

VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET

ACADEMIC COMMITTEE

**MONDAY,
August 22, 2011**

2:30 p.m.

**Rose Room
UNIVERSITY CENTER**

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

ACADEMIC COMMITTEE
AGENDA
August 22, 2011

1. Minutes of the April 11, 2011 meeting. (pages 1-3) approved by email April 15, 2011.
2. **COLLEGE OF ARTS AND SCIENCES**
 - a. New Secondary Education Certification Track for the BA in Mathematics (pages 4-8)
 - b. Revised catalog copy and curriculum for the BA in Mathematics (pages 9-15)
 - c. New course MAED 2999 (pages 16-20)
 - d. New course MAED 3500 (pages 21-27)
 - e. New course MAED 3510 (pages 28-33)
 - f. New course MAED 4500 (pages 34-41)
 - g. New course MAED 4510 (pages 42-47)
 - h. New course MAED 4790 (pages 48-52)
 - i. New course MAED 4800 (pages 53-58)
3. **COLLEGE OF EDUCATION**
 - a. Revised curriculum for the MED in Reading Education (pages 59-60)
 - b. Revised curriculum for the MAT in Special Education – General Curriculum (pages 61-62)
 - c. Revised course prerequisite and description SEGC 6110 (pages 63-70)
 - d. New course SERD 6070 (pages 71-78)
 - e. Revised curriculum for the MAT in Special Education – Adapted Curriculum (pages 79-80)
 - f. Revised course number SEAC 5570 (pages 81-88) Deactivation of SEAC 5520.
 - g. Revised course prerequisite and description SEAC 6110 (pages 89-96)
 - h. Revised curriculum for the EDS in School Psychology (pages 97-100)
 - i. New course PSYC 7500 (pages 101-110)
 - j. Revised curriculum for the BSED in Special Education – Deaf and Hard of Hearing (pages 111-114)
4. **LIBRARY AND INFORMATION SCIENCE**
 - a. New course MLIS 7995, 7996, 7997, and 7998 (pages 115-118)
 - b. Revised degree requirements for the MLIS (pages 119-120)
 - c. Revised catalogue copy for the MLIS – URL correction (pages 121-123)
 - d. Revised catalogue copy application deadline for the MLIS (pages 124-126)
 - e. Revised catalogue copy application requirements for the MLIS (pages 127-129)
 - f. Revised catalogue copy application requirements for the MLIS (pages 130-131)
5. **Pending items**
 - a. BA in Transatlantic Studies Program – BOR and SACS approval (Dec 10 AC)
 - b. Revised course CHEM 1010 – USG General Education Council approval
 - c. BGS in General Studies (online deliver) – BOR and SACS (MAR 11 AC)

VALDOSTA STATE UNIVERSITY
ACADEMIC COMMITTEE MINUTES
April 11, 2011

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Rose Room on Monday, April 11, 2011. Dr. Sharon Gravett, Assistant Vice President for Academic Affairs, presided.

Members Present: Dr. Ray Elson (Proxy for Dr. Lai Orenduff), Dr. Luis Bejarano, Dr. Michael Moates, Dr. Lucia Lu, Ms. Laura Wright, Mr. Michael Elliott, Dr. Linda Jurczak, Dr. Frank Flaherty, Dr. Kathe Lowney, Dr. Ray Elson, Dr. Nicole Gibson, Dr. Nicole Gibson (Proxy for Dr. Iris Ellis), Dr. Melissa Benton, Dr. Selen Lauterbach, Dr. Carol Rossiter, and Ms. Deborah VanPetten.

Members Absent: Dr. Lai Orenduff, Dr. Deborah Weaver, Dr. Donna Cunningham, and Dr. Iris Ellis.

Visitors Present: Dr. Barbara Stanley, Dr. Nanci Scheetz, Dr. Connie Richards, Dr. Jim Peterson, Dr. Fred Knowles. and Mr. Lee Bradley.

The Minutes of the March 7, 2011 meeting were approved by email on March 9, 2011. (pages 1-2).

A. Graduate School

1. Graduate School dismissal policy was approved effective Fall Semester 2011. (pages 3-5).

B. College of Nursing

1. New course, Nursing (NURS) 7250, "Theoretical Foundations for Advanced Psychiatric/Mental Health Nursing Practice", (ADVANCED PMHN THEORY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2011 with the description changed to read ...concepts, models... (pages 6-12).
2. Revised requirements for the MSN in Nursing – Clinical Nurse Leader Track was approved effective Fall Semester 2011. (pages 13-16).

C. College of Education

1. Changing of the degree from MED to MAT for the Middle Grades or Secondary Education (ACT) effective Fall Semester 2011. (pages 17-18) ***Pending BOR Approval***
2. Revised degree requirements for EDS in Teaching and Learning – Exemplary Teaching Track was approved effective Fall Semester 2011. (pages 19-21).
3. Revised prerequisites for INTP 3010, 3150, 4010, 4020, 4030, 4040, 4050, 4060, 4070, and 4080 was approved effective Fall Semester 2011. (pages 22-23).
4. Revised Area F and Senior College curriculum for the BSED in American Sign Language/Interpreting was approved effective Fall Semester 2012 with the effective date changed from 2011 to 2012. (pages 24-26).
5. Revised credit hours and prerequisite, Amer Sign Lang Studies (ASLS) 3170, "American Sign Language III", (AMERICAN SING LANGUAGE III – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2011 with the description changed to read ...2120, and INTP 2998... (pages 27-34).
6. Revised credit hours and prerequisite, Amer Sign Lang Studies (ASLS) 3180, "American Sign Language IV", (AMERICAN SING LANGUAGE IV – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2011 with the description changed to read ...3170, and INTP 2998... (pages 35-43).
7. New course, Amer Sign Lang Studies (ASLS) 3190, "Fingerspelling, Numbers, & Classifiers", (FNGSPL, NUM & CLSS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2011 with the description changed to read – Prerequisites: ASLS 3170, ASLS 3180, and INTP 2998 or DEAF 2999. Concepts and principles of ASL, providing increased... (pages 44-51).
8. New course, Deaf Education (DEAF) 3100, "Orientation to Deaf Education & Language Learning", (ORIENTATION TO DEAF ED – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester

2011 with the description changed to read – Prerequisites: INTP 2998 or DEAF 2999. An overview of the field of deaf education, with an emphasis ... Topics include anatomy and... (pages 52-60).

9. New course, Deaf Education (DEAF) 3150, “Deaf Community, Culture, & History”, (DEAF COM, CULT & HIS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2011 with the description changed – the prerequisite was moved from the end of the description to the beginning. (pages 61-71).
10. Revised credit hours and prerequisite, Interpreting (INTP) 4010, “Consecutive English/ASL Interpreting”, (CONSECUTIVE ENGLISH/ASL – 4 credit hours, 4 lecture hours, 0 lab hours, and 4 contact hours), was approved effective Fall Semester 2011 with effective date changed from 2010 to 2011. (pages 72-81).
11. Revised credit hours and prerequisite, Interpreting (INTP) 4040, “Practicum for Educational Interpreters”, (PRACTICUM FOR EDU INTERPRETERS – 4 credit hours, 4 lecture hours, 0 lab hours, and 4 contact hours), was approved effective Fall Semester 2011 with effective date changed from 2010 to 2011. (pages 82-91).
12. New minor in Deaf Studies was approved effective Fall Semester 2011. (pages 92-95). ***Pending BOR Approval***
13. Revised Area F and Senior college curriculum for the BSED in Special Education – Deaf and Hard of Hearing (pages 96-99) was TABLED.

D. College of Arts and Sciences

1. New course, French (FREN) 1002H, “French Language and Introduction to Francophone Cultures II (Honors)”, (FREN LANG AND CULT II (HONS) – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2011 with the description changed to read – Prerequisite: FREN 1001 or the equivalent. ...Guidelines. The course will emphasize awareness... (pages 100-112). ***Pending BOR Approval, Regents’ Advisory Committee, and USG General Education Council***
2. Revised prerequisite, Mathematics (MATH) 6910, “Mathematical Models”, (MATHEMATICAL MODELS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2012. (pages 113-115).
3. Revised senior college curriculum for the BS in Physics was approved effective Fall Semester 2011 with the effective date changed from 2011 to 2012. (pages 116-118).
4. Revised degree requirements for the BA in Criminal Justice was approved effective Fall Semester 2012 with the effective date changed from 2011 to 2012. (pages 119-120).
5. Include CRJU 1100 in Area E was approved effective Fall Semester 2012. (pages 121-127). ***Pending BOR Approval, Regents’ Advisory Committee, and USG General Education Council***
6. New course, Public Administration (PADM) 7420, “Homeland Security”, (HOMELAND SECURITY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2011 with the description changed to read ...emergency management, and policy... (pages 128-136).
7. New course, Public Administration (PADM) 7500, “Environmental Policy”, (ENVIRONMENTAL POLICY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2011 with the description changed to read ...managing environmental concerns. (pages 137-146).
8. New course, Public Administration (PADM) 7510, “Health Policy”, (HEALTH POLICY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2011. (pages 147-157).
9. Revised course description, Political Science (POLS) 4100, “Political Science Capstone Course”, (POL SCI CAPSTONE COURSE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2011. (pages 158-160).
10. Revised course description, Political Science (POLS) 4900, “Internship in Political Science”, (INTERNSHIP POLITICAL SCIENCE – 3-12 credit hours, 3-12 lecture hours, 0 lab hours, and 3-12 contact hours), was approved effective Summer Semester 2011. (pages 161-163).
11. New course, Biology (BIOL) 3630, “Biology of Horticulture”, (BIOLOGY OF HORTICULTURE – 4 credit hours, 3 lecture hours, 3 lab hours, and 6 contact hours), was approved effective Spring Semester 2012 with 1107 and 1108 in the

description corrected to 1107K and 1108K (pages 164-169).

12. New course, Biology (BIOL) 6630, "Biology of Horticulture", (BIOLOGY OF HORTICULTURE – 4 credit hours, 3 lecture hours, 3 lab hours, and 6 contact hours), was approved effective Spring Semester 2012. (pages 170-175).
13. New course, Biology (BIOL) 3680, "Plant Pathology", (PLANT PATHOLOGY – 4 credit hours, 3 lecture hours, 3 lab hours, and 6 contact hours), was approved effective Fall Semester 2012 with 1107 and 1108 in the description corrected to 1107K and 1108K (pages 176-182).
14. New course, Biology (BIOL) 5680, "Plant Pathology", (PLANT PATHOLOGY – 4 credit hours, 3 lecture hours, 3 lab hours, and 6 contact hours), was approved effective Fall Semester 2012. (pages 183-189).
15. New course, Biology (BIOL) 3820, "Vertebrate Zoology", (VERTEBRATE ZOOLOGY – 4 credit hours, 3 lecture hours, 3 lab hours, and 6 contact hours), was approved effective Spring Semester 2012 with 1107 and 1108 in the description corrected to 1107K and 1108K (pages 190-197).
16. New course, Biology (BIOL) 3850, "Medical and Veterinary Entomology", (MED VET ENTOMOLOGY – 4 credit hours, 3 lecture hours, 3 lab hours, and 6 contact hours), was approved effective Spring Semester 2012 with 1107 and 1108 in the description corrected to 1107K and 1108K and changed to read ...entomology. The course reviews basic... domestic animals, and livestock. Diseases... . (pages 198-203).
17. New course, Biology (BIOL) 5850, "Medical and Veterinary Entomology", (MED VET ENTOMOLOGY – 4 credit hours, 3 lecture hours, 3 lab hours, and 6 contact hours), was approved effective Spring Semester 2012 with the description changed to read ...entomology. The course reviews basic... domestic animals, and livestock. Disease... . (pages 104-209).

Respectfully submitted,

Stanley Jones
Registrar

RECEIVED

JUL 20 2011

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

Secondary Education Certification Track Proposal

Department of Mathematics and Computer Science

College of Arts & Sciences

Contact Information

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Introduction to the Proposal

Below is an introduction that provides an overview of the Secondary Education Track proposal. The attached "Request for Curriculum Change" and "Request for New Course" forms provide necessary details.

1. Certification Track Justification

The Department of Mathematics and Computer Science offers a B.A. degree with a major in mathematics. Currently, our mathematics majors who want to teach high school mathematics graduate without a Clear Renewable Certificate, and must start their teaching career at a lower pay scale. They are then faced with working toward a Clear Renewable Certificate while teaching full time. This situation does not serve our students well, and puts Valdosta State at a competitive disadvantage with other institutions, such as Georgia Southwestern and Columbus State, that offer teacher certification with their undergraduate B.A. in mathematics degree. In addition, it does not serve the high school mathematics students of our state well, as they are being taught by teachers with excellent mathematics content knowledge, but no training in learning theories, teaching methods, classroom management, etc.

2. Certification Track Description and Objectives

The Secondary Education Track is an optional track that a student who is pursuing a B.A. in mathematics may choose. Upon satisfactory completion, the track will lead to Georgia Professional Standards Commission-approved teacher certification. The B.A. in mathematics program is not being modified. A student pursuing the secondary education track is a B.A. in mathematics student, and therefore takes the same mathematics content courses that all B.A. in mathematics students take. If a student chooses the Secondary Education Track, then changes his/her mind about teaching, he/she can still graduate with a B.A. in mathematics.

The B.A. in mathematics degree is a 120 hour program. If a student chooses the Secondary Education Track, then the student will have additional requirements to meet for certification. In particular, the student will complete state testing requirements (GACE) and 127 hours of course work (33 hours of guided electives and 9 hours in the B.A. degree mathematics program that students must take in core area E and upper division courses). The attached one-page form titled "Proposed Graduation Checklist for the Secondary Education Track of the B.A. in mathematics" provides a summary of the track.

The major objectives of the Secondary Education Track are to: (1) provide Georgia with teachers who understand the learning process and how to effectively facilitate student learning in the middle and secondary school environment and (2) provide Valdosta State students with teacher certification upon graduation with a B.A. degree in mathematics.

3. Certification Track Courses

The courses that a student must take for the Secondary Education Track are comprised of courses currently offered in the B.A. in mathematics program, courses currently offered by the College of Education, and new courses to be offered by the Department of Mathematics and Computer Science. A brief summary is given below. The full "Request for New Course" forms are attached.

Courses Currently Offered

Core Curriculum Area E (for the B.A. in mathematics)

PSYC 2500 - Fundamentals of Psychology

Senior College Curriculum (for the B.A. in mathematics)

MATH 3010 - History of Mathematics
MATH 3510 - Foundations of Geometry

Certification Core Curriculum (see the B.S.Ed. core area F)

EDUC 2110 - Investigating Critical and Contemporary Issues in Education
EDUC 2120 - Exploring Socio-Cultural Perspectives on Diversity
EDUC 2130 - Exploring Learning and Teaching

Certification Senior College Curriculum (COE courses)

SPEC 3000 - Serving Students with Diverse Needs
(This course meets the Special Education requirement for Georgia.)

SEED 4010 - Integrating Technology in Secondary Education
(This course meets the computer skill competency requirement for Georgia.)

New Courses (to be offered by the Math/CS Department)

Certification Core Curriculum (similar B.S.Ed. courses are in Area F)

MAED 2999- Entry to the Education Profession

Certification Senior College Curriculum

MAED 3500- Curriculum and Methods for Teaching Middle Grades Mathematics
MAED 3510- Middle Grades Laboratory (coreq with MAED 3500)
MAED 4500 - Curriculum and Methods for Teaching Secondary Mathematics

- MAED 4510 - Classroom Management (coreq with MAED 4500)
- MAED 4790 - Student Teaching
- MAED 4800 - Senior Professional Development Seminar (coreq with MAED 4790)

4. Major Components of the MAED Courses

Our teacher certification track students will “come to know” middle grades students and help them learn through the MAED 3500 / 3510 courses. Tutoring individual middle school students and conducting whole-class activities in the middle school classroom are examples of appropriate field experiences in MAED 3500 / 3510. Our students will “come to know” high school students and help them learn through the MAED 4500 / 4510 courses. Tutoring individual high school students and conducting whole-class activities in the high school classroom are examples of appropriate field experiences in MAED 4500 / 4510. Upon completion of all course work, our students will practice teaching in an area high school, and reflect upon their teaching and student outcomes.

Teaching & Learning Mathematics	Course
Assessment	MAED 3500/3510, MAED 4500/4510
Resources, Standards, Professional Organizations	MAED 3500/3510, MAED 4500/4510
Learning Theories	MAED 3500/3510
Middle School Math Learners	MAED 3500/3510
Middle School Curriculum	MAED 3500/3510
Teaching Methods (strategies and materials)	MAED 3500/3510, MAED 4500/4510
Lesson Planning, Other Classroom Management	MAED 3500/3510, MAED 4500/4510
High School Math Learners	MAED 4500/4510
High School Curriculum	MAED 4500/4510
Technology Use	SEED 4010, MAED 3500, MAED 4500
Student Teaching	MAED 4790
Reflective Practice, Professionalism	MAED 4800

Field experiences in the middle school and high school are conducted under the supervision of a middle school or secondary teacher and university faculty.

Course	Field Experience Hours
EDUC 2110	10
EDUC 2120	10
EDUC 2130	10
MAED 3500/3510	135
MAED 4500/4510	135
MAED 4790/4800	600
Total	900

5. Accreditation Assessments

- a. GACE mathematics content assessment
- b. Mathematics content course grades for courses that are aligned with standards
- c. Lesson planning analysis
- d. Impact on P-12 learners (pre- and post-test on teaching)
- e. Teaching observations (use the COE observation instrument)
- f. Professional dispositions (use the COE instrument)

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

Core Curriculum Senior Curriculum Graduate Curriculum Other Curriculum

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

Current Catalog Page Number:
153-154

Proposed Effective Date for Curriculum Change:
(Month/Year): 08/2012

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

Present Requirements: The current requirements for the B.A. degree with a major in mathematics will stay the same. Please see the attached pages for the 2010-2011 undergraduate catalog description.

Proposed Requirements (Underline changes after printing this form): The proposed requirements for the Secondary Education Track of the B.A. degree in mathematics are attached. The students in the Secondary Education Track must meet all of the requirements for a B.A. in mathematics. Additional requirements for the Secondary Education Track are underlined in the attached pages.

Justification:

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

- Improve student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies:
- Other: Many of our B.A. in mathematics students desire to learn more in order to become high school mathematics teachers. Currently, all of the undergraduate courses needed for them to become certified mathematics teachers are not in place, so they cannot obtain teacher certification as part of their undergraduate program. Offering the Secondary Education Track will allow our students to become certified mathematics teachers.

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. We currently have numerous majors in the department who are majoring in mathematics and desire to

become high school mathematics teachers within the timeframe of an undergraduate degree. Currently, this is not possible at Valdosta State.

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

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

Data Sources:

Indirect measures: SOIs; student, employer, or alumni surveys, etc. Current measures of the B.A. major in mathematics will stay in place, including student and alumni survey data. Secondary Education Track student measures within the mathematics majors will be studied separately.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Current measures of the B.A. major in mathematics will stay in place. The Secondary Education Track will include the following program assessments: (1) state-required mathematics content assessment (GACE), (2) mathematics content course grades for courses that are aligned with standards, (3) impact on grade 6-12 learning pre/post-test, (4) lesson planning analysis, (5) teaching observations, and (6) professional dispositions. These assessments will meet accreditation requirements.

Approvals:

Department Head: *Anish Kumar* Date: *6/27/11*

College/Division Exec. Committee: *Connie Richards* Date: *7/18/11*

Dean(s)/Director(s): *Connie Richards* Date: *7/18/11*

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

Graduate Dean:
(for graduate course) Date:

Academic Committee: Date:

A Bachelor Degree in Mathematics that upon satisfactory completion of "guided electives" leads to PSC-approved teacher certification. This degree includes a total of **127 hours** with **33 hours** of guided electives*, **9 hours**** in the B.A. degree in Mathematics program that students **must** take in core area E and upper division mathematics courses, and **state-testing requirements***** for teacher certification.

Core Area A: Directed Study (9 hrs)			
Course	Grade	Sem/Yr	Hours
ENGL 1101			3
ENGL 1102			3
MATH 1113			3

Core Area B: Regional or Global Perspectives (4 hrs)			
Course	Grade	Sem/Yr	Hours
PERS			2
PERS			2

Note: Each course must be from a different area of Perspectives

Core Area C: Electives/For Lang (6 hrs)			
Course	Grade	Sem/Yr	Hours
ENGL ¹			3
²			3

¹ 2110, 2120, 2130, 2140

² ART 1100; COMM 1100, 1110; DANC 1500; MUSC 1100, 1110, 1120; MDIA 2000; THEA 1100; PHIL 2010, 2020; REL 2020; WMST 2010; ENGL 2110, 2120, 2130, 2140; any foreign language, usually 1002 or above.

Core Area D.2.a: Sci, Math, & Tech (7 hrs)			
Course	Grade	Sem/Yr	Hours
MATH 2261			3
¹			4
¹			4

¹ BIOL 2010, CHEM 1211, 1212; PHYS 2211K, 2212K (sequence not required)

Core Area E: Upper Division (12 hrs)			
Course	Grade	Sem/Yr	Hours
HIST ¹			3
POLS 1101			3
² PSYC 2500**			3
²			3

¹ 2111(H), 2112(H)

² AFAM/WMST 2020; ANTH 1102; ECON 1500, 1900; GEOG 1100, 1101, 1102, 1103; HIST 1011, 1012, 1013; POLS 2101, 2401, 2501; PSYC 2500; SOCI 1101, 1160

Core Area F: Course Sequence in the Major (11 hrs)			
Course	Grade	Sem/Yr	Hours
MATH 2262			4
MATH 2263			4
¹ CS1010, CS1340, or CS1301			3
²			3
²			3
MATH 2261, spilled from D.2.a			1

¹ CS1301 is a 4-hour course.

² Part of 3-course For. Lang. sequence. If For. Lang. not taken in Area C then complete sequence in Electives.

Courses Required for the Major (33 hrs)			
Course	Grade	Sem/Yr	Hours
MATH 2150			3
MATH 3040			3
MATH 3340			3
MATH 3600			3
MATH 4081			3
MATH 4150			3
MATH 4260			3
MATH 4621			3
<u>MATH 3010**</u>			3
<u>MATH 3510**</u>			3
MATH 4980			3

Supporting Courses (1 hr)			
Course	Grade	Sem/Yr	Hours
CS 1301, spilled from F			1

Guided Electives for Certification (21 hrs)*			
Course	Grade	Sem/Yr	Hours
<u>MAED 2999</u>	<u>Admittance</u>		<u>0</u>
<u>EDUC 2110</u>	<u>Certification</u>		<u>3</u>
<u>EDUC 2120</u>	<u>Certification</u>		<u>3</u>
<u>EDUC 2130</u>	<u>Certification</u>		<u>3</u>
<u>SPEC 3090</u>	<u>Special Ed Requirement</u>		<u>3</u>
<u>SEED 4010</u>	<u>Computer Skills requirement</u>		<u>1</u>
<u>MAED 3500</u>	<u>Middle Grades Methods</u>		<u>3</u>
<u>MAED 3510</u>	<u>Middle Grades Lab</u>		<u>1</u>
<u>MAED 4500</u>	<u>High School Methods</u>		<u>3</u>
<u>MAED 4510</u>	<u>High School Classroom Management Lab</u>		<u>1</u>
<u>MAED 4790</u>	<u>Student Teaching</u>		<u>10</u>
<u>MAED 4800</u>	<u>Professional Development</u>		<u>2</u>

Recommended Course			
Course	Grade	Sem/Yr	Hours
KSPE 2150	First Aid-CPR		2

Testing		
Test	P/F	Sem/Yr
<u>GACE Basic Skills Tests***</u>		
<u>GACE Math Content Tests***</u>		

C or better required for all MATH, CS, and **Certification** courses.

BACHELOR OF ARTS DEGREE WITH A MAJOR IN MATHEMATICS

Selected Educational Outcomes

1. Students will explain and produce mathematical proofs in set theory, algebra, and analysis to indicate that they have acquired the necessary logical reasoning, reading and writing skills.
2. Students will prove statements, produce examples, and apply the appropriate theoretical results to a given problem to show understanding of various algebraic structures, including, but not limited to, groups, fields, rings, and vector spaces.
3. Students will prove statements, produce examples, and apply the appropriate theoretical results to a given problem to demonstrate understanding of the analytic structure necessary for the classical (real-valued function) calculus and its generalization.
4. Students will synthesize the results and techniques of the various major branches of mathematics, demonstrated by presentation of mathematics in written and oral form.

REQUIREMENTS FOR THE B. A. DEGREE WITH A MAJOR IN MATHEMATICS

Core Curriculum Areas A-E (See VSU Core Curriculum) 42 hours

Mathematics majors are required to take Precalculus (MATH 1113) in Area A and Analytic Geometry and Calculus I (MATH 2261) in Area D.

Core Curriculum Area F 18 hours

MATH 2261 "spillover" from Area D 1 hour
MATH 2262, 2263 8 hours
CS 1010 or CS 1301 or CS 1340 3 hours
(1 credit spills over into "Supporting Courses")
Part of 3-course sequence in any foreign language 6 hours

Senior College Curriculum 60 hours

Courses Required for the Major33 hours
MATH 2150, MATH 3600, MATH 4621 9 hours
MATH 3040, MATH 3340, MATH 4150 9 hours
MATH 4260, MATH 4081, MATH 4980 9 hours
Select 2 from: MATH 3010, MATH 3510,
MATH 4082, MATH 4300, MATH 4540 ..6 hours
Supporting Courses 1 hour
CS 1301 "spillover" from Area F 1 hour
Electives26 hours
Must include at least 9 hours of courses numbered 3000 or above.

Additional Requirements and Notes

1. The foreign language courses in area F must meet Arts and Sciences guidelines for the B.A. degree; furthermore, these courses, along with an additional language course either in Area C or in Electives, must constitute a 3-course sequence in any foreign language. Minimum acceptable grades in the language courses are the same as minimum acceptable grades in the Core Curriculum.
2. If taken, a grade of "C" or better is required in MATH 1111, MATH 1112, MATH 1113, MATH 2150, MATH 2261, MATH 2262, MATH 2263, CS 1010, CS 1301, and CS 1340.

Total hours required for the degree 120 semester hours

Mathematics – Secondary Education Track

The Secondary Education Track is a 127-hour degree program that leads to initial teacher certification for mathematics grades 6-12. Students who are enrolled in the program leading to the Bachelor of Arts degree in the Secondary Education Track will meet all educational outcomes defined for students in the program leading to the B.A. degree with a major in mathematics. Students must be admitted to the Teacher Education Program in the College of Education prior to enrolling in the 3000 and 4000 level courses in professional education. In order to student teach, students must meet the Student Teaching requirements of the College of Education.

Selected Educational Outcomes

1. Students in initial teacher education programs know the content that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards.
2. Students in initial teacher education programs understand the relationship of content and content-specific pedagogy and have a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn.
3. Students in initial teacher education programs are able to analyze educational research findings and incorporate new information into their practice.
4. Students in initial teacher education programs assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.

Examples of Outcome Assessments

In addition to the assessment procedures used to evaluate the extent to which students enrolled in the B.A. degree program in mathematics meet the anticipated educational outcomes, procedures are also employed to assess the anticipated outcomes for the majors who are prospective teachers. Selected examples are below:

1. Students in initial teacher education programs will demonstrate content knowledge through passing the state-required content assessment.
2. Students in initial teacher education programs will demonstrate pedagogical content knowledge and knowledge of evidence-based strategies through development of lesson plans identifying use of research-validated procedures and effective content pedagogy.
3. Students in initial teacher education programs will demonstrate skills in assessment, instructional strategies, use of technology, and monitoring/modifying instruction during observed teaching episodes evaluated by a university professor and P-12 mentor teacher.
4. Students in initial teacher education programs will demonstrate their ability to positively impact P-12 learning through a Teacher Work Sample (TWS).

REQUIREMENTS FOR THE B. A. DEGREE WITH A MAJOR IN MATHEMATICS – SECONDARY EDUCATION TRACK

Core Curriculum Areas A-E (See VSU Core Curriculum) 42 hours

Mathematics majors are required to take Precalculus (MATH 1113) in Area A and Analytic Geometry and Calculus I (MATH 2261) in Area D. In addition, majors choosing the Secondary Education Track must take PSYC 2500 in Area E.

Core Curriculum Area F. 18 hours

MATH 2261 "spillover" from Area D 1 hour
MATH 2262, 2263 8 hours
CS 1010 or CS 1301 or CS 1340 3 hours

(1 credit spills over into "Supporting Courses")
Part of 3-course sequence in any foreign language 6 hours

Senior College Curriculum **67 hours**

Courses Required for the Major 33 hours

MATH 2150, MATH 3600, MATH 4621 9 hours

MATH 3040, MATH 3340, MATH 4150 9 hours

MATH 4260, MATH 4081, MATH 4980 9 hours

MATH 3010, MATH 3510 6 hours

Supporting Courses 1 hour

CS 1301 "spillover" from Area F 1 hour

Courses in Professional Education..... 33 hours

EDUC 2110, EDUC 2120, EDUC 2130..... 9 hours

MAED 2999..... 0 hours

SPEC 3000, SEED 4010..... 4 hours

MAED 3500, MAED 3510..... 4 hours

MAED 4500, MAED 4510..... 4 hours

MAED 4790, MAED 4800..... 12 hours

Additional Requirements and Notes

1. The foreign language courses in area F must meet Arts and Sciences guidelines for the B.A. degree; furthermore, these courses, along with an additional language course either in Area C or in Electives, must constitute a 3-course sequence in any foreign language. Minimum acceptable grades in the language courses are the same as minimum acceptable grades in the Core Curriculum.
2. If taken, a grade of "C" or better is required in MATH 1111, MATH 1112, MATH 1113, MATH 2150, MATH 2261, MATH 2262, MATH 2263, CS 1010, CS 1301, and CS 1340.

Total hours required for the degree **127 semester hours**

Notes (not a catalog entry)

1. Below are the requirements for Admission to the Teacher Education Program of the College of Education (p. 207 of the 2010-2011 Undergraduate Catalog) which are referenced in the Secondary Education Track catalog description. I don't think that it needs to appear in the catalog again, but the COE entry does need to be changed to have MAED 2999, underlined below, added to the list.
2. Below are the requirements for Student Teaching for the College of Education (p. 209-210 of the 2010-2011 Undergraduate Catalog) which are referenced in the Secondary Education Track catalog description. I don't think that it needs to appear in the catalog again.

ADMISSION TO THE TEACHER EDUCATION PROGRAM

Students must be admitted to Teacher Education in order to enroll in professional education course work. The requirements for admission into Teacher Education are:

1. have a major leading to teacher certification.
2. have earned at least 30 semester hours.

3. have achieved at least an overall 2.5 GPA for all majors except Communication Disorders, which requires a 3.0 GPA and Art Education, which requires a 2.75 GPA.
4. have passed both parts of the Regents' Testing Program (or exemption-SAT or ACT).
5. have passed GACE Basic Skills Assessment (or exemption-SAT, ACT, GRE, or CLAST). Exemption scores are available on the College of Education website.
6. successful completion of appropriate "2999" course.
7. have completed a criminal background check.
8. have professional liability insurance.

Each teacher education program has a "2999" course (ACED 2999, ARED 2999, CSD 2999, ECED 2999, FLED 2999, KSPE 2999, MAED 2999, MGED 2999, MUE 2999, SEED 2999, and SPEC 2999). The title of this course is "Entry to the Education Profession." The "2999" course is required of all teacher education majors as well as certification students; the course is a prerequisite to the professional education course work in all teacher education programs. Students should enroll in the appropriate "2999" course the semester following the successful completion of 30 hours. Students should continue to enroll in the appropriate "2999" course each semester until an "S" grade is achieved.

Student Teaching

Student teaching is the culminating professional experience and is scheduled during the last term of university enrollment. The requirements to student teach are: (1) pass or exempt GACE Basic Skills Assessment, (2) overall GPA of at least 2.5 (3.0 for CSD and 2.75 for ARED), (3) completion of all coursework, (4) a grade of "C" or higher in all Area F courses and in major courses, (5) completion of criminal background check, and (6) liability insurance. Except for Special Education majors, students are not permitted to take any coursework concurrently with student teaching except the student teaching seminar. Applications for fall semester student teaching are due January 31 (of previous spring semester); applications for spring semester student teaching are due August 31 (of previous fall semester) Student teaching applications are available in the Dean's Office and in departmental offices. Student teaching is not offered in the summer. Students are not permitted to student teach in a school from which they graduated in the last seven years, where they have family members employed or enrolled, or in which they have worked as a paraprofessional, or in a system in which they have family members employed in the system office in an administrative capacity or on the board of education.

Student teachers are required to take the appropriate GACE Content Assessment (Praxis II exam for Communication Disorders majors) for their major by the completion of student teaching. Students do not have to pass the exams in order to complete student teaching successfully, but they do have to provide evidence that they have taken the exams. Students who do not meet this requirement will receive an Incomplete ("I") in student teaching for the semester and will not graduate.

A student who receives a grade of Unsatisfactory ("U") for student teaching 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 attempt student teaching a 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. Generally, student teachers will not be placed beyond a 60-mile radius of VSU. The College of Education reserves the right to refuse to place a student teacher at any particular school or within any particular school system. Every effort is made to place student teachers at one of their preferred schools or systems; however, the College of Education reserves the right to make all final decisions about student teacher placements.

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 11-15-2010 (mm/dd/yyyy)

Department Initiating Request:
Mathematics & Computer Science

Faculty Member Requesting:
Peggy Moch

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

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

Semester/Year to be Effective:
Fall 2012

Estimated Frequency of Course Offering:
Every Semester

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 0

Lab Hours: 0

Credit Hours: 0

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.)

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

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: MAED 2999 is one of a group of courses required for the new Secondary Education Track of the B.A. in mathematics degree. MAED 2999 will serve as the admissions requirement to the Teacher Education Program.

Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. We currently have numerous majors in the department who are majoring in mathematics and desire to become high school mathematics teachers within the timeframe of an undergraduate degree. Currently, this is

not possible at Valdosta State.

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

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

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Students are required to establish an electronic portfolio and provide evidence that all teacher education admission requirements have been satisfactorily met.
- Other:

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

Approvals:	
Dept. Head: <i>Amrik Kumar</i>	Date: <i>6/27/11</i>
College/Division Exec. Comm.: <i>Conie Richards</i>	Date: <i>7/18/11</i>
Dean/Director: <i>Conie Richards</i>	Date: <i>7/18/11</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

**MAED 2999 SYLLABUS
ENTRY TO THE EDUCATION PROFESSION**

Check Point Course

**Department of Mathematics and Computer Science
College of Arts and Sciences
Valdosta State University**

REQUIRED MATERIALS

- (1) LiveText
- (2) Access to the Internet

COURSE DESCRIPTION

Credit hours: 0

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

LEARNING OUTCOMES

The student will have:

- (1) Passed ENGL 1102 to satisfy the Board of Regents requirement
- (2) Passed the GACE I (220 on Math, Reading & Writing) **OR EXEMPTED** GACE I by having a 1000 on SAT or 43 on ACT.
- (3) Passed a Criminal Background Check
- (4) Purchased Liability Insurance
- (5) Achieved an overall GPA of 2.5
- (6) Purchased and activated LiveText
- (7) Attended a LiveText Orientation Session
- (8) Completed the Dispositions Form in LiveText
- (9) Completed the Candidate Information Form in LiveText
- (10) Started Secondary Mathematics Education Portfolio in LiveText
- (11) Started Secondary Mathematics Education Content Document in LiveText

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK PRINCIPLES:

- #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication

techniques to foster active inquiry.

COURSE REQUIREMENTS

The instructor will provide a syllabus to the students to address the requirements of the course. Students will receive a checklist outlining the items required for satisfactory completion of the course. All items must be completed to receive a satisfactory grade for the course.

STUDENT EVALUATION

Student evaluation will be based on satisfactory completion of all learning outcomes. Grade of Satisfactory or Unsatisfactory only.

COURSE EVALUATION

None

LAB ACTIVITIES

None

USE OF TECHNOLOGY TO SUPPORT LEARNING

The use of computers to access the Web will be the primary source of technology used to support this course. Students will need to apply their knowledge of word processing to create documents in LiveText.

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 11-15-2010 (mm/dd/yyyy)

Department Initiating Request:
Mathematics & Computer Science

Faculty Member Requesting:
Greg Harrell

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
MAED 3500

Proposed New Course Title:
Curriculum and Methods for Teaching Middle Grades Mathematics

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Middle Grades Math Methods

Semester/Year to be Effective:
Fall 2012

Estimated Frequency of Course Offering:
Every Semester

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.)

Prerequisite: MAED 2999, EDUC 2110, EDUC 2120, EDUC 2130, MATH2262, PSYC 2500

Corequisite: MAED 3510

Focus on the characteristics of the middle grades mathematics learner and the development of appropriate activities for the grade 6-8 learner of mathematics. Students will assess learners and apply learning theories in order to develop appropriate activities. Activities will be inquiry-based, problem-centered, and appropriate for the learner. Field experience is required.

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: MAED 3500 is one of a group of courses required for the new Secondary Education Track of the B.A. in mathematics degree. MAED 3500 addresses elements required for teacher certification.

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. We currently have numerous majors in the department who are majoring in mathematics and desire to become high school mathematics teachers within the timeframe of an undergraduate degree. Currently, this is

not possible at Valdosta State.

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

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

Data Sources:

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

Students will add materials for course effectiveness assessment to their electronic portfolios, including lesson plans, impact on grade 6-8 student learning (pre/post-test), and evidence of successful use of the methods course content in the grade 6-8 classroom.

- Other:

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

Approvals:	
Dept. Head: <i>Arun Kumar</i>	Date: <i>6/27/11</i>
College/Division Exec. Comm.: <i>Conie Richards</i>	Date: <i>7/18/11</i>
Dean/Director: <i>Conie Richards</i>	Date: <i>7/18/11</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

MAED 3500 Syllabus
Curriculum and Methods for Teaching Middle Grades Mathematics

Department of Mathematics and Computer Science
College of Arts and Sciences
Valdosta State University

COURSE DESCRIPTION

Hours: 3-0-3

Prerequisite: MAED 2999, EDUC 2110, EDUC 2120, EDUC 2130, MATH 2262, PSYC 2500

Corequisite: MAED 3510

Focus on the characteristics of the middle grades mathematics learner and the development of appropriate activities for the grade 6-8 learner of mathematics. Students will assess learners and apply learning theories in order to develop appropriate activities. Activities will be inquiry-based, problem-centered, and appropriate for the learner. Field experience is required.

LEARNING OUTCOMES

The student will:

- (1) Demonstrate an understanding of middle grades students and how they learn mathematics. (CFS II, III)
- (2) Demonstrate competency in planning activities that incorporate a broad understanding of mathematical learning outcomes. (CFS I, V)
- (3) Plan instruction based on state standards and the National Council of Teachers of Mathematics Standards. (CFS I, V)
- (4) Understand, choose, develop, and use effective means of assessing individual learner's performance and knowledge. (CFS IV, V)
- (5) Choose, develop, and utilize appropriate curriculum and activities based on assessment of the individual learner. (CFS I, II, IV, V)
- (6) Choose, develop, and utilize inquiry-based, problem-centered activities. (CFS I, II, III, V)
- (7) Evaluate and select instructional materials and resources, including technology, as appropriate. (CFS I, II, III, IV, V)
- (8) Become involved in appropriate professional organizations to deepen his/her knowledge of mathematics and maintain current knowledge of developments in mathematics education. (CFS I, VI)

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

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

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

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

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

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

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

COURSE REQUIREMENTS

The instructor will provide a syllabus to the students to address the requirements of the course, including attendance, in-class activities, out-of-class assignments, and student evaluation. A comprehensive final exam will be given at the time scheduled by the registrar.

STUDENT EVALUATION

Students will be evaluated on the basis of: written and oral communication skills in mathematics, pedagogical content knowledge, knowledge of evidence-based strategies through development and implementation of lesson plans, teaching observations, impact on grade 6-12 learning, and assessment skills. In order to assess these areas, instructors may use a variety projects, readings, and examinations.

Required Assessments (to meet department, university, and accreditation requirements):

- Assessment of grade 6-8 learners' mathematical knowledge project(s)
- Development and implementation of a lesson plan
- Demonstrate an impact on learning (implementing a lesson plan, pre/post test to show growth)
- Comprehensive final exam

Other Assessments as Determined by the Instructor:

- Professional readings and reading responses
- In-class participation and discussion
- Class assignments
- Quizzes
- Unit exams

COURSE EVALUATION

The effectiveness of the course will be evaluated based on:

- Development and implementation of lesson plan(s) based on the learner's mathematical knowledge
- Impact on grade 6-8 students' learning (pre/post-test to demonstrate growth)
- Student use of the methods course content in the grade 6-8 classroom
- Student opinions of instruction for the course
- Alumni surveys

SAMPLE MATERIALS

Textbooks:

Van de Walle, J., Karp, K., & Bay-Williams, J. (2009). *Elementary and middle school mathematics: Teaching developmentally*, 7th ed. Boston: Allyn & Bacon

Bay-Williams, J., & Van de Walle, J. (2009). *Field experience guide for elementary and middle school mathematics: Teaching developmentally*, 7th ed. Boston: Allyn & Bacon

Rubenstein, R., Beckmann, C., & Thompson, D. (2008). *Teaching and learning middle grades math*. Hoboken, NJ: Wiley.

Johnson, A., & Norris, K. (2005). *Teaching today's mathematics in the middle grades*. Boston: Allyn & Bacon.

Additional Sources

National Council of Teachers of Mathematics (2000). *Principles and standards for school mathematics*. Reston, VA: Authors.

National Council of Teachers of Mathematics (2001). *Navigating through Algebra in Grades 6-8*. Reston, VA: Authors

National Council of Teachers of Mathematics (2002). *Navigating through Geometry in Grades 6-8*. Reston, VA: Authors

National Council of Teachers of Mathematics (2003). *Navigating through Data Analysis in Grades 6-8*. Reston, VA: Authors.

National Council of Teachers of Mathematics (2003). *Navigating through Probability in Grades 6-8*. Reston, VA: Authors.

Technology:

Graphing calculator

The Geometer's Sketchpad software

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 11-15-2010 (mm/dd/yyyy)

Department Initiating Request:
Mathematics & Computer Science

Faculty Member Requesting:
Greg Harrell

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
MAED 3510

Proposed New Course Title:
Middle Grades Laboratory
Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Middle Grades Lab

Semester/Year to be Effective:
Fall 2012

Estimated Frequency of Course Offering:
Every Semester

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 1

Lab Hours: 0

Credit Hours: 1

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.)

Prerequisite: MAED 2999, EDUC 2110, EDUC 2120, EDUC 2130, PSYC 2500

Corequisite: MAED 3500

Implementation and assessment of appropriate activities for grade 6-8 mathematics learners in collaboration with university faculty and area institutions (field experience).

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: MAED 3510 is one of a group of courses required for the new Secondary Education Track of the B.A. in mathematics degree. MAED 3510 addresses field experience requirements for teacher certification.

Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. We currently have numerous majors in the department who are majoring in mathematics and desire to become high school mathematics teachers within the timeframe of an undergraduate degree. Currently, this is not possible at Valdosta State.
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests,

portfolios, specific assignments, etc.)

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

Data Sources:

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

Students will add materials for course effectiveness assessment to their electronic portfolios, including implementation of lesson plans, impact on grade 6-8 student learning (pre/post-test), and professional dispositions.

Other:

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

Approvals:	
Dept. Head: <i>Aaron Kuman</i>	Date: <i>6/27/11</i>
College/Division Exec. Comm.: <i>Conce Richards</i>	Date: <i>7/18/11</i>
Dean/Director: <i>Conce Richards</i>	Date: <i>7/18/11</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

**MAED 3510 Syllabus
Middle Grades Laboratory**

**Department of Mathematics and Computer Science
College of Arts and Sciences
Valdosta State University**

COURSE DESCRIPTION

Hours: 1-0-1 (1 hour credit)

Prerequisite: MAED 2999, EDUC 2110, EDUC 2120, EDUC 2130, PSYC 2500

Corequisite: MAED 3500

Implementation and assessment of appropriate activities for grade 6-8 mathematics learners in collaboration with university faculty and area institutions (field experience).

COURSE OBJECTIVES

Teacher preparation students will assume responsibility for assessing grade 6-8 mathematics learners' knowledge, planning instruction, and implementing instruction. These field experiences provide pre-service teachers with an understanding of designing individualized instruction to facilitate mathematical learning. The university supervisor will assess the effectiveness of the teacher preparation student's teaching behaviors, and develop strategies to improve the teacher preparation student's instructional effectiveness.

LEARNING OUTCOMES

The student will:

- (1) Demonstrate an understanding of middle grades students and how they learn mathematics. (CFS II, III)
- (2) Demonstrate competency in planning activities that incorporate a broad understanding of mathematical learning outcomes. (CFS I, V)
- (3) Plan instruction based on state standards and the National Council of Teachers of Mathematics Standards. (CFS I, V)
- (4) Understand, choose, develop, and use effective means of assessing individual learner's performance and knowledge. (CFS IV, V)
- (5) Choose, develop, and utilize appropriate curriculum and activities based on assessment of the individual learner. (CFS I, II, IV, V)

- (6) Choose, develop, and utilize inquiry-based, problem-centered activities. (CFS I, II, III, V)
- (7) Evaluate and select instructional materials and resources, including technology, as appropriate. (CFS I, II, III, IV, V)
- (8) Become involved in appropriate professional organizations to deepen their knowledge of mathematics and maintain current knowledge of developments in mathematics education. (CFS I, VI)

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS

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

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

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

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

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

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

COURSE REQUIREMENTS

The instructor will provide a syllabus to the students that addresses attendance, in-class activities, out-of-class assignments, and student evaluation.

STUDENT EVALUATION

Students will be evaluated based on their:

- Assessment of grade 6-8 learners' mathematical knowledge
- Implementation of lesson plan(s) based on the learner's mathematical knowledge
- Impact on learning project (pre/post-test to demonstrate growth)
- Professional dispositions

- Additions to the electronic portfolio

COURSE EVALUATION

The effectiveness of the course will be evaluated based on:

- Implementation of lesson plan(s) based on the learner's mathematical knowledge
- Impact on grade 6-8 students' learning project (pre/post-test to demonstrate growth)
- Professional dispositions

SAMPLE MATERIALS

Textbooks:

Van de Walle, J., Karp, K., & Bay-Williams, J. (2009). *Elementary and middle school mathematics: Teaching developmentally*, 7th ed. Boston: Allyn & Bacon

Bay-Williams, J., & Van de Walle, J. (2009). *Field experience guide for elementary and middle school mathematics: Teaching developmentally*, 7th ed. Boston: Allyn & Bacon

Rubenstein, R., Beckmann, C., & Thompson, D. (2008). *Teaching and learning middle grades math*. Hoboken, NJ: Wiley.

Johnson, A., & Norris, K. (2005). *Teaching today's mathematics in the middle grades*. Boston: Allyn & Bacon.

Technology:

Graphing calculator

The Geometer's Sketchpad software

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 11-15-2010 (mm/dd/yyyy)

Department Initiating Request:
Mathematics & Computer Science

Faculty Member Requesting:
Greg Harrell

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
MAED 4500

Proposed New Course Title:
Curriculum and Methods for Teaching
Secondary Mathematics

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Secondary Math Methods

Semester/Year to be Effective:
Fall 2012

Estimated Frequency of Course Offering:
Every Semester

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.)

Prerequisite: MAED 2999, MAED 3500 with a "C" or better, MAED 3510, and Senior Standing. This is a checkpoint course, and all checkpoint requirements must be met.

Co-requisite: MAED 4510

A study of the characteristics of the high school mathematics learner and the development of appropriate activities for grade 9-12 learners of mathematics. Students will assess grade 9-12 learners and develop appropriate curriculum and activities. Instructional methods for individual learners and whole-class strategies will be examined. Field experience is required.

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: MAED 4500 is one of a group of courses required for the new Secondary Education Track of the B.A. in mathematics degree. MAED 4500 addresses elements required for teacher certification.

Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. We currently have numerous majors in the department who are majoring in mathematics and desire to become high

school mathematics teachers within the timeframe of an undergraduate degree. Currently, this is not possible at Valdosta State.

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

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

Data Sources:

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

Students will add materials for course effectiveness assessment to their electronic portfolios, including impact on grade 9-12 student learning (pre/post-test), and evidence of successful use of the methods course content in the grade 9-12 classroom.

- Other:

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

Approvals:	
Dept. Head: <i>Arun Kumar</i>	Date: <i>6/27/11</i>
College/Division Exec. Comm.: <i>Lonnie Richards</i>	Date: <i>7/18/11</i>
Dean/Director: <i>Lonnie Richards</i>	Date: <i>7/19/11</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

MAED 4500 SYLLABUS
Curriculum and Methods for Teaching Secondary Mathematics

Department of Mathematics and Computer Science
College of Arts and Sciences
Valdosta State University

COURSE DESCRIPTION

Hours: 3-0-3

Prerequisite: MAED 2999, MAED 3500 with a "C" or better, MAED 3510, and Senior Standing.
This is a checkpoint course, and checkpoint requirements must be met.

Co-requisite: MAED 4510

A study of the characteristics of the high school mathematics learner and the development of appropriate activities for grade 9-12 learners of mathematics. Students will assess grade 9-12 learners and develop appropriate curriculum and activities. Instructional methods for individual learners and whole-class strategies will be examined. Field experience is required.

LEARNING OUTCOMES

The student will:

- (1) Demonstrate an understanding of high school students and how they learn mathematics. (CFS II, III)
- (2) Demonstrate competency in planning activities that incorporate a broad understanding of mathematical learning outcomes. (CFS I, V)
- (3) Plan instruction based on state standards and the National Council of Teachers of Mathematics Standards. (CFS I, V)
- (4) Understand, choose, develop, and use effective means of assessing individual learner's performance and knowledge. (CFS IV, V)
- (5) Choose, develop and utilize appropriate curriculum and activities based on assessment of the individual learner. (CFS I, II, IV, V)
- (6) Choose, develop, and utilize inquiry-based, problem-centered activities. (CFS I,II,III,V)
- (7) Evaluate and select instructional materials and resources, including technology, as appropriate. (CFS I, II, III, IV, V)
- (8) Become involved in appropriate professional organizations to deepen their knowledge of

mathematics and maintain current knowledge of developments in mathematics education.
(CFS I, VI)

COLLEGE OF EDUCATION – CONCEPTUAL FRAMEWORK STANDARDS (CFS)

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

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

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

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

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

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

COURSE REQUIREMENTS

The instructor will provide a syllabus to the students to address the requirements of the course, including attendance, in-class activities, out-of-class assignments, and student evaluation. A comprehensive final exam will be given at the time scheduled by the registrar.

STUDENT EVALUATION

Students will be evaluated on the basis of written and oral communication skills in mathematics. A comprehensive final exam will determine at least 20% of the course grade.

Required Assessments (to meet department, university, and accreditation requirements):

- Assessment of grade 9-12 learners' mathematical knowledge project(s)
- Development and implementation of a lesson plan
- Demonstrate an impact on learning (implementing a lesson plan, pre/post test to show growth)
- Comprehensive final exam

Other assessments as determined by the instructor:

- Professional readings and reading responses
- In-class participation and discussion
- Class assignments
- Quizzes
- Unit exams

Sample Grade Components:

Exam 1	10%
Exam 2	10%
Exam 3	10%
Final Exam	20%
Micro Teaching/Model Lessons	20%
Professional Readings	10%
Professional Growth	10%
Quizzes/Reading Responses	10%
TOTAL	100%

Sample Description of Components:

Exams: **30%**

There will be 3 exams given during the semester each counting worth 10% of your course average. The content of the exams comes from the material presented in the course through readings (text and additional readings), text exercises, assignments, in-class notes, and in-class activities.

Final Exam: **20%**

A comprehensive final exam will be given at the time scheduled by the registrar.

Micro Teaching /Model Lessons: **20%**

Individually you will perform two model lessons. The lessons will include an assessment component (pre-test and post-test). At least one lesson must include a technology component. Individually you will prepare and hand in a typed lesson plan that would permit someone else to do the same thing you were planning to do. Instructions should be written out for each activity and the complete set of questions, sentences, etc. should be included. Keep a copy for yourself, post a copy to your electronic portfolio, and turn one into me at the time of your lesson. You will be evaluated on how well your plan is organized and how well you implement your written lesson plan.

Professional Readings:

10%

You will select an article from a peer-reviewed journal about a topic appropriate for course objectives. You will complete an sQR (s=short summary of the article, Q=questions about article for class discussion, and R=reflection about article). You will also lead a small class discussion about the article you selected.

Professional Growth:

10%

You will attend a professional meeting. A one-page paper describing the activity and at least 2 people met will be turned in after the meeting.

Quizzes/Reading responses:

10%

You will have weekly quizzes and/or reading responses about the readings and/or class discussions.

COURSE EVALUATION

The effectiveness of the course will be evaluated based on:

- Impact on grade 9-12 students' learning (pre/post-test to demonstrate growth)
- Student use of the methods course content in the grade 9-12 classroom
- Student opinions of instruction for the course
- Alumni surveys

SAMPLE MATERIALS

Textbooks

Posamentier, A.S., Smith, B. S., & Stepelman, J. (2009). *Teaching Secondary Mathematics: Techniques and Enrichment Units*, 8th ed. Boston: Allyn & Bacon.

Brahier, D.J. (2008). *Teaching secondary and middle school mathematics*, 3rd ed. Boston: Allyn & Bacon.

Ornstein, A. C., Lasley II, T. J., & Mindes, G. (2005) *Secondary and Middle School Methods*. Boston: Pearson.

Additional Sources

National Council of Teachers of Mathematics (2000). *Principles and standards for school mathematics*. Reston, VA: Authors.

National Council of Teachers of Mathematics (2001). *Navigating through Algebra in Grades 9-12*. Reston, VA: Authors

National Council of Teachers of Mathematics (2001). *Navigating through Geometry in Grades 9-12*. Reston, VA: Authors

National Council of Teachers of Mathematics (2003). *Navigating through Data Analysis in Grades 9-12*. Reston, VA: Authors.

National Council of Teachers of Mathematics (2004). *Navigating through Probability in Grades 9-12*. Reston, VA: Authors.

Technology

Graphing Calculator

The Geometer's Sketchpad (software)

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 11-15-2010 (mm/dd/yyyy)

Department Initiating Request:
Mathematics & Computer Science

Faculty Member Requesting:
Greg Harrell

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
MAED 4510

Proposed New Course Title:
High School Classroom Laboratory
Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
High School Class Lab

Semester/Year to be Effective:
Fall 2012

Estimated Frequency of Course Offering:
Every Semester

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 1

Lab Hours: 0

Credit Hours: 1

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.)

Prerequisite: MAED 2999, MAED 3500 with a "C" or better, MAED 3510, and Senior Standing. This is a checkpoint course, and all checkpoint requirements must be met.

Co-requisite: MAED 4500

Implementation and assessment of appropriate activities for grade 9-12 mathematics classrooms in collaboration with university faculty and area institutions (field experience).

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: MAED 4510 is one of a group of courses required for the new Secondary Education Track of the B.A. in mathematics degree. MAED 4510 addresses field experience requirements for teacher certification.

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. We currently have numerous majors in the department who are majoring in mathematics and desire to become high school mathematics teachers within the timeframe of an undergraduate degree. Currently, this is not possible at Valdosta State.

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

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

Data Sources:

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

Students will add materials for course effectiveness assessment to their electronic portfolios, including implementation of lesson plans, impact on grade 9-12 student learning (pre/post-test), and professional dispositions.

- Other:

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

Approvals:	
Dept. Head: <i>Arnold Kuyou</i>	Date: <i>6/27/11</i>
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>7/18/11</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>7/18/11</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

MAED 4510 Syllabus
High School Classroom Laboratory

Department of Mathematics and Computer Science
College of Arts and Sciences
Valdosta State University

COURSE DESCRIPTION

Hours: 1-0-1 (1 hour credit)

Prerequisite: MAED 2999, MAED 3500 with a "C" or better, MAED 3510, and Senior Standing.

This is a checkpoint course, and checkpoint requirements must be met.

Co-requisite: MAED 4500

Implementation and assessment of appropriate activities for grade 9-12 mathematics classrooms in collaboration with university faculty and area institutions (field experience).

COURSE OBJECTIVES

Teacher preparation students will assume responsibility for assessing grade 9-12 mathematics learners' knowledge, planning instruction, and implementing instruction. These field experiences provide pre-service teachers with an understanding of designing instruction to facilitate mathematical learning for all students in the classroom. The university supervisor will assess the effectiveness of the teacher preparation student's teaching behaviors, and develop strategies to improve the teacher preparation student's instructional effectiveness.

LEARNING OUTCOMES

The student will:

- (1) Demonstrate an understanding of high school students and how they learn mathematics. (CFS II, III)
- (2) Demonstrate competency in planning activities that incorporate a broad understanding of mathematical learning outcomes. (CFS I, V)
- (3) Plan instruction based on state standards and the National Council of Teachers of Mathematics Standards. (CFS I, V)
- (4) Understand, choose, develop, and use effective means of assessing learner's performance and knowledge. (CFS IV, V)
- (5) Choose, develop and utilize appropriate curriculum and activities based on assessment. (CFS I, II, IV, V)

- (6) Choose, develop, and utilize inquiry-based, problem-centered activities. (CFS I,II,III,V)
- (7) Evaluate and select instructional materials and resources, including technology, as appropriate. (CFS I, II, III, IV, V)
- (8) Become involved in appropriate professional organizations to deepen their knowledge of mathematics and maintain current knowledge of developments in mathematics education. (CFS I, VI)

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS

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

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

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

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

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

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

COURSE REQUIREMENTS

The instructor will provide a syllabus to the students that addresses attendance, in-class activities, out-of-class assignments, and student evaluation.

STUDENT EVALUATION

Students will be evaluated based on their:

- Assessment of grade 9-12 learners' mathematical knowledge
- Implementation of whole-class lesson plan(s)
- Impact on learning project (pre/post-test to demonstrate growth)

- Professional dispositions
- Additions to the electronic portfolio

COURSE EVALUATION

The effectiveness of the course will be evaluated based on:

- Implementation of lesson plan(s)
- Impact on grade 9-12 students' learning (pre/post-test to demonstrate growth)
- Professional dispositions

SAMPLE MATERIALS

Textbooks

Posamentier, A.S., Smith, B. S., & Stepelman, J. (2009). *Teaching Secondary Mathematics: Techniques and Enrichment Units*, 8th ed. Boston: Allyn & Bacon.

Brahier, D.J. (2008). *Teaching secondary and middle school mathematics*, 3rd ed. Boston: Allyn & Bacon.

Ornstein, A. C., Lasley II, T. J., & Mindes, G. (2005) *Secondary and Middle School Methods*. Boston: Pearson.

Additional Sources

National Council of Teachers of Mathematics (2000). *Principles and standards for school mathematics*. Reston, VA: Authors.

National Council of Teachers of Mathematics (2001). *Navigating through Algebra in Grades 9-12*. Reston, VA: Authors

National Council of Teachers of Mathematics (2001). *Navigating through Geometry in Grades 9-12*. Reston, VA: Authors

National Council of Teachers of Mathematics (2003). *Navigating through Data Analysis in Grades 9-12*. Reston, VA: Authors.

National Council of Teachers of Mathematics (2004). *Navigating through Probability in Grades 9-12*. Reston, VA: Authors.

Technology

Graphing Calculator

The Geometer's Sketchpad (software)

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 11-15-2010 (mm/dd/yyyy)

Department Initiating Request:
Mathematics & Computer Science

Faculty Member Requesting:
Arsalan Wares

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
MAED 4790

Proposed New Course Title:
Student Teaching
Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Student Teaching

Semester/Year to be Effective:
Fall 2012

Estimated Frequency of Course Offering:
Fall and Spring Semester

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 0

Lab Hours: 0

Credit Hours: 10

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.)

Prerequisite: Completion of all requirements to student teach and consent of the department

Co-requisite: MAED 4800

Graded "Satisfactory" or "Unsatisfactory." Supervised teaching experience in secondary classrooms providing an opportunity for students to implement theory and instructional practice and demonstrate teaching competency.

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: MAED 4790 is one of a group of courses required for the new Secondary Education Track of the B.A. in mathematics degree. MAED 4790 addresses elements required for teacher certification.

Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. We currently have numerous majors in the department who are majoring in mathematics and desire to become high school mathematics teachers within the timeframe of an undergraduate degree. Currently, this is not possible at Valdosta State.

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

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

Data Sources:

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

Students will add materials for course effectiveness assessment to their electronic portfolios that demonstrate use of appropriate methods course content in the grade 9-12 classroom.
They will also add the professional disposition rating to their electronic portfolios.

- Other:

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

Approvals:	
Dept. Head: <i>Amson Kumar</i>	Date: <i>6/27/11</i>
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>7/18/11</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>7/18/11</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

**MAED 4790 SYLLABUS
STUDENT TEACHING**

**Department of Mathematics and Computer Science
College of Arts and Sciences
Valdosta State University**

COURSE DESCRIPTION

10 hours credit

Prerequisite: Completion of all requirements to student teach and consent of the department

Co-requisite: MAED 4800

Graded “Satisfactory” or “Unsatisfactory.” Supervised teaching experience in secondary classrooms providing an opportunity for students to implement theory and instructional practice and demonstrate teaching competency.

LEARNING OUTCOMES

Candidates will:

- (1) Plan and implement lessons appropriate for students’ abilities and subject content area using state standards and local curriculum resources (textbooks, curriculum guides, etc.). (CFS I, II, IV)
- (2) Demonstrate strong content knowledge while teaching.
- (3) Assess and evaluate student learning. (CFS I, II, IV)
- (4) Create and maintain appropriate learning environments (physical and affective) and employ appropriate classroom management techniques that promote the social, emotional, and academic development of all students. (CFS I, II, III)
- (5) Work collaboratively with administrators, mentors, and supervisors to evaluate their own learning and pedagogy. (CFS III, IV, V, VI)
- (6) Demonstrate commonly accepted levels of professionalism related to their site placements. (CFS VI)
- (7) Demonstrate professional responsibilities through the implementation of recommendations made by the University Supervisor and/or designated school-site personnel. (CFS IV)

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.

STUDENT EVALUATION

Students' teaching in the secondary classroom will be evaluated using a Candidate Observation Form that rates their teaching based on content knowledge, appropriateness and effectiveness of lesson planning and delivery, pedagogy as it applies to the subject area, and classroom management. In addition, they will be evaluated based on their professionalism and their ability to collaborate with others.

COURSE EVALUATION

The effectiveness of the course will be evaluated based on:

- Candidate use of appropriate methods course content in the grade 9-12 classroom
- Professional disposition
- Alumni surveys

REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 11-15-2010 (mm/dd/yyyy)

Department Initiating Request: Mathematics & Computer Science	Faculty Member Requesting: Arsalan Wares
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Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) MAED 4800	Proposed New Course Title: Senior Professional Development Seminar Proposed New Course Title Abbreviation: (For student transcript, limit to 30 character spaces) Senior Seminar
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Semester/Year to be Effective: Fall 2012	Estimated Frequency of Course Offering: Fall and Spring Semester
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Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 2	Lab Hours: 0	Credit Hours: 2
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Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.)
Prerequisite: Completion of all requirements to student teach and consent of the department.
Co-requisite: MAED 4790
Graded "Satisfactory" or "Unsatisfactory." Provides an opportunity for student teachers to reflect upon their teaching experience and discuss and present issues pertaining to the teaching and learning of mathematics.

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

Improving student learning outcomes:
 Adopting current best practice(s) in field:
 Meeting Mandates of State/Federal/Outside Accrediting Agencies:
 Other: MAED 4800 is one of a group of courses required for the new Secondary Education Track of the B.A. in mathematics degree. MAED 4800 addresses elements required for teacher certification.

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. We currently have numerous majors in the department who are majoring in mathematics and desire to become high school mathematics teachers within the timeframe of an undergraduate degree. Currently, this is not possible at Valdosta State.

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

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

Data Sources:

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

Students will add materials for course effectiveness assessment to their electronic portfolios that demonstrate reflective teaching practice.

- Other:

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

Approvals:	
Dept. Head: <i>Aaron Kumar</i>	Date: <i>6/27/11</i>
College/Division Exec. Comm.: <i>Cornie Richards</i>	Date: <i>7/18/11</i>
Dean/Director: <i>Cornie Richards</i>	Date: <i>7/19/11</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

**MAED 4800 SYLLABUS
SENIOR PROFESSIONAL DEVELOPMENT SEMINAR**

**Department of Mathematics and Computer Science
College of Arts and Sciences
Valdosta State University**

COURSE DESCRIPTION

Hours: 2-0-2

Prerequisite: Completion of all requirements to student teach and consent of the department.

Co-requisite: MAED 4790

Graded “Satisfactory” or “Unsatisfactory.” Provides an opportunity for student teachers to reflect upon their teaching experience and discuss and present issues pertaining to the teaching and learning of mathematics.

LEARNING OUTCOMES

Candidates will:

- (1) Demonstrate their knowledge of middle and secondary school students’ mathematical thinking. (CFS II)
- (2) Demonstrate their knowledge of a variety of techniques of assessment in the context of mathematics in middle and secondary school. (CFS IV)
- (3) Demonstrate their knowledge of the role technology plays in mathematics classrooms in middle and secondary school. (CFS III, V)
- (4) Demonstrate their knowledge of different theories of learning and how they influence the practice of teaching in the context of middle and secondary school. (CFS I, II, III, IV, V)

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.

STUDENT EVALUATION

- Reflective papers on their teaching.
- Reflective papers on research articles.
- Electronic portfolio of students' work.

COURSE EVALUATION

The effectiveness of the course will be evaluated based on:

- Reflective papers in the students' electronic portfolio.

SAMPLE OF RESOURCES

Books:

Beckmann, C. E., Thompson, D. R. & Rubenstein, R. N. (2010). *Teaching and learning high school mathematics*. Hoboken, NJ: Wiley.

De Villiers, M. (2003). *Rethinking Proof with Geometer's Sketchpad*, Berkeley, CA : Key Curriculum Press.

Driscoll, M. (1999). *Fostering algebraic thinking: A guide for teachers, grades 6-10*, Portsmouth, NH: Heinemann

Driscoll, M. (2007). *Fostering geometric thinking: A guide for teachers, grades 5-10*, Portsmouth, NH: Heinemann

Krulik, S., Rudnick, J., & Milou, E. (2003). *Teaching mathematics in middle school: A practical guide*. Boston: Allyn & Bacon.

National Council for Teachers of Mathematics (NCTM). 2000. *Principles and standards for school mathematics*. Reston, VA: NCTM.

Articles and Book Chapters:

D. Ben-Chaim, J.T. Fey, W.M. Fitzgerald (1998), "Proportional reasoning among 7th grade students with different curricular experiences", *Educational Studies in Mathematics*, Vol. 36 pp.247 - 273.

J. Boaler (1998), "Open and closed mathematics: Student experiences and understandings", *Journal for Research in Mathematics Education*, Vol. 29 pp.41 - 62.

W. Burger, J.M. Shaughnessy (1986), "Characterizing the van Hiele levels of development in geometry", *Journal for Research in Mathematics Education*, Vol. 17 pp.31 - 48.

T.P. Carpenter, E. Fennema (1991), "Research and cognitively guided instruction", in E. Fennema, T.P. Carpenter, S.J. Lamon (Eds), State University of New York Press, Washington, D.C, pp.1 - 16.

T.P. Carpenter, M.L. Franke, V.R. Jacobs, E. Fennema, S.B. Empson (1998), "A longitudinal study of invention and understanding in children's multidigit addition and subtraction", *Journal for Research in Mathematics Education*, Vol. 29 pp.3 - 20.

D. Chazan, M. Yerushalmy (1998), "Charting a course for secondary geometry", in R. Lehrer, D. Chazan (Eds), Lawrence Erlbaum Associates, Albany, pp.67 - 90.

Software:

Jackiw, N. (1991). *The Geometer's Sketchpad*, Key Curriculum Press, Berkeley, CA (Software).

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APR 04 2011

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

Core Curriculum Senior Curriculum Graduate Curriculum Other Curriculum

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

Current Catalog Page Number:
116

Proposed Effective Date for Curriculum Change:
(Month/Year): 06/2011

Degree & Program Name:
(e.g., BFA, Art): M.Ed. in Reading Education

Present Requirements:

Dewar College of Education Core - 9 hours
LEAD 7210 Ethics and Law
PSYC 7010 Learning and Assessment
READ 7100 Trends & Issues in Reading
RSCH 7100 Research Methodology in Ed.

Reading Education Core - 18 hours
READ 7110 Research and Theory in Reading
READ 7120 Word Identification, Vocab. & Spell
READ 7130 Comprehension and Study Strategy
READ 7140 Methods of Teaching Writing
READ 7150 Issues in Using Literature
READ 7180 Organ. & Supervising Read. Prog.

Guided Elective - 3 hours

Capstone Experience (Practicum) -6 hours
READ 7160 Diagnosing Reading Difficulties
READ 7170 Correcting Reading Difficulties

Total Hours Required for the Degree - 36 hours

Proposed Requirements (Underline changes after printing this form:

EDUC 5999 - Professional Orientation - 0 hours
(Add/require during first semester of program)

Dewar College of Education Core - 9 hours
LEAD 7210 - 1 hour
PSYC 7010 - 3 hours
READ 7100 - 2 hours
RSCH 7100 - 3 hours
Reading Education Core - 18 hours
READ 7110 - 3 hours
READ 7120 - 3 hours
READ 7130 - 3 hours
READ 7140 - 3 hours
READ 7150 - 3 hours
READ 7180 - 3 hours

Guided Elective - 3 hours

Capstone (Practicum Courses) - 6 hours

READ 7160 - 3 hours

READ 7170 - 3 hours

Total Hours Required for the Degree - 36 hours

Justification:

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

Improve student learning outcomes:

Adopting current best practice(s) in field:

Meeting mandates of state/federal/outside accrediting agencies: Adding this course will ensure student data are collected for progress monitoring as well as for annual reports and NCATE accreditation

Other: Two of the graduation requirements for an M. Ed. in Reading are that the candidates will successfully complete an electronic portfolio; as well as, candidates will successfully complete the Dewar College of Education Advanced Teacher Self-Assessment Instrument. By adding EDUC 5999 as required course during the first semester of the program, students will review the program requirements, will receive an orientation to LiveText, and will complete the required COE forms and surveys.

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Students have shared concerns and confusion regarding LiveText and necessary COE forms and surveys.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Currently, there are gaps in the data collection process especially in terms of COE assessment instruments as there is not a set sequence for students to follow when taking courses.

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

Data Sources:

- Indirect measures:** SOIs; student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The Department of Middle, Secondary, Reading and Deaf Education will utilize pre/post measures and information to determine the effectiveness of the change.

Approvals:

Department Head:	<i>Barbara Stanley</i>	Date: 3/31/11
College/Division Exec. Committee:	<i>[Signature]</i>	Date: 3/31/11
Dean(s)/Director(s):	<i>[Signature]</i>	Date: 3/31/11
Grad. Exec. Committee: (for graduate course)	<i>Karl Hus</i>	Date: 4/8/11
Graduate Dean: (for graduate course)	<i>Karl Hus</i>	Date: 4/18/11
Academic Committee:		Date:

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REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

VALDOSTA STATE UNIVERSITY GRADUATE SCHOOL

Select Area of Change:

Core Curriculum Senior Curriculum Graduate Curriculum Other Curriculum

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

Current Catalog Page Number: 103

Proposed Effective Date for Curriculum Change: (Month/Year): Summer/2011

Degree & Program Name: (e.g., BFA, Art): Online M.A.T. Special Education - General Curriculum

Present Requirements: Requirements for the On-Line M.A.T. Special Education - General Curriculum

Core Courses.....6 hours SEGC 6000, SEGC 60406 hours

Area of Concentration.....24 hours SEGC 6010, SEGC 60206 hours SEGC 6030, SEGC 5140.....6 hours SEGC 6050, SERD 6030..... 6 hours SERD 6040 or SERD 6060.....3 hours SEGC 6200.....3 hours

Research Core.....6 hours SEGC 6100, SEGC 6110 6 hours

Total Hours Required for the Degree 36 semester hours

Prior to completion of the M.A.T. and recommendation for initial certification, the following additional requirements must be met: Applicant must pass GACE Special Education General Curriculum Tests: Test I (081) Test II (082); Applicant must complete an Exceptional Child course and submit either transcripts showing completion of the course or a certificate of completion to the Georgia Professional Standards Commission.

Proposed Requirements (Underline changes after printing this form: Requirements for the On-Line M.A.T. Special Education - General Curriculum

Core Courses.....6 hours SEGC 6000, SEGC 60406 hours

Area of Concentration.....24 hours SEGC 6010, SEGC 60206 hours SEGC 6030, SEGC 5140.....6 hours SEGC 6050, SERD 6030..... 6 hours SERD 6040, SERD 6060, or SERD 6070.....3 hours SEGC 6200.....3 hours

Research Core.....6 hours SEGC 6100, SEGC 6110 6 hours

Total Hours Required for the Degree 36 semester hours

Prior to completion of the M.A.T. and recommendation for initial certification, the following additional requirements must be met: Applicant must pass GACE Special Education General Curriculum Tests: Test I (081) Test II (082); Applicant must complete an Exceptional Child course and submit either transcripts showing completion of the course or a certificate of completion to the Georgia Professional Standards Commission.

Justification:

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

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- Improve student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies:
- Other: One elective will be required; this elective must be a reading course and we are adding SERD 6070 as a choice to SERD 6040 and SERD 6060.

Source of Data to Support Suggested Change:

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

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

Data Sources:

- Indirect measures:** SOIs; student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Candidates will be required to complete exams, comprehension essays, and compile a portfolio of evidence-based interventions to demonstrate their ability to meet the course objectives. Data from program assessments approved by the Georgia Professional Standards Commission will be used.

Approvals:

Department Head: *Lynn C. Min* Date: *4-22-11*

College/Division Exec. Committee: *[Signature]* Date: *4/22/11*

Dean(s)/Director(s): *[Signature]* Date: *4/22/11*

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

Graduate Dean:
(for graduate course) Date:

Academic Committee: Date:

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VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 03/22/2011 (mm/dd/yyyy)

Department Initiating Revision:

ECSE

Faculty Member Requesting Revision:

Kelly Heckaman

Current Course Prefix, Title, & Number:

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

SEGC 6110 Professional Capstone Course

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

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description: Graded "Satisfactory" or "Unsatisfactory." Culminating course experience in which students will select and post evidence from class assignments and write personal reflections in Livetext portfolio describing how the assignments have contributed to their development as teachers. Students will describe how their knowledge, skills, and dispositions have grown or changed in relation to the Dewar College of Education Conceptual Framework Standards.

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: must have completed a minimum of 27 hours in the program of study prior to enrolling in SEGC 6110

Co-requisites:

Course Description: Culminating course experience in which students will select and post evidence from class assignments and write personal reflections in Livetext portfolio describing how the assignments have contributed to their development as teachers. Students will describe how their knowledge, skills, and dispositions have grown or changed in relation to the Dewar College of Education Conceptual Framework Standards.

Semester/Year to be Effective:

Summer/2011

Estimated Frequency of Course Offering:

Every semester

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: The capstone is designed for the students to provide evidence that they have met the

Dewar College of Education and Council for Exceptional Children standards for special education. The faculty who teach this course have found that the quality of the capstone project varies with respect to the candidates' written reflections and their provision of evidence. The faculty therefore would like to assign letter grades to reflect differences in the quality of the candidates' projects as opposed to assigning a "satisfactory" or "unsatisfactory" label. Candidates also must have completed the majority of their coursework (27 hours) prior to enrolling in the capstone in order to have completed the artifacts needed to perform satisfactorily on the capstone project.

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The capstone project is composed of written reflections and student performance data collected during course assignments throughout the program of study. This project provides the candidates with an opportunity to show growth in their knowledge, skills, and dispositions based on evidence.

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

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The capstone provides assessment data for our Program Assessment 2: The Capstone Portfolio Content Assessment.

Approvals:	
Dept. Head: <i>Lynn C Mini</i>	Date: 4-22-11
College/Division Exec. Comm.: <i>B. Col</i>	Date: 4/22/11
Dean/Director: <i>B. Col</i>	Date: 4/22/11
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

SEGC 6110
Professional Capstone Course
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

No text required

COURSE DESCRIPTION

Culminating course. Students will select and post evidence from class assignments and write personal reflections in Livetext portfolio describing how the assignments have contributed to their development as teachers. Students will describe how their knowledge, skills and dispositions have grown or changed with respect to the Dewar College of Education Conceptual

Positively Impacting Learning Through Evidence-Based Practices

Framework Standards. Prerequisite: Candidates must have completed a minimum of 27 hours in the program of study prior to enrolling in SEGC 6110.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

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

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

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

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

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

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

COURSE OBJECTIVES (CO):

The student will:

- CO 1: Review their Livetext portfolios to ensure that they have posted the required documents (VI).
- CO 2: Identify course assignments (artifacts) that meet each of the Dewar College of Education's Conceptual Framework standards (VI).
- CO 3: Write personal reflections describing how the assignments/artifacts have contributed to the development of his/her knowledge and skills for each Conceptual Framework Standard (VI).
- CO 4: Write a narrative that addresses how the candidate's disposition (attitudes, beliefs, professionalism) have changed/improved, or how they have been reinforced through participation in this program
- CO 5: Complete and submit the Candidate Dispositions form, the Field Experience Form, and the Graduate Survey for Program Improvement form in Livetext for participation in the program assessment system.

COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS

1. Compare the courses listed in your Livetext portfolios against the courses listed in your program of study to ensure that your portfolio lists the required courses, and make modifications as needed (CO 1).
2. Ensure that your educational philosophy is attached in your portfolio (CO 1).
3. Ensure that you have completed the description, impact, and reflection for each artifact (e.g., class assignment) attached under the individual courses in your portfolio (CO 1).
4. Within the SEGC 6110 course tab in your Livetext portfolio, develop a separate section for each of the six Conceptual Framework Standards (CO 2).
5. Select artifacts from three different classes to use as supporting evidence for meeting each of the six Conceptual Framework Standards. You must provide *three* pieces of evidence for each Standard and you may use each class a maximum of *three* times across the six Standards. For example, if you use SEGC 6000 for Standards I, II, and IV, you may not use SEGC 6000 for Standards III, V, and VI. See the specific guidelines provided for selecting artifacts as evidence. (CO 2).
6. For each of the six Conceptual Framework Standards, write a single-spaced narrative (personal reflection) in Livetext describing how the artifacts from the three classes have contributed to your knowledge and skills as a teacher. Your narrative should be one-and-a-half to two pages in length, and should include examples from the artifacts (evidence-based when possible) to support your reflections. See the specific guidelines provided for writing the reflections. Please be sure to check grammar and spelling, as excessive grammatical or spelling errors will result in a reduction in the grade earned (CO 3).
7. Write a one to two paragraph narrative that addresses how your disposition (attitudes, beliefs, professionalism) have changed/improved, or how they have been reinforced, through your participation in the program (i.e., the courses you have taken, the assignments you have completed, the peer relationships that you have developed, etc.) (CO 4).

COURSE EVALUATION

Grading Policy

A	At least five reflections exceed expectations and Livetext forms have been completed.
B	At least three reflections exceed expectations and Livetext forms have been completed.
C	All reflections meet expectations and Livetext forms have been completed.
D	One reflection does not meet expectations and/or Livetext forms have not been completed.
F	More than one reflection does not meet expectations.

Please note: Excessive grammatical or spelling errors will result in a reduction of one letter grade from the grade earned. Students who miss two or more deadlines (i.e., due dates) for submitting reflections will have their grade reduced by one letter grade from the grade earned. Students who miss three or more deadlines (i.e. due dates) for submitting reflections will receive a failing grade in the class. Students who fail to complete and submit the required forms in Livetext will receive a failing grade in the class.

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ATTENDANCE POLICY

Students are expected to adhere to the time lines established for completing the Capstone project in order to be successful in the class.

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

Positively Impacting Learning Through Evidence-Based Practices

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).

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REQUEST FOR A NEW COURSE

Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission: 3/22/2011 (mm/dd/yyyy)		
Department Initiating Request: ECSE	Faculty Member Requesting: Kelly Heckaman	
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) SERD 6070	Proposed New Course Title: Reading Research and Instruction Proposed New Course Title Abbreviation: (For student transcript, limit to 30 character spaces) Reading Research and Inst	
Semester/Year to be Effective: Summer/2011	Estimated Frequency of Course Offering: Once per academic year	
Indicate if Course will be : <input type="checkbox"/> Requirement for Major <input checked="" type="checkbox"/> Elective		
Lecture Hours: 03	Lab Hours: 0	Credit Hours: 03
Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Evidence-based instructional practices to promote factors involved in teaching reading readiness, phonemic awareness, phonics, reading in grades K-12, word recognition, vocabulary, fluency, and comprehension, as well as means of assessing literacy progress as readers and writers move from emergent literacy to learning to read and write into stages of reading mastery. Research-based practices will be emphasized and theoretical underpinnings of reading and writing are addressed as they relate to the practical applications of teaching numerous aspects of literacy.		
Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data. <input checked="" type="checkbox"/> Improving student learning outcomes: <input checked="" type="checkbox"/> Adopting current best practice(s) in field: <input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: <input checked="" type="checkbox"/> Other: An additional reading elective is needed as a summer course offering.		
Source of Data to Support Suggested Change: <input checked="" type="checkbox"/> Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Reading elective classes fill up as we can typically provide only one section, as the reading electives currently are taught by our partner university, North Georgia College and State University. Candidates sometime have to enroll in reading electives at other GOML universities in order to complete their program of study in a timely fashion. <input type="checkbox"/> Direct Measures: Materials collected and evaluated for program assessment purposes (tests,		

portfolios, specific assignments, etc.)

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

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Candidates are required to complete quizzes and a final examination, as well as applied assignments to demonstrate their ability to meet the course objectives. Data from program assessments already reviewed and approved by the Georgia Professional Standards Commission will be used.
- Other:

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

Approvals:	
Dept. Head: <i>Lynn C. Munn</i>	Date: 4-22-11
College/Division Exec. Comm.: <i>B. Col</i>	Date: 4/22/11
Dean/Director: <i>B. Col</i>	Date: 4/22/11
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

SERD 6070
READING RESEARCH AND INSTRUCTION
3 SEMESTER HOURS

Valdosta State University College of Education

Conceptual Framework: Guiding Principles
(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

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

The Equity Principle: All learners deserve high expectations and support

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

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

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

The Impact Principle: Effective practice yields evidence of learning.

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

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

Required Textbook(s):

- Samuels, J. S., & Farstrup, A. E. (Eds.). (2002). *What research has to say about reading instruction* (3rd ed.). Newark, DE: International Reading Association.
- Other readings as assigned by instructor

COURSE DESCRIPTION

Evidence-based instructional practices to promote factors involved in teaching reading readiness, phonemic awareness, phonics, reading in grades K-12, word recognition, vocabulary, fluency, and comprehension, as well as means of assessing literacy progress as readers and writers move from emergent literacy to learning to read and write into stages of reading mastery. Research-based practices will be emphasized and theoretical underpinnings of reading and writing are addressed as they relate to the practical applications of teaching numerous aspects of literacy.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

I. CURRICULUM AND CONTENT: 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.

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

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

COURSE OBJECTIVES (CO)

The student will:

1. Develop a core belief about reading and learning to read that embrace ALL children. (CFS I, II, V)
2. Analyze the major theories of language development, cognition, and learning. (CFS I)
3. Demonstrate an understanding of phonemic awareness, phonics, vocabulary, fluency, and comprehension as they relate to the reading and writing process. (CFS I)
4. Identify research-based instructional and assessment practices for promoting literacy development of beginning, developing, and fluent readers and writers. (CFS II)
5. Evaluate methods and materials that embrace and accept diversity. (CFS II)
6. Summarize the effectiveness of instructional and information technologies to support literacy learning (CFS II, V)
7. Demonstrate an understanding of the major theories of learning as they relate to the reading process. (CFS I)
8. Demonstrate an understanding of the reading process. (CFS I, II, V, VI)
9. Learn to summarize research and communicate it to their peers. (CFS V, VI)
10. Locate, read, and synthesize research studies. (CFS VI)
11. Review reading research and appreciate the significance of this research for classroom practice. (CFS V, VI)
12. Inquire into the many factors affecting student reading achievement. (CFS II)
13. Demonstrate an understanding of the influence of contextual factors on literacy. (CFS II)
14. Demonstrate an understanding of reading research in a variety of areas including emergent literacy, early intervention programs, literature-based instruction, and integrated literacy instruction. (CFS I, II, V, VI)
15. Reflect on readings as they relate to improving one's instruction. (CFS I, VI)

COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS

TSW:

1. Students will complete assigned readings and participate in discussions within the designated online portal. (CO 1-15)

2. Students will complete quizzes following each of the nine chapters of content. (CO 1-15)
3. Students will complete the final examination, which is a cumulative assessment of learned knowledge throughout the semester. (CO 1-15)
4. Students will select one study from reading research studies recognized as being most educationally significant in the last 20 years and explain components of the study in an oral presentation. They will tell the impact the research has had on the reading program in their schools. If practices supported by the research are not evident in their schools, they will present a plan for disseminating the information and implementing the practices. (CO 1-13)

COURSE EVALUATION

Grading will be based on:

(9) Quizzes	@ 10 points each	=	90 points
(5) Discussion board responses	@ 10 points each	=	50 points
Mini-lesson plan		=	20 points
At-risk essay		=	20 points
<u>Final examination</u>		=	<u>50 points</u>
Total			230 points

Grading scale

A=	93-100% of total points possible for course	>213
B=	85-92%	195-213
C=	76-84%	175-194
D=	69-75%	159-174
F=	68% and below	<159

No assignments will be accepted more than one week after they are due. A minimum of 30 percentage points will be deducted for assignments turned in late, but within a week of the due date.

ATTENDANCE POLICY

Logging on each week to the online portal will increase your likelihood of success in the course. Late work will be accepted up to one week from its due date with the maximum score being 70%.

POLICY STATEMENT ON PLAGIARISM AND CHEATING

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.

(229) 245-2498; (229) 219-1348

INSTRUCTOR

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REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

VALDOSTA STATE UNIVERSITY GRADUATE SCHOOL

Select Area of Change:

Core Curriculum Senior Curriculum Graduate Curriculum Other Curriculum

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

Current Catalog Page Number: 103

Proposed Effective Date for Curriculum Change: (Month/Year): Summer/2011

Degree & Program Name: (e.g., BFA, Art): Online M.A.T. Special Education - Adapted Curriculum

Present Requirements: Requirements for the On-Line M.A.T. Degree with a Major in Special Education - Adapted Curriculum

Core Courses 9 hours SEAC 6010, SEAC 5140, SEAC 51909 hours

Area of Concentration.....21 hours SEAC 5500, 5520..... 6 hours SEAC 5530, SEAC 55406 hours SEAC 5550, SEAC 50506 hours SEAC 62003 hours

Research Core 6 hours SPEC 50303 hours SEAC 61103 hours

Total Hours Required for the Degree 36 semester hours

Proposed Requirements (Underline changes after printing this form:

Requirements for the On-Line M.A.T. Degree with a Major in Special Education - Adapted Curriculum

Core Courses 9 hours SEAC 6010, SEAC 5140, SEAC 51909 hours

Area of Concentration.....21 hours SEAC 5500, 5570..... 6 hours SEAC 5530, SEAC 55406 hours SEAC 5550, SEAC 50506 hours SEAC 62003 hours

Research Core 6 hours SEAC 50303 hours SEAC 61103 hours

Total Hours Required for the Degree 36 semester hours

Justification:

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

- Improve student learning outcomes:
Adopting current best practice(s) in field:
Meeting mandates of state/federal/outside accrediting agencies:
Other: Error in catalog: in the research core in the program of study, SPEC 5030 should be SEAC 5030. SEAC 5520 combined the former assessment course (SEAC 5520) and the former curriculum class (SEAC 5510) into one course. These two courses were combined to offer the former SEAC 5510 and SEAC 5520 to students who entered the program under the program of study that included those two courses. Students under the original program of study are still enrolled, so a new course number is needed for the new combined course that is now being offered to students on the new program of study.

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Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. We will need to schedule the original 5520 course (assessment) as well as the course that combines SEAC 5510 (curriculum) and SEAC 5520. A new course number is needed for the combined course to avoid confusion with students' programs of study.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Data from program assessments already reviewed and approved by the Georgia Professional Standards Commission.

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

Data Sources:

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

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Candidates will be required to complete exams, comprehension essays, and compile a portfolio of evidence-based interventions to demonstrate their ability to meet the course objectives. Data from program assessments already reviewed and approved by the Georgia Professional Standards Commission.

Approvals:

Department Head: *Lynn C. Mini* Date: 4-22-11

College/Division Exec. Committee: *[Signature]* Date: 4/22/11

Dean(s)/Director(s): *[Signature]* Date: 4/22/11

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

Graduate Dean:
(for graduate course) *[Signature]* Date: 6/9/11

Academic Committee: Date:

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VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED COURSE
Valdosta State University

Date of Submission: 03/22/2011 (mm/dd/yyyy)

Department Initiating Revision:
ECSE

Faculty Member Requesting Revision:
Kelly Heckaman

Current Course Prefix, Title, & Number:

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

SEAC 5520 Assessment and Curriculum for Students with Low Incidence Disabilities

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

Current:

Course Prefix and Number: SEAC 5520

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Requested:

Course Prefix and Number: SEAC 5570

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Semester/Year to be Effective:

Summer/2011

Estimated Frequency of Course Offering:

Once per academic year

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: SEAC 5520 combined the former assessment class (SEAC 5520) and the former curriculum class (SEAC 5510) into one class. These two classes were combined into one 3-credit hour course, SEAC 5520. We need to continue to offer the former SEAC 5510 and SEAC 5520 to students who entered the program under the program of study that included those two courses, so a new course number is needed for the combined course

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. We will need to schedule the original SEAC 5520 course (assessment) as well as the course that combines SEAC 5510 (curriculum) and the former SEAC 5520 (assessment). A new course number is needed for

the combined course to avoid confusion with students' programs of study.

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

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

Data Sources:

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

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Students are required to complete individualized, data-based assessments on a student in their classroom and develop a sample curriculum to address the identified needs. Data from program assessments already reviewed and approved by the Georgia Professional Standards Commission will be used.

Approvals:	
Dept. Head: <i>Lynn C. Minor</i>	Date: <i>4-22-11</i>
College/Division Exec. Comm.: <i>[Signature]</i>	Date: <i>4/22/11</i>
Dean/Director: <i>[Signature]</i>	Date: <i>4/22/11</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course) <i>Ki Hu</i>	Date: <i>6/6/11</i>
Academic Committee:	Date:

Form last updated: January 6, 2010

SEAC 5570
Assessment and Curriculum for Students
with Low Incidence Disabilities
3 Semester Hours

College of Education
Valdosta State University
Department of Special Education and Communication Disorders
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

Browder, D. M. (2001). *Curriculum and assessment for students with moderate and severe disabilities*. New York, NY: The Guilford Press.

Browder, D. M. and Spooner, F. (2006). *Teaching language arts, math, and science to students with significant disabilities*. Baltimore, MD: Paul H. Brookes.

You can purchase the textbooks from several different sources, including:

The VSU bookstore: <http://services.valdosta.edu/bookstore/textbook.aspx>

From Amazon.com: www.amazon.com

From Barnes and Noble.com: www.bn.com

COURSE DESCRIPTION

Coursework in assessment techniques and curriculum design for students with low incidence disabilities. Required activities include informal assessment procedures across curriculum areas to generate IEP objectives, measurement strategies, and methods for monitoring progress. Curricular approaches to design, implement, and monitor functional and age-appropriate programs for children and youth with low incidence disabilities in school, home, and community settings.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

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

COURSE OBJECTIVES (CO):

- CO 1: Students will assess current functioning and current and future needs of students with significant disabilities using ecological inventories and task analytic assessment (CFS II, IV)
- CO 2: Students will articulate legal guidelines and ethical concerns related to unbiased assessment of students with significant disabilities (CFS VI)
- CO 3: Students will demonstrate competence in collecting assessment data to assess the performance of students with significant disabilities across different curriculum areas (CFS IV)
- CO 4: Students will demonstrate competence in interpreting, reporting, and evaluating assessment data for students with significant disabilities, including data needed for state alternate assessments (e.g., GAA) (CFS IV)
- CO 5: Students will demonstrate competence in using assessment information in making instructional decisions and planning appropriate educational programs for students with significant disabilities (CFS V)
- CO 6: Students will demonstrate competence with adaptive behavioral and functional assessment procedures (CFS IV)

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- CO 7: Students will identify functional, age-appropriate curriculum goals that meet Georgia Performance Standards (GPS) (CFS I, II, III, IV)
- CO 8: Students will design individualized and age-appropriate programming across specialized curricular areas such as the math, science, and reading/language arts, content areas, as well as social, communication, domestic/independent living, recreation/leisure, and vocational skills (CFS I, II, III, IV)
- CO 9: Students will demonstrate address knowledge of adolescent literacy development and literacy assessment in the content areas, and knowledge needed to meet the needs of students with diverse reading skills across content area texts (CFS I, II, IV, V).
- CO 10: Students will embed target skills across different domains (CFS V)
- CO 11: Students will identify alternative performance strategies (e.g., partial participation) (CFS II, V)

1. **Activities:** Students are expected to participate in online class discussions, pose and respond to questions, and complete all assignments in a timely manner (CO 1-10)

2. **Assignments:**

Preparation: Students are expected to (a) read the assigned chapters/readings and be prepared to participate in online discussions and/or ask questions about the information presented or issues related to the assigned topic, and (b) complete assigned class activities. Although this course is being delivered on line, students will keep in mind that this course is traditionally taught in a 3-hour class period once per week, with expectations that extra time outside of class will be needed to complete readings and other assignments.

Attendance: Our class week will run from Tuesday through midnight on the following Monday. Students are expected to log in at least to respond to/read responses to discussion questions, respond to classmates' postings, and retrieve assignments.

Discussion questions: Post responses to assigned discussion questions. Responses will be evaluated based upon the quality of the postings. A rubric will be provided that details the point structure. Late postings of discussion question responses will result in a 50% point reduction of the total points earned for the response. Responses that are posted more than one week late will earn 0 points.

Assessment activities: Complete a Record review, Ecological inventory, Parent input survey, Preference assessment, Identification and prioritization of skills form to gather information for the assessment report.

Assessment report: Complete an assessment report that includes an evaluation of the student's strengths and needs, and goals and objectives to remediate identified skill needs/deficits. Detailed instructions will be provided to facilitate successful completion of this assignment (CO 1-6).

Literacy Modules: Students will complete five literacy modules aimed at literacy for students with severe and sensory disabilities. Students will submit a brief overview of each lesson, their quiz results from the modules, and will briefly describe what they learned by completing the tutorials. Detailed guidelines for this assignment will be provided (CO 2, 4).

Sample curriculum: Develop a sample curriculum for one student that targets skills that align with the GPS from the Math, Science, Social Studies, and Language Arts content

Positively Impacting Learning Through Evidence-Based Practices

areas, as well as skills from the other domains (e.g., vocational, independent living, recreational and leisure) as appropriate. Detailed guidelines for this assignment will be provided (CO 7-10).

3. Requirements

Task	Individual Value	Point Value
Discussion questions/ assignments	5 @ a maximum of 20 pts. each	100
Literacy Modules	5@ 10 pts. each	50
Record review	15 pts.	15
Ecological inventory	20 pts.	20
Parent input	15 pts.	15
Preference assessment	15 pts.	15
Identification and prioritization of skills	20 pts.	20
Report (includes direct assessment, summary and recommendations, curriculum chart, and goals and objectives)	135 pts.	135
Sample curriculum	150 pts.	150
TOTAL POINTS		520

Grading Scale:

93 – 100% = A
 83 – 92% = B
 73 – 82% = C
 63 – 72% = D
 62% and below = F

ATTENDANCE POLICY

Students are expected to participate in class each week as indicated throughout the semester.

A NOTE ABOUT LATE ASSIGNMENTS

Organization and time management are critical components for success in online classes. Students must be disciplined and also need to be diligent about keeping up with scheduled assignments and due dates. This is not a correspondence course in which you can access the course content and complete/submit assignments at any time between now and the end of the semester. In order to be successful in this class, you must log into the course each week and submit assignments on time. Late assignments will result in a 50% reduction in the points earned. Assignments that are more than one week late will not be accepted, unless prior arrangements have been made with the instructor.

POLICY STATEMENT ON PLAGIARISM AND CHEATING

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

Positively Impacting Learning Through Evidence-Based Practices

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

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REQUEST FOR A REVISED COURSE VALDOSTA STATE UNIVERSITY
Valdosta State University GRADUATE SCHOOL

Date of Submission: 03/22/2011 (mm/dd/yyyy)

Department Initiating Revision: ECSE Faculty Member Requesting Revision: Kelly Heckaman

Current Course Prefix, Title, & Number: (See course description abbreviations in the catalog for approved prefixes)
SEAC 6110 Professional Capstone Course

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

Current: Course Prefix and Number: Credit Hours: Course Title: Prerequisites: Co-requisites: Course Description: Culminating course. Students will implement a project that demonstrates their ability to apply evidence-based research to impact programs or practices that affect K-12 student learning.

Requested: Course Prefix and Number: Credit Hours: Course Title: Prerequisites: must have completed a minimum of 27 hours in the program of study prior to enrolling in SEAC 6110 Co-requisites: Course Description: Culminating course experience in which students will select and post evidence from class assignments and write personal reflections in Livetext portfolio describing how the assignments have contributed to their development as teachers. Students will describe how their knowledge, skills, and dispositions have grown or changed in relation to the Dewar College of Education Conceptual Framework Standards.

Semester/Year to be Effective: Summer/2011 Estimated Frequency of Course Offering: Every semester

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:
 Adopting current best practice(s) in field:
 Meeting Mandates of State/Federal/Outside Accrediting Agencies:
 Other: The capstone is designed for the students to provide evidence that they have met the

Dewar College of Education and Council for Exceptional Children standards for special education. Candidates also must have completed the majority of their coursework (27 hours) prior to enrolling in the capstone in order to have completed the artifacts needed to perform satisfactorily on the capstone project.

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The capstone project is composed of written reflections and student performance data collected during course assignments throughout the program of study. This project provides the candidates with an opportunity to show growth in their knowledge, skills, and dispositions based on evidence.

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

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The capstone provides assessment data for our Program Assessment 2: The Capstone Portfolio Content Assessment.

Approvals:	
Dept. Head: <i>Lynn C. Minor</i>	Date: <i>4-22-11</i>
College/Division Exec. Comm.: <i>B. Col</i>	Date: <i>4/22/11</i>
Dean/Director: <i>B. Col</i>	Date: <i>4/22/11</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course) <i>Ken Hu</i>	Date: <i>6/6/11</i>
Academic Committee:	Date:

Form last updated: January 6, 2010

SEAC 6110
Professional Capstone Course
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

No text required

COURSE DESCRIPTION

Culminating course. Students will select and post evidence from class assignments and write personal reflections in Livetext portfolio describing how the assignments have contributed to their development as teachers. Students will describe how their knowledge, skills and dispositions have grown or changed with respect to the Dewar College of Education Conceptual

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Framework Standards. Prerequisite: Candidates must have completed a minimum of 27 hours in the program of study prior to enrolling in SEAC 6110.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

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

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

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

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

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

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

COURSE OBJECTIVES (CO):

The student will:

- CO 1: Review their Livetext portfolios to ensure that they have posted the required documents (VI).
- CO 2: Identify course assignments (artifacts) that meet each of the Dewar College of Education's Conceptual Framework standards (VI).
- CO 3: Write personal reflections describing how the assignments/artifacts have contributed to the development of his/her knowledge and skills for each Conceptual Framework Standard (VI).
- CO 4: Write a narrative that addresses how the candidate's disposition (attitudes, beliefs, professionalism) have changed/improved, or how they have been reinforced through participation in this program
- CO 5: Complete and submit the Candidate Dispositions form, the Field Experience Form, and the Graduate Survey for Program Improvement form in Livetext for participation in the program assessment system.

COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS

1. Compare the courses listed in your Livetext portfolios against the courses listed in your program of study to ensure that your portfolio lists the required courses, and make modifications as needed (CO 1).
2. Ensure that your educational philosophy is attached in your portfolio (CO 1).
3. Ensure that you have completed the description, impact, and reflection for each artifact (e.g., class assignment) attached under the individual courses in your portfolio (CO 1).
4. Within the SEAC 6110 course tab in your Livetext portfolio, develop a separate section for each of the six Conceptual Framework Standards (CO 2).
5. Select artifacts from three different classes to use as supporting evidence for meeting each of the six Conceptual Framework Standards. You must provide *three* pieces of evidence for each Standard and you may use each class a maximum of *three* times across the six Standards. For example, if you use SEAC 5530 for Standards I, II, and V, you may not use SEAC 5530 for Standards III, IV, and VI. See the specific guidelines provided for selecting artifacts as evidence. (CO 2).
6. For each of the six Conceptual Framework Standards, write a single-spaced narrative (personal reflection) in Livetext describing how the artifacts from the three classes have contributed to your knowledge and skills as a teacher. Your narrative should be one-and-a-half to two pages in length, and should include examples from the artifacts (evidence-based when possible) to support your reflections. See the specific guidelines provided for writing the reflections. Please be sure to check grammar and spelling, as excessive grammatical or spelling errors will result in a reduction in the grade earned (CO 3).
7. Write a one to two paragraph narrative that addresses how your disposition (attitudes, beliefs, professionalism) have changed/improved, or how they have been reinforced, through your participation in the program (i.e., the courses you have taken, the assignments you have completed, the peer relationships that you have developed, etc.) (CO 4).

COURSE EVALUATION

Grading Policy

A	At least five reflections exceed expectations and Livetext forms have been completed.
B	At least three reflections exceed expectations and Livetext forms have been completed.
C	All reflections meet expectations and Livetext forms have been completed.
D	One reflection does not meet expectations and/or Livetext forms have not been completed.
F	More than one reflection does not meet expectations.

Please note: Excessive grammatical or spelling errors will result in a reduction of one letter grade from the grade earned. Students who miss two or more deadlines (i.e., due dates) for submitting reflections will have their grade reduced by one letter grade from the grade earned. Students who miss three or more deadlines (i.e. due dates) for submitting reflections will receive a failing grade in the class. Students who fail to complete and submit the required forms in Livetext will receive a failing grade in the class.

Positively Impacting Learning Through Evidence-Based Practices

ATTENDANCE POLICY

Students are expected to adhere to the time lines established for completing the Capstone project in order to be successful in the class.

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:

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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).
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SPECIAL NEEDS STATEMENT

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Positively Impacting Learning Through Evidence-Based Practices

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).

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REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Select Area of Change:

Core Curriculum Senior Curriculum Graduate Curriculum Other Curriculum

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

Current Catalog Page Number:
133

Proposed Effective Date for
Curriculum Change:
(Month/Year): August, 2011

Degree & Program Name:
(e.g., BFA, Art): Ed.S.,
School Psychology

Present Requirements:

FOUNDATION COURSES - 9 HOURS
 3.0 PSYC 7000- Methods in School Psychology
 3.0 PSYC 7020- Conditions of Learning (or)
 3.0 PSYC 8600- Theories of Learning
 3.0 PSYC 8250- Developmental Psychology

ASSESSMENT FOR INTERVENTION - 9 HOURS
 4.0 PSYC 7100 - Intellectual Assessment
 4.0 PSYC 7120 - Academic & Behavioral
 1.0 PSYC 8140 - Emerging Technologies for
 Intervention-based Assessment

CLINICAL PRACTICE: TRANSITION AND
 BEHAVIOR CHANGE - 21 HOURS
 3.0 PSYC 7200 - Psychopathology
 3.0 PSYC 8200 - Child & Adolescent
 Psychopathology
 3.0 PSYC 7420 - Counseling Children and
 Adolescence
 3.0 PSYC 7400 - Counseling Theory and Practice
 3.0 PSYC 8150 - Behavioral Health Care Systems
 Take two of the following (6 hours):
 3.0 PSYC 8610 - Behavior Modification
 3.0 SPEC 5540 - Positive Behavior Support
 3.0 SPEC 5100 - Non-Aversive Behavior
 Management

PRACTICUM(5 hrs.) / INTERNSHIP(4 hrs.) - 9
 HOURS
 5.0 PSYC 7791-5 - School Psychology
 4.0 PSYC 8891-4 - School Psychology Internship
 I-IV

RESEARCH METHODOLOGY - 12 HOURS
 3.0 PSYC 5500 - Statistical Methods in Psychology
 3.0 RSCH 8000- Educational Research
 3.0 PSYC 8500 - Change and Change
 Measurement
 3.0 PSYC 8999- Thesis

Proposed Requirements (Underline changes
after printing this form:

FOUNDATION COURSES - 9 HOURS
 3.0 PSYC 7000- Methods in School Psychology
 3.0 PSYC 7020- Conditions of Learning (or)
 3.0 PSYC 8600- Theories of Learning
 3.0 PSYC 8250- Developmental Psychology

ASSESSMENT FOR INTERVENTION- 9 HOURS
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 1.0 PSYC 8140 - Emerging Technologies for
 Intervention-based Assessment

CLINICAL PRACTICE: TRANSITION AND
 BEHAVIOR CHANGE - 21 HOURS
 3.0 PSYC 8200 - Child & Adolescent
 Psychopathology
 3.0 PSYC 7420 - Counseling Children and
 Adolescence
 3.0 PSYC 7400 - Counseling Theory and Practice
3.0 PSYC 7500 - Consultation Theory & Practice
 3.0 PSYC 8150 - Behavioral Health Care Systems
 3.0 PSYC 8610 - Behavior Modification
3.0 Hours - Guided Electives

PRACTICUM(5 hrs.) / INTERNSHIP(4 hrs.) - 9
 HOURS
 5.0 PSYC 7791-5 - School Psychology
 4.0 PSYC 8891-4 - School Psychology Internship
 I-IV

RESEARCH METHODOLOGY - 12 HOURS
 3.0 PSYC 5500 - Statistical Methods in
 Psychology
 3.0 RSCH 8000 - Educational Research
 3.0 PSYC 8500 - Change & Change Measurement
 3.0 PSYC 8999 - Thesis or
3.0 PSYC/SCHC 8895- Capstone Project

<p>CURRICULUM AND PROGRAMS – 6 HOURS 3.0 SPEC 5120–Issues & Trends in Special Education 3.0 SPEC 5140 – Collaborative Roles in Education (or) 3.0 PSYC 8020– Advanced Educational Psychology</p> <p>CULTURAL AND LEGAL ASPECTS – 6 HOURS 3.0 PSYC 8800– Legal and Ethical Issues in Psychology 3.0 SCHC 7470 – Counseling Culturally Diverse Populations</p>	<p>CURRICULUM AND PROGRAMS – 6 HOURS 3.0 SPEC 5140 – Collaborative Roles in Education <u>3.0 Hours - Guided Electives</u></p> <p>CULTURAL AND LEGAL ASPECTS – 6 HOURS 3.0 PSYC 8800 – Legal and Ethical Issues in Psychology 3.0 SCHC 7470 – Counseling Culturally Diverse Populations</p>
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Justification:

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

- Improve student learning outcomes:
- Adopting current best practice(s) in field: Programatic changes will help to address upcoming changes in NASP curriculum standards
- Meeting mandates of state/federal/outside accrediting agencies:

Although there is a 100% pass rate for students over the past three years on the state certification test (GACE Content Exam), curricular changes are proposed in order to address relatively weaker scores in School Psychology Portfolio assessment and comments from field supervisors concerning the area of Consultation and Collaboration. In addition, weaker ratings for the area of research from practica data, and concerns related to topics of prevention and intervention from the initial review by NASP are addressed by these curricular changes in the School Psychology program. In response to these data, three specific adjustments will be made in the School Psychology curriculum within the department and more appropriate alternative courses outside of the department will be made available through the newly revised curriculum to emphasize the need to collaborate within education.

The first adjustment involves the incorporation of a new course, PSYC 7500, Consultation Theroy and Practice. Because the role of the school psychologist incerasing involves consultation, this course has been added to the curriculum. Evidence of this need form student and alumni survey, advisory committee meetings and recent ILS records, as well as comments form field supervisors support this change in curriculum. Non-Aversive Behavior management has been deactivated, so another intervention course elective may be substituted allow some freedom for specific interests within an individuals program of study.

A second curricular modification includes revisions to the area of Curriculum and Programs. The introduction of response to intervention practices made necessary changes in the area of Curriculum and Programs. Also, those courses that were listed under Curriculum and Programs such as SPEC 5120 and PSYC 8020 have been deactivated, necessitating course substitution for recent students' programs of study. Curriculum-based electives under the school psychology Curriculum and Programs area have typically been used as "substitute" courses within recent student programs.

A third necessary adjustment to the Ed.S. curriculum will be changes to the area of research. Change and Change Measurement will focus on the pragmatic research-based aspects of various areas of interventions. The cross listing of a capstone course, SCHC 8895, to be listed as PSYC/SCHC 8895, Capstone Project. Since SCHC 8995 already has a fact finding and research-based focus, the cross-listed PSYC/SCHC 8895 course will be placed under research. PSYC/SCHC 8995, Capstone Project, is designed in response to the additional time needed for the majority of Ed.S. students in the completion of thesis work. School Psychology students take an average of at least two additional years in the completion of a thesis as a capstone research experience and some students have risked their state certification due to delays associated with thesis. Such an alternative research course may be more efficient, allowing for more timely graduation. Also, by offering an alternative the need for research coursework is maintained by this 3-hour course. Data collected through the school psychology program assessment system supports the continued need for a research course and as such will address concerns related to the NASP approval process by keeping the same number of hours in this area of the School Psychology curriculum.

Other:

Source of Data to Support Suggested Change:

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

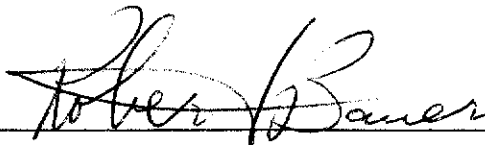
Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

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

Approvals:

Department Head:



Date: 31 March 2011

College/Division Exec. Committee:	<i>[Signature]</i>	Date: 4/21/11
Dean(s)/Director(s):	<i>[Signature]</i>	Date: 4/21/11
Grad. Exec. Committee: (for graduate course)		Date:
Graduate Dean: (for graduate course)	<i>[Signature]</i>	Date: 6/6/11
Academic Committee:		Date:

Form last updated: January 6, 2010

RECEIVED

APR 27 2011

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A NEW COURSE Valdosta State University		
Date of Submission: 03/1/2011 (mm/dd/yyyy)		
Department Initiating Request: Psychology & Counseling	Faculty Member Requesting: Dr. Katherine Adams	
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) PSYC 7500	Proposed New Course Title: Consultation Theory and Practice	Proposed New Course Title Abbreviation: (For student transcript, limit to 30 character spaces) Consultation Theory & Prac
Semester/Year to be Effective: Fall, 2011	Estimated Frequency of Course Offering: Annual to Biannual	
Indicate if Course will be : <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> Elective		
Lecture Hours: 3	Lab Hours: 0	Credit Hours: 3
Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) This course is designed to be an introduction to consultation and collaboration. Effective development of indirect intervention strategies employed by human service workers will be reviewed in this course.		
Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data. <input checked="" type="checkbox"/> Improving student learning outcomes: Better matched revised objectives from NASP <input checked="" type="checkbox"/> Adopting current best practice(s) in field: School and Clinical Practice <input checked="" type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: NASP <input type="checkbox"/> Other:		
Source of Data to Support Suggested Change: <input checked="" type="checkbox"/> Indirect Measures: SOIs, student, employer, or alumni surveys, etc. <input checked="" type="checkbox"/> Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)		

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

Data Sources:

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

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

Approvals:		
Dept. Head:	<i>Robert Bauer</i>	Date: <i>31 March 2011</i>
College/Division Exec. Comm.:	<i>[Signature]</i>	Date: <i>4/21/11</i>
Dean/Director:	<i>[Signature]</i>	Date: <i>4/21/11</i>
Graduate Exec. Comm.: (for graduate course):		Date:
Graduate Dean: (for graduate course):	<i>[Signature]</i>	Date: <i>6/6/11</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

COLLEGE OF EDUCATION
VALDOSTA STATE UNIVERSITY
DEPARTMENT OF PSYCHOLOGY AND COUNSELING
SPRING SEMESTER, 2011
PSYC7500
CONSULTATION THEORY AND PRACTICE
3 HOURS KA

Dewar College of Education
Valdosta State University
Department of Psychology and Counseling
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.

COE/NCATE Standards Addressed in this Course

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

"Positively Impacting Learning Through Evidence-Based Practices"

REQUIRED TEXTBOOKS

Brown, D., Pryzwansky, W., and Schulte, A. (2006). *Psychological consultation and collaboration* (6th ed.). MA: Allyn and Bacon.

COURSE DESCRIPTION

This course is designed to be an introduction to consultation and collaboration. Effective development of indirect intervention strategies employed by human service workers will be reviewed in this course.

NASP OBJECTIVES

2.1 School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring needs and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically based decisions about service delivery, and evaluate the outcomes of services. Data based decision-making permeates every aspect of professional practice.

2.2 School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.

2.5 School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

2.6 School psychologists have knowledge of general education, special education and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

2.8 School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

2.10 School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.

COURSE OBJECTIVES

1. Students will understand the concepts of consultation and collaboration as differentiated from intervention strategies employed by human services workers.
2. Students will understand Caplan's mental health model of consultation.
3. Students will understand a model of behavioral consultation based on learning theory.
4. Students will understand the Adlerian model of consultation.
5. Students will understand the foundations of systems theory and a model of organizational consultation.
6. Students will understand the stages and process of consultation including the communication skills needed as a consultant.
7. Students will explore the characteristics and skills needed by effective consultants and collaborators.
8. Students will understand the perspective and characteristics of the consultee as potential factors influencing the process and outcome of consultation.
9. Students will understand the characteristics of the teacher role in the school setting and the implications for establishing an indirect service.
10. Students will understand parental consultation, including its empirical support and a model for conducting parental consultation.
11. Students will understand the major considerations that need to be taken into account in making data-based monitoring and feedback an integral component of consultation and constructing an evaluation plan.
12. Students will understand the ethical and legal issues that relate to the consultation process.
13. Students will understand a number of issues related to the use of consultation by human service professionals.

COURSE EVALUATION

Weekly Journals: Reflection is a critical part of making learning relevant and meaningful. Each week, students will journal about their readings, class/professional experiences. The journals will be turned in for weekly review via the Blaze View assignments tool before the beginning of each class session. (5% = 20 points)

Consultation Simulation & Case Analysis: Students (consultants) will work in pairs to develop a consultative relationship with a professional staff member (consultee) to discuss a problem or concern of a client. The student will meet with the consultee for three sessions. One session will be of the contracting stage and the remaining two sessions will be the problem identification stage of problem solving. Process notes of each of the three sessions will be required (and should clearly document each stage of the consultation process). The critical analysis will include: an analysis of the consultee and client's environment, a discussion of the contracting and problem identification stages (including strengths & weaknesses of the process), and a summary of the consultation process as a whole. (20% -- Process 10% and Analysis 10% = 80 points)

Intervention Presentation: Students will present in pairs on an intervention that their consultee could implement. Appropriate interventions should be thoroughly researched and tailored to the unique consultee/client need. The intervention presentation should be detailed enough so that others could implement it with fidelity after you have presented. (15% = 60 points)

Exams: Students will complete three examinations (20% each). Exam items may include multiple choice, true/false, short answer, or essay questions. (total 60% = 240 points)

Grading Criteria:

Weekly Journal (5% = 20 points)

Consultation Simulation & Case Analysis (20% -- Process 10% and Analysis 10% = 80 points)

Intervention Presentation (15% = 60 points)

Exam 1 (20% = 80 points)

Exam 2 (20% = 80 points)

Exam 3 (20% = 80 points)

Total 100% = 400 points

ATTENDANCE POLICY

VSU policy requires class attendance and it will be very difficult to do well in this course without class attendance. Class attendance is expected.

PLAGIARISM AND CHEATING POLICY:

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."

If you are unclear about what constitutes plagiarism, you may review the following web sites:

http://www.valdosta.edu/~cbarnbau/personal/teaching_MISC/plagiarism.htm

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

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, handicap, veteran status, or sexual orientation of the individual. It is the intent of the institution to comply with Title VI of the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX and Section 504 of the Rehabilitation Act of 1973. http://www.valdosta.edu/catalog/0506/ugrad/ungrad_whole_catalog.pdf

Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities (<http://www.valdosta.edu/ssp/>) in 1115 Nevins Hall, 229.245.2498 (voice) and 229.219.1348 (tty).

INSTRUCTOR

Dr. Katharine Adams

Dept. of Psychology and Counseling

901 N. Patterson St, Valdosta

Phone: (229) 333-5982

E-mail: ksadams@valdosta.edu

Office hours: M & W 11-12:30pm

T & R 12:30-4:00pm

(Available at other times by appointment)

COURSE SCHEDULE

Date	Topic	Chapter	Due Today
1/11	First Day of Class Introduction to Consultation and Collaboration	Chapter 1	Read Ch 1
1/18	Mental Health Consultation	Chapter 2	Read Ch 2 Journal 1
1/25	Behavioral Consultation and Collaboration	Chapter 3 Supplemental Readings	Read Ch 3 & Supplemental Journal 2
2/1	Adlerian Consultation	Chapter 4	Read Ch 4 Journal 3
2/8	Facilitating Systemic Change Through Consultation and Collaboration	Chapter 5	Read Ch 5 Journal 4
2/15	Exam 1	[CH 1-5]	Identify Consultee for Simulation
2/22	Consultation Stages and Processes	Chapter 6	Read Ch 6 Journal 5
3/1	The Skills and Characteristics of Consultants and Collaborators	Chapter 7	Read Ch 7 Journal 6
3/8	The Consultee as a Variable	Chapter 8	Read Ch 8 Journal 7
3/14 – 3/18	Spring Break Week		
3/22	Teacher Consultation – Teacher Collaboration	Chapter 9	Read Ch 9 Journal 8
3/29	Exam 2	[CH 6-9]	
4/5	Consultation with Parents Intervention Presentation 1	Chapter 10	Read Ch 10 Journal 9
4/12	Data-Based Decision Making in Consultation Intervention Presentation 2	Chapter 11	Read Ch 11 Journal 10
4/19	Ethical and Legal Considerations Intervention Presentation 3	Chapter 12	Read Ch 12 Journal 11
4/26	Issues in Consultation and Collaboration Intervention Presentation 4	Chapter 13	Read Ch 13 Journal 12 Consultation Simulation & Case Analysis Due
5/2	Last Day of Class Final Exam	[CH 10-13]	

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

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

Current Catalog Page Number:
2010-2011 Page 236

Proposed Effective Date for Curriculum Change:
(Month/Year): 8/2011

Degree & Program Name:
(e.g., BFA, Art): BSED
Special Education: Deaf and Hard of Hearing

Core Curriculum (Area F)

SPEC 2999 Entry into the Program
0
ISCI 2001 or ISCI 2002 3
EDUC 2110, EDUC 2120, & EDUC 2130 9
ASLS 2110 & ASLS 2120 6
ACED 2400 Computer Technology
for the Workplace 3

Present Requirements: 60 Hours

Junior Curriculum (32 Hours):

Fall Semester (16 Hours)

ASLS 3170 American Sign Language III 4
DEAF 3110 Orientation to Deafness 3
ECED 3190 Pract I: Classrm Mang. & Environ.
Design PH-K (CoReq READ 3200) 3
READ 3200 Int. Lit & Fine Arts
(CoReq ECED 3190) 3
SPEC 3000 Serving Students with Diverse Needs 3
SPEC 3020 Applied Behavior Analysis 3

Spring Semester (16 Hours)

ASLS 3180 American Sign Language IV 4
DEAF 3130 Overview of Lang. Lrng. & Deafness 3
DEAF 3120 Learning Cognition & Social Dev. In
Deaf Children 3
ECED 3690 Early Childhood Inclusive Practicum
Grades 3-5 (CoReq READ 3500) 3
READ 3500 Teaching Children to Read 3
SEEC 3410 Indiv & Grp Planning & Curriculum
in Early Childhood 3

Senior Curriculum (28 Hours):

Fall Semester (13 Hours)

DEAF 4050 Manual Communication 3
MATH 3161 Mathematics for Early Childhood
Teachers 3
MGED 3991 Differentiated Classroom for Middle
Grades 3
READ 4100 Corrective Reading in the Early Grades 3
SEEC 3300 Teaching Concepts & Content to
All Young Children 3

Core Curriculum (Area F)

DEAF 2999 Entry into the Program **0**
ISCI 2001 or ISCI 2002 3
EDUC 2110, EDUC 2120, & EDUC 2130 9
ASLS 2110 & ASLS 2120 6

Proposed Requirements: 62 Hours

Junior Curriculum (31 Hours):

Fall Semester (14 Hours)

**ECSE 3010 Introduction to Assessment,
Planning & Instruction** **3**
**ECSE 3210 Introduction to the Management
Of Learning Environments** **3**
LITR 3110 Emergent Literacy **3**
SPEC 3000 Serving Students with
Diverse Needs 3
**ECSE 3390 Early Childhood Inclusive
Practicum & Seminar: Pre-K-K** **2**

Spring Semester (17 Hours)

**ECSE 3220 Intermediate Management
of Learning Environments** **3**
**ECSE 3490 Early Childhood Inclusive Practicum
& Seminar: Grades 1-3** **2**
**ECSE 3020 Intermediate Assessment,
Planning & Instruction** **3**
LITR 3120 Early Literacy **3**
LITR 3130 Developing Literacy **3**
Guided Elective **3**

Senior Curriculum (31 Hours)

Fall Semester (18 Hours)

ASLS 3170 American Sign Language III **3**
**DEAF 3100 Orientation to Deaf Education
& Language Learning** **3**
**MATH 2008 Foundations of Numbers
And Operations** **3**
READ 4550 Reading in Content Areas 3
SPEC 3020 Applied Behavior Analysis 3
SPEC 3040 Legal and Ethical Issues for
Special Education 3

<i>Spring Semester (15 Hours)</i>		<i>Spring Semester (13 Hours)</i>			
READ 4550	Reading in Content Areas (Middle & Second Education)	3	<u>ASLS 3180 American Sign Language IV</u>	<u>3</u>	
SEEC 3400	Classroom Management	3	DEAF 3120	Learning Cognition & Social Development in Deaf Children	3
SEEC 4140	Practicum in Mild Disabilities	3	SEED 4010	Integrating Technology in Education Secondary	1
SEEC 4690	Early Childhood Inclusive Practicum Grades 3-5 (CoReq SEEC 3400)	3	MGED 3991	Differentiated Instruction for Middle Grades	
SEEC 4010	Integrating Technology in Secondary Education	3	MATH 3161	Mathematics for Early Childhood Teachers	3
SPEC 3040	Legal & Ethical Issues for Special Education	3	DEAF 4050	Manual Communication	3
SPEC 4110	Methods & Materials Child/Youth w/Mild Disabilities (CoReq SEEC 4140)	3			

Justification:

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

Improve student learning outcomes: Approximately 80% of the student population comprised of deaf and hard of hearing learners are being educated in included classrooms. As a result, while some teachers of students who are deaf and hard of hearing are being asked to serve as itinerant teachers, others are working in collaborative relationships, while some are serving as resource room or classroom teachers. They must be prepared to teach students that represent a wide range of language abilities. By offering students majoring in Deaf Education courses focused on early language development, provided by the Department of Early Childhood and Special Education these students will be better prepared to assist this student population (deaf and hard of hearing) as they access the general education curriculum.

Adopting current best practice(s) in field: The existing Early Childhood curriculum meets the need for a block of language development courses for the critical school tasks.

Meeting mandates of state/federal/outside accrediting agencies:

Other:

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Courses of this nature are currently being offered by several University program's that offer degrees in Deaf Education. This new curriculum will reflect current practice in the field.

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

Data Sources:

- Indirect measures:** SOIs; student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Program outcomes for deaf education include the following: students are required to pass the SLPI at the intermediate level, they must maintain a LiveText portfolio that includes course assignments (lesson plans, video teaching episodes, assessment artifacts, etc), and complete the COE observations for student teaching.

Approvals:	
Department Head:	Date:
College/Division Exec. Committee:	Date:
Dean(s)/Director(s):	Date:
Grad. Exec. Committee: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

**Valdosta State University****Director of Master of Library & Information Science Program**LOCATION Odum Library • ADDRESS 1500 N. Patterson St. • Valdosta, GA 31698-0133
PHONE 229.333.5966 • FAX 229.259.5055 • WEB www.valdosta.edu/mlis/ • E-MAIL mlis@valdosta.eduFOR GEC MTG
SEPT 1, 2011**RECEIVED**

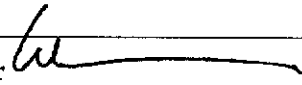
JUN 11 2011

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

MEMORANDUM

May 26, 2011

To: Graduate Executive Committee
Senate Academic Committee

From: Wallace Koehler, PhD, Professor and Director 

Re: Addition of Special Topics in Library and Information Science course numbers

From time to time, the MLIS Program offers more than one Special Topics in Library and Information Sciences course in a semester under the MLIS 7999 number. When two or more such courses are offered, students wishing to take more than one of those courses must request special over rides in order to register for them.

To facilitate the registration process, the MLIS Program requests that four additional Special Topics numbers be authorized. These are MLIS 7995, MLIS 7996, MLIS 7997, and MLIS 7998. We request that these new numbers be made available beginning in spring 2012.

Thank you for your consideration.

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 05/26/2011 (mm/dd/yyyy)

Department Initiating Request:

MLIS

Faculty Member Requesting:

W Koehler

Proposed New Course Prefix & Number:

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

MLIS7995, MLIS 7996, MLIS 7997, MLIS 7998

Proposed New Course Title:

Special Topics in Library and Information Sciences

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)
Varies

Semester/Year to be Effective:

Sp 2012

Estimated Frequency of Course Offering:

annually

Indicate if Course will be : Requirement for Major Elective

Lecture Hours:

Lab Hours:

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Special Topics in Library and Information Sciences

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: facilitate course scheduling

Source of Data to Support Suggested Change:

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

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

Data Sources:

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

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

Approvals:	
Dept. Head: <i>Cull</i>	Date: <i>May 26 2011</i>
College/Division Exec. Comm.:	Date:
Dean/Director: <i>Albrecht</i>	Date: <i>5/31/11</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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REQUEST FOR A CURRICULUM CHANGE

MAY 23 2011

Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Select Area of Change:

- Core Curriculum
- Senior Curriculum
- Graduate Curriculum
- Other Curriculum

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

Current Catalog Page Number:
164

Proposed Effective Date for
Curriculum Change:
(Month/Year): Aug 2011

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

Present Requirements: Total Required for the
Degree 39 semester
hours

Proposed Requirements (Underline changes
after printing this form: Total Required for the
Degree 39 semester
hours

The grade of B or better is required for MLIS
7000. A student earning a grade below B must
repeat MLIS 7000 at the first possible
opportunity. A grade below B in MLIS 7000 does
not fulfill the MLIS 7000 prerequisite
requirement for other courses.

Justification:

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

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

Source of Data to Support Suggested Change:

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

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

Data Sources:

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

Approvals:

Department Head: *Ceale* Date: 12 May 2011

College/Division Exec. Committee: Date:

Dean(s)/Director(s): *Albrecht* Date: 5/12/11

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

Graduate Dean:
(for graduate course) *Kel Hu* Date: 6/6/11

Academic Committee: Date:

Form last updated: January 6, 2010

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

RECEIVED

Valdosta State University

MAY 23 2011

Area of Change: Core Senior Graduate

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Current Catalogue Page Number: 163

Proposed Effective Date for Revised Catalogue Copy: (new or revised) May 1 2011

Degree and Program Name: MLIS

Present Requirements:

<http://www.valdosta.edu/gradschool/degree.shtml>

Proposed Requirements: (highlight changes after printing)

http://www.valdosta.edu/gradschool/mlis_admin.shtml

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

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other reflect URL change

Source of Data to Support Suggested Change:

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

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

Data Sources:

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

Approvals:	
Department Head: <i>Cull</i>	Date: <i>May 12 2011</i>
College/Division Exec. Committee:	Date:
Dean(s)/Director(s): <i>Albrecht</i>	Date: <i>5/12/11</i>
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program) <i>Kel Hus</i>	Date: <i>6/4/11</i>
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED

MAY 23 2011
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED CATALOGUE COPY

(New Learning Outcomes, Admissions, or Other Program Policies)

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number: 163

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

Degree and Program Name: MLIS

Present Requirements: Spring Deadline: November 1

Proposed Requirements: (highlight changes after printing) Spring Deadline: October 15

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

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other Facilitate application process

Source of Data to Support Suggested Change:

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

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

Data Sources:

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

Approvals:	
Department Head: <i>William C</i>	Date: <i>5-12-2011</i>
College/Division Exec. Committee:	Date:
Dean(s)/Director(s): <i>Alberant</i>	Date: <i>5-12-2011</i>
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program) <i>Kui Hu</i>	Date: <i>6/6/11</i>
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED

MAY 23 2011

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Select Area of Change:

Core Curriculum

Senior Curriculum

Graduate Curriculum

Other Curriculum

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

Current Catalog Page Number:

http://www.valdosta.edu/gradschool/mlis_admin.shtml

Proposed Effective Date for Curriculum Change:
(Month/Year): May 1, 2011

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

Present Requirements: A written statement describing your interest in the program and post-degree plans. (250-500 words) click here for MLIS Statement/Essay Guidelines

Proposed Requirements (Underline changes after printing this form:

Application Essays.

All applicants will write two essays that address the following topics:

(1). How will earning the MLIS degree at VSU help you further your career plans? (Not to exceed 250 words)

(2). Pick one topic. Explain what you think are the most important (a) challenges OR (b) opportunities facing the library and information professions today? (Not to exceed 500 words)

Your essays are to be formatted according to the following guidelines:

- * One inch margins
- * Double spaced text
- * Use 12-point Times New Roman typeface

* In the header on the right side of each page include the following information in a single line: LastName, FirstName MiddleInitial; (PageNumber)

Required Letter of Exception (maximum 250 words) of applicants whose GPA is below 3.0.

The MLIS program requires a

GPA of 3.0 or greater on a 4.0 scale for regular admission status. If you are an applicant with a 4-year GPA below 3.0 and you seek probationary admission to the MLIS program, you must provide a Letter of Exception that addresses the following points. (Not to exceed 250 words)
(1) Circumstances that contributed to your GPA being below 3.0.
(2) The adjustments you will make to assure that you will maintain a GPA of 3.0 or better.
Use the same formatting guidelines as used in the application essays.

Justification:

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

- Improve student learning outcomes: With elimination of GRE/MAT requirement, the expanded essay provides additional data for selection. The letter of exception permits applicants to explain UGPAs below 3.0
- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies:
- Other:

Source of Data to Support Suggested Change:

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

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

Data Sources:

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

Approvals:

Department Head:

Curtis

May 12 2011

Date:

College/Division Exec. Committee:

Date:

Dean(s)/Director(s):

Albrecht

5/12/11

Date:

Grad. Exec. Committee:
(for graduate course)

Date:

Graduate Dean:
(for graduate course)

Kel Hu

6/6/11

Date:

Academic Committee:

Date:

Form last updated: January 6, 2010

RECEIVED

MAY 23 2011

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Select Area of Change:

Core Curriculum

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

Senior Curriculum

Graduate Curriculum

Other Curriculum

Current Catalog Page Number:

http://www.valdosta.edu/gradschool/mlis_admin.shtml

Proposed Effective Date for Curriculum Change:
(Month/Year): May 1, 2011

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

Present Requirements: Official score on the Graduate Record Exam (GRE) or the Miller Analogies Test (MAT)

www.gre.org

www.milleranalogies.com

- Minimum GRE Requirements: Verbal score of 490 AND 4.0 Analytical score
 - o For GRE's taken prior to October 1, 2002, a 490 Verbal score and 400 Analytical score.
- Minimum MAT score: 403 (or 50 under the old scoring system)
- This requirement is currently being reconsidered as mandatory for admission. For information regarding changes to requirements for this program, please contact The Graduate School (229-333-5694) or the MLIS department (229-333-5869).

Proposed Requirements (Underline changes after printing this form: delete the requirement)

Justification:

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

- Improve student learning outcomes:
- Adopting current best practice(s) in field: GRE/MAT scores deemed to have little predictive value
- Meeting mandates of state/federal/outside accrediting agencies:
- Other:

Source of Data to Support Suggested Change:

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

portfolios, specific assignments, etc.)

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

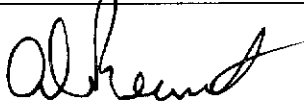
Data Sources:

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

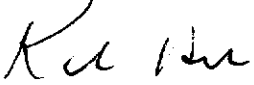
Approvals:

Department Head:  Date: 10 May 2011

College/Division Exec. Committee: Date:

Dean(s)/Director(s):  Date: 5/12/11

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

Graduate Dean:
(for graduate course)  Date: 6/6/11

Academic Committee: Date:

Form last updated: January 6, 2010