

# **VALDOSTA STATE UNIVERSITY**

## **ACADEMIC COMMITTEE PACKET**

### **ACADEMIC COMMITTEE**

**MONDAY,  
April 13, 2009**

**2:30 p.m.**

**ROSE ROOM  
UNIVERSITY CENTER**

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

ACADEMIC COMMITTEE  
AGENDA  
April 13, 2009

1. Minutes of the March 9, 2009 meeting. (pages 1-5)
2. **COLLEGE OF NURSING**
  - a. Deactivation of NURS 3100, 3100K, 3110, 3130, 3211, 3220, and 3221 (page 6)
  - b. Deactivation of NUTR 5250, 5900, 5910, 5990, 6000, 6900, 6950, and 7070 (page 7)
3. **COLLEGE OF ARTS AND SCIENCES**
  - a. New course HIST 4295 (pages 8-17)
  - b. New course HIST 6295 (pages 18-27)
  - c. Revised senior curriculum for the BA in Political Science (pages 28-31)
  - d. New course POLS 4450 (pages 32-40)
  - e. New course POLS 4901 (pages 41-46)
  - f. New course POLS 4902 (pages 47-51)
  - g. New course LEAS 4902 (pages 52-56)
  - h. Revised course description and prerequisite SOCI 4540 (pages 57-60),
4. **COLLEGE OF EDUCATION**
  - a. Revised senior college curriculum for the BSED in Special Education – Early Childhood Special Education General Curriculum Track, and the revised requirements for the MED in Special Education – Early Childhood Special Education General Curriculum Track (pages 61-68)
  - b. New course ECSE 3010 (pages 69-77)
  - c. New course ECSE 3210 (pages 78-87)
  - d. New course LITR 3110 (pages 88-96)
  - e. New course ECSE 3390 (pages 97-105)
  - f. New course ECSE 3020 (pages 106-114)
  - g. New course ECSE 3220 (pages 115-124)
  - h. New course LITR 3120 (pages 125-133)
  - i. New course LITR 3130 (pages 134-142)
  - j. New course ECSE 3490 (pages 143-151)
  - k. New course ECSE 4010 (pages 152-161)
  - l. New course ECSE 4210 (pages 162-170)
  - m. New course ECSE 4310 (pages 171-179)
  - n. New course LITR 4120 (pages 180-189)
  - o. New course ECSE 4390 (pages 190-198)
  - p. New course ECSE 4420 (pages 199-207)
  - q. New course ECSE 4490 (pages 208-216)
5. **Pending items**
  - a. Notice to SACS that the BS in Mathematics with an option in Computer Science has been deactivated.
  - b. Notice to the BOR and SACS that the BS in Athletic Training was changed to a BSAT in Athletic Training.

VALDOSTA STATE UNIVERSITY  
ACADEMIC COMMITTEE MINUTES  
March 9, 2009

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Rose Room on Monday, March 9, 2009. Dr. Sharon Gravett, Assistant Vice President for Academic Affairs, presided.

Members Present: Mr. Mike Savoie (proxy for Dr. Lai Orenduff), Dr. Marvin Smith, Dr. Bruce Caster, Dr. Melissa Benton (proxy for Dr. Selen Lauterbach), Mr. Alan Bernstein, Dr. Deborah Weaver (proxy for Dr. William Faux), Mr. Mike Savoie, Dr. Frank Flaherty, Dr. Kathe Lowney, Dr. Ray Elson, Dr. James Ernest, Dr. Kathe Lowney (proxy for Dr. Iris Ellis), Dr. James Humphrey, Dr. Deborah Weaver, and Ms. Deborah VanPetten.

Members Absent: Dr. Lai Orenduff, Dr. Lucia Lu, Dr. Selen Lauterbach, Dr. William Faux, Dr. Bill Buchanan, Dr. Iris Ellis, and Dr. Diane Holliman.

Visitors Present: Dr. Mike Griffin, Ms. Ruth Hannibal, Dr. Ellen Wiley, Dr. Don Leech, Dr. Robert Bauer, Dr. Phil Gunter, , Dr. Karla Hull, Dr. Edward Chatelain, Dr. Anita Hufft, Ms. Michelle Gilbert, Dr. Marc Pufong, Dr. Connie Richards, and Mr. Lee Bradley.

The Minutes of the February 16, 2009, Academic Committee meeting were approved with the correction to the effective dates for item D-6 and D-7 – it was changed from Spring 2009 to Summer 2009. (pages 1-3).

**A. College of Nursing**

1. Revised senior college curriculum for the BSN in Nursing was approved effective Fall Semester 2009. (pages 4-9).
2. New course, Nursing (NURS) 3101, "Professional Nursing Development I: Values, Roles, & Issues", (PND I: VALUES, ROLES, & ISSUES – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2009 with the description changed to read – Prerequisite: Completion of Core Curriculum and Admission to VSU CON. Foundations of... . pages 10-19).
3. New course, Nursing (NURS) 3102, "Pharmacology in Nursing Practice", (PHARMACOLOGY IN NURS PRACTICE – 4 credit hours, 3 lecture hours, 3 lab hours, and 6 contact hours), was approved effective Fall Semester 2009 with the description changed to read – Prerequisites: Full admission to the College of Nursing. Emphasis on... and the deletion of "introduced, practiced, and evaluated in the classroom, laboratory, and clinical setting." pages 20-31).
4. New course, Nursing (NURS) 3103, "Health Assessment Across the Lifespan", (HEALTH ASSESSMENT LIFESPAN – 3 credit hours, 2 lecture hours, 3 lab hours, and 5 contact hours), was approved effective Fall Semester 2009 with the description changed to read - Prerequisite: NURS 2700. Assessment of physical... . pages 32-41).
5. New course, Nursing (NURS) 3111, "Nursing Care I: Health Promotion & Competencies", (NC I: HEALTH PROMOTION – 5 credit hours, 4 lecture hours, 3 lab hours, and 7 contact hours), was approved effective Fall Semester 2009 with the description changed to read – Prerequisite: Full Admission to CON. Co-requisite: NURS 3103. Individual health... . pages 42-52).
6. New course, Nursing (NURS) 3210, "Mental Health Nursing Care", (MENTAL HEALTH NURSING CARE – 5 credit hours, 3 lecture hours, 6 lab hours, and 9 contact hours), was approved effective Fall Semester 2009 with the description changed to read – Prerequisite: All Junior I semester courses. Evidence-based... and "/mental" was deleted from the description. pages 53-62).
7. New course, Nursing (NURS) 3212, "Nursing Care II: Acute Health Alterations", (NC II: ACUTE HEALTH ALTERATION – 7 credit hours, 4 lecture hours, 9 lab hours, and 13 contact hours), was approved effective Fall Semester 2009 with the description changed to read – Prerequisite: Successful completion of Junior I courses. The application... . pages 63-77).
8. New course, Nursing (NURS) 3214, "Health & Well-Being in Older Adults", (HEALTH IN OLDER ADULTS – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Fall Semester 2009 with the description changed to read – Prerequisite: All Junior semester I courses or permission of the instructor. Health promotion... and deletion of the last sentence. pages 78-86).
9. New course, Nursing (NURS) 4102, "Professional Nursing Development II: Research and Evidence-Based Practice",

(PND II: RESEARCH & DBP – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2009 with the description changed to read – Prerequisite: SUCCESSFUL COMPLETION OF ALL Junior I courses. Development of . . . . pages 86A-95).

10. New course, Nursing (NURS) 4113, “Nursing Care III: Chronic and Multisystem Health Alterations”, (NC III: CHRONIC & MULTISYSTEM – 7 credit hours, 4 lecture hours, 9 lab hours, and 13 contact hours), was approved effective Fall Semester 2009 with the description changed to read – Prerequisite: All Junior 2 courses. Application and . . . . pages 96-109).
11. New course, Nursing (NURS) 4123, “Nursing Care of Women, Neonates, & Childbearing Families”, (WOMEN, NEONATES, & FAMILIES – 4 credit hours, 3 lecture hours, 3 lab hours, and 6 contact hours), was approved effective Fall Semester 2009 with the description changed to read – Prerequisite: NURS 3212. Focus on . . . . pages 110-120).
12. New course, Nursing (NURS) 4200, “Community Health Nursing Care”, (COMMUNITY HEALTH NURSING CARE – 4 credit hours, 3 lecture hours, 3 lab hours, and 6 contact hours), was approved effective Fall Semester 2009 with the description changed to read – Prerequisite: Successful completion of all Senior I courses. Focus on . . . . pages 121-130).
13. New course, Nursing (NURS) 4203, “Professional Nursing Development III: Leadership & Management”, (PND III: LEADERSHIP & MGT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2009 with the description changed to read – Prerequisite: Completion of all Senior I courses. Preparation for . . . . pages 131-139).
14. New course, Nursing (NURS) 4225, “Professional Nursing Practice”, (PROFESSIONAL NURSING PRACTICE – 7 credit hours, 3 lecture hours, 12 lab hours, and 15 contact hours), was approved effective Fall Semester 2009 with the description changed to read – Prerequisite: Completion of all senior semester 1 courses. Co-requisites: Senior 2 courses. Capstone course combining professional. . . pages 140-148).

**B. College of Education**

1. New course, Education (EDUC) 5999, “Professional Orientation”, (PROFESSIONAL ORIENTATION – 0 credit hours, 1 lecture hour, 0 lab hours, and 1 contact hour), was approved effective Fall Semester 2009 with the description changed to read . . . Graded “Satisfactory” or Unsatisfactory”. Required . . . . (pages 149-155).
2. Revised curriculum for the MAT in Middle Grades and Secondary Education was approved effective Fall Semester 2009. (pages 156-159). \*\*\*Pending clarification of degree from BOR\*\*\*
3. Revised credit hours, Middle/Secondary Education (MSED) 7020, “Curriculum in Middle Grades and Secondary Education”, (CURRICULUM IN MSED – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Fall Semester 2009 with the Co-requisite of MSED 7021 added to the description. (pages 160-162).
4. New course, Middle/Secondary Education (MSED) 7021, “Apprenticeship in Teaching”, (APPRENTICESHIP IN TEACHING – 1 credit hour, 0 lecture hours, 10 lab hours, and 10 contact hours), was approved effective Fall Semester 2009. (pages 163-173).
5. Revised credit hours, Middle/Secondary Education (MSED) 7040, “Evaluation and Assessment”, (EVALUATION AND ASSESSMENT – 1 credit hour, 1 lecture hour, 0 lab hours, and 1 contact hour), was approved effective Fall Semester 2009. (pages 174-179).
6. New course, Middle/Secondary Education (MSED) 7041, “Teaching Internship”, (TEACHING INTERNSHIP – 2 credit hours, 0 lecture hours, 20 lab hours, and 20 contact hours), was approved effective Fall Semester 2009. (pages 180-190).
7. Revised curriculum for the MED in Middle Grades or Secondary Education Alternative Track was approved effective Fall Semester 2009. (pages 191-194).
8. Revised curriculum for the MED in Secondary Education was approved effective Fall Semester 2009. (pages 195-197).
9. Revised curriculum for the MED in Middle Grades Education was approved effective Fall Semester 2009. (pages 198-200).
10. Revised curriculum for the MED in Middle Grades or Secondary Education – Art Education Track was approved effective Fall Semester 2009. (pages 201-203).



11. Revised graduate catalog narrative for the EDD and MED in Adult & Career Education was approved effective Fall Semester 2009. (pages 204-214).
12. Revised graduate catalog narrative for the MED in Communication Disorders was approved effective Fall Semester 2009. (pages 215-220).
13. Revised graduate catalog narrative for the Department of Curriculum, Leadership & Technology was approved effective Fall Semester 2009. (pages 221-240).
14. Revised graduate catalog narrative for the Department of Early Childhood and Special Education was approved effective Fall Semester 2009. (pages 241-252).
15. Revised graduate catalog narrative for the MED in Health & Physical Education was approved effective Fall Semester 2009. (pages 253-259).
16. Revised graduate catalog narrative for the Department of Middle, Secondary, Reading, and Deaf Education was approved effective Fall Semester 2009. (pages 260-281).
17. Revised graduate catalog narrative for the MED and EDS in School Counseling was approved effective Fall Semester 2009. (pages 282-291).
18. Revised graduate catalog narrative for the EDS in School Psychology was approved effective Fall Semester 2009. (pages 292-298).
19. Revised graduate catalog narrative for the College of Education was approved effective Fall Semester 2009. (pages 299-302).
20. Change of degree from a BS to BSAT for Athletic Training was approved effective Fall Semester 2009. (pages 451-453) \*\*\*BOR approval\*\*\*
21. Revised course description and title, Kinesiology/Physical Education (KSPE) 2050, "Introduction to Athletic Training", (INTRO ATHLETIC TRAINING – 2 credit hours, 2 lecture hours, 1 lab hour, and 3 contact hour), was approved effective Fall Semester 2009. (pages 454-456, 458-460).
22. Revised admission requirements for the BS in Athletic Training was approved effective Fall Semester 2009. (pages 454-456, 461-463).

**D. College of Arts and Sciences**

1. Revised graduate catalog narrative for the MS in Biology was approved effective Fall Semester 2009. (pages 303-308).
2. Revised graduate catalog narrative for the MS in Sociology was approved effective Fall Semester 2009. (pages 309-314).
3. Revised senior college curriculum for the BA in Philosophy and Religious Studies – Religious Track was approved effective Fall Semester 2009. (pages 315-318).
4. Revised senior college curriculum for the BA in Philosophy and Religious Studies – Philosophy Track was approved effective Fall Semester 2009. (pages 319-322).
5. New course, Religious Studies (REL) 3610, "Native American Thought and Cultures", (NATIVE AM THGHT AND CULTURES – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2009 with the description changed to read ...metaphysics, religion, and... . (pages 323-328).
6. New course, Philosophy (PHIL) 3610, "Native American Thought and Cultures", (NATIVE AM THGHT AND CULTURES – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2009 with the description changed to read ...metaphysics, religion, and... . (pages 329-334).
7. New course, Religious Studies (REL) 3540, "Ecology and World Religions", (ECOLOGY AND WORLD RELIGIIONS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2009 with the

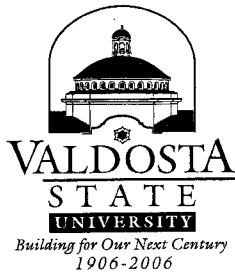
description changed to read ...indigenous cultures, such as... . (pages 335-345).

8. New course, Philosophy (PHIL) 3540, "Ecology and World Religions", (ECOLOGY AND WORLD RELIGIONS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2009 with the description changed to read ...indigenous cultures, such as... . (pages 346-356).
9. New course, Philosophy (PHIL) 3650, "Mysticism and Social Justice", (MYSTICISM AND SOCIAL JUSTICE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2009 with the description changed to read ...contexts that gave... . (pages 357-365).
10. New course, Religious Studies (REL) 3650, "Mysticism and Social Justice", (MYSTICISM AND SOCIAL JUSTICE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2009 with the description changed to read ...contexts that gave... . (pages 366-374).
11. New course, Religious Studies (REL) 3640, "Alternative Religions of the World", (ALT RELIGIONS OF WORLD – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2009. (pages 375-380).
12. New course, Religious Studies (REL) 3630, "Native American Women", (NATIVE AM WM – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2009 with the description changed to read ...PHIL 3630. An examination...spirituality, and ethics. The...cultures, such as Alaskan,... . (pages 381-386).
13. New course, Philosophy (PHIL) 3630, "Native American Women", (NATIVE AM WM – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2009 with the description changed to read ...PHIL 3630. An examination...spirituality, and ethics. The...cultures, such as Alaskan,... . (pages 387-392).
14. New course, Religious Studies (REL) 3620, "Post-Colonization Issues in Indigenous Cultures", (POST-COL ISSUES IN INDIG CUL – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2009 with the description changed to read ...spirituality, ethics, and a range of... . (pages 393-398).
15. New course, Philosophy (PHIL) 3620, "Post-Colonization Issues in Indigenous Cultures", (POST-COL ISSUES IN INDIG CUL – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2009 with the description changed to read ...spirituality, ethics, and a range of... . (pages 399-404).
16. Revised course description, Mathematics (MATH) 3161, "Mathematics for Early Childhood Teachers I", (MATH FOR EARLY CHILDHOOD I – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2009. (pages 405-408).
17. Revised course description, Political Science (POLS) 4203, "American Constitutional Law III", (AMER CONSTITUTIONAL LAW III – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2009. (pages 409-412).
18. Revised course description, Political Science (POLS) 4202, "American Constitutional Law II", (AMER CONSTITUTIONAL LAW II – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2009 with the description changed to read ...relationship among the national... . (pages 413-416).
19. Revised course description, Political Science (POLS) 4200, "American Constitutional Law I", (AMER CONSTITUTIONAL LAW I – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2009. (pages 417-420).
20. Revised curriculum for the BS in Physics was approved effective Fall Semester 2009. (pages 421-423).
21. Revised curriculum for the BS in Astronomy was approved effective Fall Semester 2009. (pages 424-426).
22. Revised curriculum for the BS in Environmental Geosciences – Geography Track was approved effective Fall Semester 2009. (pages 427-429).
23. Revised minor name for the minor in Environmental Geosciences to Geography was approved effective Fall Semester 2009. (pages 430-431).
24. Revised course description for PHYS 2211K – WITHDRAWN (pages 432-435).

25. Revised course description and credit hours, Physics (PHYS) 3100, "Optics", (OPTICS – 4 credit hours, 3 lecture hours, 2 lab hours, and 5 contact hours), was approved effective Fall Semester 2009 with the description changed to read ...resonance, and quantum... . (pages 436-439).
26. Revised course description and credit hours, Physics (PHYS) 5100, "Optics", (OPTICS – 4 credit hours, 3 lecture hours, 2 lab hours, and 5 contact hours), was approved effective Fall Semester 2009 with the description changed to read ...resonance, and quantum...project that involves applying... . (pages 440-443).
27. Revised course description, Physics (PHYS) 3820, "Computational Physics", (COMPUTATIONAL PHYSICS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2009 with the description changed to read ...1340. Formulation of... . (pages 444-447).
28. Revised course credit hours, Astronomy (ASTR) 4101, "Observational Techniques I", (OBSERVATIONAL TECHNIQUES I - 4 credit hours, 3 lecture hours, 2 lab hours, and 5 contact hours), was approved effective Fall Semester 2009. (pages 448-450).
29. Deactivation of ENGL 2000 was noted.

Respectfully submitted,

Stanley Jones  
Interim Registrar



RECEIVED  
MAR 23 2009  
OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

March 2, 2009

University Academic Committee  
Valdosta State University

Dear Committee :

The following courses in the current College of Nursing Curriculum will need to be deactivated beginning fall semester, 2009, pending approval of the new courses submitted for the March, 2009 meeting:

NURS 3100	Pharmacology
NURS 3100K	Applied Pharmacology and Medication Administration
NURS 3110	Basic Concepts of Holistic Nursing Care
NURS 3130	Self and Others
NURS 3211	Health Promotion of Adults
NURS 3220	Community as Client
NURS 3221	Health Promotion of Growing Families

All other courses, as currently listed in the undergraduate curriculum, will remain active in the fall. Requests for additional course deactivation will be submitted as students complete matriculation of the current curriculum.

If there are questions, please do not hesitate to contact me at [ahufft@valdosta.edu](mailto:ahufft@valdosta.edu). Thank you very much.

Sincerely,

Anita G. Hufft, PhD.  
Dean & Professor

**Office of the Dean • College of Nursing**

**Location** S. Walter Martin Hall • **Address** 1300 N. Patterson St. • Valdosta, GA 31698-0130  
**Phone** 229.333.5959 • **Fax** 229.333.7300 • **Web** [www.valdosta.edu/nursing](http://www.valdosta.edu/nursing)

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MAR 05 2009

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

College of Nursing  
Valdosta State University  
Valdosta, GA 31698  
Telephone: 229-333-5959

**MEMORANDUM:**

**To:** Dr. Karla Hull  
Dean of the Graduate School

**From:** Anita G. Hufft *AG Hufft*  
Dean and Professor of Nursing

**Subject:** Deactivation of NUTR Courses

The College of Nursing requests immediate deactivation of the following NUTR (Nutrition) courses:

- NUTR 5250 Special Topics in Nutrition
- NUTR 5900 Culture, Food, and Health
- NUTR 5910 Botanical and Complementary Healing Practices
- NUTR 5990 End-of-Life Nurturing
- NUTR 6000 Advanced Nutritional Therapy
- NUTR 6900 Life Cycle Nutrition
- NUTR 6950 Community Nutrition and Health
- NUTR 7070 Nutrition for Physical Activity

There is no current graduate nursing nutrition major or minor, and these courses have not been offered in the past five years.

**RECEIVED**

MAR 30 2009

OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

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

Date of Submission: 2/20/2009(mm/dd/yyyy)

Department Initiating Request: HISTORY

Faculty Member Requesting: Dr. Dixie Ray Haggard

Proposed New Course Prefix & Number: HIST 4295  
(See Course Description Abbreviations in the Catalog for approved prefixes.)

Proposed New Course Title: Environmental History

Proposed New Course Title Abbreviation: Environmental History  
(For student transcript, limit to 30 characters and spaces)

Semester/Term/Year to be Effective: Fall 2009

Estimated Frequency of Course Offering: Once every 2 years

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

**\*\*\*If this new course is to be included in the curriculum, be sure to initiate a Curriculum Change Form.\*\*\***

Total Contact Hours: 3.0

Lecture Hours: 3.0

Lab Hours:

Credit Hours: 3.0

Proposed Course Description: (box expands indefinitely)

Overview of environmental history with particular emphasis on North America. The course will examine human impact on the environment from the earliest times to the present as well as the development of conservation policies and the environmental movement.

**Justification:** *Select one or more of the following to indicate why the requested new course will be beneficial and give justification. Please include or append relevant supporting data.*

(box expands indefinitely)

Improving student learning outcomes:

Adopting current best practice(s) in field: Environmental history is becoming a major new field of study within our discipline with a growing list of monographs, textbooks, and relevant journals. The University of Georgia, for example, has a course on Environmental History.

Meeting mandates of state/federal/outside accrediting agencies:

Other: This new course will support the proposed new minor in Environmental Studies.

Plans for assessing proposed course: (box expands indefinitely)

Student assessments will include exams, papers, and instructor questioning during class discussions.

\*\*\* ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.

Approvals: (Print out for signatures & dates)

Dept. Head(s) <u>PTT Nigro</u>	Date <u>2/20/09</u>
Dean(s)/Director(s) <u>Lonnie Richards</u>	Date <u>3/13/09</u>
College Exec. Comm. _____	Date _____
Graduate Exec. Comm. _____	Date _____
Academic Comm. _____	Date _____

Indicate How Course will be Taught: Face to Face

*If course is online:*

Does proposed new course alter the percentage of the degree program available online? No

As a result of this new course, how much of the program will now be available online? less than 25%

**\*If more than 25%, notify SACS Liaison and Asst. Director for Distance Learning.**



**SYLLABUS FOR HISTORY 4295/6295**  
**Environmental History**  
**SPRING 20\_\_**

**INSTRUCTOR:** Dixie Ray Haggard

**TELEPHONE:** 333-5947

**OFFICE HOURS:** Wednesday 3:30 to 4:30; Tuesday and Thursday 12:30 to 1:30; or by appointment

**OFFICE:** 201 Ashley Hall

**EMAIL:** drhaggard@valdosta.edu

**REQUIRED TEXTS:**

1. Cronon, William. *Changes in the Land: Indians, Colonists, and the Ecology of New England*. New York: Hill and Wang, 1983.
2. Hurley, Andrew. *Environmental Inequalities: Class, Race, and Industrial Pollutions in Gary Indiana, 1945-1980*. Chapel Hill: University of North Carolina Press, 1995.
3. Silver, Timothy. *A New Face on the Countryside: Indians, Colonists, and Slaves in South Atlantic Forests, 1500-1800*. New York: Cambridge University Press, 1990.
4. Steinberg, Ted. *Down to Earth: Nature's Role in American History*, 2<sup>nd</sup> edition. New York: Oxford University Press, 2009.
5. White, Richard. *Roots of Dependency: Subsistence, Environment, and Social Change among the Choctaws, Pawnees, and Navajos*. Lincoln: University of Nebraska Press, 1988.
6. Worster, Donald. *Dust Bowl: The Southern Plains in the 1930s*. New York: Oxford University Press, 2004.
7. Worster, Donald. *Under Western Skies: Nature and History in the American West*. New York: Oxford University Press, 1992.

**OPTIONAL TEXTS:**

1. Benjamin, Jules R. *A Student's Guide to History*, 10<sup>th</sup> ed. Boston: Bedford/St. Martin's Press, 2007.

**PURPOSE OF THE COURSE:**

HIST 4295/6295 is an overview of environmental history with particular emphasis on North America. This course will examine human impact on the environment from the earliest times to the present as well as the development of conservation policies and the environmental movement. Environmental history argues that history is about more than just "human things" like politics or war or racial conflicts. History has also been shaped by the intimate relationship between the human and nonhuman worlds. Plants, animals, microorganisms, climate, geography, and so forth have all influenced human culture. People have affected nature as well. Meanwhile, humans have thought, spoken, and written about the natural world, and their relationship to it, in philosophy, religion, art, science and politics, to name only the major venues. This course is designed to develop a distinct understanding, awareness, and appreciation of leading themes, concepts, and factual information concerning issues that shaped the environmental history of America since the last Ice Age and how that history has impacted human culture, society, economy, military affairs, and politics. It will examine the development and implementation of the United States' conservation and environmental policy as well as the evolution of the environmental movement. It also focuses on developing the individual student's ability to evaluate and assess multiple interpretations of historical events and how those interpretations can change over time. The course will help the student to analyze historical events and sources of historical information to understand the major movements in the Environmental history of America. Emphasis will be placed on dispelling historical stereotypes, developing an understanding of the complexities of American Environmental history. The methodologies used for this course will include social, cultural, economic, political, and military history.

**SPECIFIC OBJECTIVES:**

1. The student will acquire a broad knowledge of American history sufficient to form a basic picture of the past, enough understanding of the historical process to be able to gather more knowledge when appropriate, and a sense of historical perspective. Additionally, the student will be introduced to some of the methodological approaches used to research and write American history. [This objective will be accomplished through exams, directed classroom discussion, out of class writing assignments, and out of class reading assignments for undergraduate students and directed classroom discussion, out of class writing

- assignments, and out of class reading assignments for graduate students. This objective meets Valdosta State University General Education outcomes #1, #2, #4, #6, and #7. This objective meets History Department Undergraduate Selected Educational Outcomes #1, #2, #3, and #4 and Graduate Selected Educational Outcomes #1, #2, #3, #4, and #5.] {Additionally, this objective meets Valdosta State University Honors Program Objectives # 1, #2, #4, #5, #6, and #7.}
2. The student will demonstrate an understanding of the contributions of various racial, ethnic, religious, and political groups to the development of American society and develop an awareness of the role cultural interaction played in shaping the U. S. [This objective will be accomplished through exams, directed classroom discussion, out of class writing assignments, and out of class reading assignments for undergraduate students and directed classroom discussion, out of class writing assignments, and out of class reading assignments for graduate students. This objective meets Valdosta State University General Education outcomes #1, #2, #4, #6, and #7. This objective meets History Department Selected Educational Outcomes #1, #2, #3, and #4 and Graduate Selected Educational Outcomes #1, #2, #3, #4, and #5.] {Additionally, this objective meets Valdosta State University Honors Program Objectives # 1, #2, #4, #5, #6, and #7.}
  3. The student will demonstrate basic cultural literacy and be able to read and think critically and analytically. [This objective will be accomplished through exams, directed classroom discussion, out of class writing assignments, and out of class reading assignments for undergraduate students and directed classroom discussion, out of class writing assignments, and out of class reading assignments for graduate students. This objective meets Valdosta State University General Education outcomes #1, #2, #4, #6, and #7. This objective meets History Department Selected Educational Outcomes #1, #2, #3, and #4 and Graduate Selected Educational Outcomes #1, #2, #3, #4, and #5.] {Additionally, this objective meets Valdosta State University Honors Program Objectives # 1, #2, #4, #5, #6, and #7.}
  4. The student will improve their reading, writing, and study skills. [This objective will be accomplished through exams, directed classroom discussion, out of class writing assignments, and out of class reading assignments for undergraduate students and directed classroom discussion, out of class writing assignments, and out of class reading assignments for graduate students. This objective meets Valdosta State University General Education outcomes #4, and #7. This objective meets History Department Selected Educational Outcomes #1, #2, #3, and #4 and Graduate Selected Educational Outcomes #1, #2, #3, #4, and #5.] {Additionally, this objective meets Valdosta State University Honors Program Objectives # 1, #2, #4, #5, #6, and #7.}

#### **OUTLINES AND HANDOUTS:**

At the beginning of the semester, students are given a calendar for when reading assignments are expected to be completed. These **deadlines** are the **very last** dates for which the assignments should be read so that the student will be able to actively participate in discussions. Other useful information is handed out in class from time to time. Students should make the most of the calendar, lecture outlines, and handouts; they are clear indication of what the instructor considers important and what the students might expect to find on upcoming tests.

#### **FINAL GRADE**

The final grade will consist of a midterm exam and a comprehensive final exam given on the dates found in the accompanying calendar, a research paper, two review articles (averaged together as one grade), and a participation grade. Each of the five parts of the grade will have the same value in computing the final average for the semester. The exams will be graded on scale of 0 to 100 points. Additionally, a ten point bonus will be included on each exam. Please bring one or two blank, "blue" essay books from the book store as well as a blue or black ink pen. Each article review will be graded on a scale of 0 to 100. Each article reviewed **must** be a source used in the Research Paper. Seventy-five percent of the grade on this paper will be based on the final product, and the other twenty-five percent will be based on the quality of the Proposal, Bibliography, Student Presentation, and Outline due on the assigned dates found in the calendar. The participation grade will be based upon the level the student actively participates in classroom discussion. Therefore, it is highly recommended that the student come to class with the day's reading grade completed and assimilated so that the student can discuss the subject matter. Attendance will factor into this grade. After missing one day (regardless of the reason) students will lose 15 points off their final grade for each day missed (regardless of the reason) after the first.

**\*Regardless of average, the student must complete all assignments for the class in order to receive a passing grade.**

### GRADUATE STUDENT GRADE:

Graduate students will be expected to complete all of the same reading and article review assignments as the undergraduates. The graduate research paper will be 20 to 25 pages in length. Graduate students will also be expected to complete three additional reading assignments to be discussed in separate meetings with the instructor, complete one book review, and make one class presentation based on the additional reading assignments. **Graduate students will not take the exams.** Graduate student participation is expected to be more consistent and in-depth than the participation of the average undergraduate.

### GRADUATE STUDENT BOOK REVIEW

The goal of this assignment is to produce a thorough written review of a scholarly book used in the graduate research paper. This book review must be typed in a 12 pt. font, double spaced with 1" margins. It must be between a minimum of one and a half pages and a maximum of two pages (500 to 750 words) with a separate title page. It must include a discussion of the book's thesis, methodology, organization, and place in the historiography of the subject matter. It should also include your assessment of the work. It will be due at the beginning of class **Tuesday, April 7**. The review must be turned in to the instructor in person. No review will be accepted after the deadline. Failure to turn in the review will result in the student failing the course.

### ARTICLE REVIEWS

The goal of these assignments is to produce a thorough written review of a scholarly article used in your research paper. This article review must be typed in a 12 pt. font, double spaced with 1" margins. It must be between a minimum of one and half pages and a maximum of two pages (500 to 750 words) with a separate title page. This review article must be a source used in your research paper. It must include a discussion of the article's thesis, methodology, organization, and place in the historiography of the subject matter. It should also include your assessment of the work. The reviews will respectively be due at the beginning of class **Tuesday, February 17** and **Tuesday, March 24**. All of the reviews must be turned in to the instructor in person. No review will be accepted after the deadline. Failure to turn in either review will result in the student failing the course.

### RESEARCH PAPER

The topic for the research paper must be pertinent to the subject matter of the course. This research paper must be typed in a 12 pt. font, double spaced with 1" margins, contain footnotes, and an annotated bibliography. It must be between a minimum of twelve pages and a maximum of fourteen pages with a separate title page. The subject matter to be used on this assignment must be related to the subject matter of the course and fall within the time frame established for this course. Most of the paper must be paraphrased or a discussion of factual information, not a listing of quotations. Any information that is not derived from your own deductions or analysis must be cited. You must use the Chicago Manual or Turabian style for your citations and your bibliography. (Your bibliography does not count in your total number of pages for this assignment.) For a guide to the correct citation and bibliographic style to be used, see Mary Lynn Rampolla, *A Pocket Guide to Writing in History*. **All assignments associated with the research paper including the final paper itself must have separate title pages.**

Your grade will be based on your ability to address the assignment, the extent of your use of a *variety of sources* (primary and secondary), the effectiveness of your citation methods, and the overall organization of your argument. Included in the grade for this paper will be the Proposal (**due Tuesday, February 10**) for the paper, an Annotated Bibliography (**due Tuesday, March 3**) for the paper, and a detailed Preliminary Outline (**due Tuesday, March 31**) that demonstrates the direction of the paper and illustrates where and how primary and secondary sources will be used in the final paper. Any failure to follow directions will cause a significant deduction of points from your essay. There will be a deduction of 10 points for every weekday the assignment is late. All work must be handed in to the instructor personally. The assignment is due **Tuesday, April 21 at the beginning of class.**

The Proposal must be at least two pages in length and conform to the margin and font constraints for the Research Paper as should all the assignments associated with the Research Paper. It should discuss the topic to be examined, the methodology to be used in the paper, the anticipated sources to be used in the paper, a brief initial Bibliography at the end which does not count in the total number of pages for the proposal, and a proposed schedule for when research and writing will be done on the paper.

The Annotated Bibliography should be broken up into Primary and Secondary Source sections with Primary Sources being listed in alphabetical order according to author or editor. The Primary Source section should be divided into Unpublished and Published sections with the Unpublished Section listed first. The Secondary Source

section should be divided into a Journal Article and Essay section and a Book section with the Journal Article and Essay section listed first. All of which should be listed in alphabetical order according to the author or editor of the work. Your first Annotated Bibliography is a separate document from the final Annotated Bibliography that accompanies the final paper.

The Title Page will have the title of the paper, the student's name, the instructor's last name, the name of the course, and the date the paper is actually turned into the instructor. All pages on the paper and associated assignments should be numbered and should have the student's last name in the upper right hand corner. The paper and associated assignments should be stapled together by the student or in an appropriate folder when turned in to the instructor. The Proposal, the initial Annotated Bibliography, and the Outline with markings and suggestions from the instructor must be turned in with the final Research Paper and the final Annotated Bibliography. Finally, an electronic version of this paper must be given to the instructor. This will be used to run electronic searches to validate the authenticity of the work. Cheating is absolutely unacceptable and will result in a grade of "0" on the work in question, a failing grade for the course, and possibly other sanctions decided at the instructor's discretion. Any student not completely clear on the consequences of cheating is advised to consult the student handbook. All of the assignments associated with the research paper, including the paper itself, must be turned into the instructor in person. None of the assignments associated with the research paper, including the paper itself, will be accepted after the posted deadlines. Failure to turn in any of the assignments associated with the research paper, including the paper itself, will result in the student failing the course.

#### GRADING SCALE AND ASSIGNMENT PERCENTAGE

A) 90-100	FINAL EXAM 20%
B) 80-89	MIDTERM 20%
C) 70-79	RESEARCH PAPER 20%
D) 60-69	PARTICIPATION 20%
F) 0-59	ARTICLE 20%

#### TESTS

Each test will contain short answer and essay questions. In answering questions, students need to be accurate, specific, and complete; vague, imprecise, and poorly expressed answers are no more acceptable in history than they are in mathematics or the laboratory. (Nor, for that matter, will they compute any better in terms of grades.)

The study of history involves more than learning a collection of facts -- people, events, etc. They are only the "who's: and "what's." Students must also learn to explain the "how's" and "why's" of history. This requires recognition of "cause and effect" relationships -- an understanding that each link in the chain of history is the result of what went before and in turn influences that which follows. (Such is the nature of essay questions!) Any student who hopes to be successful in this course must learn to distinguish between simple "fact" and long-range "significance."

If a student misses a test for what the instructor considers a valid reason, a substitute test will be given at the earliest convenience for the instructor. All make-up tests will consist of two essay questions worth 50 points each. **Because students who take their exams later than the scheduled one have the added bonus of extra preparation time, compensation for that on the substitute test will consist of more difficult questions, the expectation of a near perfect answer, and harder grading.** For an excuse to be considered valid, the instructor must receive notice prior to the time that the test is given or within 3 days of the originally scheduled test. The instructor will then decide whether or not the excuse is valid. Only cases of extreme emergency will be considered valid. If there is no valid reason for missing the test, the student will receive a grade of "0" on it. Cheating is absolutely unacceptable and will result in a grade of "0" on the work in question. Any student not completely clear on the subject of cheating is advised to consult the student handbook.

#### ATTENDANCE

In a history course where great blocks of time and material are covered through discussion, regular class attendance is essential for success. *(Please keep in mind that attendance still factors into your participation grade. So any day missed will detract from that portion of your grade.)* **Based on VSU policy, any student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course.** Therefore, any student that misses more than six days, regardless of the reason, could fail the class. Any student asked by the instructor to leave a class before the class is officially over will be considered absent. Students are

individually responsible for all material covered in class (including handouts), whether they are in attendance or not. *With the exception of handouts, the instructor will not provide absentees with notes on lectures missed or videos shown during the students' absence. Notes on class activities can be acquired from other students in attendance.*

#### DISABILITIES

Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in room 1115 Nevins Hall. The phone numbers are 245-2498 (voice) and 219-1348 (tty).

#### SOME FRIENDLY ADVICE

This is your class, so make the best use of it! Ask questions -- before, during, and after class -- or you may come to the end of the course as uneducated as you were at the beginning. Education is, of course, a two-way street. At least half the responsibility is yours. You must come to class, read, and study. You must pay attention to what you are doing. One of the most important parts of getting an education is learning to distinguish between the important and the trivial. Above all, you must learn to think, and you must do it. Finally, relax! At the very least, history is a good story filled with interesting people; it is much better than any novel or soap opera could ever be. At its best by showing you the way we were, history will help explain how we got to be the way we are now.

\* The instructor retains the right to change or revise this syllabus and/or the calendar at his discretion.

\*\* Any student with special needs regarding their ability to participate successfully in the course should see the instructor as soon as possible.

#### CALENDAR FOR HISTORY HAGGARD SPRING 2009

- 1) T. Jan. 13      **Introduction and Guns, Germs, and Steel**
- 2) T. Jan. 20      **Rethinking History in the Age of Ecology, and the Myth of the Ecological Indian**  
**Readings:** 1) Ted Steinberg, *Down to Earth*, Prologue, "Rock and History," pp. 3-7, and Chapter 1, "Wilderness Under Fire," pp. 11-21; Cronon, William. *Changes in the Land: Indians, Colonists, and the Ecology of New England*, all.  
**Electronic Reserve:** 2) Donald Worster, "Paths Across the Levee," from *The Wealth of Nature: Environmental History and the Ecological Imagination* (Oxford University Press, 1993), pp. 16-29; 3) Shepard Krech III, *The Ecological Indian: Myth and History* (New York: W.W. Norton, 1999), pp.101-22.
- 3) T. Jan. 27      **Errand into the Wilderness: Europeans and the "New World," and the Ecology of "Virgin Soil"**  
**Readings:** 1) Ted Steinberg, *Down to Earth*, Chapter 2, "A Truly New World," pp. 21-38; White, Richard. *Roots of Dependency*, Part I, *The Choctaw*.  
**Electronic Reserve:** 2) Roderick Nash, "A Wilderness Condition," from *Wilderness and the American Mind* 4<sup>th</sup> ed., (Yale University Press, 2001), pp. 23-43; 3) Alfred Crosby, "Conquistador y Pestilencia," from *The Columbian Exchange: Biological and Cultural Consequences of 1492* (Greenwood, CT: Westport Press, 1972), pp. 35-59.
- 4) T. Feb. 3      **A World of Fields and Fences: Nature and Colonists**  
**Readings:** 1) Ted Steinberg, *Down to Earth*, Chapter 3, "Reflections from a Woodlot," pp. 39-54; 2) Timothy Silver, *A New Face on the Countryside: Indians, Colonists, and Slaves in South Atlantic Forests 1500-1800* (Cambridge University Press, 1990), entire.
- 5) T. Feb. 10      **Marketing Nature: Capitalism, the Industrial Revolution, and Making Nature into a Thing**  
**Readings:** 1) Ted Steinberg, *Down to Earth*, Chapters 4 and 5, "A World of Commodities" and "King Climate in Dixie," pp. 55-88; White, Richard. *Roots of Dependency: Part II, The*

*Pawnees.*

**Electronic Journal:** 2) Mart Stewart, "Rice, Water and Power: Landscapes of Domination and Resistance in the Lowcountry, 1790-1880," *Environmental History Review* 15 (Autumn 1991): 47-64.

- 6) T. Feb. 17 **War Upon the Land: Nature in the Civil War and After**  
**Readings:** 1) Ted Steinberg, *Down to Earth*, Chapters 6 and 7, "The Great Food Fight" and "Extracting the New South," pp. 89-115  
**Electronic Journal:** Mark Hersey, "Hints and Suggestions to Farmers: George Washington Carver and Rural Conservation in the South," *Environmental History* 11 (April 2006): 239-268.
- 7) T. Feb. 24 **Extraction: Turning Timber, Grain, and Topsoil into Economic Empire**  
**Readings:** 1) Ted Steinberg, *Down to Earth*, Chapter 8, "The Unforgiving West," pp. 116-35; Don Worster, *Under Western Skies*, Chapters 1-6.  
**Electronic Reserve:** 2) William Cronon, "Annihilating Space: Meat," from *Nature's Metropolis: Chicago and the Great West* (New York: W.W. Norton, 1991), pp. 207-259.
- 8) T. March 3 **The Greatest Good for the Greatest Number: The Rise of "Conservation" and "Preservation"**  
**Readings:** 1) Ted Steinberg, *Down to Earth*, Chapter 9, "Conservation Reconsidered," pp. 136-154; Don Worster, *Under Western Skies*, Chapters 7-11.  
**Electronic Reserve:** 2) Roderick Nash, "Hetch Hetchy," from *Wilderness and the American Mind*, pp. 161-181.  
**Electronic Journal:** 3) Adam Rome, "Nature Wars, Culture Wars: Immigration and Environmental Reform in the Progressive Era," *Environmental History* (July 2008).
- Th. March 5 **MID-TERM FINAL DAY TO WITHDRAW**
- 9) T. March 10 **The Urban Jungles: Environmental Health and Nature in the City**  
**Reading:** 1) Ted Steinberg, *Down to Earth*, Chapter 10, "Death of the Organic City," pp. 155-174.  
**Electronic Journal:** 2) Robert Gottlieb, "Reconstructing Environmentalism: Complex Movements, Diverse Roots," *Environmental History Review* 17 (Winter 1993): 1-19; 3) Joel Tarr, "Searching for a 'Sink' for an Industrial Waste," *Environmental History Review* 18 (Spring 1994): 9-43.
- March 16-20 **SPRING BREAK**
- 10) T. March 24 **Extraction Redux: Industrialized Farming and Its Discontents**  
**Readings:** 1) Ted Steinberg, *Down to Earth*, Chapters 11 and 12, "Moveable Feast" and "The Secret History of Meat," pp. 175-205; 2) White, Richard. *Roots of Dependency*, Part III, *The Navajos*; 3) Donald Worster, *Dust Bowl: The Southern Plains in the 1930s* (Oxford University Press, 1979), entire.
- 11) T. March 31 **Consuming Nature: Suburban Sprawl, the Automobile, and the Middle-Class Life**  
**Readings:** 1) Ted Steinberg, *Down to Earth*, Chapters 13 and 14, "America in Black and Green" and "Throwaway Society," pp. 206-225.  
**Electronic Reserve:** Edward Abbey, "Polemic: Industrial Tourism and the National Parks," from *Desert Solitaire: A Season in the Wilderness* (New York: Ballantine, 1968), pp. 45-67.
- 12) T. April 7 **Green Sun Rising: The Rise of Postwar Environmentalism**  
**Readings:** 1) Ted Steinberg, *Down to Earth*, Chapter 15, "Shades of Green," pp. 239-61.

**Electronic Reserve:** 2) Aldo Leopold, "The Land Ethic," from *A Sand County Almanac and Sketches Here and There* (Oxford University Press, 1949), pp. 201-26, available at [http://www.luminary.us/leopold/land\\_ethic.html](http://www.luminary.us/leopold/land_ethic.html); 3) Rachel Carson, "The Human Price" and "Through a Narrow Window," in *Silent Spring* (Boston: Houghton Mifflin, 1962), pp. 187-216; 4) Brian Allen Drake, "The Silent Spring and the Poisoned Well: Water Fluoridation, Conservatism, and Environmentalism after World War II," unpublished manuscript, entire; 5) Adam Rome, "Open Space: The First Protests against the Bulldozed Landscape," from *The Bulldozer in the Countryside: Suburban Sprawl and the Rise of American Environmentalism* (Cambridge University Press, 2001), pp. 119-52.

- 13) T. April 14 **Wilderness Forever: The Wilderness Act, and the Great Dam Battles and National Park Controversies of the 1950s and 60s**  
**Electronic Journals:** 1) "The Wilderness Act of 1964," available from <http://www.wilderness.net/index.cfm?fuse=NWPS&sec=legisact>; 2) Roderick Nash, "Decisions for Permanence," from *Wilderness and the American Mind*, pp. 200-237; 3) William Cronon, "The Trouble with Wilderness, Or, Getting Back to the Wrong Nature," *Environmental History* 1 (January 1996): 7-28; 4) Donald Worster, "The Wilderness of History," *Wild Earth* 7 (Fall 1997): 9-13.
- 14) T. April 21 **Green Government, Environmental Justice, and Social Justice: The Birth of the Environmental State and the Postwar Urban Environment**  
**Readings:** Andrew Hurley, *Environmental Inequalities: Class, Race, and Industrial Pollution in Gary, Indiana 1945-80* (University of North Carolina Press, 1995), entire.  
**Electronic Readings:** 1) Richard Nixon's *State of the Union* address, January 20, 1970, available at <http://teachingamericanhistory.org/library/index.asp?document=1387>; 2) *The National Environmental Policy Act of 1969*, available at <http://www.nepa.gov/nepa/regs/nepa/nepaeqia.htm>;
- 15) T. April 28 **The Anti-Environmental Backlash, and Wither the Future?**  
**Readings:** 1) Ted Steinberg, *Down to Earth*, Chapter 16, "In Corporations We Trust," pp. 262-81.  
**Electronic Reserve:** Jennifer Price, "Looking for Nature at the Mall: A Field Guide to the Nature Company" from William Cronon, ed., *Uncommon Ground: Rethinking the Human Place in Nature* (New York: W.W. Norton, 1996), pp. 186-203.
- 16) Th. May 7 **FINAL EXAM 10:15-11:15 (Bring Blue/Black Ink Pen and a Blue Exam Booklet)**

Request for a New Course  
Valdosta State University

**RECEIVED**

MAR 18 2009

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

Date of Submission: 2/20/2009(mm/dd/yyyy)

Department Initiating Request: HISTORY

Faculty Member Requesting: Dr. Dixie Ray Haggard

Proposed New Course Prefix & Number: HIST 6295

(See Course Description Abbreviations in the Catalog for approved prefixes.)

Proposed New Course Title: Environmental History

Proposed New Course Title Abbreviation: Environmental History

(For student transcript, limit to 30 characters and spaces)

**RECEIVED**

Semester/Term/Year to be Effective: Fall 2009

MAR 30 2009

Estimated Frequency of Course Offering: Once every 2 years

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

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VALDOSTA STATE UNIVERSITY

**\*\*\*If this new course is to be included in the curriculum, be sure to initiate a Curriculum Change Form.\*\*\***

Total Contact Hours: 3.0

Lecture Hours: 3.0

Lab Hours:

Credit Hours: 3.0

Proposed Course Description: (box expands indefinitely)

Overview of environmental history with particular emphasis on North America. The course will examine human impact on the environment from the earliest times to the present as well as the development of conservation policies and the environmental movement.



**Justification:** *Select one or more of the following to indicate why the requested new course will be beneficial and give justification. Please include or append relevant supporting data.*

(box expands indefinitely)

Improving student learning outcomes:

Adopting current best practice(s) in field: Environmental history is becoming a major new field of study within our discipline with a growing list of monographs, textbooks, and relevant journals. The University of Georgia, for example, has a course on Environmental History.

Meeting mandates of state/federal/outside accrediting agencies:

Other: This new course will support the proposed new minor in Environmental Studies.

Plans for assessing proposed course: (box expands indefinitely)

Student assessments will include exams, papers, and instructor questioning during class discussions.

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\*\*\* ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.

Approvals: (Print out for signatures & dates)

Dept. Head(s)	<u>[Signature]</u>	Date	<u>2/20/09</u>
Dean(s)/Director(s)	<u>[Signature]</u>	Date	<u>3/13/09</u>
College Exec. Comm.	_____	Date	_____
Graduate Exec. Comm.	_____	Date	_____
Academic Comm.	_____	Date	_____

Indicate How Course will be Taught: Face to Face

If course is online:

Does proposed new course alter the percentage of the degree program available online? No

As a result of this new course, how much of the program will now be available online? less than 25%

\*If more than 25%, notify SACS Liaison and Asst. Director for Distance Learning.

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MAR 30 2009

## SYLLABUS FOR HISTORY 4295/6295

Environmental History  
SPRING 20\_\_

OFFICE OF THE REGISTRAR  
VIRGINIA STATE UNIVERSITY  
INSTRUCTOR: Dixie Ray Haggard  
TELEPHONE: 593-3944  
OFFICE HOURS: Wednesday 3:30 to 4:30; Tuesday and Thursday 12:30 to 1:30; or by appointment

OFFICE: 201 Ashley Hall  
EMAIL: drhaggard@valdosta.edu

## REQUIRED TEXTS:

1. Cronon, William. *Changes in the Land: Indians, Colonists, and the Ecology of New England*. New York: Hill and Wang, 1983.
2. Hurley, Andrew. *Environmental Inequalities: Class, Race, and Industrial Pollutions in Gary Indiana, 1945-1980*. Chapel Hill: University of North Carolina Press, 1995.
3. Silver, Timothy. *A New Face on the Countryside: Indians, Colonists, and Slaves in South Atlantic Forests, 1500-1800*. New York: Cambridge University Press, 1990.
4. Steinberg, Ted. *Down to Earth: Nature's Role in American History*, 2<sup>nd</sup> edition. New York: Oxford University Press, 2009.
5. White, Richard. *Roots of Dependency: Subsistence, Environment, and Social Change among the Choctaws, Pawnees, and Navajos*. Lincoln: University of Nebraska Press, 1988.
6. Worster, Donald. *Dust Bowl: The Southern Plains in the 1930s*. New York: Oxford University Press, 2004.
7. Worster, Donald. *Under Western Skies: Nature and History in the American West*. New York: Oxford University Press, 1992.

## OPTIONAL TEXTS:

1. Benjamin, Jules R. *A Student's Guide to History*, 10<sup>th</sup> ed. Boston: Bedford/St. Martin's Press, 2007.

## PURPOSE OF THE COURSE:

HIST 4295/6295 is an overview of environmental history with particular emphasis on North America. This course will examine human impact on the environment from the earliest times to the present as well as the development of conservation policies and the environmental movement. Environmental history argues that history is about more than just "human things" like politics or war or racial conflicts. History has also been shaped by the intimate relationship between the human and nonhuman worlds. Plants, animals, microorganisms, climate, geography, and so forth have all influenced human culture. People have affected nature as well. Meanwhile, humans have thought, spoken, and written about the natural world, and their relationship to it, in philosophy, religion, art, science and politics, to name only the major venues. This course is designed to develop a distinct understanding, awareness, and appreciation of leading themes, concepts, and factual information concerning issues that shaped the environmental history of America since the last Ice Age and how that history has impacted human culture, society, economy, military affairs, and politics. It will examine the development and implementation of the United States' conservation and environmental policy as well as the evolution of the environmental movement. It also focuses on developing the individual student's ability to evaluate and assess multiple interpretations of historical events and how those interpretations can change over time. The course will help the student to analyze historical events and sources of historical information to understand the major movements in the Environmental history of America. Emphasis will be placed on dispelling historical stereotypes, developing an understanding of the complexities of American Environmental history. The methodologies used for this course will include social, cultural, economic, political, and military history.

## SPECIFIC OBJECTIVES:

1. The student will acquire a broad knowledge of American history sufficient to form a basic picture of the past, enough understanding of the historical process to be able to gather more knowledge when appropriate, and a sense of historical perspective. Additionally, the student will be introduced to some of the methodological approaches used to research and write American history. [This objective will be accomplished through exams, directed classroom discussion, out of class writing assignments, and out of class reading assignments for undergraduate students and directed classroom discussion, out of class writing

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- assignments, and out of class reading assignments for graduate students. This objective meets Valdosta State University General Education outcomes #1, #2, #4, #6, and #7. This objective meets History Department Undergraduate Selected Educational Outcomes #1, #2, #3, and #4 and Graduate Selected Educational Outcomes #1, #2, #3, #4, and #5.] {Additionally, this objective meets Valdosta State University Honors Program Objectives # 1, #2, #4, #5, #6, and #7.}
2. The student will demonstrate an understanding of the contributions of various racial, ethnic, religious, and political groups to the development of American society and develop an awareness of the role cultural interactions played in shaping the U. S. [This objective will be accomplished through exams, directed classroom discussion, out of class writing assignments, and out of class reading assignments for undergraduate students and directed classroom discussion, out of class writing assignments, and out of class reading assignments for graduate students. This objective meets Valdosta State University General Education outcomes #1, #2, #4, #6, and #7. This objective meets History Department Selected Educational Outcomes #1, #2, #3, and #4 and Graduate Selected Educational Outcomes #1, #2, #3, #4, and #5.] {Additionally, this objective meets Valdosta State University Honors Program Objectives # 1, #2, #4, #5, #6, and #7.}
  3. The student will demonstrate basic cultural literacy and be able to read and think critically and analytically. [This objective will be accomplished through exams, directed classroom discussion, out of class writing assignments, and out of class reading assignments for undergraduate students and directed classroom discussion, out of class writing assignments, and out of class reading assignments for graduate students. This objective meets Valdosta State University General Education outcomes #1, #2, #4, #6, and #7. This objective meets History Department Selected Educational Outcomes #1, #2, #3, and #4 and Graduate Selected Educational Outcomes #1, #2, #3, #4, and #5.] {Additionally, this objective meets Valdosta State University Honors Program Objectives # 1, #2, #4, #5, #6, and #7.}
  4. The student will improve their reading, writing, and study skills. [This objective will be accomplished through exams, directed classroom discussion, out of class writing assignments, and out of class reading assignments for undergraduate students and directed classroom discussion, out of class writing assignments, and out of class reading assignments for graduate students. This objective meets Valdosta State University General Education outcomes #4, and #7. This objective meets History Department Selected Educational Outcomes #1, #2, #3, and #4 and Graduate Selected Educational Outcomes #1, #2, #3, #4, and #5.] {Additionally, this objective meets Valdosta State University Honors Program Objectives # 1, #2, #4, #5, #6, and #7.}

#### OUTLINES AND HANDOUTS:

At the beginning of the semester, students are given a calendar for when reading assignments are expected to be completed. These **deadlines** are the **very last** dates for which the assignments should be read so that the student will be able to actively participate in discussions. Other useful information is handed out in class from time to time. Students should make the most of the calendar, lecture outlines, and handouts; they are clear indication of what the instructor considers important and what the students might expect to find on upcoming tests.

#### FINAL GRADE

The final grade will consist of a midterm exam and a comprehensive final exam given on the dates found in the accompanying calendar, a research paper, two review articles (averaged together as one grade), and a participation grade. Each of the five parts of the grade will have the same value in computing the final average for the semester. The exams will be graded on scale of 0 to 100 points. Additionally, a ten point bonus will be included on each exam. Please bring one or two blank, "blue" essay books from the book store as well as a blue or black ink pen. Each article review will be graded on a scale of 0 to 100. Each article reviewed **must** be a source used in the Research Paper. Seventy-five percent of the grade on this paper will be based on the final product, and the other twenty-five percent will be based on the quality of the Proposal, Bibliography, Student Presentation, and Outline due on the assigned dates found in the calendar. The participation grade will be based upon the level the student actively participates in classroom discussion. Therefore, it is highly recommended that the student come to class with the day's reading completed and assimilated so that the student can discuss the subject matter. Attendance will factor into this grade. After missing one day (regardless of the reason) students will lose 15 points off their final grade for each day missed (regardless of the reason) after the first.

**\*Regardless of average, the student must complete all assignments for the class in order to receive a passing grade.**

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**GRADUATE STUDENT GRADE:**

Graduate students will be expected to complete all of the same reading and article review assignments as the undergraduates. The graduate research paper will be 20 to 25 pages in length. Graduate students will also be expected to complete three additional reading assignments to be discussed in separate meetings with the instructor, complete one book review, and make one class presentation based on the additional reading assignments. **Graduate students will not take the exams.** Graduate student participation is expected to be more consistent and in depth than the participation of the average undergraduate.

**GRADUATE STUDENT BOOK REVIEW**

The goal of this assignment is to produce a thorough written review of a scholarly book used in the graduate research paper. This book review must be typed in a 12 pt. font, double spaced with 1" margins. It must be between a minimum of one and a half pages and a maximum of two pages (500 to 750 words) with a separate title page. It must include a discussion of the book's thesis, methodology, organization, and place in the historiography of the subject matter. It should also include your assessment of the work. It will be due at the beginning of class **Tuesday, April 7**. The review must be turned in to the instructor in person. No review will be accepted after the deadline. Failure to turn in the review will result in the student failing the course.

**ARTICLE REVIEWS**

The goal of these assignments is to produce a thorough written review of a scholarly article used in your research paper. This article review must be typed in a 12 pt. font, double spaced with 1" margins. It must be between a minimum of one and half pages and a maximum of two pages (500 to 750 words) with a separate title page. This review article must be a source used in your research paper. It must include a discussion of the article's thesis, methodology, organization, and place in the historiography of the subject matter. It should also include your assessment of the work. The reviews will respectively be due at the beginning of class **Tuesday, February 17** and **Tuesday, March 24**. All of the reviews must be turned in to the instructor in person. No review will be accepted after the deadline. Failure to turn in either review will result in the student failing the course.

**RESEARCH PAPER**

The topic for the research paper must be pertinent to the subject matter of the course. This research paper must be typed in a 12 pt. font, double spaced with 1" margins, contain footnotes, and an annotated bibliography. It must be between a minimum of twelve pages and a maximum of fourteen pages with a separate title page. The subject matter to be used on this assignment must be related to the subject matter of the course and fall within the time frame established for this course. Most of the paper must be paraphrased or a discussion of factual information, not a listing of quotations. Any information that is not derived from your own deductions or analysis must be cited. You must use the Chicago Manual or Turabian style for your citations and your bibliography. (Your bibliography does not count in your total number of pages for this assignment.) For a guide to the correct citation and bibliographic style to be used, see Mary Lynn Rampolla, *A Pocket Guide to Writing in History*. **All assignments associated with the research paper including the final paper itself must have separate title pages.**

Your grade will be based on your ability to address the assignment, the extent of your use of a *variety of sources* (primary and secondary), the effectiveness of your citation methods, and the overall organization of your argument. Included in the grade for this paper will be the Proposal (**due Tuesday, February 10**) for the paper, an Annotated Bibliography (**due Tuesday, March 3**) for the paper, and a detailed Preliminary Outline (**due Tuesday, March 31**) that demonstrates the direction of the paper and illustrates where and how primary and secondary sources will be used in the final paper. Any failure to follow directions will cause a significant deduction of points from your essay. There will be a deduction of 10 points for every weekday the assignment is late. All work must be handed in to the instructor personally. The assignment is due **Tuesday, April 21 at the beginning of class**.

The Proposal must be at least two pages in length and conform to the margin and font constraints for the Research Paper as should all the assignments associated with the Research Paper. It should discuss the topic to be examined, the methodology to be used in the paper, the anticipated sources to be used in the paper, a brief initial Bibliography at the end which does not count in the total number of pages for the proposal, and a proposed schedule for when research and writing will be done on the paper.

The Annotated Bibliography should be broken up into Primary and Secondary Source sections with Primary Sources being listed in alphabetical order according to author or editor. The Primary Source section should be divided into Unpublished and Published sections with the Unpublished Section listed first. The Secondary Source

section should be divided into a Journal Article and Essay section and a Book section with the Journal Article and Essay section listed first. All of which should be listed in alphabetical order according to the author or editor of the work. Your first Annotated Bibliography is a separate document from the final Annotated Bibliography that accompanies the final paper.

The Title Page will have the title of the paper, the student's name, the instructor's last name, the name of the course, and the date the paper is actually turned into the instructor. All pages on the paper and associated assignments should be numbered and should have the student's last name in the upper right hand corner. The paper and associated assignments should be stapled together by the student or in an appropriate folder when turned in to the instructor. The Proposal, the initial Annotated Bibliography, and the Outline with markings and suggestions from the instructor must be turned in with the final Research Paper and the final Annotated Bibliography. Finally, an electronic version of this paper must be given to the instructor. This will be used to run electronic searches to validate the authenticity of the work. Cheating is absolutely unacceptable and will result in a grade of "0" on the work in question, a failing grade for the course, and possibly other sanctions decided at the instructor's discretion. Any student not completely clear on the consequences of cheating is advised to consult the student handbook. All of the assignments associated with the research paper, including the paper itself, must be turned into the instructor in person. None of the assignments associated with the research paper, including the paper itself, will be accepted after the posted deadlines. Failure to turn in any of the assignments associated with the research paper, including the paper itself, will result in the student failing the course.

#### GRADING SCALE AND ASSIGNMENT PERCENTAGE

A) 90-100	FINAL EXAM 20%
B) 80-89	MIDTERM 20%
C) 70-79	RESEARCH PAPER 20%
D) 60-69	PARTICIPATION 20%
F) 0-59	ARTICLE 20%

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#### TESTS

Each test will contain short answer and essay questions. In answering questions, students need to be accurate, specific, and complete; vague, imprecise, and poorly expressed answers are no more acceptable in history than they are in mathematics or the laboratory. (Nor, for that matter, will they compute any better in terms of grades.)

The study of history involves more than learning a collection of facts -- people, events, etc. They are only the "who's" and "what's." Students must also learn to explain the "how's" and "why's" of history. This requires recognition of "cause and effect" relationships -- an understanding that each link in the chain of history is the result of what went before and in turn influences that which follows. (Such is the nature of essay questions!) Any student who hopes to be successful in this course must learn to distinguish between simple "fact" and long-range "significance."

If a student misses a test for what the instructor considers a valid reason, a substitute test will be given at the earliest convenience for the instructor. All make-up tests will consist of two essay questions worth 50 points each. **Because students who take their exams later than the scheduled one have the added bonus of extra preparation time, compensation for that on the substitute test will consist of more difficult questions, the expectation of a near perfect answer, and harder grading.** For an excuse to be considered valid, the instructor must receive notice prior to the time that the test is given or within 3 days of the originally scheduled test. The instructor will then decide whether or not the excuse is valid. Only cases of extreme emergency will be considered valid. If there is no valid reason for missing the test, the student will receive a grade of "0" on it. Cheating is absolutely unacceptable and will result in a grade of "0" on the work in question. Any student not completely clear on the subject of cheating is advised to consult the student handbook.

#### ATTENDANCE

In a history course where great blocks of time and material are covered through discussion, regular class attendance is essential for success. *(Please keep in mind that attendance still factors into your participation grade. So any day missed will detract from that portion of your grade.)* Based on VSU policy, any student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course. Therefore, any student that misses more than six days, regardless of the reason, could fail the class. Any student asked by the instructor to leave a class before the class is officially over will be considered absent. Students are

individually responsible for all material covered in class (including handouts), whether they are in attendance or not. *With the exception of handouts, the instructor will not provide absentees with notes on lectures missed or videos shown during the students' absence. Notes on class activities can be acquired from other students in attendance.*

#### DISABILITIES

Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in room 1115 Nevins Hall. The phone numbers are 245-2498 (voicc) and 219-1348 (tty).

#### SOME FRIENDLY ADVICE

This is your class, so make the best use of it! Ask questions -- before, during, and after class -- or you may come to the end of the course as uneducated as you were at the beginning. Education is, of course, a two-way street. At least half the responsibility is yours. You must come to class, read, and study. You must pay attention to what you are doing. One of the most important parts of getting an education is learning to distinguish between the important and the trivial. Above all, you must learn to think, and you must do it. Finally, relax! At the very least, history is a good story filled with interesting people; it is much better than any novel or soap opera could ever be. At its best by showing you the way we were, history will help explain how we got to be the way we are now.

\* The instructor retains the right to change or revise this syllabus and/or the calendar at his discretion.

\*\* Any student with special needs regarding their ability to participate successfully in the course should see the instructor as soon as possible.

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#### CALENDAR FOR HISTORY HAGGARD SPRING 2009

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- 1) T. Jan. 13     **Introduction and Guns, Germs, and Steel**
- 2) T. Jan. 20     **Rethinking History in the Age of Ecology, and the Myth of the Ecological Indian**  
**Readings:** 1) Ted Steinberg, *Down to Earth*, Prologue, "Rock and History," pp. 3-7, and Chapter 1, "Wilderness Under Fire," pp. 11-21; Cronon, William. *Changes in the Land: Indians, Colonists, and the Ecology of New England*, all.  
**Electronic Reserve:** 2)) Donald Worster, "Paths Across the Levee," from *The Wealth of Nature: Environmental History and the Ecological Imagination* (Oxford University Press, 1993), pp. 16-29; 3) Shepard Krech III, *The Ecological Indian: Myth and History* (New York: W.W. Norton, 1999), pp.101-22.
- 3) T. Jan. 27     **Errand into the Wilderness: Europeans and the "New World," and the Ecology of "Virgin Soil"**  
**Readings:** 1) Ted Steinberg, *Down to Earth*, Chapter 2, "A Truly New World," pp. 21-38; White, Richard. *Roots of Dependency*, Part I, *The Choctaw*.  
**Electronic Reserve:** 2) Roderick Nash, "A Wilderness Condition," from *Wilderness and the American Mind* 4<sup>th</sup> ed., (Yale University Press, 2001), pp. 23-43; 3) Alfred Crosby, "Conquistador y Pestilencia," from *The Columbian Exchange: Biological and Cultural Consequences of 1492* (Greenwood, CT: Westport Press, 1972), pp. 35-59.
- 4) T. Feb. 3     **A World of Fields and Fences: Nature and Colonists**  
**Readings:** 1) Ted Steinberg, *Down to Earth*, Chapter 3, "Reflections from a Woodlot," pp. 39-54; 2) Timothy Silver, *A New Face on the Countryside: Indians, Colonists, and Slaves in South Atlantic Forests 1500-1800* (Cambridge University Press, 1990), entire.
- 5) T. Feb. 10     **Marketing Nature: Capitalism, the Industrial Revolution, and Making Nature into a Thing**  
**Readings:** 1) Ted Steinberg, *Down to Earth*, Chapters 4 and 5, "A World of Commodities" and "King Climate in Dixie," pp. 55-88; White, Richard. *Roots of Dependency: Part II, The*

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**Electronic Journal:** 2) Mart Stewart, "Rice, Water and Power: Landscapes of Domination and Resistance in the Lowcountry, 1790-1880," *Environmental History Review* 15 (Autumn 1991): 47-64.

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- 6) T. Feb. 17 **War Upon the Land: Nature in the Civil War and After**  
**Readings:** 1) Ted Steinberg, *Down to Earth*, Chapters 6 and 7, "The Great Food Fight" and "Extracting the New South," pp. 89-115  
**Electronic Journal:** Mark Hersey, "Hints and Suggestions to Farmers: George Washington Carver and Rural Conservation in the South," *Environmental History* 11 (April 2006): 239-268.
- 7) T. Feb. 24 **Extraction: Turning Timber, Grain, and Topsoil into Economic Empire**  
**Readings:** 1) Ted Steinberg, *Down to Earth*, Chapter 8, "The Unforgiving West," pp. 116-35; Don Worster, *Under Western Skies*, Chapters 1-6.  
**Electronic Reserve:** 2) William Cronon, "Annihilating Space: Meat," from *Nature's Metropolis: Chicago and the Great West* (New York: W.W. Norton, 1991), pp. 207-259.
- 8) T. March 3 **The Greatest Good for the Greatest Number: The Rise of "Conservation" and "Preservation"**  
**Readings:** 1) Ted Steinberg, *Down to Earth*, Chapter 9, "Conservation Reconsidered," pp. 136-154; Don Worster, *Under Western Skies*, Chapters 7-11.  
**Electronic Reserve:** 2) Roderick Nash, "Hetch Hetchy," from *Wilderness and the American Mind*, pp. 161-181.  
**Electronic Journal:** 3) Adam Rome, "Nature Wars, Culture Wars: Immigration and Environmental Reform in the Progressive Era," *Environmental History* (July 2008).
- Th. March 5 **MID-TERM FINAL DAY TO WITHDRAW**
- 9) T. March 10 **The Urban Jungles: Environmental Health and Nature in the City**  
**Reading:** 1) Ted Steinberg, *Down to Earth*, Chapter 10, "Death of the Organic City," pp. 155-174.  
**Electronic Journal:** 2) Robert Gottlieb, "Reconstructing Environmentalism: Complex Movements, Diverse Roots," *Environmental History Review* 17 (Winter 1993): 1-19;  
 3) Joel Tarr, "Searching for a 'Sink' for an Industrial Waste," *Environmental History Review* 18 (Spring 1994): 9-43.
- March 16-20 **SPRING BREAK**
- 10) T. March 24 **Extraction Redux: Industrialized Farming and Its Discontents**  
**Readings:** 1) Ted Steinberg, *Down to Earth*, Chapters 11 and 12, "Moveable Feast" and "The Secret History of Meat," pp. 175-205; 2) White, Richard. *Roots of Dependency*, Part III, *The Navajos*; 3) Donald Worster, *Dust Bowl: The Southern Plains in the 1930s* (Oxford University Press, 1979), entire.
- 11) T. March 31 **Consuming Nature: Suburban Sprawl, the Automobile, and the Middle-Class Life**  
**Readings:** 1) Ted Steinberg, *Down to Earth*, Chapters 13 and 14, "America in Black and Green" and "Throwaway Society," pp. 206-225.  
**Electronic Reserve:** Edward Abbey, "Polemic: Industrial Tourism and the National Parks," from *Desert Solitaire: A Season in the Wilderness* (New York: Ballantine, 1968), pp. 45-67.
- 12) T. April 7 **Green Sun Rising: The Rise of Postwar Environmentalism**  
**Readings:** 1) Ted Steinberg, *Down to Earth*, Chapter 15, "Shades of Green," pp. 239-61.



- Electronic Reserve:** 2) Aldo Leopold, "The Land Ethic," from *A Sand County Almanac and Sketches Here and There* (Oxford University Press, 1949), pp. 201-26, available at [http://www.luminary.us/leopold/land\\_ethic.html](http://www.luminary.us/leopold/land_ethic.html); 3) Rachel Carson, "The Human Price" and "Through a Narrow Window," in *Silent Spring* (Boston: Houghton Mifflin, 1962), pp. 187-216; 4) Brian Allen Drake, "The Silent Spring and the Poisoned Well: Water Fluoridation, Conservatism, and Environmentalism after World War II," unpublished manuscript, entire; 5) Adam Rome, "Open Space: The First Protests against the Bulldozed Landscape," from *The Bulldozer in the Countryside: Suburban Sprawl and the Rise of American Environmentalism* (Cambridge University Press, 2001), pp. 119-52.
- 13) T. April 14 **Wilderness Forever: The Wilderness Act, and the Great Dam Battles and National Park Controversies of the 1950s and 60s**  
**Electronic Journals:** 1) "The Wilderness Act of 1964," available from <http://www.wilderness.net/index.cfm?fuse=NWPS&sec=legisact>; 2) Roderick Nash, "Decisions for Permanence," from *Wilderness and the American Mind*, pp. 200-237; 3) William Cronon, "The Trouble with Wilderness, Or, Getting Back to the Wrong Nature," *Environmental History* 1 (January 1996): 7-28; 4) Donald Worster, "The Wilderness of History," *Wild Earth* 7 (Fall 1997): 9-13.
- 14) T. April 21 **Green Government, Environmental Justice, and Social Justice: The Birth of the Environmental State and the Postwar Urban Environment**  
**Readings:** Andrew Hurley, *Environmental Inequalities: Class, Race, and Industrial Pollution in Gary, Indiana 1945-80* (University of North Carolina Press, 1995), entire.  
**Electronic Readings:** 1) Richard Nixon's *State of the Union* address, January 20, 1970, available at <http://teachingamericanhistory.org/library/index.asp?document=1387>; 2) *The National Environmental Policy Act of 1969*, available at <http://www.nepa.gov/nepa/regs/nepa/nepaeqia.htm>;
- 15) T. April 28 **The Anti-Environmental Backlash, and Wither the Future?**  
**Readings:** 1) Ted Steinberg, *Down to Earth*, Chapter 16, "In Corporations We Trust," pp. 262-81.  
**Electronic Reserve:** Jennifer Price, "Looking for Nature at the Mall: A Field Guide to the Nature Company" from William Cronon, ed., *Uncommon Ground: Rethinking the Human Place in Nature* (New York: W.W. Norton, 1996), pp. 186-203.
- 16) Th. May 7 **FINAL EXAM 10:15-11:15 (Bring Blue/Black Ink Pen and a Blue Exam Booklet)**

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## Request for Curriculum Change Valdosta State University

Choose area of change:

(Please click grey area below for drop box)

Senior Curriculum    Other Curriculum (Specify):

Current Catalog page number: 169

Proposed effective date for Curriculum Change: August 2009 (Month/Year)

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

Present Requirements:

Senior College Curriculum .....	60 hours
Courses required for the Major .....	39 hours
POLS 3100 .....	3 hours
Either POLS 4100 or POLS 4900 .....	3 hours
Political Science courses numbered 3000 or above (exclusive of 4900) .....	24 hours
At least three of eight upper division courses for the major must be 4000-level courses.	
MATH 2620 or ACED 2400 .....	3 hours
ENGL 3030 .....	3 hours
ART 1100, COMM 1100, MUSC 1100, or PHIL 2010 .....	3 hours
Minor and/or Elective Courses .....	21 hours
Must include at least 6 hours of courses numbered 3000 or above in a single discipline outside of Political Science	

Proposed Requirements (Show changes in **BOLD**):

Senior College Curriculum ..... 60 hours  
 Courses required for the Major .....39 hours  
     POLS 3100 ..... 3 hours  
     POLS 4100 ..... 3 hours  
     ENG 3030 ..... 3 hours  
     PHIL 3130 or PHIL 4120 or PHIL 4220 ..... 3 hours

Political Science Courses.....27 hours.  
12 hours must be in one Concentration Area.

Concentration Area: Select 4 courses in one of the subfields listed below:

American Government:

POLS 3200, POLS 3210, POLS 3220, POLS 3230, POLS 3270, POLS 3280, POLS 3290,  
 POLS 4210, POLS 4270, POLS 4820

Comparative Politics:

POLS 3300, POLS 4300, POLS 4310, POLS 4320, POLS 4330, POLS 4340, POLS 4350,  
 POLS 4360, POLS 4370, POLS 4390, POLS 4450, POLS 4830

International Relations:

POLS 3400, POLS 4300, POLS 4400, POLS 4410, POLS 4410, POLS 4420, POLS 4430,  
 POLS 4440, POLS 4700, POLS 4840

Public Law:

POLS 3240, POLS 3250, POLS 3260, POLS 4200, POLS 4202, POLS 4203, POLS 4220,  
 POLS 4230, POLS 4240, POLS 4250, POLS 4260, POLS 4700

Minor and/or Elective Courses.....21 hours

Must include at least 6 hours of courses numbered 3000 or above in a single discipline outside of Political Science

**Justification:**

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

(text boxes are expandable)

Improving student learning outcomes: Students will gain a greater depth of knowledge in one subfield of political science while still being introduced to the breadth of the discipline. They will also understand their own values systems in relation to other values systems.

Adopting current best practice(s) in field: The Department of Political Science Undergraduate Curriculum Committee examined the course catalogues of 30 political science departments in Georgia and around the country, including our 10 benchmark institutions and some flag ship schools. Common themes were revealed among degree programs: (1) VSU is largely consistent with other political science departments in terms of lower division courses offered (2) VSU is not following current best practices in terms of upper division courses. Most of the political science departments examined require all students to complete a capstone course or senior seminar, and most require students to take a concentration of courses in one or more of the subfields of political science. The proposed changes will bring the VSU political science major closer to best practices in the field.

Meeting mandates of state/federal/outside accrediting agencies:

Other:

#### Plan for Assessing Proposed Change:

This curriculum change will be assessed at the next Program Review in one year, and then again after two years.

**Approvals:**

Department Head: James K. Peterson Date: 3/11/09

Dean(s)/Director(s): Lonnie Richard Date: 3/13/09

College Exec. Committee: \_\_\_\_\_ Date: \_\_\_\_\_

Grad. Exec. Committee: \_\_\_\_\_ Date: \_\_\_\_\_

Academic Committee: \_\_\_\_\_ Date: \_\_\_\_\_

Program offered: Off Campus

*If the program is to be offered off campus:*

Where will the course be offered?

Does VSU already offer courses at this site? Yes

**For VSU's SACS Liaison (Office of Strategic Research and Analysis)**

	Yes	No
Does proposed change require notification of a substantive change to SACS? (if no, stop here)	<input type="checkbox"/>	<input type="checkbox"/>
If yes; Has the department proposing the change submitted the required information to you?	<input type="checkbox"/>	<input type="checkbox"/>
Does proposed effective date meet SACS notification requirements?	<input type="checkbox"/>	<input type="checkbox"/>
Has the VPAA been notified?	<input type="checkbox"/>	<input type="checkbox"/>
SACS Liaison: _____ Date: _____		

Request for a New Course  
Valdosta State University

Date of Submission: 03/04/2009(mm/dd/yyyy)

Department Initiating Request: Political Science

Faculty Member Requesting: Jim Peterson

Proposed New Course Prefix & Number: POLS 4450  
(See Course Description Abbreviations in the Catalog for approved prefixes.)

Proposed New Course Title: Comparative Environmental Politics and Policy

Proposed New Course Title Abbreviation: comp envir polit and policy  
(For student transcript, limit to 30 characters and spaces)

Semester/Term/Year to be Effective: Fall 2009

Estimated Frequency of Course Offering: every other year

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

**\*\*\*If this new course is to be included in the curriculum, be sure to initiate a Curriculum Change Form.\*\*\***

Total Contact Hours: 3

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (box expands indefinitely)

A comparative examination of environmental movements, parties, and policies in selected countries and regions of the world. The course will also focus on cross-national forces such as non-governmental actors and international regimes.

**Justification:** *Select one or more of the following to indicate why the requested new course will be beneficial and give justification. Please include or append relevant supporting data.*  
(box expands indefinitely)

Improving student learning outcomes: The course will enable students to meet Departmental Degree Outcome # 2. "Political Science majors will demonstrate through both oral and written work that they are skilled in inquiry, logical reasoning, and critical analysis, thereby enabling arguments, synthesis of facts and information, and presenting logical arguments leading to creative solutions to problems."

Adopting current best practice(s) in field:

Meeting mandates of state/federal/outside accrediting agencies:

Other:

Plans for assessing proposed course: (box expands indefinitely)

During the course students will use critical analysis to write both a comparative research paper on environmental policies in two countries and an analytical paper on an international regime. They will also synthesize information about a wide variety of environmental challenges in order to understand more fully the policies that evolve in various parts of the world. In addition, they will use critical analysis and information synthesis as they plan careers that may have a policy impact in the global setting.

\*\*\* ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.

Approvals: (Print out for signatures & dates)

Dept. Head(s) <u>James N. Peterson</u>	Date <u>3/4/09</u>
Dean(s)/Director(s) <u>Connie Richards</u>	Date <u>3/13/09</u>
College Exec. Comm. _____	Date _____
Graduate Exec. Comm. _____	Date _____
Academic Comm. _____	Date _____

Indicate How Course will be Taught: Face to Face

*If course is online:*

Does proposed new course alter the percentage of the degree program available online? No

As a result of this new course, how much of the program will now be available online? less than 25%

**\*If more than 25%, notify SACS Liaison and Asst. Director for Distance Learning.**



## DEPARTMENT OF POLITICAL SCIENCE, VALDOSTA STATE UNIVERSITY

POLS 4450

Professor Michael Baun, West Hall 247

Office Hours: MTWR 11:00-12:00

West Hall 305

Phone: 333-5771

### COMPARATIVE ENVIRONMENTAL POLITICS AND POLICY

This course has two components. The first half is a comparative examination of environmental movements, parties, and policies in selected countries and regions of the world. The second half looks at environmental politics in the cross-national context, including an examination of major governmental and nongovernmental actors and case studies of international regimes in key issue areas.

#### Grades

Grades for the course will be determined by two brief research papers/reports and a final examination. Each of the two papers should be 5-8 pages in length (typed, double-spaced). Findings from the research for these papers are to be reported in class on a designated day. For each paper, students must use (and cite!) at least five sources other than the course text books. These can include books, academic journal articles, government documents, web sites, and newspaper and magazine articles. Please, however, try to minimize the use of magazine sources such as Time and Newsweek. Each paper is worth 30% of the final course grade.

For the **first paper**, students will be required to select a country other than the United States and to briefly evaluate the development and status of that country's environmental policies and/or politics. Students should then compare the findings with patterns in the United States. The results of this research are to be presented in class, on a day designated by the instructor. Presentations should last only about ten minutes to allow time for discussion. The final papers are due later.

For the **second paper**, students will be required to select an international environmental regime or issue area (ie., global warming) and briefly evaluate its development and politics. The results of this research are to be presented in class, on a day designated by the instructor. Once again, presentations should take only about ten minutes. The final papers are due later.

The **final exam** will be comprehensive. It will consist of identifications of key terms and short essay questions, and will be worth 40% of the final course grade. As a matter of policy makeup exams are not permitted, except under exceptional circumstances.

## **Grading Scale:**

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

Class attendance is required, and absences will be tolerated only under extraordinary circumstances. If you find it necessary to miss a class, please discuss the reasons for this with the instructor. Frequent unexplained absences could be penalized by a reduction in the student's grade or failure.

Withdrawals after the midterm date are permitted for nonacademic reasons only. Incompletes will be given only for reasons of extreme personal or physical emergency.

Students requiring classroom accommodations or modifications because of a documented disability should discuss this need with the instructor at the beginning of the quarter. Students not registered with the Access Office must contact them in Farber Hall at 245-2498 (V/VP) and 219-1348.

## **Course Outcomes and Assessment**

The course will enable students to meet Departmental Degree Outcome #2. "Political Science majors will demonstrate through both oral and written work that they are skilled in inquiry, logical reasoning, and critical analysis, thereby enabling arguments, synthesis of facts and information, and presenting logical arguments leading to creative solutions to problems." During the course students will use critical analysis to write research papers on environmental policy within one country and on an international regime. They will also synthesize information about a wide variety of environmental challenges in order to understand more fully the policies that evolve in various parts of the world. In addition, they will use critical analysis and information synthesis as they plan careers that may have a policy impact in the global setting.

The course will also support VSU General Education Outcomes # 1 (Students will demonstrate understanding of the society of the United States and its ideals), # 2 (Students will demonstrate cross-cultural perspectives and knowledge of other societies), # 6 (Students will demonstrate knowledge of diverse cultural heritages in the arts, the humanities, and the social sciences), and # 8 (Students will demonstrate knowledge of principles of ethics and their employment in the analysis and resolution of moral problems).

## **Books and Readings**

Readings for this course will be taken from the following books, both of which can be purchased at the VSU Campus Bookstore:

Sheldon Kamieniecki, ed., Environmental Politics in the International Arena, SUNY Press, most recent.

Gareth Porter and Janet Welsh Brown, Global Environmental Politics, Second Edition, Westview Press, most recent.

Additional readings will be provided to students as in-class handouts.

This syllabus provides only a provisional plan for the course. Changes in the syllabus may be necessary during the quarter.

## **Discussion Topics and Reading Assignments**

Introductory Session.

The Emergence of Environmental Politics  
Kamieniecki, 1-18

A New Cultural Paradigm?  
Kamieniecki, 21-39 (Milbrath)

### **I. Comparative Environmental Movements**

Western Europe  
Kamieniecki, 41-68 (Dalton)

Western Europe (cont.)

The United States  
Switzer, 3-35 (handout)

The United States (cont.)

The Developing World  
Kamieniecki, 69-89 (Taylor, et al)

The Developing World (cont.)

## II. Green Parties

Green Parties in Western Europe  
Kamieniecki, 93-112 (Kitschelt)

Green Parties in Western Europe (cont.)

Green Parties in Scandinavia and Germany  
Kamienicki, 113-128 (Lester/Loftsson)

Green Parties in Scandinavia and Germany (cont.)

## III. Comparative Environmental Policy

The European Union  
Kamieniecki, 181-197 (Vogel)

The European Union (cont.)

The United States  
Switzer, 51-72

Reading Day. No Class.

The United States (cont.)

Eastern Europe and CIS  
Kamieniecki, 199-221 (Jancar-Webster)

Eastern Europe and CIS (cont.)

Latin America  
Kamienicki, 223-238 (Sanderson)

Latin America (cont.)

Asia  
Kamieniecki, 239-255 (Schubert)

Asia (cont.)  
First paper due!

#### **IV. International Environmental Politics**

Global Trends and Issues  
Porter/Brown, 1-13

Theoretical Concepts and Approaches  
Porter/Brown, 13-22

New Ways of Thinking?

Porter/Brown, 22-30

#### **V. Key Actors**

Nation-States  
Porter/Brown, 31-41

International Organizations  
Porter/Brown, 41-50  
Kamieniecki, 145-164 (Young)

International Organizations (cont.)

Nongovernmental Organizations  
Porter/Brown, 50-59  
Kamieniecki, 131-143 (McCormick)

Nongovernmental Organizations (cont.)

Corporations  
Porter/Brown, 59-66

#### **VI. International Regimes**

International Law and Regimes  
Kamieniecki, 165-178 (Wenner)

Air Pollution  
Porter/Brown, 67-72

Reading Day. No Class

Reading Day. No Class

Ozone depletion  
Porter/Brown, 72-77

Whaling/Trade in Ivory  
Porter/Brown, 77-84

Toxic Waste/The Antarctic  
Porter/Brown, 84-92

Global Warming  
Porter/Brown, 92-96

Biodiversity  
Porter/Brown, 96-100

Desertification  
Porter/Brown, 101-106

## **V. International Political Economy of the Environment**

North-South Issues  
Porter/Brown, 107-129 and 141-144

North-South Issues (cont.)

Trade and the Environment  
Porter/Brown, 129-141 and 144-145

Trade and the Environment (cont.)  
Second Papers due!

Future Issues and problems  
Porter/Brown, 147-165

Future Issues and Problems (cont.)  
Porter/Brown, 165-177

Future Issues and Problems (cont.)  
Kamieniecki, 257-274 (Rosenau)

**Final Exam**

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

Date of Submission: 2/11/2009(mm/dd/yyyy)

Department Initiating Request: Political Science

Faculty Member Requesting: Jim Peterson

Proposed New Course Prefix & Number: POLS 4901

(See Course Description Abbreviations in the Catalog for approved prefixes.)

Proposed New Course Title: Model UN Internship

Proposed New Course Title Abbreviation: Model UN Internship

(For student transcript, limit to 30 characters and spaces)

Semester/Term/Year to be Effective: Fall 2009

Estimated Frequency of Course Offering: once per year

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

**\*\*\*If this new course is to be included in the curriculum, be sure to initiate a Curriculum Change Form.\*\*\***

Total Contact Hours: 3

Lecture Hours: 0

Lab Hours: 3

Credit Hours: 3

Proposed Course Description: (box expands indefinitely)

Prerequisite: POLS 4440. Graded "Satisfactory" or "Unsatisfactory." Supervised study of the U.N., including all aspects of organizing a Model U.N. conference on campus, and participating in the National Model U.N. Conference. The course may be repeated for credit, but the student must use any additional hours above three as electives in his/her political science degree program.

**Justification:** *Select one or more of the following to indicate why the requested new course will be beneficial and give justification. Please include or append relevant supporting data.*

(box expands indefinitely)

Improving student learning outcomes: This course will strengthen skills in inquiry, logical reasoning, critical analysis, and oral arguments.

Adopting current best practice(s) in field:

Meeting mandates of state/federal/outside accrediting agencies:

Other:

Plans for assessing proposed course: (box expands indefinitely)

Assessment will be based on effective participation in the National Model UN Conference and successful organization of a Model UN conference held on campus.



\*\*\* ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.

Approvals: (Print out for signatures & dates)

Dept. Head(s) James L. Peterson Date 3/9/09

Dean(s)/Director(s) Connie Richards Date 3/13/09

College Exec. Comm. \_\_\_\_\_ Date \_\_\_\_\_

Graduate Exec. Comm. \_\_\_\_\_ Date \_\_\_\_\_

Academic Comm. \_\_\_\_\_ Date \_\_\_\_\_

Indicate How Course will be Taught: Online

*If course is online:*

Does proposed new course alter the percentage of the degree program available online? Yes

As a result of this new course, how much of the program will now be available online? less than 25%

**\*If more than 25%, notify SACS Liaison and Asst. Director for Distance Learning.**

**POS 4901**  
**Model United Nations Internship**  
**Tues. & Thurs. 3:30-4:45 p.m.**

Dr. Carol M. Glen  
240 West Hall  
Phone: 333-5771  
Email: [cmglen@valdosta.edu](mailto:cmglen@valdosta.edu)  
Web: [www.valdosta.edu/~cmglen](http://www.valdosta.edu/~cmglen)

Office Hours:  
Tues. & Thurs: 2-3:30pm  
*Or by appointment*

Required Texts

There is no required text for this course; you will conduct your own research from a variety of sources.

Course Description and Student Responsibilities

The purpose of this internship is (1) to give students experience in organizing and running Valdosta State University Model United Nations Conference (VSUMUN) (2) to give students the opportunity to participate in the National Model United Nations Conference to be held in New York City, **April 5-12, 2009**. Grading for this course will be on a satisfactory/unsatisfactory basis. Students must receive a satisfactory grade in all of the four components of this class in order to receive an overall satisfactory course grade.

**I. VSUMUN**

Each student is required to help organize and run VSUMUN, which will be held on **March 6, 2009**. This will include, but is not limited to, contacting high schools, chairing sessions, copying resolutions, organizing parking, food and accommodations, and receiving fees. Although particular students will be given responsibility for some of these tasks *everyone in the class will be held responsible for ensuring that this is a successful conference*. (VSU General Education Outcome # 3 & 4, POLS Education Outcomes # 2)

**II. National Model United Nations Conference/Research Paper**

Each student is required to meet the following objectives:

- (1) become completely familiar with your designated country;
- (2) authentically replicate the policy positions of your designated country;
- (3) become completely familiar with the committee on which you are presented and the topics to be discussed
- (3) function effectively as a team member before and during NMUN including:
  - (a) the correct application of rules of procedure
  - (b) the effective use of negotiating and caucusing skills

- (c) the effective use of public speaking skills
- (d) preparation of position papers and UN resolutions using the correct format and language.

**Position papers are due February 17, 2009.**

- (e) informed and active participation in class practice sessions and in the NMUN Conference

*Fee Payment:* The cost of the trip to NMUN is still to be determined, however it is likely to be in the range of \$250-\$300. It is imperative that all payments are made by the designated deadlines. Anyone who fails to make payments when they are required may be prevented from attending the conference. Details of additional fees will be discussed in class.

Students who do not participate in NMUN will write a 6-8 page research paper (double spaced, 12 point Times New Roman font) on a current issue concerning Venezuela and the UN and present this paper to the class. They will also provide research assistance for those who will be attending NMUN. Papers are due on **March 26, 2009** and presentations will take place on or after that date. You do not have to write a position paper. (VSU Education Outcomes # 2, 3, 4, 6, & 7, POLS Education Outcomes # 2, 3 & 4).

### **III. Resolutions**

Each student who is attending NMUN is required to write 3 resolutions on your committee topics (one for each topic). Each should be 1 ½ to 2 pages in length, in the correct format, and thoroughly researched. The resolutions are due no later than **March 26, 2009**. (VSU General Education Outcomes # 3, 4, 6 & 7, POLS Education Outcomes 2, 3 & 4).

### **IV. Attendance/Participation**

Students are expected to attend all classes on time, and stay for their duration. Students are also expected to attend all out of class meetings, unless absence is approved by the instructor. Since delegates to NMUN will largely function independently, it is essential that each delegate obtain a clear understanding of the rules and procedures applicable to his or her assigned committee. The best way to achieve this, as well as to improve public speaking skills, is to participate in practice sessions in class. (General Education Outcomes # 4, POLS Education Outcomes # 3).

### Academic Rules and Procedures

*Withdrawals:* students are reminded that mid-term occurs on March 5, 2009. Students who wish to withdraw from class for academic purposes should do so before this date otherwise an Unsatisfactory grade will be awarded for the class. Students are also reminded that monetary deposits made for the New York trip are nonrefundable.

*Americans with Disabilities Act (ADA) Statement:* Valdosta State University complies fully with the requirements of the Americans with Disabilities Act. If you believe that you are covered under this act, and if you have a need for special arrangements to allow you to meet the

requirements of this course, please contact the VSU Special Services Office. You may contact the office by telephone at (229) 245-2498, or via the Internet at <http://www.valdosta.edu/ssp/>

*Course Assessment:* The syllabus, and course grading standards will be reviewed annually by the relevant departmental committees, and by the Head of the Political Science Department. The Department Head will review student evaluations of the instructor each semester.

Request for a New Course  
Valdosta State University

Date of Submission: 2/11/2009(mm/dd/yyyy)

Department Initiating Request: Political Science

Faculty Member Requesting: Jim Peterson

Proposed New Course Prefix & Number: POLS 4902

(See Course Description Abbreviations in the Catalog for approved prefixes.)

Proposed New Course Title: Mock Trial Internship

Proposed New Course Title Abbreviation: Mock Trial Internship

(For student transcript, limit to 30 characters and spaces)

Semester/Term/Year to be Effective: Fall 2009

Estimated Frequency of Course Offering: once per year

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

**\*\*\*If this new course is to be included in the curriculum, be sure to initiate a Curriculum Change Form.\*\*\***

Total Contact Hours: 3

Lecture Hours: 0

Lab Hours: 3

Credit Hours: 3

Proposed Course Description: (box expands indefinitely)

Also offered as LEAS 4902. Graded "Satisfactory" or "Unsatisfactory." Supervised study of all aspects of presenting a case in trial with practice of trial skills in a mock setting. Students will compete in one or more Mock Trial competitions within the region. The course may be repeated for credit, but the student must use any additional hours above three as electives in his/her political science degree program.

**Justification:** *Select one or more of the following to indicate why the requested new course will be beneficial and give justification. Please include or append relevant supporting data.*

(box expands indefinitely)

Improving student learning outcomes: This course will strengthen skills in inquiry, logical reasoning, and critical analysis.

Adopting current best practice(s) in field:

Meeting mandates of state/federal/outside accrediting agencies:

Other:

Plans for assessing proposed course: (box expands indefinitely)

Assessment will be based on effective participation in one or more regional Mock Trial competitions.

\*\*\* ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.

Approvals: (Print out for signatures & dates)

Dept. Head(s) James L. Peterson Date 3/9/09

Dean(s)/Director(s) Annie Richards Date 3/13/09

College Exec. Comm. \_\_\_\_\_ Date \_\_\_\_\_

Graduate Exec. Comm. \_\_\_\_\_ Date \_\_\_\_\_

Academic Comm. \_\_\_\_\_ Date \_\_\_\_\_

Indicate How Course will be Taught: Online

*If course is online:*

Does proposed new course alter the percentage of the degree program available online? Yes

As a result of this new course, how much of the program will now be available online? less than 25%

**\*If more than 25%, notify SACS Liaison and Asst. Director for Distance Learning.**

**Mock Trial Internship**  
**POLS 4902**  
Credit Hours: 3

Mrs. Lynnae Thandiwe  
Political Science Department  
E-Mail: [lfthandiwe@valdosta.edu](mailto:lfthandiwe@valdosta.edu)  
VSU Office (229) 259-5083  
Room # 146  
Office Hours: Tues & Thursday 2:00 p.m. – 3:15 p.m.  
Wed. 3:30 – 5:00 p.m.  
Or by appointment.

**Course Description:**

This course involves the supervised study of all aspects of presenting a case in trial with practice of trial skills in a mock setting. Students will compete in one or more Mock Trial competitions within the region. The course may be repeated for credit, but the student must use any additional hours above three as electives in his/her political science degree program. This course is also listed as LEAS 4902.

**Course Objectives:**

By the end of the Course students will be able to:

1. Navigate the practical experience of conducting trial. (VSU General Education Outcome # 4 & 7, POLS Education Outcomes # 3)
2. Work in a structured legal setting. (VSU General Education Outcome # 4 & 7, POLS Education Outcomes # 3)

**Course Texts:**

Mauet, Thomas A. 2002. *Trial Techniques*  
Mock Trial Manual

**Course Requirements:**

Each student will:

1. Prepare for each class.
2. Attend each scrimmage and competition.
3. Be on time for each scheduled training and competition.
4. Students will devote individual study time appropriate to the mastery of their role.



**Class and Web Links**

Refer to Web/CT

**Special Needs:**

Students requesting class room accommodations or modifications due to a documented disability must contact the Access office for Students with Disabilities located in room 115 Nevins Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

**Class Policies:**

Students are responsible for their presence at all meetings, scrimmages and competitions.

**Assignments:** Students are to know their assigned roles.

Request for a New Course  
Valdosta State University

Date of Submission: 2/11/2009(mm/dd/yyyy)

Department Initiating Request: Political Science

Faculty Member Requesting: Jim Peterson

Proposed New Course Prefix & Number: LEAS 4902

(See Course Description Abbreviations in the Catalog for approved prefixes.)

Proposed New Course Title: Mock Trial Internship

Proposed New Course Title Abbreviation: Mock Trial Internship

(For student transcript, limit to 30 characters and spaces)

Semester/Term/Year to be Effective: Fall 2009

Estimated Frequency of Course Offering: once per year

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

**\*\*\*If this new course is to be included in the curriculum, be sure to initiate a Curriculum Change Form.\*\*\***

Total Contact Hours: 3

Lecture Hours: 0

Lab Hours: 3

Credit Hours: 3

Proposed Course Description: (box expands indefinitely)

Also offered as POLS 4902. Graded "Satisfactory or "Unsatisfactory." Supervised study of all aspects of presenting a case in trial with practice of trial skills in a mock setting. Students will compete in one or more Mock Trial competitions within the region. The course may be repeated for credit, but the student must use any additional hours above three as electives in his/her political science degree program.

**Justification:** *Select one or more of the following to indicate why the requested new course will be beneficial and give justification. Please include or append relevant supporting data.*

(box expands indefinitely)

Improving student learning outcomes: This course will strengthen skills in inquiry, logical reasoning, and critical analysis.

Adopting current best practice(s) in field:

Meeting mandates of state/federal/outside accrediting agencies:

Other:

Plans for assessing proposed course: (box expands indefinitely)

Assessment will be based on effective participation in one or more regional Mock Trial competitions.

\*\*\* ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.

Approvals: (Print out for signatures & dates)

Dept. Head(s) James D. Peterson Date 3/9/09

Dean(s)/Director(s) Lonnie Richards Date 3/13/09

College Exec. Comm. \_\_\_\_\_ Date \_\_\_\_\_

Graduate Exec. Comm. \_\_\_\_\_ Date \_\_\_\_\_

Academic Comm. \_\_\_\_\_ Date \_\_\_\_\_

Indicate How Course will be Taught: Online

*If course is online:*

Does proposed new course alter the percentage of the degree program available online? Yes

As a result of this new course, how much of the program will now be available online? less than 25%

**\*If more than 25%, notify SACS Liaison and Asst. Director for Distance Learning.**

**Mock Trial Internship**  
**LEAS 4902**  
Credit Hours: 3

Mrs. Lynnae Thandiwe  
Political Science Department  
E-Mail: [lfthandiwe@valdosta.edu](mailto:lfthandiwe@valdosta.edu)  
VSU Office (229) 259-5083, Room # 146  
Office Hours: Tues & Thursday 2:00 p.m. – 3:15 p.m.  
Wed. 3:30 – 5:00 p.m.  
Or by appointment.

**Course Description:**

This course involves the supervised study of all aspects of presenting a case in trial with practice of trial skills in a mock setting. Students will compete in one or more Mock Trial competitions within the region. The course may be repeated for credit, but the student must use any additional hours above three as electives in his/her legal assistant studies degree program. This course is also listed as POLS 4902.

**Course Objectives:**

By the end of the Course students will be able to:

1. Navigate the practical experience of conducting trial. (VSU General Education Outcome # 4 & 7, POLS Education Outcomes # 3)
2. Work in a structured legal setting. (VSU General Education Outcome # 4 & 7, POLS Education Outcomes # 3)

**Course Texts:**

Mauet, Thomas A. 2002. *Trial Techniques*  
Mock Trial Manual

**Course Requirements:**

Each student will:

1. Prepare for each class.
2. Attend each scrimmage and competition.
3. Be on time for each scheduled training and competition.
4. Students will devote individual study time appropriate to the mastery of their role.

**Class and Web Links**

Refer to Web/CT

**Special Needs:**

Students requesting class room accommodations or modifications due to a documented disability must contact the Access office for Students with Disabilities located in room 115 Nevins Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

**Class Policies:**

Students are responsible for their presence at all meetings, scrimmages and competitions.

**Assignments:** Students are to know their assigned roles.

# Request for a Revised Course

## Valdosta State University

Date of Submission: 10/8/2008 (mm/dd/yyyy)

Department Initiating Request: Sociology, Anthropology, and Criminal Justice Department with  
Marriage and Family Therapy

Faculty Member Requesting Revision: Ginger Macheski

Current Course Prefix and Number: SOCI 4540

Current Credit Hours: 3 to 9

credit hours

Current Course Title: Internship in Sociology

Mark all that apply:

Revised Title       Revised Course Number       Revised Credit Hours  
 Revised Course Description       Other

Semester/Term/Year to be Effective: Fall 2009

Estimated Frequency of Course Offering: Every Semester

Indicate if Revised Course will be  Requirement for Major, or  Elective Course

**\*\*\*For the following items, complete only those items being revised.**

Revised Course Prefix and Number:

(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for student transcript; 30 character limit):

Revised Total Contact Hours:

Revised Lecture Hours:

Revised Lab Hours:

Revised Credit Hours:

Revised Course Description: (box expands indefinitely)

Current Description

SOCI 4540 Internship in Sociology

3-0-3

Prerequisites: Permission of Advisor and Internship Coordinator. An application for Internship must be completed by midterm of the semester before enrollment. Graded "Satisfactory" or "Unsatisfactory."

Supervised, practical experience in an appropriate community agency; an opportunity for students of demonstrated maturity and judgement to discover the integration between theory and practice and make applications.

New Description

Prerequisites: Students must be in good academic standing; have a minimum of 90 credit hours earned ; and have successfully completed or be concurrently enrolled in SOCI 3000, 3190, 3200, 3500, 3510; or permission of the Internship Coordinator. An application for Internship must be completed by midterm of the semester before enrollment. Graded "Satisfactory" or "Unsatisfactory."

Supervised on-site experience in an appropriate community, government, or private organization for students who are completing the applied/clinical sociology concentration. Professionalism, workforce transition, and application of sociological knowledge and skills are emphasized.

Justification: *Select one or more of the following to indicate why the revised course will be beneficial and give justification. Please include or append relevant supporting data.*

(box expands indefinitely)



Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting mandates of state/federal/outside accrediting agencies:

Other: New prerequisites and description more closely mirror current course practices and role in curriculum.

Assessment Plan: (box expands indefinitely)

This is no change to the assessment plan for the major. The change in course description and prerequisites resulted from conversations with students in capstone, faculty discussion, and comments and questions from outside accreditation organization.

Approvals: (Print out for signatures & dates)

Dept. Head(s) *M. Cape* Date 3/10/09

Dean(s)/Director(s) *Connie Richards* Date 3/13/09

College Exec. Comm. \_\_\_\_\_ Date \_\_\_\_\_

Graduate Exec. Comm. \_\_\_\_\_ Date \_\_\_\_\_

Academic Comm. \_\_\_\_\_ Date \_\_\_\_\_

Indicate How Course will be Taught: Hybrid

*If course is online:*

Does proposed new course alter the percentage of the degree program available online? No

As a result of this new course, how much of the program will now be available online? less than 25%

**\*If more than 25%, notify SACS Liaison and Asst. Director for Distance Learning.**

## Request for Curriculum Change Valdosta State University

Choose area of change:

(Please click grey area below for drop box)

Senior Curriculum    Other Curriculum (Specify): Remove M. Ed. from the program

Current Catalog page number: 208

Proposed effective date for Curriculum Change: August, 2009, pending approval of accrediting bodies (Month/Year)

Degree & Program name (e.g., BFA, Art): BSED & MED, Special Education with a major in

Special Education-Early Childhood Special Education General Curriculum change to BSED,

Special Education with a major in Special Education-Early Childhood Special Education General

Curriculum

Present Requirements:

Core Areas A-E (42 hours)  
 Area F Requirments (18 hours)  
 EDUC 2110, EDUC 2120, EDUC 2130 9 hours-ISCI 2001, ISCI 2002 (6 hours)  
 MATH 2008 (3 hours)  
 College of Education Health and Physical Education Requirements (6 hours)  
 SPEC 2999 (0 hours)  
 Professional Education (63 hours)  
 SPEC 3000 Serving Students with Diverse Needs.....3 hours  
 Fall Semester  
 PSYC 3120 Pschoeducational Aspects of Early Childhood.....3 hours  
 SPEC 3020 Applied Behavior Analysis for Teachers.....3 hours  
 SPEC 3040 Legal and Ethical Issues for Special Educators.....3 hours  
 SEEC 3410 Individual and Group Planning and Curriculum in Early Childhood .....3 hours  
 READ 3200 Integrating Literature and the Fine Arts in the Teaching of Reading.....3 hours  
 SEEC 3190 Early Childhood Inclusive Practicum: Prekindergarten-Kindergarten.....1 hour  
 Spring Semester  
 SEEC 3400 Classroom Management in Inclusive Early Childhood Education.....3 hours  
 MATH 3161 Mathematics for Early Childhood Teachers I.....3 hours  
 READ 3500 Teaching Children to Read in the Primary Grades.....3 hours  
 SCI 3000 Science for Early Childhood Education Teachers.....3 hours  
 ECED 3000 Integrating and Applying Technology into the ECE Curriculum.....3 hours  
 SEEC 3690 Early Childhood Inclusive Practicum: Grades K-3.....1 hour  
 Fall Semester  
 SEEC 3300 Teaching Concepts and Content to All Young Children .....2 hours  
 MATH 3162 Mathematics for Early Childhood Teachers II.....3 hours  
 READ 4200 Reading and Writing to Learn in the Intermediate Grades.....3 hours  
 SPEC 4020 Nature and Characteristics of Children and Youth with Mild Disabilities .....3 hours  
 SEEC 4180 Language Development and Disability .....3 hours  
 SEEC 4690 Early Childhood Inclusive Practicum: Grades 3-5.....1 hour  
 Spring Semester  
 ECED 4300 Teaching Language Arts in Early Childhood Education.....3 hours  
 MATH 4161 Mathematical Reasoning.....3 hours  
 READ 4100 Assessment and Correction of Reading Difficulties.....3 hours  
 SPEC 4110 Methods and Materials for Children and Youth with Mild Disabilities.....3 hours  
 SEEC 4140 Practicum in Mild Disabilities.....1 hour  
 Total hours required for the degree.....129 semester hours  
 M. Ed. Core Curriculum (16 hours)  
 RSCH 7100 3 hours, LEAD 7210 3 hours, SPEC 5010 Student Teaching 5 hours, SPEC 5020 Stud.  
 Teach. Sem. 1 hour ECED 5010 Student Teach. 5 hours, ECED 5020 Stud. Teach. Sem. 1 hour  
 Major Area of Concentration (20 hours)  
 SEEC 5120 Issues and Trends for Identification and Special Delivery to All Young Child. 3 hours  
 SPEC 5140 Collaborative Roles in Education .....3 hours  
 SPEC 7610 Assessment of Children.....3 hours  
 READ 7140 Methods of Teaching Writing .....3 hours  
 SEEC 5050 Assistive Technology.....2 hours  
 SEEC 5170 Methods of Teaching All Preschool Children.....3 hours  
 KSPE 7140 Physical Education for Teachers.....3 hours  
 Total hours required for the degree..... 36 semester hours

Proposed Requirements (Underline changes after printing this form):

Core Areas A-E (42 hours)

College of Education Health and Physical Education Requirements (6 hours)

Area F Requirments (18 hours)

EDUC 2110, EDUC 2120, EDUC 2130 (9 hours)

ISCI 2001, ISCI 2002 (6 hours)

MATH 2008 (3 hours)

SPEC 2999 Entry to the Education Profession (0 hours)

Professional Education (63 hours)

Professional Semester I (17 hours)

ECSE 3010 Introduction to Assessment, Planning, & Instruction.....3 hours

ECSE 3210 Introduction to Management of Learning Environments.....3 hours

LITR 3110 Emergent Literacy.....3 hours

SPEC 3000 Serving Individuals with Diverse Needs.....3 hours

MATH 3161 Mathematics for Early Childhood Teachers I.....3 hours

ECSE 3390 Early Childhood Inclusive Practicum and Seminar: PreK-K.....2 hours

Professional Semester 2 (17 hours)

ECSE 3020 Intermediate Assessment, Planning, & Instruction.....3 hours

ECSE 3220 Intermediate Management of Learning Environments.....3 hours

LITR 3120 Early Literacy.....3 hours

LITR 3130 Developing Literacy .....3 hours

MATH 3162 Mathematics for Early Childhood Teachers II.....3 hours

ECSE 3490 Childhood Inclusive Practicum and Seminar: Grades 1-3.....2 hours

Professional Semester 3 (17 hours)

ECSE 4010 Advanced Assessment, Planning, & Instruction.....3 hours

ECSE 4210 Advanced Management of Learning Environments.....3 hours

ECSE 4310 Functional Academic and Behavior Assessment.....3 hours

LITR 4120 Literacy Assessment and Applications.....3 hours

MATH 4161 Mathematical Reasoning.....3 hours

ECSE 4390 Childhood Inclusive Practicum and Seminar: Grades 4-5.....2 hours

Professional Semester 4 (12 hours)

ECSE 4420 Seminar in Classroom Management and Collaboration with  
Family, School, and Community Agencies.....3 hours

ECSE 4490 Student Teaching and Reflective Seminar in Early Childhood  
and Special Education.....9 hours

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. Please include and/or append relevant supporting data.*

(text boxes are expandable)

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting mandates of state/federal/outside accrediting agencies:

Other: Given the economic reality for our candidates and the desperate need of schools to hire special educators, we have found an increasing number of our bachelor's level candidates leaving our program before completing the Master's degree and obtaining initial certification from us. Additionally, program candidates throughout the last five years have consistently reported that taking graduate level courses and doing student teaching is extremely challenging, causing them to neglect one or the other throughout each semester of their Master's program. Faculty report similar challenges, with students seemingly unable to keep up with coursework and/or student teaching responsibilities. Frequently, mentor teachers have complained about the heavy workload for our student teachers and requested that our students either do student teaching or take classes. School principals often call asking for clarification of when and how we recommend certification and hire our students before they are certified. Thus, all of our constituents have noted problems with the current structure of the program. Importantly, this curriculum proposal is consistent with the BOR Regents Principle-# 4: a) University System institutions that prepare teachers will develop and implement innovative teacher preparation programs to respond to state need and to contribute to increased student learning and achievement in Georgia's public schools. b) Dual Certification: More teachers are needed who are prepared to teach children with special needs in general education classrooms and to teach in special education resource rooms. Teachers certified in both early childhood education and in special education or in both middle grades education and in special education would be qualified to teach special populations in both special education resource rooms and within general education classrooms. (pg. 10-11, report from BOR 12-05-08 <http://www.usg.edu/p16/resources/educators/principles.phtml>) Although many educators have recommended five year programs (Holmes 1986/1990, Darling-Hammond, 2005; Levine, 2006), inherent in their recommendations is the underlying fact that one more year provides additional apprenticeship opportunities. A study of teacher learning conducted between 1986 and 1990, The Teacher Education and Learning to Teach (TELT) study, involved eleven programs ranging from pre-service and induction to alternative routes and in-service programs. More than 700 teachers in these programs responded to surveys. Researchers interviewed and observed 160 program participants in their classrooms. Their primary interest was to discover what teachers learned while participating in these different programs. The findings from the TELT studies note that, "Although the debates in teacher education tend to be about the structure of teacher education programs, the TELT data suggest that the content and orientation of programs is more likely to influence teacher learning." Darling-Hammond (2006) identified three critical components that she considers to be critical for excellent preparation of teachers: inclusion of tight coherence and integration among courses and between course work and clinical work in schools; extensive and intensely supervised clinical work integrated with course work using pedagogies that link theory and practice, and closer, proactive relationships with schools that serve diverse learners effectively and develop and model good teaching (Journal of Teacher Education, Vol. 57 Issue 3, p300-314). This proposal is designed to address these components: a) inclusion of tight coherence and integration among courses and between course work and clinical work in schools. In order to achieve this, the department started from scratch, designing courses and semesters based on standards and the integration across content and into the corresponding field work requirements. b) extensive and intensely supervised clinical work integrated with course work using pedagogies that link theory and practice. The design of this program is to require more time in the field as well as micro teaching opportunities. c) proactive relationships with schools that serve diverse learners effectively and develop and model good teaching. A federal grant was awarded to assist the department in increasing the relationship and partnerships with our schools, including providing training for mentor teachers, having agreed upon contracts with schools as to what our students need to be practicing and when, and beginning an induction mentoring website in coordination with our partner schools.



Plan for Assessing Proposed Change:

Program assessments already approved by NCATE, CEC, ACEI will be used.  
Course Evaluations

**Approvals:**

Department Head: Lynn C. Mini Date: 3-25-09  
 Dean(s)/Director(s): Julia M. Ruffel Date: 3-25-09  
 College Exec. Committee: \_\_\_\_\_ Date: \_\_\_\_\_  
 Grad. Exec. Committee: \_\_\_\_\_ Date: \_\_\_\_\_  
 Academic Committee: \_\_\_\_\_ Date: \_\_\_\_\_

Program offered: At VSU

*If the program is to be offered off campus:*

Where will the course be offered?

Does VSU already offer courses at this site? Yes

**For VSU's SACS Liaison (Office of Strategic Research and Analysis)**

	Yes	No
Does proposed change require notification of a substantive change to SACS? (if no, stop here)	<input type="checkbox"/>	<input type="checkbox"/>
If yes; Has the department proposing the change submitted the required information to you?	<input type="checkbox"/>	<input type="checkbox"/>
Does proposed effective date meet SACS notification requirements?	<input type="checkbox"/>	<input type="checkbox"/>
Has the VPAA been notified?	<input type="checkbox"/>	<input type="checkbox"/>
SACS Liaison: _____ Date: _____		

Request for a New Course  
Valdosta State University

Date of Submission: 01/20/2009(mm/dd/yyyy)

Department Initiating Request: Early Childhood & Special Education

Faculty Member Requesting: Lynn Minor

Proposed New Course Prefix & Number: ECSE 3010

(See Course Description Abbreviations in the Catalog for approved prefixes.)

Proposed New Course Title: Introduction to Assessment, Planning, & Instruction

Proposed New Course Title Abbreviation: Intro Assess Plan & Instr

(For student transcript, limit to 30 characters and spaces)

Semester/Term/Year to be Effective: Fall, 2009

Estimated Frequency of Course Offering: Twice a Year, Fall & Spring

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

**\*\*\*If this new course is to be included in the curriculum, be sure to initiate a Curriculum Change Form.\*\*\***

Total Contact Hours: 3

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (box expands indefinitely)

Prerequisite: Appropriate 2999 course. Introduction to evidence based practices and theories of learning and development which underlie the teaching and learning processes related to assessment, planning, and instruction across multiple grade levels with a focus on pre-kindergarten and kindergarten levels and the curricular disciplines. A field experience, as prescribed by the instructor, is required for this course.

**Justification:** *Select one or more of the following to indicate why the requested new course will be beneficial and give justification. Please include or append relevant supporting data.*

(box expands indefinitely)

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting mandates of state/federal/outside accrediting agencies:

Other: Data from student focus forums, retention data, and current economic climate indicate a need to provide a blended, early childhood / special education, bachelor's level , degree program, resulting in certification in four years. Several institutions (Macon State, North Georgia College and State University) are currently offering successful 4-year blended programs leading to Georgia certification in Early Childhood Special Education General Curriculum. This course was specifically designed to assist the teacher candidates in this new program meet state and national standards.

Plans for assessing proposed course: (box expands indefinitely)

Course Evaluations

Program Assessments approved by NCATE, ACEI, & CEC

\*\*\* ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.

Approvals: (Print out for signatures & dates)

Dept. Head(s)	<u>Lynn C. Meira</u>	Date	<u>3-25-09</u>
Dean(s)/Director(s)	<u>Julia M. Ruffel</u>	Date	<u>3-25-09</u>
College Exec. Comm.	<u>Julia M. Ruffel</u>	Date	<u>3-25-09</u>
Graduate Exec. Comm.	_____	Date	_____
Academic Comm.	_____	Date	_____

Indicate How Course will be Taught: Face to Face

*If course is online:*

Does proposed new course alter the percentage of the degree program available online? No

As a result of this new course, how much of the program will now be available online? less than 25%

**\*If more than 25%, notify SACS Liaison and Asst. Director for Distance Learning.**

**ECSE 3010**  
**Introduction to Integrated Assessment, Planning & Instruction**  
**3 SEMESTER HOURS**

\*\*\*\*\*

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

**REQUIRED TEXTBOOKS**

Copple, C., & Bredekamp, S. (editors) (2009). *Developmentally appropriate practice in early childhood programs (3<sup>rd</sup> ed.)*. Washington, DC: National Association for the Education of Young Children.

Wiggins, G. P. & McTighe, J. (2005) *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.

Wiggins, G. P. & McTighe, J. (2005) *Understanding by design: Professional development workbook*. Alexandria, VA: Association for Supervision and Curriculum Development.

## **COURSE DESCRIPTION**

**Prerequisite: Appropriate 2999 course.** Introduction to evidence based practices and theories of learning and development which underlie the teaching and learning processes related to assessment, planning, and instruction across multiple grade levels with a focus on pre-kindergarten and kindergarten levels and the curricular disciplines. A field experience, as prescribed by the instructor, is required for this course.

## **COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)**

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

## **GENERAL EDUCATION OUTCOMES (GEO)**

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

## **COURSE OBJECTIVES (CO):**

The teacher candidates will demonstrate the following objectives within and across the ACEI Curricular areas of (2.1) Reading, Writing, and Oral Language, (2.2) Science, (2.3) Mathematics, (2.4) Social studies, (2.5) The arts, (2.6) Health education, (2.7) Physical education, and technology with a focus on pre-kindergarten and kindergarten levels:

1. Identify the components of the Understanding by Design process for planning. (CFS I, IV, V; GEO 4, 7)
2. Demonstrate skills in direct instruction, developing centers, and providing appropriate positive and corrective feedback for responses for students in pre-kindergarten and kindergarten settings. (CFS I, II, III, IV, V; GEO 2, 3, 4, 7)
3. Identify a variety of developmentally and age appropriate assessments used to determine students' individual needs within and across the ACEI Curricular areas of (2.1) Reading, Writing, and Oral Language, (2.2) Science, (2.3) Mathematics, (2.4) Social studies, (2.5) The arts, (2.6) Health education, (2.7) Physical education, and technology with a focus on pre-kindergarten and kindergarten levels. (CFS II, III, IV, V; GEO 2, 4, 7)
4. Demonstrate the use of developmentally and age appropriate assessment results to plan and evaluate teaching. (CFS II, III, IV, V; GEO 2, 4, 7)
5. Collect and review student performance data to evaluate overall instructional effectiveness as well as individual student progress across the content areas including the ACEI Curricular areas of (2.1) Reading, Writing, and Oral Language, (2.2) Science, (2.3) Mathematics, (2.4) Social studies, (2.5) The arts, (2.6) Health education, (2.7) Physical education. (CFS I, II, III, IV, V; GEO 2, 3, 4, 7)
6. Use models of lesson plans and instructional activities in their lesson planning to teach across different group arrangements and content areas including the ACEI Curricular areas of (2.1) Reading, Writing, and Oral Language, (2.2) Science, (2.3) Mathematics, (2.4) Social studies, (2.5) The arts, (2.6) Health education, (2.7) Physical education and technology in practicum classrooms. (CFS I, II, III, IV, V; GEO 2, 4, 7)
7. Develop problem solving, critical thinking, and reflective skills necessary for effective teaching and student learning. (CFS II, III, IV, V; GEO 2, 4, 7)
8. Identify strategies used to differentiate instruction to meet the needs of diverse learners, such as multi-level instruction. (CFS I, II, III, IV, V; GEO 2, 3, 4, 7)
9. Identify and explore the use of the technology in assessment, planning, and instruction in our global and digital society. (CFS V; GEO 2, 3, 4, 7)

### **COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

*Variety of Guided Practice Activities: Activities will include: interpreting assessment, problem-solving, lesson planning, and instruction. (CO 1, 2, 3, 4, 5, 6, 7)*



1. **Assessment Activity:** This group activity will include case studies that provide information and examples for candidates to interpret student assessment data and use the data to problem-solve appropriate instructional strategies in the ACEI Curricular areas of (2.1) Reading, Writing, and Oral Language, (2.2) Science, (2.3) Mathematics, (2.4) Social studies, (2.5) The arts, (2.6) Health education, (2.7) Physical education, and technology. (CO 1, 2, 3, 4, 5, 7)
2. **Planning for Technology Integration:** Candidates will use a technology survey to gather data from the practicum school mentor teacher, special education teacher, media specialist, etc. This survey should include technology/digital tools (i.e., computers, SMARTboards, assistive technology, cameras, etc.) and digital resources (i.e., software, programs to assist students with special needs). The information from the technology survey will assist in lesson and instructional planning. (CO 1, 3, 4, 6, 7)
3. **Lesson Planning Activity:** Independent small group activity that will address different content areas, integrating across the content areas, planning for assistive technology, and incorporating the arts, health, and physical activity. Each group will be assigned one or more content area in the ACEI Curricular areas of (2.1) Reading, Writing, and Oral Language, (2.2) Science, (2.3) Mathematics, (2.4) Social studies. The lesson plans will be shared across groups. This lesson plan activity will include the following areas of the ECSE lesson plan format: General Information, Title of Lesson, Primary Learning Outcome(s), Related Georgia Performance Standard(s) (K-12) or Bright from the Start Standards (Pre-K), Materials and Equipment, Technology Connection, Procedures (Teaching), Assessing the Primary Learning Outcome(s), Plan for Early Finishers, Accommodation, and Contextual Factors for Block I. (CO 1, 2, 3, 4, 6, 7)
4. **Instruction Activity:** This is an independent practice activity of micro-teaching that will demonstrate basic skill knowledge of the development of centers that will include direct instruction, problem solving, and critical thinking, and candidates will also demonstrate appropriate positive and corrective feedback for students' responses. (CO 1, 2, 3, 4, 5, 6, 7)
5. **Final Assessment, Planning, and Instruction Activity:** This independent final activity will focus on analyzing and synthesizing assessment information, planning a portion of a lesson, and determining an appropriate instructional strategy based on information provided in a case study. This assignment could be completed within the context of case studies. (CO 1, 2, 3, 4, 5, 6, 7)

### **COURSE EVALUATION**

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

<u>Assignment</u>	<u>Point Value</u>
1. Assessment Activity	100
2. Planning for Technology Integration Activity	100
3. Lesson Planning Activity	200
5. Instruction Activity	250
6. Final (Assessment, Planning & Instruction) Activity	<u>350</u>
Total Possible Points	1000

### **GRADES**

A = 90-100% of total points possible for course

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% and below

### **ATTENDANCE POLICY**

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

### **DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM**

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

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

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

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

#### **FIRST OFFENSE:**

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

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

#### SECOND OFFENSE:

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

#### **SPECIAL NEEDS STATEMENT**

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

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

#### **INSTRUCTOR**

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

Request for a New Course  
Valdosta State University

Date of Submission: 01/20/2009(mm/dd/yyyy)

Department Initiating Request: Early Childhood & Special Education

Faculty Member Requesting: Lynn Minor

Proposed New Course Prefix & Number: ECSE 3210

(See Course Description Abbreviations in the Catalog for approved prefixes.)

Proposed New Course Title: Introduction to Management of Learning Environments

Proposed New Course Title Abbreviation: Intro Mgnt Lrn Environments

(For student transcript, limit to 30 characters and spaces)

Semester/Term/Year to be Effective: Fall, 2009

Estimated Frequency of Course Offering: Twice a Year, Fall & Spring

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

**\*\*\*If this new course is to be included in the curriculum, be sure to initiate a Curriculum Change Form.\*\*\***

Total Contact Hours: 3

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (box expands indefinitely)

Prerequisite: Appropriate 2999 course. Fundamentals of creating classroom environments that are conducive to learning. The course will focus on individual and group management strategies that facilitate inclusion of students with disabilities in classrooms. In addition to the general classroom management principles, course content will include basic behavior management principles and developmentally appropriate strategies for prekindergarten and kindergarten

students. A field experience, as prescribed by the instructor, is required for this course.

**Justification:** *Select one or more of the following to indicate why the requested new course will be beneficial and give justification. Please include or append relevant supporting data.*

(box expands indefinitely)

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting mandates of state/federal/outside accrediting agencies:

Other: Data from student focus forums, retention data, and current economic climate indicate a need to provide a blended, early childhood / special education, bachelor's level , degree program, resulting in certification in four years. Several institutions (Macon State, North Georgia College and State University) are currently offering successful 4-year blended programs leading to Georgia certification in Early Childhood Special Education General Curriculum. This course was specifically designed to assist the teacher candidates in this new program meet state and national standards.

Plans for assessing proposed course: (box expands indefinitely)

Course Evaluations

Program Assessments already approved by NCATE, ACEI, and CEC

\*\*\* ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.

Approvals: (Print out for signatures & dates)

Dept. Head(s)	<u>Lynn C. Menoi</u>	Date	<u>3-25-09</u>
Dean(s)/Director(s)	<u>Javia M. Reffel</u>	Date	<u>3-25-09</u>
College Exec. Comm.	<u>Javia M. Reffel</u>	Date	<u>3-25-09</u>
Graduate Exec. Comm.	_____	Date	_____
Academic Comm.	_____	Date	_____

Indicate How Course will be Taught: Face to Face

*If course is online:*

Does proposed new course alter the percentage of the degree program available online? No

As a result of this new course, how much of the program will now be available online? less than 25%

**\*If more than 25%, notify SACS Liaison and Asst. Director for Distance Learning.**

ECSE 3210  
**Introduction to the Management of Learning Environments**  
3 SEMESTER HOURS

\*\*\*\*\*

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

**REQUIRED TEXTBOOKS**

Evertson, C., & Emmer, E.T. (2009). *Classroom management for elementary teachers*. (8<sup>th</sup> ed.) Boston: Allyn Bacon

Copple, C. & Bredekamp, S. (2009). *Developmentally appropriate practice in early childhood programs*. Washington, DC: NAEYC.

Selected Readings and Assignments from the following:

The Online Academy at The University of Kansas Center for Research on Learning.  
<http://www.onlineacademy.org/> Specific topics to include:

- Creating positive lifestyles.
- Foundations of positive behavioral support.
- Redesigning environmental systems.

IRIS Center Special Education Resources for Inclusion, Scientifically-Validated and Evidenced-Based Instructional Strategies at Vanderbilt University. <http://iris.peabody.vanderbilt.edu/>  
Specific topics to include:

- Accommodations to the Physical Environment: Setting up a Classroom for Students with Visual Disabilities.
- Norms and expectations.
- Effective room arrangement.
- Encouraging appropriate behavior.

Georgia Department of Education. Special Education Services and Supports.  
[http://www.doe.k12.ga.us/ci\\_exceptional.aspx](http://www.doe.k12.ga.us/ci_exceptional.aspx) Topics to include:

- Discipline
- Due Process
- Procedural safeguards

## **COURSE DESCRIPTION**

**Prerequisite: Appropriate 2999 course.** Fundamentals of creating classroom environments that are conducive to learning. The course will focus on individual and group management strategies that facilitate inclusion of students with disabilities in classrooms. In addition to the general classroom management principles, course content will include basic behavior management principles and developmentally appropriate strategies for prekindergarten and kindergarten students. A field experience, as prescribed by the instructor, is required for this course.

## **COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)**

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



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

**GENERAL EDUCATION OUTCOMES (GEO)**

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

**COURSE OBJECTIVES (CO):**

The teacher candidates will:

1. Identify the environmental considerations, including classroom organization for visibility, distractibility, and accessibility; and appropriate assistive technology for the facilitation of development and learning in prekindergarten and kindergarten students. (CFS II, III, V; GEO 3, 4, 7)
2. Compare and contrast different teaching formats including teacher-led whole group, small group, and center-based; and hierarchy of interventions (e.g., eye contact, proximity, redirection) that result in development and learning in prekindergarten and kindergarten students. (CFS II, III, V; GEO 3, 4, 7)
3. Describe the use of developmentally appropriate practice (individually, age, and culturally appropriate) for designing and managing learning environments for prekindergarten and kindergarten students. (CFS II, III, IV, V; GEO 1, 2, 4, 7, 8)
4. Collect and use teacher candidate performance, student behavior, and student learning data to plan and manage an effective learning environment for prekindergarten and kindergarten students. (CFS II, III, IV, V, VI; GEO 4, 7, 8)
5. Examine legal and PSC ethical foundations, including procedural safeguards, due process, and discipline, of planning and managing an effective learning environment for prekindergarten and kindergarten students. (CFS I, II, III, IV, V, VI; GEO 1, 2, 3, 4, 7, 8)
6. Plan for differentiating instruction and modifying the classroom environment (e.g., High vs. Low classroom structure, Physical Arrangement, etc.) for students with diverse developmental and learning needs. (CFS I, II, III, IV, V, VI; GEO 2, 3, 4, 7, 8)

7. Examine components of Positive Behavior Supports (PBS; Creating Positive Lifestyles, Foundations of Positive Behavioral Support, and Redesigning Environmental Systems) that address individual student behaviors. (CFS II, III, IV, V; GEO 2, 4, 7, 8)

### **COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS**

1. Classroom Environment Photostory: Teacher candidates will develop a photostory (pictures with written and verbal narrative) that illustrates the issues discussed in Evertson Chapters 1 and 2, particularly visibility, distractibility, and accessibility. Discuss these issues as you show the areas of the room which are related to your comments. For example, you may show a picture of the waste basket which is close to the students and accessible to all as you talk about how accessible it is, but it is also distracting to the students who are sitting next to it. (CO 1, 2, 3)
2. Data Collection Assignments: Collection of data related to social and academic behaviors of students (for example, task completion, latency to response, and student engagement) and teaching behaviors (for example, frequency and latency of teacher feedback, group alerting, or formative assessment ) based on videos provided by the instructor. Teacher candidates will identify appropriate methods to collect and analyze student and teacher behaviors related to facilitating a safe learning environment. Teacher candidates will identify management strategies which positively impact these behaviors. (CO 1, 2, 3, 5)
3. Complete a classroom management reflection that focuses on teacher transitions, whole group instruction, and independent practice related to their practicum experiences. (CO 1, 2, 3, 4, 5, 6)
4. Complete as group project: Classroom Management Checklist that addresses all areas of classroom management to be addressed in planning a lesson. (CO 1, 2, 3, 4, 7, 8) (Checklist is Part 1 of Classroom Management Program Evaluation)
5. Group project/presentation: Using the Georgia standards for prekindergarten and kindergarten curricula and case studies of inclusive classrooms, small groups will develop and present to the class a DAP activity. The activity will identify an appropriate teaching format, behavior management expectations and strategies, positive learning and social outcomes, universal design components, understanding by design, and accommodations related to case study information on children with special needs/IEPs. Each group will be responsible for targeting a specific content area and indicating how the management of the activity would lead to meeting appropriate standards across the content areas (CO 1, 2, 3, 5, 7)
6. Introductory Positive Behavioral Support online modules: Complete Modules 1, 6, & 7 assignments. (CO 2, 6, 8). After reading online materials related to positive lifestyles, foundations of Positive Behavioral Support, and environmental systems, the teacher candidates will complete multiple choice quizzes for each module. Teacher candidates will prepare one discussion question to facilitate discussion in class. (CO 6, 7, 8)
7. Website: Create a website for teachers on discipline, including information on legal requirements, Georgia Professional Standards Commission Code of Ethics, philosophy and standards of professional organizations in special education and early childhood, management

strategies, Positive Behavioral Support, and resources. (CO 1, 4, 6)

8. Quizzes: Five multiple choice / short answer tests and quizzes (CO 1, 2, 3, 4, 5, 6, 8)

### **COURSE EVALUATION**

Assignment	Points
1. Classroom Environment Photostory	100
2. Data collection assignment	125
3. Classroom Reflection	100
4. Classroom Management Checklist	125
5. DAP Activity Presentation	200
6. On-line Modules	100
7. Website	200
8. Quizzes – 5 x 10pts	50
Total Points	1000

Grade Scale:

A = 90-100% of total points possible for course

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% and below

### **ATTENDANCE POLICY**

Students are expected to arrive promptly for every class and to call or email me in the case of an emergency. Come to class prepared to contribute to discussions, ask appropriate questions, and participate in class activities. Roll is taken at the beginning of each class. Please see me if you come in tardy to ensure that I indicate your attendance in my records. If it is necessary for you to miss a class, you should arrange for a classmate to take notes and pick up handouts for you. You are responsible for the content of classes that are missed. Missing class or part of a class will affect your grade. Incompletes will only be given under special circumstances. See me as soon as possible if you think we need to discuss this. "A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course." (*VSU Undergraduate Catalog*)

### **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 the *Academic Honesty Policies and Procedures* is available in the on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). The consequences for acts of academic dishonesty in the Dewar College of Education are:

#### FIRST OFFENSE:

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

#### SECOND OFFENSE:

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

#### **SPECIAL NEEDS STATEMENT**

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

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

#### **INSTRUCTOR**

Name:

Office address: Dewar College of Education

Office phone: 333-5929 (dept. office); (instructor's office)

E-mail address:

Office hours:

Website:

Request for a New Course  
Valdosta State University

Date of Submission: 01/20/2009(mm/dd/yyyy)

Department Initiating Request: Early Childhood & Special Education

Faculty Member Requesting: Lynn Minor

Proposed New Course Prefix & Number: LITR 3110

(See Course Description Abbreviations in the Catalog for approved prefixes.)

Proposed New Course Title: Emergent Literacy

Proposed New Course Title Abbreviation: Emergent Literacy

(For student transcript, limit to 30 characters and spaces)

Semester/Term/Year to be Effective: Fall, 2009

Estimated Frequency of Course Offering: Twice a Year, Fall & Spring

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

**\*\*\*If this new course is to be included in the curriculum, be sure to initiate a Curriculum Change Form.\*\*\***

Total Contact Hours: 3

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (box expands indefinitely)

Prerequisite: Appropriate 2999 course. Introduction of children's emergent literacy including reading and writing development. Through a developmental approach, this course is an investigation of instructional methods that foster young children's phonological awareness, phonemic awareness, concepts about print, oral language development, listening and speaking development, and developmental writing. Teacher candidates are expected to plan and

implement learned skills and knowledge in the practicum. A field experience, as prescribed by the instructor, is required for this course.

**Justification:** *Select one or more of the following to indicate why the requested new course will be beneficial and give justification. Please include or append relevant supporting data.*

(box expands indefinitely)

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting mandates of state/federal/outside accrediting agencies:

Other: Data from student focus forums, retention data, and current economic climate indicate a need to provide a blended, early childhood / special education, bachelor's level, degree program, resulting in certification in four years. Several institutions (Macon State, North Georgia College and State University) are currently offering successful 4-year blended programs leading to Georgia certification in Early Childhood Special Education General Curriculum. This course was specifically designed to assist the teacher candidates in this new program meet state and national standards.

Plans for assessing proposed course: (box expands indefinitely)

Course Evaluations

Program Assessments approved by NCATE, ACEI, & CEC

\*\*\* ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.

Approvals: (Print out for signatures & dates)

Dept. Head(s)	<u>Lynn C. Minor</u>	Date	<u>3-25-09</u>
Dean(s)/Director(s)	<u>Julia M. Ruffel</u>	Date	<u>3-25-09</u>
College Exec. Comm.	<u>Julia M. Ruffel</u>	Date	_____
Graduate Exec. Comm.	_____	Date	_____
Academic Comm.	_____	Date	_____

Indicate How Course will be Taught: Face to Face

*If course is online:*

Does proposed new course alter the percentage of the degree program available online? No

As a result of this new course, how much of the program will now be available online? less than 25%

**\*If more than 25%, notify SACS Liaison and Asst. Director for Distance Learning.**



**LITR 3110**  
**Emergent Literacy**  
**3 SEMESTER HOURS**

\*\*\*\*\*

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

**REQUIRED TEXTBOOKS**

Textbook under consideration:

Chrisie, J. F., Enz, B. J., & Vukelich, C. (2007). *Teaching language and literacy: Preschool through the elementary grades* (3<sup>rd</sup> ed). Boston: Pearson.

LiveText Inc. (2007). College LiveText edu solutions. La Grange, IL: United Learning Inc.

Self-selected picture books representing various genres

Additional readings may be provided by the instructor throughout the semester.

## **COURSE DESCRIPTION**

**Prerequisite: Appropriate 2999 course.** Introduction of children's emergent literacy including reading and writing development. Through a developmental approach, this course is an investigation of instructional methods that foster young children's phonological awareness, phonemic awareness, concepts about print, oral language development, listening and speaking development, and developmental writing. Teacher candidates are expected to plan and implement learned skills and knowledge in the field. A field experience, as prescribed by the instructor, is required for this course.

## **COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)**

- I. **CONTENT AND CURRICULUM:** Teachers demonstrate a strong content knowledge of content area(s) appropriate for their certification levels.
- II. **KNOWLEDGE OF STUDENTS AND THEIR LEARNING:** Teachers support the intellectual, social, physical, and personal development of all students.
- III. **LEARNING ENVIRONMENTS:** Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- V. **PLANNING AND INSTRUCTION:** Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.
- VI. **PROFESSIONALISM:** Teachers recognize, participate in, and contribute to teaching as a profession.
- VII. **INDIVIDUALIZED INSTRUCTION:** Teachers plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

## **GENERAL EDUCATION OUTCOMES (GEO)**

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

## **COURSE OBJECTIVES (CO)**

The teacher candidates will:

1. Compose a detailed analysis of personal background experiences and development in literacy as well as their perspectives, practices, and attitudes towards literacy and their importance. (CFS I, II, V, VII; GEO 4)
2. Identify stages of the reading and writing processes and factors that affect children's learning of reading and writing, such as language, intelligence, culture, and emotion. (CFS I, II; GEO 2)
3. Demonstrate an understanding of the role of children's response to literature in the teaching of reading from the perspectives of child development and schema theory. (CFS I,I; GEO 2, 4, 7)
4. Identify the works of major authors and illustrators of children's literature and identify children's book awards. (CFS I,III; GEO 3, 4, 7)
5. Read a wide variety of children's books and identify classroom applications. (CFS I,II, III; GEO 4, 7)
6. Demonstrate effective read-aloud procedures and explain the importance of including read-alouds in the PK-5 curriculum. (CFS I,II,III,V, VI, VII; GEO 4)
7. Develop a literacy instructional toolkit and learning centers related to standards for instruction in a Pre-K/K classroom setting. (CFS I, II,III, V, VII; GEO 2, 3, 4)
8. Develop and implement strategies for the teaching of reading that incorporate children's literature with diverse student populations. (CFS I, II,III,V, VI, VII; GEO 2, 4)
9. Utilize print and online resources to write and teach lesson plans that use children's literature to develop concepts including phonemic awareness/phonics and developmental writing. (CFS I, II, III, V, VI, VII; GEO 3, 4)

### **COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS**

1. Story of Literacy: For your Stories of Literacy assignment you need to prepare a 2-3 page, typed (double-spaced and proofread) paper that describes who you are as a reader. The goal of this activity is to help you, your classmates, and the instructor learn more about what literacy means to you. This exercise should help you think through your perceptions about literacy and assumptions about reading. Suggested topics include: early literacy memories; memories of favorite books from early and middle childhood, young adulthood, and adulthood; what you know about your literary preferences and practices; what you believe about reading and literacy; and the meaning of books in your life. Be sure to write a paper that tells a *cohesive story* about your literacy history. (CO 1)
2. Literacy Instructional Toolkit: Teacher candidates will develop an instructional toolkit that may be used as a resource for developing literature-based lessons. This toolkit will include: three books for each of seven literacy concepts (phonological awareness, phonemic

awareness, concepts about print, phonics, oral language development, listening and speaking development, and developmental writing). Teacher candidates will correlate each text with standards in the development of activities that can be used to teach multiple concepts in literacy before, during, and after reading (i.e. children's responses to literature) in relation to schema theory. Teacher candidates will also develop a learning center for each of the seven literacy concepts. (CO 2, 3, 5, 7, 9)

3. Lesson Plans/Electronic Portfolio: Teach two lessons (at least one from the instructional toolkit) in your practicum classroom that incorporate: 1) phonemic awareness/phonics with children's literature, and 2) developmental writing with children's literature. Develop lesson plans following the ECSE format. You may write an original lesson plan or use resource books and/or online resources to help you complete this assignment. If you find a lesson plan/idea in a book or on the web, you are expected to modify it and type it in the format required; you must cite bibliographic information, including web addresses, and turn in a copy of the resource you used along with your plan. Lessons must be approved by your mentor teacher before they are taught. (CO 2, 5, 8, 9)
4. Author Study: From a list provided in class, choose one author to investigate extensively. You will read at least 5 books by that author chosen and bring copies of the books to include in your presentation. Create a brochure that highlights the author. The presentation will include a brief overview of information about the author and the reading aloud of one book or a chapter of a book if it is a chapter book. On Author Day bring brochures & books to share. Include in your brochure: A photo/facsimile of the author, titles of books written and/or illustrated by the author, awards/honors, professional/biographical information. (Have enough copies for everyone in class.) (CO 4, 5, 6)
5. Exams: Successfully complete three examinations (one of which will be comprehensive) to demonstrate knowledge of course content. Exams will include material from class sessions, assigned readings, and handouts. (CO 2, 3, 4, 5, 6):

### COURSE EVALUATION

<u>Assignment</u>	<u>Points</u>
1. Story of Literacy	10 points
2. Literacy Instructional Toolkit	100 points
3. Lesson Plans (2@50)	100 points
4. Author Study	50 points
5. Test #1	25 points
6. Test #2	25 points
7. Test #3	50 points
Total	360 points

### GRADES

A = 90-100% of total points possible for course

- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 59% and below

### **ATTENDANCE POLICY**

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

## **INSTRUCTOR**

Name:

Office address:

Office phone:

E-mail address:

Office hours:

Website:

Request for a New Course  
Valdosta State University

Date of Submission: 01/20/2009(mm/dd/yyyy)

Department Initiating Request: Early Childhood & Special Education

Faculty Member Requesting: Lynn Minor

Proposed New Course Prefix & Number: ECSE 3390

(See Course Description Abbreviations in the Catalog for approved prefixes.)

Proposed New Course Title: Early Childhood Inclusive Practicum and Seminar

Proposed New Course Title Abbreviation: Inclusive Pract & Sem PreK-K

(For student transcript, limit to 30 characters and spaces)

Semester/Term/Year to be Effective: Fall, 2009

Estimated Frequency of Course Offering: Twice a Year, Fall & Spring

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

**\*\*\*If this new course is to be included in the curriculum, be sure to initiate a Curriculum Change Form.\*\*\***

Total Contact Hours: 2

Lecture Hours: 1

Lab Hours: 4

Credit Hours: 2

Proposed Course Description: (box expands indefinitely)

Prerequisite: Appropriate 2999 course, 2.5 GPA. Supervised classroom experiences in pre-kindergarten and kindergarten classrooms. Candidates work under the supervision of mentor

teachers and university supervisors for a minimum of 100 hours. Emphasis will be placed on addressing students with and without disabilities in the classroom environment. Candidates will also participate in debriefing seminars focused on the implementation of developmentally appropriate content areas/strands, and appropriate teaching formats.

**Justification:** *Select one or more of the following to indicate why the requested new course will be beneficial and give justification. Please include or append relevant supporting data.*  
(box expands indefinitely)

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting mandates of state/federal/outside accrediting agencies:

Other: Data from student focus forums, retention data, and current economic climate indicate a need to provide a blended, early childhood / special education, bachelor's level , degree program, resulting in certification in four years. Several institutions (Macon State, North Georgia College and State University) are currently offering successful 4-year blended programs leading to Georgia certification in Early Childhood Special Education General Curriculum. This course was specifically designed to assist the teacher candidates in this new program meet state and national standards.

Plans for assessing proposed course: (box expands indefinitely)

Course Evaluations  
Program Assessments approved by NCATE, ACEI, & CEC



\*\*\* ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.

Approvals: (Print out for signatures & dates)

Dept. Head(s)	<u>Lynn C. Menzi</u>	Date	<u>3-25-09</u>
Dean(s)/Director(s)	<u>Julia M. Ruffel</u>	Date	<u>3-25-09</u>
College Exec. Comm.	<u>Julia M. Ruffel</u>	Date	<u>3-25-09</u>
Graduate Exec. Comm.	_____	Date	_____
Academic Comm.	_____	Date	_____

Indicate How Course will be Taught: Face to Face

*If course is online:*

Does proposed new course alter the percentage of the degree program available online? No

As a result of this new course, how much of the program will now be available online? less than 25%

**\*If more than 25%, notify SACS Liaison and Asst. Director for Distance Learning.**

ECSE 3390  
**Early Childhood Inclusive Practicum and Seminar: PreK-K**  
2 SEMESTER HOURS

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

**REQUIRED TEXTBOOKS**

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

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

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

## **COURSE DESCRIPTION**

**Prerequisite: Appropriate 2999 course, 2.5 GPA.** Supervised classroom experiences in pre-kindergarten and kindergarten classrooms. Candidates work under the supervision of mentor teachers and university supervisors for a minimum of 100 hours. Emphasis will be placed on addressing students with and without disabilities in the classroom environment. Candidates will also participate in debriefing seminars focused on the implementation of developmentally appropriate content areas/strands, and appropriate teaching formats.

## **COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)**

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

## **GENERAL EDUCATION OUTCOMES (GEO)**

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

## **COURSE OBJECTIVES (CO):**

The teacher candidate will:

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

## **COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

1. Time Sheet Documenting a Minimum of 100 Hours
2. Teaching Observed using the COE Observation Instrument by University Supervisor, Mentor Teacher, Peer, and Self (CO 2, 3, 4)
3. Reflective Journal Entries (as assigned by the university supervisor) (CO 1, 2, 3, 4)
4. Final Evaluation of the Practicum Student by the Mentor Teacher (CO 1, 2, 3, 4)
5. Letter of Appreciation (CO 1)
6. Practicum Notebook (CO 1, 2, 3, 4)
7. Dispositions and Participation (CO 1)
8. LiveText ECSE Initial Program Portfolio (CO 1, 2, 3, 4)
9. Science (ACEI 2.2) Content and Methods for PreK-K Seminar (CO 5)
10. Mathematics (ACEI 2.3) Content and Methods for PreK-K Seminar (CO 5)
11. Social Studies (ACEI 2.4) Content and Methods for PreK-K Seminar (CO 5)
12. The Arts (ACEI 2.5) Content and Methods for PreK-K Seminar (CO 5)
13. Health (ACEI 2.6) Content and Methods for PreK-K Seminar (CO 5)
14. Physical Education (ACEI 2.7) Content and Methods for PreK-K Seminar (CO 5)
15. Technology Integration for PreK-K Seminar (CO 5)

## **COURSE EVALUATION**

### **Final Grading Scale**

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

## **ATTENDANCE POLICY**

### **Field Experience**

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

### **Content and Methods Seminars**

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

## **PROFESSIONALISM**

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

## **DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM**

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

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty

members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

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

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

#### FIRST OFFENSE:

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

#### SECOND OFFENSE:

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

#### **SPECIAL NEEDS STATEMENT**

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

Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in Room 1115 Nevins Hall. The phone numbers are (229) 245-2498 (voice) and (229) 219-1348 (tty).

**INSTRUCTOR**

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

Website:

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

Date of Submission: 01/20/2009(mm/dd/yyyy)

Department Initiating Request: Early Childhood & Special Education

Faculty Member Requesting: Lynn Minor

Proposed New Course Prefix & Number: ECSE 3020

(See Course Description Abbreviations in the Catalog for approved prefixes.)

Proposed New Course Title: Intermediate Assessment, Planning, & Instruction

Proposed New Course Title Abbreviation: Inter Assess Plan & Instr

(For student transcript, limit to 30 characters and spaces)

Semester/Term/Year to be Effective: Fall, 2009

Estimated Frequency of Course Offering: Twice a Year, Fall & Spring

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

**\*\*\*If this new course is to be included in the curriculum, be sure to initiate a Curriculum Change Form.\*\*\***

Total Contact Hours: 3

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (box expands indefinitely)

Prerequisites: Appropriate 2999 course, ECSE 3010. Focus on the use of selected evidence based practices and theories of learning and development which underline the teaching and learning processes related to assessment, planning, and instruction in first through third grades. Teacher candidates will collect and analyze data in order to plan and implement selected teaching and learning strategies that meet the diverse and individualized needs of the students.



A field experience, as prescribed by the instructor, is required for this course.

**Justification:** *Select one or more of the following to indicate why the requested new course will be beneficial and give justification. Please include or append relevant supporting data.*

(box expands indefinitely)

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting mandates of state/federal/outside accrediting agencies:

Other: Data from student focus forums, retention data, and current economic climate indicate a need to provide a blended, early childhood / special education, bachelor's level , degree program, resulting in certification in four years. Several institutions (Macon State, North Georgia College and State University) are currently offering successful 4-year blended programs leading to Georgia certification in Early Childhood Special Education General Curriculum. This course was specifically designed to assist the teacher candidates in this new program meet state and national standards.

Plans for assessing proposed course: (box expands indefinitely)

Course Evaluations

Program Assessments approved by NCATE, ACEI, & CEC

\*\*\* ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.

Approvals: (Print out for signatures & dates)

Dept. Head(s)	<u>Lynne C. Minor</u>	Date	<u>3-25-09</u>
Dean(s)/Director(s)	<u>Julia M. Ruffee</u>	Date	<u>3-25-09</u>
College Exec. Comm.	<u>Julia M. Ruffee</u>	Date	<u>3-25-09</u>
Graduate Exec. Comm.	_____	Date	_____
Academic Comm.	_____	Date	_____

Indicate How Course will be Taught: Face to Face

*If course is online:*

Does proposed new course alter the percentage of the degree program available online? No

As a result of this new course, how much of the program will now be available online? less than 25%

**\*If more than 25%, notify SACS Liaison and Asst. Director for Distance Learning.**

**ECSE 3020**  
**Intermediate Integrated Assessment, Planning & Instruction**  
**3 SEMESTER HOURS**

\*\*\*\*\*

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

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

**Equity** Principle: All learners deserve high expectations and support.

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

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

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

**Impact** Principle: Effective practice yields evidence of learning.

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

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

**REQUIRED TEXTBOOKS**

Gibb, G. S., & Dyches, T.T. (2007). *Guide to writing quality individualized education programs*. (2<sup>nd</sup>. Ed.). Boston, MA: Allyn & Bacon

Hosp, M., Hosp, J.L., & Howell, K. W. (2007). *The ABCs of CBM: A practical guide to curriculum-based measurement*. New York: The Guilford Press.

Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: Association for Supervision and Curriculum Development.

Additional Readings:

*Positively Impacting Learning Through Evidenced-Based Practices*

Universal design: <http://www.cast.org/index.html>

Multiple intelligences: <http://www.pz.harvard.edu/pis/hg.htm>

### **COURSE DESCRIPTION**

**Prerequisites: Appropriate 2999 course, ECSE 3010.** Focus on the use of selected evidence based practices and theories of learning and development which underline the teaching and learning processes related to assessment, planning, and instruction in first through third grades. Teacher candidates will collect and analyze data in order to plan and implement selected teaching and learning strategies that meet the diverse and individualized needs of the students. A field experience, as prescribed by the instructor, is required for this course.

### **COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK PRINCIPLES**

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

### **GENERAL EDUCATION OUTCOMES (GEO)**

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

## **COURSE OBJECTIVES**

Teacher candidates will demonstrate the following objectives across the ACEI Curricular areas of (2.1) Reading, Writing, and Oral Language, (2.2) Science, (2.3) Mathematics, (2.4) Social studies, (2.5) The arts, (2.6) Health education, (2.7) Physical education, and technology with focus on first through third grades:

1. Using a case study approach, examine and critique a variety of developmentally and age appropriate assessments, including Criterion-Referenced Test (CRT) and Curriculum-Based Measurement (CBM), students' individual needs within and across the ACEI Curricular areas of (2.1) Reading, Writing, and Oral Language, (2.2) Science, (2.3) Mathematics, (2.4) Social studies, (2.5) The arts, (2.6) Health education, (2.7) Physical education, and technology with a focus on first through third grade students. (CFS I, III, IV, V; GEO 2, 4, 7)
2. Use the Individualized Education Program (IEP) for a targeted student to design and administer a Criterion-Referenced Test (CRT) and Curriculum-Based Measurement (CBM). (CFS II, III, IV, V; GEO 2, 4, 7)
3. Based on the data obtained from the CRT and CBM results, and the identified areas of concerns on the IEP, candidates will plan and implement mini-lessons across different group arrangements within and across the ACEI Curricular areas of (2.1) Reading, Writing, and Oral Language, (2.2) Science, (2.3) Mathematics, (2.4) Social studies, (2.5) The arts, (2.6) Health education, (2.7) Physical education, and technology. (CFS I,II, III, V; GEO 2, 3, 4, 7)
4. Select and use strategies to differentiate instruction, including the Universal Design for Learning (UDL), Multiple Intelligences (MI), tiered lessons, varied questioning techniques, multi-option assignments, mixed-ability grouping, to meet the needs of diverse learners. (CFS II, III, V; GEO 2, 3, 4, 7)
5. Use student performance data, including student products, school records, and the school's Response to Intervention Plan (RTI), to design, teach, and evaluate the effectiveness of lesson plans within and across the ACEI Curricular areas of (2.1) Reading, Writing, and Oral Language, (2.2) Science, (2.3) Mathematics, (2.4) Social studies, (2.5) The arts, (2.6) Health education, (2.7) Physical education, and technology. (CFS I, II,III, IV, V; GEO 2, 3, 4, 7)
6. Demonstrate competence in direct instruction; constant time delay; inquiry method; using effective cues and questions; using advance organizers, and providing appropriate positive and corrective feedback for responses in inclusive and resource settings. (CFS II, III, V; GEO 2, 3, 4, 7)
7. Select and use appropriate technology to plan, assess, and instruct. (CFS IV, V; GEO 2, 3, 4, 7)

## COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

- 1. Criterion-Referenced Test (CRT) Construction and Administration:** Teacher candidates will review the Individualized Education Program (IEP) of a targeted student for the purpose of the designing an appropriate Criterion-Referenced Test (CRT). Then, in groups of 4 -5, teacher candidates will construct and administer a CRT to a target student, using IEP objectives and one of the ACEI Curricular areas of (2.1) Reading, Writing, and Oral Language, (2.2) Science, (2.3) Mathematics, (2.4) Social studies, (2.5) The arts, (2.6) Health education, (2.7) Physical education, and technology with a focus on first through third grade students. Students will also score and provide an interpretation of the results from the test in a written report. (C O 1, 2, 3 ,6, 7)
- 2. Curriculum-Based Measurement (CBM):** Teacher candidates will review the Individualized Education Program (IEP) of a targeted student in first through third grade for the purpose of designing an appropriate Curriculum-Based Measurement (CBM) in one of the ACEI Curricular areas of (2.1) Reading, Writing, and Oral Language, (2.2) Science, (2.3) Mathematics, (2.4) Social studies, (2.5) The arts, (2.6) Health education, or (2.7) Physical education. The teacher candidate will administer the CBM assessment on the target student, score the assessment, and provide an interpretation of the results from the assessment in a written report. (C O 1, 2, 3, 6, 7)
- 3. Mini-Lesson Plans Design and Instruction:** Based on the target student's IEP objectives, the data obtained from the various types of assessments, including the CRT and CBM, the identified areas of concerns for the target student, and the school's Response to Intervention Plan (RTI), teacher candidates will design two mini-lesson plans with specific instructional strategies and modifications to teach the skills within the identified areas of concerns. Teacher candidates would be required to implement in their instructional activities the following instructional approaches: direct instruction; constant time delay; inquiry method; using effective cues and questions; using advance organizers, and providing appropriate positive and corrective feedback for responses in inclusive and resource settings. Teacher candidates will also be required to teach these mini-lesson plans to a target student and have them critiqued by the target student's teacher, followed by their own reflective self-evaluation and assessment of their target student's performance (C O 3, 6, 7)
- 4. Student Performance Data Analysis, Planning, and Instruction:** Using the Understanding by Design process, teacher candidates will identify and provide an in-depth written analysis of a sample of student performance data, including tests, exams, worksheets, and written projects available to them in their first through third grade practicum settings. Based on the obtained student performance data, teacher candidates will design and teach a series of at least three different lessons for a small group or the entire class across the ACEI Curricular areas of (2.1) Reading, Writing, and Oral Language, (2.2) Science, (2.3) Mathematics, (2.4) Social studies, (2.5) The arts, (2.6) Health education, (2.7) Physical education, and technology. Each lesson will incorporate a different instructional approach selected from, but not limited, to the following options: the Universal Design for Learning (UDL), Multiple Intelligences (MI), tiered lessons,

varied questioning techniques, multi-option assignments, mixed-ability grouping, in order to teach across different group arrangements and content areas. (C O 4, 5, 7)

**COURSE EVALUATION**

Criterion-Referenced Test (CRT) Construction and Administration	50 points
Curriculum-Based Measurement (CBM)	50 points
Mini-Lesson Plans Design and Instruction (2 lessons)	250 points
Student Performance Data Analysis, Planning, and Instruction	250 points
<b>Total</b>	<b>600 points</b>

**GRADES**

- A = 90-100% of total points possible for course
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 59% and below

**ATTENDANCE POLICY**

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

**DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM**

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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.

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

**FIRST OFFENSE:**

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

**SECOND OFFENSE:**

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

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



**INSTRUCTOR**

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

Website:

Request for a New Course  
Valdosta State University

Date of Submission: 01/20/2009(mm/dd/yyyy)

Department Initiating Request: Early Childhood & Special Education

Faculty Member Requesting: Lynn Minor

Proposed New Course Prefix & Number: ECSE 3220

(See Course Description Abbreviations in the Catalog for approved prefixes.)

Proposed New Course Title: Intermediate Management of Learning Environments

Proposed New Course Title Abbreviation: Inter Mgnt Lrn Environments

(For student transcript, limit to 30 characters and spaces)

Semester/Term/Year to be Effective: Fall, 2009

Estimated Frequency of Course Offering: Twice a Year, Fall & Spring

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

**\*\*\*If this new course is to be included in the curriculum, be sure to initiate a Curriculum Change Form.\*\*\***

Total Contact Hours: 3

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (box expands indefinitely)

Prerequisites: Appropriated 2999 course; ESCE 3210. Application of general classroom management principles in classroom environments that are conducive to learning. Developmentally appropriate strategies for first through third grade students will be emphasized and selectively implemented. Teacher candidates will analyze behavior management programs through data collection. Specific behavior management strategies

appropriate for students with specific identified behavioral needs will be taught. A field experience, as prescribed by the instructor, is required for the course.

**Justification:** *Select one or more of the following to indicate why the requested new course will be beneficial and give justification. Please include or append relevant supporting data.*

(box expands indefinitely)

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting mandates of state/federal/outside accrediting agencies:

Other: Data from student focus forums, retention data, and current economic climate indicate a need to provide a blended, early childhood / special education, bachelor's level , degree program, resulting in certification in four years. Several institutions (Macon State, North Georgia College and State University) are currently offering successful 4-year blended programs leading to Georgia certification in Early Childhood Special Education General Curriculum. This course was specifically designed to assist the teacher candidates in this new program meet state and national standards.

Plans for assessing proposed course: (box expands indefinitely)

Course Evaluations

Program Assessments approved by NCATE, ACEI, & CEC

\*\*\* ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.

Approvals: (Print out for signatures & dates)

Dept. Head(s)	<u>Lynn C. Menor</u>	Date	<u>3-25-09</u>
Dean(s)/Director(s)	<u>Julia M. Ruffel</u>	Date	<u>3-25-09</u>
College Exec. Comm.	<u>Julia M. Ruffel</u>	Date	<u>3-25-09</u>
Graduate Exec. Comm.	_____	Date	_____
Academic Comm.	_____	Date	_____

Indicate How Course will be Taught: Face to Face

*If course is online:*

Does proposed new course alter the percentage of the degree program available online? No

As a result of this new course, how much of the program will now be available online? less than 25%

**\*If more than 25%, notify SACS Liaison and Asst. Director for Distance Learning.**

ECSE 3220  
**Intermediate Management of Learning Environments**  
**3 SEMESTER HOURS**

\*\*\*\*\*

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

**REQUIRED TEXTBOOKS**

Marzano, R., Marzano, J., & Pickering, D. (2003). *Classroom management that works research-based strategies for every teacher*. ASCD. Washington, D.C.

Weinstein, C. & Mignano, A. *Elementary classroom management lessons from research and practice*. McGraw-Hill. New York, NY.

Selected Readings and Assignments from:

The Online Academy at The University of Kansas Center for Research on Learning.

<http://www.onlineacademy.org/> Specific topics to include:

- Intervention Strategies Part I.

- Intervention Strategies Part II.

IRIS Center Special Education Resources for Inclusion, Scientifically-Validated and Evidenced-Based Instructional Strategies at Vanderbilt University. <http://iris.peabody.vanderbilt.edu/>  
Specific topics to include:

- Collaborating with families.
- Fostering student accountability for classroom work.
- Addressing Disruptive and Noncompliant Behaviors (Part 1): Understanding the Acting-Out Cycle.
- Addressing Disruptive and Noncompliant Behaviors (Part 2): Understanding the Acting-Out Cycle.

### **COURSE DESCRIPTION**

**Prerequisites: Appropriated 2999 course; ESCE 3210.** Application of general classroom management principles in classroom environments that are conducive to learning. Developmentally appropriate strategies for first through third grade students will be emphasized and selectively implemented. Teacher candidates will analyze behavior management programs through data collection. Specific behavior management strategies appropriate for students with specific identified behavioral needs will be taught. A field experience, as prescribed by the instructor, is required for the course.

### **COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)**

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

## **GENERAL EDUCATION OUTCOMES (GEO)**

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

## **COURSE OBJECTIVES (CO):**

The teacher candidates will:

1. Analyze how environmental considerations may vary as instruction is delivered in a range of educational settings that include regular / general education classrooms and resource rooms for first through third grade students. (CFS II, III, V; GEO 3, 4, 7)
2. Analyze and prioritize effective methods, including positive consequences, teaching formats, and rule and procedure development that result in development and learning in first through third grade students. (CFS II, III, V; GEO 3, 4, 7)
3. Compare and contrast the use of developmentally appropriate and inappropriate practices (individually, age, and culturally appropriate) in designing and managing learning environments that result in integrated learning; ongoing, authentic assessments; a blend of child-guided and teacher guided activities, and strong support and involvement of their families for first through third grade students. (CFS II, III, IV, V; GEO 1, 2, 4, 7, 8)
4. Select and use appropriate strategies such as role release, effective listening skills, and problem-solving for collaborating with students, families, and colleagues in designing and managing effective learning environments for first through third grade. (CFS II, III, V, VI; GEO 1, 2, 4, 8)
5. Collect and analyze data on management strategies (e.g., active supervision, error correction, rate of opportunities to respond, etc.) for planning and managing an effective learning environment for first through third grade students. (CFS II, III, IV, V, VI; GEO 4, 7, 8)
6. Analyze and implement legal and ethical principles including the role of universal design as outlined in the Assistive Technology Act (1998; 29 U.S.C. 3002) when planning and managing an effective learning environment for first through third grade students. (CFS I, II, III, IV, V, VI; GEO 1, 2, 3, 4, 7, 8)

7. Plan and implement management strategies (e.g., class-wide peer tutoring, computer assisted instruction, etc.) for students with diverse developmental and learning needs. (CFS I, II, III, IV, V, VI; GEO 2, 3, 4, 7, 8)
8. Plan and implement Positive Behavior Supports (PBS; Intervention Strategies Part 1 and Part 2) that address individual student behaviors. (CFS II, III, IV, V; GEO 2, 4, 7, 8)

### **COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS**

1. Classroom Design and Management Video: Teacher candidates will develop a video that illustrates Universal Design, student engagement, teaching and implementation of rules and procedures, and teaching formats (peer tutoring, computer assisted instruction). (CO 1, 2, 3, 6, 7)
2. Data Collection Assignments: ongoing collection across the semester in practicum environment of data related to social and academic behaviors of students (student engagement, positive peer interactions, achievement of learning objectives) and teacher candidate behaviors (active supervision, error correction, rate of opportunities to respond, feedback, positive reinforcement). Teacher candidates will analyze data, reflect on the effectiveness of their management strategies, and identify other appropriate strategies for positively impacting these behaviors. (CO 1, 2, 3, 5)
3. Complete a classroom management reflection, including supporting data, that focuses on teaching formats: teacher led small group instruction, peer tutoring, and computer assisted instruction related to their practicum experiences (CO 1, 2, 3, 4, 5, 6)
4. Group project: Classroom Management Rubric which addresses all areas of classroom management to be addressed in planning a lesson. The rubric will differentiate between target, acceptable, and unacceptable performance in all areas and provide for examples of documentation/data collection for each rating. (CO 1, 2, 3, 4, 7, 8) (Rubric is Part 2 of Classroom Management Program Evaluation)
5. Group project/presentation: Using the Georgia standards for first through third grade curricula, case studies of inclusive classrooms, and their practicum experiences, small groups will develop and present to the class a DAP activity. The activity will identify an appropriate teaching format, behavior management expectations and strategies, positive learning and social outcomes, universal design components, understanding by design, and accommodations related to information on children with special needs/IEPs. Each group will be responsible for targeting a specific content area and indicating how the management of the activity would lead to meeting appropriate standards across the content areas. (CO 1, 2, 3, 5, 7)
6. Intermediate Positive Behavioral Support online modules 4 and 5: After reading Module online materials on Intervention Strategies, the teacher candidates will complete multiple choice quizzes for each module. Teacher candidates will prepare one discussion question to facilitate discussion in class. (CO 2, 3, 5, 6, 8)
7. Collaboration Report: Teacher candidates will 1. Document their selection and use of



appropriate strategies for collaboration with students, families, and/or colleagues during their practicum experience and 2. Suggest appropriate strategies for case studies provided by the instructor. (CO 1, 2, 4)

8. Quizzes: Five multiple choice / short answer tests and quizzes (CO 1, 2, 3, 4, 5, 6, 8)

**COURSE EVALUATION**

Assignment	Points
1. Classroom Management Video	150
2. Data collection assignment	150
3. Classroom Management Reflection	150
4. Classroom Management Rubric	100
5. DAP Activity Presentation	200
6. On-line Modules	100
7. Collaboration Report	100
8. Quizzes	50
Total Points	1000

**GRADES**

Grade Scale:

A = 90-100% of total points possible for course

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% and below

**ATTENDANCE POLICY**

Students are expected to arrive promptly for every class and to call or email me in the case of an emergency. Come to class prepared to contribute to discussions, ask appropriate questions, and participate in class activities. Roll is taken at the beginning of each class. Please see me if you come in tardy to ensure that I indicate your attendance in my records. If it is necessary for you to miss a class, you should arrange for a classmate to take notes and pick up handouts for you. You are responsible for the content of classes that are missed. Missing class or part of a class will affect your grade. Incompletes will only be given under special circumstances. See me as soon as possible if you think we need to discuss this. "A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course." (*VSU Undergraduate Catalog*)

**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 the *Academic Honesty Policies and Procedures* is available in the on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). The consequences for acts of academic dishonesty in the Dewar College of Education are:

#### FIRST OFFENSE:

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

#### SECOND OFFENSE:

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

#### **SPECIAL NEEDS STATEMENT**

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

Students requesting classroom accommodations or modifications due to a documented disability

must contact the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

**INSTRUCTOR**

Name:

Office address:

Office phone:

E-mail address:

Office hours:

Website:

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

Date of Submission: 01/20/2009(mm/dd/yyyy)

Department Initiating Request: Early Childhood & Special Education

Faculty Member Requesting: Lynn Minor

Proposed New Course Prefix & Number: LITR 3120

(See Course Description Abbreviations in the Catalog for approved prefixes.)

Proposed New Course Title: Early Literacy

Proposed New Course Title Abbreviation: Early Literacy

(For student transcript, limit to 30 characters and spaces)

Semester/Term/Year to be Effective: Fall, 2009

Estimated Frequency of Course Offering: Twice a Year, Fall & Spring

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

**\*\*\*If this new course is to be included in the curriculum, be sure to initiate a Curriculum Change Form.\*\*\***

Total Contact Hours: 3

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (box expands indefinitely)

Prerequisites: Appropriate 2999 course; LITR 3110. Introduction to content, theoretical perspectives, and evidence-based strategies for teaching children in the primary grades to read

and write. Major topics include the development of preservice teachers' understanding of student learning related to the reading process, including phonemic awareness, phonics, comprehension, fluency, and vocabulary. Teacher candidates are expected to plan and implement learned skills and knowledge in the field. A field experience, as prescribed by the instructor, is required for this course.

**Justification:** *Select one or more of the following to indicate why the requested new course will be beneficial and give justification. Please include or append relevant supporting data.*

(box expands indefinitely)

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting mandates of state/federal/outside accrediting agencies:

Other: Data from student focus forums, retention data, and current economic climate indicate a need to provide a blended, early childhood / special education, bachelor's level, degree program, resulting in certification in four years. Several institutions (Macon State, North Georgia College and State University) are currently offering successful 4-year blended programs leading to Georgia certification in Early Childhood Special Education General Curriculum. This course was specifically designed to assist the teacher candidates in this new program meet state and national standards.

Plans for assessing proposed course: (box expands indefinitely)

Course Evaluations

Program Assessments approved by NCATE, ACEI, & CEC

\*\*\* ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.

Approvals: (Print out for signatures & dates)

Dept. Head(s)	<u>Lynn C. Mini</u>	Date	<u>3-25-09</u>
Dean(s)/Director(s)	<u>Julia M. Ruffel</u>	Date	<u>3-25-09</u>
College Exec. Comm.	<u>Julia M. Ruffel</u>	Date	<u>3-25-09</u>
Graduate Exec. Comm.	_____	Date	_____
Academic Comm.	_____	Date	_____

Indicate How Course will be Taught: Face to Face

*If course is online:*

Does proposed new course alter the percentage of the degree program available online? No

As a result of this new course, how much of the program will now be available online? less than 25%

**\*If more than 25%, notify SACS Liaison and Asst. Director for Distance Learning.**

LITR 3120  
Early Literacy  
3 SEMESTER HOURS

\*\*\*\*\*

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

**REQUIRED TEXTBOOKS**

Reutzel, D. R., & Cooter, R. B. (2008). *Teaching children to read: The teacher makes the difference* (5<sup>th</sup> ed.). New Jersey: Pearson Education.

LiveText Inc. (2007). College LiveText edu solutions. La Grange, IL: United Learning Inc.

**COURSE DESCRIPTION**

**Prerequisites:** Appropriate 2999 course; LITR 3110. Introduction to content, theoretical perspectives, and evidence-based strategies for teaching children in the primary grades to read and write. Major topics include the development of preservice teachers' understanding of student learning related to the reading process, including phonemic awareness, phonics, comprehension,

fluency, and vocabulary. Teacher candidates are expected to plan and implement learned skills and knowledge in the field. A field experience, as prescribed by the instructor, is required for this course.

### **COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)**

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

### **GENERAL EDUCATION OUTCOMES (GEO)**

3. Students will use computer and information technology when appropriate
4. Students will express themselves clearly, logically, and precisely in writing and in speaking, and they will demonstrate competence in reading and listening
6. Students will demonstrate knowledge of diverse cultural heritages in the arts, the humanities, and the social sciences
7. Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written, and visual materials.

### **COURSE OBJECTIVES (CO)**

Teacher candidates will:

1. Identify the key components of reading and writing instruction. (CFS 1, 3; GEO 4)
2. Describe the theoretical perspectives of reading and writing instruction. (CFS 1, 3; GEO 4)



3. Identify letter-sound relationships and useful generalizations about those relationships. (CFS 1, 3, 5; GEO 4, 7)
4. Organize and implement guided reading instruction. (CFS 4, 5, 6, 7; GEO 4, 6, 7)
5. Review materials used for reading and writing instruction with young children. (CFS 1, 9; GEO 3)
6. Provide instruction to build recognition of high frequency words. (CFS 4, 6, 7; GEO 4)
7. Develop students' knowledge of letter-sound relationships, and teach them how to decode words and cross-check for meaning. (CFS 3, 4, 5, 6, 7; GEO 4, 6, 7)
8. Implement strategies to develop metacognition and strategic reading skills (CFS 4, 7; GEO 7)
9. Provide instruction to develop comprehension and critical reading skills. (CFS 3, 4, 7; GEO 7)
10. Describe strategies to motivate wide reading in self-selected materials. (CFS 1, 5; GEO 3, 4, 6)
11. Describe classroom assessment tools and their uses in the instruction of reading and writing. (CFS 7, 8, 9; GEO 7)
12. Describe methods for differentiating instruction for diverse readers. (CFS 2, 3; GEO 3, 6, 7)

### **COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

Teacher candidates will:

1. Complete all assigned readings and field based assignments.
2. Identify their current reading behaviors (CO 1-13): Before you can learn about how other children read, you must first consider your own reading history. Trace your reading history and your development as a reader since your early childhood. Consider the following questions as you tell me your reading history story.
  - What is reading?
  - Do you remember being read to as a child? By whom? Describe.
  - How did you learn how to read?
  - What was reading like in kindergarten? First grade? Now?
  - Did any of your teachers read to you?
  - How would you characterize your reading habits and attitudes?
  - Do you read for recreation/academic reasons? How does it make you feel?
  - Do you consider yourself a "reader"? Why or Why not?
3. Complete 4 field based assignments related to literacy instruction, i.e. alternatives to worksheets, story grammar map, vocabulary mini-lesson, and analysis of fluency instruction. Guidelines for these assignments will be discussed at the time assignments are made. (CO 1-13)
4. Complete weekly quizzes. (CO 1-13)
5. Create lesson plans (CO 7, 8, 9, 10)

- Write two lesson plans and teach both of the lessons to students in the class to which you are assigned for practicum. The mentor teacher and university supervisor must approve the lessons before they are taught. Contextual Factors and Lesson Plans must be signed by the mentor prior to teaching lessons. The mentor teacher or university supervisor must observe/evaluate the two lessons. The two lesson plans + contextual factors must be submitted on LiveText after they have been approved and taught. Lesson plans will be graded according to the LiveText ECE Lesson Plan Performance Assessment Rubric.
- Lesson #1: Guided Reading (small group according to the instructor's guidelines)
- Lesson #2: Word Study/Vocabulary

6. Pass a phonics test with a score of 85% or higher. (CO 3)

7. Complete pretest and post-test examinations on course content. (CO 3, 4, 8, 9, 10, 13)

### **COURSE EVALUATION**

Reading Behaviors	10 points
Field Based Assignments	10 points each (Total = 40 points)
Quizzes	100 points
Lesson Plans	30 points each (Total = 60 points)
Phonics Test	100 points
Post Test Exam	100 points
Total	410 points

### **GRADING SCALE**

A = 90-100% of total points possible for course

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% and below

### **ATTENDANCE POLICY**

Teacher candidates are expected to arrive promptly for every class and to call or email in the case of an emergency. Come to class prepared to contribute to discussions, ask appropriate questions, and participate in class activities. Roll is taken at each class session. Please see your instructor if you come in tardy to ensure that your attendance is indicated for the records. If it is necessary for you to miss a class, you should arrange for a classmate to take notes and pick up handouts for you. You are responsible for the content of classes that are missed. Missing class or part of a class will affect your grade. Incompletes will only be given under special circumstances. "A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course." (*VSU Undergraduate Catalog*)

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

### **SECOND OFFENSE:**

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

### **SPECIAL NEEDS STATEMENT**

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individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

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

**INSTRUCTOR**

Name:

Office address:

Office phone:

Email address:

Office hours:

Website:

Request for a New Course  
Valdosta State University

Date of Submission: 01/20/2009(mm/dd/yyyy)

Department Initiating Request: Early Childhood & Special Education

Faculty Member Requesting: Lynn Minor

Proposed New Course Prefix & Number: LITR 3130

(See Course Description Abbreviations in the Catalog for approved prefixes.)

Proposed New Course Title: Developing Literacy

Proposed New Course Title Abbreviation: Developing Literacy

(For student transcript, limit to 30 characters and spaces)

Semester/Term/Year to be Effective: Fall, 2009

Estimated Frequency of Course Offering: Twice a Year, Fall & Spring

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

**\*\*\*If this new course is to be included in the curriculum, be sure to initiate a Curriculum Change Form.\*\*\***

Total Contact Hours: 3

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (box expands indefinitely)

Prerequisites: Appropriate 2999 course; LITR 3110. Application of methods for teaching

listening, speaking, reading, writing, viewing, and visually representing. Emphasis is placed on

instructional methods of processes for composing and comprehending various forms of texts.

Additional topics that will be addressed include motivating students to read and write; developing vocabulary, comprehension strategies, and higher-level thinking; and applying technology will be addressed. Teacher candidates are expected to plan and implement learned skills and knowledge in the field. A field experience, as prescribed by the instructor, is required for this course.

**Justification:** *Select one or more of the following to indicate why the requested new course will be beneficial and give justification. Please include or append relevant supporting data.*

(box expands indefinitely)

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting mandates of state/federal/outside accrediting agencies:

Other: Data from student focus forums, retention data, and current economic climate indicate a need to provide a blended, early childhood / special education, bachelor's level , degree program, resulting in certification in four years. Several institutions (Macon State, North Georgia College and State University) are currently offering successful 4-year blended programs leading to Georgia certification in Early Childhood Special Education General Curriculum. This course was specifically designed to assist the teacher candidates in this new program meet state and national standards.

Plans for assessing proposed course: (box expands indefinitely)

Course Evaluations

Program Assessments approved by NCATE, ACEI, & CEC

\*\*\* ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.

Approvals: (Print out for signatures & dates)

Dept. Head(s)	<u>Lynne C. Murphy</u>	Date	<u>3-25-09</u>
Dean(s)/Director(s)	<u>Jana M. Heffner</u>	Date	<u>3-25-09</u>
College Exec. Comm.	<u>Jana M. Heffner</u>	Date	<u>3-25-09</u>
Graduate Exec. Comm.	_____	Date	_____
Academic Comm.	_____	Date	_____

Indicate How Course will be Taught: Face to Face

*If course is online:*

Does proposed new course alter the percentage of the degree program available online? No

As a result of this new course, how much of the program will now be available online? less than 25%

**\*If more than 25%, notify SACS Liaison and Asst. Director for Distance Learning.**

**LITR 3130**  
**Developing Literacy**  
**3 SEMESTER HOURS**

\*\*\*\*\*

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

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

Equity Principle: All learners deserve high expectations and support

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

**REQUIRED TEXTBOOKS**

Ogle, D., & Beers, J. W. (2009). *Engaging in the language arts: Exploring the power of language*. New York: Pearson.

LITR 3130 Course Packet (available from the Dewar College of Education Copy Center)

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

Supplemental Text

Harris, H. (2007). *The writer's FAQs: A pocket handbook*. Upper Saddle River, NJ: Pearson.



## **COURSE DESCRIPTION**

**Prerequisites: Appropriate 2999 course; LITR 3110.** Application of methods for teaching listening, speaking, reading, writing, viewing, and visually representing. Emphasis is placed on instructional methods of processes for composing and comprehending various forms of texts. Additional topics that will be addressed include motivating students to read and write; developing vocabulary, comprehension strategies, and higher-level thinking; and applying technology will be addressed. Teacher candidates are expected to plan and implement learned skills and knowledge in the field. A field experience, as prescribed by the instructor, is required for this course.

## **COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)**

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

## **GENERAL EDUCATION OUTCOMES (GEO)**

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

## **COURSE OBJECTIVES (CO)**

The teacher candidate will:

1. Create written pieces for each stage of the writing process that exemplify the narrative or

informational form of writing to use as models during writing instruction. (CFS I; GEO 4)

2. Organize, plan, select instructional materials, and teach effective lessons that incorporate Georgia Performance Standards in the English Language Arts and other content areas and that foster literacy development, meeting the needs of all students regardless of cultural, racial, economic, and/or social backgrounds and/or special needs. (CFS II, III, IV, V; GEO 2, 3, 4, 7)
3. Identify and integrate technology resources into effective teaching of the language arts. (CFS I, II, III, V; GEO 3)
4. Use technology, library, and online resources to locate materials for individualizing instruction and enriching reading and writing. (CFS V; GEO 3, 4, 7)
5. Develop and apply techniques for continuous assessment of students' competence in the areas of listening and writing. (CFS IV; GEO 7)
6. Evaluate students' writing samples. (CFS IV, V; GEO 4, 7)
7. Reflect on knowledge, insights, and experiences related to planning, instruction, and assessment of students related to the language arts. (CFS I, II, III, IV, V; GEO 4, 7)
8. Apply critical thinking skills and problem solving through written assignments, tests, presentations, and other evaluative activities to reflect on and to evaluate their knowledge of literacy. (CFS I; GEO 4, 7)
9. Identify principles of motivation and activities that would be effective in motivating students to read and to write, including learning centers/work stations. (CFS I, II; GEO 2, 4)
10. Develop appropriate pre-reading and prewriting activities for informational text and children's literature. (CFS I, V; GEO 3, 4, 7)
11. Develop comprehension instruction and activities that can be used to develop strategic readers and writers. (CFS I, V; GEO 3, 4, 7)
12. Develop reading and writing instruction and activities that develop higher-level thinking, including critical reading and persuasive writing. (CFS V; GEO 4)

### **COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS**

1. Instructional models of the writing process: Teacher candidates will develop instructional models for each stage of the writing process for narrative or informational writing to use as their instructional materials during their teaching. (CO 1, 2, 7; GEO 4)
2. Lesson plans (2): Teacher candidates will complete the *Contextual Factors* for both lessons. Then they will organize, plan, select/develop instructional materials, teach, assess students' learning, and reflect on their teaching and the students' learning of two different language

arts lessons that incorporate Georgia Performance Standards. One lesson will be a writing process lesson contextualizing at least one content area; one lesson will be an efferent/comprehensive listening lesson. The lessons must meet the needs of all students regardless of cultural, racial, economic, and/or social backgrounds and/or special needs, as determined through the *Contextual Factors*. All lessons are to be technology enhanced. (CO 1-9; GEO 2, 3, 4, 7)

3. Tests (3): Students will take three tests (including one final examination) that address the content of the textbook, in-class activities, and lectures. (CO 6, 8, 9; GEO 4, 7)
4. Strategy Lesson Demonstration: Students will select and research a strategy to teach reading, writing, or vocabulary in a content area to demonstrate to the class. The demonstration will teach classmates about the strategy, teach how to use the strategy through hands-on engagement, and provide a one-page handout (including purpose, procedures, research, and APA citation of resources). (CO 6, 8, 10-12; GEO 3, 4, 7)
5. Inquiry Project: Students will create an engaging content-specific inquiry plan that could be implemented in their future teaching. The inquiry project will include the topic phrased as a question, an annotated bibliography of related texts and children's literature (at least 10), a list of teacher resources (at least 3), a reading strategy lesson, a writing strategy lesson, and a vocabulary strategy lesson. (CO 2, 4, 6, 8-12; GEO 3, 4, 7)

### **COURSE EVALUATION**

#### Evaluation Instruments/Methods

A. Test 1	25 points
B. Test 2	25 points
C. Test 3 (Final examination)	50 points
D. Instructional Models	25 points
E. Inquiry Project	75 points
F. Lesson Plans (2)	2 @ 30 pts (total = 60 points)
G. Strategy Lesson Demonstration	50 points
Total	310 points

### **GRADING SCALE**

- A = 90-100% of total points possible for course
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 59% and below

## ATTENDANCE POLICY

Students are expected to arrive promptly for every class and to call or email me in the case of an emergency. Come to class prepared to contribute to discussions, ask appropriate questions, and participate in class activities. Roll is taken at the beginning of each class. Please see me if you come in tardy to ensure that I indicate your attendance in my records. If it is necessary for you to miss a class, you should arrange for a classmate to take notes and pick up handouts for you. You are responsible for the content of classes that are missed. Missing class or part of a class will affect your grade. Incompletes will only be given under special circumstances. See me as soon as possible if you think we need to discuss this. "A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course." (*VSU Undergraduate Catalog*)

## 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 the *Academic Honesty Policies and Procedures* is available in the on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). The consequences for acts of academic dishonesty in the Dewar College of Education are:

### FIRST OFFENSE:

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

### SECOND OFFENSE:

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

student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee.”

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

### **SPECIAL NEEDS STATEMENT**

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

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

### **INSTRUCTOR**

Name:

Office address:

Office phone:

E-mail address:

Office hours:

Website:

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

Date of Submission: 01/20/2009(mm/dd/yyyy)

Department Initiating Request: Early Childhood & Special Education

Faculty Member Requesting: Lynn Minor

Proposed New Course Prefix & Number: ECSE 3490

(See Course Description Abbreviations in the Catalog for approved prefixes.)

Proposed New Course Title: Early Childhood Inclusive Practicum and Seminar: Grades 1-3

Proposed New Course Title Abbreviation: Inclusive Pract & Sem Gr 1-3

(For student transcript, limit to 30 characters and spaces)

Semester/Term/Year to be Effective: Fall, 2009

Estimated Frequency of Course Offering: Twice a Year, Fall & Spring

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

**\*\*\*If this new course is to be included in the curriculum, be sure to initiate a Curriculum Change Form.\*\*\***

Total Contact Hours: 2

Lecture Hours: 1

Lab Hours: 4

Credit Hours: 2

Proposed Course Description: (box expands indefinitely)

Prerequisites: Appropriate 2999 course, 2.5 GPA, Grade of "S" in ECSE 3390. Supervised classroom experiences in inclusive first through third grade classrooms. Candidates work under the supervision of mentor teachers and university supervisors for a minimum of 100 hours. Emphasis will be placed on addressing students with and without disabilities in the classroom environment. Candidates will also participate in debriefing seminars focused on

implementation of developmentally appropriate content areas/strands and teaching formats. Candidates will be observed implementing appropriate teaching and management strategies for all students in their first through third grade classroom experience.

**Justification:** *Select one or more of the following to indicate why the requested new course will be beneficial and give justification. Please include or append relevant supporting data.*

(box expands indefinitely)

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies:
- Other:** Data from student focus forums, retention data, and current economic climate indicate a need to provide a blended, early childhood / special education, bachelor's level , degree program, resulting in certification in four years. Several institutions (Macon State, North Georgia College and State University) are currently offering successful 4-year blended programs leading to Georgia certification in Early Childhood Special Education General Curriculum. This course was specifically designed to assist the teacher candidates in this new program meet state and national standards.

Plans for assessing proposed course: (box expands indefinitely)

Course Evaluations  
Program Assessments approved by NCATE, ACEI, & CEC

\*\*\* ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.

Approvals: (Print out for signatures & dates)

Dept. Head(s)	<u>Lynne C. Minor</u>	Date	<u>3-25-09</u>
Dean(s)/Director(s)	<u>Julia M. Ruffel</u>	Date	<u>3-25-09</u>
College Exec. Comm.	_____	Date	_____
Graduate Exec. Comm.	_____	Date	_____
Academic Comm.	_____	Date	_____

Indicate How Course will be Taught: Face to Face

*If course is online:*

Does proposed new course alter the percentage of the degree program available online? No

As a result of this new course, how much of the program will now be available online? less than 25%

**\*If more than 25%, notify SACS Liaison and Asst. Director for Distance Learning.**



ECSE 3490  
**Early Childhood Inclusive Practicum and Seminar: Grades 1-3**  
**2 SEMESTER HOURS**

\*\*\*\*\*

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

**REQUIRED TEXTBOOKS**

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

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

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

## **COURSE DESCRIPTION**

**Prerequisites: Appropriate 2999 course, 2.5 GPA, Grade of "S" in ECSE 3390.** Supervised classroom experiences in inclusive first through third grade classrooms. Candidates work under the supervision of mentor teachers and university supervisors for a minimum of 100 hours. Emphasis will be placed on addressing students with and without disabilities in the classroom environment. Candidates will also participate in debriefing seminars focused on implementation of developmentally appropriate content areas/strands and teaching formats. Candidates will be observed implementing appropriate teaching and management strategies for all students in their first through third grade classroom experience.

## **COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)**

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

## **GENERAL EDUCATION OUTCOMES (GEO)**

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

## **COURSE OBJECTIVES (CO):**

The teacher candidate will:

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

## **COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

1. Time Sheet Documenting a Minimum of 100 Hours
2. Teaching Observed using the COE Observation Instrument by University Supervisor, Mentor Teacher, Peer, and Self (CO 2, 3, 4)
3. Reflective Journal Entries (as assigned by the university supervisor) (CO 1, 2, 3, 4)
4. Final Evaluation of the Practicum Student by the Mentor Teacher (CO 1, 2, 3, 4)
5. Letter of Appreciation (CO 1)
6. Practicum Notebook (CO 1, 2, 3, 4)
7. Dispositions and Participation (CO 1)
8. LiveText ECSE Initial Program Portfolio (CO 1, 2, 3, 4)
9. Science (ACEI 2.2) Content and Methods for Grades 1-3 Seminar (CO 5)
10. Mathematics (ACEI 2.3) Content and Methods for Grades 1-3 Seminar (CO 5)
11. Social Studies (ACEI 2.4) Content and Methods for Grades 1-3 Seminar (CO 5)
12. The Arts (ACEI 2.5) Content and Methods for Grades 1-3 Seminars (CO 5)
13. Health (ACEI 2.6) Content and Methods for Grades 1-3 Seminar (CO 5)
14. Physical Education (ACEI 2.7) Content and Methods for Grades 1-3 Seminar (CO 5)
15. Technology Integration for Grades 1-3 Seminars (CO 5)

## **COURSE EVALUATION**

### **Final Grading Scale**

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

## **ATTENDANCE POLICY**

### **Field Experience**

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

### **Content and Methods Seminars**

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

## **PROFESSIONALISM**

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

## **DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM**

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

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty

members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

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

#### SECOND OFFENSE:

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

#### **SPECIAL NEEDS STATEMENT**

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

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

**INSTRUCTOR**

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

Website:

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

Date of Submission: 01/20/2009(mm/dd/yyyy)

Department Initiating Request: Early Childhood & Special Education

Faculty Member Requesting: Lynn Minor

Proposed New Course Prefix & Number: ECSE 4010

(See Course Description Abbreviations in the Catalog for approved prefixes.)

Proposed New Course Title: Advanced Assessment, Planning, & Instruction

Proposed New Course Title Abbreviation: Adv Assess Plan & Instr

(For student transcript, limit to 30 characters and spaces)

Semester/Term/Year to be Effective: Fall, 2009

Estimated Frequency of Course Offering: Twice a Year, Fall & Spring

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

**\*\*\*If this new course is to be included in the curriculum, be sure to initiate a Curriculum Change Form.\*\*\***

Total Contact Hours: 3

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (box expands indefinitely)

Prerequisites: Appropriate 2999 course, ECSE 3010 and ECSE 3020. Expand candidate knowledge and skill base regarding the appropriate evidence based practices and theories which underlie the teaching and learning processes related to assessment, planning and instruction. Candidates will demonstrate and apply a comprehensive repertoire of teaching and learning strategies across the content areas of reading, math, science, social studies, fine arts,

health and technology, with an emphasis on fourth and fifth grades. Concepts are presented through a case study and problem solving model structured to elicit critical and reflective thinking, data analysis, and instructional planning to meet the needs of diverse learners. A field experience, as prescribed by the instructor, is required for this course.

**Justification:** *Select one or more of the following to indicate why the requested new course will be beneficial and give justification. Please include or append relevant supporting data.*

(box expands indefinitely)

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting mandates of state/federal/outside accrediting agencies:

**Other:** Data from student focus forums, retention data, and current economic climate indicate a need to provide a blended, early childhood / special education, bachelor's level , degree program, resulting in certification in four years. Several institutions (Macon State, North Georgia College and State University) are currently offering successful 4-year blended programs leading to Georgia certification in Early Childhood Special Education General Curriculum. This course was specifically designed to assist the teacher candidates in this new program meet state and national standards.

Plans for assessing proposed course: (box expands indefinitely)

Course Evaluations

Program Assessments approved by NCATE, ACEI, & CEC



\*\*\* ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.

Approvals: (Print out for signatures & dates)

Dept. Head(s)	<u>Lynne C. Meno</u>	Date	<u>3-25-09</u>
Dean(s)/Director(s)	<u>Julia M. Beffel</u>	Date	<u>3-25-09</u>
College Exec. Comm.	<u>Julia M. Beffel</u>	Date	<u>3-25-09</u>
Graduate Exec. Comm.	_____	Date	_____
Academic Comm.	_____	Date	_____

Indicate How Course will be Taught: Face to Face

*If course is online:*

Does proposed new course alter the percentage of the degree program available online? No

As a result of this new course, how much of the program will now be available online? less than 25%

**\*If more than 25%, notify SACS Liaison and Asst. Director for Distance Learning.**

ECSE 4010  
**Advanced Integrated Assessment, Planning, & Instruction**  
**3 SEMESTER HOURS**

\*\*\*\*\*

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

**REQUIRED TEXTBOOKS**

Mastropieri, M.A. & Scruggs, T. E. (2004). *Effective instruction for special education* (3<sup>rd</sup> ed). Austin, TX: PRO-ED, Inc.

Marzano, R. J., Pickering, D.J. & Pollock, J.E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J. & Kendall, J.S. (2008). Designing and assessing educational objectives: Applying the new taxonomy. Thousand Oaks, CA: Corwin Press.

National Middle School Association (2003). *This we believe: Successful schools for young adolescents*. Westerville, OH: National Middle School Association.

Additional Readings: As determined by the course instructor

### **COURSE DESCRIPTION**

**Prerequisites: Appropriate 2999 course, ECSE 3010 and ECSE 3020.** Expand candidate knowledge and skill base regarding the appropriate evidence based practices and theories which underlie the teaching and learning processes related to assessment, planning and instruction. Candidates will demonstrate and apply a comprehensive repertoire of teaching and learning strategies across the content areas of reading, math, science, social studies, fine arts, health and technology, with an emphasis on fourth and fifth grades. Concepts are presented through a case study and problem solving model structured to elicit critical and reflective thinking, data analysis, and instructional planning to meet the needs of diverse learners, in general education, inclusive settings and special education classrooms. A field experience, as prescribed by the instructor, is required for this course.

### **COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK PRINCIPLES**

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

### **GENERAL EDUCATION OUTCOMES (GEO)**

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

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

### **COURSE OBJECTIVES**

Teacher candidates will demonstrate the following objectives across the ACEI Curricular areas of (2.1) Reading, Writing, and Oral Language, (2.2) Science, (2.3) Mathematics, (2.4) Social studies, (2.5) The arts, (2.6) Health education, (2.7) Physical education, and technology with a focus on fourth and fifth grades:

1. Analyze and apply a variety of developmentally and age appropriate assessments to determine individual students' and/or group needs, within inclusive and special education resource settings, across the ACEI Curricular areas of (2.1) Reading, Writing, and Oral Language, (2.2) Science, (2.3) Mathematics, (2.4) Social studies, (2.5) The arts, (2.6) Health education, (2.7) Physical education, and technology . (CFS II, III, IV, V; GEO 2, 4, 7), appropriate within inclusive and special education resource settings.
2. Demonstrate how to use developmentally and age appropriate assessment results to plan and evaluate teaching. (CFS II, III, IV, V; GEO 2, 3, 4, 7)
3. Use student performance data, including student products, school records, and the school's Response to Intervention (RTI) plan, to design, teach, and evaluate the effectiveness of lesson plans for students in fourth or fifth grade within and across the ACEI Curricular areas of (2.1) Reading, Writing, and Oral Language, (2.2) Science, (2.3) Mathematics, (2.4) Social studies, (2.5) The arts, (2.6) Health education, (2.7) Physical education, and technology. (CFS I, II, III, IV, V; GEO 2, 3, 4, 7)
4. Use appropriate assessments and strategies, such as curriculum based assessment and direct instruction, to plan and implement instruction that ensures that all students learn. (CFS II, III, V; GEO 2,3, 4, 7)
5. Demonstrate fluency in direct instruction and the inquiry method; model using effective cues and questions that require the use of critical thinking skills and appropriate positive and corrective feedback for responses in inclusive and resource settings. (CFS II, II, IV, V; GEO 2, 4, 7)
6. Using the Understanding by Design process, design appropriate instruction, across the ACEI Curricular areas of (2.1) Reading, Writing, and Oral Language, (2.2) Science, (2.3) Mathematics, (2.4) Social studies, (2.5) The arts, (2.6) Health education, (2.7) Physical education, and technology. (CFS I, II, IV, V; GEO 2, 3, 4, 7)
7. Select and use appropriate technology to plan, assess, and instruct.(CFS IV, V); GEO 2, 3, 4, 7)

## COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. **Individual Education Plan Goals and Objectives Design:** Teacher candidates will discuss and critically review case studies that provide information and examples to interpret student assessment data and identify areas of concern in a variety of content areas. Based on the areas of concern identified in the assessment data provided in the critiqued case studies, teacher candidates will design IEP goals and objectives that address these identified areas of concern. (CO 1, 2, 3, 4, 5, 7)
2. **Assessment and Instructional Planning Assignment:** Following a review of examples of age appropriate and content specific curriculum based assessment tools or models, teacher candidates will identify a targeted student and administer an appropriate curriculum based assessment and/or criterion-referenced test. Based on the curriculum based assessment or criterion-referenced test results and any applicable Response to Intervention (RTI) or Individual Education Plan (IEP) information, teacher candidates will design 5 different lesson plans in which they will demonstrate the use of the following instructional strategies: direct instruction and the inquiry method; using effective cues and questions that require the use of critical thinking skills; and providing appropriate positive and corrective feedback for responses in inclusive and resource settings. Teacher candidates will teach each of these lessons to the targeted student in the practicum and videotape themselves during the instruction. (CO 1, 2, 3, 4, 5, 7)
3. **Analysis of Student Assessment Data, Planning, and Instruction:** Teacher candidates will develop an in-depth written analysis of a sample of student performance data, including tests, exams, worksheets, and written projects available to them in their fourth or fifth grade practicum settings. Based on the student performance data, candidates will use the Understanding by Design process to design and teach a series of at least five different lessons for the entire class across the ACEI Curricular areas of (2.1) Reading, Writing, and Oral Language, (2.2) Science, (2.3) Mathematics, (2.4) Social studies, (2.5) The arts, (2.6) Health education, (2.7) Physical education, and technology. The lessons must integrate technology, integrate two or more content area, and incorporate a different instructional approach selected from, but not limited, to the following options: the Universal Design for Learning (UDL), Multiple Intelligences (MI), tiered lessons, varied questioning techniques, multi-option assignments, mixed-ability grouping, in order to teach across different group arrangements and content areas. These lesson plans will include Contextual Factors for Block 3, will follow the ECSE Lesson Plan format, and clearly identify how IEP objectives are addressed within the lesson plans. (C O 1, 2, 3, 6, 7)
4. **Final Product/Thematic Unit of Instruction:** Working in small groups, candidates will use the Understanding by Design process to develop a thematic unit of instruction to include at least 10 lesson plans. This activity will focus on the ACEI Curricular areas of (2.1) Reading,

Writing, and Oral Language, (2.2) Science, (2.3) Mathematics, (2.4) Social studies, (2.5) The arts, (2.6) Health education, (2.7) Physical education, and technology. The primary focus of this activity will be on selecting and describing a variety of appropriate assessments and instructional strategies. Candidates will plan appropriate accommodations for students with IEPs. This unit will include Contextual Factors and will follow the ECSE lesson plan format. (CO 1, 2, 3, 4, 6, 7)

### **COURSE EVALUATION**

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

<u>Assignment</u>	<u>Point Value</u>
1. Individual Education Plan Goals & Obj. Design	50
2. Assessment and Instructional Planning Assignment	100
3. Analysis of Student Assessment Data, Planning, & Instruction	200
4. Final Product: Thematic Unit of Instruction	250
Total Possible Points	600

### **GRADES**

- A = 90-100% of total points possible for course
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 59% and below

### **ATTENDANCE POLICY**

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

### **DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM**

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

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty

members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

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

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

#### FIRST OFFENSE:

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

#### SECOND OFFENSE:

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

#### **SPECIAL NEEDS STATEMENT**

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

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

#### **INSTRUCTOR**

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Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:



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

Date of Submission: 01/20/2009(mm/dd/yyyy)

Department Initiating Request: Early Childhood & Special Education

Faculty Member Requesting: Lynn Minor

Proposed New Course Prefix & Number: ECSE 4210 Advanced Management of Learning Environments

(See Course Description Abbreviations in the Catalog for approved prefixes.)

Proposed New Course Title: Advanced Management of Learning Environments

Proposed New Course Title Abbreviation: Adv Mgnt Lrn Environments

(For student transcript, limit to 30 characters and spaces)

Semester/Term/Year to be Effective: Fall, 2009

Estimated Frequency of Course Offering: Twice a Year, Fall & Spring

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

**\*\*\*If this new course is to be included in the curriculum, be sure to initiate a Curriculum Change Form.\*\*\***

Total Contact Hours: 3

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (box expands indefinitely)

Prerequisites: Appropriate 2999 course; ESCE 3210; ESCE 3220. Review and implementation of fundamentals of creating classroom environments that are conducive to learning. The course will focus on individual and group management strategies that facilitate inclusion of students with disabilities in classrooms. The role of functional behavioral analysis and teachers'

responsibilities in this process will be defined. Teacher candidates will synthesize information enabling them to effectively manage learning environments, collect data, and evaluate their ability to manage student learning and social behaviors in fourth and fifth grade classrooms. A field experience, as prescribed by the instructor, is required for this course.

**Justification:** *Select one or more of the following to indicate why the requested new course will be beneficial and give justification. Please include or append relevant supporting data.*

(box expands indefinitely)

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting mandates of state/federal/outside accrediting agencies:

Other: Data from student focus forums, retention data, and current economic climate indicate a need to provide a blended, early childhood / special education, bachelor's level , degree program, resulting in certification in four years. Several institutions (Macon State, North Georgia College and State University) are currently offering successful 4-year blended programs leading to Georgia certification in Early Childhood Special Education General Curriculum. This course was specifically designed to assist the teacher candidates in this new program meet state and national standards.

Plans for assessing proposed course: (box expands indefinitely)

Course Evaluations

Program Assessments approved by NCATE, ACEI, & CEC

\*\*\* ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.

Approvals: (Print out for signatures & dates)

Dept. Head(s)	<u>Lynne C. Minor</u>	Date	<u>3-25-09</u>
Dean(s)/Director(s)	<u>Julia M. Goffel</u>	Date	<u>3-25-09</u>
College Exec. Comm.	<u>Julia M. Goffel</u>	Date	<u>3-25-09</u>
Graduate Exec. Comm.	_____	Date	_____
Academic Comm.	_____	Date	_____

Indicate How Course will be Taught: Face to Face

*If course is online:*

Does proposed new course alter the percentage of the degree program available online? No

As a result of this new course, how much of the program will now be available online? less than 25%

**\*If more than 25%, notify SACS Liaison and Asst. Director for Distance Learning.**

ECSE 4210  
**Advanced Management of Learning Environments**  
3 SEMESTER HOURS

\*\*\*\*\*

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

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

Equity Principle: All learners deserve high expectations and support

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

**REQUIRED TEXTBOOKS**

National Middle School Association. (2003). *This we believe: Successful schools for young adolescents*. Westerville, OH: National Middle School Association.

Selected Readings and Assignments from the following:

The Online Academy at The University of Kansas Center for Research on Learning.

<http://www.onlineacademy.org/> Specific topics to include:

- Development and Implementation of PBS plans.
- Effective School Practices: Promoting Collaboration and Monitoring Student's Academic Achievement

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## **COURSE DESCRIPTION**

**Prerequisites: Appropriate 2999 course; ESCE 3210; ESCE 3220.** Review and implementation of fundamentals of creating classroom environments that are conducive to learning. The course will focus on individual and group management strategies that facilitate inclusion of students with disabilities in classrooms. The role of functional behavioral analysis and teachers' responsibilities in this process will be defined. Teacher candidates will synthesize information enabling them to effectively manage learning environments, collect data, and evaluate their ability to manage student learning and social behaviors in fourth and fifth grade classrooms. A field experience, as prescribed by the instructor, is required for this course.

## **COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)**

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

## **GENERAL EDUCATION OUTCOMES (GEO)**

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

## **COURSE OBJECTIVES (CO):**

The teacher candidates will:

1. Demonstrate and evaluate effective methods, including selection of teaching formats with particular attention to direct instruction and the inquiry method that result in development and learning for students in fourth and fifth grade in regular / general education and resource rooms. (CFS II, III, V; GEO 3, 4, 7)
2. Design and evaluate strategies for collaborating with students, families, and colleagues related to the development and implementation of Individualized Education Programs. (CFS II, III, V, VI; GEO 1, 2, 4, 8)
3. Collect, analyze, and use formal and informal, formative and summative data throughout the practicum experience to manage an effective learning environment for fourth and fifth grade students. (CFS II, III, IV, V, VI; GEO 4, 7, 8)
4. Consistently apply legal and ethical principles in planning and managing an effective learning environment and advocating for fourth and fifth grade students to be in the least restrictive environment. (CFS I, II, III, IV, V, VI; GEO 1, 2, 3, 4, 7, 8)
5. Plan, implement, and evaluate differentiated instruction (e.g., homogenous and heterogeneous grouping based on achievement and age) and modifications of the classroom environment for students with diverse developmental and learning needs. (CFS I, II, III, IV, V, VI; GEO 2, 3, 4, 7, 8)
6. Use Positive Behavior Supports (PBS; Development and Implementation of PBS plans and Effective School Practices) to analyze situations and develop plans, including Functional Behavioral Assessments (FBAs), to address individual student behaviors. (CFS II, III, IV, V; GEO 2, 4, 7, 8)

### **COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS**

1. Teaching Format/Strategies Video: Teacher candidates will develop a video demonstrating their use of effective classroom management strategies in at least three teaching formats (teacher led whole or small group instruction, cooperative groups, centers, pair) using direct instruction and inquiry methods as appropriate to their practicum experience. The video will include narrative describing the rationale for the strategies, planning, and impact of the strategies on behavior and learning. (CO 1, 2, 3, 4, 5)
2. Data Collection Assignments: Throughout the semester, teacher candidates will collect data on the impact of their use of classroom management strategies on specific social and academic behaviors designated on student IEPs or with consultation of practicum mentor teacher. They will analyze the data and make recommendations for use of management strategies. (CO 1, 2, 3, 5)

3. Collaboration Plan: Teacher candidates will submit a comprehensive management plan for collaboration with students, parents, and colleagues, focusing on daily communication, developing and implementing IEPs, and conferences. As part of the plan, teacher candidates will include documentation of their practicum experience and instructor provided resources. (CO 2, 3, 4)
4. Completion of Classroom Management Checklist and Rubric as individual assignment: Plan and video implementation of an individual lesson using the Classroom Management Checklist. Evaluate planning and implementation using the Classroom Management Rubric. Present video of implementation in class, emphasizing selection and use of strategies, data collection, and evaluation of implementation. (CO 1, 2, 3, 4, 5) (Use of Checklist and Rubric are Part 3 and 4 of Program Evaluation.)
5. Advanced Positive Behavioral Support online modules: After reading the online materials on Functional Behavior Assessment, the teacher candidates will complete the multiple choice quizzes for each module. (CO 5, 6)
6. Functional Behavior Assessment and Classroom Management Case Study: As a group project based on instructor or practicum provided case study material, teacher candidates will plan and evaluate a FBA to address individual student behaviors. (CO 1, 2, 4, 5, 6)

### **COURSE EVALUATION**

Assignment	Points
1. Teaching Format / Classroom Environment Video	150
2. Data collection assignment	200
3. Collaboration Plan	100
4. Classroom Management Outline, Rubric, and Presentation	300
5. On-line Modules	100
6. Functional Behavior Assessment Case Study	150
Total Points	1000

### **GRADES**

Grade Scale:

A = 90-100% of total points possible for course

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% and below

### **ATTENDANCE POLICY**

Students are expected to arrive promptly for every class and to call or email me in the case of an

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emergency. Come to class prepared to contribute to discussions, ask appropriate questions, and participate in class activities. Roll is taken at the beginning of each class. Please see me if you come in tardy to ensure that I indicate your attendance in my records. If it is necessary for you to miss a class, you should arrange for a classmate to take notes and pick up handouts for you. You are responsible for the content of classes that are missed. Missing class or part of a class will affect your grade. Incompletes will only be given under special circumstances. See me as soon as possible if you think we need to discuss this. "A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course." (*VSU Undergraduate Catalog*)

## **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 the *Academic Honesty Policies and Procedures* is available in the on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). The consequences for acts of academic dishonesty in the Dewar College of Education are:

### **FIRST OFFENSE:**

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

### **SECOND OFFENSE:**

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



student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee.”

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

### **SPECIAL NEEDS STATEMENT**

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

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

### **INSTRUCTOR**

Name:

Office address:

Office phone:

E-mail address:

Office hours:

Website:

Request for a New Course  
Valdosta State University

Date of Submission: 01/20/2009(mm/dd/yyyy)

Department Initiating Request: Early Childhood & Special Education

Faculty Member Requesting: Lynn Minor

Proposed New Course Prefix & Number: ECSE 4310

(See Course Description Abbreviations in the Catalog for approved prefixes.)

Proposed New Course Title: Functional Academic and Behavior Assessment

Proposed New Course Title Abbreviation: Funct Academic & Behavio Assmt

(For student transcript, limit to 30 characters and spaces)

Semester/Term/Year to be Effective: Fall, 2009

Estimated Frequency of Course Offering: Twice a Year, Fall & Spring

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

**\*\*\*If this new course is to be included in the curriculum, be sure to initiate a Curriculum Change Form.\*\*\***

Total Contact Hours: 3

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (box expands indefinitely)

Prerequisites: Appropriate 2999 course, ECSE 3010, ECSE 3020; Co-requisite ECSE 4010. Course content focuses on conducting functional academic assessments and functional behavioral assessments to address the needs of students who are not progressing academically with current methods and who may be demonstrating behavioral challenges in the classroom. A field experience, as prescribed by the instructor, is required for this course.

**Justification:** *Select one or more of the following to indicate why the requested new course will be beneficial and give justification. Please include or append relevant supporting data.*

(box expands indefinitely)

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting mandates of state/federal/outside accrediting agencies:

**Other:** Data from student focus forums, retention data, and current economic climate indicate a need to provide a blended, early childhood / special education, bachelor's level , degree program, resulting in certification in four years. Several institutions (Macon State, North Georgia College and State University) are currently offering successful 4-year blended programs leading to Georgia certification in Early Childhood Special Education General Curriculum. This course was specifically designed to assist the teacher candidates in this new program meet state and national standards.

Plans for assessing proposed course: (box expands indefinitely)

Course Evaluations

Program Assessments approved by NCATE, ACEI, & CEC

\*\*\* ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.

Approvals: (Print out for signatures & dates)

Dept. Head(s)	<u>Laura C. Mino</u>	Date	<u>3-25-09</u>
Dean(s)/Director(s)	<u>Julia M. Giffel</u>	Date	<u>3-25-09</u>
College Exec. Comm.	<u>Julia M. Giffel</u>	Date	<u>3-25-09</u>
Graduate Exec. Comm.	_____	Date	_____
Academic Comm.	_____	Date	_____

Indicate How Course will be Taught: Face to Face

*If course is online:*

Does proposed new course alter the percentage of the degree program available online? No

As a result of this new course, how much of the program will now be available online? less than 25%

**\*If more than 25%, notify SACS Liaison and Asst. Director for Distance Learning.**

**ESCE 4310**  
**Functional Academic and Behavior Assessment**  
**3 Semester Hours**

\*\*\*\*\*

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

**REQUIRED TEXTBOOKS**

Umbreit, J., Ferro, J., Liaupsin, C., and Lane, K. (2007). *Functional behavioral assessment and function-based intervention: An effective, practical approach*. Upper Saddle River, NJ: Merrill Prentice Hall.

Witt, J. and Beck, R. (1999). *One-minute academic functional assessment and interventions: "Can't do it....or "won't" do it?* Longmont, CO: Sopris West.

**Suggested Readings:**

Individuals with Disabilities Education Improvement Act of 2004 Regulations on Discipline:  
<http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CTopicalBrief%2C6%2C>

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- Deno, S. L. (2000) Academic progress as incompatible behavior: Curriculum-based measurement as intervention. *Beyond Behavior*, 9(3), 12-17.
- Ervin, R.A., DuPaul, G.J., Kern, L., & Friman, P.C. (1998). Classroom-based functional and adjunctive assessments: Proactive approaches to intervention selection for adolescents with attention deficit hyperactivity disorder. *Journal of Applied Behavior Analysis*, 31, 65-78.
- Heckaman, K., Conroy, M., Fox, J., & Chait, A. (2000). Functional assessment-based intervention research for students with or at risk for emotional and behavioral disorders in school settings. *Behavioral Disorders*, 25, 196-210.
- Jolivette, K., Wehby, J., & Hirsch (1999), Academic strategy identification for students exhibiting inappropriate classroom behaviors. *Behavioral Disorders*, 24, 210-221.
- Payne, L. D., Scott, T.M., & Conroy, M. (2007). A school-based examination of the efficacy of function-based intervention. *Behavioral Disorders*, 32, 158-174.
- Scott, T.M., Bucalos, A., Liaupsin, C., Nelson, C.M., Jolivette, K., & DeShea, L. (2004). Using functional behavior assessment in general education settings: Making a case for effectiveness and efficiency. *Behavioral Disorders*, 29, 189-210.

## **COURSE DESCRIPTION**

**Prerequisites: Appropriate 2999 course, ECSE 3010, ECSE 3020; Co-requisite ECSE 4010.** Content focuses on conducting functional academic assessments and functional behavioral assessments to address the needs of students who are not progressing academically with current methods and who may be demonstrating behavioral challenges in the classroom. A field experience, as prescribed by the instructor, is required for this course.

## **COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)**

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

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

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

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

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

## **GENERAL EDUCATION OUTCOMES (GEO)**

2. Students will demonstrate cross-cultural perspectives and knowledge of other societies.
3. Students will use computer and information technology when appropriate.
4. Students will express themselves clearly, logically, and precisely in writing and in speaking, and they will demonstrate competence in reading and listening.
5. Students will demonstrate knowledge of scientific and mathematical principles and proficiency in laboratory practices.
7. Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written, and visual materials.
8. Students will demonstrate knowledge of principles of ethics and their employment in the analysis and resolution of moral problems.

## **COURSE OBJECTIVES (CO):**

Teacher candidates will:

1. Describe the rationale for using functional academic and behavioral assessments to support student progress, and describe how these assessments are related to Response to Intervention (RTI) (CFS II, IV; GEO 2, 3, 4, 7).
1. Accurately measure student performance to determine academic and behavior support needs (CFS IV; GEO 5, 7)
2. Conduct functional behavioral assessment (CFS II, IV; GEO 3, 5, 7)
3. Identify antecedents that may evoke behavior and consequences that may be maintaining behavior through functional analysis methodology (CFS II, IV; GEO 5)
4. Conduct functional academic assessments to determine current academic needs (CFS II, IV; GEO 3, 5, 7)
5. Design and implement environmental and instructional adaptations to assist in supporting student academic progress and appropriate behaviors (CFS I, III, IV, V; GEO 2, 4, 5, 7, 8)
6. Identify and implement appropriate interventions that are linked to functional behavioral assessment outcomes (CFS II, III, IV; GEO 4, 5, 7, 8)
7. Identify strategies for facilitating generalization and maintenance of behavior change (CFS II, III, IV; GEO 4, 7)
8. Discuss ethical considerations associated with the design of behavioral support plans (CFS I, II, III; GEO 4, 7, 8)

### **COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS**

Activities: Students are expected to participate in class discussions, pose and respond to questions, and complete all assignments in a timely manner (CO 1-7)

Assignments:

1. Preparation: Teacher candidates are expected (a) to read the assigned chapters/readings and be prepared to participate in discussions and/or ask questions about the information presented or issues related to the assigned topic, and (b) to complete assigned class activities.
2. Functional academic assessment: Teacher candidates will conduct a functional academic assessment for a targeted student. Detailed guidelines for successful completion of this assignment will be provided.
3. Indirect and direct assessments: Teacher candidates will review a targeted student's records and will complete functional assessment interviews and direct observations of the behavior to identify the antecedents to the behavior and the consequences maintaining the behavior. Detailed guidelines for successful completion of this assignment will be provided.
4. Behavior support plan: Teacher candidates will develop a behavior support plan based on the outcome of the functional assessments. Detailed guidelines for successful completion of this assignment will be provided.
5. Graphing assignment: Teacher candidates will graph data to analyze student performance visually.



## COURSE EVALUATIONS

<u>Task</u>	<u>Point Value</u>
Attendance/Participation	60
Functional Academic Assessment	100
Indirect and Direct Assessments	100
Behavioral Support Plan	200
Graphing Assignment	25
<b>TOTAL POINTS</b>	<b>485</b>

## GRADES

A = 90-100% of total points possible for course

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% and below

## ATTENDANCE POLICY

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

## DEWAR COLLEG OF EDUCATION POLICY STATEMENT ON PLAGIARISM

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

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

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

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

### FIRST OFFENSE:

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

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

#### SECOND OFFENSE:

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

#### **SPECIAL NEEDS STATEMENT**

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

#### **INSTRUCTOR**

Name:

Office address:

Office phone:

E-mail address:

Office hours:

Website:

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

Date of Submission: 01/20/2009(mm/dd/yyyy)

Department Initiating Request: Early Childhood & Special Education

Faculty Member Requesting: Lynn Minor

Proposed New Course Prefix & Number: LITR 4120

(See Course Description Abbreviations in the Catalog for approved prefixes.)

Proposed New Course Title: Literacy Assessment and Applications

Proposed New Course Title Abbreviation: Literacy Assess & Application

(For student transcript, limit to 30 characters and spaces)

Semester/Term/Year to be Effective: Fall, 2009

Estimated Frequency of Course Offering: Twice a Year, Fall & Spring

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

**\*\*\*If this new course is to be included in the curriculum, be sure to initiate a Curriculum Change Form.\*\*\***

Total Contact Hours: 3

Lecture Hours: 2

Lab Hours: 2

Credit Hours: 3

Proposed Course Description: (box expands indefinitely)

Prerequisites: Appropriate 2999 course; LITR 3110; LITR 3120; LITR 3130. Emphasizes diagnostic and assessment strategies for corrective instruction with struggling elementary readers and

writers. Includes causes of reading disability, methods of diagnosis, instructional methods for group and individual remedial work, and strategies for successful test taking. Teacher candidates will be required to apply their learned skills in tutoring experiences.

**Justification:** *Select one or more of the following to indicate why the requested new course will be beneficial and give justification. Please include or append relevant supporting data.*

(box expands indefinitely)

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting mandates of state/federal/outside accrediting agencies:

**Other:** Data from student focus forums, retention data, and current economic climate indicate a need to provide a blended, early childhood / special education, bachelor's level , degree program, resulting in certification in four years. Several institutions (Macon State, North Georgia College and State University) are currently offering successful 4-year blended programs leading to Georgia certification in Early Childhood Special Education General Curriculum. This course was specifically designed to assist the teacher candidates in this new program meet state and national standards.

Plans for assessing proposed course: (box expands indefinitely)

Course Evaluations  
Program Assessments approved by NCATE, ACEI, & CEC

\*\*\* ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.

Approvals: (Print out for signatures & dates)

Dept. Head(s)	<u>Steph C. Manning</u>	Date	<u>3-25-09</u>
Dean(s)/Director(s)	<u>Julia M. Geffel</u>	Date	<u>3-25-09</u>
College Exec. Comm.	<u>Julia M. Geffel</u>	Date	<u>3-25-09</u>
Graduate Exec. Comm.	_____	Date	_____
Academic Comm.	_____	Date	_____

Indicate How Course will be Taught: Face to Face

*If course is online:*

Does proposed new course alter the percentage of the degree program available online? No

As a result of this new course, how much of the program will now be available online? less than 25%

**\*If more than 25%, notify SACS Liaison and Asst. Director for Distance Learning.**

**LITR 4120**  
**Literacy Assessment and Applications**  
**3 SEMESTER HOURS**

\*\*\*\*\*

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

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

Equity Principle: All learners deserve high expectations and support

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

**REQUIRED TEXTBOOKS**

Schumm, J. S. (2006). *Reading assessment and instruction for all learners*. New York: Guilford.

LiveText Inc. (2007). College LiveText edu solutions. La Grange, IL: United Learning Inc.

Supplemental Text

Fountas, I. C., & Pinnell, G. S. (1996). *Guided reading: Good first teaching for all children*. Portsmouth, NH: Heinemann.

## **COURSE DESCRIPTION**

**Prerequisites: Appropriate 2999 course; LITR 3110; LITR 3120; LITR 3130.** Emphasizes diagnostic and assessment strategies for corrective instruction with struggling elementary readers and writers. Includes causes of reading disability, methods of diagnosis, instructional methods for group and individual remedial work, and strategies for successful test taking. Teacher candidates will be required to apply their learned skills in tutoring experiences.

## **COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)**

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

## **GENERAL EDUCATION OUTCOMES (GEO)**

1. Students will demonstrate understanding of the society of the United States and its ideals.
3. Students will use computer and information technology when appropriate.
4. Students will express themselves clearly, logically, and precisely in writing and in speaking, and they will demonstrate competence in reading and listening.
5. Students will demonstrate knowledge of scientific and mathematical principles and proficiency in laboratory practices.
7. Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written, and visual materials.

## COURSE OBJECTIVES (CO)

The teacher candidate will:

1. Identify and describe factors that contribute to difficulties in reading and writing.  
(CFS I, II; GEO 1, 4, 5, 7)
2. Apply knowledge of reading and writing assessment practices as on-going processes.  
(CFS IV; GEO 4, 5, 7)
  - a. Use appropriate diagnostic procedures.
  - b. Identify sources of data.
  - c. Constantly modify instruction based on student performance.
3. Administer and interpret criterion referenced instruments, informal assessments, formal assessments, standardized assessments, and instructional methods to gather reading and writing performance data.  
(CFS IV; GEO 3, 4, 5, 7)
  - a. Administer an Informal Reading Inventory to determine a student's independent, instructional, and frustration reading level.
  - b. Analyze reading performance to determine a reader's strategies for word identification and knowledge of the meaning, structure, and visual cueing systems.
  - c. Analyze comprehension strategies applied.
  - d. Use coding of oral reading as documentation of needs and progress.
  - e. Analyze available information about a student from formal and informal sources.
  - f. Use other diagnostic instruments, as needed.
4. Select and use teaching techniques and materials designed to help a student make maximum progress in the following areas, as appropriate for the student being tutored. (CFS II, III, V; GEO 5, 7)
  - a. Increase sight vocabulary
  - b. Develop balanced strategies for identifying unknown words
  - c. Develop word analysis and decoding ability
  - d. Develop the ability to self-monitor and self-correct using appropriate fix-up strategies
  - e. Increase fluency
  - f. Develop comprehension including critical thinking skills
  - g. Develop vocabulary
  - h. Increase interest in reading
  - i. Develop writing skills
  - j. Others, as needed
5. Maintain professionalism when discussing and presenting student cases are presented, critiquing teaching strategies, and consulting resource specialists resource specialists consulted. (CFS VI; GEO 1, 4)



6. Identify effective methods to promote home-school communication and involve parents in helping their student with reading and writing. (CFS VI; GEO 1, 4, 7)
7. Write a summary report of findings, document instruction and progress, and make recommendations for continued instruction. (CFS IV, V, VI; GEO 1, 3, 4, 5, 7)
8. Describe teaching methods for assisting elementary students in their test taking skills. (CFS II, III, IV; GEO 1, 4)

### **COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS**

#### **A. Assessment Packet (CO 1, 2, 3)**

Conduct a preliminary evaluation of the child in order to:

1. Identify student interests, attitudes, and behavior that will influence instruction.
2. Determine appropriate instructional and independent reading levels.
3. Identify reading strengths and weaknesses.
4. Prioritize areas for corrective instruction.
5. Plan tentative goals for an instructional program.

Documentation of the above will be compiled in an assessment packet. A scoring rubric for the assessment packet will be provided.

Pretest/posttest chart posted to LiveText

Summary/Action Plan posted to LiveText

#### **B. Tutoring (CO 2, 3, 4, 5, 6)**

Design instructional lessons to meet the child's needs. Each tutor will:

1. Prepare daily lesson plans *before* each tutoring session
2. Use assessment to inform instruction and base teaching activities on goals set
3. Use appropriate pacing and teaching procedures
4. Select appropriate materials for instruction
5. Evaluate each session in terms of the child's performance

Documentation of the above will be maintained in a tutoring portfolio.

#### **C. Lesson Observation (CO 2, 3, 4, 5)**

The instructor will observe tutoring sessions to provide feedback and to evaluate lessons taught. An evaluation checklist will be provided. Teacher candidates will also observe peers and provide appropriate feedback using the Lesson Observation form.

2 Lesson plans posted to LiveText

- #### **D. Final Portfolio: Evaluate the student's progress.**
- Teacher candidates will plan appropriate post testing to assess the student's current instructional reading level and performance in one other selected area. Teacher candidates will prepare a progress report for the child's parents describing the child's strengths, weaknesses and recommendations for further instruction. Documentation will be compiled in a Final Portfolio along with all lesson plans, running records, student work, student writing, feedback from others, and lessons observed when child is absent. A scoring rubric for this final portfolio will be provided. Summary report of findings will be posted to LiveText. (CO 1, 3, 5, 6, 7)

- E. Running Record Quiz: Teacher candidates will demonstrate ability to accurately code, score, and analyze a running record. (CO 3)
- F. Phonemic Awareness/ Phonics Quiz: Teacher candidates will demonstrate ability to hear sounds in words and identify the correct corresponding graphemes. Students will define phonemic awareness and compare and contrast with phonics. (CO 4)
- G. Activity Demonstration: Teacher candidates will demonstrate an instructional activity to the class that includes a literature selection that is relevant to remediating reading and writing difficulties in the elementary classroom. A scoring rubric will be provided. (CO 4)
- H. Exam: Teacher candidates will complete a final exam. The exam will be graded for ability to analyze test data to determine major areas of reading difficulties and describe appropriate activities to correct those difficulties. Proper paragraph organization, coherence of ideas, spelling, grammar, and punctuation will be evaluated. (CO 1, 3, 4, 5)

**COURSE EVALUATION**

Attendance/In-class Activities	50 points
Running Record Quiz	25 points
Phonemic Awareness/ Phonics Quiz	25 points
Portfolio (hard copy and LiveText)	100 points
Assessment Packet	10 points
Pretest/Posttest Chart	20 points
Action Plan	20 points
Lesson Plans	40 points
Summary of Findings	10 points
Activity Demonstration	25 points
Lesson Observation(s)	50 points
Final Examination	50 points
 Total	 325 points

Students must post LiveText requirements before grades will be issued.

**GRADING SCALE**

- A = 90-100% of total points possible for course
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 59% and below

## **ATTENDANCE POLICY**

All absences from class will result in a 5 point deduct from your class participation grade. Absences from tutoring must be made up as these are counted as part of your practicum hours. If your child is absent from tutoring, you must observe another teacher candidate's tutoring session. If you are tardy or absent from three scheduled tutoring sessions or classes, you may receive a failing grade.

At the tutoring site, teacher candidates are expected to exhibit the professional behaviors that are expected of educators. Students must be at the tutoring site prepared to teach and on time. Students are required to display their lesson plan in their teaching area at the beginning of their lesson; lesson plans are not to be written during the session. Students must notify the instructor in advance if they will be late or absent from the tutoring session so that other arrangements can be made for the child.

## **DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM**

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

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

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

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

### **FIRST OFFENSE:**

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

### **SECOND OFFENSE:**

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

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

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

According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

### **SPECIAL NEEDS STATEMENT**

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

### **INSTRUCTOR**

Name:

Office address:

Office phone:

E-mail address:

Office hours:

Website:

## Request for a New Course Valdosta State University

Date of Submission: 01/20/2009(mm/dd/yyyy)

Department Initiating Request: Early Childhood & Special Education

Faculty Member Requesting: Lynn Minor

Proposed New Course Prefix & Number: ECSE 4390

(See Course Description Abbreviations in the Catalog for approved prefixes.)

Proposed New Course Title: Early Childhood Inclusive Practicum and Seminar: Grades 4-5

Proposed New Course Title Abbreviation: Inclusive Pract & Sem Gr 4-5

(For student transcript, limit to 30 characters and spaces)

Semester/Term/Year to be Effective: Fall, 2009

Estimated Frequency of Course Offering: Twice a Year, Fall & Spring

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

**\*\*\*If this new course is to be included in the curriculum, be sure to initiate a Curriculum Change Form.\*\*\***

Total Contact Hours: 2

Lecture Hours: 1

Lab Hours: 4

Credit Hours: 2

Proposed Course Description: (box expands indefinitely)

Prerequisites: Appropriate 2999 course, 2.5 GPA, Grade of "S" in ECSE 3390 and 3490. Supervised classroom experiences in inclusive fourth or fifth grade classrooms. Candidates work under the supervision of mentor teachers and university supervisors for a minimum of 100 hours. Emphasis will be placed on addressing students with and without disabilities in the general education classroom environment. Candidates will also participate in debriefing

seminars focused on implementation of developmentally appropriate content areas/strands and teaching formats. Candidates will be observed implementing appropriate teaching and management strategies for all students in their fourth through fifth grade classroom experience.

**Justification:** *Select one or more of the following to indicate why the requested new course will be beneficial and give justification. Please include or append relevant supporting data.*

(box expands indefinitely)

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting mandates of state/federal/outside accrediting agencies:

Other: Data from student focus forums, retention data, and current economic climate indicate a need to provide a blended, early childhood / special education, bachelor's level , degree program, resulting in certification in four years. Several institutions (Macon State, North Georgia College and State University) are currently offering successful 4-year blended programs leading to Georgia certification in Early Childhood Special Education General Curriculum. This course was specifically designed to assist the teacher candidates in this new program meet state and national standards.

Plans for assessing proposed course: (box expands indefinitely)

Course Evaluations

Program Assessments approved by NCATE, ACEI, & CEC

\*\*\* ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.

Approvals: (Print out for signatures & dates)

Dept. Head(s)	<u>Lynne C. Mena</u>	Date	<u>3-25-09</u>
Dean(s)/Director(s)	<u>Julia M. Beffel</u>	Date	<u>3-25-09</u>
College Exec. Comm.	_____	Date	_____
Graduate Exec. Comm.	_____	Date	_____
Academic Comm.	_____	Date	_____

Indicate How Course will be Taught: Face to Face

*If course is online:*

Does proposed new course alter the percentage of the degree program available online? No

As a result of this new course, how much of the program will now be available online? less than 25%

**\*If more than 25%, notify SACS Liaison and Asst. Director for Distance Learning.**

**ECSE 4390**  
**Early Childhood Inclusive Practicum and Seminar: Grades 4-5**  
**2 SEMESTER HOURS**

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

**REQUIRED TEXTBOOKS**

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

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

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



## **COURSE DESCRIPTION**

**Prerequisites: Appropriate 2999 course, 2.5 GPA, Grade of "S" in ECSE 3390 and 3490.**

Supervised classroom experiences in inclusive fourth or fifth grade classrooms. Candidates work under the supervision of mentor teachers and university supervisors for a minimum of 100 hours. Emphasis will be placed on addressing students with and without disabilities in the general education classroom environment. Candidates will also participate in debriefing seminars focused on implementation of developmentally appropriate content areas/strands and teaching formats. Students will be observed implementing appropriate teaching and management strategies for all students in their fourth through fifth grade classroom experience.

## **COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)**

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

## **GENERAL EDUCATION OUTCOMES (GEO)**

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

## **COURSE OBJECTIVES (CO):**

The teacher candidate will:

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

## **COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

1. Time Sheet Documenting a minimum of 100 Hours
2. Teaching Observed by University Supervisor, Mentor Teacher, Peer, and/or Self (CO 2, 3, 4).
3. Reflective Journal Entries (as assigned by the university supervisor) (CO 1, 2, 3, 4).
4. Final Evaluation of the Practicum Student by the Mentor Teacher (CO 1, 2, 3, 4).
5. Letter of Appreciation (CO 1).
6. Practicum Notebook (CO 1, 2, 3, 4).
7. Dispositions and Participation (CO 1).
8. LiveText ECSE Initial Program Portfolio (CO 1, 2, 3, 4).
9. Science (ACEI 2.2) Content and Methods for Grades 4-5 Seminar (CO 5)
10. Mathematics (ACEI 2.3) Content and Methods for Grades 4-5 Seminar (CO 5)
11. Social Studies (ACEI 2.4) Content and Methods for Grades 4-5 Seminar (CO 5)
12. The Arts (ACEI 2.5) Content and Methods for Grades 4-5 Seminars (CO 5)
13. Health (ACEI 2.6) Content and Methods for Grades 4-5 Seminar (CO 5)
14. Physical Education (ACEI 2.7) Content and Methods for Grades 4-5 Seminar (CO 5)
15. Technology Integration for Grades 4-5 Seminars (CO 5)

## **COURSE EVALUATION**

### Final Grading Scale

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

## ATTENDANCE POLICY

### Field Experience

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

### Content and Methods Seminars

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

## PROFESSIONALISM

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

## DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

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

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

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

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

**FIRST OFFENSE:**

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

**SECOND OFFENSE:**

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**SPECIAL NEEDS STATEMENT**

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

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

**INSTRUCTOR**

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

Website:

Request for a New Course  
Valdosta State University

Date of Submission: 01/20/2009(mm/dd/yyyy)

Department Initiating Request: Early Childhood & Special Education

Faculty Member Requesting: Lynn Minor

Proposed New Course Prefix & Number: ECSE 4420

(See Course Description Abbreviations in the Catalog for approved prefixes.)

Proposed New Course Title: Seminar in Classroom Management and Collaboration with Family,  
School, and Community Agencies

Proposed New Course Title Abbreviation: Sem Class Mgmt & Collaboration  
(For student transcript, limit to 30 characters and spaces)

Semester/Term/Year to be Effective: Fall, 2009

Estimated Frequency of Course Offering: Twice a Year, Fall & Spring

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

**\*\*\*If this new course is to be included in the curriculum, be sure to initiate a Curriculum Change Form.\*\*\***

Total Contact Hours: 3

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (box expands indefinitely)

Prerequisites: Appropriate 2999 course; ECSE 4210. Co-requisite: ECSE 4490. Examination of the nature, extent, and significance of involving families in the education of children in grades prekindergarten through five. Interrelationships of home, school, and community agencies are

examined in light of various programs, methods, and techniques of parenting education. Leadership skills emphasized in the areas of training, supporting, and guiding paraeducators and parent/community volunteers within the context of a developmentally appropriate classroom environment. Components of creating an elementary classroom environment that are conducive to learning will be discussed.

**Justification:** *Select one or more of the following to indicate why the requested new course will be beneficial and give justification. Please include or append relevant supporting data.*

(box expands indefinitely)

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting mandates of state/federal/outside accrediting agencies:

Other: Data from student focus forums, retention data, and current economic climate indicate a need to provide a blended, early childhood / special education, bachelor's level, degree program, resulting in certification in four years. Several institutions (Macon State, North Georgia College and State University) are currently offering successful 4-year blended programs leading to Georgia certification in Early Childhood Special Education General Curriculum. This course was specifically designed to assist the teacher candidates in this new program meet state and national standards.

Plans for assessing proposed course: (box expands indefinitely)

Course Evaluations

Program Assessments approved by NCATE, ACEI, & CEC

\*\*\* ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.

Approvals: (Print out for signatures & dates)

Dept. Head(s)	<u>Lynn C. Minor</u>	Date	<u>3-25-09</u>
Dean(s)/Director(s)	<u>Janis M. Geffee</u>	Date	<u>3-25-09</u>
College Exec. Comm.	<u>Janis M. Geffee</u>	Date	<u>3-25-09</u>
Graduate Exec. Comm.	_____	Date	_____
Academic Comm.	_____	Date	_____

Indicate How Course will be Taught: Face to Face

*If course is online:*

Does proposed new course alter the percentage of the degree program available online? No

As a result of this new course, how much of the program will now be available online? less than 25%

**\*If more than 25%, notify SACS Liaison and Asst. Director for Distance Learning.**



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

\*\*\*\*\*

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

**REQUIRED TEXTBOOK**

To be determined

**COURSE DESCRIPTION**

**Prerequisites: Appropriate 2999 course; ECSE 4210. Co-requisite: ECSE 4490.**

Examination of the nature, extent, and significance of involving families in the education of children in grades prekindergarten through five. Interrelationships of home, school, and community agencies are examined in light of various programs, methods, and techniques of parenting education. Leadership skills emphasized in the areas of training, supporting, and guiding paraeducators and parent/community volunteers within the context of a developmentally

appropriate classroom environment. Components of creating an elementary classroom environment that are conducive to learning will be discussed.

### **COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)**

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

### **GENERAL EDUCATION OUTCOMES (GEO)**

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

### **COURSE OBJECTIVES (CO)**

The teacher candidates will:

1. Describe the relevance of home, school, and community influences on students' lives. (CFS 2; GEO 2, 7)
2. Develop and implement a plan to maintain positive, collaborative relationships with the families of the students in the classrooms. (CFS 2, 3, 5; GEO 2, 4)
3. Describe how differences in family structures and social and cultural backgrounds impact students' development, learning, and behavior. (CFS 2; GEO 2)

4. Demonstrate knowledge and skill in identifying state and local resources and appropriate referral strategies to link families with a range of family oriented services. (CFS 2, 3; GEO 2, 3, 7)
5. Work collaboratively on behalf of all students with their families, school personnel, and community agencies. (CFS 2, 3; GEO 2, 4, 7)
6. Develop the skills to work collaboratively with and effectively utilize paraeducators and volunteers in educational. (CFS 1, 2, 3, 4, 5; GEO 3, 4, 7)

### **COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

1. Interview: Interview a parent of a school age child with a different social and/or cultural background than your own. During this conversation, identify the extent to which parents are involved in their children's education, barriers to their participation, and suggestions for improving parent-teacher-school interactions. Submit a typed paper that summarizes the information gathered, and include your personal reflection on what you learned from this experience. Further directions will be given when the assignment is formally discussed. (CO 1, 3)
2. Home/School Collaboration Plan: As part of an in-class assignment done collaboratively with others, design a plan for improving home/school collaboration and communication. The plan should include guidelines and outlines for visits to the classroom, back-to-school nights, parent education programs, resource rooms, parent advisory councils, classroom newsletters, parent teacher conferences, and student referral processes. (CO 2, 6)
3. Resource File: Working collaboratively with student teachers assigned to your community, collect and organize information about state and community resources, appropriate referral agencies for families and parents of young children (i.e., Student Support Team), volunteer programs (i.e., VISTA, CPIE), and paraprofessionals. (CO 1, 4, 5)
4. Video Evidence: Share and critique a video documenting evidence of classroom management, differentiated instruction, and sensitivity to linguistic and cultural diversity (CO 3).
5. Individualized Education Plan Meeting: Collaborate with the mentor teacher, other school professionals, and parents, to analyze assessment data and develop individualized education plan goals based on assessment. They will participate in the individualized education plan collaborative meeting (CO 5, 6).
6. Paraprofessional and Volunteer Integration: Based upon your lesson plans, develop a description of the paraprofessional's roles, responsibilities, and expectations before, during, and after instruction. Describe how community volunteers can be integrated into classroom use (CO 3, 5, 6).

## **COURSE EVALUATION**

### Evaluation Instruments/Methods

Assignment	Points
1. Interview	100
2. Home/School Collaboration Plan	100
3. Resource File	100
4. Video Evidence	100
5. Individualized Education Plan Meeting	100
6. Parapro & Volunteer Integration	100

## **GRADING SCALE**

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% or below

## **ATTENDANCE POLICY**

Students are expected to arrive promptly for every class and to call or email me in the case of an emergency. Come to class prepared to contribute to discussions, ask appropriate questions, and participate in class activities. Roll is taken at the beginning of each class. Please see me if you come in tardy to ensure that I indicate your attendance in my records. If it is necessary for you to miss a class, you should arrange for a classmate to take notes and pick up handouts for you. You are responsible for the content of classes that are missed. Missing class or part of a class will affect your grade. Incompletes will only be given under special circumstances. See me as soon as possible if you think we need to discuss this. "A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course." (*VSU Undergraduate Catalog*)

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#### **INSTRUCTOR**

Name:

Office address:

Office phone:

E-mail address:

Office hours:

Website:

Request for a New Course  
Valdosta State University

Date of Submission: 01/20/2009(mm/dd/yyyy)

Department Initiating Request: Early Childhood & Special Education

Faculty Member Requesting: Lynn Minor

Proposed New Course Prefix & Number: ECSE 4490

(See Course Description Abbreviations in the Catalog for approved prefixes.)

Proposed New Course Title: Student Teaching and Reflective Seminar in Early Childhood and  
Special Education

Proposed New Course Title Abbreviation: Student Tching & Sem in ECSE

(For student transcript, limit to 30 characters and spaces)

Semester/Term/Year to be Effective: Fall, 2009

Estimated Frequency of Course Offering: Twice a Year, Fall & Spring

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

**\*\*\*If this new course is to be included in the curriculum, be sure to initiate a Curriculum  
Change Form.\*\*\***

Total Contact Hours: 0

Lecture Hours: 0

Lab Hours: 0

Credit Hours: 9

Proposed Course Description: (box expands indefinitely)

Prerequisite: Appropriate 2999 course, completion of all professional courses with a "C" or higher and a GPA of 2.5 Co-requisite: ECSE 4420. A full-day, semester-long experience in early childhood inclusive P-5 classrooms under the supervision of a mentor teacher and a university

supervisor.

**Justification:** *Select one or more of the following to indicate why the requested new course will be beneficial and give justification. Please include or append relevant supporting data.*

(box expands indefinitely)

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting mandates of state/federal/outside accrediting agencies:

Other: Data from student focus forums, retention data, and current economic climate indicate a need to provide a blended, early childhood / special education, bachelor's level , degree program, resulting in certification in four years. Several institutions (Macon State, North Georgia College and State University) are currently offering successful 4-year blended programs leading to Georgia certification in Early Childhood Special Education General Curriculum. This course was specifically designed to assist the teacher candidates in this new program meet state and national standards.

Plans for assessing proposed course: (box expands indefinitely)

Course Evaluations

Program Assessments approved by NCATE, ACEI, & CEC



\*\*\* ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.

Approvals: (Print out for signatures & dates)

Dept. Head(s)	<u>Lynne C. Meira</u>	Date	<u>3-25-09</u>
Dean(s)/Director(s)	<u>Jayia M. Puffer</u>	Date	<u>3-25-09</u>
College Exec. Comm.	<u>Jayia M. Puffer</u>	Date	<u>3-25-09</u>
Graduate Exec. Comm.	_____	Date	_____
Academic Comm.	_____	Date	_____

Indicate How Course will be Taught: Face to Face

*If course is online:*

Does proposed new course alter the percentage of the degree program available online? No

As a result of this new course, how much of the program will now be available online? less than 25%

**\*If more than 25%, notify SACS Liaison and Asst. Director for Distance Learning.**

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

\*\*\*\*\*

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

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

Equity Principle: All learners deserve high expectations and support

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

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

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

**REQUIRED TEXTBOOKS**

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

**COURSE DESCRIPTION**

**Prerequisite:** Appropriate 2999 course, completion of all professional courses with a “C” or higher and a GPA of 2.5 **Co-requisite:** ECSE 4420. A full-day, semester-long experience in early childhood inclusive P-5 classrooms under the supervision of a mentor teacher and a university supervisor.

## **COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)**

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- V. **PLANNING AND INSTRUCTION:** Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.
- VI. **PROFESSIONALISM:** Teachers recognize, participate in, and contribute to teaching as a profession.

## **GENERAL EDUCATION OUTCOMES (GEO)**

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

## **COURSE OBJECTIVES (CO):**

The teacher candidates will:

1. Develop and implement lesson plans that demonstrate strong knowledge of Georgia content and curriculum standards, appropriate instructional strategies, and differentiated instruction to address the learning needs of all students. (CFS I, II, V) (GE 3, 7)
2. Provide written data (graphs) that demonstrate the ability to positively impact the development and learning for the whole child. (CFS II) (GE 2)

3. Develop and implement lesson plans, schedules, rules and procedures, and behavior management strategies that create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. (CFS II, III, V) (GE 2, 3, 4)
4. Speak and write using Standard English. (CFS III) (GE 4)
5. Develop and implement evaluation procedures aligned to lesson plans and IEP objectives. (CFS IV) (GE 3, 7)
6. Provide appropriate and timely oral and written feedback to students, families, and colleagues that are approved by the mentor teacher and follow school policy. (CFS III, V) (GE 4)
7. Make changes (modifications) in future lesson plans (including, but not limited to instructional strategies) and teaching based on student performance data. (CFS V) (GE 7)
8. Reflect and report on teaching performance using formal and informal measures (CFS VI) (GE 4)

### **COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS**

1. **LESSON PLANS:** Lesson plans are required each and every time the teacher candidate is responsible for planning and teaching students (individual instruction, small group instruction, entire class instruction, instruction in the community, or instruction in lunch room or any other environment). The lesson plan will follow the formats posted on the departmental website. NOTE: "Abbreviated" lesson plans may be approved by the university supervisor and mentor teacher after the teacher candidate has demonstrated satisfactory planning skills. Lesson plans must be submitted to the mentor teacher for approval a minimum of a week prior to implementation. (CO: 1,3,4,5,7)
2. **DATA COLLECTION:** Teacher candidates will collect performance data on individual students. Data collection sheets with specific requirements will be provided. (CO: 2,5,6,7)
3. **SCHEDULES:** Teacher candidates will provide the university supervisor with a weekly schedule outlining all scheduled student activities. (CO: 3)
4. **TEACHER WORK SAMPLE:** Teacher Candidates will complete a Teacher Work Sample. Specific requirements will be provided. (CO 1,2,3,4,5,7,8)
5. **VIDEOTAPED LESSONS:** Teacher candidates will video a minimum of three (3) lessons and complete a self-assessment using the COE Observation Instrument. Written permission from each student's parents/guardians is required to videotape. If you cannot get a form signed by an individual parent, be sure that child is not included in any videotaping. The initial and final evaluations of observations will be completed on an online evaluation form. (CO: 1,2,3,4,5,8)
6. **MENTOR TEACHER EVALUATIONS OF OBSERVATIONS:** Teacher candidates will be observed formally a minimum of three (3) times by the mentor teacher. Each evaluation

consists of (1) an observation of the teacher candidate teaching a complete lesson and using an observation form provided by VSU and (2) a conference with the teacher candidate. It is to the teacher candidate's advantage to teach a different subject each time that s/he is observed. The initial and final evaluations of observations will be completed on an online evaluation form. (CO: 1,2,3,4,5,8)

7. UNIVERSITY SUPERVISOR EVALUATIONS OF OBSERVATIONS: Teacher candidates will be observed a minimum of three (3) times by the university supervisor. Each visit consists of (1) an observation of the teacher candidate teaching a complete lesson, (2) a short conference with the mentor teacher, and (3) a conference with the teacher candidate. It is to the teacher candidate's advantage to teach a different subject each time that s/he is observed. The initial and final evaluations of observations will be completed in LiveText. (CO: 1,2,3,4,5,8)
8. INDIVIDUALIZED EDUCATION PROGRAMS (IEP): If given parental permission, review the IEP for each student in assigned class (review form provided) and use this information to plan and provide appropriate instruction and learning environments for these students (CO: 1,2,3,5,6,7,8)
9. FULL-TIME (SOLO) TEACHING RESPONSIBILITY: Teacher candidates, in order to successfully complete the student teaching experience, will complete a total of four weeks in which s/he has the full responsibility for the classroom. Although both the mentor teacher and the university supervisor will monitor this time, the teacher candidate will plan, teach, evaluate, etc., as if s/he were the teacher. (CO: 1,2,3,4,5,6,7,8)
10. LIVETEXT REQUIRMENTS: Teacher candidates will complete all College of Education and departmental LiveText requirements.
11. OTHER: Complete other individualized assignments as specified by the University Supervisor (i.e. family interview, research curricular area, etc.).

### COURSE EVALUATION

Satisfactory completion of this course is based on satisfactory and timely completion of the aforementioned COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS (see above).

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

A student who receives a grade of Unsatisfactory (U) for student teaching may apply for student teaching only one additional time. The student will be required to complete a prescribed program of remediation before being permitted to student teach the second time. Any student who receives a second grade of "U" for student teaching will be permanently dismissed from all

teacher education programs in the College of Education and will not be recommended for teacher certification by Valdosta State University.

### **ATTENDANCE POLICY**

Student teachers will adhere to the same time schedule and calendar required of their mentor teacher. If a student teacher is ill, he/she will contact the school before school starts and will also contact the university supervisor before 8:00 AM. Please refer to the attendance policy provided in the student teaching handbook.

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