Art Department is not responsible for damage, theft, loss, or destruction of personal property including items left unattended in a hallway, restroom or classroom. Fine Arts Building hall lockers are assigned by Whitehead Control whitehead@valdosta.edu. All materials must be removed at the end of the academic year in May.

Storage of flammable materials:
All flammable materials MUST be stored in a designated fireproof cabinet located in studio areas. UNDER NO CIRCUMSTANCES should spray paint, aerosol, liquid or solid flammable materials be stored in a standard VSU locker or storage area.

The Student Success Center:
The Student Success Center (SSC) provides free peer tutoring in core courses, the top four of which are math, writing, Spanish, and biology/chemistry. It also offers Regents' Test Preparation, time management, and study skills workshops as well as provides free professional academic advising and on-campus job information in one location: Langdale Residence Hall above the Tech shop. Help is available to all VSU students. Call 333-7570 to make an appointment, or visit the website: www.valdosta.edu/ssc.

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

Academic Integrity:
Academic integrity is the responsibility of all VSU faculty and students. 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. **See the Student Handbook: Academic Integrity Violations - Cheating & Plagiarism: www.valdosta.edu/studentaffairs**

Credit:
Credit is defined as a basic unit of work, as it relates to hours of faculty in-class instruction and hours of out-of-class student work. The definition and expectation will differ in laboratory, lecture, and directed or independent study classes. An hour of instruction is the equivalent to 50 minutes of class time (often called a contact hour). Contact hours and student outside academic activity hours required for specific types of courses are as follows:

Laboratory / Studio Classes:
For each two hours of laboratory or studio classroom instruction, students are expected to work a minimum of one hour outside normal class time completing assignments. A three credit hour laboratory course will require a minimum average of three hours per week of student outside academic activity.

(These are minimum or average expectations for student academic activity as it relates to college credit. To earn a desired grade may require more than just the average investment of expected student academic activity.)

Notice:
The course syllabus provides standard information related to accreditation, department, and university standards and policies. The instructor course outlines are aligned with the syllabus and provide detailed information related to a specific section of each course. Students should refer to the course outline for specific expectations and policies related to the course section.

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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: 256-258	Proposed Effective Date for Curriculum Change: (Month/Year): 08-2013	Degree & Program Name: (e.g., BFA, Art): BA ART

Present Requirements:

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
Foreign Language
(three courses in sequence) .... 9 hours
ART 4170 and ART 4171 .... 3 hours
Total hours required for the degree
.... 120 semester hours
*The degree program must include a minimum
of 39 hours at the 3000- or 4000-level.

Proposed Requirements (Underline changes after printing this form:

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
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
*The degree program must include a minimum
of 39 hours at the 3000- or 4000-level.

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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: Student presentation assessments address the following selected learning outcomes related to capstone courses.

Demonstrate familiarity with the historical achievements, current major issues, processes, and directions of their field(s).

Demonstrate their competence by developing a final presentation/project in the major.
☐ Adopting current best practice(s) in field:

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

☒ Other: Senior presentation assessments state a need to consider alternative delivery of content to improve the quality and scope of the portfolio presentations.

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.) Senior presentation assessment instrument.

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.) Senior presentation assessment instrument.

Approvals:

Department Head: _____ Date: 1-30-13

College/Division Exec. Committee: _____ Date: 1-30-13

Dean(s)/Director(s): _____ Date: 1/30/13

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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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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: 251-252	Proposed Effective Date for Curriculum Change: (Month/Year): 08-2013	Degree & Program Name: (e.g., BFA, Art): BFA ART

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

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: Student presentation assessments address the following selected learning outcomes related to capstone courses.

Demonstrate familiarity with the historical achievements, current major issues, processes, and directions of their field(s).

Demonstrate their competence by developing a final presentation/project in the major.
☐ Adopting current best practice(s) in field:

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

☒ Other: Senior presentation assessments state a need to consider alternative delivery of content to improve the quality and scope of the portfolio presentations.

Source of Data to Support Suggested Change:

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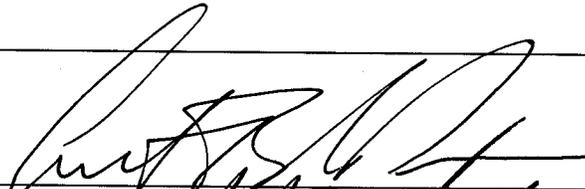
☐ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Senior presentation assessment instrument.

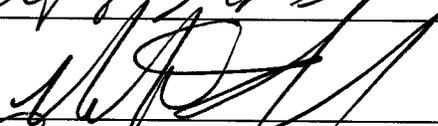**Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).**

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.) Senior presentation assessment instrument.

Approvals:		
Department Head:		Date: 1-30-13
College/Division Exec. Committee:		Date: 1.30.13
Dean(s)/Director(s): X		Date: 1/30/13
Grad. Exec. Committee: (for graduate course)		Date:
Graduate Dean: (for graduate course)		Date:
Academic Committee:		Date:
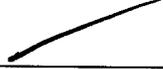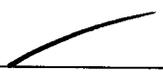
Form last updated: January 6, 2010

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REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 10/11/2012 (mm/dd/yyyy)

Department Initiating Request: Physics Astronomy and Geosciences	**Faculty Member Requesting:** Dr. Dereth Janette Drake
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) PHYS 3821	**Proposed New Course Title:** Computational Physics II **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Computational Physics II
Semester/Year to be Effective: Spring 2014	**Estimated Frequency of Course Offering:** Once every 2 years

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 : PHYS 3820 with a grade of "C" or better. Applies advanced numerical and computational techniques to real world problems and utilizies multiple computer languages to solve them. Topics to include matrix algebra, boundary value problems, nonlinear systems, and partial differential equations.

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: Modern practices in physics required detailed understanding of multiple computer languages and numerical techniques. This course will be an extension of Phys 3820 where the students will learn some of the basic techniques and one computer langauge, such as C++ or Fortran. The new course will teach the students how to apply both languages, along with Matlab and Mathmatica, to complex, real world problems using more advanced numerical techniques.

☐ 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. Most graduate programs in physics, such as UCLA, MIT, and Princeton, require students to be able to program in multiple languages and to already have the a good understanding of advanced numerical techniques.

☐ 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?)
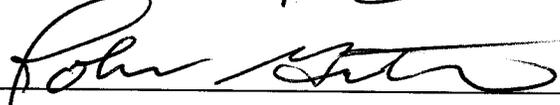
Data Sources:

☒ Indirect measures: SOIs, student, employer, or alumni surveys, etc. Enrollment data and grade distributions will be used to assess the retention and success of students in this course.

☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) All students will complete the pre- and post-test to determine their knowledge in the area of computational methods at the beginning and end of the course. Students will prepare a simulation of a physical system based on several of the numerical techniques we will discuss in this course. The students will then prepare a short paper that outlines the benefits of each technique and present their results to the class.

☐ Other:

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

Approvals:		
Dept. Head: _Edward E Chatelan_	Date:	1/15/13
College/Division Exec. Comm.: _Connie Richards_	Date:	1/16/13
Dean/Director: _Connie Richards_	Date:	1/16/13
Graduate Exec. Comm.: (for graduate course):	Date:	
Graduate Dean: (for graduate course):	Date:	
Academic Committee:	Date:	

Form last updated: January 6, 2010

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Course Syllabus

Lecturer: Dr. D. J. Drake
Email: djdrake@valdosta.edu
Office: Nevins Hall 2210
Office hours:

Textbook: *Computational Physics: Problem Solving with Computers* by R. H. Landau and M. J. Perez, Wiley & Sons Publishing Co.

Suggested Text: *Numerical Analysis* by R. L. Burden and J. D. Faires, Brooks/Cole Publishing Co.; *Numerical Recipes in C++* by W. H. Press, S. A. Teukolsky, W. T. Vetterling, and B. P. Flannery, Cambridge Press.

Prerequisite: PHYS 3820 with a grade of "C" or better

Course Schedule: Day, Time, Location
Lectures will be devoted to discussing and clarifying text material, to working illustrative problems, and to demonstrating physical principles and their applications. Your experience will be most rewarding if you read the sections to be covered (see Course Outline) before coming to lecture. You may not understand all the material, but a prior reading will help you focus your attention on the portion of the lecture that covers it. As soon after lecture as possible, study the text and the notes you took in class. Remember you are required to know not only what is covered in the lectures, but also what is covered in the text book. You must bring a scientific calculator to all class and lab sections. *Please note that a cell phone cannot be used in place of a calculator at any time in the course, this includes, but is not limited to, tests, and exams*.

Course Description: Applies advanced numerical and computational techniques to real world problems and utilizies multiple computer languages to solve them. Topics to include matrix algebra, boundary value problems, nonlinear systems, and partial differential equations.

Material to be Covered: This course is designed to give a solid treatment of methods and techniques used in computational physics as well as developing skills for solving computational projects in physics. Work will be done with Fourier transforms, matrix algebra, nonlinear systems, and boundary value problems. Those taking this class must be proficient in elementary differential and integral calculus and partial and ordinary differential equations. From an engineering or science perspective, a student will be able to apply advanced numerical and computational techniques to solve real world physical problems in order to demonstrate that he/she understands the principles of computational physics.

Educational Outcomes and Assessments:
1. Outcome: Students will demonstrate knowledge in the field of computational physics. Assessment: All students will take a test to determine their level of understanding of the concepts in computational physics both at the beginning of the course and at the end.
2. Outcome: Students will effectively use computers and calculators for scientific calculation and word processing.

Assessment: Students will use computers to create complex numerical simulations of real world problems. Students will apply several techniques to a chosen problem and write a paper which outlines the benefits or disadvantages of each method.

Final Course Grade: A letter grade is determined only at the end of the term. Course grades will be based on test grades, final exam grade, assigned homework, laboratory work, and quizzes. The relative weight is the following:

> Final Exam: 40%
> Tests: 20% each
> Homework: 20%

The course grading scale will be follows:

> A   90% - 100%
> B   80% - 89%
> C   70% - 79%
> D   60% - 69%
> F   0 - 59%

Final Exam: The final exam for this course will be divided into two parts. The first part will be a short in class test worth 15% of the final exam grade which will be held on *May 7th, 2014 at 2:00 pm*. Students may bring a calculator, pencil/pen, and scrap paper for the written exam. The second part will be a project which is worth 85% of your final exam grade. Each student will choose one topic in modern physics from a list supplied at the beginning of the semester. The students will then choose three of the numerical techniques discussed to perform computer simulations, one of which must be coded in either C++ or Fortran. A 7-10 page paper will be due on the day of the exam along with the code for the simulations. The paper must describe (1) the concept and its application in the real world; (2) a brief discussion of each method chosen; (3) the benefits and disadvantages of each method in solving this particular problem. Papers must be double spaced in 12 point Times New Roman font with 1" margins. All papers must have the page number in the bottom right hand corner, except the cover page which should list the title, your name, date, and the course title and number. A reference page must be included and all references must be formatted in the style of *Physical Review*. More information about exact content and layout will be given in class.

Tests: During this semester you will have two <u>closed book</u> tests. The first will be held on *February 14th* and the second on *April 1st*. A brief review will be provided for each test. You will be allowed a calculator (cannot be shared with another student), pencil/pen and scrap paper. All tests must be turned in at the end of the class period with no exceptions. Make-up tests can be granted only if the absence is considered an excused absence as listed in the attendance policy below.

Homework: Homework will be given on a bi-weekly basis on the material discussed in class during the previous two weeks. Most homework will involve writing a computer code and analyzing the results. <u>No make-ups</u> will be given for missed homework.

Attendance Policy: The university attendance policy states, "The university expects that all students shall regularly attend all scheduled class meetings held for instruction or examination." This includes lectures, recitation, and laboratory meetings. In addition, "All students are held responsible for knowing the specific attendance requirements as prescribed by their instructor. . . . When students are to be absent from class, they should immediately contact the instructor. A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course.

There are **five categories** of acceptable reasons under which a student may request a make-up test or exam. Make-up tests will be determined by the professor and at the sole discretion of the professor. These assignments may or may not exactly duplicate the original test or exam.

- **Death or serious illness in the immediate family**. The immediate family includes spouse, children, parent, siblings, grandparents and uncles/aunts. Verification may be required.
- **Serious illness or injury of the student**. A physician/health care professional must be consulted about the injury or illness, and home-rest or hospitalization that would prevent your attendance, must be prescribed. *Required Verification:* A letter from the student's physician is required, noting the duration of the time that the student was directed to rest at home.
- **Court ordered appearances or a call to jury duty**. *Required Verification:* A copy of the official notification.
- **Military duty and deployments**. *Required Verification:* A duty bill, note from the commanding officer or a copy of the deployment orders is required.
- **Religious prohibitions**. Verification may be required.

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

Disruptive Behavior Policy: Disruptive students may be removed from the class. Disruptive behavior includes but is not limited to: offensive language and behavior, incessant talking, interrupting class with personal or non academic concerns, distracting students from the task at hand, drawing on desk tops, taking frequent unscheduled breaks, annoying other students, tardiness, leaving early, using cell phones, or pagers in class, etc. All cell phones, pagers, and beepers must be turned off or set on vibrate during class time. If you realize that you have an incoming call that you must attend to, leave the room quietly to do so. Do not attend to it in class. Students are responsible for being aware of the policies, procedures and student

responsibilities contained within the current edition of the Valdosta State University Catalog and Student Handbook.

Classroom and Laboratory Emergency Procedure: In the event of a bomb threat, tornado, or fire, students and staff may be asked to evacuate the building or move to a secure location within the building. Evacuation routes for movement to an external location or to a shelter within the building are posted at the front of the room. Students should review the maps and make sure that the exit route and assembly location for the building are clearly understood. If you have a disability that may require assistance during an evacuation, please let your faculty know at the end of the first class.

Disability Services Policy: Reasonable accommodations will be made for students with disabilities provided those students have registered with the Access Office for Students with Disabilities in Faber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP), and 229-219-1348 (TTY). Present your instructor with the documentation.

Academic Misconduct and Dishonesty Policy: Students are expected to abide by the VSU student code of conduct. Violation of academic honesty includes, but is not limited to, the following actions:
1. Cheating on an examination or quiz – either giving or receiving information
2. Copying information from another person for graded assignments
3. Using unauthorized materials during tests
4. Collaborating during examinations
5. Buying, selling or stealing examinations
6. Arranging a substitute for oneself during an examination
7. Substituting for another person, or arranging such a substitution
8. Plagiarism – the intentional or accidental presentation of another's words or ideas as your own
9. Submission of work other than your own for written assignments.
10. Incorporating the words or ideas of an author into one's paper without giving the author due credit
11. Collaboration with another person or persons in submitting work for credit in class or lab, unless such collaboration is approved in advance by the instructor

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REQUEST TO DEACTIVATE A COURSE/PROGRAM
Valdosta State University

Date of Submission: 1/11/13

Department Initiating Deactivation: Women's and Gender Studies	**Semester & Year to be Effective:** Summer 2013

List of courses (or the program or track) to be deactivated: WGST 2010 Women in the Humanities

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 Course has not been taught since 2007-2008 academic year and we do not intend to teach this course as our pedagogical focus has been directed to other WGST areas.

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.)

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Approvals:		
College/Division Exec. Comm.:		Date:
Dept. Head: ~~TWMeyer~~		Date: 1/15/13
Dean/Director:		Date:
Graduate Exec. Comm.: (for grad course/program)		Date:
Graduate Dean: (for grad course/program)		Date:
Academic Committee:		Date:
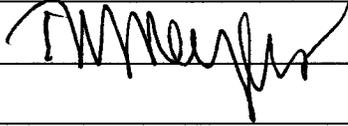
Form last updated: January 6, 2010

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REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 01/04/2013 (mm/dd/yyyy)

Department Initiating Request: Chemistry	Faculty Member Requesting: Dr J. Baxter
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) CHEM 1200	**Proposed New Course Title:** Pre General Chemistry **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Pre General Chemistry
Semester/Year to be Effective: Fall 2013	**Estimated Frequency of Course Offering:** Twice per year

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

Lecture Hours: 2	Lab Hours: 2(Recitation)	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.) A one-semester introductory and preparatory course for CHEM 1211. This course covers basic concepts in general chemistry with concentration on problem solving, and a focus on mathematical operations, nomenclature, measurements, classification of matter, stoichiometry, atomic structure and other basic principles. This course is for students who want to take General Chemistry but do not have high school chemistry or the prerequisite for CHEM 1211.

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

☒ Improving student learning outcomes: This course will provide a foundation and preparation for the CHEM 1211 course, with the goal that it will lead to an increase in the retention and passing rate for CHEM 1211. Students that have weak SAT scores in Mathematics and do not pass the departmental placement test (Toledo Test) will be enrolled in this preparatory course.

☐ 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.) Data gathered by the departmental assessment committtee.

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

Data Sources:

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

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

☐ Other: Data will be collected to assess the passing and retention rate of students that have taken the preparatory course (CHEM1200) when they go on to take CHEM1211.

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

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Approvals:	
Dept. Head: *James T. Baxter*	Date: 1/15/13
College/Division Exec. Comm.: *Connie Richards*	Date: 1/16/13
Dean/Director: *Connie Richards*	Date: 1/16/13
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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CHEMISTRY 1200A – PRE-GENERAL CHEMISTRY
SYLLABUS

Instructor:
Office:
Contact Information:
Lecture Time:

Office Hours:

Text:
- Introductory Chemistry; Tro, N. J. 4th ed., Pearson/Prentice Hall, Upper Saddle River, New Jersey, 2011 ISBN: 978-0-321-68793-7
- Any similar book
- Compilation of text by departmental faculty

Website:
Blazeview or any existing Content management system used in the fall of 2013

Other required supplies
Scientific Calculator

Student Resource:
Homework and practice problems on the course website
You can seek extra help (tutoring) at the Academic Success Center!!

Prerequisite or Co requisite: None (placement test grade)

Course Description:
A one-semester introductory and preparatory course for CHEM 1211. This course covers basic concepts in general chemistry with concentration on problem solving, and a focus on mathematical operations, nomenclature, measurements, classification of matter, stoichiometry, atomic structure and other basic principles. This course is for students who want to take General Chemistry but do not have high school chemistry or the prerequisite for CHEM 1211.

Learner Outcomes

Upon completing this course the student will be able to:

i. Perform mathematical operations and dimensional analysis related to chemical problems;
ii. Analyze science related word problems, express them as mathematical equations and ability to solve the problems
iii. Differentiate between chemical and physical properties of substances;
iv. Determine the number of protons, neutrons and electrons in an atom or ion using Periodic Table;
v. Use chemical terminology for description of atomic structure, chemical formula and chemical equations;

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vi.   Describe electronic and molecular structures of common substances using models;
vii. Write and balance simple chemical equations;
viii. Determine the molar amount and mass of substances consumed or produced in a chemical reaction by using a balanced chemical equation;
ix.   Use of modern software and technology for scientific calculations and analysis

Course Outline: This 3 credit hours course consists of two 1-hr lectures and one 2-hr recitation session a week. Lecture topics include mathematical introduction, measurements, scientific notation, systems of units and units' conversion, atomic structure, Periodic table, nomenclature of chemical compounds, chemical reactions, and chemistry in everyday life. Emphasize will be put on problem-solving skills.

Attendance: Attendance: Class attendance is required and attendance will be taken on regular basis during the semester.

GRADING POLICY
The numerical equivalents of the letter grades are:
A-100 – 90
B-89 – 80
C-79 – 70
D-69 – 60
F-below 60

Quizzes: Quiz dates will be announced in class, several quizzes will be given for a total of **20%**

Midterm Exams: Three tests will be given during the semester at 20% each for a total of **60%**

Final Test: The final will be **20%**

Study Tips- Important!!
Please Read! - An understanding of chemistry is obtained one step at a time, by building on concepts and skills that were previously learned. Therefore, it's very important to keep up with the material presented in the course. This is most easily done by staying up-to-date with reading the textbook, attending lectures regularly, working the homework problems diligently, and studying the material every day. You will not do well in this course if you wait until the night before an exam to study.

Accommodations Statement
Valdosta State University complies fully with the requirements of the Americans with Disabilities Act (ADA). If you believe that you are covered under this act, and if you have need for special arrangements to allow you to meet the requirements of this course, please contact the Access Office for Students with Disabilities located in Farber Hall (front desk). You can reach them by phone at 245-2498. You can also discuss your individual needs with me and I will gladly point you to the right direction.

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Academic Student Conduct Code

You may not use your textbook during examinations and quizzes. Any form of cheating will result in a zero in that exam, accompanied by judicial proceedings in accordance with Valdosta State University's policy on academic honesty. Useful information is located in Section I of the Student Code of Conduct, located in the Student Handbook.

Pagers and Cell Phones: Cell phones are to be "turned off" or kept in the "vibrate mode"

Chemistry 1200 Suggested Topics

Date	Topics
	Placement Exam
	Scientific notation
	Units, measurements, systems of units
	Conversions
	Mathematical manipulations (dimensional analysis) and graphing techniques
	Matter, Classification; physical and chemical properties; Kinetic molecular theory
	Coulomb's Law; electrical structure of matter
	Atoms: Protons, neutrons and electrons
	Compounds and elements; isotopes; atomic and molecular masses
	Law of conservation of mass
	Chemical compounds and mixtures
	Nomenclature
	Mole and quantitative calculations
	Mass percent and empirical formulas
	Balancing chemical equations
	Limiting reactant, theoretical and percent yield
	Periodic Table
	Electronic configuration
	Lewis structures

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REQUEST FOR A REVISED COURSE
Valdosta State University

Date of Submission: 01/04/2013 (mm/dd/yyyy)

Department Initiating Revision: Chemistry	**Faculty Member Requesting Revision:** J. Baxter

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

CHEM 1211 Principles of Chemistry I

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

Current:	**Requested:**
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title:	**Course Title:**
Prerequisites:	**Prerequisites:** Prerequisite: Either a mathematics SAT score of 540 or higher, a mathematics ACT score of 23 or higher, a passing score on the Chemistry Department placement exam, or CHEM 1200 with a grade of "C" or higher.
Co-requisites: Prerequisite or Corequisite: MATH 1111 or MATH 1113. Corequisite: CHEM 1211L.	**Co-requisites:** Prerequisite or Corequisite: MATH 1111, 1112 or MATH 1113. Corequisite: CHEM 1211L.
Course Description:	**Course Description:**

Semester/Year to be Effective: Fall 2013	**Estimated Frequency of Course Offering:** Fall, Spring, Summer

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

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

☒ Improving student learning outcomes: Analysis of drop and failure rates for this course indicates a significant number of students would benefit from extra preparation. This preparation will be provided by a new course (submitted concurrently), CHEM 1200. The mathematics SAT or ACT and the Chemistry department placement exam scores will be used to place students in either CHEM 1200 or CHEM 1211.

☐ Adopting current best practice(s) in field:

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

☐ Other:

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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 gathered by department assessment committee.

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

Data Sources:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Over time data will be collected and analyzed to assess CHEM 1211 pass rates and grades for students who completed CHEM 1200.

Approvals:	
Dept. Head: *James T. Baxter*	Date: 1/15/13
College/Division Exec. Comm.: *Connie Richards*	Date: 1/16/13
Dean/Director: *Connie Richards*	Date: 1/16/13
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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REQUEST FOR A REVISED COURSE
Valdosta State University

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

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Department of Mathematics and CS	Dr. Charles Kicey

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

Math 1112, Trigonometry

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

Current:	**Requested:**
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title:	**Course Title:**
Prerequisites: MATH 1111 or equivalent.	**Prerequisite:** MATH 1111, MATH 1261, MATH 1113, or MATH 2261 with a grade of "C" or higher, or by university placement policy.
Co-requisites:	
Course Description:	**Co-requisites:**
	Course Description:

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall 2013	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. Include and/or append relevant supporting data.

☒ Improving student learning outcomes: Will increase the percentage of success by allowing only prepared students to take the course.

☒ Adopting current best practice(s) in field: The requirement of a "C" or higher in all prerequisite math courses is considered best practice at institutions across the state and nation.

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

☒ Other: Make consistent with other mathematical sciences (Chemistry, Computer Science, Physics) at Valdosta State University.

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.) Decrease in D, F, and W rates

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

Data Sources:

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

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

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Approvals:	
Dept. Head: _Doug Harrell_	Date: 1-14-13
College/Division Exec. Comm.: _Connie Richards_	Date: 1/16/13
Dean/Director: _Connie Richards_	Date: 1/16/13
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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REQUEST FOR A REVISED COURSE
Valdosta State University

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

Department Initiating Revision: Department of Mathematics and CS	**Faculty Member Requesting Revision:** Dr. Charles Kicey

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

Math 1113, Precalculus

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

Current:	**Requested:**
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title:	**Course Title:**
Prerequisites: Either MATH 1112 or both a Mathematics SAT score greater than 549 and a strong background in high school mathematics including the equivalent of MATH 1112. **Co-requisites:** **Course Description:**	**Prerequisite:** MATH 1112 or MATH 2261 with a grade of "C" or higher, or by university placement policy. **Co-requisites:** **Course Description:**

Semester/Year to be Effective: Fall 2013	**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. Include and/or append relevant supporting data.

☒ Improving student learning outcomes: Will increase the percentage of success by allowing only prepared students to take the course.

☒ Adopting current best practice(s) in field: The requirement of a "C" or higher in all prerequisite math courses is considered best practice at institutions across the state and nation.

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

☒ Other: Make consistent with other mathematical sciences (Chemistry, Computer Science, Physics) at Valdosta State University.

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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.) Decrease in D, F, and W rates
Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).
Data Sources:
☐ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Tests and/or Assignments

46

Approvals:	
Dept. Head: _Greg Harrell_	Date: _1-14-13_
College/Division Exec. Comm.: _Connie Richards_	Date: _1/16/13_
Dean/Director: _Connie Richards_	Date: _1/16/13_
Graduate Exec. Comm.: (for graduate course)	 Date:
Graduate Dean: (for graduate course)	 Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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REQUEST FOR A REVISED COURSE
Valdosta State University

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

Department Initiating Revision: Department of Mathematics and CS	**Faculty Member Requesting Revision:** Dr. Charles Kicey

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

Math 1113H, Honors Precalculus

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

Current:	**Requested:**
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title:	**Course Title:**
Prerequisites: Either MATH 1112 or both a Mathematics SAT score greater than 549 and a strong background in high school mathematics including the equivalent of MATH 1112. **Co-requisites:** **Course Description:**	**Prerequisites:** MATH 1112 or MATH 2261 with a grade of "C" or higher, or by university placement policy. **Co-requisites:** **Course Description:**
Semester/Year to be Effective: Fall 2013	**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. Include and/or append relevant supporting data.

☒ Improving student learning outcomes: Will increase the percentage of success by allowing only prepared students to take the course.

☒ Adopting current best practice(s) in field: The requirement of a "C" or higher in all prerequisite math courses is considered best practice at institutions across the state and nation.

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

☒ Other: Make consistent with other mathematical sciences (Chemistry, Computer Science, Physics) at Valdosta State University.

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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.) Decrease in D, F, and W rates
Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?). **Data Sources:** ☐ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. ☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Tests and/or Assignments

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Approvals:	
Dept. Head: *Greg Harrell*	Date: *1-14-13*
College/Division Exec. Comm.: *Connie Richards*	Date: *1/16/13*
Dean/Director: *Connie Richards*	Date: *1/16/13*
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE
Valdosta State University

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

Department Initiating Revision:	Faculty Member Requesting Revision:
Department of Mathematics and CS	Dr. Charles Kicey

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

Math 1261, Survey of Calculus I

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

Current:	Requested:
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title:	**Course Title:**
Prerequisites: MATH 1111 or MATH 1101	**Prerequisites:** MATH 1101, MATH 1111, MATH 1112, MATH 1113, or MATH 2261 with a grade of "C" or higher, or by university placement policy.
Co-requisites:	
Course Description:	**Co-requisites:**
	Course Description:

Semester/Year to be Effective:	Estimated Frequency of Course Offering:
Fall 2013	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. Include and/or append relevant supporting data.

☒ Improving student learning outcomes: Will increase the percentage of success by allowing only prepared students to take the course.

☒ Adopting current best practice(s) in field: The requirement of a "C" or higher in all prerequisite math courses is considered best practice at institutions across the state and nation.

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

☒ Other: Make consistent with other mathematical sciences (Chemistry, Computer Science, Physics) at Valdosta State University.

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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.) Decrease in D, F, and W rates
Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?). **Data Sources:** ☐ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. ☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Tests and/or Assignments

Approvals:	
Dept. Head: *Greg Harrell*	Date: 1-14-13
College/Division Exec. Comm.: *Connie Richards*	Date: 1/16/13
Dean/Director: *Connie Richards*	Date: 1/16/13
Graduate Exec. Comm.: (for graduate course)	 Date:
Graduate Dean: (for graduate course)	 Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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REQUEST FOR A REVISED COURSE
Valdosta State University

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

Department Initiating Revision: Department of Mathematics and CS	**Faculty Member Requesting Revision:** Dr. Charles Kicey

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

Math 1262, Survey of Calculus II

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

Current:	**Requested:**
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title:	**Course Title:**
Prerequisites: MATH 1261	**Prerequisite:** MATH 1261 with a grade of "C" or higher.
Co-requisites:	**Co-requisites:**
Course Description:	**Course Description:**

Semester/Year to be Effective: Fall 2013	**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. Include and/or append relevant supporting data.

☒ Improving student learning outcomes: Will increase the percentage of success by allowing only prepared students to take the course.

☐ 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.) Decrease in D, F, and W rates

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

Data Sources:

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

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

Approvals:	
Dept. Head: _Greg Hamill_	Date: _1-14-13_
College/Division Exec. Comm.: _Connie Richards_	Date: _1/16/13_
Dean/Director: _Connie Richards_	Date: _1/16/13_
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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REQUEST FOR A REVISED COURSE
Valdosta State University

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

Department Initiating Revision:	Faculty Member Requesting Revision:
Department of Mathematics and CS	Dr. Charles Kicey

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

Math 2150, Introduction to Linear Algebra

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

Current:	Requested:
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title:	**Course Title:**
Prerequisites: MATH 2261 or consent of instructor.	**Prerequisite:** MATH 2261 with a grade of "C" or higher.
Co-requisites:	**Co-requisites:**
Course Description:	**Course Description:**

Semester/Year to be Effective:	Estimated Frequency of Course Offering:
Fall 2013	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. Include and/or append relevant supporting data.

☒ Improving student learning outcomes: Will increase the percentage of success by allowing only prepared students to take the course.

☐ 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.) Decrease in D, F, and W rates

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

Data Sources:

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

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

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Approvals:	
Dept. Head: *Greg Hamell*	Date: *1-14-13*
College/Division Exec. Comm.: *Connie Richards*	Date: *1/16/13*
Dean/Director: *Connie Richards*	Date: *1/16/13*
Graduate Exec. Comm.: (for graduate course)	 Date:
Graduate Dean: (for graduate course)	 Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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REQUEST FOR A REVISED COURSE
Valdosta State University

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

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Department of Mathematics and CS	Dr. Charles Kicey

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

Math 2261, Analytic Geometry and Calculus I

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

Current:	Requested:
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title:	**Course Title:**
Prerequisites: MATH 1112 or preferably MATH 1113.	**Prerequisite:** MATH 1112 or MATH 1113 with a grade of "C" or higher, or by university placement policy.
Co-requisites:	**Co-requisites:**
Course Description:	**Course Description:**

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall 2013	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. Include and/or append relevant supporting data.

☒ Improving student learning outcomes: Will increase the percentage of success by allowing only prepared students to take the course.

☒ Adopting current best practice(s) in field: The requirement of a "C" or higher in all prerequisite math courses is considered best practice at institutions across the state and nation.

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

☒ Other: Make consistent with other mathematical sciences (Chemistry, Computer Science, Physics) at Valdosta State University.

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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.) Decrease in D, F, and W rates

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

Data Sources:

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

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

61

Approvals:	
Dept. Head: *Greg Harrell*	Date: *1-14-13*
College/Division Exec. Comm.: *Connie Richards*	Date: *1/16/13*
Dean/Director: *Connie Richards*	Date: *1/16/13*
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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REQUEST FOR A REVISED COURSE
Valdosta State University

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

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Department of Mathematics and CS	Dr. Charles Kicey

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

Math 2262, Analytic Geometry and Calculus II

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

Current:	Requested:
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title:	**Course Title:**
Prerequisites: MATH 2261	**Prerequisites:** MATH 2261 with a grade of "C" or higher.
Co-requisites:	
Course Description:	**Co-requisites:**
	Course Description:

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall 2013	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. Include and/or append relevant supporting data.

☒ Improving student learning outcomes: Will increase the percentage of success by allowing only prepared students to take the course.

☐ 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.) Decrease in D, F, and W rates

63

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

Data Sources:

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

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

64

Approvals:	
Dept. Head: _Greg Harrell_	Date: 1-14-13
College/Division Exec. Comm.: _Connie Richards_	Date: 1/16/13
Dean/Director: _Connie Richards_	Date: 1/16/13
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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REQUEST FOR A REVISED COURSE
Valdosta State University

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

Department Initiating Revision: Department of Mathematics and CS	**Faculty Member Requesting Revision:** Dr. Charles Kicey

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

Math 2263, Analytic Geometry and Calculus III

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

Current:	Requested:
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title:	**Course Title:**
Prerequisites: MATH 2262	**Prerequisite:** MATH 2262 with a grade of "C" or higher.
Co-requisites:	
Course Description:	**Co-requisites:**
	Course Description:

Semester/Year to be Effective: Fall 2013	**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. Include and/or append relevant supporting data.

☒ Improving student learning outcomes: Will increase the percentage of success by allowing only prepared students to take the course.

☐ 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.) Decrease in D, F, and W rates

66

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

Data Sources:

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

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

67

Approvals:	
Dept. Head: _Greg Harrell_	Date: 1-14-13
College/Division Exec. Comm.: _Connie Richards_	Date: 1/16/13
Dean/Director: _Connie Richards_	Date: 1/16/13
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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REQUEST FOR A REVISED COURSE
Valdosta State University

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

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Department of Mathematics and CS	Dr. Charles Kicey

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

Math 2620 Statistical Methods

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

Current:	Requested:
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title:	**Course Title:**
Prerequisites: MATH 1111 or MATH 1101.	**Prerequisite :** MATH 1101, MATH 1111, MATH 1112, MATH 1113, MATH 1113H, MATH 1261, or MATH 2261
Co-requisites:	**Co-requisites:**
Course Description:	**Course Description:**

Semester/Year to be Effective: Fall 2013	**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. 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: Students who have taken higher level math classes than Math 1101 and Math1111 are as well prepared or better prepared to take Math2620.

Source of Data to Support Suggested Change:

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

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

69

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

Data Sources:

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

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

Approvals:	
Dept. Head: *Greg Harrell*	Date: 1-14-13
College/Division Exec. Comm.: *Connie Richards*	Date: 1/16/13
Dean/Director: *Connie Richards*	Date: 1/16/13
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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REQUEST FOR A REVISED COURSE
Valdosta State University

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

Department Initiating Revision: Department of Mathematics and CS	**Faculty Member Requesting Revision:** Dr. Charles Kicey

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

Math 3010, History of Mathematics

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

Current:	**Requested:**
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title:	**Course Title:**
Prerequisites: MATH 2261	**Prerequisites:** MATH 2262 with a grade of "C" or higher.
Co-requisites:	**Co-requisites:**
Course Description:	**Course Description:**

Semester/Year to be Effective: Fall 2013	**Estimated Frequency of Course Offering:** Once a year

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

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

☒ Improving student learning outcomes: Will increase the percentage of success by allowing only prepared students to take the course.

☐ 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.) Decrease in D, F, and W rates

72

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

Data Sources:

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

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

73

Approvals:	
Dept. Head: _Doug Harris_	Date: 1-14-13
College/Division Exec. Comm.: _Connie Richards_	Date: 1/16/13
Dean/Director: _Connie Richards_	Date: 1/16/13
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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REQUEST FOR A REVISED COURSE
Valdosta State University

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

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Department of Mathematics and CS	Dr. Charles Kicey

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

Math 3040, Set Theory

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

Current:	**Requested:**
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title: Set Theory	**Course Title:** Transitions to Higher Math
Prerequisites: MATH 2262	**Prerequisite:** MATH 2262 with a grade of "C" or higher.
Co-requisites:	**Co-requisites:**
Course Description:	**Course Description:**

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall 2013	Twice a year

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

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

☒ Improving student learning outcomes: Will increase the percentage of success by allowing only prepared students to take the course.

☐ 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.) Decrease in D, F, and W rates

75

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

Data Sources:

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

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

Approvals:	
Dept. Head: *Greg Hanill*	Date: 1-14-13
College/Division Exec. Comm.: *Connie Richards*	Date: 1/16/13
Dean/Director: *Connie Richards*	Date: 1/16/13
Graduate Exec. Comm.: (for graduate course)	 Date:
Graduate Dean: (for graduate course)	 Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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REQUEST FOR A REVISED COURSE
Valdosta State University

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

Department Initiating Revision: Department of Mathematics and CS	**Faculty Member Requesting Revision:** Dr. Charles Kicey

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

Math 3340, Ordinary Differential Equations

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

Current:	**Requested:**
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title:	**Course Title:**
Prerequisites: MATH 2262 or consent of instructor	**Prerequisites:** MATH 2262 with a grade of "C" or higher.
Co-requisites:	**Co-requisites:**
Course Description:	**Course Description:**

Semester/Year to be Effective: Fall 2013	**Estimated Frequency of Course Offering:** Twice a year

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

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

☒ Improving student learning outcomes: Will increase the percentage of success by allowing only prepared students to take the course.

☐ 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.) Decrease in D, F, and W rates

78

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

Data Sources:

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

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

79

Approvals:	
Dept. Head: *Meg Harrell*	Date: *1-14-13*
College/Division Exec. Comm.: *Connie Richards*	Date: *1/16/13*
Dean/Director: *Connie Richards*	Date: *1/16/13*
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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REQUEST FOR A REVISED COURSE
Valdosta State University

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

Department Initiating Revision:	Faculty Member Requesting Revision:
Department of Mathematics and CS	Dr. Charles Kicey

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

Math 3510, Foundations of Geometry

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

Current:	Requested:
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title:	**Course Title:**
Prerequisites: MATH 3040	**Prerequisite:** MATH 3040 with a grade of "C" or higher.
Co-requisites:	**Co-requisites:**
Course Description:	**Course Description:**

Semester/Year to be Effective:	Estimated Frequency of Course Offering:
Fall 2013	Once a yearr

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

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

☒ Improving student learning outcomes: Will increase the percentage of success by allowing only prepared students to take the course.

☐ 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.) Decrease in D, F, and W rates

8\

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

Data Sources:

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

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

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Approvals:	
Dept. Head: *Greg Hamell*	Date: 1-14-13
College/Division Exec. Comm.: *Connie Richerds*	Date: 1/16/13
Dean/Director: *Connie Richerds*	Date: 1/16/13
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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REQUEST FOR A REVISED COURSE
Valdosta State University

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

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Department of Mathematics and CS	Dr. Charles Kicey

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

Math 4081, Modern Algebra I

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

Current:	**Requested:**
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title:	**Course Title:**
Prerequisites: MATH 4150 or MATH 3040 or consent of instructor	**Prerequisites:** MATH 3040 with a grade of "C" or higher.
Co-requisites:	**Co-requisites:**
Course Description:	**Course Description:**

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall 2013	Once a year

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

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

☒ Improving student learning outcomes: Will increase the percentage of success by allowing only prepared students to take the course.

☐ 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.) Decrease in D, F, and W rates

84

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

Data Sources:

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

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

85

Approvals:	
Dept. Head: _Doug Harris_	Date: 1-14-13
College/Division Exec. Comm.: _Connie Richards_	Date: 1/16/13
Dean/Director: _Connie Richards_	Date: 1/16/13
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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REQUEST FOR A REVISED COURSE
Valdosta State University

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

Department Initiating Revision: Department of Mathematics and CS	**Faculty Member Requesting Revision:** Dr. Charles Kicey

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

Math 4082, Modern Algebra II

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

Current:	**Requested:**
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title:	**Course Title:**
Prerequisites: MATH 4081	**Prerequisite:** MATH 4081 with a grade of "C" or higher.
Co-requisites:	
Course Description:	**Co-requisites:**
	Course Description:

Semester/Year to be Effective: Fall 2013	**Estimated Frequency of Course Offering:** Once a year

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

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

☒ Improving student learning outcomes: Will increase the percentage of success by allowing only prepared students to take the course.

☐ 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.) Decrease in D, F, and W rates

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

Data Sources:

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

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

Approvals:	
Dept. Head: _Dug Harrell_	Date: 1-14-13
College/Division Exec. Comm.: _Connie Richards_	Date: 1/16/13
Dean/Director: _Connie Richards_	Date: 1/16/13
Graduate Exec. Comm.:.	
(for graduate course)	Date:
Graduate Dean:	
(for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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REQUEST FOR A REVISED COURSE
Valdosta State University

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

Department Initiating Revision: Department of Mathematics and CS	**Faculty Member Requesting Revision:** Dr. Charles Kicey

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

Math 4085, Applied Modern Algebra

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

Current:	Requested:
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title:	**Course Title:**
Prerequisites: MATH 4081	**Prerequisite :** MATH 4081 with a grade of "C" or higher.
Co-requisites:	**Co-requisites:**
Course Description:	**Course Description:**

Semester/Year to be Effective: Fall 2013	**Estimated Frequency of Course Offering:** Once a year

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

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

☒ Improving student learning outcomes: Will increase the percentage of success by allowing only prepared students to take the course.

☐ 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.) Decrease in D, F, and W rates

90

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

Data Sources:

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

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

91

Approvals:	
Dept. Head: _Greg Harrell_	Date: _1-14-13_
College/Division Exec. Comm.: _Connie Richards_	Date: _1/16/13_
Dean/Director: _Connie Richards_	Date: _1/16/13_
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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REQUEST FOR A REVISED COURSE
Valdosta State University

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

Department Initiating Revision: Department of Mathematics and CS	**Faculty Member Requesting Revision:** Dr. Charles Kicey

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

Math 4110, Number Theory

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

Current:	**Requested:**
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title:	**Course Title:**
Prerequisites: MATH 2262	**Prerequisite:** MATH 3040 with a grade of "C" or higher.
Co-requisites:	
Course Description:	**Co-requisites:**
	Course Description:

Semester/Year to be Effective: Fall 2013	**Estimated Frequency of Course Offering:** Once a year

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

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

☒ Improving student learning outcomes: Will increase the percentage of success by allowing only prepared students to take the course.

☐ 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.) Decrease in D, F, and W rates

q3

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

Data Sources:

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

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

94

Approvals:	
Dept. Head: *Doug Harwell*	Date: 1-14-13
College/Division Exec. Comm.: *Connie Richards*	Date: 1/16/13
Dean/Director: *Connie Richards*	Date: 1/16/13
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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REQUEST FOR A REVISED COURSE
Valdosta State University

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

Department Initiating Revision: Department of Mathematics and CS	**Faculty Member Requesting Revision:** Dr. Charles Kicey

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

Math 4150, Linear Algebra

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

Current:	**Requested:**
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title:	**Course Title:**
Prerequisites: Either MATH 2150 and MATH 3040 or consent of instructor	**Prerequisites:** MATH 2150 and MATH 3040 with a grade of "C" or higher in both.
Co-requisites:	**Co-requisites:**
Course Description:	**Course Description:**

Semester/Year to be Effective: Fall 2013	**Estimated Frequency of Course Offering:** Once a yearr

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

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

☒ Improving student learning outcomes: Will increase the percentage of success by allowing only prepared students to take the course.

☐ 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.) Decrease in D, F, and W rates

96

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

Data Sources:

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

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

Approvals:	
Dept. Head: *Greg Harrell*	Date: 1-14-13
College/Division Exec. Comm.: *Connie Richards*	Date: 1/16/13
Dean/Director: *Connie Richards*	Date: 1/16/13
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

98

REQUEST FOR A REVISED COURSE
Valdosta State University

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

Department Initiating Revision: Department of Mathematics and CS	**Faculty Member Requesting Revision:** Dr. Charles Kicey

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

Math 4260, Mathematical Analysis

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

Current:	**Requested:**
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title:	**Course Title:**
Prerequisites: MATH 3040	**Prerequisites:** MATH 3040 with a grade of "C" or higher.
Co-requisites:	
Course Description:	**Co-requisites:**
	Course Description:

Semester/Year to be Effective: Fall 2013	**Estimated Frequency of Course Offering:** Once a year

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

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

☒ Improving student learning outcomes: Will increase the percentage of success by allowing only prepared students to take the course.

☐ 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.) Decrease in D, F, and W rates

99

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

Data Sources:

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

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

Approvals:	
Dept. Head: _Greg Harwell_	Date: 1-14-13
College/Division Exec. Comm.: _Connie Richards_	Date: 1/16/13
Dean/Director: _Connie Richards_	Date: 1/16/13
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

101

REQUEST FOR A REVISED COURSE
Valdosta State University

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

Department Initiating Revision: Department of Mathematics and CS	**Faculty Member Requesting Revision:** Dr. Charles Kicey

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

Math 4300, Functions of a Complex Variable

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

Current:	Requested:
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title:	**Course Title:**
Prerequisites: MATH 2263	**Prerequisite:** MATH 2263 with a grade of "C" or higher.
Co-requisites:	**Co-requisites:**
Course Description:	**Course Description:**

Semester/Year to be Effective: Fall 2013	**Estimated Frequency of Course Offering:** Once a year

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

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

☒ Improving student learning outcomes: Will increase the percentage of success by allowing only prepared students to take the course.

☐ 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.) Decrease in D, F, and W rates

102

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

Data Sources:

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

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

Approvals:	
Dept. Head: _Doug Hamell_	Date: 1-14-13
College/Division Exec. Comm.: _Connie Richards_	Date: 1/16/13
Dean/Director: _Connie Richards_	Date: 1/16/13
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

104

REQUEST FOR A REVISED COURSE
Valdosta State University

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

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Department of Mathematics and CS	Dr. Charles Kicey

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

Math 4540, Topology

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

Current:	Requested:
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title:	**Course Title:**
Prerequisites: MATH 3040	**Prerequisite:** MATH 3040 with a grade of "C" or higher.
Co-requisites:	
Course Description:	**Co-requisites:**
	Course Description:

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall 2013	Once a year

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

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

☒ Improving student learning outcomes: Will increase the percentage of success by allowing only prepared students to take the course.

☐ 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.) Decrease in D, F, and W rates

105

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

Data Sources:

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

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

Approvals:	
Dept. Head: *Bug Harrell*	Date: *1-14-13*
College/Division Exec. Comm.: *Connie Richards*	Date: *1/16/13*
Dean/Director: *Connie Richards*	Date: *1/16/13*
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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REQUEST FOR A REVISED COURSE
Valdosta State University

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

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Department of Mathematics and CS	Dr. Charles Kicey

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

Math 4621, Mathematical Statistics I

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

Current:	Requested:
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title:	**Course Title:**
Prerequisites: MATH 2263 and MATH 3600.	**Prerequisites:** MATH 2263 and MATH 3600 with a grade of "C" or higher in both.
Co-requisites:	**Co-requisites:**
Course Description:	**Course Description:**

Semester/Year to be Effective: Fall 2013	**Estimated Frequency of Course Offering:** Once a year

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

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

☒ Improving student learning outcomes: Will increase the percentage of success by allowing only prepared students to take the course.

☐ 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.) Decrease in D, F, and W rates

108

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

Data Sources:

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

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

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Approvals:	
Dept. Head: _Greg Harrell_	Date: _1-14-13_
College/Division Exec. Comm.: _Connie Richards_	Date: _1/16/13_
Dean/Director: _Connie Richards_	Date: _1/16/13_
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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REQUEST FOR A REVISED COURSE
. Valdosta State University

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

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Department of Mathematics and CS	Dr. Charles Kicey

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

Math 4622, Mathematical Statistics II

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

Current:	**Requested:**
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title:	**Course Title:**
Prerequisites: MATH 4621	**Prerequisite:** MATH 4621 with a grade of "C" or higher.
Co-requisites:	
Course Description:	**Co-requisites:**
	Course Description:

Semester/Year to be Effective: Fall 2013	**Estimated Frequency of Course Offering:** Once a year

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

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

☒ Improving student learning outcomes: Will increase the percentage of success by allowing only prepared students to take the course.

☐ 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.) Decrease in D, F, and W rates

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

Data Sources:

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

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

Approvals:	
Dept. Head: _Greg Hamel_	Date: _1-14-13_
College/Division Exec. Comm.: _Connie Richards_	Date: _1/16/13_
Dean/Director: _Connie Richards_	Date: _1/16/13_
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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REQUEST FOR A REVISED COURSE
Valdosta State University

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

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Department of Mathematics and CS	Dr. Charles Kicey

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

Math 4651, Numerical Analysis I

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

Current:	**Requested:**
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title:	**Course Title:**
Prerequisites: MATH 2262 and CS 1301	**Prerequisites:** MATH 2262 and CS 1301 with a grade of "C" or higher in both.
Co-requisites:	**Co-requisites:**
Course Description:	**Course Description:**

Semester/Year to be Effective: Fall 2013	**Estimated Frequency of Course Offering:** Once a year

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

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

☒ Improving student learning outcomes: Will increase the percentage of success by allowing only prepared students to take the course.

☐ 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.) Decrease in D, F, and W rates

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

Data Sources:

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

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

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Approvals:	
Dept. Head: *Peg Hamell*	Date: 1-14-13
College/Division Exec. Comm.: *Connie Richards*	Date: 1/16/13
Dean/Director: *Connie Richards*	Date: 1/16/13
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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REQUEST FOR A REVISED COURSE
Valdosta State University

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

Department Initiating Revision: Department of Mathematics and CS	**Faculty Member Requesting Revision:** Dr. Charles Kicey

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

Math 4652, Numerical Analysis II

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

Current:	Requested:
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title:	**Course Title:**
Prerequisites: MATH 4651 and MATH 3340	**Prerequisites:** MATH 4651 and MATH 3340 with a grade of "C" or higher in both.
Co-requisites:	
Course Description:	**Co-requisites:**
	Course Description:

Semester/Year to be Effective: Fall 2013	**Estimated Frequency of Course Offering:** Once a year

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

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

☒ Improving student learning outcomes: Will increase the percentage of success by allowing only prepared students to take the course.

☐ 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.) Decrease in D, F, and W rates

117

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

Data Sources:

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

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

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Approvals:	
Dept. Head: _Greg Hamell_	Date: _1-14-13_
College/Division Exec. Comm.: _Connie Richards_	Date: _1/16/13_
Dean/Director: _Connie Richards_	Date: _1/16/13_
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

119

REQUEST FOR A REVISED COURSE
Valdosta State University

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

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Department of Mathematics and CS	Dr. Charles Kicey

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

Math 4901, Operations Research I

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

Current:	Requested:
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title:	**Course Title:**
Prerequisites: MATH 2150 or MATH 4150	**Prerequisite:** MATH 2150 or MATH 4150 with a grade of "C" or higher.
Co-requisites:	**Co-requisites:**
Course Description:	**Course Description:**

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall 2013	Once a year

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

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

☒ Improving student learning outcomes: Will increase the percentage of success by allowing only prepared students to take the course.

☐ 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.) Decrease in D, F, and W rates

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

Data Sources:

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

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

Approvals:	
Dept. Head: *Greg Harrell*	Date: *1-14-13*
College/Division Exec. Comm.: *Connie Richards*	Date: *1/16/13*
Dean/Director: *Connie Richards*	Date: *1/16/13*
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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REQUEST FOR A REVISED COURSE
Valdosta State University

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

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Department of Mathematics and CS	Dr. Charles Kicey

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

Math 4902, Operations Research II

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

Current:	Requested:
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title:	**Course Title:**
Prerequisites: MATH 3600 or MATH 4621 (Note that MATH 4901 is not a prerequisite).	**Prerequisites:** MATH 3600 or MATH 4621 with a grade of "C" or higher. (Note that MATH 4901 is not a prerequisite).
Co-requisites:	**Co-requisites:**
Course Description:	**Course Description:**

Semester/Year to be Effective: Fall 2013	**Estimated Frequency of Course Offering:** Once a year

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

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

☒ Improving student learning outcomes: Will increase the percentage of success by allowing only prepared students to take the course.

☐ 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.) Decrease in D, F, and W rates

123

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

Approvals:	
Dept. Head: _Dug Hansel_	Date: 1-14-13
College/Division Exec. Comm.: _Connie Richards_	Date: 1/16/13
Dean/Director: _Connie Richards_	Date: 1/16/13
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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

Valdosta State University

Area of Change: ☐ Core ☐ Senior ☐ Graduate

Current Catalogue Page Number: 212-215	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 13

Degree and Program Name: Dewar College of Education

Present Requirements:	**Proposed Requirements:** (highlight changes after printing)
ADMISSION TO THE TEACHER EDUCATION PROGRAM	ADMISSION TO THE TEACHER EDUCATION PROGRAM
Students must be admitted to Teacher Education in order to enroll in professional education course work. The requirements for admission into Teacher Education are:	Students must be admitted to Teacher Education in order to enroll in professional education course work. The requirements for admission into Teacher Education are:
1. have a major leading to teacher certification.	1. a major leading to teacher certification.
2. have earned at least 30 semester hours.	2. earned at least 30 semester hours.
3. have achieved at least an overall 2.5 GPA for all majors except Communication Disorders, which requires a 3.0 GPA; Art Education, Early Childhood Education, and Special Education–Early Childhood Special Education General Curriculum, which require a 2.75 GPA.	3. achieved at least an overall 2.5 GPA for all majors except Communication Disorders, which requires a 3.0 GPA; Art Education, Early Childhood Education, and Special Education–Early Childhood Special Education General Curriculum, which require a 2.75 GPA.
4. have passed GACE Basic Skills Assessment (or exemption-SAT, ACT, GRE, or CLAST). Exemption scores are available on the College of Education website.	4. earned a grade of "C" or higher in ENGL 1101 and ENGL 1102; credit by exam assumes a grade of "C" or higher.
5. successful completion of appropriate "2999" course.	5. passed GACE Basic Skills Assessment (or exemption-SAT, ACT, GRE, or CLAST). Exemption scores are available on the College of Education website.
6. have completed a criminal background check.	6. successful completion of appropriate "2999" course.
7. have professional liability insurance.	7. completed a criminal background check.
	8. posessing professional liability insurance.
Each teacher education program has a "2999" course (ACED 2999, ARED 2999, CSD 2999, ECED 2999, FLED 2999, KSPE 2999, MGED 2999, MUE 2999, SEED 2999, and SPEC 2999). The title of this course is "Entry to the Education Profession." The "2999" course is required of all teacher education majors as well as certification students; the course is a prerequisite to the professional education cour	Each teacher education program has a "2999" course (ACED 2999, ARED 2999, CSD 2999, DEAF 2999, ECED 2999, ECSE 2999, FLED 2999, KSPE 2999, MGED 2999, MUE 2999, SEED 2999, and SPEC 2999). The title of this course is "Entry to the Education Profession." The "2999" course is required of all teacher education majors as well as certification students; the course is a prerequisite to the professional education course work in all teacher education programs.
se work in all teacher education programs. Students should enroll in the appropriate "2999" course the semester following the successful completion of 30 hours. Students should continue to enroll in the appropriate "2999" course each semester until an	Students should enroll in the appropriate "2999" course the semester following the successful

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"S" grade is achieved.

CHECK-POINT COURSES & RETENTION IN PROFESSIONAL PROGRAMS

Education majors are required to earn minimum grades of "C" in all professional education courses, in all courses in Area F of the Core Curriculum, and in those courses required in the major. Student progress will be monitored through (a) GPA, (b) observations, (c) faculty and public school teachers' documented concerns, and (d) demonstration of appropriate dispositions. As a means of monitoring these retention requirements, each teacher education program has a check-point course. The status of students enrolled in these courses is monitored by the faculty members in the Dean's Office in the College of Education to ensure that all requirements for admission to teacher education have been maintained. Students who do not maintain these retention requirements will be prevented from continuing in professional education course work. The check-point courses for the teacher education programs are: Art Education, ARED 3000; Business Education, ACED 4400; Early Childhood, READ 3500; Foreign Language Education, FLED 4500; Middle Grades Education, MGED 3990; Music Education, MUSC 3650; Health and Physical Education, KSPE 4710; Special Education, READ 3500; Deaf Education and Early Childhood Special Education General Curriculum, CSD 3080 (Communication Disorders–undergraduate) and CSD 5120 (Communication Disorders–graduate).

The educational progress of all students is a major concern for the College of Education faculty. Students who achieve at high levels are awarded commendations by the department of their major and the Scholarship and Honors Committee of the College of Education. Students who experience difficulty may receive a concern form and a plan of action to correct the concern. The College of Education provides many opportunities for students to ensure a successful academic career.

APPEALS PROCEDURE
If extenuating circumstances have led to denial of

completion of 30 hours. Students should continue to enroll in the appropriate "2999" course each semester until an "S" grade is achieved.

CHECK-POINT COURSES & RETENTION IN PROFESSIONAL PROGRAMS

Education majors are required to earn minimum grades of "C" in all professional education courses, in all courses in Area F of the Core Curriculum, and in those courses required in the major. Student progress will be monitored through (a) GPA, (b) observations, (c) faculty and public school teachers' documented concerns, and (d) demonstration of appropriate dispositions. As a means of monitoring these retention requirements, each teacher education program has a check-point course. The status of students enrolled in these courses is monitored by the Dewar College of Education Advising Center to ensure that all requirements for admission to teacher education have been maintained. Students who do not maintain these retention requirements will be prevented from continuing in professional education course work. The check-point courses for the teacher education programs are identified in the course descriptions within each program.

The educational progress of all students is a major concern for the Dewar College of Education faculty. Students who achieve at high levels are awarded commendations by the department of their major and the Scholarship and Honors Committee of the College of Education. Students who experience difficulty may receive a concern form and a plan of action to correct the concern. The College of Education provides many opportunities for students to ensure a successful academic career.

APPEALS PROCEDURE
If extenuating circumstances have led to denial of admission to Teacher Education, denial of student teaching, or denial of continuation in professional education coursework, students may appeal to the Undergraduate and Initial Preparation Appeals Committee. This committee meets regularly throughout the semester. Meeting dates are posted on the College of Education website. Appeal forms are available in the COE Advising Center and on the College of Education website.

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admission to Teacher Education, denial of student teaching, or denial of continuation in professional education coursework, students may appeal to the Undergraduate Policies Committee. This committee meets regularly throughout the semester. Meeting dates are posted on the College of Education website. Appeal forms are available in the COE Advising Center (EC 222) and on the College of Education website.

ADVISING CENTER
The Advising Center in the James L. and Dorothy H. Dewar College of Education was created specifically to help students who are new to Valdosta State University. The Center assists students in planning their program of study and provides a strong support system for addressing individual concerns. College faculty members with excellent advising skills are selected from each department to assist students in the Advising Center. Also, students who have been successful at VSU are recruited as peer advisors to provide additional assistance to students in their critical first years at the university.

Conceptual Framework
The College of Education's Conceptual Framework is the underlying structure that gives conceptual guidance to the operation of the College of Education (Unit) and its partners. It provides direction for our educator preparation programs, courses, teaching, university student performance, faculty scholarship, and faculty service. The Conceptual Framework is based on the broader missions of both the University and the College for the purposes of advancing educational progress in our region. A common thread runs through both mission statements: excellence in teaching and learning, scholarship, and service (VSU Conceptual Framework Document, 2005). At its core is the purpose of positively impacting learning through evidence-based practices. All programs within the unit are guided by this purpose. While learners in various programs may differ according to the candidates' roles and program standards may differ according to specialized professional association (SPA) guidelines, the essential outcome of all programs is to positively impact learning through

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Conceptual Framework

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the use of evidence-based practices. The Conceptual Framework Guiding Principles related to dispositions, equity, process, ownership, support, impact, and technology are blended with the standards set forth for teachers and by SPAs to provide the structural basis for the programs. Course syllabi, assessments, and candidates' portfolios reflect the Unit Conceptual Framework through close alignment with the respective standards.

"Positively Impacting Learning Through Evidence-Based Practices"

PROFESSIONAL FIELD EXPERIENCES

Valdosta State University's teacher preparation program places a strong emphasis upon professional field experiences in public school settings. Many of the major courses require that students be involved in field-based activities; these activities will be coordinated by the instructors responsible for the courses. With each of the field-based courses, students will be evaluated on their performances in the public school environment. Faculty members responsible for the courses will report any concerns to the student's advisor and discuss the concerns with the student and advisor. Repeated concerns or serious singular offenses in any field experiences will jeopardize the students' continuation in professional education course work.

Student Teaching

Student teaching is the culminating professional experience and is scheduled during the last term of university enrollment. The requirements to student teach are: (1) pass or exempt GACE Basic Skills Assessment, (2) overall GPA of at least 2.5 (3.0 for CSD and 2.75 for ARED), (3) completion of all coursework, (4) a grade of "C" or higher in all Area F courses and in major courses, (5) completion of criminal background check, and (6) liability insurance. Except for Special Education majors, students are not permitted to take any coursework concurrently with the student teaching seminar. Applications for fall semester student teaching are due January 31 (of previous spring semester); applications for spring semester student teaching are due August 31 (of previous fall semester) Student teaching

PROFESSIONAL FIELD EXPERIENCES

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Student Teaching

Student teaching is the culminating professional experience and is scheduled during the last term of university enrollment. The requirements to student teach are: (1) pass or exempt GACE Basic Skills Assessment, (2) overall GPA of at least 2.5 (3.0 for CSD and 2.75 for ARED, ECED, and ECSE), (3) completion of all coursework, (4) a grade of "C" or higher in all Area F courses and in major courses, (5) completion of criminal background check, and (6) liability insurance. Except for Special Education majors, students are not permitted to take any coursework concurrently with student teaching except the student teaching seminar. Applications for fall semester student teaching are due January 31 (of previous spring semester); applications for spring semester student teaching are due August 31 (of previous fall semester) Student teaching applications are available on the Dewar College of Education website. Student teaching is not offered in the summer. Students are not permitted to student teach in a school from

applications are available in the Dean's Office and in departmental offices. Student teaching is not offered in the summer. Students are not permitted to student teach in a school from which they graduated in the last seven years, where they have family members employed or enrolled, or in which they have worked as a paraprofessional, or in a system in which they have family members employed in the system office in an administrative capacity or on the board of education. Student teachers are required to take the appropriate GACE Content Assessment (Praxis II exam for Communication Disorders majors) for their major by the completion of student teaching. Students do not have to pass the exams in order to complete student teaching successfully, but they do have to provide evidence that they have taken the exams. Students who do not meet this requirement will receive an Incomplete ("I") in student teaching for the semester and will not graduate. A student who receives a grade of Unsatisfactory ("U") for student teaching or who has been withdrawn from the student location at the request of the school may apply for student teaching only one additional time. At any time a student is removed at the request of a school, a College of Education Concern Form must be completed along with an action plan. The action plan will describe criteria for successful completion of the remediation. The student will be required to complete a prescribed program of remediation before being permitted to attempt student teaching a second time. During this second semester of enrollment in student teaching, a student who receives a grade of Unsatisfactory ("U") or who is requested to be removed from the student teaching location by the school will be permanently dismissed from all teacher education programs in the Dewar College of Education and will not be recommended for teacher certification by Valdosta State University. This action will result in a review by the Undergraduate and Initial Teacher Preparation Policies Committee. Generally, student teachers will not be placed beyond a 60-mile radius of VSU. The Dewar College of Education reserves the right to refuse to place a student teacher at any particular school or within any particular school system. Every effort is made to place student teachers at one of their preferred schools or systems; however, the Dewar College of Education reserves the right to make all final decisions about student teacher placements.

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

☐ Improving Student Learning Outcomes

☐ Adopting Current Best Practice(s) in Field

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies

☒ Other Updating catalog to reflect changes in programs an COE policies and practices.

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.) **COE program, policies, and practices approved by the appropriate governing bodies**

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 assessments reported on the SACS IER and GaPSC PAAR.**

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Approvals:	
Department Head:	Date:
College/Division Exec. Committee: _Du_	Date: 1/25/b
Dean(s)/Director(s): _Du_	Date: 1/25/b
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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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: 114	Proposed Effective Date for Curriculum Change: (Month/Year): August 2013	Degree & Program Name: (e.g., BFA, Art): BS in Organizational Leadership

Present Requirements: Requirements for the Bachelor of Science Degree with a Major in Organizational Leadership	Proposed Requirements (Underline changes after printing this form:
Core Curriculum Areas A, B, C, D.1, and E . 42 hours (See VSU Core Curriculum)	Core Curriculum Areas A, B, C, D.1, and E .... 42 hours (See VSU Core Curriculum)

Present Requirements: Requirements for the Bachelor of Science Degree with a Major in Organizational Leadership

Core Curriculum Areas A, B, C, D.1, and E . 42 hours (See VSU Core Curriculum)
Core Curriculum Area F (Courses appropriate to the major) .... 18 hours
ACED 2400 or CS 1000 .... 3 hours
PSYC 2500 .... 3 hours
Any courses in Areas C-E approved by advisor ..12 hours
Major Courses Common Core. .... 30 hours
ACED 2050, ACED 3400, ACED 4820 ... 9 hours
ENGL 3030, POLS 3600, POLS 4610, POLS 4620 .12 hours
PSYC 3800, ORGL 4690 .... 6 hours
ORGL 3000, ORGL 3500, ORGL 4000 . 3 hours
Concentration. .... 15 hours
Public Service Administration/Leadership
POLS 3610, POLS 4600, POLS 43650, POLS 43670, SOCI 4200
Office Administration and Technology
ACED 3100, ACED 3150, ACED 3700, ACED 4050, ACED 4810
Law Enforcement Administration/Leadership
CRJU 2400, CRJU 3402, CRJU 4400, POLS 3610, POLS 4220
Legal Office Administration
LEAS 3220, LEAS 4200, LEAS 4210, LEAS 4220, LEAS 4230
Guided Electives .... 15 hours
Total hours required for the degree. 120 semester hours

Proposed Requirements (Underline changes after printing this form:

Core Curriculum Areas A, B, C, D.1, and E .... 42 hours (See VSU Core Curriculum)
Core Curriculum Area F (Courses appropriate to the major) ....18 hours
ACED 2400 or CS 1000 .... 3 hours
PSYC 2500 .... 3 hours
Any courses in Areas C-E approved by advisor ....12 hours
Major Courses Common Core. .....30 hours
ACED 2050, ACED 3400, ACED 4820 ... 9 hours
ENGL 3010 or 3030, POLS 3600, POLS 4610, POLS 4620 ....12 hours
PSYC 3800, ORGL 4690 .... 6 hours
ORGL 3000, ORGL 3050, ORGL 4000. .. 3 hours
Guided Electives. ....15-30 hours
Students will select elective courses related to Leadership and Professional Specialties. Examples include the following:
POLS 3610, POLS 4600, POLS 4650, POLS 4670, ACED 3100, ACED 3150, ACED 3700, ACED 4050, ACED 4810, LEAS 3200, LEAS 3201, LEAS 3230, LEAS 4210, LEAS 4220, LEAS 4230
Free Electives........................0-15 hours
(Students need a total of 39 hours of coursework at the 3000-4000 level. This will include courses in the Major Core, the Guided Electives, and Free Electives.)
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:

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☐ Adopting current best practice(s) in field:

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

☒ Other: Provide additional flexibility to students based on experience with those who have been enrolled in the program from Fall 2011 to the present. Many students bring courses from various subject areas that are legitimately related to the leadership field and to practice in a variety of organizations. The ability to give students more options in the course selection will facilitate degree completion and promote interdisciplinary study across departments and programs.

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.) Students will complete portfolios in the capstone course and submit those for review. The portfolios will also be evaluated for program assessment purposes. Discussions, tests, and case studies will provide additional information to evaluate the program success.

Approvals:

Department Head: *James X. Peterson*   Date: 1/24/13

College/Division Exec. Committee: *Connie Richards*   Date: 1/24/13

Dean(s)/Director(s): *Connie Richards*   Date: 1/24/13

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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REQUEST FOR A REVISED COURSE
Valdosta State University

Date of Submission: 10/25/2012 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Kinesiology & Physical Education	Mike Griffin

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

KSPE 7160 Human Kinetics

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

Current:	**Requested:**
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours: 06	**Credit Hours:** 03
Course Title:	**Course Title:**
Prerequisites:	**Prerequisites:**
Co-requisites:	**Co-requisites:**
Course Description: The scientific study of human motion as applied to physical activity, fitness, and human performance. Designed to help the master teacher of physcial educaiton develop, advocate, and promote knowledge as it relates to the enhancement of human movement and lifetime activity participation.	**Course Description:** Scientific study of human motion as applied to physical activity, fitness, and human performance. Primary course content will include motor learning, skill analysis, aspects of exercise physiology, and nutrition.

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Summer 2013	Every two years

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

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

☒ Improving student learning outcomes: This content will enhance the knowledge base in this area for the master teacher.

☐ Adopting current best practice(s) in field:

☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies: The course offers content in line with current NASPE standards.

☐ Other:

Source of Data to Support Suggested Change:

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

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

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

Data Sources:

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

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

Approvals:	
Dept. Head: _(signature)_	Date: 1-17-13
College/Division Exec. Comm.: _(signature)_	Date: 1/17/13
Dean/Director: _(signature)_	Date: 1/17/13
Graduate Exec. Comm.: (for graduate course) _(signature)_	Date: 1-31-13
Graduate Dean: (for graduate course) _(signature)_	Date: 1-31-13
Academic Committee:	Date:

Form last updated: January 6, 2010

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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: 228	Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall 13

Degree and Program Name: DEPARTMENT OF EARLY CHILDHOOD AND SPECIAL EDUCATION

Present Requirements:	Proposed Requirements: (highlight changes after printing)
Not in current catalog	**Selected Educational Outcomes** 1. Program graduates will demonstrate an acceptable level of content knowledge. 2. Program graduates will demonstrate an acceptable level of teaching competency for an extended period of time during the student teaching experience by planning, delivering, and assessing appropriate instruction for pupils who represent a diverse population and who are in public school settings. 3. Program graduates will integrate technology into instruction, assessment, and communication. 4. Program graduates will demonstrate characteristics of reflective practitioners by evaluating the effects of choices and actions on others (pupils, families, and other professionals in the learning community). **Examples of Outcome Assessments** 1. Students in initial teacher education programs will demonstrate content knowledge through passing the state-required content assessment. 2. Students in initial teacher education programs will demonstrate pedagogical content knowledge and knowledge of evidence-based strategies through development of lesson plans identifying use of research-validated procedures and effective content pedagogy. 3. Students in initial teacher education programs will demonstrate skills in assessment, instructional strategies, use of technology, and monitoring and modifying instruction during observed teaching episodes evaluated by a university supervisor and P-12 mentor teacher. 4. Students in initial teacher education programs will demonstrate their ability to positively impact

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	P-5 learning through a Teacher Work Sample (TWS).

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 No outcomes or assessments in current catalog .

Source of Data to Support Suggested Change:

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

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 assessments reported on the SACS IER and GaPSC PAAR.**

Approvals:	
Department Head: *Peggy P. Auman*	Date: 1/24/13
College/Division Exec. Committee: *[signature]*	Date: 1/24/13
Dean(s)/Director(s): *[signature]*	Date: 1/24/13
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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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: 227-228	Proposed Effective Date for Revised Catalogue Copy: (new or revised) 2013-2014

Degree and Program Name: B.S. Ed. Communication Sciences and Disorders

Present Requirements:	Proposed Requirements: (highlight changes after printing)
Bachelor of Science in Education Degree with a major in Communication Disorders:	Bachelor of Science in Education Degree with a major in Communication Disorders:
Students admitted to the Communicatio Disorders program must have a 3.00 GPA.	Students admitted to the Communication Disorders program must have a 3.00 GPA. All courses in Area F and major courses must be completed with a grade of "C" or higher.
The Department of Communication Sciences and Disorders provides a program that leads to a B.S.Ed. degree with a major in Communication Disorders. This program is designed to introduce students to the field of speech-language pathology and to allow them to develop knowledge specific to intervention for individuals with communication disorders. The B.S.Ed. degree is a pre-professional degree. Students must complete the M.Ed. degree in communication disorders in order to meet current standards required for certification by the American Speech-Language-Hearing Association (ASHA), certification for public school service personnel, and state licensure.	The Department of Communication Sciences and Disorders provides a program that leads to a B.S.Ed. degree with a major in Communication Disorders. This program is designed to introduce students to the field of speech-language pathology and to allow them to develop knowledge specific to the development of communication and the processes involved in communication and to intervention for individuals with communication disorders. The B.S.Ed. degree is a pre-professional degree. Students must complete theM.Ed. degree in communication disorders in order to meet current standards required for certification by the American Speech-Language-Hearing Association (ASHA), certification for public school service personnel, and state licensure.

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

☐ Improving Student Learning Outcomes

☐ Adopting Current Best Practice(s) in Field

☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies

☒ Other Correcting errors in current catalog and aligning with plan 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.)

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.)

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Approvals:	
Department Head: *C. Myers-Jennings*	Date: *1-25-2013*
College/Division Exec. Committee: *[signature]*	Date: *1/25/2013*
Dean(s)/Director(s): *[signature]*	Date: *1/25/2013*
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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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

Area F

Current Catalog Page Number: 228	Proposed Effective Date for Curriculum Change: (Month/Year): Summer, 2013	Degree & Program Name: (e.g., BFA, Art): BS.Ed in Communication Sciences and Disorders

Present Requirements:	Proposed Requirements (Underline changes after printing this form:
Area F: Math (any 1000 or 2000)	Area F: <u>Math 2620 Statistical Methods</u>

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: The 2014 Standards and implementation procedures for the American Speech-Language-Hearing Association's Certificate of Clinical Competence in Speech-Language Pathology goes into effect for all applications for certification on September 1, 2014. A stand-alone course in statistics is required.

☐ 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,

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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:	_1-25-2013_
College/Division Exec. Committee:	Date:	_1/25/13_
Dean(s)/Director(s):	Date:	_1/25/13_
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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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
Area D and F

Current Catalog Page Number: 229	Proposed Effective Date for Curriculum Change: (Month/Year): Summer, 2013	Degree & Program Name: (e.g., BFA, Art): BS.Ed in Communication Sciences and Disorders

Present Requirements:	Proposed Requirements (Underline changes after printing this form:
Core Areas A-E (See VSU Core Curriculum)-----------------------------42 hours	Core Areas A-E (See VSU Core Curriculum)-------------------------------------42 hours For CSD Majors, both a biological science and a physical science are required in Area D to meet ASHA certification requirements. Students are strongly encouraged to take PSYC 2500 in Area E of the Core Curriculum. This course is a pre-requisite for all upper division courses in Psychology.
Area F Requirements-------------------- 18 hours **EDUC 2110, EDUC 2120, EDUC 2130**---9 hours **Language Arts (Selected from any-2000-level course)**--------------------------------------3 hours **Math (Selected from any 1000 or 2000 level course)** --------------------------------------3 hours **ACED 2400**-----------------------------------3 hours **CSD 2999**--------------------------------------0 hours	Area F Requirements------------------------18 hours EDUC 2110, EDUC 2120, EDUC 2130---9 hours Language Arts (Selected from any 2000-level course)---3hours Math 2620 Statistical Methods-------------3 hours ACED 2400--3 hours CSD 2999---0 hours
All Area F courses must be completed with a grade of "C" or higher	All Area F courses and CSD major course requirements must be completed with a grade of "C" or higher.
Professional Education----------------------60 hours **CSD 3010, CSD 3020, CSD 3040**------------9 hours **CSD 3060, CSD 3070, CSD 3080**------------9 hours **SPEC 4050, CSD 4020, CSD 4040**----------9 hours **CSD 4050**---------------------------------------4 hours **CSD 4140, CSD 4151**------------------------6 hours **SPEC 3020 or PSYC 3300**------------------3 hours **PSYC 3110, PSYC 3120, PSYC 3200, PSYC 3210, PSYC 3220, PSYC 3500, or PSYC 3710**----- ---3 hours **Electives** ---------------------------------------6 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--4 hours CSD 4140, CSD 4151--------------------------6 hours SPEC 3000, SPEC 3020 or PSYC 3300-----6 hours PSYC 3120, PSYC 3200, 3210, PSYC 3220, PSYC 3500 or PSYC 3710 --------------------------3 hours Electives --3 hours

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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: The 2014 Standards and implementation procedures for the American Speech-Language-Hearing Association's Certificate of Clinical Competence in Speech-Language Pathology goes into effect for all applications for certification on September 1, 2014.

☐ 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:	1-25-2013
College/Division Exec. Committee:	Date:	1/25/0
Dean(s)/Director(s):	Date:	1/25/0
Grad. Exec. Committee: (for graduate course)	Date:	

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Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

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REQUEST FOR A REVISED COURSE
Valdosta State University

Date of Submission: 01/28/2013

Department Initiating Revision:	Faculty Member Requesting Revision:
Communication Sciences and Disorders	Corine Myers-Jennings, Dept. Chair/Professor

Current Course Prefix, Title, & Number:

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

CSD 3010 Introduction to Communication Disorders

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

Current:	Requested:
Course Prefix and Number: CSD 3010	**Course Prefix and Number:** CSD 3010
Credit Hours: 3	**Credit Hours:** 3
Course Title: Introduction to Communication Disorders	**Course Title:** Introduction to Communication Disorders
Prerequisites: CSD 2999	**Prerequisites:** CSD 2999
Co-requisites:	**Co-requisites:**
Course Description: An introduction to communication disorders. Terminology, etiology and management procedures required in the practice of Speech-Language Pathology are emphasized. Public school observation/participation is required..	**Course Description:** An introduction to communication disorders. Terminology, etiology and management procedures required in the practice of Speech-Language Pathology are emphasized. .

Semester/Year to be Effective: Fall 2013	Estimated Frequency of Course Offering: Fall only

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

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies: American Speech-Language Hearing Association

☒ Other: Correcting errors in current catalog and aligning with plan of study

150

Source of Data to Support Suggested Change:

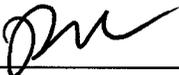|☐**Indirect measures:** SOIs, student, employer, or alumni surveys, etc.

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

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

Data Sources:

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

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

Approvals: Dept. Head: *C. Myers-Jennings*	Date: 1-25-2013
College/Division Exec. Comm.: *Dm*	Date: 1/28/13
Dean/Director: *Dm*	Date: 1/28/p
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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REQUEST FOR A REVISED COURSE
Valdosta State University

Date of Submission: 01/28/2013

Department Initiating Revision: Communication Sciences and Disorders	**Faculty Member Requesting Revision:** Corine Myers-Jennings, Dept. Chair/Professor

Current Course Prefix, Title, & Number:

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

CSD 3080 Introduction to Neurology in Communication Disorders

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

Current:	Requested:
Course Prefix and Number: CSD 3080	**Course Prefix and Number:** CSD 3080
Credit Hours: 3	**Credit Hours:** 3
Course Title: Introduction to Neurology in Communication Disorders	**Course Title:** Introduction to Neurology in Communication Disorders
Prerequisites: CSD 2999 and CSD 3060	**Prerequisites:** CSD 2999 <u>and</u> CSD 3060 <u>completed with a "C" or better</u>
Co-requisites:	**Co-requisites:**
Course Description: This a check-point course, and check-point requirements must be met. An introduction to the anatomy and physiology of the nervous system as it relates to speech and language functions.	**Course Description:** This a check-point course, and check-point requirements must be met. An introduction to the anatomy and physiology of the nervous system as it relates to speech and language functions.

Semester/Year to be Effective: Fall 2013	**Estimated Frequency of Course Offering:** Spring only

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

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies: American Speech-Language Hearing Association

☒ Other: Correcting errors in current catalog and aligning with plan of study

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<u>**Source of Data to Support Suggested Change:**</u>
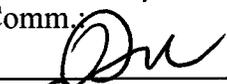|☐**Indirect measures:** SOIs, student, employer, or alumni surveys, etc.

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

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (Le., 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.

Approvals:	Date:
Dept. Head: *C. Myas-Jennings*	1-25-2013
College/Division Exec. Comm.:	Date: 1/25/13
Dean/Director:	Date: 1/25/13
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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REQUEST FOR A REVISED COURSE
Valdosta State University

Date of Submission: 01/28/2013

Department Initiating Revision: Communication Sciences and Disorders	**Faculty Member Requesting Revision:** Corine Myers-Jennings, Dept. Chair/Professor

Current Course Prefix, Title, & Number:

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

CSD 4040 Introduction to Articulation Disorders

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

Current:	**Requested:**
Course Prefix and Number: CSD 4040	**Course Prefix and Number:** CSD 4040
Credit Hours: 3	**Credit Hours:** 3
Course Title: Introduction to Articulation Disorders	**Course Title:** Introduction to Articulation Disorders
Prerequisites: CSD 2999 and CSD 3040	**Prerequisites:** CSD 2999 and CSD 3040 completed with a "C" or better
Co-requisites:	**Co-requisites:**
Course Description: An introduction to the normal process of speech acquisition and development; theories of speech acquisition and types of disorders of articulation and phonology. Emphasis is placed on the diagnosis and treatment of children with articulation and phonological disorders.	**Course Description:** An introduction to the normal process of speech acquisition and development; theories of speech acquisition and types of disorders of articulation and phonology. Emphasis is placed on the diagnosis and treatment of children with articulation and phonological disorders.

Semester/Year to be Effective: Fall 2013	**Estimated Frequency of Course Offering:** Spring only

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

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies: American Speech-Language Hearing Association

☒ Other: Correcting errors in current catalog and aligning with plan of study

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<u>**Source of Data to Support Suggested Change:**</u>

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

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

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (Le., 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, <u>portfolios, specific assignments, etc</u>

Approvals: Dept. Head: C. Myles-Jennings	Date: 7-25-2013
College/Division Exec. Comm.:	Date: 1/25/13
Dean/Director:	Date: 1/25/13
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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REQUEST FOR A REVISED COURSE
Valdosta State University

Date of Submission: 01/28/2013

Department Initiating Revision: Communication Sciences and Disorders	**Faculty Member Requesting Revision:** Corine Myers-Jennings, Dept. Chair/Professor

Current Course Prefix, Title, & Number:

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

CSD 4050 Observation

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

Current:	**Requested:**
Course Prefix and Number: CSD 4050	**Course Prefix and Number:** CSD 4050
Credit Hours: 3	**Credit Hours: 3**
Course Title: Observation	**Course Title:** Observation
Prerequisites: CSD 2999, CSD 3040, CSD 3070, CSD 4040	**Prerequisites:** CSD 2999 <u>and</u> CSD 3040, CSD 3070, CSD 4040, <u>completed with a "C" or better</u>
Co-requisites:	**Co-requisites:**
Course Description: Supervised video-based observation of speech and language diagnosis and therapy with children and adults with speech/language disorders. Students obtain a minimum of 25 hours of direct observation for ASHA requirements.	**Course Description:** Supervised video-based observation of speech and language diagnosis and therapy with children and adults with speech/language disorders. Students obtain a minimum of 25 hours of direct observation for ASHA requirements..

Semester/Year to be Effective: Fall 2013	**Estimated Frequency of Course Offering:** Fall only

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

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies: American Speech-Language Hearing Association

☒ Other: Correcting errors in current catalog and aligning with plan of study

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

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

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (Le., 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.)

Approvals: Dept. Head: *C. Myers-Jennings*	Date: *1-25-2013*
College/Division Exec. Comm.:	Date: *1/25/1*
Dean/Director:	Date: *1/25/1*
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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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: 240	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 13

Degree and Program Name: Bachelor of Science in Education Degree with majors in: Middle Grades Education, Deaf Education, or American Sign Language/Interpreting

Present Requirements:	**Proposed Requirements:** (highlight changes after printing)
Selected Educational Outcomes	Selected Educational Outcomes
1. Students in initial teacher education programs know the content that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards.	1. Students in initial teacher education programs demonstrate knowledge of the content that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards.
2. Students in initial teacher education programs understand the relationship of content and content specific pedagogy and have a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn.	2. Students in initial teacher education programs will apply content specific pedagogy to the subject area content and demonstrate a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn.
3. Students in initial teacher education programs are able to analyze educational research findings and incorporate new information into their practice.	3. Students in initial teacher education programs are able to analyze educational research findings and incorporate new information into their practice.
4. Students in initial teacher education programs assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.	4. Students in initial teacher education programs assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all 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

☐ Adopting Current Best Practice(s) in Field

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies

☒ Other Refraimng program outcomes to be more measurable

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.) **Audit of program outcomes by University Assessment**

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Committee
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 assessments reported on the SACS IER and GaPSC PAAR.**

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Approvals:		
Department Head:		Date: 1/24/10
College/Division Exec. Committee:		Date: 1/24/10
Dean(s)/Director(s):		Date: 1/24/10
Graduate Exec. Comm.: (for grad program)		Date:
Graduate Dean: (for grad program)		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

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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: 405	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 2013

Degree and Program Name: B.S. Ed. in Middle Grades Education

Present Requirements: MGED 3220 Reading and Writing in the Content Areas for Middle Grades 3-0-3 Designed for majors to acquire instructional strategies for including reading and writing in all content areas of middle grades curriculum.	**Proposed Requirements:** (highlight changes after printing) MGED 3220 Reading and Writing in the Content Areas for Middle Grades 3-0-3 Prerequisite: MGED 2999 and admission to the MGED professional program. Designed for majors to acquire instructional strategies for including reading and writing in all content areas of middle grades curriculum.

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 3220 is part of the professional program and as such requires admission to the MGED professional program. Admission to the professional program requires successful completion of MGED 2999.

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.) **LiveText portfolio requirements**

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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.) LiveText portfolio requirements

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Approvals:	
Department Head: _[signature]_	Date: 1/17/2013
College/Division Exec. Committee: _[signature]_	Date: 1/17/13
Dean(s)/Director(s): _[signature]_	Date: 1/17/13
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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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: 241-242	Proposed Effective Date for Curriculum Change: (Month/Year): August/2013	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 area) 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
Professional Courses	14 hours
SPEC 3000 MGED 3220	6 hours
MGED 3990, MGED 3991	8 hours
Professional Program	25 hours
MGED 4000, MGED 4030, MGED 4050	9 hours
MGED 4620, MGED 3110	4 hours
MGED 4790	10 hours
MGED 4800	2 hours
Primary Concentration Area	12 hours
(Select one.) Language Arts, Mathematics, Science, Social Studies,	

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.) 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	<u>12 hours</u>
<u>MGED 3020</u>	<u>2 hours</u>
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	

Reading (select from the approved course list for concentration area) Secondary Concentration Area 12 hours (Select one.) Language Arts, Mathematics, Science, Social Studies, Reading (select from approved course list for concentration area)	concentration area) Secondary Concentration Area 12 hours (Select one.) Language Arts, Mathematics, Science, Social Studies, Reading (select from approved course list for concentration area)

concentration area) is continued into the right column:

Secondary Concentration Area   12 hours
(Select one.) Language Arts,
Mathematics, Science, Social Studies,
Reading (select from approved course
list for concentration area)

Professional Program   25 hours
  MGED 4000   3 hours
  <u>Methods Courses (select two.)</u>
    <u>MGED 4100, MGED 4200,</u>
    <u>MGED 4300, MGED 4400,</u>
    <u>MGED 4500</u>   <u>6 hours</u>
  MGED 4620, MGED 3110   4 hours
  MGED 4790   10 hours
  MGED 4800   2 hours

Total hours required for the degree
    129 semester hours

Left column:

Total hours required for the degree
    129 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: Change in Methods Courses: Having methods courses 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. Addition of MGED 3020: Currently, candidates do not have a course dedicated to designing instruction and lesson planning. Lesson planning instruction has historically been embedded in MGED 4030; however, with the change to content-specific methods courses, this will no longer be possible. Data collected during Apprenticeship and Student Teaching indicate a relationship between poor lesson planning and subpar teaching performance.

☒ Adopting current best practice(s) in field: The revisions in the program provide many additional field experiences for candidates, implementing recommendations by the Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning of NCATE.

☒ 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.

☐ Other:

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. SOIs: Candidates continue to cite a lack of preparation in terms of lesson planning. Candidates continue to cite the blended methods courses (MGED 4030 and MGED 4050) as an area of concern and dissatisfaction. Students must choose two areas of study from the following concentrations: reading, language arts, social studies, mathematics, science; yet, they are required to take methods

courses for all concentration areas.

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 knowledge.

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Lesson plans submitted during Apprenticeship and Student Teaching; COE Observation Instrument. GACE scores have reflected gaps in candidates' content knowledge. Content-specific methods courses will allow candidates to learn effective teaching methodologies for instruction while addressing areas of concerns in terms of content knowledge deficiencies based on historical GACE 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.) Course artifacts and exams, COE Observation Instrument, and program assessments approved by NCATE, PSC, and AMLE

Approvals:		
Department Head:		Date: 1/17/2013
College/Division Exec. Committee:		Date: 1/17/13
Dean(s)/Director(s):		Date: 1/17/13
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: 01/10/2013 (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 3990

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

Current:	**Requested:**
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours: 4	**Credit Hours:** 3
Course Title:	**Course Title:**
Prerequisites:	**Prerequisites:**
Co-requisites:	**Co-requisites:**
Course Description:	**Course Description:**

Semester/Year to be Effective: Fall/2013	**Estimated Frequency of Course Offering:** Fall/Spring

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

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. 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 3990 is one of two four-credit hour courses in the MGED program. Both four-credit hour courses will change to three-credit hours to create a new, two-credit hour course, MGED 3020. This new course focuses on the development of knowledge and skills in lesson planning that addresses the needs of middle grades diverse students. Some of the content of the current MGED 3990 course will be incorporated into the new MGED 3020 course so the course credit may be reduced.

Source of Data to Support Suggested Change:

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

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continue to cite the need for a course specifically focused on lesson planning prior to beginning the professional program.

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

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

Data Sources:

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

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

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Approvals:	
Dept. Head:	Date: 1/17/2013
College/Division Exec. Comm.:	Date: 1/17/13
Dean/Director:	Date: 1/17/13
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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REQUEST FOR A REVISED COURSE
Valdosta State University

Date of Submission: 01/10/2013 (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 3991

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

Current:	Requested:
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours: 4	**Credit Hours:** 3
Course Title:	**Course Title:**
Prerequisites:	**Prerequisites:**
Co-requisites:	**Co-requisites:**
Course Description:	**Course Description:** Field experience required.

Semester/Year to be Effective: Fall/2013	**Estimated Frequency of Course Offering:** Fall/Spring

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

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. 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 3991 is one of two four-credit hour courses in the MGED program. Both four-credit hour courses will change to three-credit hours to create a new, two-credit hour course, MGED 3020. This new course focuses on the development of knowledge and skills in lesson planning that addresses the needs of middle grades diverse students. Some of the content of the current MGED 3991 course will be incorporated into the new MGED 3020 course so the course credit may be reduced. The addition of "Field experience required" to the course description accurately describes the course requirement currently not noted in the catalogue.

Source of Data to Support Suggested Change:

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☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. SOIs: Candidates continue to cite the need for a course specifically focused on lesson planning prior to beginning the professional program.

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

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

Data Sources:

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

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

Approvals:	
Dept. Head:	Date: 1-17-2013
College/Division Exec. Comm.:	Date: 1/17/13
Dean/Director:	Date: 1/17/13
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 01/10/2013 (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) MGED 3020	**Proposed New Course Title:** Introduction to Standards, Planning, and Assessment
	Proposed New Course Title Abbreviation: (For student transcript, limit to 30 character spaces) Standards, Planning, and Assessment
Semester/Year to be Effective: Fall/2013	**Estimated Frequency of Course Offering:** Fall/Spring

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

Lecture Hours: 2	Lab Hours: 0	Credit Hours: 2

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: Appropriate 2999 course. Must be successfully completed prior to admission to the MGED professional program. Designed to introduce teacher candidates to the basic principles of instructional design and lesson planning. The emphasis in this course is on the interrelationships among content standards, instructional objectives, planning, and assessment. The focus of the couse includes evidence-based practices and theories in middle grades instruction. 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: Currently, candidates do not have a course dedicated to designing instruction and lesson planning. Lesson planning instruction has historically been embedded in MGED 4030; however, with the change to content-specific methods courses, this will no longer be possible. Additionally, candidates need instruction in lesson planning prior to starting Block A as this is the same semester they take MGED 4620: Apprenticeship in Middle Grades Teaching. Data collected during Apprenticeship and Student Teaching indicate a relationship between poor lesson planning and subpar teaching performance.

☐ Adopting current best practice(s) in field:

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

☐ Other:

Source of Data to Support Suggested Change:

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⊠ Indirect Measures: SOIs, student, employer, or alumni surveys, etc. SOIs: Candidates continue to cite a lack of preparation in terms of lesson planning.

⊠ Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Lesson plans submitted during Apprenticeship and Student Teaching; COE Observation Instrument

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

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

⊠ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Lesson plans submitted during Apprenticeship and Student Teaching; COE Observation Instrument

☐ Other:

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

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Approvals:	
Dept. Head: ~~signature~~	Date: 1/17/2013
College/Division Exec. Comm.: ~~signature~~	Date: 1/17/13
Dean/Director: ~~signature~~	Date: 1/17/13
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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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

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

<u>Equity</u> Principle: All learners deserve high expectations and support.

<u>Process</u> Principle: Learning is a lifelong process of development and growth.

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

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

<u>Impact</u> Principle: Effective practice yields evidence of learning.

<u>Technology</u> Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

<u>Standards</u> Principle: Evidence-based standards systematically guide professional preparation and development.

Positively Impacting Learning Through Evidence-Based Practices   1

REQUIRED TEXTBOOKS

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 DESCRIPTION

Prerequisite: Appropriate 2999 course. Must be successfully completed prior to admission to the MGED professional program. Designed to introduce teacher candidates to the basic principles of instructional design and lesson planning. Emphasis on the interrelationships among content standards, instructional objectives, planning, and assessment. Focus includes evidence-based practices and theories in middle grades instruction. Field experience required.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

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

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

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

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

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

VI. PROFESSIONALISM: Educators recognize, participate in, and contribute to teaching and learning as a profession.

LEARNING OUTCOMES FOR VSU'S CORE CURRICULUM

All learning outcomes in the major continue to build upon those in VSU's Core Curriculum listed at http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml.

COURSE OBJECTIVES (CO):

Upon completion of this course, the student will be able to:
1. Apply knowledge of appropriate methods of instruction and curriculum based upon an understanding of the needs and abilities of middle grades children (CFS I, II, III, V).
2. Utilize technology and other appropriate media to enhance pupils' understanding of concepts (CFS V).
3. Identify and apply developmentally and culturally appropriate methods of modifying instruction to meet diverse needs of students (CFS II, III, V).
4. Develop and apply appropriate classroom management skills to create a classroom environment conducive to learning, inquiry, and respect for student diversity (CFS III, V).
5. Identify, design, and use appropriate alternative, formal, informal, formative, and summative assessment strategies (CFS IV).
6. Demonstrate skill as a reflective practitioner who evaluates choices and seeks opportunities to grow professionally (CFS VI).
7. Demonstrate how to interpret student records and discuss the legal/social implications of relevant school documentation (CFS II, V, VI).
8. Describe and interpret contextual factors impacting student learning (CFS II, VI).
9. Write and speak in a professional manner (CFS VI).

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

This course is evaluated with many performance assessments. It is important that you view each assignment as an opportunity for you to display your knowledge and understanding of the Conceptual Framework Standards. Each assignment should be viewed as a tool for growth and as a potential artifact for inclusion in your electronic portfolio.

1. **Class Participation**
   Students are expected to attend class and actively participate in discussions, activities, presentations, and group work. Attendance will be taken during each class session.

2. **Standard-Objective Alignment**
   Students will use Georgia Performance Standards/Common Core Georgia Performance Standards to identify specific standards and create objectives based on those standards.

3. **Standard-Objective-Assessment Alignment**
   Students will use Georgia Performance Standards/Common Core Georgia Performance Standards to identify specific standards, create objectives based on those standards and plan an appropriate assessment for the chosen standards.

4. **Backward Design**
   Students will use this design to bridge the instructional sequence that will allow them to plan for instruction.

5. **Lesson Deconstruction**
   Students will observe a lesson being taught in their clinical practice. Students will transform what was observed during the lesson into an actual lesson plan.

6. **Review of Lesson Plans**
   Students will evaluate current online lesson plans based on critical components in MSRD format.

7. **Clinical Practice Planning**
   For each field experience clinical session in the middle school classroom students will plan, teach and appropriately assess skills and strategies. Students will answer the analysis questions.

8. **Primary Concentration Lesson Plan**
   Students will research, select and design a lesson plan for their primary content area. The lesson plan should indicate the appropriate connections to GPS/CCGPS. The approved MSRD lesson plan format is required.

9. **Secondary Concentration Lesson Plan**
   Students will research, select and design a lesson plan for their primary content area. The lesson plan should indicate the appropriate connections to GPS/CCGPS. The approved MSRD lesson plan format is required.

10. **Final Exam**
    The final exam will be a comprehensive exam. Details regarding the content and format of the exam will be provided.

COURSE EVALUATION

Due dates and times will be given for each assignment. Late submissions will be deducted by 10% each day.

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

Assignment	Weight
Attendance	10%
Standard-Objective Assignment	10%
Standard-Objective-Assessment Assignment	10%
Backward Design	10%
Lesson Deconstruction	10%
Review of Lesson Plans	10%
Clinical Practice Planning	10%
Primary Concentration Lesson Plan	10%
Secondary Concentration Lesson Plan	10%
Final Exam	10%
Total	**100%**

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ATTENDANCE POLICY

The attendance policy as stated in the current VSU Undergraduate Catalog will apply. A student who misses more than 20% of the class work of this course is subject to receive a failing grade in this course. Due to the nature of this course, attendance and participation are extremely important. Therefore, any candidate with more than three absences from class will be subject to receive a one-letter reduction in the overall grade for the course. Participation points will be allowed for attendance with five points deducted for each class missed. Arriving more than 5 minutes late or leaving more than 5 minutes before the end of class is considered a tardy and one participation point will be deducted for each occurrence. If there are extenuating reasons resulting in a student's absence from class, it is the student's responsibility to contact the instructor and explain the circumstances for the absence (preferably prior to the time during which the student will be absent).

COMMUNICATION POLICY

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

The following areas describe the professional expectations for all pre-service students in the Department of Middle Grades and Secondary Education.

Professionalism - Ethics
Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf).
Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a student's actions or attitudes are judged to be less than professional appropriate remedial action will be taken.

Professionalism - Communication
Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Those individuals whose communication skills (verbal or written) indicate a need for assistance will be referred to the appropriate services on campus.

Professionalism - Assignments:
All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted.

Professionalism - Diversity
Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

Professionalism - Technology
As part of our conceptual framework, the College of Education is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses.

STATEMENT OF 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.

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.

STUDENT SUCCESS CENTER

The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. The SSC provides free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of their services. Contact: phone number 229-333-7570; email ssc@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

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

DIRECTIONS FOR SUBMITTING PORTFOLIO ASSIGNMENTS IN LIVETEXT

Note: These directions apply only to assignments that are visible on your dashboard AND required as part of your portfolio. The list of portfolio artifacts required for your program of study are listed below: 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.

- Click on Documents tab
- Open your portfolio, and then open the page for the current assignment.
- Upload your assignment file(s) in the appropriate section.
- Complete the four-part description of your assignment as a portfolio artifact. Narrative in the last three sections should consist of a substantive paragraph.
    - The Description section can be very brief.
    - 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.
    - In the Impact section, describe how the skills or knowledge you learned from this assignment will impact your students' learning.
    - In the Reflection section, describe what you have learned from the process of completing this artifact and how it will influence your professional practice.
- Select Submit Assignment button (left side red button). (Note: This button will be visible only if the assignment has already been created for the course/semester – i.e. you can see it on your dashboard.)
- Select the appropriate assignment from the list of available assignments that appear.
- Select Submit Assignment (top right hand corner). Once your portfolio assignment has been submitted correctly, the assignment will show as yellow on your dashboard, indicating that it is ready for your instructor to assess.
- If you made an error in your submission, you should email your instructor to request an opportunity to resubmit your assignment. Your instructor can allow you to resubmit, but each submission will be saved as a snapshot of what you sent. Your error is not erased or replaced.

STUDENT RESOURCES

Please review the following sites for information <u>before</u> contacting Dr. Ryskamp.
- BlazeView: Important class documents will be posted on BlazeView. Please allow 24 hours for new posts.
- http://www.valdosta.edu/coe/sec/MiddleGradesEducationProgram.shtml: This website contains information on Middle Grades Education.
- www.valdosta.edu/coe/sec/studentresources.shtml: This website contains information on teacher work samples, *LiveText*, and apprenticeship.

INSTRUCTOR

Name: Mrs. Melody Fuller
Office Number: Education Center 1052
Telephone Number: 333-5611 (Department) 333-5656 (Office)
Email Address: mefuller@valdosta.edu

Office Hours*   MON: 9 AM - 1 PM
                         TUES: 10 AM – 2 PM
                         WED: 9 AM – 1 PM
                          Or by appointment

REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 01/10/2013 (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) MGED 4100	**Proposed New Course Title:** Mathematics Methods for Middle Grades Education **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Math Methods MGE
Semester/Year to be Effective: Fall/2013	**Estimated Frequency of Course Offering:** Fall/Spring

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.) Prerequisites: Appropriate 2999 course and admission to the MGED professional program; Co-requisite: MGED 4620. Designed to examine the teaching of mathematics methods in middle grades (4th-8th). The emphasis in this course is on principles and methods for teaching concepts, skills, and relationships in middle grades mathematics 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: MGED 4100 will be designed for students electing mathematics as a concentration area in Middle Grades 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 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. MGED 4100 will have a supervised field study component allowing candidates the opportunity to apply their content and pedagogical knowledge in an authentic school setting.

☒ 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 blended methods courses (MGED 4030 and MGED 4050) as an area of concern and dissatisfaction. Students must choose two areas of study from the following concentrations: reading, language arts, social studies, mathematics, science; yet, they are required to take methods courses for all concentration areas.
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 knowledge.
☒ Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) GACE scores have reflected gaps in candidates' content knowledge. A mathematics methods course will allow candidates to learn effective teaching methodologies for mathematics instruction while addressing areas of concerns in terms content knowledge deficiencies based on historical GACE data.

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.) Course artifacts and exams, COE Observation Instrument, and program assessments approved by NCATE, PSC, and AMLE
☐ Other:

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

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Approvals:	
Dept. Head: _(signature)_	Date: 1/17/2013
College/Division Exec. Comm.: _(signature)_	Date: 1/17/12
Dean/Director: _(signature)_	Date: 1/17/12
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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MGED 4100
Mathematics Methods for Middle Grades Education
3 Semester Hours
Fall 2013

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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**

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

<u>Equity</u> Principle: All learners deserve high expectations and support.

<u>Process</u> Principle: Learning is a lifelong process of development and growth.

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

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

<u>Impact</u> Principle: Effective practice yields evidence of learning.

<u>Technology</u> Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

<u>Standards</u> Principle: Evidence-based standards systematically guide professional preparation and development.

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REQUIRED TEXTBOOKS
Brahier. Daniel J. (2013). *Teaching Secondary and Middle School Mathematics, 4/E*
    ISBN-10: 0132698110 • ISBN-13: 9780132698115. Boston: Pearson.

A *LiveText* software account is required. Undergraduate seniors should purchase the three-year
    edition, and it must be purchased online. Other undergraduates will purchase the five-
    year edition, and it may be purchased at the bookstore or online.

Readings:
Georgia Department of Education. *Common Core Georgia Performance Standards for
    Mathematics* (available at www.georgiastandards.org).

COURSE DESCRIPTION
Prerequisites: Appropriate 2999 course and admission to the MGED professional program; Co-
requisite: MGED 4620. Designed to examine the teaching of mathematics methods in middle
grades (4th-8th). The emphasis in this course is on principles and methods for teaching concepts,
skills, and relationships in middle grades mathematics in accordance with national and state
standards. A field experience is required.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

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

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

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

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

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

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

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)
Upon completion of this course, the student will be able to:
1. Develop skills needed for teaching mathematics (CFS I, II, III, IV, V).
2. Use a variety of strategies, motivational techniques, and assessment procedures for problem solving (CFS II, III, IV, V).
3. Develop math lessons that will instruct and motivate, as well as provide for individual differences of middle grades students (CFS II, III, IV, V).
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 (CFS I, II, V).
5. Use technology to assist in students' learning mathematics content and process skills, and to meet the diverse needs of students (CFS I, III, V).
6. Recognize the importance of educating students for the 21st century as set forth in the NCTM Principles and Standards for School Mathematics (CFS I, V, VI).
7. Connect technology, mathematics, science, language arts, and social studies skills through interdisciplinary curriculum models (CFS I, II, III, V).
8. Demonstrate a developmentally appropriate learner-oriented approach to teaching mathematics while accommodating the multicultural diversity of middle level students (CFS I, II, III, V).
9. Develop and teach activities that reflect the Common Core Georgia Performance Standards (CFS I, II, V).

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS
Apprenticeship dates: TBA
Final: TBA

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 Conceptual Framework Standards. You should demonstrate insight and depth of understanding and go well beyond a superficial "participation" assignment. You should also view each assignment as a potential artifact for inclusion in your electronic portfolio.

    a. Class Assignments and CCGPS Assignments (CO 1, 2, 3, 4, 6, 9; 40 points) For eight Classes, students will complete an assignment related to the class session, including responses to questions, exploration/reading and responses, and viewing video lessons and responding (8 submissions @ 5 points each).

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b. Teaching Simulations (CO 1, 2, 8, 9; 30 points). Students will prepare and present a given mathematics topic, with an appropriate assessment, to a group of classmates (6 simulations @ 5 points each).

c. Clinical Practice Planning and Teaching (CO 1, 2, 8, 9; 60 points). For each field experience clinical sessions in a middle school classroom, students will plan, teach, and appropriately assess a mathematics topic. After the lesson, students will answer the analysis questions and submit them in the correct assignment section.

d. Calculator Activity Design and Implementation (CO 1, 2, 3, 4, 5; 20 points). Students will design and teach calculator-based activities. Guidelines for preparing these activities will be provided in a separate handout (2 activities @ 10 points each).

e. Mathematics Foldables Creation and Implementation (CO 1, 2, 3, 4; 10 points) Students 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 (2 foldables @ 5 points each).

f. Review of Mathematics Professional Journal (CO 1, 7, 8: 15 points). Each student will review an issue of *Mathematics Teaching in the Middle School* following the provided guidelines. This assignment will be uploaded to your LiveText Portfolio next semester during Student Teaching as a component of evidence of professionalism.

g. Materials for the Mathematics Classroom (CO 1, 8; 5 points). This assignment will be an application assignment based on content from classwork, readings, and activities.

h. Integrated Lesson Activities (CO 1, 2, 4, 7; 10 points). The final presentation will be built around a science activity. Your group will choose two activities and each person in the group will prepare and teach the integrated content activity once in class and once in field experience (2 activities @ 5 points each).

i. Participation (CO 1, 5, 6; 10 points). Also see attendance policy for specific information on absences and late work assignments. This grade includes 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.

EVALUATION
If 0 points are accumulated in any of the following categories, student will be ineligible to receive a grade of A.

	Possible Points	Earned Points
Mathematics Journal and CCGPS Assignments	40	_____
Teaching Simulations	30	_____
Clinical Practice Planning and Teaching	50	_____
Calculator Activity Design and Implementation	20	_____
Mathematics Foldable Creation/Implementation	10	_____

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Mathematics Journal Review	10	_____
Mathematics Materials Order	10	_____
MGED 4100 Notebook	10	_____
Integrated Lesson Activities	10	_____
Participation	10	_____
Total Points	**200**	_____

A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, F = <60%

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.

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.**

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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."

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

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

STUDENT SUCCESS CENTER
The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. The SSC provides free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of their services. Contact: phone number 229-333-7570; email ssc@valdosta.edu.

STUDENT OPINION OF INSTRUCTION
At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to

view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml.

DIRECTIONS FOR USING LIVETEXT

How To Submit Portfolio Assignments in LiveText
Note: These directions apply only to assignments visible on your dashboard AND required as part of your portfolio. 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

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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.

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 SemesterYear 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).

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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**.

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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
- Go to http://www.livetext.com
- Click on the **Use Visitor Pass** button and enter the *Pass Code* in the dialog box.
- Click on the **Visitor Pass Entry**.

How to Send Completed Portfolio for Final Review (Exit from Program)
6. From the Dashboard, click on **Documents** tab, and open your Portfolio.
7. Make sure all pages are visible (no hidden pages).
8. Click on the **Send for Review** button.
9. Type in the name of your reviewer and select the correct name.
10. Click on **Submit for Review.**

INSTRUCTOR
Dr. Ellice Martin   Telephone: 229 333-5611 (dept. office)
Office: 1050, Education Center   229 333-5657 (personal office)
Email: epmartin@valdosta.edu   912 487-2591 (home)
Office Hours: As stated below and by appointment
        MON: 10 a.m. - 3 p.m.

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REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 01/10/2013 (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) MGED 4200	**Proposed New Course Title:** Science Methods for Middle Grades Education **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Science Methods MGE
Semester/Year to be Effective: Fall/2013	**Estimated Frequency of Course Offering:** Fall/Spring

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.) Prerequisites: Appropriate 2999 course and admission to the MGED professional program; Co-requisite: MGED 4620. Designed to examine the teaching of science methods in middle grades (4th-8th). The emphasis in this course is on principles and methods for teaching middle grades science in accordance with national and state standards. The focus of the course is on processes of scientific inquiry. 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: MGED 4200 will be designed for students electing science as a concentration area in Middle Grades 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 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. MGED 4200 will have a supervised field study component allowing candidates the opportunity to apply their content and pedagogical knowledge in an authentic school setting.

☒ 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 blended methods courses (MGED 4030 and MGED 4050) as an area of concern and dissatisfaction. Students must choose two areas of study from the following concentrations: reading, language arts, social studies, mathematics, science; yet, they are required to take methods courses for all concentration areas.

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 knowledge.

☒ Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) GACE scores have reflected gaps in candidates' content knowledge. A science methods course will allow candidates to learn effective teaching methodologies for science instruction while addressing areas of concerns in terms content knowledge deficiencies based on historical GACE data.

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.) Course artifacts and exams, COE Observation Instrument, and program assessments approved by NCATE, PSC, and AMLE

☐ Other:

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

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Approvals:	
Dept. Head: _(signature)_	Date: 1/17/2013
College/Division Exec. Comm.: _(signature)_	Date: 1/17/13
Dean/Director: _(signature)_	Date: 1/17/13
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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MGED 4200
Science Methods for Middle Grades Education
3 Semester Hours
Fall 2013

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

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

<u>Equity</u> Principle: All learners deserve high expectations and support.

<u>Process</u> Principle: Learning is a lifelong process of development and growth.

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

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

<u>Impact</u> Principle: Effective practice yields evidence of learning.

<u>Technology</u> Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

<u>Standards</u> Principle: Evidence-based standards systematically guide professional preparation and development.

REQUIRED TEXTBOOKS

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.

Michaels, S., Shouse, A. W., & Schweingruber, H. A. (2007). *Ready, Set, SCIENCE!* National Research Council. Available for purchase or free download from National Academies Press http://www.nap.edu/catalog.php?record_id=11882

Readings:

Georgia Department of Education. *Common Core Georgia Performance Standards for Science* (available at www.georgiastandards.org).

NSES (1996). *National Science Education Standards*. Washington, DC: National Academic Press. (Science Standards are available online at http://www.nap.ed u/readingroom/books/nses/html/)

NSTA. National Science Teachers Association Position Statements available online at http://www.nsta.org/position

COURSE DESCRIPTION

Prerequisites: Appropriate 2999 course and admission to the MGED professional program; Co-requisite: MGED 4620. Designed to examine the teaching of science methods in middle grades (4th-8th). The emphasis in this course is on principles and methods for teaching middle grades science in accordance with national and state standards. The focus of the course is on processes of scientific inquiry. A field experience is required.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

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

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

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

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

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

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

LEARNING OUTCOMES FOR VSU'S CORE CURRICULUM

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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)

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

1. Develop skills needed for teaching science (CFS I, II, III, IV, V).
2. Use a variety of strategies, motivational techniques, and assessment procedures for problem solving (CFS II, III, IV, V).
3. Develop science lessons that will instruct and motivate, as well as provide for individual differences of middle grades students (CFS II, III, IV, V).
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 (CFS I, II, V).
5. Use technology to assist in students' learning science content and process skills, and to meet the diverse needs of students (CFS I, III, V).
6. Recognize the importance of educating students for the 21st century (CFS I, V, VI).
7. Connect technology, mathematics, science, language arts, and social studies skills through interdisciplinary curriculum models (CFS I, II, III, V).
8. Demonstrate a developmentally appropriate learner-oriented approach to teaching science while accommodating the multicultural diversity of middle level students (CFS I, II, III, V).
9. Develop and teach activities that reflect the Georgia Performance Standards (CFS I, II, V).

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Apprenticeship dates: TBA
Final: TBA

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 Conceptual Framework Standards. You should demonstrate insight and depth of understanding and go well beyond a superficial "participation" assignment. You should also view each assignment as a potential artifact for inclusion in your electronic portfolio.

Directions for all assignments will be provided in separate handouts. Keep a copy of all handouts, your assignments, and your Reflections to include in your MGED 4200 Portfolio.

a. Textbook assignments (CO 1, 2, 3, 4, 7, 8; 10 points) will be assessed by summarizing and responding to readings from the textbook and supporting readings and/or by short quizzes.

b. National & State Standards and Professional Organizations (CO 6, 8, 9; 20 points) activities continue throughout the course. An in-class activity will require interpreting the National Science Education Standards (NSES) unifying themes of science and provide examples appropriate for middle grades students. All lesson plans require relevant

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Georgia Performance Standards (GPS) for connecting to prior knowledge and planning instructional activities. Written assignments include (1) summary and response three key position statements by National Science Teachers Association (NSTA), (2), scavenger hunt of NSTA website, and (3) analysis of articles from NSTA's *Science Scope* journal.

c. Resources: Idea file and manipulatives (CO 1, 2, 3, 4, 5, 8, 9; 20 points) will be developed throughout the course.

d. Management Plan: Materials and Safety (CO1, 8, 9; 10 points) will demonstrate understanding of how to address safety issues.

e. Field Trip and Multimedia Report (CO1, 2, 3, 4, 5, 6, 7, 8, 9; 10 points). Candidates will plan and conduct a field trip where they collect data and digital images. Their field trip report will include narrative description, data tables, graphs, and photos.

f. Science Inquiry Lesson (CO 1, 2, 3, 4, 8, 9; 30 points). Candidates will work as a group to develop an inquiry lesson for middle grades students. There are three parts to this assignment: (1) analyze the science content for challenges to learning (10 pt.), and (2) plan a lesson that will address the identified challenges (draft 10 pt and revised lesson plan 10 pt.). The lesson will be a collaboratively planned, student-centered, inquiry-based activity that addresses multiple modalities. Include a log to document group collaboration.
   > *** **LiveText**: The lesson plan will be one of your portfolio artifacts for CFS V-G and must be uploaded correctly before a grade can be assigned. Submit in LiveText by the same due date as the BlazeView submission.

g. Evidence of Learning/Lesson Analysis (CO 1, 2, 8) (30 points). For lessons with middle grades students, candidates plan an activity on a specific science topic and analyze how effectively it was implemented. Submit the lesson analyses in BlazeView the day following.

h. MGED 4200 Notebook (3-ring notebook) (CO 1, 3; 10 points)
   Candidates will keep a notebook for this class that will be divided into two sections: *Course notes* and *Resource Ideas.* Materials in the notebook should be organized chronologically within the Science section. Dated class notes should be evident for each class meeting. Other items should include copies of lesson plans, exercises and activities, and handouts. The *Survey of Middle Grades Experience* will be completed toward the end of the semester and you will place a copy in that notebook section. Keeping the notebook allows you to collect and organize a file of science 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. Due dates will be announced in class. TBA

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i. Integrated Activity (CO 1, 2, 4, 7; 10 points). The final group presentation will be built around a science activity that integrates science content with other subjects using problem-based learning context.

j. Participation and Survey (CO 1, 5, 6; 10 points). Also see attendance policy for specific information on absences and late work assignments. This grade includes 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 an end-of-semester survey.

EVALUATION
If 0 points are accumulated in any of the following categories, student will be ineligible to receive a grade of A.

	Possible Points	Earned Points	
Science Textbook & Quiz activities	10		_____
NSTA/NSES Assignment, including Website & Journal Review	20		_____
Resources: Idea file and manipulatives	20		_____
Management: Materials and Safety	10		_____
Field Trip & Multimedia Reports	10		_____
Group Inquiry Lesson: content analysis, plan, and final	30		_____
Teaching: Planning, Evidence of Learning/Lesson Analysis	30		_____
MGED 4200 Notebook with resource file	10		_____
Integrated Final Activity	10		_____
Participation, including survey	10		_____
Total Points	**160**		_____

A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, F = <60%

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 in science may fail that portion of the course. Multiple tardies will count as absences.

PROFESSIONALISM

The following areas describe the professional expectations for all pre-service students in the Department of Middle Grades and Secondary 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).

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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. **GoVIEW will be used for distributing course materials and for submitting assignments.**

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.

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).

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2. The faculty member will complete a Dewar College of Education Concern Form (http://www.valdosta.edu/coe/studentsinfo.shtml).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (http://www.valdosta.edu/coe/studentsinfo.shtml). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

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

STUDENT SUCCESS CENTER

The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. The SSC provides free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of their services. Contact: phone number 229-333-7570; email ssc@valdosta.edu.

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

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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 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.

Positively Impacting Learning Through Evidence-Based Practices   9

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6. Towards the bottom there is a File Attachment(s) section, click "Edit"
7. Select "Upload New File," click Choose File, and browse for your file on your computer
8. After the file loads, Click "Save & Finish"

Then, you hide all pages except the current assignment
The assessor should see only the single page of your portfolio.

9. Select **Manage Pages**.
10. Click on the box next to **Title** to select all pages.
11. Click on the box next to the current artifact page to unselect it.
12. Select **Hide Pages**: **Save and Finish**.
13. Note: Don't forget to unhide pages after you have submitted your assignment so you don't panic next time you open your portfolio.

Then, you need to submit the portfolio:
14. Near the top of the screen, select the **Dashboard** tab
15. Find the assignment and click on the corresponding **Begin Assignment** button
16. On the Assignment page, click on the **Attach Files** button. (Note that you will not be able to submit until you have attached at least one file.)
17. Click on the **LiveText Documents** tab to find your portfolio. **Do not click on Browse.**
18. Click "Attach Selected Files"
19. Type any optional comments you wish to send to the instructor and click **Submit Assignment** when you are finished.

- A confirmation that your assessment has been successfully submitted will appear and the assignment status on your dashboard will change to Awaiting Assessment.
- Each submission is saved as a snapshot of what you sent. Any further changes you make to your portfolio will not affect what you have already submitted.
- If you do not submit your assignment correctly, Your instructor will send it back to you for resubmission.

If you have to resubmit your assignment:

20. Find the problem and fix any problems with your portfolio. See comments from your instructor. There are two common problems:
    a. Submitting the assignment and not the portfolio (see #17 above).
    b. Not hiding pages of your portfolio other than the current assignment page (see #9-13 above). Check that only one page is visible.
21. From your **Dashboard** tab, find the relevant assignment and click on **Continue Assignment**. This allows you to see previous submissions and messages from your instructor.

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22. Click on **Continue to Step 3** in the top right corner.
23. Remove any of the previous attachments by clicking in the red "X" button next to each file.
24. Under **Step 2 of 3**, you will see "Have you already created files of LiveText documents for this assignment?" Click on **Attach files**, then follow directions 17-19 above.

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 SemesterYear 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**

INSTRUCTOR

Dr. Heather Brasell
Office: Room 1049, Education Center
Email: hbrasell@valdosta.edu
Office Hours: TBA

Telephone: 229-333-5611 (dept. office)
229-333-5926 (personal office)
229-532-7665 (home)

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REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 01/10/2013 (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) MGED 4300	**Proposed New Course Title:** Social Studies Methods for Middle Grades Education **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Soc. Stud. Methods MGE
Semester/Year to be Effective: Fall/2013	**Estimated Frequency of Course Offering:** Fall/Spring

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.) Prerequisites: Appropriate 2999 course and admission to the MGED professional program; Co-requisite: MGED 4620. Designed to examine the teaching of social studies methods in middle grades (4th-8th). The emphasis in this course is on principles and methods for teaching middle grades social studies in accordance with national and state standards. The focus of the course is on social inquiry and the development of a social studies unit. 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: MGED 4300 will be designed for students electing social studies as a concentration area in Middle Grades 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 studies at the middle grades 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. MGED 4300 will have a supervised field study component allowing candidates the opportunity to apply their content and pedagogical knowledge in an authentic school setting.

☒ 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.

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☐ Other:

Source of Data to Support Suggested Change:

☒ Indirect Measures: SOIs, student, employer, or alumni surveys, etc. SOIs: Candidates continue to cite the blended methods courses (MGED 4030 and MGED 4050) as an area of concern and dissatisfaction. Students must choose two areas of study from the following concentrations: reading, language arts, social studies, mathematics, science; yet, they are required to take methods courses for all concentration areas.

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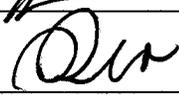
Data Sources:
☒ Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs, Advisory Board members' feedback

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Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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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)

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REQUIRED TEXTBOOKS

Beal, C., Bolick, C. & Martorella, P. (2009). Teaching Social Studies in Middle and Secondary
    Schools, 5th Ed.Pearson; Boston.
    ISBN-10:0-13-159181-9

COURSE DESCRIPTION
Prerequisites: Appropriate 2999 course and admission to the MGED professional program;

Positively Impacting Learning Through Evidence-Based Practices

Co-requisite: MGED 4620. This course is designed to introduce students to a variety of teaching methods appropriate for secondary Social Studies. The emphasis on this course is on principles and methods for teaching concepts, skills and interactions in a middle grades Social Studies course in accordance to national and state standards. A field experience is required.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

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

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

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

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

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

VI. PROFESSIONALISM: Educators recognize, participate in, and contribute to teaching and learning as a profession.

LEARNING OUTCOMES FOR VSU'S CORE CURRICULUM
All learning outcomes in the major continue to build upon those in VSU's Core Curriculum listed at http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml.

COURSE OBJECTIVES (CO):
Numbers in parentheses following objectives refer to College of Education Conceptual Framework Standards.

Given the opportunity, 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. (CFS: I, VI)

2. Identify how social studies curriculum is developed and analyze examples of curriculum presented to evaluate its validity in the social studies. (CFS: I, VI)

3. Create a social studies unit based on the development of concepts and generalizations on a defined social studies theme. (CFS: I, II, IV, V)

4. Develop a questioning sequence that moves the learner to higher levels of thinking within a Social Studies format or classroom setting. (CFS: I)

5. Plan a lesson dealing with a controversial issues which, through the listing of objectives, activities, materials and evaluation, clearly indicating the issue's academic defensibility as a classroom topic of study. (CFS: I, III, V)

6. Summarize the basic rationale of multicultural, global and civic education in social studies. (CFS: I, II)

7. Identify the basic components of simulations, games and role play and develop one strategy for classroom use. (CFS: I, III, V)

8. Distinguish between formal, informal and alternative assessments within the Social Studies. (CFS: I, III, V)

9. Develop and teach activities that reflect the Common Core Georgia Performance Standards (CFS I, II, V)

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

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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 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
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.

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

1.	Class Participation	20 points
2.	Clinical Practice and Teaching	25 points
3.	Social Studies Lesson	20 points
4.	Journal Review	5 points
5.	Teaching Simulation	10 points
6.	Chapter Quizzes (4)	20 points

100 points total

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.

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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 <u>APA style</u> – 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

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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.

STUDENT SUCCESS CENTER

The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. The SSC provides free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of their services. Contact: phone number 229-333-7570; email ssc@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

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

DIRECTIONS FOR USING LIVETEXT

How To Submit Portfolio Assignments in LiveText

Note: These directions apply only to assignments visible on your dashboard AND required as part of your portfolio. The list of portfolio artifacts required for your program of study is available at http://www.valdosta.edu/coe/sec/studentresources.shtml

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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 <u>substantive paragraph</u>.
   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.)

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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.

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 SemesterYear 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)

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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.

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- 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.

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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
- Go to http://www.livetext.com
- Click on the **Use Visitor Pass** button and enter the *Pass Code* in the dialog box.
- Click on the **Visitor Pass Entry**.

How to Send Completed Portfolio for Final Review (Exit from Program)
6. From the Dashboard, click on **Documents** tab, and open your Portfolio.
7. Make sure all pages are visible (no hidden pages).
8. Click on the **Send for Review** button.
9. Type in the name of your reviewer and select the correct name.
10. Click on **Submit for Review.**

INSTRUCTOR

Name: Dr. Sean Lennon

Office Number: 1117 Dewar College of Education

Telephone Number: 229-333-5611

Email Address: smlennon@valdosta.edu

Office Hours: Tuesday   10:00-2:00
                    Wednesday   2:00- 5:00
                    Thursday   10:00 – 1:00

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REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 01/10/2013 (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) MGED 4400	**Proposed New Course Title:** Language Arts Methods for Middle Grades Education **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Lang. Arts Methods MGE
Semester/Year to be Effective: Fall/2013	**Estimated Frequency of Course Offering:** Fall/Spring

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.) Prerequisites: Appropriate 2999 course and admission to the MGED professional program; Co-requisite: MGED 4620. Designed to examine the teaching of language arts methods in middle grades (4th-8th). The emphasis of the course is on principles and methods for teaching middle grades language arts in accordance with national and state standards. The focus of the course is on linguistic and communicative competence. 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: MGED 4400 will be designed for students electing language arts as a concentration area in Middle Grades 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 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. MGED 4400 will have a supervised field study component allowing candidates the opportunity to apply their content and pedagogical knowledge in an authentic school setting.

☒ 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.

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☐ Other:

Source of Data to Support Suggested Change:

☒ Indirect Measures: SOIs, student, employer, or alumni surveys, etc. SOIs: Candidates continue to cite the blended methods courses (MGED 4030 and MGED 4050) as an area of concern and dissatisfaction. Students must choose two areas of study from the following concentrations: reading, language arts, social studies, mathematics, science; yet, they are required to take methods courses for all concentration areas.

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 knowledge.

☒ Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) GACE scores have reflected gaps in candidates' content knowledge. A language arts methods course will allow candidates to learn effective teaching methodologies for language arts instruction while addressing areas of concerns in terms content knowledge deficiencies based on historical GACE data.

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?)
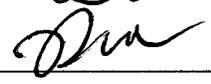
Data Sources:
☒ Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs, Advisory Board members' feedback

☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Course artifacts and exams, COE Observation Instrument, and program assessments approved by NCATE, PSC, and AMLE

☐ Other:

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

Approvals:

Dept. Head: _[signature]_	Date: 1/17/2013
College/Division Exec. Comm.: _[signature]_	Date: 1/17/12
Dean/Director: _[signature]_	Date: 1/17/12
Graduate Exec. Comm.: (for graduate course)	 Date:
Graduate Dean: (for graduate course)	 Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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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)

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

<u>Equity</u> Principle: All learners deserve high expectations and support.

<u>Process</u> Principle: Learning is a lifelong process of development and growth.

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

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

<u>Impact</u> Principle: Effective practice yields evidence of learning.

<u>Technology</u> Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

<u>Standards</u> Principle: Evidence-based standards systematically guide professional preparation and development.

REQUIRED TEXTBOOKS
Pearson Custom Textbook
Articles (Distributed by professors or accessed through GALILEO)
Trade book (Self-selected)
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.

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COURSE DESCRIPTION
Prerequisites: Appropriate 2999 course and admission to the MGED professional program; Co-requisite: MGED 4620. Designed to examine the teaching of language arts methods in middle grades (4th-8th). The emphasis of the course is on principles and methods for teaching middle grades language arts in accordance with national and state standards. The focus of the course is on linguistic and communicative competence. A field experience is required.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

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

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

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

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

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

VI. PROFESSIONALISM: Educators recognize, participate in, and contribute to teaching and learning as a profession.

LEARNING OUTCOMES FOR VSU'S CORE CURRICULUM
All learning outcomes in the major continue to build upon those in VSU's Core Curriculum listed at http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml.

COURSE OBJECTIVES (CO):
Numbers in parentheses following objectives refer to College of Education Conceptual Framework Standards.

By the end of the semester candidates will be able to:

1. explain the role of reading in language arts as it relates to middle grades students (CFS I, II)

2. select appropriate literacy modes (reading, speaking, listening, writing, viewing, dramatizing, and thinking) and develop and implement appropriate learning activities for middle grades students (CFS I, II, III, V)

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3. design a language learning environment for a diverse population (CFS I, II, III, IV, V)

4. design lesson plans and language arts learning tasks incorporating principles of Webb's Depth of Knowledge, Bloom's Taxonomy, Common Core Georgia Performance Standards, and the developmental nature and learning needs of the middle grades student (CFS IV, V)

5. demonstrate how to integrate technology into the classroom to meet the diverse needs of the students (CFS IV, V)

6. plan instructional strategies and activities that can be used to address the needs of all learners including special learners and culturally diverse children in their learning and living communities (CFS IV, V)

7. develop and use different types of assessment and evaluation procedures and techniques (CFS IV)

8. develop and teach activities that reflect the Common Core Georgia Performance Standards (CFS I, II, V)

9. write and speak in standard English (CFS VI)

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.

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).

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 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 (*The Reading Teacher, Journal of Adolescent and Adult Literacy, AMLE Middle School Journal*), professional books, class discussions, or your independent study. (CO 2, 4, 6, 7)

Grammar Presentation: (5 points). You will present a grammar lesson that is not from a textbook. You will use either your Literary Lingering text selection or your written response to the Lingering as the basis for your grammar lesson. Think of methods for grammar instruction that involve students in learning, have "real life" or real content applications, and are concrete learning situations. You may ask teachers in the field or explore resources on the Internet. You

will make a presentation of a teaching situation. Prepare a one-page synopsis for your classmates to include in their notebooks. Cite web address if you developed it from a particular location, or cite any other source of your idea. You will present your grammar lesson and your Literary Lingering on the same day. You will have thirty minutes to lead the class in a Literary Lingering and teach your grammar lesson. (CO 2, 6, 8)

Vocabulary Strategies: (10 points). You will choose one text selection from your Text Set to use for this activity. From the selected piece you will categorize 15 words based on Beck's three tiers. You must identify 3-4 words for Tier One and Three and 7-9 words for Tier Two. For the Tier Two words you identify, you will describe two vocabulary strategies, provide step-by-step directions for each, and provide an example of each strategy using one of the words identified. (CO 2, 3, 6, 7)

Trade Book Critique/Text Set: (15 points). *Critique:* You will select a trade book linked to your group's geography unit. You will read the book, identify the genre, write an annotated bibliography, identify other content connection, write your own critique of the book, and then create questions for the book using Webb's Depth of Knowledge and Bloom's taxonomy. *Text Set:* You will identify four articles (newspaper, magazine, the Internet, create your own) that you could use with students when studying a specific topic related to your trade book critique. 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. You will then write a rationale for choosing each selection and an explanation of how each could provide access to the content knowledge for a wide range of student needs.

iTeach Project: (10 points). You will explore was of integrating language arts instruction and today's technology via an iPad and apps of your choice. More details and a complete description of the assignment will be provided in class. (CO 2, 5, 6)

Review of National Council of Teacher of Education (NCTE) Professional Journal: (5 points). You will review an issue of *Voices from the Middle* following the provided guidelines. This assignment will be uploaded to your LiveText Portfolio next semester during Student Teaching as a component of evidence of professionalism. (CO 1, 7, 8).

Grammar Test: (10 points). Everyone will take the grammar test and be expected to pass with 70% or better. It is an 8th grade grammar test from a standard text book. As middle school teachers, regardless of content areas, you should have basic grammar skills for your own work and for correcting student work. The first test will be given during class time. You will need to schedule retakes individually, until you pass with 80% or better. (CO 8)

Teachers as Writers: (10 points). As teachers it is important to model reading and writing regardless of your content area. This course is based on the philosophy of "Teachers as Readers and Teachers as Writers." Each student will present a Literary Lingering (described later in the syllabus). A Literary Lingering will be modeled for you the first day of class. You will respond to each Literary Lingering through a prompt or free-write. You will choose one of your response drafts to workshop (with a writing group) into a final piece. You will then share your published piece with the class during an author's chair celebration on the day of the final. (CO 1, 8)

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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.

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
Clinical Practice Planning and Teaching	20
Lesson Plan I	10
Lesson Plan II	10
Grammar Presentation	5
Vocabulary Strategies	10
Trade Book Critique/Text Sets	10
iTeach Project	10
Professional Journal Review	5
Grammar Test	10
Final Exam: Teachers as Writers	10
Overall Point Value	*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 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.

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- In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publically available.
- All assignments should be your own original work, not group work. If you use ideas from other sources, you must provide a full citation using <u>APA style</u> – 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.

<u>DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM</u>

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

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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.

STUDENT SUCCESS CENTER

The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. The SSC provides free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of their services. Contact: phone number 229-333-7570; email ssc@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

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

DIRECTIONS FOR USING LIVETEXT

How To Submit Portfolio Assignments in LiveText

Note: These directions apply only to assignments visible on your dashboard AND required as part of your portfolio. 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

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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 <u>substantive paragraph</u>.
   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:

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      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.

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 SemesterYear 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.

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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.

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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

- Go to http://www.livetext.com
- Click on the **Use Visitor Pass** button and enter the *Pass Code* in the dialog box.
- Click on the **Visitor Pass Entry**.

How to Send Completed Portfolio for Final Review (Exit from Program)

6. From the Dashboard, click on **Documents** tab, and open your Portfolio.
7. Make sure all pages are visible (no hidden pages).
8. Click on the **Send for Review** button.
9. Type in the name of your reviewer and select the correct name.
10. Click on **Submit for Review**.

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INSTRUCTOR

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Monday/Wednesday/Friday 9AM-11AM and 2:30-4:00PM
Tuesday/Friday 2:30-4:00PM

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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 _____

REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 01/10/2013 (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) MGED 4500	**Proposed New Course Title:** Methods of Teaching Reading for Middle Grades Education **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Methods of Read Instruct MGE
Semester/Year to be Effective: Fall/2013	**Estimated Frequency of Course Offering:** Fall/Spring

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.) Prerequisites: MGED 2999 and admission to the MGED professional program. Designed to examine the teaching of reading in middle grades (4th-8th grades). The emphasis in the course is on principles and methods for middle grades reading instruction in accordance with national and state standards. The focus of the course is on strategy instruction and expository text structures. 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: MGED 4500 will be designed for students electing reading as a concentration area in Middle Grades 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 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. MGED 4500 will have a supervised field study component allowing candidates the opportunity to apply their content and pedagogical knowledge in an authentic school setting.

☒ 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 blended methods courses (MGED 4030 and MGED 4050) as an area of concern and dissatisfaction. Students must choose two areas of study from the following concentrations: reading, language arts, social studies, mathematics, science; yet, they are required to take methods courses for all concentration areas.

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 knowledge.

☒ Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) GACE scores have reflected candidate knowledge deficiencies in the areas of teaching word-identification strategies and various methods for promoting vocabulary development as well as strategies and methods for developing students' reading comprehension of expository texts . A methods of teaching reading course will allow candidates to learn scientifically-based reading strategies and effective teaching methodologies for reading instruction.

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.) Course artifacts and exams, COE Observation Instrument, and program assessments approved by NCATE, PSC, and AMLE

☐ Other:

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

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Approvals:	
Dept. Head: _[signature]_	Date: 1/17/2013
College/Division Exec. Comm.: _[signature]_	Date: 1/17/13
Dean/Director: _[signature]_	Date: 1/17/13
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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MGED 4500
Methods of Teaching Reading for Middle Grades Education
3 Semester Hours
Fall 2013

■ ■

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

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

<u>Equity</u> Principle: All learners deserve high expectations and support.

<u>Process</u> Principle: Learning is a lifelong process of development and growth.

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

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

<u>Impact</u> Principle: Effective practice yields evidence of learning.

<u>Technology</u> Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

<u>Standards</u> Principle: Evidence-based standards systematically guide professional preparation and development.

REQUIRED TEXTBOOKS

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.

Textbooks

Harvey, S., & Goudvis, A. (2007). *Strategies that work: Teaching comprehension for understanding and engagement.* (2nd Edition). Portland, ME: Stenhouse.

Bear, D., Invernizzi, M., Templeton, S., & Johnston, F. (2011). *Words their way: Word study for phonics, vocabulary, and spelling instruction* (5th edition). Boston, MA: Pearson.

LiveText, Inc. (2008). *College LiveText edu-solutions: Undergraduate edition.* IL: United
     Learning.

COURSE DESCRIPTION

Prerequisites: MGED 2999 and admission to the MGED professional program. Designed to examine the teaching of reading in middle grades (4th-8th grades). The emphasis in the course is on principles and methods for middle grades reading instruction in accordance with national and state standards. The focus of the course is on strategy instruction and expository text structures. A field experience is required.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

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

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

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

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

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

VI. PROFESSIONALISM: Educators recognize, participate in, and contribute to teaching and
    learning as a profession.

LEARNING OUTCOMES FOR VSU'S CORE CURRICULUM

All learning outcomes in the major continue to build upon those in VSU's Core Curriculum listed at http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml.

COURSE OBJECTIVES (CO):

Upon completion of this course, the student will be able to:
1. Apply knowledge of appropriate methods of instruction and curriculum based upon an understanding of the needs and abilities of middle grades children (CFS I, II, III, V).
2. Utilize technology and other appropriate media to enhance pupils' understanding of concepts (CFS V).
3. Identify and apply developmentally and culturally appropriate methods of modifying instruction to meet diverse needs of students (CFS II, III, V).
4. Develop and apply appropriate classroom management skills to create a classroom environment conducive to learning, inquiry, and respect for student diversity (CFS III, V).
5. Identify, design, and use appropriate alternative, formal, informal, formative, and summative assessment strategies (CFS IV).
6. Demonstrate skill as a reflective practitioner who evaluates choices and seeks opportunities to grow professionally (CFS VI).
7. Demonstrate how to interpret student records and discuss the legal/social implications of relevant school documentation (CFS II, V, VI).
8. Describe and interpret contextual factors impacting student learning (CFS II, VI).
9. Write and speak in a professional manner (CFS VI).

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Candidates will be responsible for the following:
1. Develop think aloud protocols to use with students in their classrooms. (CO-4)
2. Complete assigned readings and participate in discussions on the topics in the syllabus. (CO 1-8)
3. Use a variety of appropriate materials, including technology, in their lesson plans. (CO 5)
4. Read texts appropriate for teaching their class and apply strategies they have learned in their classroom. (CO-4)
5. Demonstrate their knowledge of reading and classroom content through classroom participation and online quizzes. (CO-4)
6. Reflect on effectiveness of strategies utilized in their classroom through classroom discussion boards with group members. (CO 1,2)
7. Pretest their students' comprehension, develop and implement plans that incorporate strategies they have developed or studied, posttest their students, analyze the data (including effect size), and enter the data into Live Text. (CO 1-8)
8. Present the results of their findings in groups. (CO 6)

NO LATE WORK WILL BE ACCEPTED. The design of this course prevents the submission of any late assignments. All due dates are scheduled for Tuesdays and must be submitted by 8:00am. Please consult the Course Calendar for specific due dates.

Course Evaluation

The instructor of the course will grade all online assignments. (CO 1-8)

Assignment	Point Value
Types of Readers Assignment	5
Book Selection Assignment	5
Questioning Strategies Assignment	5
Strategy Lesson Demo	5
Clinical Practice Planning and Teaching	20
Review of Literacy Journals	5
Lesson Plan (Predicting)	5
Lesson Plan (Visualizing/Inferring)	5
Lesson Plan (Determining Importance)	5
Lesson Plan (Think Aloud)	5
Lesson Plan (Summarizing and Synthesizing)	5
Power Point Presentation	10
Final Project	20
Total	100

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.

COMMUNICATION POLICY

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

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.

STUDENT SUCCESS CENTER
The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. The SSC provides free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of their services. Contact: phone number 229-333-7570; email ssc@valdosta.edu.

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

DIRECTIONS FOR USING LIVETEXT

How To Submit Portfolio Assignments in LiveText
Note: These directions apply only to assignments visible on your dashboard AND required as part of your portfolio. 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**:

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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.

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 SemesterYear 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
- Go to http://www.livetext.com
- Click on the **Use Visitor Pass** button and enter the *Pass Code* in the dialog box.
- Click on the **Visitor Pass Entry**.

How to Send Completed Portfolio for Final Review (Exit from Program)
6. From the Dashboard, click on **Documents** tab, and open your Portfolio.
7. Make sure all pages are visible (no hidden pages).
8. Click on the **Send for Review** button.
9. Type in the name of your reviewer and select the correct name.
10. Click on **Submit for Review.**

STUDENT RESOURCES

Please review the following sites for information <u>before</u> contacting Dr. Jones-Moore.
- Online course management system: Important class documents will be posted on Online course management system. Please allow 24 hours for new posts.
- http://www.valdosta.edu/coe/sec/MiddleGradesEducationProgram.shtml: This website contains information on Middle Grades Education.
- www.valdosta.edu/coe/sec/studentresources.shtml: This website contains information on teacher work samples, *LiveText*, and apprenticeship.

INSTRUCTOR

Name: Dr. Lisa Jones-Moore

Office Number: 1029, Education Center

Telephone Number: 229-249-2605 (personal office)   229-333-5611 (department office)

E-mail Address: lmjonesmoore@valdosta.edu

Office Hours: Mondays 12:00 pm-5:00 pm
     Tuesdays 10:00 am – 2:00 pm
     Wednesdays 8:30 am – 9:30 am

If you are unable to come during regularly scheduled office hours, you may make an appointment.

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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: 113-116	Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall 13

Degree and Program Name: Department of Middle, Secondary, Reading, and Deaf Education

Present Requirements:	Proposed Requirements:
Present Requirements: The Department of Middle, Secondary, Reading, and Deaf Education is a multidisciplinary department offering the Master of Education (M. Ed.) degree in middle grades education, secondary education, reading education, and deaf education. AnEducational Specialist (Ed. S.) degree with a major in curriculum and instruction–Teaching and Learning Exemplary Teaching Track–is offered for certified professional personnel who hold teaching (T) and service (S) certificates. All of these accredited graduate programs are designed to build upon the professional base of knowledge developed from the undergraduate curriculum and are expected to develop abilities to deal with more of the intricate aspects of the teaching experiences. At both Master and Specialist graduate program levels, students acquire the knowledge, skills, and preparation for meeting the National Board for Professional Teaching Standards.The department offers a M. Ed. program in middle grades education (grades 4-8) in two teaching concentrations selected from language arts, mathematics, science, reading, or social studies. The Department of Middle, Secondary, Reading and Deaf Education,in collaboration with the Department of Art, offers the M. Ed. degree with a major in secondary or middle grades education–Teaching Field Art. The programs promote professional development through a variety of experiences, including reflection and self-evaluation. VSU students with B. S. Ed. pre-professional degree in deaf and hard-ofhearing have the option to do a fifth-year master's program to earn initial certification. The department also offers a M. Ed. degree with a major in reading education, as well as the reading endorsement. The Alternative Certification for Teachers (ACT)	**Proposed Requirements:** (highlight changes after printing) The Department of Middle, Secondary, Reading, and Deaf Education is a multidisciplinary department offering the Master of Education (M. Ed.) degree in middle grades education, secondary education, reading education, and deaf education. An Educational Specialist (Ed. S.) degree with a major in Teacher Leadership is offered for certified professional personnel who hold teaching (T) and service (S) certificates. All of these accredited graduate programs are designed to build upon the professional base of knowledge developed from the undergraduate curriculum and are expected to develop abilities to deal with more of the intricate aspects of the teaching profession. At both Master and Specialist graduate program levels, candidates acquire the knowledge, skills, and preparation for meeting the National Board for Professional Teaching Standards. The department also offers a variety of Master of Arts in Teaching (MAT) degrees resulting in clear renewable initial certification. The M.A.T. program in middle grades and secondary education is designed for candidates who already have their undergraduate degree ~~in the content area~~ in which they want to teach. This M.A.T. program offers initial certification to candidates in the fields of Middle Grades Education or Secondary Education. The emphasis for the degree is on the development of pedagogical, management, and curricular knowledge and skills needed to become effective teachers. The M.A.T. with a major in special education—deaf and hard of hearing allows VSU students with a B.S. Ed. pre-professional degree in deaf and hard-of-hearing to complete a fifth-year master's program (MAT) and earn initial certification.

(handwritten margin notes: delete periods defined to MAT and who have satisfied content requirements in the area(s)) close space btwn)

(handwritten at bottom: complete)

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program is a track of the middle
grades education and the secondary education
master's programs and is available for
individuals already having content degrees and who
desire teacher certification. Secondary
education programs (grades 6-12) at the post-
bachelor's degree level are offered
in English, mathematics, biology, chemistry,
physics, earth science, history, or political
science. The emphasis for this track is on the
development of pedagogical, management,
and curricular knowledge and skills needed to
become effective teachers. Three options
are available: initial certification, the M. Ed.
degree, or the M. A. T. (Master of Arts in
Teaching) degree.
Three Georgia ONMYLINE online degree options
are available: Master of Education in Curriculum
and Instruction with a major in accomplished
teaching, Master of Education with a major in
middle grades math and science, both of which
emphasize the refinement of instructional skills and
the advanced candidate's development as a master
teacher. The Education Specialist in Curriculum
and Instruction with a major in teaching
and learning–Exemplary Teaching Track–
emphasizes teacher leadership development
and the application of action research skills in
educational settings.

MASTER'S ALTERNATIVE CERTIFICATION TRACK:
MIDDLE GRADES AND SECONDARY EDUCATION
Selected Educational Outcomes
1. Candidates in advanced teacher education
programs demonstrate an in-depth knowledge
of the content that they teach.
2. Candidates in advanced teacher education
programs select and use a broad range
of instructional strategies and technologies that
promote student learning; they
will clearly explain the choices they make in their
practice.
3. Candidates identify their strengths and areas of
needed improvement.
4. Candidates in advanced teacher education
programs analyze student, classroom,
and school performance data and make data-driven
decisions about strategies for
teaching and learning so that all students learn.

Three Georgia ONMYLINE online degree options
are available: Master of Education in Curriculum
and Instruction with a major in accomplished
teaching, Master of Education with a major in
middle grades math and science, both of which
emphasize the refinement of instructional skills and
the advanced candidate's development as a master
teacher. The Education Specialist in Teacher
Leadership emphasizes teacher leadership
development and the application of action research
skills in educational settings.

MASTER OF ARTS IN TEACHING MIDDLE GRADES AND SECONDARY EDUCATION (Initial Clear Renewable Certification)

/ delete periods

The M/A/T. program is designed for candidates
who already have their undergraduate degree ~~in the~~
~~content area~~ in which they want to teach. The
M/A/T. program offers initial certification to
candidates in Middle Grades Education.
Candidates select two areas from the following
English, reading, mathematics, social studies, and
science.

and who have Statistical Content requirements in the area(s)

The MAT is also offered for secondary education
programs (grades 6-12) in English, mathematics,
biology, chemistry, physics, earth science, history,
or political science. Options are available for
teachers currently employed with a temporary
certificate and for prospective middle and
secondary level teachers who do not currently hold
certification.

Selected Educational Outcomes
1. Students in initial teacher education programs
demonstrate knowledge of the content that they
plan to teach and can explain important principles
and concepts delineated in professional, state, and
institutional standards.
2. Students in initial teacher education programs
will apply content specific pedagogy to the subject
area content and demonstrate a broad knowledge of
instructional strategies that draws upon content and
pedagogical knowledge and skills delineated in
professional, state, and institutional standards to
help all students learn.
3. Students in initial teacher education programs
are able to analyze educational research findings

5. Candidates demonstrate comprehensive understanding of planning and preparation, classroom and school environment, instruction, and professional responsibilities.
6. Candidates demonstrate the competencies needed for recommendation for teacher certification.

Examples of Outcome Assessments
1. Candidates in advanced teacher education programs will demonstrate the level of their content knowledge through satisfactory completion of content coursework.
2. Candidates in advanced teacher education programs will demonstrate their use of instructional strategies and technologies through a video self-analysis of instruction.
3. Candidates in advanced teacher education programs will document reflection and will identify areas of strengths and areas for improvement through completion of the COE Advanced Teacher Self-Assessment Instrument.
4. Candidates in advanced teacher education programs will demonstrate their ability to positively impact P-12 learning through a Teacher Work Sample (TWS) in the advanced portfolio.
5. Candidates will be assessed by departmental faculty using a variety of instruments, such as the Accomplished Teacher Rubric, in the following areas: the candidates' abilities to demonstrate their competence in planning and preparation, establishing a positive classroom environment, instruction, and professional responsibilities.Additionally, their students' academic growth, school administrators' evaluations, and other class products will be assessed.
6. Candidates will be assessed using the Dewar College of Education Observation Instrument, a review of the academic growth of their students, and an evaluation of their unit and management plans.

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

and incorporate new information into their practice.
4. Students in initial teacher education programs assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.

Examples of Outcome Assessments

1. Students in initial teacher education programs will demonstrate content knowledge through passing the state-required content assessment.
2. Students in initial teacher education programs will demonstrate pedagogical content knowledge and knowledge of evidence-based strategies through development of lesson plans identifying use of research-validated procedures and effective content pedagogy.
3. Students in initial teacher education programs will demonstrate skills in assessment, instructional strategies, use of technology, and monitoring and modifying instruction during observed teaching episodes evaluated by a university supervisor and 4-12 mentor teacher. *VSU?*
4. Students in initial teacher education programs will demonstrate their ability to positively impact P-12 learning through a Teacher Work Sample (TWS).

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 (listed below) 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: Summer Deadline: April 15. The program considers applications for Summer term only.~~ *delete*

test scores (GRE or MAT), completed application form, fee, and any additional program requirements (listed below) 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: Summer Deadline: April 15
The program considers applications for Summer term only.
Go to the Graduate School Website
http://www.valdosta.edu/gradschool/programs.shtml
and click on ACT (M.A.T or M.Ed. Track) Program for information on:
- Specific ACT (M.A.T or M.Ed. Track) Program Admission Requirements
- ACT (M.A.T or M.Ed. Track) Program Retention, Dismissal, and Readmission Policies
- ACT (M.A.T or M.Ed. Track) Program Graduation Requirements
To Apply Online:
https://www.applyweb.com/apply/vsug/menu.html

ALTERNATIVE CERTIFICATION TRACK (ACT)
Two options exist for individuals seeking initial teacher certification in middle grades education or secondary education. The ACT is designed for working teachers and results in certification at the end of the first year and M.Ed. at the end of the second year. The M.A.T. track is designed for full-time students and results in the M.A.T. and certification in 14 months.
Master of Education Program–Middle Grades or Secondary Education (ACT)
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

Go to the Graduate School Website
http://www.valdosta.edu/gradschool/programs.shtml
is academics/graduate-school
and click on MAT Program for information on:
- Specific MAT (selected option) Program Admission Requirements
- MAT (selected option) Program Retention, Dismissal, and Readmission Policies
- MAT (selected option) Program Graduation Requirements
To Apply Online:
https://www.applyweb.com/apply/vsug/menu.html

Master of Arts in Teaching (MAT)
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 a MAT 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 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.

Master of Arts in Teaching (MAT)

.... 9 hours
Total Hours Required for the Degree
.... 36 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.

MASTER OF ARTS IN TEACHING (MAT) IN MIDDLE GRADES AND SECONDARY EDUCATION

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 (2 hrs), MSED 7021 (1 hr)
.... 3 hours
MSED 7............................ 3 hours
MSED 7040 (2 hrs), MSED 7041 (1 hr)
.... 3 hours
Total Hours Required for the Degree
.... 36 hours

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 a MAT 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 (2 hrs), MSED 7021 (1 hr)
.... 3 hours
MSED 7004
....
3 hours
MSED 7040 (2 hrs), MSED 7041 (1 hr)
.... 3 hours
Total Hours Required for the Degree
.... 36 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.

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 two tracks of the existing alternative certification MAT program were renamed in order to better describe the target population for the program. The curriculum for both tracks are unchanged. The program outcomes and selected assessments were changed to more closely align with the NCATE Standards for initial teacher preparation programs. MAT degrees are classified as initial teacher preparation programs. These changes along with other degree name changes resulted in modifications in the department's catalog introduction.
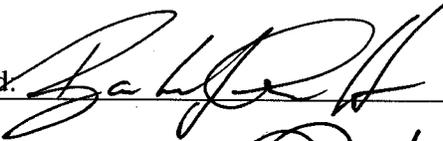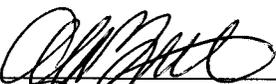
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Source of Data to Support Suggested Change:

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

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 assessments reported on the SACS IER and GaPSC PAAR.**

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Approvals:		
Department Head:		Date: 1/24/2013
College/Division Exec. Committee:		Date: 1/24/13
Dean(s)/Director(s):		Date: 1/24/13
Graduate Exec. Comm.: (for grad program)		Date: 1-31-13
Graduate Dean: (for grad program)		Date: 1-31-13
Academic Committee:		Date:

Form last updated: January 6, 2010

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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: 120	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 13

Degree and Program Name: M.Ed.--Reading Education

Present Requirements:	Proposed Requirements: (highlight changes after printing)
Selected Educational Outcomes 1. Candidates will develop an electronic portfolio that requires the application of information gained from a series of courses. 2. Candidates will develop portfolios that document successful use of content knowledge and research skills.. Portfolios will contain evidence of planned learning experiences that employ the use of technology and that promote problem-solving and critical thinking skills. Portfolios will be assessed by teams of faculty members. 3. Candidates will submit portfolios that include documentation of informal and formal assessment procedures and instruments used to measure pupils' knowledge of content. Portfolios are assessed by teams of faculty members.	Selected Educational Outcomes 1. Candidates will demonstrate the knowledge expected in their fields and delineated in professional, state, and institutional standards. 2. Candidates will use data and current research to inform their practices. 3. Candidates will create positive environments for learning. 4. Candidates will collect and analyze data related to student learning and apply strategies for improving student leaning.

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 Outcomes are more closely aligned with NCATE Stadards for other school professionals. M.Ed. in Reading Education is classified as an other school profession prepartion program.
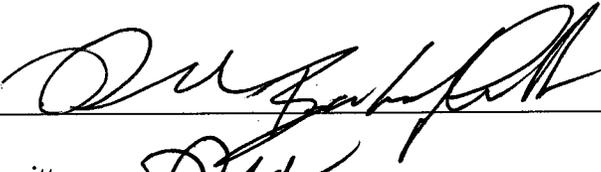
Source of Data to Support Suggested Change:

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

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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 assessments reported on the SACS IER and GaPSC PAAR.**

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Approvals:		
Department Head:	_(signature)_	Date: 1/24/10
College/Division Exec. Committee:	_(signature)_	Date: 1/24/10
Dean(s)/Director(s):	_(signature)_	Date: 1/29/10
Graduate Exec. Comm.: (for grad program)	_(signature)_	Date: 1-31-13
Graduate Dean: (for grad program)	_(signature)_	Date: 1-31-13
Academic Committee:		Date:

Form last updated: January 6, 2010

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

Valdosta State University

Area of Change:	☐ Core	☐ Senior	☒ Graduate

Current Catalogue Page Number: 82-100	Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall, 2013

Degree and Program Name: Department of Curriculum, Leadership, and Technology

Present Requirements:	Proposed Requirements:
Present Requirements: 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 in our service region and beyond. To accomplishits mission, the department offers programs in curriculum and instruction at the doctoral level; educational leadership at the doctoral, 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 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 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. Programs offered in educational leadership lead to an Education Specialist degree	**Proposed Requirements:** (highlight changes after printing) 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; educational leadership at the doctoral, 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 a 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). *Close space* 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

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(Ed. S.) in educational leadership (performance-based building- or system-level options), and to a Master of Education degree (M.Ed.) with a major in educational leadership (P-12 school leadership or higher education leadership options). The department also offers a certification program in performance-based building- or system-level educational leadership and a teacher leader endorsement. The educational leadership programs provide quality instruction, research, and service to prospective and practicing educational leaders in the university's service region and beyond. 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 at the school building, school system, or higher education level. 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 two options: library media technology and technology applica-

DEPARTMENT OF CURRICULUM, LEADERSHIP, AND TECHNOLOGY
Dr. Don Leech, Head
Room 202, Communication Disorders Building
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tions. The library media technology program prepares candidates to be school media specialists and qualifies the graduate for S-5 certification. The technology applications program prepares 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

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). 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 applications. 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

leadership development and applied research skills in instructional technology practice and prepares candidates to meet present and future technological challenges within an educational organization.

DOCTOR OF EDUCATION WITH A MAJOR IN CURRICULUM AND INSTRUCTION

The curriculum and instruction major is designed for experienced practitioners in a variety of instructional fields. The program provides opportunities for candidates to relate theoretical foundations to curricular and instructional issues facing schools, school systems, higher education, and other educational agencies.

Selected Educational Outcomes

1. Doctoral candidates will demonstrate inquiry skills in quantitative, qualitative, and mixed research methodologies.
2. Doctoral candidates will demonstrate a comprehensive understanding of the knowledge, research, and theories appropriate to their major field by completing a comprehensive examination.
3. Doctoral candidates will demonstrate the ability to engage in focused inquiry by researching a topic, evaluating relevant literature, writing a comprehensive dissertation and presenting the results of their study.

Examples of Outcome Assessments

1. Doctoral candidates will successfully complete course work in quantitative, qualitative, and mixed research methodologies.
2. Doctoral candidates will successfully develop written responses to a comprehensive examination. Written responses will be evaluated by a team of faculty members.
3. Doctoral candidates will be evaluated by a faculty committee on the development and defense of their dissertation.

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), completed application form, fee, and any additional program requirements submitted by the admission deadline. To be considered for the preferred term, all

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-6 certificate), P-12 technology applications (GaPSC S-6 certificate), and technology applications. The library media concentration program prepares candidates to be school media specialists. The technology applications programs prepare candidates to be technology coordinators or instructional developers in a variety of contexts: business, industry, government, military service, health fields, and schools.

DOCTOR OF EDUCATION WITH A MAJOR IN CURRICULUM AND INSTRUCTION

The curriculum and instruction major is designed for experienced practitioners in a variety of instructional fields. The program provides opportunities for candidates to relate theoretical foundations to curricular and instructional issues facing schools, school systems, higher education, and other educational agencies.

Selected Educational Outcomes

1. Doctoral candidates will demonstrate inquiry skills in quantitative, qualitative, and mixed research methodologies.
2. Doctoral candidates will demonstrate a comprehensive understanding of the knowledge, research, and theories appropriate to their major field by completing an online portfolio.
3. Doctoral candidates will demonstrate the ability to engage in focused inquiry by researching a topic, evaluating relevant literature, writing a comprehensive dissertation, and presenting the results of their study.

Examples of Outcome Assessments

1. Doctoral candidates will successfully complete course work in quantitative, qualitative, and mixed research methodologies.
2. Doctoral candidates will successfully develop

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.

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Admission Deadline: Fall Deadline: March 15
The Ed.D. program in Curriculum and Instruction considers applications
for Fall term only.
Go to the Graduate School Website
http://www.valdosta.edu/gradschool/programs.shtml
and click on Ed.D. Curriculum and Instruction Program for information on:
- Specific Ed.D. Curriculum and Instruction Program Admission Require
ments
- Ed.D. Curriculum and Instruction Program Retention, Dismissal and
Readmission Policies
- Ed.D. Curriculum and Instruction Program Graduation Requirements
To Apply Online:
https://www.applyweb.com/apply/vsug/menu.html
Requirements for the Ed.D. with a
Major in Curriculum and Instruction
Area A: Disciplinary Studies.
....9 hours
Choose three from the following:
ACED 9400, CIED 9100, LEAD 9030, EDUC 9000
Area B: Educational Inquiry.
.... 15 hours
RSCH 9800, RSCH 9820, RSCH 9840 .... 9 hours
RSCH 9830, RSCH 9850, or RSCH 9860 .... 3 hours
RSCH 9870 .... 3 hours
Area C: Major and Interdisciplinary Courses
.... 21 hours
Curriculum and Instruction Core
.... 6 hours
CIED 9400 and CIED 9500
Interdisciplinary
....15 hours
An advisor will be assigned to each student, based on
the area of specialization. The advisor and the

an online portfolio. Portfolios will be evaluated by a team of faculty members.
3. Doctoral candidates will be evaluated by a faculty committee on the development and defense of their dissertation.

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.

Admission Deadline: Fall Deadline: March 15
The Ed.D. program in Curriculum and Instruction considers applications for Fall term only.

Use new Web address

Go to the Graduate School Website
http://www.valdosta.edu/~~gradschool/programs.shtml~~ *academics/graduate-school/welcome.php* *→Our Programs and then*
and click on Ed.D. Curriculum and Instruction Program for information on:
-Specific Ed.D. Curriculum and Instruction Program Admission Requirements
-Ed.D. Curriculum and Instruction Program Retention, Dismissal and Readmission Policies
-Ed.D. Curriculum and Instruction Program Graduation Requirements

To Apply Online:
https://www.applyweb.com/apply/vsug/menu.html

Requirements for the Ed.D. with a Major in Curriculum
and Instruction with a Concentration in P-12 Curriculum and Instruction

delete period

Area A: Disciplinary Studies/ 9 hours
CIED 9100..................3 hours
Choose two from the following:

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student
will jointly complete an approved program of study to be
followed.
Area D: Research and Dissertation.
....9 hours
CIED 9999 .... 9 hours
Total Hours Required for the Degree
.... 54 semester hours
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DOCTOR OF EDUCATION WITH A MAJOR IN LEADERSHIP
The Leadership Major seeks to develop effective, ethical, and diverse leaders
whose goal is to maximize achievement in schools and other organizations. The program
provides skill applications that provide the connection between the knowledge
and inquiry skills developed in the core curriculum and research courses and school or
organizational improvement.
Selected Educational Outcomes
1. Doctoral candidates will demonstrate inquiry skills in quantitative, qualitative, and
mixed research methodologies.
2. Doctoral candidates will demonstrate a comprehensive understanding of the knowledge,
research, and theories appropriate to their major field by completing a
comprehensive examination.
3. Program graduates will demonstrate the ability to engage in focused inquiry by
researching a topic, evaluating relevant literature, writing a comprehensive dissertation
and presenting the results of their study.
Examples of Outcome Assessments
1. Doctoral candidates will successfully complete course work in quantitative, qualitative,
and mixed research methodologies.
2. Doctoral candidates will successfully develop written responses to a comprehensive
examination. Written responses will be evaluated by a team of faculty members.
3. Program graduates will be evaluated by a faculty committee on the development
and defense of their dissertation.
Prior to admission to any graduate program at Valdosta State University applicants
must first submit a completed application to the

ACED 9400, LEAD 9030, EDUC 9000...6 hours

Area B: Educational Inquiry   15 hours
RSCH 9800, RSCH 9820, RSCH 9840   9 hours
RSCH 9830, RSCH 9850, or RSCH 9860 3 hours
RSCH 9870   3 hours

Area C: Major Courses   21 hours
Curriculum and Instruction Core   9 hours
CIED 9200, CIED 9300, and CIED 9400
 PSYC 8020......................... 3 hours
*GaPSC Certification Area Electives   9 hours

Area D: Dissertation   9 hours
CIED 9999   9 hours

Total Hours Required for the Degree
54 semester hours

An approved portfolio is required before Admission to Candidacy.

Please note that all students who hold or are seeking a GaPSC educator certificate must successfully complete EDUC 5999.

According to the Georgia Professional Standards Commission (GaPSC), all candidates applying for a certificate in Curriculum and Instruction are required to present passing scores on the GACE Content Assessments for Curriculum and Instruction. The Dewar College of Education requires all candidates to take the appropriate GACE Content Assessment(s) for their program. Candidates are not required to pass GACE Content Assessments in order to graduate from our programs but will not be recommended for certification until they pass. All coursework and assessments must be completed successfully before a candidate can be recommended for GaPSC certification in Curriculum and Instruction.

*9 hours of electives and/or dissertation in the candidate's area of previous certification is required by GaPSC Rule 505-3.55 for Curriculum and Instruction Certification.

Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE), 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 Deadline: Fall Deadline: March 15
The Ed.D. program in Leadership considers applications for Fall term only.
Go to the Graduate School Website
http://www.valdosta.edu/gradschool/programs.shtml
and click on Ed.D. Leadership Program for information on:
- Specific Ed.D. Leadership Program Admission Requirements
- Ed.D. Leadership Program Retention, Dismissal and Readmission Policies
- Ed.D. Leadership Program Graduation Requirements
To Apply Online:
https://www.applyweb.com/apply/vsug/menu.html
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Requirements for the Ed.D. Degree with a Major in Leadership
Area A: Disciplinary Studies.
.... 9 hours
Choose three from the following:
ACED 9400, CIED 9100, LEAD 9030, EDUC 9000
Area B: Educational Inquiry.
.... 15 hours
RSCH 9800, RSCH 9820, RSCH 9840 .... 9 hours
RSCH 9830, RSCH 9850, or RSCH 9860 .... 3 hours
RSCH 9870 .... 3 hours
Area C: Major and Interdisciplinary Courses.
.... 21 hours
Leadership Core .... 9 hours
LEAD 9010, LEAD 9020, LEAD 9040
Interdisciplinary ....12 hours
An advisor will be assigned to each student,

Requirements for the Ed.D. with a Major in Curriculum
and Instruction with a Concentration in General Curriculum and Instruction

Area A: Disciplinary Studies   9 hours
CIED 9100.......................................3 hours
Choose two from the following:
ACED 9400, LEAD 9030, EDUC 9000......6 hours

Area B: Educational Inquiry
          15 hours
RSCH 9800, RSCH 9820, RSCH 9840   9 hours
RSCH 9830, RSCH 9850, or RSCH 9860 3 hours
RSCH 9870   3 hours

Area C: Major Courses   21 hours
Curriculum and Instruction Core   9 hours
CIED 9200, CIED 9300, and CIED 9400
Electives   12 hours
The advisor and student will jointly design a program of study based on the selected concentration.
Area D: Dissertation   9 hours
CIED 9999   9 hours

Total Hours Required for the Degree
54 semester hours

An approved portfolio is required before Admission to Candidacy.

DOCTOR OF EDUCATION WITH A MAJOR IN LEADERSHIP

The Leadership Major seeks to develop effective, ethical, and diverse leaders whose goal is to maximize achievement in schools and other organizations. The program emphasizes connecting the knowledge and inquiry skills developed in the core curriculum with research courses and school or organizational improvement. Concentrations may be earned in a variety of areas including Organizational Leadership, Higher Education Leadership, P-12 Performance-Based Leadership (GaPSC PL 6/7 Certificate Program), Curriculum Leadership, Technology Leadership, or any other appropriate

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based on the area of specialization.The advisor and the student will jointly complete an approved program of study to be followed.

Area D: Research and Dissertation.
.... 9 hours
LEAD 9999 .... 9 hours
Total Hours Required for the Degree
.... 54 semester hours

MASTER OF EDUCATION WITH A MAJOR IN EDUCATIONAL LEADERSHIP

PUBLIC SCHOOL LEADERSHIP OPTION AND HIGHER EDUCATION LEADERSHIP OPTION

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

- The Public School Leadership (P-12) Option prepares candidates to be school administrators and teacher leaders. Candidates become eligible for Georgia NL-5 certification by completing the master's program and by obtaining a passing score on both parts of the GACE Educational Leadership Content Assessment.

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

M.Ed. Degree-Public School Leadership (P-12) Option Program

Selected Educational Outcomes

1. Candidates will demonstrate an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards.
2. Candidates will use data and current research to inform their practices.
3. Candidates will create positive environments for student learning.
4. Candidates will understand and 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.

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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

area mutually designed by the student and advisor.

Selected Educational Outcomes

1. Doctoral candidates will demonstrate inquiry skills in quantitative, qualitative, and mixed research methodologies.
2. Doctoral candidates will demonstrate a comprehensive understanding of the knowledge, research, and theories appropriate to their major field by completing an online portfolio.
3. Program graduates will demonstrate the ability to engage in focused inquiry by researching a topic, evaluating relevant literature, writing a comprehensive dissertation, and presenting the results of their study.

Examples of Outcome Assessments

1. Doctoral candidates will successfully complete course work in quantitative, qualitative, and mixed research methodologies.
2. Doctoral candidates will successfully develop an online portfolio. Portfolios will be evaluated by a team of faculty members.
3. Program graduates will be evaluated by a faculty committee on the development and defense of their dissertation.

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.

Admission Deadline: Fall Deadline: March 15
The Ed.D. program in Leadership considers applications for Fall term only.

Go to the Graduate School Website

data and current research to inform their practice through completion of a comprehensive review of literature.
3. Candidates will demonstrate their ability to create positive environments for student learning during a faculty observation of their clinical practice.
4. Candidates will demonstrate their ability to positively impact P-12 learning through a school improvement project.
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.
Admission Deadlines: Fall Deadline: July 15
Spring Deadline: November 15
Summer Deadline: April 15
Go to the Graduate School Website
http://www.valdosta.edu/gradschool/programs.s html
and click on Public School Leadership Option, M.Ed. Educational Leadership Program for information on:
- Specific Public School Leadership Option M.Ed. Educational Leadership
Program Admission Requirements
- Public School Leadership Option M.Ed. Educational Leadership
Program Retention, Dismissal and Readmission Policies
- Public School Leadership Option, M.Ed. Ed Leadership Program
To Apply Online:
https://www.applyweb.com/apply/vsug/menu.ht ml
Requirements for the M.Ed. Degree-- Public School Leadership (P-12) Option
Area A Leadership.

http://www.valdosta.edu/~~gradschool/programs.sh tml~~ *On Programs and then*
and click on ^(*Our Programs and then*) Ed.D. Leadership Program for information on:
-Specific Ed.D. Leadership Program Admission Requirements
-Ed.D. Leadership Program Retention, Dismissal and Readmission Policies
-Ed.D. Leadership Program Graduation Requirements

To Apply Online:
https://www.applyweb.com/apply/vsug/menu.ht ml

Requirements for the Ed.D. Degree with a Major in Leadership

Area A: Disciplinary Studies   9 hours
Choose three from the following:
ACED 9400, CIED 9100, LEAD 9030, EDUC 9000
Area B: Educational Inquiry   15 hours
RSCH 9800, RSCH 9820, RSCH 9840   9 hours
RSCH 9830, RSCH 9850, or RSCH 9860 3 hours
RSCH 9870   3 hours
Area C: Major and Interdisciplinary Courses 21 hours
Leadership Core   9 hours
LEAD 9010, LEAD 9020, LEAD 9040
Interdisciplinary Courses   12 hours
The student and advisor will jointly design a program of study based on the selected concentration.
Area D: Dissertation   9 hours
LEAD 9999   9 hours

Total Hours Required for the Degree   54 semester hours

Please note that all students who hold or are seeking a GaPSC educator certificate must successfully complete EDUC 5999.

EDUCATION SPECIALIST DEGREE WITH A MAJOR IN
EDUCATIONAL LEADERSHIP

The performance-based specialist program offers candidates the opportunity to continue to develop

delete period

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.... 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
88
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;
Proficiency in the Use, Application, and
Integration of Instructional Technology; and pass
the GACE Content Assessment in
educational leadership.
M.Ed. Degree-Higher Education Leadership Option
Program
Selected Educational Outcomes
1. Candidates will demonstrate knowledge of
sound business practices in the management
of higher education organizations.
2. Candidates will establish operational plans and
processes to accomplish strategic
goals, utilizing practical applications of
organizational theories.
3. Candidates will describe the processes of
educational leadership and their relationship
to educational programs in higher education.
4. Candidates will interact effectively with internal
and external publics.
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

their knowledge and skills through advanced and
more specialized content designed specifically to
address the candidates' leadership position and
career goals. This degree has two options:
building-level leadership and system-level
leadership. The two tracks are differentiated by
the performance component–the level at which
the field-based component (residency) is
completed.

Selected Educational Outcomes

1. Candidates will demonstrate an adequate
understanding of the knowledge expected in their
fields and delineated in professional, state, and
institutional standards.
2. Candidates will use data and current research
to inform their practices.
3. Candidates will create positive environments
for student learning.
4. Candidates will understand and 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 comprehensive review
of literature.
3. Candidates will demonstrate their ability to
create positive environments for student learning
during a faculty observation of their clinical
practice.
4. Candidates will demonstrate their ability to
positively impact P-12 learning through a school
improvement project.

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, completed application form, fee, and
any additional program requirements submitted

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 (LEAD 7921 and LEAD 7922).

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.
Admission Deadlines: Fall Deadline: April 1 (Higher Education and Student Affairs Tracks)
Spring Deadline: November 1 (Higher Education Track Only)
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Go to the Graduate School Website http://www.valdosta.edu/gradschool/programs.s html
and click on Higher Education Leadership Option, M.Ed. Educational Leadership Program
for information on:
- Specific Higher Education Leadership Option, M.Ed. Educational Leadership
Program Admission Requirements
- Higher Education Leadership Option, M.Ed. Educational Leadership Program
Retention, Dismissal and Readmission Policies
- Higher Education Leadership Option, M.Ed. Educational Leadership Program
Graduation Requirements
To Apply Online:
https://www.applyweb.com/apply/vsug/menu.ht ml
Requirements for the M.Ed. Degree – Higher Education Leadership Track
Core Courses.
.... 9 hours

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

Go to the Graduate School Website   _academics/graduate-_
http://www.valdosta.edu/gradschool/programs.sh   _school/welcome._
~~tml~~   _On Programs and then_   _php_
and click on Educational Leadership Ed.S.
Program for information on:
-Specific Educational Leadership Ed.S. Program Admission Requirements
-Educational Leadership Ed.S. Program Retention, Dismissal and Readmission Policies
-Educational Leadership Ed.S. Program Graduation Requirements

To Apply Online:
https://www.applyweb.com/apply/vsug/menu.ht ml

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

LEAD 7840, RSCH 7100, LEAD 7850
Academic Concentration .
.... 18 hours
LEAD 7800, LEAD 7810, LEAD 7820
.... 9 hours
LEAD 7830, PSYC 7860, LEAD 8710
.... 9 hours
Guided Elective:
.... 3
hours
Field Experiences.
.... 6 hours
LEAD 7921 3
hours
LEAD 7922 or LEAD 8710
.... 3 hours
Total Hours Required for the Degree
.... 36 semester hours
Requirements for the M.Ed. Degree – Student
AffairsTrack
Core Courses.
.... 9
hours
LEAD 7840, RSCH 7100, LEAD 7850
Academic Concentration .
.... 27 hours
LEAD 7810, LEAD 7820, LEAD 7830
.... 9 hours
PSYC 7860, SCHC 7870, LEAD 7880
.... 9 hours
LEAD 7890 or ACED 7110
.... 3 hours
LEAD 8710 Directed Study I and II
.... 6 hours
Guided Elective .
.... 3 hours
Field Experience LEAD 7921
.... 3 hours
Total Hours Required for the Degree
.... 42 semester hours
90
EDUCATION SPECIALIST DEGREE WITH A MAJOR IN
EDUCATIONAL LEADERSHIP
The performance-based specialist program offers candidates the opportunity to
continue to develop their knowledge and skills through advanced and more specialized
content designed specifically to address the candidates' leadership position and career

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

Other Degree Requirements
Prior to conducting performance-based activities, a candidate must meet the GA PSC pre-service requirement for performance-based leadership preparation by holding a clear/renewable Leadership (L) Certificate at the master's level or higher or meet one of the following criteria:
1. holding a master's degree in educational leadership or
2. completing LEAD 7020 and LEAD 7420 or their equivalent as determined by a review of all past graduate-level work.
Post a score on the GACE Educational Leadership Content Assessment (Test Code: 173 & 174).
Candidates may add the other leadership level (building or system) by being assigned to a leadership role or position at the other level and then completing the program requirements (including the appropriate performances) for that level.

This can be done through extension of the program's residency or field-based activities. Only the elements that specifically pertain to the level not previously completed are required for adding the other new leadership level. This may be accomplished by completing an additional 6-credit-hour residency (LEAD 8950).

Please note that all students who hold or are seeking a GaPSC educator certificate must successfully complete EDUC 5999.

Additional Certification Requirements

Prior to being recommended for a clear renewable Georgia leadership certificate, a candidate must meet the GA PSC Special Requirements (PSC Rule 505-2-20)– Identification and Education of Children with Special Needs– and pass the GACE Educational Leadership Content Assessment (Test code: 173

goals. This degree has two options: building-level leadership and system-level leadership.
The two tracks are differentiated by the performance component–the level at which the field-based component (residency) is completed.

Selected Educational Outcomes
1. Candidates will demonstrate an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutionalstandards.
2. Candidates will use data and current research to inform their practices.
3. Candidates will create positive environments for student learning.
4. Candidates will understand and 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 comprehensive review of literature.
3. Candidates will demonstrate their ability to create positive environments for student learning during a faculty observation of their clinical practice.
4. Candidates will demonstrate their ability to positively impact P-12 learning through a school improvement project.
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), 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

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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 active tracks:
-The Higher Education Leadership Track prepares candidates to be administrators in institutions of higher education.
-The Student Affairs Track prepares candidates to serve astudent 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

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for document submission and to ensure receipt of documents.
Admission Deadlines: Fall Deadline: July 15
Spring Deadline: November 15
Summer Deadline: April 15
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Go to the Graduate School Website
http://www.valdosta.edu/gradschool/programs.s html
and click on Educational Leadership Ed.S. Program for information on:
- Specific Educational Leadership Ed.S. Program Admission Requirements
- Educational Leadership Ed.S. Program Retention, Dismissal and
Readmission Policies
- Educational Leadership Ed.S. Program Graduation Requirements
To Apply Online:
https://www.applyweb.com/apply/vsug/menu.ht ml
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) ae differentated by the performance
component–the level at which the residency is completed.
Total Required for the Degree
.... 30 semester hours
Other Degree Requirements

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: April 15
(Higher Education and Student Affairs Tracks)
             Spring Deadline: November 15
             (Higher Education Track Only)

Go to the Higher Education Leadership Website for information on:

http://www.valdosta.edu/academics/graduate-school/our-programs/higher-education-leadership.php

- Specific Higher Education Leadership Option, M.Ed. Educational Leadership   Program Admission Requirements
- Higher Education Leadership Option, M.Ed. Educational Leadership Program Retention, Dismissal and Readmission Policies
- Higher Education Leadership Option, M.Ed. Educational Leadership Program Graduation Requirements

To Apply Online:
https://www.applyweb.com/apply/vsug/menu.ht ml

Requirements for the M.Ed. Degree – Higher Education Leadership Track

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

Prior to conducting performance-based activities, a candidate must meet the GA
PSC pre-service requirement for performance-based leadership preparation by holding
a clear/renewable Leadership (L) Certificate at the master's level or higher or meet one
of the following criteria:
1. holding a master's degree in educational leadership or
2. completing LEAD 7020 and LEAD 7420 or their equivalent as determined by a
review of all past graduate-level work
Post a score on the GACE Educational Leadership Content Assessment (Test
Code: 173 & 174).
Candidates may add the other leadership level (building or system) by being
assigned to a leadership role or position at the other level and then completing the
program requirements (including the appropriate performances) for that level.
This can be done through extension of the program's residency or field-based activities.
Only the elements that specifically pertain to the level not previously completed
are required for adding the other new leadership level. This may be accomplished by
completing an additional 6-credit-hour residency (LEAD 8950).
92
Additional Certification Requirements
Prior to being recommended for a clear renewable Georgia leadership certificate, a
candidate must meet the GA PSC Special Requirements (PSC Rule 505-2-20)–Identification
and Education of Children with Special Needs– and pass the GACE Educational
Leadership Content Assessment (Test code: 173 & 174).
CERTIFICATION IN EDUCATIONAL LEADERSHIP
(PERFORMANCE-BASED BUILDING LEVEL OR SYSTEM LEVEL)
The performance-based certification non-degree program offers candidates the
opportunity to become certified in performance-based leadership (PL 6 or 7) at the
building level or system level.
Admission Deadlines: Fall Deadline: July 15
Spring Deadline: November 15
Summer Deadline: April 15

LEAD 7921   3 hours
LEAD 7922 or LEAD 8710   3 hours

Total Hours Required for the Degree   36 semester hours

Requirements for the M.Ed. Degree – Student Affairs Track

Core Courses/ 9 hours
LEAD 7840, RSCH 7100, LEAD 7850
Academic Concentration .   27 hours
LEAD 7810, LEAD 7820, LEAD 7830
   9 hours
SAHE 7860, SAHE 7870, SAHE 7880
   9 hours
SAHE 7890 or ACED 7110   3 hours
LEAD 8710 Directed Study I and II
   6 hours   *delete period*
Guided Elective   3 hours
Field Experience LEAD 7921   3 hours
   ^ colon

Total Hours Required for the Degree   42 semester hours

CERTIFICATION IN EDUCATIONAL LEADERSHIP
(PERFORMANCE-BASED BUILDING LEVEL OR SYSTEM LEVEL)

The performance-based certification non-degree program offers candidates the opportunity to become certified in performance-based leadership (PL 6 or 7) at the building level or system level.

Admission Deadlines: Fall Deadline: July 15

Spring Deadline: November 15

Summer Deadline: April 15

To pursue the Certificate in Educational Leadership, applicants must hold a specialist's degree or higher from a regionally accredited or

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To pursue the Certificate in Educational Leadership, applicants must hold a specialist's degree or higher from a regionally accredited or GAPSC approved institution and currently serve in a leadership role as defined by their school system.
Go to the Graduate School Website http://www.valdosta.edu/gradschool/programs.shtml
and click on Certification in Educational Leadership Program for info on:
- Specific Certification in Ed Leadership Admission Requirements
- Certification in Ed Leadership Program Graduation Requirements .
To Apply Online:
https://www.applyweb.com/apply/vsug/menu.html
Leadership Courses.
.... 6 hours
LEAD 8140, LEAD 8030, LEAD 8510, LEAD 8520, LEAD 8620,
LEAD 8410, LEAD 8630, LEAD 8230, LEAD 8240, LEAD 8710,
or RSCH 8000 or the equivalent.
The faculty advisor will collaborate with candidates and school
system partners to identify appropriate courses based on
the candidates' other graduate-level coursework and
professional knowledge and skills.
Field-Experience Activities.
.... 18 hours
LEAD 8920, LEAD 8930, LEAD 8940
The above field-based activities must 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
93
Other Program Requirements
Prior to conducting performance-based activities, a candidate must meet the GA
PSC pre-service requirement for performance-based leadership preparation by holding
a clear/renewable Leadership (L) Certificate at

GAPSC approved institution and currently serve in a leadership role as defined by their school system.

Go to the Graduate School Website *academics/graduate school/welcome.php*
http://www.valdosta.edu/gradschool/programs.shtml →Our Programs and then
and click on Certification in Educational Leadership Program for info on:
-Specific Certification in Ed Leadership Admission Requirements
-Certification in Ed Leadership Program Graduation Requirements.

To Apply Online:
https://www.applyweb.com/apply/vsug/menu.html

Leadership Courses: 6 hours
LEAD 8140, LEAD 8030, LEAD 8510, LEAD 8520, LEAD 8620,
LEAD 8410, LEAD 8630, LEAD 8230, LEAD 8240, LEAD 8710,or RSCH 8000 or the equivalent.
The faculty advisor will collaborate with candidates and school system partners to identify appropriate courses based on the candidates' other graduate-level coursework and professional knowledge and skills.
Field-Experience Activities: 18 hours
LEAD 8920, LEAD 8930, LEAD 8940
The above field-based activities must 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

Other Program Requirements

Prior to conducting performance-based activities, a candidate must meet the GaPSC pre-service requirement for performance-based leadership preparation by holding a clear/renewable Leadership (L) Certificate at the master's level or higher or meet one of the following criteria:
1. holding a master's degree in educational leadership or
2.completing LEAD 7020 and LEAD 7420 or

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the master's level or higher or meet one of the following criteria:

1. holding a master's degree in educational leadership or
2. completing LEAD 7020 and LEAD 7420 or their equivalent as determined by a review of all past graduate-level coursework
3. posting a score on the GACE Educational Leadership Content Assessment (Test Code: 173 & 174).

Candidates who are PL-certified may add the other leadership level (building or school system) by being assigned to a leadership role or position at the other level and then completing the program requirements (including the appropriate performances) for that level. Only the elements that specifically pertain to the level not previously completed (building or school system level) are required for adding the other new leadership level. This addition may be accomplished by completing an additional 6 credit hour residency (LEAD 8950).

Additional Certification Requirements

Prior to being recommended for a clear renewable Georgia leadership certificate, a candidate must meet the GA PSC Special Requirements (PSC Rule 505-2-20)– Identification and Education of Children with Special Needs–and pass the GACE Educational Leadership Content Assessment (Test code: 173 & 174).

TEACHER LEADERSHIP ENDORSEMENT

The purpose of this endorsement is to prepare teachers for leadership roles within P-12 educational settings. Candidates will be prepared to develop leadership capacity, understand and lead change, lead efforts to improve curriculum and instructional programs, and provide coaching and mentoring for peer teachers. In order to be recommended to the PSC for a Teacher Leadership Endorsement, the candidate must hold a Level 5 or higher certificate.

Admission Deadlines: Fall Deadline: July 15
Spring Deadline: November 15
Summer Deadline: April 15
Go to the Graduate School Website
http://www.valdosta.edu/gradschool/programs.s html

their equivalent as determined by a review of all past graduate-level coursework
3. posting a score on the GACE Educational Leadership Content Assessment (Test Code: 173 & 174).

Candidates who are PL-certified may add the other leadership level (building or school system) by being assigned to a leadership role or position at the other level and then completing the program requirements (including the appropriate performances) for that level. Only the elements that specifically pertain to the level not previously completed (building or school system level) are required for adding the other new leadership level. This addition may be accomplished by completing an additional 6 credit hour residency (LEAD 8950).

Please note that all students who hold or are seeking a GaPSC educator certificate must successfully complete EDUC 5999.

Additional Certification Requirements

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 Leadership Content Assessment (Test code: 173 & 174).

EDUCATION SPECIALIST DEGREE WITH A MAJOR IN INSTRUCTIONAL TECHNOLOGY

The Instructional Technology (IT) Ed.S. degree allows candidates to obtain an advanced degree in the rapidly growing field of instructional technology. Georgia media specialists, technology coordinators, other educators, and trainers with a Master's degree in any field are invited to apply. By completing this degree and passing the GA content assessment for the field that aligns to the candidate's program of study, the candidate will be able to add either the area

and click on Teacher Leadership Endorsement Program for information on:
- Specific Teacher Leadership Endorsement Program Admission
Requirements
- Teacher Leadership Endorsement Program Graduation Requirements.
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To Apply Online:
https://www.applyweb.com/apply/vsug/menu.html
Required Courses.
.... 9 hours
LEAD 7020 or LEAD 8030. .... 3 hours
LEAD 7120 or LEAD 8630 .... 3 hours
LEAD 7110 .... 3 hours

MASTER OF EDUCATION WITH A MAJOR IN INSTRUCTIONAL TECHNOLOGY
The Instructional Technology (IT) M.Ed. degree allows candidates to obtain an
advanced degree in the rapidly growing field of Instructional Technology. There are
two active Options in the Instructional Technology Program:
- The Library Media Technology Option prepares candidates to be school media
specialists. Candidates become eligible for Georgia S-5 certification by completing
the masters program and by obtaining a passing score on both parts of the GACE
Content Assessment in Library Media
- The Technology Applications Option prepares candidates to be technology
coordinators or instructional technologists in a variety of contexts: public schools,
business, industry, government, the military, health fields, and higher education.
M.Ed. Degree-Library Media Technology Option Program
Selected Educational Outcomes
1. Candidates will demonstrate an adequate understanding of the knowledge expected
in their fields and delineated in professional, state, and institutional
standards.
2. Candidates will use data and current research to inform their practices.
3. Candidates will create positive environments

of instructional technology or media specialist to the candidate's certificate and upgrade to the 6th-year level. Nine (9) hours of advanced level coursework focused on the content or content pedagogy in the candidate's area of previous certification is required by GaPSC Rule 505-3.54 for Instructional Technology Certification. These hours may be satisfied through work on a thesis, research project, or dissertation directly focused on a content field held by the educator.

There are three concentrations in the Instructional Technology Program: P-12 Technology Applications (for P-12 public school personnel), Technology Applications (for non P-12 public school personnel) and Library Media. The Technology Applications Concentration prepares candidates to be technology coaches, technology coordinators, or instructional technologists in a variety of contexts: public schools, business, industry, government, the military, health fields, and higher education. The Library Media Concentration prepares candidates to be school media specialists.

The online program offers participants the opportunity to complete all coursework and field experiences at a distance using the Internet and the VSU Course Management System. Because the online learning system is available continuously, candidates access their courses at their convenience using any computer connected to the Internet by a web browser such as Mozilla Firefox. Experiential learning and application of knowledge are vital components of each class.

Ed.S. in Instructional Technology - Technology Applications Concentration

Selected Educational Outcomes for Technology Applications Concentration
Space
1. Candidates will demonstrate an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards while simultaneously demonstrating professional growth and development.
2. Candidates will use data and current research to

space

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for student learning.
4. Candidates will understand and 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 comprehensive review of literature.
3. Candidates will demonstrate their ability to create positive environments for student
learning during a faculty observation of their clinical practice and the
development of a portfolio.
4. Candidates will demonstrate their ability to positively impact P-12 learning through
an instructional design project.
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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 includesbvofficial 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 your 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
Go to the Graduate School Website
http://www.valdosta.edu/gradschool/programs.s html
and click on Library Media Technology Option- M.Ed. Program for information on:
- Specific Library Media Technology Option- M.Ed. Program Admission
Requirements

inform their practices and enhance their leadership role in designing, developing, utilizing, managing, and evaluating instructional technology.
3. Candidates will demonstrate the knowledge, skills, and dispositions to create positive environments for teaching and learning.
4. Candidates will understand and 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 as they model and facilitate best practices, digital citizenship, and informative program evaluation.

Examples of Outcome Assessments

1. Candidates will demonstrate content knowledge through course-based content assessments, state-based content exam, and a portfolio.
2. Candidates will demonstrate their ability to use data and current research to inform their practice through completion of a review of literature and an action research project.
3. Candidates will demonstrate their ability to create positive environments for student learning during field-based projects related to digital learning environments.
4. Candidates will demonstrate their ability to professionally build upon their knowledge of students, learning, diversity, evaluation, and instruction by completing a program evaluation and proposed plan of action.

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 as listed on the Graduate School Website, 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.

- Library Media Technology Option- M.Ed. Program Retention, Dismissal and Readmission Policies
- Library Media Technology Option- M.Ed. Program Graduation Requirements
To Apply Online
https://www.applyweb.com/apply/vsug/menu.html
Requirements for the M.Ed Degree--Library Media Technology Option
Program Corequisites: P-12 Children's Literature Course
Diverse Learners Course
Professional Education.
.... 6 hours
RSCH 7100 or ITED 7070
.... 3 hours
ITED 7100 .... 3 hours
Instructional Technology Core.
.... 12 hours
ITED 7200, ITED 7300, ITED 7400, ITED 7500
Area of Specialization.
.... 15 hours
ITED 7201, ITED 7202, ITED 7203
.... 9 hours
CIED 7060 .... 3 hours
Guided Elective ....
3 hours
Internship ITED 7299.
.... 3 hours
Total Hours Required for the Degree
.... 36 semester hours
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M.Ed. Degree - Technology Applications Option Program
Selected Educational Outcomes
1. Candidates will demonstrate an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards.
2. Candidates will use data and current research to inform their practices.
3. Candidates will create positive environments for student learning.
4. Candidates will understand and build upon the developmental levels of students with whom they work; the diversity of students, families, and communities; and the

Admission Deadlines: Fall Deadline: March 15

Spring Deadline: November 15

No summer admission

The Graduate School Website *academics/graduate-*
http://www.valdosta.edu/gradschool/programs.sh *school/welcome.php*
~~tml~~ contains information on
•Program Admission Requirements
•Retention, Dismissal and Readmission Policies
•Graduation Requirements
To Apply Online:
https://www.applyweb.com/apply/vsug/menu.html

Requirements for the Ed.S. with a Major in Instructional Technology – P-12 Technology Applications Concentration (P-12 public school personnel)

Professional Education 3 hours
EDUC 5999   0 hours
ITED 8100   3 hours
Instructional Technology Core   15 hours
ITED 8200, ITED 8300, ITED 8400, ITED 8500, ITED 8600
Research   9 hours
ITED 8960, ITED 8970 and ITED 8999 (in area of professional educator certification)
Elective.............................. 3 hours

Total Hours Required for the Degree   30 semester hours
Prior to recommendation for instructional technology certification, applicant must pass GACE Instructional Technology Tests. All course work in the research sequence must be completed in the area of candidate's prior certification.

Requirements for the Ed.S. with a Major in Instructional Technology - Technology Applications Concentration (non-P-12 public school personnel) *delete period*

Professional Education
ITED 8100   3 hours
Instructional Technology Core.   15 hours
ITED 8200, ITED 8300, ITED 8400, ITED 8500,

policy contexts within which they work.
Examples of Outcome Assessments
1. Candidates will demonstrate content knowledge through a course-based content assessment and program portfolio.
2. Candidates will demonstrate their ability to use data and current research to inform their practice through completion of a review of literature.
3. Candidates will demonstrate their ability to create positive environments for student learning during a faculty observation of their clinical practice.
4. Candidates will demonstrate their ability to positively impact P-12 learning through an instructional design project.
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 your 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
Go to the Graduate School Website http://www.valdosta.edu/gradschool/programs.s html
and click on Technology Applications Option-M.Ed. Program for information on:
- Specific Technology Applications Option- M.Ed. Program Admission Requirements
- Technology Applications Option- M.Ed. Program Retention, Dismissal and Readmission Policies
- Technology Applications Option- M.Ed. Program Graduation Requirements
To Apply Online:
https://www.applyweb.com/apply/vsug/menu.ht

ITED 8600
Research.   9 hours
ITED 8960, ITED 8970, and ITED 8999
Guided Elective.   3 hours
~~λ delete~~

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

Ed.S. in Instructional Technology – Library Media Concentration

Selected Educational Outcomes for Library Media Concentration
1. Candidates will demonstrate an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards.
2. Candidates will use data and current research to inform their practices.
3. Candidates will create positive environments for student learning.
4. Candidates will understand and 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 course-based content assessments, state-based content exam, and a portfolio.
2. Candidates will demonstrate the use of data and current research through the development of a literature review and course-based assignments.
3. Candidates will demonstrate effect on student learning through field experience, development of a portfolio, and course-based assessments.
Space
4. Candidates will demonstrate understanding of developmental levels of students with whom they work; the diversity of student, families, and communities; and the policy contexts within which they work through field based internships, a portfolio, and course-based assessments.

Requirements for the Ed.S. with a Major in Instructional Technology – Library Media

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Requirements for the M.Ed Degree—Technology Applications Option

Professional Education.
.... 6 hours
RSCH 7100 or ITED 7070
.... 3 hours
ITED 7100 .... 3 hours
Instructional Technology Core.
.... 12 hours
ITED 7200, ITED 7300
.... 6 hours
ITED 7400, ITED 7500
.... 6 hours
Area of Specialization.
.... 9 hours
Three courses selected from:
CIED 7060, ITED 7040, ITED 7050, ITED 7080, ITED 7301,
ITED 7302, ITED 7303, ITED 7401, and ITED 7403
Guided Elective.
.... 3 hours
Internship ITED 7399.
.... 3 hours
Total Hours Required for the Degree
.... 33 semester hours

EDUCATION SPECIALIST DEGREE WITH A MAJOR IN INSTRUCTIONAL TECHNOLOGY

The Instructional Technology (IT) Ed.S. degree allows candidates to obtain an advanced degree in the rapidly growing field of instructional technology. Georgia media specialists, technology coordinators, and other educators and trainers with a Master's degree in any field are invited to apply. This degree upgrades Georgia Teaching, Service, and Leadership certificates to the 6th year level.* The online program offers participants the opportunity to complete all coursework at a distance using the Internet and WebCT. Because the online learning system is available continuously, candidates access their courses at their convenience using any computer connected to the Internet by a web browser such as Mozilla Firefox. Experiential learning and application

Concentration Corequisites: P-12 Children's Literature Course and Special Education Course for the Exceptional Child

Professional Education.......................... 9 hours
EDUC 5999, CIED 7060, ITED 8100, ITED 8960
Instructional Technology Core........ 9 hours
ITED 7300, ITED 8400, ITED 8500
Library MediaSpecialization............ 12 hours
ITED 7201, ITED 7202, ITED 7203 and ITED 7400
Guided Elective.............................3 hours

Internship/Capstone Presentation .... 3 hours
ITED 8299

Total Hours Required for the Degree   36 semester hours

Prior to recommendation for library media certification, applicant must pass GACE Content Assessment Test for Media Specialist and complete an approved program for recommendation for certification.

MASTER OF EDUCATION WITH A MAJOR IN INSTRUCTIONAL TECHNOLOGY

The Instructional Technology (IT) M.Ed. degree allows candidates to obtain an advanced degree in the rapidly growing field of instructional technology. By completing this degree and passing the GA content assessment for the field that aligns to the candidate's program of study, the candidate will be able to add either the area of instructional technology or media specialist to a GA educator certificate and upgrade to the 5th year level. Twelve (12) hours of advanced level coursework focused on the content or content pedagogy in the candidate's area of previous certification is required by GaPSC Rule 505-3.54 for Instructional Technology Certification.

There are three concentrations in the Instructional Technology Program: P-12

of knowledge are vital components of each class. The Technology Applications
Option prepares candidates to be technology coordinators or instructional technologists
in a variety of contexts: public schools, business, industry, government, the military,
health fields, and higher education.
Ed.S. in Instructional Technology - Technology Applications Option
Selected Educational Outcomes
1. Candidates will demonstrate an adequate understanding of the knowledge expected
in their fields and delineated in professional, state, and institutional
standards.
2. Candidates will use data and current research to inform their practices.
3. Candidates will create positive environments for student learning.
4. Candidates will understand and 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.
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Examples of Outcome Assessments
1. Candidates will demonstrate content knowledge through a course-based content
assessment.
2. Candidates will demonstrate their ability to use data and current research to inform
their practice through completion of a review of literature.
3. Candidates will demonstrate their ability to create positive environments for student
learning during an action research project.
4. Candidates will demonstrate their ability to positively impact learning through a
presentation of experiences from the field in which they work.
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 (listed below), submitted by the admission deadline. To be considered for

Technology Applications (for P-12 public school personnel), Technology Applications (for non P-12 public school personnel) and Library Media. The Technology Applications Concentration prepares candidates to be technology coaches, technology coordinators, or instructional technologists in a variety of contexts: public schools, business, industry, government, the military, health fields, and higher education. The Library Media Concentration prepares candidates to be school media specialists.

This online program offers participants the opportunity to complete all coursework and field experiences at a distance using the Internet and the VSU Course Management System. Experiential learning and application of knowledge are vital components of each class.

M.Ed. in Instructional Technology – Technology Applications Concentration (P-12 and non P-12)

Selected Educational Outcomes
Space
1. Candidates will demonstrate an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards while simultaneously demonstrating professional growth and development.
2. Candidates will use data and current research to inform their practices and enhance their leadership role in designing, developing, utilizing, managing, and evaluating instructional technology.
3. Candidates will demonstrate the knowledge, skills, and dispositions to create positive environments for teaching and learning.
4. Candidates will understand and 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 as they model and facilitate best practices, digital citizenship, and informative program evaluation.

Examples of Outcome Assessments

1. Candidates will demonstrate content knowledge through course-based content

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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: March 15
Spring Deadline: October 15
No summer admission
Go to the Graduate School Website
http://www.valdosta.edu/gradschool/programs.s html
and click on Instructional Technology- Technology Applications Option- Ed.S. Program
for information on:
- Specific Instructional Technology- Technology Applications Option- Ed.S.
Program Admission Requirements
- Instructional Technology- Technology Applications Option- Ed.S. Program
Retention, Dismissal and Readmission Policies
- Instructional Technology- Technology Applications Option- Ed.S. Program
Graduation Requirements
To Apply Online:
https://www.applyweb.com/apply/vsug/menu.ht ml
Requirements for the Ed.S. with a Major in Instructional Technology - Technology Applications Option
Professional Education ITED 8100.
.... 3 hours
Instructional Technology Core.
.... 12 hours
ITED 8200, ITED 8300, ITED 8400, ITED 8500
Research ITED 8960, ITED 8970 and ITED 8999.
...............................9 hours
Guided Elective .
.... 3 hours
Total Hours Required for the Degree
.... 27 semester hours
99
CERTIFICATION IN LIBRARY MEDIA (CERTIFICATION ONLY)
This program is designed for individuals who have obtained a Master's Degree or
Education Specialist Degree in another program area and are now interested in becoming
eligible for Media Specialist Certification. Initial certification in this area is generally

assessments, state-based content exam, and a portfolio.
2. Candidates will demonstrate their ability to use data and current research to inform their practice through completion of a review of literature.
3. Candidates will demonstrate their ability to create positive environments for student learning during field-based projects related to digital learning environments.
4. Candidates will demonstrate their ability to professionally build upon their knowledge of students, learning, diversity, evaluation, and instruction by completing a program evaluation and proposed plan of action.

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 your 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

The Graduate School Website
http://www.valdosta.edu/gradschool/programs.sh tml contains information on
•Program Admission Requirements
•Retention, Dismissal and Readmission Policies
•Graduation Requirements
To Apply Online:
https://www.applyweb.com/apply/vsug/menu.ht ml
Requirements for the M.Ed Degree with a Major in Instructional Technology—P-12 Technology Applications Concentration (for P-12 public school personnel)

at the master's level (S-5); there is no certification at the baccalaureate level. Individuals who hold an Education Specialist degree who complete all of the requirements for initial Media Specialist certification will be eligible to be certified at the S-5, 6, or 7 levels.
Admission Deadlines: Fall Deadline: July 15
Spring Deadline: November 15
Summer Deadline: April 15
Go to the Graduate School Website
http://www.valdosta.edu/gradschool/programs.s html
and click on Certification in Library Media Program for information on:
- Specific Certification in Library Media Program Admission Requirements
- Certification in Library Media Program Graduation Requirements .
To Apply Online:
https://www.applyweb.com/apply/vsug/menu.ht ml
Program Co-requisites: P-12 Children's Literature Course
Diverse Learners Course
Professional Education ITED 7100.
.... 3 hours
Instructional Technology Core.
.... 12 hours
ITED 7200, ITED 7300, ITED 7400, ITED 7500
Library Media Specialization .
.... 9 hours
ITED 7201, ITED 7202, ITED 7203
CIED 7060 or LEAD 7110.
.... 3 hours
Internship ITED 7299.
.... 3 hours
Total Hours Required for the Degree
.... 30 semester hours
ONLINE TEACHING ENDORSEMENT - GEORGIA ON MY LINE
The purpose of this endorsement is to prepare educators in P-12 educational settings
to teach courses within an online environment. Candidates will be prepared to
design, build, and incorporate strategies to encourage active learning, interaction, participation,
and collaboration among candidates in the online learning environment.
Educators who hold this endorsement will

Professional Education   6 hours
EDUC 5999   0 hours
ITED 7070, ITED 7100   6 hours
Instructional Technology Core   15 hours
ITED 7200, ITED 7300   6 hours
ITED 7400, ITED 7500, ITED 7600   9 hours
Courses in Area of Professional Educator
Certification   12 hours
Internship   3 hours

Total Hours Required for the Degree   36 semester hours
Prior to recommendation for instructional technology certification, applicant must pass GACE Instructional Technology Tests.

Requirements for the M.Ed Degree with a Major in Instructional Technology—Technology Applications Concentration (for non P-12 public school personnel)

Professional Education   6 hours
EDUC 5999   0 hours
ITED 7070, ITED 7100   6 hours
Instructional Technology Core   15 hours
ITED 7200, ITED 7300   6 hours
ITED 7400, ITED 7500, ITED 7600   9 hours
Courses in Area of Specialization   12 hours
Internship   3 hours

Total Hours Required for the Degree   36 semester hours

M.Ed in Instructional Technology—Library Media Concentration

Selected Educational Outcomes for Library Media Concentration
1. Candidates will demonstrate an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards.
2. Candidates will use data and current research to inform their practices.
3. Candidates will create positive environments for student learning.
4. Candidates will understand and build upon the developmental levels of students with whom they

strengthen and enhance competency levels to teach online courses in the content areas and grade levels of their base certificate(s).
Admission Deadlines:
Check the website for admission deadlines and application forms
http://www.valdosta.edu/distance/GOML/goml_programs.shtml
100
Go to the Graduate School Website
http://www.valdosta.edu/gradschool/programs.shtml
and click on Online Teaching Endorsement Program for information on:
- Specific Online Teaching Endorsement Program Admission Requirements
- Online Teaching Endorsement Program Retention, Dismissal and Readmission Policies
- Online Teaching Endorsement Program Graduation Requirements
Required courses CIED 7601, CIED 7602, CIED 7603 .... 9 hours
In order to be recommended to the PSC for an Online Teaching Endorsement, the candidate must complete an online practicum or online internship appropriate to the grade-level and field of certification.
CERTIFICATE IN ONLINE TEACHING - Georgia ONmyLINE Program
The Online Teaching Certificate is a competence-based, professional development program designed for individuals who teach in online environments outside the P-12 educational setting or who teach in school settings outside of Georgia.
Admission Deadlines:
Check the website for admission deadlines and application forms
http://www.valdosta.edu/distance/GOML/goml_programs.shtml
Go to the Graduate School Website
http://www.valdosta.edu/gradschool/programs.shtml
and click on Online Teaching Certificate Program for information on:
- Specific Online Teaching Certificate Program Admission Requirements
- Online Teaching Certificate Program Retention, Dismissal and Readmission ..

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 course-based content assessments, state-based content exam, and a portfolio. Space
2. Candidates will demonstrate the use of data and current research through the development of a literature review and course-based assignments.
3. Candidates will demonstrate effect on student learning through field experience, development of a portfolio, and course-based assessments.

4. Candidates will demonstrate understanding of developmental levels of students with whom they work; the diversity of student, families, and communities; and the policy contexts within which they work through field based internships, a portfolio, and course-based assessments.

period

Requirements for the M.Ed. Degree with a Major in Instructional Technology—Library Media Concentration

Program Corequisites: P-12 Children's Literature Course
Special Education Course for the Exceptional Child

Professional Education	6 hours
EDUC 5999	0 hours
ITED 7070 or RSCH 7100, ITED 7100	6 hours
Instructional Technology Core	12 hours
ITED 7200, ITED 7300	6 hours
ITED 7400, ITED 7500	6 hours
Courses in Area of Specialization for Library Media	12 hours
ITED 7201, ITED 7202, ITED 7203, CIED 7060	
Guided Elective.............................	3 hours
Internship (ITED 7299)	3 hours

Total Hours Required for the Degree   36 semester hours

Policies - Online Teaching Certificate Program Graduation Requirements Required Courses ....12 hours ITED 7050 .... 3 hours CIED 7601 .... 3 hours CIED 7602 ....3 hours CIED 7603 ....3 hours	Prior to recommendation for library media certification, applicant must pass GACE Content Assessment Test for Media Specialist and complete an approved program for recommendation for certification. CERTIFICATION IN LIBRARY MEDIA (CERTIFICATION ONLY) This program is designed for individuals who have obtained a Master's Degree or Education Specialist Degree in another program area and are now interested in becoming eligible for Media Specialist Certification. Initial certification in this area is generally at the master's level (S-5); there is no certification at the baccalaureate level. Individuals who hold an Education Specialist degree who complete all of the requirements for initial Media Specialist certification will be eligible to be certified at the S-5, 6, or 7 levels. Admission Deadlines: Fall Deadline: July 15 Spring Deadline: November 15 Summer Deadline: April 15 Go to the Graduate School Website _academics/graduate_ http://www.valdosta.edu/gradschool/~~programs.sh~~ _school/_ ~~tml~~ _welcome._ _php_ and click on Certification in Library Media Program for information on: -Specific Certification in Library Media Program Admission Requirements -Certification in Library Media Program Graduation Requirements. To Apply Online: https://www.applyweb.com/apply/vsug/menu.html Requirements for Certification Only—Library Media Program Corequisites: P-12 Children's Literature Course Special Education Course for the Exceptional Child •A transcript evaluation is required to determine

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program of study for non degree/certification only applicants

Instructional Technology Core *(delete period — handwritten)*

9 hours

EDUC 5999   0 hours
ITED 7200, ITED 7300, ITED 7400   ...9 hours
Courses in Area of Specialization for Library Media/12 hours
ITED 7201, ITED 7202, ITED 7203, CIED 7060
Guided Elective...........................3 hours
Internship (ITED 7299)   3 hours

Total Hours Required for Certification -...27 hours*
*Contingent on results of transcript evaluation

Prior to recommendation for library media certification, applicant must pass GACE Content Assessment Test for Media Specialist and complete an approved program for recommendation for certification.

ONLINE TEACHING ENDORSEMENT - GEORGIA ON MY LINE
The purpose of this endorsement is to prepare educators in P-12 educational settings
to teach courses within an online environment. Candidates will be prepared to
design, build, and incorporate strategies to encourage active learning, interaction, participation,
and collaboration among candidates in the online learning environment.
Educators who hold this endorsement will strengthen and enhance competency levels
to teach online courses in the content areas and grade levels of their base certificate(s).
Admission Deadlines:
Check the Website for admission deadlines and application forms
http://www.valdosta.edu/distance/GOML/goml_programs.shtml
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Go to the Graduate School Website *academics/graduate-school/welcome.php (handwritten)*
http://www.valdosta.edu/gradschool/programs.sh *(struck through)*
Our Programs and then (handwritten)
and click on Online Teaching Endorsement
Program for information on:

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- Specific Online Teaching Endorsement Program Admission Requirements
- Online Teaching Endorsement Program Retention, Dismissal and Readmission Policies
- Online Teaching Endorsement Program Graduation Requirements
Required courses CIED 7601, CIED 7602, CIED 7603 .... 9 hours
In order to be recommended to the PSC for an Online Teaching Endorsement, the candidate must complete an online practicum or online internship appropriate to the grade-level and field of certification.

CERTIFICATE IN ONLINE TEACHING - Georgia ONmyLINE Program
The Online Teaching Certificate is a competence-based, professional development programdesigned for individuals who teach in online environments outside the P-12 educational setting or who teach in school settings outside of Georgia.

Admission Deadlines:
Check the Website for admission deadlines and application forms
http://www.valdosta.edu/distance/GOML/goml_programs.shtml
Go to the Graduate School Website ~~academics/graduate~~ school/welcome.php
~~http://www.valdosta.edu/gradschool/programs.shtml~~
and click on → Our Programs and then Online Teaching Certificate

Program for information on:
- Specific Online Teaching Certificate Program Admission Requirements
- Online Teaching Certificate Program Retention, Dismissal and Readmission Policies   *delete*
- Online Teaching Certificate Program Graduation Requirements
Required Courses ....12 hours
ITED 7050 .... 3 hours
CIED 7601 .... 3 hours
CIED 7602 ....3 hours
CIED 7603 ....3 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.)

☐ Improving Student Learning Outcomes

☐ Adopting Current Best Practice(s) in Field

☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies Catalog descriptions were updated due to the addition of two new GaPSC educator certification areas

☒ Other Old catalog language was adjusted to more clearly describe the changes in the departments programs over time.

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 policies**

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 reported annually on the SACS Institutional Effectiveness Report and GaPSC Preparation Approval Annual Report**

Approvals:	
Department Head:	Date: 1/17/13
College/Division Exec. Committee:	Date: 1/17/13
Dean(s)/Director(s):	Date: 1/17/13
Graduate Exec. Comm.: (for grad program)	Date: 1-31-13
Graduate Dean: (for grad program)	Date: 1-31-13
Academic Committee:	Date:

Form last updated: January 6, 2010

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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: http://ww2.valdosta.edu/gradschool/CIPolicies.shtml	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 13

Degree and Program Name: EdD in Curriculum and Instruction

Present Requirements: Program Progression, Retention, Dismissal and Readmission Policies	**Proposed Requirements:** (highlight changes after printing)
1. The academic residency requirements are satisfied upon completion of two consecutive semesters of six semester hours or more of coursework.	1. The academic residency requirements are satisfied upon completion of two consecutive semesters of six semester hours or more of coursework.
2. No more than 6 semester hours of post-master's academic work may be transferred from another institution into a Dewar College of Education doctoral program. Transfer credit will be evaluated after admission, by the academic department. To be eligible, credit must be no more than seven years old prior to completion of the degree.	2. No more than 6 semester hours of post-master's academic work may be transferred from another institution into a Dewar College of Education doctoral program. Transfer credit will be evaluated after admission, by the academic department. To be eligible, credit must be no more than seven years old prior to admission to candidacy.
3. Earning grades below "B" in graduate courses will result in the following consequences: Students admitted Fall 2011and thereafter will be dismissed from the Graduate School if they accumulate three or more academic deficiency points unless otherwise indicated by individual program policy. A grade of "C" (although it may be credited toward a degree) equals one deficiency point. A grade of "D," "WF" or "F," or "U" (none of which will be credited toward a degree) equals two deficiency points. Candidates admitted BEFORE Fall 2011 and receiving two grades below "C" ("D", "F", "WF","U") will be dismissed from the program. One grade below a "C" results in a warning..	3. Earning grades below "B" in graduate courses will result in the following consequences: Students admitted Fall 2011and thereafter will be dismissed from the Graduate School if they accumulate three or more academic deficiency points unless otherwise indicated by individual program policy. A grade of "C" (although it may be credited toward a degree) equals one deficiency point. A grade of "D," "WF" or "F," or "U" (none of which will be credited toward a degree) equals two deficiency points. Candidates admitted BEFORE Fall 2011 and receiving two grades below "C" ("D", "F", "WF","U") will be dismissed from the program. One grade below a "C" results in a warning.
4. If dismissed from the program a student will not be considered for readmission.	4. If dismissed from the program a student will not be considered for readmission.
5. Candidates failing to maintain a 3.25 GPA on all doctoral coursework may face academic sanctions as determined by the Doctoral Coordinating Committee.	5. Candidates failing to maintain a 3.25 GPA on all doctoral coursework may face academic sanctions as determined by the Doctoral Coordinating Committee.
6. A comprehensive exam must be successfully completed prior to entering candidacy. Candidates are permitted two attempts to complete the	

comprehensive exams. Candidates who fail to successfully complete the comprehensive exam after two attempts will be dismissed from the program.	6. A program portfolio must be successfully completed prior to entering candidacy.
7. Doctoral candidates may take up to five years from the term in which comprehensive exams are taken and passed to complete their dissertation work. A one year emergency stop-out may be requested by the student through the Emergency Stop-Out Form. During the stop-out the student must register for a minimum of 1 hour of dissertation credit per term. If the dissertation proposal has been approved before the stop-out year then an updated and reapproved proposal is required by the end of the first semester following the stop-out. An additional extension of two years beyond the 5+1 year limit would require successful completion of a second comprehensive exam that is scheduled, taken, and graded within one term of the expiration of the 5+1 year limit. The two years will begin in the term after the second comprehensive exam is passed. The dissertation proposal must be updated to reflect current literature. The updated proposal must be approved by the dissertation committee during the first term of the two year extension. Failure to pass the second comprehensive exam will terminate the dissertation process.	7. Doctoral candidates may take up to five years from the term in which comprehensive exams are taken and passed to complete their dissertation work. A one year emergency stop-out may be requested by the student through the Emergency Stop-Out Form. During the stop-out the student must register for a minimum of 1 hour of dissertation credit per term. If the dissertation proposal has been approved before the stop-out year then an updated and reapproved proposal is required by the end of the first semester following the stop-out. An additional extension of two years beyond the 5+1 year limit would require successful completion of a second comprehensive exam that is scheduled, taken, and graded within one term of the expiration of the 5+1 year limit. The two years will begin in the term after the second comprehensive exam is passed. The dissertation proposal must be updated to reflect current literature. The updated proposal must be approved by the dissertation committee during the first term of the two year extension. Failure to pass the second comprehensive exam will terminate the dissertation process.

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 Program Progression, Retention, Dismissal and Readmission Policies posted on the Web page do not reflect previously approved changes.
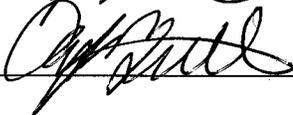   Site

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 review of the Program Progression, Retention, Dismissal and Readmission Policies web page indicated that previously approved changes had not been posted.**

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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?).
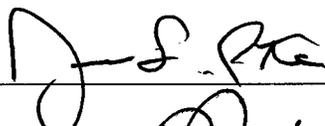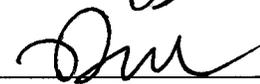
Data Sources:

☐ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Admissions and student retention data will be used to verify that the correct criteria have been followed.

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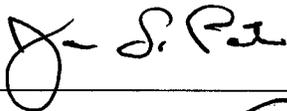
Approvals:		
Department Head:		Date: 12/4/2012
College/Division Exec. Committee:		Date: 1/17/23
Dean(s)/Director(s):		Date: 1/17/10
Graduate Exec. Comm.: (for grad program)		Date: 1-31-13
Graduate Dean: (for grad program)		Date: 1-31-13
Academic Committee:		Date:

Form last updated: January 6, 2010

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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: http://www.valdosta.edu/academics/graduate-school/our-programs/doctor-of-education-in-curriculum-and-instruction.php	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 13

Add periods

Degree and Program Name: EdD in Curriculum and Instruction

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

• Minimum GRE Requirements:
   o Verbal score of 425; Quantitative score of 425, and Analytical score of 3.5 (old scoring system - 425)
 	
• Minimum MAT Requirements:
   o New scoring system - 390. Old scoring system - 36.
	GRE or MAT scores are required*
	
	Recommended minimum scores for GRE:
	Verbal score of 450 / 150
	Quantitative score of 450 / 142, and
	Analytical score of 3.5 (old scoring system – 450)
	
	Recommended minimum score for MAT is 400.
	
	* GRE and MAT scores are only one of the factors considered in admissions decisions. These test scores are not the sole criteria for admission.

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 GRE scores were modified to address test score changes from ETS.

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.) **"GRE Guide to the Use of Scores" from www.ets.org/gre**

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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.) **Admissions data will be used to verify that the correct criteria have been followed.**

Extra for printing

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Approvals:	
Department Head:	Date: 1|17|13
College/Division Exec. Committee:	Date: 1/18/13
Dean(s)/Director(s):	Date: 1/10/13
Graduate Exec. Comm.: (for grad program)	Date: 1-31-13
Graduate Dean: (for grad program)	Date: 1-31-13
Academic Committee:	Date:

Form last updated: January 6, 2010

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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: http://www.valdosta.edu/academics/graduate-school/our-programs/higher-education-leadership.php	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 13

Degree and Program Name: M.Ed. in Educational Leadership: Higher Education Administration Track and Student Affairs Track

Present Requirements:	**Proposed Requirements:** (highlight changes after printing)
* Minimum GRE Requirements: 　o 750 overall (Verbal score plus either Quantitative score or Analytical score) with a Verbal score no less than 350. 　* Minimum MAT Requirement: 375.	GRE or MAT scores are required* Recommended minimum scores for GRE: Verbal score of 425 / 148 Quantitative score of 425 / 140 Recommended minimum score for MAT is 375. * GRE and MAT scores are only one of the factors considered in admissions decisions. These test scores are not the sole criteria for admission.

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 GRE scores were modified to address test score changes from ETS.

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.) **"GRE Guide to the Use of Scores" from www.ets.org/gre**

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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.) **Admissions data will be used to verify that the correct criteria have been followed.**

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Approvals:	
Department Head: ~~[signature]~~	Date: 1/24/13
College/Division Exec. Committee: ~~[signature]~~	Date: 1/24/13
Dean(s)/Director(s): ~~[signature]~~	Date: 1/29/13
Graduate Exec. Comm.: (for grad program) ~~[signature]~~	Date: 1-31-13
Graduate Dean: (for grad program) ~~[signature]~~	Date: 1-31-13
Academic Committee:	Date:

Form last updated: January 6, 2010

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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: http://www.valdosta.edu/academics/graduate-school/our-programs/education-specialist-in-performance-based-leadership.php	Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall 13

Degree and Program Name: Ed.S. Performance-based Leadership

Present Requirements:	Proposed Requirements: (highlight changes after printing)
• Minimum GRE Requirements: o 850 combined Verbal and Quantitative or Analytical score, with a Verbal score of at least 400 • Minimum MAT Requirement: 390	No GRE or MAT 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

☐ Adopting Current Best Practice(s) in Field

☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies GaPSC certification rules require candidates be selected in partnership with school systems

☒ Other Written school partnerships specify selection process including a School Superintendent's Assurance Form.
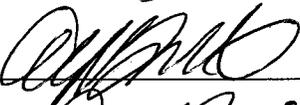
Source of Data to Support Suggested Change:

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

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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 reported annually on the SACS Institutional Effectiveness Report and GaPSC Preparation Approval Annual Report and completion rate of candidates.**

Approvals:	
Department Head: _[signature]_	Date: 1/17/13
College/Division Exec. Committee: _[signature]_	Date: 1/17/0
Dean(s)/Director(s): _[signature]_	Date: 1/17/0
Graduate Exec. Comm.: (for grad program) _[signature]_	Date: 1-31-13
Graduate Dean: (for grad program) _[signature]_	Date: 1-31-13
Academic Committee:	Date:

Form last updated: January 6, 2010

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REQUEST FOR A REVISED CATALOGUE COPY

JAN 2 4 2013

(New Learning Outcomes, Admissions, or Other Program Policies)

Valdosta State University

Area of Change:	☐ Core	☐ Senior	☒ Graduate

Current Catalogue Page Number: http://www.valdosta.edu/academics/graduate-school/our-programs/master-of-education-in-instructional-technology-technology-applications.php	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 13

Degree and Program Name: M.Ed. Instructional Technology Technology Application Concentration

Present Requirements:	**Proposed Requirements:** (highlight changes after printing)
Minimum GRE Requirements: • 750 overall (Verbal score plus either Quantitative score or Analytical score) with a Verbal score no less than 350. • Minimum MAT Requirement: 375	GRE or MAT scores are required* Recommended minimum scores for GRE: GRE Verbal = 350 / 143 GRE Quantitative = 400 / 140 GRE Analytical Writing = 3.0 Recommended minimum score for MAT: 386 * GRE and MAT scores are only one of the factors considered in admissions decisions. These test scores are not the sole criteria for admission.

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 GRE scores were modified to address test score changes from ETS.

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.) **"GRE Guide to the Use of Scores" from www.ets.org/gre**
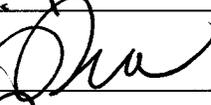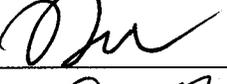
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Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes 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.) **Admissions data will be used to verify that the correct criteria have been followed.**

Approvals:		
Department Head:		Date: 1/17/13
College/Division Exec. Committee:		Date: 1/13/13
Dean(s)/Director(s):		Date: 1/17/13
Graduate Exec. Comm.: (for grad program)		Date: 1-31-13
Graduate Dean: (for grad program)		Date: 1-31-13
Academic Committee:		Date:

Form last updated: January 6, 2010

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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: http://www.valdosta.edu/academics/graduate-school/our-programs/master-of-education-in-instructional-technology-library-media.php	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 13

Degree and Program Name: M.Ed. Instructional Technology Media Specialist Concentration

Present Requirements:	**Proposed Requirements:** (highlight changes after printing)
Minimum GRE Requirements: • 750 overall (Verbal score plus either Quantitative score or Analytical score) with a Verbal score no less than 350. • Minimum MAT Requirement: 375	GRE or MAT scores are required* Recommended minimum scores for GRE: GRE Verbal = 350 / 143 GRE Quantitative = 400 / 140 GRE Analytical Writing = 3.0 Recommended minimum score for MAT: 386 * GRE and MAT scores are only one of the factors considered in admissions decisions. These test scores are not the sole criteria for admission •

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 GRE scores were modified to address test score changes from ETS.

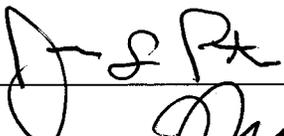**Source of Data to Support Suggested Change:**

☐ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **"GRE Guide to the Use of Scores" from www.ets.org/gre**

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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.) **Admissions data will be used to verify that the correct criteria have been followed.**

Extra for printing

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Approvals:		
Department Head:		Date: 1/17/13
College/Division Exec. Committee:		Date: 1/17/17
Dean(s)/Director(s):		Date: 1/17/13
Graduate Exec. Comm.: (for grad program)		Date: 1-31-13
Graduate Dean: (for grad program)		Date: 1-31-13
Academic Committee:		Date:

Form last updated: January 6, 2010

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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: http://www.valdosta.edu/academics/graduate-school/our-programs/education-specialist-in-instructional-technology.php	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 13

Degree and Program Name: Ed.S. Instructional Technology

Present Requirements:	**Proposed Requirements:** (highlight changes after printing) .
Minimum GRE Requirements: o 850 combined Verbal and Quantitative or Analytical score, with a Verbal score no less than 400 Minimum MAT Requirement: 390	GRE or MAT scores are required* Recommended minimum scores for GRE: GRE Verbal = 400 / 146 GRE Quantitative = 450 / 142 GRE Analytical Writing = 3.5 Recommended minimum score for MAT: 390 * GRE and MAT scores are only one of the factors considered in admissions decisions. These test scores are not the sole criteria for admission.

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 GRE scores were modified to address test score changes from ETS.

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.) **"GRE Guide to the Use of Scores" from www.ets.org/gre**
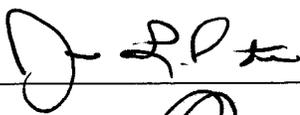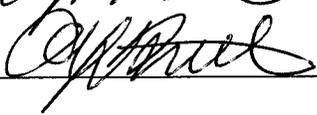
331

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.) **Admissions data will be used to verify that the correct criteria have been followed.**

extra
for printing

329

Approvals:		
Department Head:		Date: 1/17/13
College/Division Exec. Committee:		Date: 1/17/13
Dean(s)/Director(s):		Date: 1/17/13
Graduate Exec. Comm.: (for grad program)		Date: 1-31-13
Graduate Dean: (for grad program)		Date: 1-31-13
Academic Committee:		Date:

Form last updated: January 6, 2010

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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: 126-127	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 13

Degree and Program Name: Ed.S. in Curriculum and Instruction

Present Requirements:	**Proposed Requirements:** (highlight changes after printing)
Ed.S. Degree in Curriculum and Instruction with a Major in Teaching and Learning	Requirements for the Ed.S. with a Major in Teacher 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.)

☐ Improving Student Learning Outcomes

☐ Adopting Current Best Practice(s) in Field

☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies The current C&I program better aligns with the recently implimented GaPSC Teacher Leadership Program Standards and Guidelines as well as with the GaPSC Educator. Preparation Rule 503-3-.53. The Teacher Leadership program will allow candidates to earn a certificate upgrade for the advanced degree. A name change is required by the GaPSC. The GaPSC is voting in February to approve our Teacher Leadership certification program.

☒ Other Curriculum and outcomes are more closely aligned with the GaPSC Standards for Teacher Leadership. close space

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 Rules**

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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 assessments reported on the SACS IER and GaPSC PAAR.**

Approvals:		
Department Head:		Date: 1/24/10
College/Division Exec. Committee:		Date: 1/24/13
Dean(s)/Director(s):		Date: 1/24/13
Graduate Exec. Comm.: (for grad program)		Date: 1-31-13
Graduate Dean: (for grad program)		Date: 1-31-13
Academic Committee:		Date:

Form last updated: January 6, 2010

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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: 126	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 13

Degree and Program Name: Ed.S. Teacher Leadership

Present Requirements:	**Proposed Requirements:** (highlight changes after printing)
Selected Educational Outcomes	Selected Educational Outcomes
1. Candidates will use a variety of self-assessment techniques and self-reflection to determine personal strengths and areas to improve.	1. Candidates will demonstrate knowledge of the content necessary to successfully meet the Teacher Leadership Program Standards.
2. Candidates will be able to develop and implement an action research project designed to improve the learning environment in schools.	2. Candidates will model best practices in pedagogy and serve as a mentor and coach for other educators.
3. Candidates will compile an electronic portfolio, including work samples and artifacts that document mastery of program objectives.	3. Candidates will conduct research related to school culture, curriculum, and assessment, and apply the findings to improving those areas.
	4. Candidates will design and implement professional learning based on student and teacher needs.
Examples of Outcome Assessments	
1. Program graduates' Professional Development Plans are evaluated using a departmentally developed rubric.	Examples of Outcome Assessments
2. Program graduates' Action Research Projects and presentations are evaluated using a departmentally developed rubric.	1. Candidates will demonstrate the content knowledge by passing the state-required content assessment.
3. Program graduates' electronic portfolios will be presented and evaluated by faculty.	2. Candidates will demonstrate best practices in pedagogy, mentoring, and coaching through faculty and supervisor observation of those practices.
	3. Candidates will demonstrate the ability to conduct and apply research through a review of literature and an associated action research project scored by a departmentally created rubric.
	4. Candidates will demonstrate the ability to design and implement professional learning through faculty and supervisor observation of clinical practice.

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

☐ Improving Student Learning Outcomes

☐ Adopting Current Best Practice(s) in Field

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies

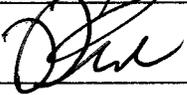☒ Other Outcomes are more closely aligned with the GaPSC Standards for Teacher Leadership.

More Space

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 Standards**

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 assessments reported on the SACS IER and GaPSC PAAR.**

325

Approvals:		
Department Head:		Date: 1/24/13
College/Division Exec. Committee:		Date: 1/24/13
Dean(s)/Director(s):		Date: 1/24/13
Graduate Exec. Comm.: (for grad program)		Date: 1-31-13
Graduate Dean: (for grad program)		Date: 1-31-13
Academic Committee:		Date:

Form last updated: January 6, 2010

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DEGREE AND/OR MAJOR DEACTIVATION FORM

Institution: Valdosta State University

Date Submitted: January 7, 2013

Deactivation Effective Date: January, 2013

Degree Title and CIP Code: Education Specialist with a Major in School Psychology CIP Code 422806

Rationale:
(Note: Include a brief description of the reason the institution and department have made the decision to deactivate the program).

Low enrollment, poor student retention and graduation rates, plus a diminished need of the regional workforce have led to the prudent decision to deactivate the school psychology program. Additionally, national accreditation requirements expect a minimum number of core departmental faculty members, holding highly specialized credentials, hat cannot be met because of departmental and university hiring priorities.   The program stands with conditional accreditation until Spring, 2014. Rather than submit a weak rejoinder to the national accrediting agency (and losing the conditional accreditation for the remaining students), the deactivation of the program is an appropriate course of action when considered in context of the student management numbers.

Name (President or VP for Academic Affairs typed):

Karla Hull, Ph.D., Provost and VP for Academic Affairs

Signature (President or VP for Academic Affairs):

Karla Hull

Grad rec
1-31-13

"Creating A More Educated Georgia"
www.usg.edu