VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET

ACADEMIC COMMITTEE

MONDAY,
October 20, 2014

2:30 p.m.

Rose Room
UNIVERSITY CENTER

Stanley Jones
Registrar/Secretary of the Academic Committee

ACADEMIC COMMITTEE
AGENDA
October 20, 2014

1. Minutes of the September 8, 2014 meeting. (pages 1-3) were approved by email September 15, 2014.

2. **ACADEMIC AFFAIRS**
   a. Deactivation of PERS 2315, 2381, 2370, 2700, 2420, 2730H, 2310 and 2470 (pages 4-5)

3. **COLLEGE OF BUSINESS**
   a. Deactivation of WMBA 5000, 5010, 5020, 5030, 5040, and 5050 (page 6)

4. **COLLEGE OF NURSING AND HEALTH SCIENCES**
   a. Revised co-requisite for NURS 3101, 3102, 3103, and 3111 (pages 7-9)
   b. Revised senior curriculum for the BSN (pages 10-13)

5. **COLLEGE OF EDUCATION AND HUMAN SERVICESS**
   a. New Program K-5 Mathematics Endorsement (pages 14-16)
   b. New course ECED 6010 (pages 17-24)
   c. New course ECED 6020 (pages 25-32)
   d. New course ECED 6030 (pages 33-40)
   e. New Program K-5 Science Endorsement (pages 41-43)
   f. New course ECED 6110 (pages 44-52)
   g. New course ECED 6120 (pages 53-61)
   h. New course ECED 6130 (pages 62-70)

6. **COLLEGE OF THE ARTS**
   a. Deactivation of MUSC 1110 (pages 71-72)
   b. Revised prerequisites for MUSC 1011 (pages 73-74)
   c. Revised requirements for the minor in Music (pages 75-76)
   d. New course MDIA 4952 (pages 77-80)
   e. Revised curriculum for the BFA in Mass Media – Emergent Media and Communication Track (pages 81-83)
   f. Revised prerequisite for DANC 3410 (pages 84-86)
   g. Revised prerequisite for DANC 1900 (pages 87-89)
   h. Revised curriculum for the BFA in Dance (pages 90-91)
   i. Revised course prerequisite, and description MDIA 3300 (pages 92-94)

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

VALDOSTA STATE UNIVERSITY
ACADEMIC COMMITTEE MINUTES
September 8, 2014

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Rose Room on Monday, September 8, 2014. Dr. Sharon Gravett, Assistant Vice President for Academic Affairs, presided.

Members Present: Ms. Denise Atkinson, Dr. Michael Sanger, Dr. Gary Futrell, Ms. Sarah Arnett, Dr. Kristen Johns, Dr. Frank Barnas, Dr. Lorna Alvarez-Rivera, Dr. Frank Flaherty, Dr. Ray Elson, Dr. Ellis Heath, Dr. Katherine Lamb, Dr. lars Leader, Dr. Linda Floyd, Dr. Dee Ott, and Dr. Xiaoai Ren.

Members Absent: Dr. Marc Pufong, and Mr. Howard Carrier.

Catalog Editor: Dr. Jane Kinney

Visitors Present: Dr. Charles Backes, Dr. Bob Gannon, Dr. Attila Cseh, Dr. Michael Baun, Dr. Aubrey Fowler, Ms. Teresa Williams, Dr. Jim Peterson, and Dr. Viki Soady.

The Minutes of the April 14, 2014 meeting were approved by email on April 17, 2014. (pages 1-2).

A. College of Education and Human Services

1. Revised Admission requirements for the MED in Adult and Career Education was approved effective Fall Semester 2015. (pages 3-5).

B. College of Business

1. Revised Department of Accounting narrative was approved effective Fall Semester 2015 with the effective date changed from 2014 to 2015. (pages 6-8).

2. New course, Marketing (MKTG) 1500, "Foundations of consumer Culture, (CONSUMER CULTURE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2015. (pages 9-20).

3. New minor in Professional Sales was approved effective Fall Semester 2015 with the effective term changed from Fall Semester 2014 to Fall 2015. (pages 21-22). **BOR Notification**

4. Revised degree requirements for the BBA in Finance were approved effective Fall Semester 2015 with the effective date changed from 2014 to 2015. (pages 23-24).

5. Revised requirements for the minor in Human Resource Management were approved effective Fall Semester 2015 with the effective date changed from 2014 to 2015. (pages 25-26).

6. New minor in Healthcare Administration was approved effective Fall Semester 2015 with the effective date changed from 2014 to 2015. (pages 27-28).

7. Deactivation of the Certificate in Healthcare Administration effective Fall Semester 2015. (pages 29-31).

8. Revised requirements for the MBA degree was approved effective Fall Semester 2015 with the effective term changed from 2014 to 2015. (pages 32-34).

9. Revised requirements for the graduate Certificate in Healthcare Administration was approved effective Fall Semester 2015. (page 35).

10. Deactivation of WMBA 5020, ACCT 4220, ACCT 3900, WMBA 5000, WMBA 5030, WMBA 5050, MGNT 4630, MGNT 4700, WMBA 6020, and MBA 7300 was noted effective Spring Semester 2015. (Pages 36-37).

C. College of Arts and Sciences

1. New course, Biology (BIOL) 3830, "Marine Biology", (MARINE BIOLOGY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2015. (Pages 38-44).

2. New course, Biology (BIOL) 5830, "Marine Biology", (MARINE BIOLOGY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2015. (Pages 45-51).

3. Revised Admission requirements for the MPA degree was approved effective Fall Semester 2015. (Pages 52-54).

4. Revised Admission requirements for the DPA degree was approved effective Fall Semester 2015. (Pages 55-57).

5. Deactivation of POLS 2200, POLS 3510, POLS 3500, POLS 6640, POLS 5520, POLS 6620, POLS 5300, POLS 6330, POLS 5530, POLS 5200, POLS 5600, PADM 7120, POLS 6670, POLS 6120, POLS 6410, POLS 6650, POLS 5210, POLS 5400, and POLS 6600 (pages 58-59).

6. Revised curriculum for the BA in French – New Track – World Languages and Cultures was approved effective Fall Semester 2015 with effective date changed from Spring 2015 to Fall 2015. (Pages 60-63).

7. Revised curriculum for the BA in Spanish – New Track – World Languages and Cultures was approved effective Fall Semester 2015 with effective date changed from Spring 2015 to Fall 2015. (Pages 64-66).

8. Revised catalogue copy for the Department of Modern and Classical Languages was approved effective Fall Semester 2015 with effective date changed from Fall 2014 to Fall 2015. (Pages 67-83).

9. Revised requirements for the Latin American Studies Certificate were approved effective Fall Semester 2015 with the effective date changed from Spring 2015 to Fall 2015. (Pages 84-85).

10. Revised course title and description, Spanish (SPAN) 3260, "Survey of Latin American Literature", (SURVEY LATIN AMER LIT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2015. (pages 86-88).

11. Deactivation of SPAN 3270 was noted effective Spring Semester 2015. (pages 89-90).

12. Revised requirements for the minor in Mathematics were approved effective Fall Semester 2015 with the effective date changed from Fall 2014 to Fall 2015. (pages 91-92).

13. Revised requirements for the BS in Applied Mathematics were approved effective Fall Semester 2015 with the effective date changed from Fall 2014 to Fall 2015. (pages 93-95).

14. Revised requirements for the BA in Mathematics were approved effective Fall Semester 2015 with the effective date changed from Fall 2014 to Fall 2015. (pages 96-98).

15. Revised requirements for the BA in Mathematics – New Track – Secondary Education was approved effective Fall Semester 2015. (pages 99-128)

16. Revised catalogue copy, department narrative, and degree requirements the BA in Mathematics was approved effective Fall Semester 2015. (pages 99-110).

17. New course, Mathematics Education (MAED) 3500, "Curriculum and Methods for Teaching Middle Grades Mathematics", (MIDDLE GRADES MATH METHODS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 111-118).

18. New course, Mathematics Education (MAED) 4500, "Curriculum and Methods for Teaching Secondary Mathematics", (SECONDARY MATH METHODS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015 with the spelling of "technology" correction in the description. (pages 119-128).

19. Revised curriculum for the BS in Computer Science was approved effective Fall Semester 2015 with the effective date changed from 2014 to 2015. (pages 129-131).

20. European Union Studies Certificate New Course Agreement Memorandum (pages 132-134).

21. New course, European Union (EURO) 3234, "Introduction to the European Union", (INTRO TO EU – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2015 with the effective date changed from Fall 2014 to Spring 2015. (pages 135-144).

22. New course, European Union (EURO) 4130, "European Union Law and Legal Systems", (EU LAW AND LEGAL SYSTEMS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2015 with the effective date changed from Fall 2014 to Spring 2015. (pages 145-151).

23. New course, European Union (EURO) 4160, "Federalism and Multilevel Governance in the European Union", (FEDERALISM AND MLG – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2015 with the effective date changed from Fall 2014 to Spring 2015. (pages 152-159).

24. New course, European Union (EURO) 4230, "Doing Business in the European Union", (DOING BUSINESS IN EU – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2015 with the effective date changed from Fall 2014 to Spring 2015. (pages 160-165).

25. New course, European Union (EURO) 4260, "European Monetary Union", (EUROPEAN MONETARY UNION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2015 with the effective date changed from Fall 2014 to Spring 2015. (pages 166-170).

26. New course, European Union (EURO) 4330, "European Union Science and Technology Policy", (EU SCIENCE AND TECH POLICY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2015 with the effective date changed from Fall 2014 to Spring 2015. (pages 171-176).

27. New course, European Union (EURO) 4430, "European Union Environmental Policy", (EU ENVIRONMENTAL POLICY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2015 with the effective date changed from Fall 2014 to Spring 2015. (pages 177-182).

28. New course, European Union (EURO) 4530, "European Social Policy", (EUROPEAN SOCIAL POLICY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2015 with the effective date changed from Fall 2014 to Spring 2015. (pages 183-187).

29. New course, European Union (EURO) 4630, "Communications and Media in the European Union", (EU COMM AND MEDIA – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2015 with the effective date changed from Fall 2014 to Spring 2015. (pages 188-194).

30. New course, European Union (EURO) 4730, "European Union Foreign Policy", (EU FOREIGN POLICY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2015 with the effective date changed from Fall 2014 to Spring 2015. (pages 195-201).

31. New course, European Union (EURO) 4760, "United States – European Union Relations", (US-EU RELATIONS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2015 with the effective date changed from Fall 2014 to Spring 2015. (pages 202-207).

32. New course, European Union (EURO) 4830, "European Union Studies Capstone Course", (EU STUDIES CAPSTONE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2015 with the effective date changed from Fall 2014 to Spring 2015. (pages 208-214).

33. Deactivation of POLS 2310 was noted effective Fall Semester 2014. (pages 215-216).

Respectfully submitted,

Stanley Jones
Registrar

REQUEST TO DEACTIVATE A COURSE/PROGRAM

Valdosta State University

Date of Submission: 9/15/2014

Department Initiating Deactivation:	**Semester & Year to be Effective:**
Perspectives Advisory Committee c/o Academic Affairs	Spring, 2015

List of courses (or the program or track) to be deactivated: PERS 2315, PERS 2381, PERS 2370, PERS 2700, PERS 2420, PERS 2730H, PERS 2310, PERS 2470

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

☐ Improving Student Learning Outcomes

☐ Adopting Current Best Practice(s) in Field

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies

☒ Other Courses have not been offered in the last 4-7 years. Recommended for deactivation by Perspectives Advisory Committee, Aug. 27, 2014.

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.) Banner report produced by Registrar's Office. Courses have not been offered in the last 4-7 years.

Approvals:	
College/Division Exec. Comm.: Lai Owendys	Date: 9/15/14
Dept. Head:	Date:
Dean/Director: Lai Owendys	Date: 9/15/14
Graduate Exec. Comm.: (for grad course/program)	Date:
Graduate Dean: (for grad course/program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Karen Marie Shepard

From: Honey Hatcher Coppage
Sent: Thursday, September 18, 2014 10:05 AM
To: Karen Marie Shepard
Cc: Stanley Jones
Subject: deactivated courses WMBA

According to Wayne the following are deactivated courses. These are on the listing you sent me last week as active courses in BANNER on the Curriculum Inventory report.

WMBA	5000	Found Busn Statistics		deactivated		3		3	
WMBA	5010	Found Micro & Macro Econ		deactivated		3		3	
WMBA	5020	Found Fin & Mgnt Acct		deactivated		3		3	
WMBA	5030	Business Environment		deactivated		3		3	
WMBA	5040	Found Corp Finance		deactivated		3		3	
WMBA	5050	Found Mgnt & Mktg		deactivated		3		3	

Honey Coppage
Associate to the Provost
University Records Custodian
Academic Affairs
Valdosta State University
Valdosta, GA 31698
Phone: 229-333-5950
Fax: 229-333-7400
Email: hhatcher@valdosta.edu

6

Revised Co-requisite

~~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: 250	**Proposed Effective Date for Curriculum Change: (Month/Year):** 05/2015	**Degree & Program Name: (e.g., BFA, Art):** BSN: Bachelor of Science in Nursing

Present Requirements:	**Proposed Requirements (Underline changes after printing this form:**
Senior College Curriculum.....60 hours **1st Semester** **NURS 3101.....3 hours** **NURS 3102.....4 hours** **NURS 3103.....3 hours** **NURS 3111.....5 hours** **NURS 3111 and NURS 3103 are co-requisites**	Senior College Curriculum.....60 hours 1st Semester NURS 3101.....3 hours NURS 3102.....4 hours NURS 3103.....3 hours NURS 3111.....5 hours NURS 3111, NURS 3103, and NURS 3102 will now all be co-requisites for the 1st semester.

Justification:

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

☐ 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.)

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: Brenda Dyal	Date: 10/1/14
College/Division Exec. Committee:	Date:
Dean(s)/Director(s): JH Neville	Date: 10/3/14
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
College of Nursing and Health Sciences

Proposal for Change in BSN Undergraduate Curriculum

Problem Addressed or Intended Goal:

Problem: Nursing students must pass all four of the first semester courses required in order to proceed to the second semester courses. NURS 3111 (Health Promotion) and NURS 3103 (Health Assessment) are listed as co-requisites, but NURS 3102 (Pharmacology) and NURS 3101 (Professional Nursing Development I) are not. At present, if a student wishes to drop NURS 3102 (Pharmacology), but continue with the other three courses, this is allowed. The problem arises when that student attends required clinical sessions for NURS 3111 (Health Promotion) or NURS 3103 (Health Assessment), but cannot give medications due to the lack of knowledge gained through NURS 3102 (Pharmacology).

Proposal:

The proposal is to make NURS 3102 (Pharmacology) a co-requisite to both NURS 3111 (Health Promotion) and NURS 3103 (Health Assessment) to ensure an appropriate pharmacology knowledge base is received for administering medications during any required clinical sessions during the first semester.

Rationale: Review of Literature and/or evidence/data to support this proposal:

Once this proposal is approved, a first semester nursing student who may be struggling with a course will have to either successfully complete all first semester nursing courses, or withdraw from those courses and request to be re-admitted to the program at a later semester. This will help to ensure the safety of any clients receiving nursing care, during clinical sessions, from VSU nursing students. According to the AACN's Essentials for a Baccalaureate Education for Professional Nursing Practice (2008), safety of the client is of utmost importance and must be held to the strictest of protocols during clinical sessions.

New Resources Required:

No new resources are required

Recommended Timeline:

Submitted by: BSN Undergraduate Nursing Academic Committee
Date: September 30, 2014
For action by: May, 2015

References:

American Association of Colleges of Nursing. (2008). *Essentials for a baccalaureate education for professional nursing practice.* Washington, DC: Author.

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: 250	**Proposed Effective Date for Curriculum Change: (Month/Year):** 05/2015	**Degree & Program Name: (e.g., BFA, Art):** BSN: Bachelor of Science in Nursing

Present Requirements:	**Proposed Requirements (Underline changes after printing this form:**
NURS Elective.....3 hours Elective is required to be completed using a NURS curriculum course.	Elective.....3 hours Elective will be accepted from any 3000 or 4000 level 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.

☐ 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.)

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: Brenda Dyal	Date: 10-1-14
College/Division Exec. Committee:	Date:
Dean(s)/Director(s): JK Novello	Date: 10/3/14
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
College of Nursing and Health Sciences

Proposal for Change in BSN Undergraduate Curriculum

Problem Addressed or Intended Goal:
Problem: The School of Nursing currently requires that students' upper level elective be a NURS specific elective. A review of NURS electives offered over two years demonstrates that students have few options for upper level nursing electives offered at convenient times. When electives are offered, they are limited in scope, and while pertinent to nursing, may not reflect the full scope of the liberal arts foundation which should characterize the BSN.

In addition, our growing program would benefit from focusing nursing resources on delivering nursing-specific curriculum. From a fiscal perspective, the practice of utilizing campus-wide resources to support fulfillment of upper level electives for nursing student promotes not only interdisciplinary collaboration, but is wiser stewardship of university resources.

Goal: To expand the holistic knowledge, skills, and attitudes that support achievement of outcomes associated with the essential competencies for bachelor's students

Proposal:
To replace the undergraduate BSN requirement for a 3 (three) hour 3000 or 4000 level nursing elective with a requirement for a 3 (three) hour 3000 or 4000 level elective from any discipline.

Rationale: Review of Literature and/or evidence/data to support this proposal:
According to the AACN's Essentials for a Baccalaureate Education for Professional Nursing Practice (2008), "In the senior college and university setting, every academic discipline is grounded in discrete inquiry-based applications that are distinctive to that discipline.... The academic setting provides a forum for contemplating physical, psychological, social, cultural, behavioral, ethical, and spiritual problems within and across disciplines" (p. 7). In addition, this document also states that upon graduation, the baccalaureate generalist nurse should be prepared to "practice from a ***holistic*** [emphasis added], caring framework" (p. 8). Furthermore, this document states in Essential I that the liberal education includes both the sciences and the arts, and specifically names (p. 10):

- Physical sciences
- Life sciences
- Mathematical sciences
- Social sciences
- Fine arts
- Performing arts
- Humanities

Consideration of this places an obligation on the School of Nursing that students who may otherwise have focused strictly on the first four disciplines to be allowed, and even encouraged, to broaden their knowledge base in order to practice more holistically;

thereby expanding "the learner's capacity to engage in socially valued work and civic leadership in society"; and integrating the "rich and diverse perspectives and knowledge embedded in the liberal arts and sciences" (Hermann, 2004). This obligation can be served by not only allowing, but encouraging, an upper level elective from any of these.

Hass et al. (2009) suggested that liberal arts interdisciplinary models for health professions students could assist "the transition of health care professional students previously accustomed to studying and working within their own discipline to communicate, cooperate, and collaborate across discipline-specific lines" (p. 579).

In addition, it is the practice of the other colleges and departments at Valdosta State University to allow upper level courses from across the institution to serve as credit toward their major (see links for examples):

VSU Undergraduate Academic Catalogue:
http://www.valdosta.edu/academics/catalog/1314/ugrad/documents/UG_248-294.pdf#page=29

College of Education:
http://www.valdosta.edu/colleges/education/advising/degrees.php;

College of Business:
http://www.valdosta.edu/colleges/business/accounting-and-finance/finance-degree-requirements.php;

Department of Psychology:
https://www.valdosta.edu/academics/majors-degrees/psychology.php;

Therefore, allowing nursing students to choose from other upper level electives across the institution will promote consistency among colleges across the institution.

New resources required:
No new resources required.

Recommended timeline:
Submitted by: BSN Undergraduate Nursing Academic Committee
Date: 9/30/2014
For action by: May, 2015

References:

American Association of Colleges of Nursing. (2008). *Essentials for a baccalaureate education for professional nursing practice.* Washington, DC: Author.

Haas, B., Sheehan, J., Stone, J. & Hammer-Beem M. (2009). Application of the Newell liberal arts model for interdisciplinary course design and implementation. *The Journal of Nursing Education, 48*(10), 579-582.

Herman, M. L. (2004). Linking liberal and professional learning in nursing education. *Liberal Education, 90*(4), 42-47.

REQUEST FOR A NEW PROGRAM

Valdosta State University

The Formal Proposal must be approved at all levels of faculty governance (department, college or division, Graduate Executive, Academic Committee, Faculty Senate) before being submitted to the University System of Georgia.

Proposed Effective Date: Fall 2015	**Degree and Program Name:** K-5 Mathematics Endorsement

Requirements: (attach new or revised course proposals separately)

Admission Requirements:

Online Graduate Application-Application Fee $35 (credit or debit card and e-checks accepted)

Graduated from an accredited institution

Applicants must have a cumulative grade point average of at least 2.75 on all attempted, college-level undergraduate and graduate coursework-Submit academic transcripts for any undergraduate degree and graduate degrees.

Applicants must hold a valid Georgia Induction, Initial Professional, or Advanced/Lead Professional Certificate or hold a comparable valid professional certificate in another state.

Applicants must be employed as elementary teachers and must submit the Verification of Employment as a Teacher Form.

VSU Medical Form-This program is delivered online. Students should complete the student information section and distance learning exemption only.

Verfication of Lawful Presence-

- This is not required for individuals who do not qualify for in-state tuition or a residency waiver.
- This must be received prior to enrollment (if applicable), NOT prior to admission.
- Citizenship documentation is needed for any applicant who wishes to be considered for in-state tuition.

Required Courses: (9 Hours)

ECED 6010.....3 hours
ECED 6020.....3 hours
ECED 6030.....3 hours
EDUC 5999.....0 hours

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

☐ Improving Student Learning Outcomes

☒ Adopting Current Best Practice(s) in Field This program supports the national K-12 Science, Technology, Engineering, and Math (STEM) Education initiatives.

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies

☒ Other A local school system that is seeking STEM classification for its elementary schools contacted the COEHS and requested that we offer this endorsement program for the elementary teachers. The Georgia Department of Education awarded the college a $200,000.00 grant to develop and offer the K-5 Mathematics Endorsement and the K-5

Science Endorsement programs.

Source of Data to Support Suggested Change:

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

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

Assessment Plan for the proposed program: The assessment plan will include but not be limited to four key program assessments. One of the required assessments will be a portfolio.

Data Sources:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Four key program assessments will be developed and approved by the Georgia Professional Standards Commission. These assessments will be aligned to the state program standards and will be used to provide feedback to the students and used by the faculty for program improvement.

Date that formal proposal was submitted to the University System of Georgia (formal proposal form available at http://www.usg.edu/academic_programs/new_programs/)

Approvals:

Dept. Head:	Date: 9/16/14
College/Division Exec. Comm.: Lynn C. Munn	Date: 9/16/14
Dean/Director:	Date: 9/14/14
Graduate Exec. Comm.: (for graduate program) T. Lott	Date: 9/29/14
Graduate Dean (for graduate program): T. Lott	Date: 9/29/14
Academic Committee:	Date:

Form last updated: January 21, 2010

Department of Early Childhood and Special Education
Valdosta State University
K-5 Math Endorsement/K-5 Science Endorsement
Verification of Employment as a Teacher Form

All candidates for admission to the K-5 Mathematics and K-5 Science Endorsement programs must currently be employed in an elementary school as a K-5 teacher in order to complete the authentic residency required for these programs.

Note: Applicants must hold an undergraduate degree and hold a valid Georgia Induction, Initial Professional, or Advanced/Lead Professional Certificate (or hold a comparable valid professional certificate in another state).

Applicant_____

I am currently teaching in a K-5 classroom in the following school/system:

School Name:_____

School System:_____

School Address:_____

Georgia Certificate ID#:_____Certificate Expiration Date:_____

Current Fields of Certification (list all):

_____

_____ _____
Applicant Signature Date

(The section below to be completed by the appropriate school administrator)

I certify that the information provided above for the aforementioned applicant is correct and verifiable.

_____ _____ _____
Administrator Signature Title Date

_____ _____
Typed/Printed Name Phone

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 09/12/2014 (mm/dd/yyyy)

Department Initiating Request: Early Childhood and Special Education	**Faculty Member Requesting:** Shirley Andrews
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) ECED 6010	**Proposed New Course Title:** Mathematics for K-5 Teachers: Advanced Applications of Numbers, Number Systems, and Operations **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Adv App Numbers & Operations
Semester/Year to be Effective: Fall 2015	**Estimated Frequency of Course Offering:** Once a year

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

Lecture Hours: 3	**Lab Hours:** 0	**Credit Hours:** 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) In-depth applications of developmentally appropriate mathematics content and pedagogy with emphasis on numbers and number systems, operations, and computational algorithms. Problem solving, estimation, mental computation techniques, error analysis, and historical context (including student diversity in learning mathematical concepts and procedures) in relation to numbers and number systems, operations, and computational algorithms will be included. An authentic residency in an actual K-5 classroom 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: This course is part of an endorsement program that supports the national K-12 Science, Technology, Engineering, and Math (STEM) Education initiatives.

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

☒ Other: A local school system that is seeking STEM classification for its elementary schools contacted the COEHS and requested that we offer this endorsement program for the elementary teachers. The Georgia Department of Education awarded the college a $200,000.00 grant to develop and offer the K-5 Mathematics Endorsement and the K-5 Science Endorsement programs.

Source of Data to Support Suggested Change:

☒ Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Requests from local P-12 school system and grant from the Georgia Department of Education

☐ 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 and employer surveys

☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Four key program assessments will be developed and approved by the Georgia Professional Standards Commission. These assessments will be aligned to the state program standards and will be used to provide feedback to the students and used by the faculty for program improvement. One of the required assesssments will be a program portfolio.

☐ Other:

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

Approvals:	
Dept. Head:	Date: 9/16/14
College/Division Exec. Comm.: Lynn C. Miller	Date: 9/16/14
Dean/Director:	Date: 9/16/14
Graduate Exec. Comm.: (for graduate course):	Date: 9-29-14
Graduate Dean: (for graduate course):	Date: 9-29-14
Academic Committee:	Date:

Form last updated: January 6, 2010

Dewar College of Education and Human Services
Valdosta State University
Department of Early Childhood and Special Education

ECED 6010
Mathematics for K-5 Teachers:
Advanced Applications of Numbers, Number Systems, and Operations
3 SEMESTER HOURS

Guiding Principles (DEPOSITS)

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

InTASC Model Core Teacher Standards*

(To be used for all teacher preparation program courses. Identify those that apply specifically to this course.)

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf*

INSTRUCTOR

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

Website:

COURSE DESCRIPTION

In-depth applications of developmentally appropriate mathematics content and pedagogy with emphasis on numbers and number systems, operations, and computational algorithms. Problem solving, estimation, mental computation techniques, error analysis, and historical context (including student diversity in learning mathematical concepts and procedures) in relation to numbers and number systems, operations, and computational algorithms will be included. An authentic residency in an actual K-5 classroom is required.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

COURSE OBJECTIVES (*Show alignment to InTASC Model Core Teacher Standards for all educator preparation courses*).

The candidate will:

1. Describe and accurately model concepts of numbers and number systems for grades K-5. (InTASC S4 and S5)
2. Describe and accurately model concepts of the four basic operations of mathematics for grades K-5. (InTASC S4 and S5)
3. Describe and accurately model concepts of traditional and alternative computational algorithms for grades K-5. (InTASC S4 and S5)
4. Select and accurately model multiple strategies and appropriate approaches for problem solving, estimation, and mental computation techniques in relation to numbers and number systems, operations, and computational algorithms. (InTASC S4 and S5)
5. Describe the historical development and current applications of mathematics for numbers and number systems, operations, and computational algorithms. (InTASC S4 and S5)

6. Defend and evaluate the selection of research-based mathematical instructional strategies in the teaching of numbers and number systems, operations, and computational algorithms. (InTASC S8)
7. Use a variety of appropriate diagnostic, formative, and summative assessment methods, including error analysis, to monitor students' progress and guide teacher and student decision making in relation to students' mathematical knowledge and understanding of numbers and number systems, operations, computational algorithms, problem solving, estimation, and mental computation techniques. (InTASC S6)
8. Analyze individual differences and diverse cultures and communities to support students' learning of mathematical concepts and procedures of numbers and number systems, operations, computational algorithms, problem solving, estimation, and mental computation techniques. (InTASC S1 and S2)
9. Design and implement developmentally appropriate and challenging mathematical learning experiences for teaching numbers and number systems, operations, computational algorithms, problem solving, estimation, and mental computation techniques. (InTASC S5 and S7)
10. Defend instructional decisions about the use of curricular and supplemental materials, manipulatives and tools, and technology in teaching numbers and number systems, operations, computational algorithms, problem solving, estimation, and mental computation techniques. (InTASC S7)
11. Create a learning environment that supports individual and collaborative learning with consideration to positive social interaction, active engagement in learning, and self-motivation for mathematics instruction. (InTASC S3)
12. Implement appropriate National Council of Teachers of Mathematics (NCTM) and Georgia mandated K-5 mathematics standards with embedded literacy and technology skills. (InTASC S4 and S5)
13. Participate in mathematics professional learning and use evidence to analyze teaching effectiveness using relevant research and theory to more effectively meet a variety of student learning needs. (InTASC S9 and S10)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. **Tests and Performance-based Assessments** (CO 1, 2, 3): Candidates will complete written and performance-based assessments.

2. **Analysis of Mathematics Research Articles** (CO 5, 13): Candidates will read and analyze five (5) current research mathematics articles in online or print referred or peer-reviewed journals.

3. **Participation in Online Discussions** (CO 3, 4, 8): Candidates will participate in online class discussions, present information, and pose and respond to questions.

4. **Reflective Journal** (CO 1-13): Candidates will maintain a reflective journal throughout the time period for the course. Portions of the Reflective Journal will be included in the K-5 Mathematics Endorsement Portfolio.

5. **Unit of Instruction** (CO 1-12): Candidates will develop and implement a developmentally appropriate unit of instruction for numbers and number systems and operations. The unit of instruction is to be taught while the candidate is enrolled in the Mathematics for K-5 Teachers: Advanced Applications of Numbers, Number Systems, and Operations course. The Unit of Instruction will be included in the K-5 Mathematics Endorsement Portfolio.

6. **Self-Assessment of Teaching** (CO 9, 10, 11): Candidates will self-assess their teaching by videotaping one complete lesson from the instructional unit for the course and completing the *Candidate Assessment on Performance Standards* (CAPS) form with ratings and comments for each standard. The videotape and

completed CAPS form will be uploaded into LiveText. The Self-Assessment of Teaching will be included in the K-5 Mathematics Endorsement Portfolio.

7. **Analysis of Student Work** (CO 7): Candidates will collect student work samples to analyze and conduct error analysis and provide student feedback. The Analysis of Student Work assignment and student work samples will be included in the K-5 Mathematics Endorsement Portfolio.

8. **Math Learning Center** (CO 1, 2, 3, 4, 7, 9, 10): Candidates will design and implement a math learning center for numbers and number systems and operations. The Math Learning Center assignment will be included in the K-5 Mathematics Endorsement Portfolio.

9. **Classroom Environment for Math Instruction** (CO 8, 9, 10): Candidates will analyze and modify (if applicable) the classroom environment to address the intellectual, social, emotional, physical and cultural needs of students for developmentally appropriate mathematics instruction.

10. **Evaluation of Technology and Electronic Resources** (CO 10): Candidates will evaluate mathematics software, websites, and technology applications.

11. **Math Workshop for Parents/Caregivers** (CO 13)**:** Candidates will design and conduct a math workshop for parents and/or caregivers.

12. **Professional Learning** (CO 13): Candidates will participate in professional learning activities by: a) observing other teachers as they teach specific content applicable to this course; b) interviewing teachers in the previous and following grade levels of the grade level in which the candidate currently teaches or is completing the authentic residency; c) designing and conducting a mini-workshop for school faculty; and d) examining information about various mathematics professional organizations.

COURSE EVALUATION

Assignments	Points
1. Tests and Performance-based Assessments	
2. Analysis of Mathematics Research Articles	
3. Participation in Online Discussions	
4. Reflective Journal	
5. Unit of Instruction	
6. Self-Assessment of Teaching	
7. Analyzing Student Work	
8. Math Learning Center	
9. Classroom Environment for Math Instruction	
10. Evaluation of Technology and Electronic Resources	
11. Math Workshop for Parents/Caregivers	
12. Professional Learning	

GRADING SCALE

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

ATTENDANCE POLICY

Candidates are expected to log on to the course at least once each week. Postings are required. 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.

PROFESSIONALISM

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

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

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

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

STUDENT OPINION OF INSTRUCTION

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

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 09/12/2014 (mm/dd/yyyy)

Department Initiating Request: Early Childhood and Special Education	**Faculty Member Requesting:** Shirley Andrews
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) ECED 6020	**Proposed New Course Title:** Mathematics for K-5 Teachers: Advanced Applications of Measurement and Geometry **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Adv App Measure & Geometry
Semester/Year to be Effective: Fall 2015	**Estimated Frequency of Course Offering:** Once a year

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

Lecture Hours: 3	**Lab Hours:** 0	**Credit Hours:** 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) In-depth applications of developmentally appropriate mathematics content and pedagogy with emphasis on measurement and geometry. Problem solving, estimation, mental computation techniques, error analysis, and historical context (including student diversity in learning mathematical concepts and procedures) in relation to measurement and geometry will be included. An authentic residency in an actual K-5 classroom 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: This course is part of an endorsement program that supports the national K-12 Science, Technology, Engineering, and Math (STEM) Education initiatives.

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

☒ Other: A local school system that is seeking STEM classification for its elementary schools contacted the COEHS and requested that we offer this endorsement program for the elementary teachers. The Georgia Department of Education awarded the college a $200,000.00 grant to develop and offer the K-5 Mathematics Endorsement and the K-5 Science Endorsement programs.

Source of Data to Support Suggested Change:

☒ Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Requests from local P-12 school system and grant from the Georgia Department of Education

☐ 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 and employer surveys

☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Four key program assessments will be developed and approved by the Georgia Professional Standards Commission. These assessments will be aligned to the state program standards and will be used to provide feedback to the students and used by the faculty for program improvement. One of the required assesssments will be a program portfolio.

☐ Other:

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

Approvals:	
Dept. Head:	Date: 9/16/14
College/Division Exec. Comm.: Lynn C. Minor	Date: 9/16/14
Dean/Director:	Date: 9/16/14
Graduate Exec. Comm.: (for graduate course): T. J. Pl	Date: 9-29-14
Graduate Dean: (for graduate course): T. J. Pl	Date: 9-29-14
Academic Committee:	Date:

Form last updated: January 6, 2010

Dewar College of Education and Human Services
Valdosta State University
Department of Early Childhood and Special Education

ECED 6020
Mathematics for K-5 Teachers: Advanced Applications of Measurement and Geometry
3 SEMESTER HOURS

Guiding Principles (DEPOSITS)

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

InTASC Model Core Teacher Standards*

(To be used for all teacher preparation program courses. Identify those that apply specifically to this course.)

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf*

INSTRUCTOR

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

Website:

COURSE DESCRIPTION

In-depth applications of developmentally appropriate mathematics content and pedagogy with emphasis on measurement and geometry. Problem solving, estimation, mental computation techniques, error analysis, and historical context (including student diversity in learning mathematical concepts and procedures) in relation to measurement and geometry will be included. An authentic residency in an actual K-5 classroom is required.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

COURSE OBJECTIVES (*Show alignment to InTASC Model Core Teacher Standards for all educator preparation courses*).

The candidate will:

1. Describe and accurately model concepts of measurement for grades K-5. (InTASC S4 and S5)
2. Describe and accurately model concepts of geometry for grades K-5. (InTASC S4 and S5)
3. Select and accurately model multiple strategies and appropriate approaches for problem solving, estimation, and mental computation techniques in relation to measurement and geometry. (InTASC S4 and S5)
4. Describe the historical development and current applications of mathematics for measurement and geometry. (InTASC S4 and S5)
5. Defend and evaluate the selection of research-based mathematical instructional strategies in the teaching of measurement and geometry. (InTASC S8)
6. Use a variety of appropriate diagnostic, formative, and summative assessment methods, including error analysis, to monitor students' progress and guide teacher and student decision making in relation to students' mathematical knowledge and understanding of measurement and geometry, problem solving, estimation, and mental computation techniques. (InTASC S6)

7. Analyze individual differences and diverse cultures and communities to support students' learning of mathematical concepts and procedures of measurement and geometry, problem solving, estimation, and mental computation techniques. (InTASC S1 and S2)
8. Design and implement developmentally appropriate and challenging mathematical learning experiences for teaching measurement and geometry, problem solving, estimation, and mental computation techniques. (InTASC S5 and S7)
9. Defend instructional decisions about the use of curricular and supplemental materials, manipulatives and tools, and technology in teaching measurement and geometry, problem solving, estimation, and mental computation techniques. (InTASC S7)
10. Create a learning environment that supports individual and collaborative learning with consideration to positive social interaction, active engagement in learning, and self-motivation for mathematics instruction. (InTASC S3)
11. Implement appropriate National Council of Teachers of Mathematics (NCTM) and Georgia mandated K-5 mathematics standards with embedded literacy and technology skills. (InTASC S4 and S5)
12. Participate in mathematics professional learning and use evidence to analyze teaching effectiveness using relevant research and theory to more effectively meet a variety of student learning needs. (InTASC S9 and S10)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. **Tests and Performance-based Assessments** (CO 1, 2, 3): Candidates will complete written and performance-based assessments.

2. **Analysis of Mathematics Research Articles** (CO 4, 12): Candidates will read and analyze five (5) current research mathematics articles in online or print referred or peer-reviewed journals.

3. **Participation in Online Discussions** (CO 4, 5, 9): Candidates will participate in online class discussions, present information, and pose and respond to questions.

4. **Reflective Journal** (CO 1-12): Candidates will maintain a reflective journal throughout the time period for the course. Portions of the Reflective Journal will be included in the K-5 Mathematics Endorsement Portfolio.

5. **Unit of Instruction** (CO 1, 2, 3, 5, 6, 7, 8, 9, 10, 11): Candidates will develop and implement a developmentally appropriate unit of instruction for measurement and geometry. The unit of instruction is to be taught while the candidate is enrolled in the Mathematics for K-5 Teachers: Advanced Applications of Measurement and Geometry course. The Unit of Instruction will be included in the K-5 Mathematics Endorsement Portfolio.

6. **Self-Assessment of Teaching** (CO 8, 9, 10): Candidates will self-assess their teaching by videotaping one complete lesson from the instructional unit for the course and completing the *Candidate Assessment on Performance Standards* (CAPS) form with ratings and comments for each standard. The videotape and completed CAPS form will be uploaded into LiveText. The Self-Assessment of Teaching will be included in the K-5 Mathematics Endorsement Portfolio.

1. **Analysis of Student Work** (CO 6): Candidates will collect student work samples to analyze and conduct error analysis and provide student feedback. The Analysis of Student Work assignment and student work samples will be included in the K-5 Mathematics Endorsement Portfolio.

7. **Math Learning Center** (CO 1, 2, 3, 8, 10, 11): Candidates will design and implement a math learning center for measurement and geometry. The Math Learning Center assignment will be included in the K-5 Mathematics Endorsement Portfolio.

8. **Classroom Environment for Math Instruction** (CO 7, 8, 10): Candidates will analyze and modify (if applicable) the classroom environment to address the intellectual, social, emotional, physical and cultural needs of students for developmentally appropriate mathematics instruction.

9. **Evaluation of Technology and Electronic Resources** (CO 9): Candidates will evaluate mathematics software, websites, and technology applications.

10. **Math Workshop for Parents/Caregivers** (CO 12)**:** Candidates will design and conduct a math workshop for parents and/or caregivers.

11. **Professional Learning** (CO 12): Candidates will participate in professional learning activities by observing other teachers as they teach specific content applicable to this course; b) interviewing teachers in the previous and following grade levels of the grade level in which the candidate currently teaches or is completing the authentic residency; and c) designing and conducting a mini-workshop for school faculty.

COURSE EVALUATION

Assignments	Points
1. Tests and Performance-based Assessments	
2. Analysis of Mathematics Research Articles	
3. Participation in Online Discussions	
4. Reflective Journal	
5. Unit of Instruction	
6. Self-Assessment of Teaching	
7. Analyzing Student Work	
8. Math Learning Center	
9. Classroom Environment for Math Instruction	
10. Evaluation of Technology and Electronic Resources	
11. Math Workshop for Parents/Caregivers	
12. Professional Learning	

GRADING SCALE

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

ATTENDANCE POLICY

Candidates are expected to log on to the course at least once each week. Postings are required. 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.

PROFESSIONALISM

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

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

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

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

STUDENT OPINION OF INSTRUCTION

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

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 09/12/2014 (mm/dd/yyyy)

Department Initiating Request: Early Childhood and Special Education	**Faculty Member Requesting:** Shirley Andrews
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) ECED 6030	**Proposed New Course Title:** Mathematics for K-5 Teachers: Advanced Applications of Algebra and Patterns with Data Analysis and Probability **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Adv App Algebra and Patterns
Semester/Year to be Effective: Fall 2015	**Estimated Frequency of Course Offering:** Once a year

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

Lecture Hours: 3	**Lab Hours:** 0	**Credit Hours:** 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) In-depth applications of mathematics content and pedagogy with emphasis on algebraic concepts and patterns and data analysis and probability. Problem solving, estimation, mental computation techniques, error analysis, and historical context (including student diversity in learning mathematical concepts and procedures) in relation to algebraic concepts and patterns and data analysis and probability will be included. An authentic residency in an actual K-5 classroom 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: This course is part of an endorsement program that supports the national K-12 Science, Technology, Engineering, and Math (STEM) Education initiatives.

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

☒ Other: A local school system that is seeking STEM classification for its elementary schools contacted the COEHS and requested that we offer this endorsement program for the elementary teachers. The Georgia Department of Education awarded the college a $200,000.00 grant to develop and offer the K-5 Mathematics Endorsement and the K-5 Science Endorsement programs.

Source of Data to Support Suggested Change:

☒ Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Requests from local P-12 school system and grant from the Georgia Department of Education

☐ 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 and employer surveys

☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Four key program assessments will be developed and approved by the Georgia Professional Standards Commission. These assessments will be aligned to the state program standards and will be used to provide feedback to the students and used by the faculty for program improvement. One of the required assesssments will be a program portfolio.

☐ Other:

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

Approvals:	
Dept. Head:	Date: 9/16/14
College/Division Exec. Comm.: Lynn C. Minor	Date: 9/16/14
Dean/Director:	Date: 9/16/14
Graduate Exec. Comm.: (for graduate course): T. J. Rhs	Date: 9-29-14
Graduate Dean: (for graduate course): T. J. Rhs	Date: 9-29-14
Academic Committee:	Date:

Form last updated: January 6, 2010

Dewar College of Education and Human Services
Valdosta State University
Department of Early Childhood and Special Education

ECED 6030
Mathematics for K-5 Teachers:
Advanced Applications of Algebra and Patterns with Data Analysis and Probability
3 SEMESTER HOURS

Guiding Principles (DEPOSITS)

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

InTASC Model Core Teacher Standards*

(To be used for all teacher preparation program courses. Identify those that apply specifically to this course.)

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf*

INSTRUCTOR

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

Website:

COURSE DESCRIPTION

In-depth applications of mathematics content and pedagogy with emphasis on algebraic concepts and patterns and data analysis and probability. Problem solving, estimation, mental computation techniques, error analysis, and historical context (including student diversity in learning mathematical concepts and procedures) in relation to algebraic concepts and patterns and data analysis and probability will be included. An authentic residency in an actual K-5 classroom is required.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

COURSE OBJECTIVES (*Show alignment to InTASC Model Core Teacher Standards for all educator preparation courses*).

The candidate will:

1. Describe and accurately model algebraic concepts and patterns for grades K-5. (InTASC S4 and S5)
2. Describe and accurately model concepts of data analysis and probability for grades K-5. (InTASC S4 and S5)
3. Select and accurately model multiple strategies and appropriate approaches for problem solving, estimation, and mental computation techniques in relation to algebraic concepts and patterns and data analysis and probability. (InTASC S4 and S5)
4. Describe the historical development and current applications of mathematics for algebraic concepts and patterns and data analysis and probability. (InTASC S4 and S5)
5. Defend and evaluate selection of research-based mathematical instructional strategies in the teaching of algebraic concepts and patterns and data analysis and probability concepts and procedures. (InTASC S8)
6. Use a variety of appropriate diagnostic, formative, and summative assessment methods, including error analysis, to monitor students' progress and guide teacher and student decision making in relation to students' mathematical knowledge and understanding of algebraic concepts and patterns and data analysis and probability concepts and procedures, problem solving, estimation, and mental computation techniques. (InTASC S6)

7. Analyze individual differences and diverse cultures and communities to support students' learning of mathematical concepts and procedures of algebraic concepts and patterns and data analysis and probability, problem solving, estimation, and mental computation techniques. (InTASC S1 and S2)
8. Design and implement developmentally appropriate and challenging mathematical learning experiences for teaching algebraic concepts and patterns and data analysis and probability concepts and procedures, problem solving, estimation, and mental computation techniques. (InTASC S5 and S7)
9. Defend instructional decisions about the use of curricular and supplemental materials, manipulatives and tools, and technology in teaching algebraic concepts and patterns and data analysis and probability concepts and procedures, problem solving, estimation, and mental computation techniques. (InTASC S7)
10. Create a learning environment that supports individual and collaborative learning with consideration to positive social interaction, active engagement in learning, and self-motivation for mathematics instruction. (InTASC S3)
11. Implement appropriate National Council of Teachers of Mathematics (NCTM) and Georgia mandated K-5 mathematics standards with embedded literacy and technology skills. (InTASC S4 and S5)
12. Participate in mathematics professional learning and use evidence to analyze teaching effectiveness using relevant research and theory to more effectively meet a variety of student learning needs. (InTASC S9 and S10)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. **Tests and Performance-based Assessments** (CO 1, 2, 3): Candidates will complete written and performance-based assessments.

2. **Analysis of Mathematics Research Articles** (CO 4, 12): Candidates will read and analyze five (5) current research mathematics articles in online or print referred or peer-reviewed journals.

3. **Participation in Online Discussions** (CO 4, 5, 9): Candidates will participate in online class discussions, present information, and pose and respond to questions.

4. **Reflective Journal** (CO 1-12): Candidates will maintain a reflective journal throughout the time period for the course. Portions of the Reflective Journal will be included in the K-5 Mathematics Endorsement Portfolio.

5. **Unit of Instruction** (CO 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11): Candidates will develop and implement a developmentally appropriate unit of instruction for algebraic concepts and patterns and data analysis and probability concepts and procedures. The unit of instruction is to be taught while the candidate is enrolled in the Mathematics for K-5 Teachers: Advanced Applications of Algebra and Patterns with Data Analysis and Probability course. The Unit of Instruction will be included in the K-5 Mathematics Endorsement Portfolio.

6. **Self-Assessment of Teaching** (CO 8, 10): Candidates will self-assess their teaching by videotaping one complete lesson from the instructional unit for the course and completing the *Candidate Assessment on Performance Standards* (CAPS) form with ratings and comments for each standard. The videotape and completed CAPS form will be uploaded into LiveText. The Self-Assessment of Teaching will be included in the K-5 Mathematics Endorsement Portfolio.

7. **Analysis of Student Work** (CO 6): Candidates will collect student work samples to analyze and conduct error analysis and provide student feedback. The Analysis of Student Work assignment and student work samples will be included in the K-5 Mathematics Endorsement Portfolio.

8. **Math Learning Center** (CO 1, 2, 3, 10): Candidates will design and implement a math learning center for algebraic concepts and patterns and concepts of data analysis and probability. The Math Learning Center assignment will be included in the K-5 Mathematics Endorsement Portfolio.

9. **Classroom Environment for Math Instruction** (CO 7, 8, 10): Candidates will analyze and modify (if applicable) the classroom environment to address the intellectual, social, emotional, physical and cultural needs of students for developmentally appropriate mathematics instruction.

10. **Evaluation of Technology and Electronic Resources** (CO 9): Candidates will evaluate mathematics software, websites, and technology applications.

11. **Math Workshop for Parents/Caregivers** (CO 12)**:** Candidates will design and conduct a math workshop for parents and/or caregivers.

12. **Professional Learning** (CO 12): Candidates will participate in professional learning activities by: a) observing other teachers as they teach specific content applicable to this course; b) interviewing teachers in the previous and following grade levels of the grade level in which the candidate currently teaches or is completing the authentic residency; and c) designing and conducting a mini-workshop for school faculty.

COURSE EVALUATION

Assignments	Points
1. Tests and Performance-based Assessments	
2. Analysis of Mathematics Research Articles	
3. Participation in Online Discussions	
4. Reflective Journal	
5. Unit of Instruction	
6. Self-Assessment of Teaching	
7. Analyzing Student Work	
8. Math Learning Center	
9. Classroom Environment for Math Instruction	
10. Evaluation of Technology and Electronic Resources	
11. Math Workshop for Parents/Caregivers	
12. Professional Learning	

GRADING SCALE

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

ATTENDANCE POLICY

Candidates are expected to log on to the course at least once each week. Postings are required. 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.

PROFESSIONALISM

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

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

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

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

STUDENT OPINION OF INSTRUCTION

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

REQUEST FOR A NEW PROGRAM

Valdosta State University

The Formal Proposal must be approved at all levels of faculty governance (department, college or division, Graduate Executive, Academic Committee, Faculty Senate) before being submitted to the University System of Georgia.

Proposed Effective Date: Fall 2015	**Degree and Program Name:** K-5 Science Endorsement

Requirements: (attach new or revised course proposals separately)

Admission Requirements:

Online Graduate Application-Application Fee $35 (credit or debit card and e-checks accepted).

Graduated from an accredited institution.

Applicants must have a cumulative grade point average of at least 2.75 on all attempted, college-level undergraduate and graduate coursework-Submit academic transcripts for any undergraduate degree and graduate degrees.

Applicants must hold a valid Georgia Induction, Initial Professional, or Advanced/Lead Professional Certificate or hold a comparable valid professional certificate in another state.

Applicants must be employed as elementary teachers and must submit the Verification of Employment as a Teacher Form.

VSU Medical Form-This program is delivered online. Students should complete the student information section and distance learning exemption only.

Verfication of Lawful Presence-

- This is not required for individuals who do not qualify for in-state tuition or a residency waiver.
- This must be received prior to enrollment (if applicable), NOT prior to admission.
- Citizenship documentation is needed for any applicant who wishes to be considered for in-state tuition.

Required Courses: (9 Hours)

ECED 6110.....3 hours
ECED 6120.....3 hours
ECED 6130.....3 hours
EDUC 5999.....0 hours

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

☐ Improving Student Learning Outcomes

☒ Adopting Current Best Practice(s) in Field This program supports the national K-12 Science, Technology, Engineering, and Math (STEM) Education initiatives.

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies

☒ Other A local school system that is seeking STEM classification for its elementary schools contacted the COEHS and requested that we offer this endorsement program for the elementary teachers. The Georgia Department of Education awarded the college a $200,000.00 grant to develop and offer the K-5 Mathematics Endorsement and the K-5

Science Endorsement programs.

Source of Data to Support Suggested Change:

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

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

Assessment Plan for the proposed program: The assessment plan will include but not be limited to four key program assessments. One of the required assessments will be a portfolio.

Data Sources:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Four key program assessments will be developed and approved by the Georgia Professional Standards Commission. These assessments will be aligned to the state program standards and will be used to provide feedback to the students and used by the faculty for program improvement.

Date that formal proposal was submitted to the University System of Georgia (formal proposal form available at http://www.usg.edu/academic_programs/new_programs/)

Approvals:

Dept. Head:	Date: 9/16/14
College/Division Exec. Comm.: Lynn C. Minor	Date: 9/16/14
Dean/Director:	Date: 9/16/14
Graduate Exec. Comm.: (for graduate program) T. J. Pl	Date: 9-29-14
Graduate Dean (for graduate program): T. J. Pl	Date: 9-29-14
Academic Committee:	Date:

Form last updated: January 21, 2010

Department of Early Childhood and Special Education
Valdosta State University
K-5 Math Endorsement/K-5 Science Endorsement
Verification of Employment as a Teacher Form

All candidates for admission to the K-5 Mathematics and K-5 Science Endorsement programs must currently be employed in an elementary school as a K-5 teacher in order to complete the authentic residency required for these programs.

Note: Applicants must hold an undergraduate degree and hold a valid Georgia Induction, Initial Professional, or Advanced/Lead Professional Certificate (or hold a comparable valid professional certificate in another state).

Applicant_____

I am currently teaching in a K-5 classroom in the following school/system:

School Name:_____

School System:_____

School Address:_____

Georgia Certificate ID#:_____Certificate Expiration Date:_____

Current Fields of Certification (list all):

_____

_____ _____

Applicant Signature Date

(The section below to be completed by the appropriate school administrator)

I certify that the information provided above for the aforementioned applicant is correct and verifiable.

_____ _____ _____

Administrator Signature Title Date

_____ _____

Typed/Printed Name Phone

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 09/12/2014 (mm/dd/yyyy)

Department Initiating Request: Early Childhood and Special Education	**Faculty Member Requesting:** Nancy Sartin
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) ECED 6110	**Proposed New Course Title:** Advanced Science Content and Pedagogy in Life Science for K-5 Teachers **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Adv Cont & Ped in Life Science
Semester/Year to be Effective: Fall 2015	**Estimated Frequency of Course Offering:** Once a year

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

Lecture Hours: 3	**Lab Hours:** 0	**Credit Hours:** 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Designed to integrate pedagogical strategies with science content to strengthen and enhance educator competency levels in the major concepts and principles of life sciences. Concepts of life cycles, diversity of organisms and ecology will be emphasized. STEM (Science, Technology, Engineering and Mathematics) as it relates to NGSS (Next Generation Science Standards), including the 5-E Inquiry Model will be highlighted. An authentic residency in an ~~authentic~~ actual K-5 classroom 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: This course is part of an endorsement program that supports the national K-12 Science, Technology, Engineering, and Math (STEM) Education initiatives.

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

☒ Other: A local school system that is seeking STEM classification for its elementary schools contacted the COEHS and requested that we offer this endorsement program for the elementary teachers. The Georgia Department of Education awarded the college a $200,000.00 grant to develop and offer the K-5 Mathematics Endorsement and the K-5 Science Endorsement programs.

Source of Data to Support Suggested Change:

☒ Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Requests from local P-

12 school system and grant from the Georgia Department of Education

☐ 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 and employer surveys

☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Four key program assessments will be developed and approved by the Georgia Professional Standards Commission. These assessments will be aligned to the state program standards and will be used to provide feedback to the students and used by the faculty for program improvement. One of the required assesssments will be a program portfolio.

☐ Other:

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

Approvals:	
Dept. Head:	Date: 9/16/14
College/Division Exec. Comm.: Lynn C. Morris	Date: 9/16/14
Dean/Director:	Date: 9/16/14
Graduate Exec. Comm.: (for graduate course): T. J. Pl	Date: 9-29-14
Graduate Dean: (for graduate course): T. J. Pl	Date: 9-29-14
Academic Committee:	Date:

Form last updated: January 6, 2010

Dewar College of Education and Human Services
Valdosta State University
Department of Early Childhood and Special Education

ECED 6110
Advanced Science Content and Pedagogy in Life Science for K-5 Teachers
3 SEMESTER HOURS

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

InTASC Model Core Teacher Standards*
(To be used for all teacher preparation program courses. Identify those that apply specifically to this course.)

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf*

INSTRUCTOR

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

Website:

COURSE DESCRIPTION

Designed to integrate pedagogical strategies with science content to strengthen and enhance educator competency levels in the major concepts and principles of life sciences. Concepts of life cycles, diversity of organisms and ecology will be emphasized. STEM (Science, Technology, Engineering and Mathematics) as it relates to NGSS (*Next Generation Science Standards*), including the 5-E Inquiry Model will be highlighted. An authentic residency in an authentic K-5 classroom is required.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

COURSE OBJECTIVES (*Show alignment to InTASC Model Core Teacher Standards for all educator preparation courses*).

The candidate will:

1) Define and apply major concepts of life science including ecology, genetics, classification and cells. (InTASC S4 and S5)
2) Define and apply the major concepts of characteristics of living organisms. (InTASC S4 and S5)
3) Define and apply the major concepts of organisms and environments. (InTASC S4 and S5)
4) Define and apply the major concepts of structure and function in living organisms. (InTASC S4 and S5)
5) Define and apply the major concepts of reproduction and heredity in living organisms. (InTASC S4 and S5)

6) Define and apply the major concepts of regulation and behavior in living organisms. (InTASC S4 and S5)
7) Define and apply the major concepts of populations and ecosystems in living organisms. (InTASC S4 and S5)
8) Define and apply the major concepts of diversity and adaptations of living organisms. (InTASC S4 and S5)
9) Utilize a wide variety of scientific tools and instruments as well as procedural skills in science activities. (InTASC S4 and S5)
10) Develop and implement a unit of instruction in the K-5setting using the 5E Inquiry Method and integrating knowledge, attitudes and process skills. (InTASC S3, S4, S5, S6, S7, S8,)
11) Create a learning environment that supports individualized and collaborative learning and encourages active engagement in learning and self-motivation for science instruction and science investigations. (InTASC S3)
12) Design and implement lesson plans using *Next Generation Science Standards* and appropriate GA mandated K-5 science standards with embedded literacy and technology. (InTASC S4 and S5)
13) Select and/or construct a variety of developmentally appropriate formative and summative assessments to monitor student progress and to guide student and teacher decision process in relation to student knowledge. (InTASC S6)
14) Model the use of inquiry based learning, safety procedures, and application to the "real world" while developing student awareness of the nature of science. (InTASC S1, S2, S5, S8)
15) Utilize a variety of research-based, developmentally appropriate teaching strategies for teaching K-5 children in order to develop a deeper understanding of science concepts, skills, habits of mind, and nature of science. (InTASC S7, S8)
16) Analyze and select a variety of community and internet resources to ensure and support inclusive learning environments that enable each learner to meet high standards. (InTASC S1, S2, S3, S5, S9, S10)
17) Design and implement hands-on science activities to engage learners in critical thinking and collaborative problem solving to emphasize the student learner as a scientist.(InTASC S1, S2, S3, S4, S7, S8)
18) Participate in science professional learning such as NSTA (*National Science Teacher Association*) and use evidence to analyze teaching effectiveness using relevant research and theory to more effectively meet a variety of student learning needs. (InTASC S9 and S10)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. **Test and Performance-based Assessments** (CO 1, 2, 3, 4, 5, 6, 7, 8, 9): Candidates will complete written and performance-based assessments.

2. **Analysis of Science Research Articles** (CO 4, 18): Candidates will read and analyze five (5) current science research articles in online or print refereed or peer-reviewed journals.

3. **Participation in Online discussions** (CO 4, 5): Candidates will participate in online class discussions, present information, and pose and respond to questions.

4. **Reflective Journal** (CO 1-11): Candidates will maintain a reflective journal throughout the time period for the course. Portions of the Reflective Journal will be included in the K-5 Science Endorsement Portfolio.

5. **Unit of Instruction** (CO 1-11): Candidates will develop and implement a developmentally appropriate unit of instruction for a section of life science covered during the course. The unit is to be taught while the candidate is enrolled in the Advanced Science Content and Pedagogy for Life Sciences course.

6. **Self-Assessment of Teaching** (CO 8, 9): Candidates will self-assess their teaching by videotaping one complete lesson from the instructional unit for the course and completing the *Candidate Assessment on Performance Standards* (CAPS) form with ratings and comments for each standard. The videotape and completed CAPS form will be uploaded to LiveText. The Self-Assessment of Teaching will be included in the K-5 Science Endorsement Portfolio.

7. **Analyzing Student Work** (CO 6): Candidates will collect student work samples to analyze understandings, preconceptions and misconceptions as related to the science content. The Analysis of Student Work assignment and student work samples will be included in the K-5 Science Endorsement Portfolio.

8. **Science Learning Center** (CO 1-9, 11, 14, 15, 16, 17): Candidates will design and implement a science learning center for an area covered in the life sciences content. The Science Learning Center assignment will be included in the K-5 Science Endorsement Portfolio.

9. **Classroom Environment for Science Instruction** (CO 11, 14, 15, 17): Candidates will analyze and modify (if applicable) the classroom environment to address the intellectual, social, emotional, physical and cultural needs of the students with an added emphasis on safety for developmentally appropriate science instruction.

10. **Evaluation of Technology and Electronic Resources** (CO 10, 11 12): Candidates will evaluate science software, websites, and technology applications.

11. **Science workshop for Parents/Faculty** (CO 1-9, 17, 18): Candidates will design and conduct a science workshop for parents or faculty to enhance understanding and collaboration for student support.

12. **Professional Learning** (CO 18): Candidates will participate in professional learning by: a) observing other teachers as they teach specific content applicable to this course; b) interviewing teachers in the previous and following grade levels in which the candidate is currently teaching; c) designing and conducting mini workshops for faculty; d) examining the various science professional organizations.

COURSE EVALUATION

Assignments	Points
1. Tests and Performance-based Assessments	
2. Analysis of Science Research	
3. Participation in online discussions	
4. Reflective Journal	
5. Unit of instruction	
6. Self-Assessment of teaching	
7. Analyzing Students Work	
8. Science Learning Center	
9. Classroom Environment for Science Instruction	
10. Evaluation of Technology and Electronic resources	
11. Science workshop for Faculty	

Grading Scale

A = 90-100 C = 70-79 F = Below 60

B = 80-89 D =60-69

ATTENDANCE POLICY

Candidates are expected to log on the course at least once each week. Postings are required. 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.

PROFESSIONALISM

As a teacher candidate, you are expected to conduct yourself in the professional educator role as defined by the Georgia Professional Standards Commission Code of Ethics for Educators. You will be provided with a copy of the Code of Ethics for Educators which can be found on the following URL http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

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

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

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

STUDENT OPINION OF INSTRUCTION

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

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 09/12/2014 (mm/dd/yyyy)

Department Initiating Request: Early Childhood and Special Education	**Faculty Member Requesting:** Nancy Sartin
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) ECED 6120	**Proposed New Course Title:** Advanced Science Content and Pedagogy in Earth and Space Science for K-5 Teachers **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Adv Cont & Ped Earth Space Sci
Semester/Year to be Effective: Fall 2015	**Estimated Frequency of Course Offering:** Once a year

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

Lecture Hours: 3	**Lab Hours:** 0	**Credit Hours:** 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Designed to integrate pedagogical strategies with science content to strengthen and enhance educator competency levels in the major concepts and principles of earth science and earth in space science. Concepts of earth materials and earth structure along with earth in the solar system will be emphasized. STEM (Science, Technology, Engineering, and Mathematics) as it relates to NGSS (Next Generation Science Standards), including the Learning Cycle and 5-E Inquiry Model, will be highlighted. An authentic K-5 classroom setting is required for 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.

☐ Improving student learning outcomes:

☒ Adopting current best practice(s) in field: This course is part of an endorsement program that supports the national K-12 Science, Technology Engineering, and Math (STEM) Education initiatives.

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

☒ Other: A local school system that is seeking STEM classification for its elementary schools contacted the COEHS and requested that we offer this endorsement program for the elementary teachers. The Georgia Department of Education awarded the college a $200,000.00 grant to develop and offer the K-5 Mathematics Endorsement and the K-5 Science Endorsement programs.

Source of Data to Support Suggested Change:

☒ Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Requests from local P-12 school system and grant from the Georgia Department of Education

☐ 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 and employer surveys

☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Four key program assessments will be developed and approved by the Georgia Professional Standards Commission. These assessments will be aligned to the state program standards and will be used to provide feedback to the students and used by the faculty for program improvement. One of the required assesssments will be a program portfolio.

☐ Other:

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

Approvals:	
Dept. Head:	Date: 9/16/14
College/Division Exec. Comm.: Lynn C. Minor	Date: 9/16/14
Dean/Director:	Date: 9/16/14
Graduate Exec. Comm.: (for graduate course):	Date: 9-29-14
Graduate Dean: (for graduate course):	Date: 9-29-14
Academic Committee:	Date:

Form last updated: January 6, 2010

Dewar College of Education and Human Services
Valdosta State University
Department of Early Childhood and Special Education

ECED 6120
Advanced Science Content and Pedagogy in Earth and Space Science for K-5 Teachers
3 SEMESTER HOURS

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

InTASC Model Core Teacher Standards*
(To be used for all teacher preparation program courses. Identify those that apply specifically to this course.)

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self- motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf*

INSTRUCTOR

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

Website:

COURSE DESCRIPTION

Designed to integrate pedagogical strategies with science content to strengthen and enhance educator competency levels in the major concepts and principles of earth science and earth in space science. Concepts of earth materials and earth structure along with earth in the solar system will be emphasized. STEM (Science, Technology, Engineering, and Mathematics) as it relates to NGSS (*Next Generation Science Standards*), including the Learning Cycle and 5-E Inquiry Model, will be highlighted. An authentic K-5 classroom setting is required for this course.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

COURSE OBJECTIVES (*Show alignment to InTASC Model Core Teacher Standards for all educator preparation courses*).

Candidates will:

1) Define and apply major concepts of earth science and earth in space including astronomy, geology, oceanography, and meteorology. (InTASC S4 and S5)
2) Define and apply major concepts of properties of earth materials and earth's history. (InTASC S4 and S5)
3) Define and apply major concepts of structure of the earth system. (InTASC S4 and S5)
4) Define and apply major concepts of changes in earth and sky and earth in the solar system. (InTASC S4 and S5)
5) Utilize a wide variety of scientific tools and instruments as well as mathematical skills in science activities. (InTASC S4 and S5)
6) Develop and implement a unit of instruction in the K-5setting using the Learning Cycle and the 5E Inquiry Method and integrating knowledge, attitudes and process skills. (InTASC S3, S4, S5, S6, S7, S8)
7) Create a learning environment that supports individualized and collaborative learning and encourages active engagement in learning and self-motivation for science instruction and science investigations. (InTASC S2, S3)
8) Design and implement lesson plans using *Next Generation Science Standards* and appropriate GA mandated K-5 science standards with embedded literacy and technology. (InTASC S4 and S5)
9) Select and/or construct a variety of developmentally appropriate formative and summative assessments to monitor student progress and to guide student and teacher decision process in relation to student knowledge. (InTASC S6)
10) Model the use of inquiry based learning, safety procedures, and application to the "real world" while developing student awareness of the nature of science. (InTASC S1-9)
11) Utilize a variety of research-based, developmentally appropriate teaching strategies for teaching K-5 children in order to develop a deeper understanding of science concepts, skills, habits of mind, and nature of science. (InTASC S1-5, S7, S10)
12) Analyze and select a variety of community and internet resources to ensure and support inclusive learning environments that enable each learner to meet high standards. (InTASC S1-5, S9, S10)
13) Design and implement hands-on science activities to engage learners in critical thinking and collaborative problem solving to emphasize the student learner as a scientist. (InTASC S1-5, S7, S8)
14) Participate in science professional learning and use evidence to analyze teaching effectiveness using relevant research and theory to more effectively meet a variety of student learning needs. (InTASC S9 and S10)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. **Test and Performance-based Assessments** (CO 1, 2, 3, 4, 5): Candidates will complete written and performance-based assessments.
2. **Analysis of Science Research Articles** (CO 11): Candidates will read and analyze five (5) current science research articles in online or print refereed or peer-reviewed journals.
3. **Participation in Online discussions** (CO 11): Candidates will participate in online class discussions, present information, and pose and respond to questions.
4. **Reflective Journal** (CO 1-11): Candidates will maintain a reflective journal throughout the time period for the course. Portions of the Reflective Journal will be included in the K-5 Science Endorsement Portfolio.
5. **Unit of Instruction** (CO 1-14): Candidates will develop and implement a developmentally appropriate unit of instruction for a section of life science covered during the course. The unit is to be taught while the candidate is enrolled in the Advanced Science Content and Pedagogy for Earth and Earth in Space Science course.
6. **Self-Assessment of Teaching** (CO 8, 9): Candidates will self-assess their teaching by videotaping one complete lesson from the instructional unit for the course and completing the *Candidate Assessment on Performance Standards* (CAPS) form with ratings and comments for each standard. The videotape and completed CAPS form will be uploaded to LiveText. The Self-Assessment of Teaching will be included in the K-5 Science Endorsement Portfolio.
7. **Analyzing Student Work** (CO 6): Candidates will collect student work samples to analyze understandings, preconceptions and misconceptions as related to the science content. The Analysis of Student Work assignment and student work samples will be included in the K-5 Science Endorsement Portfolio.
8. **Science Learning Center** (CO 1-11): Candidates will design and implement a science learning center for an area covered in the earth and earth in space science content. The Science Learning Center assignment will be included in the K-5 Science Endorsement Portfolio.

9. **Classroom Environment for Science Instruction** (CO 4, 7, 10): Candidates will analyze and modify (if applicable) the classroom environment to address the intellectual, social, emotional, physical and cultural needs of the students with an added emphasis on safety for developmentally appropriate science instruction.

10. **Evaluation of Technology and Electronic Resources** (CO12): Candidates will evaluate science software, websites, and technology applications.

11. **Science workshop for Parents/Faculty** (CO 13, 14): Candidates will design and conduct a science workshop for parents or faculty to enhance understanding and collaboration for student support.

12. **Professional Learning** (CO 14): Candidates will participate in professional learning by: a) observing other teachers as they teach specific content applicable to this course; b) interviewing teachers in the previous and following grade levels in which the candidate is currently teaching; c) designing and conducting mini workshops for faculty; d) examining the various science professional organizations.

COURSE EVALUATION

Assignments	Points
1. Tests and Performance-based Assessments	
2. Analysis of Science Research	
3. Participation in online discussions	
4. Reflective Journal	
5. Unit of instruction	
6. Self-Assessment of teaching	
7. Analyzing Students Work	
8. Science Learning Center	
9. Classroom Environment for Science Instruction	
10. Evaluation of Technology and Electronic resources	
11. Science workshop for Faculty	

Grading Scale
A = 90-100
B = 80-89
C = 70-79
D =60-69
F = Below 60

ATTENDANCE POLICY

Candidates are expected to log on the course at least once each week. Postings are required. 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.

PROFESSIONALISM

As a teacher candidate, you are expected to conduct yourself in the professional educator role as defined by the Georgia Professional Standards Commission Code of Ethics for Educators. You will be provided with a copy of the Code of Ethics for Educators which can be found on the following URL http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

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

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

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

STUDENT OPINION OF INSTRUCTION

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

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 09/12/2014 (mm/dd/yyyy)

Department Initiating Request: Early Childhood and Special Education	**Faculty Member Requesting:** Nancy Sartin
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) ECED 6130	**Proposed New Course Title:** Advanced Science Content and Pedagogy in Physical Science for K-5 Teachers **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Adv Cont Ped Physical Science
Semester/Year to be Effective: Fall 2015	**Estimated Frequency of Course Offering:** Once a year

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

Lecture Hours: 3	**Lab Hours:** 0	**Credit Hours:** 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Designed to integrate pedagogical strategies with science content to strengthen and enhance educator competency levels in the major concepts and principles of physical science. Concepts of heat, light energy, force and motion will be emphasized. STEM (Science, Technology, Engineering, and Mathematics) as it relates to NGSS (Next Generation Science Standards), including the Learning Cycle and 5-E Inquiry Model, will be highlighted. An authentic K-5 classroom setting is required for 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.

☐ Improving student learning outcomes:

☒ Adopting current best practice(s) in field: This course is part of an endorsement program that supports the national K-12 Science, Technology, Engineering, and Math (STEM) Education initiatives.

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

☒ Other: A local school system that is seeking STEM classification for its elementary schools contacted the COEHS and requested that we offer this endorsement program for the elementary teachers. The Georgia Department of Education awarded the college a $200,000.00 grant to develop and offer the K-5 Mathematics Endorsement and the K-5 Science Endorsement programs.

Source of Data to Support Suggested Change:

☒ Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Requests from local P-

12 school system and grant from the Georgia Department of Education

☐ 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 and employer surveys

☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Four key program assessments will be developed and approved by the Georgia Professional Standards Commission. These assessments will be aligned to the state program standards and will be used to provide feedback to the students and used by the faculty for program improvement. One of the required assesssments will be a program portfolio.

☐ Other:

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

Approvals:	
Dept. Head:	Date: 9/16/14
College/Division Exec. Comm.: Lynn C. Miner	Date: 9/16/14
Dean/Director:	Date: 9/16/14
Graduate Exec. Comm.: (for graduate course): T. J. Pla	Date: 9-29-14
Graduate Dean: (for graduate course): T. J. Pla	Date: 9-29-14
Academic Committee:	Date:

Form last updated: January 6, 2010

Dewar College of Education and Human Services
Valdosta State University
Department of Early Childhood and Special Education

ECED 6130

Advanced Science Content and Pedagogy in Physical Science for K-5 Teachers

3 SEMESTER HOURS

Guiding Principles (DEPOSITS)

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

InTASC Model Core Teacher Standards*

(To be used for all teacher preparation program courses. Identify those that apply specifically to this course.)

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self- motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf*

INSTRUCTOR

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

Website:

COURSE DESCRIPTION

Designed to integrate pedagogical strategies with science content to strengthen and enhance educator competency levels in the major concepts and principles of physical science. Concepts of heat, light energy, force and motion will be emphasized. STEM (Science, Technology, Engineering, and Mathematics) as it relates to NGSS (*Next Generation Science Standards*), including the Learning Cycle and 5-E Inquiry Model, will be highlighted. An authentic K-5 classroom setting is required for this course.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

COURSE OBJECTIVES (*Show alignment to InTASC Model Core Teacher Standards for all educator preparation courses*).

Candidates will:

1) Define and apply major concepts of physical science including chemistry, forces and motion, electricity and magnetism, energy, waves, heat, light and sound. (InTASC S4 and S5)
2) Define and apply major concepts of forces and motion. (InTASC S4 and S5)
3) Define and apply major concepts of electricity and magnetism. (InTASC S4 and S5)
4) Define and apply major concepts of energy and waves. (InTASC S4 and S5)
5) Define and apply major concepts of heat, light and sound. (InTASC S4 and S5)
6) Utilize a wide variety of scientific tools and instruments as well as procedural skills in science activities. (InTASC S4 and S5)
7) Develop and implement a unit of instruction in the K-5setting using the 5E Inquiry Method and integrating knowledge, attitudes and process skills. (InTASC S3, S4, S5, S6, S7, S8)
8) Create a learning environment that supports individualized and collaborative learning and encourages active engagement in learning and self-motivation for science instruction and science investigations. (InTASC S2, S3)
9) Design and implement lesson plans using *Next Generation Science Standards* and appropriate GA mandated K-5 science standards with embedded literacy and technology. (InTASC S4 and S5)
10) Select and/or construct a variety of developmentally appropriate formative and summative assessments to monitor student progress and to guide student and teacher decision process in relation to student knowledge. (InTASC S6)
11) Model the use of inquiry based learning, safety procedures, and application to the "real world" while developing student awareness of the nature of science. (InTASC S1-9)
12) Utilize a variety of research-based, developmentally appropriate teaching strategies for teaching K-5 children in order to develop a deeper understanding of science concepts, skills, habits of mind, and nature of science. (InTASC S1-5, S7, S10)
13) Analyze and select a variety of community and internet resources to ensure and support inclusive learning environments that enable each learner to meet high standards. (InTASC S1-5, S9, S10)
14) Design and implement hands-on science activities to engage learners in critical thinking and collaborative problem solving to emphasize the student learner as a scientist. (InTASC S1-5, S7, S8)
15) Participate in science professional learning and use evidence to analyze teaching effectiveness using relevant research and theory to more effectively meet a variety of student learning needs. (InTASC S9 and S10)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. **Test and Performance-based Assessments** (CO 1, 2, 3, 4, 5): Candidates will complete written and performance-based assessments.
2. **Analysis of Science Research Articles** (CO 4,): Candidates will read and analyze five (5) current science research articles in online or print refereed or peer-reviewed journals.
3. **Participation in Online discussions** (CO 4, 5): Candidates will participate in online class discussions, present information, and pose and respond to questions.
4. **Reflective Journal** (CO 1-11): Candidates will maintain a reflective journal throughout the time period for the course. Portions of the Reflective Journal will be included in the K-5 Science Endorsement Portfolio.
5. **Unit of Instruction** (CO 1-11): Candidates will develop and implement a developmentally appropriate unit of instruction for a section of life science covered during the course. The unit is to be taught while the candidate is enrolled in the Advanced Science Content and Pedagogy for Physical Science course.
6. **Self-Assessment of Teaching** (CO 8, 9): Candidates will self-assess their teaching by videotaping one complete lesson from the instructional unit for the course and completing the *Candidate Assessment on Performance Standards* (CAPS) form with ratings and comments for each standard. The videotape and completed CAPS form will be uploaded to LiveText. The Self-Assessment of Teaching will be included in the K-5 Science Endorsement Portfolio.
7. **Analyzing Student Work** (CO 6): Candidates will collect student work samples (science notebooks) to analyze understandings, preconceptions and misconceptions as related to the science content. The Analysis of Student Work assignment and student work samples will be included in the K-5 Science Endorsement Portfolio.
8. **Science Learning Center** (CO 1-14):): Candidates will design and implement a science learning center for an area covered in the earth and earth in space science content. The Science Learning Center assignment will be included in the K-5 Science Endorsement Portfolio.
9. **Classroom Environment for Science Instruction** (CO 4, 7, 10): Candidates will analyze and modify (if applicable) the classroom environment to address the intellectual, social, emotional, physical and cultural needs of the students with an added emphasis on safety for developmentally appropriate science instruction.

10. **Evaluation of Technology and Electronic Resources** (CO13): Candidates will evaluate science software, websites, and technology applications.

11. **Science workshop for Parents/Faculty** (CO 14, 15): Candidates will design and conduct a science workshop for parents or faculty to enhance understanding and collaboration for student support.

12. **Professional Learning** (CO 15): Candidates will participate in professional learning by: a) observing other teachers as they teach specific content applicable to this course; b) interviewing teachers in the previous and following grade levels in which the candidate is currently teaching; c) designing and conducting mini workshops for faculty; d) examining the various science professional organizations.

COURSE EVALUATION

Assignments	Points
1. Tests and Performance-based Assessments	
2. Analysis of Science Research	
3. Participation in online discussions	
4. Reflective Journal	
5. Unit of instruction	
6. Self-Assessment of teaching	
7. Analyzing Students Work	
8. Science Learning Center	
9. Classroom Environment for Science Instruction	
10. Evaluation of Technology and Electronic resources	
11. Science workshop for Faculty	

Grading Scale
A = 93-100
B = 85-92
C = 75-84
D =65-74
F = Below 64

ATTENDANCE POLICY

Candidates are expected to log on the course at least once each week. Postings are required. 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.

PROFESSIONALISM

As a teacher candidate, you are expected to conduct yourself in the professional educator role as defined by the Georgia Professional Standards Commission Code of Ethics for Educators. You will be provided with a copy of the Code of Ethics for Educators which can be found on the following URL http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

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

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

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

STUDENT OPINION OF INSTRUCTION

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

REQUEST TO DEACTIVATE A COURSE/PROGRAM

Valdosta State University

Date of Submission: 08/14/2014

Department Initiating Deactivation:	**Semester & Year to be Effective:**
Music	Spring 2015

List of courses (or the program or track) to be deactivated: MUSC 1110 Music Appreciation: World Music

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 Material now taught in Area B Perspectives PERS 2695 World Music Cultures. In addition, MUSC 1110 has not been taught in several years.

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.) Mandate to provide Perspectives courses has moved this content into Area B.

SEP

OF THE REGISTRAR
UNIVERSITY

Approvals:	
College/Division Exec. Comm.:	Date: 9/12/14
Dept. Head:	Date: 9/9/14
Dean/Director:	Date: 9/12/14
Graduate Exec. Comm.: (for grad course/program)	Date:
Graduate Dean: (for grad course/program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Request for a Revised Course
Valdosta State University

Date of Submission: 08/18/2014 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Music	Kenneth P. Kirk

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

MUSC 1011 Music Theory I

List Current and Requested Revisions:

Current:	**Requested:**
Course Prefix and Number:	Course Prefix and Number:
Credit Hours:	Credit Hours:
Course Title:	Course Title:
Pre-requisites:Corequisite: MUSC 1051	Pre-requisites: MUSC 1000 (music minors only). Corequisite: MUSC 1051.
Course Description:	Course Description:

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Spring 2015	annually

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

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

☒ Improving student learning outcomes: Taking MUSC 1000 before MUSC 1011 will improve success in the latter course.

☒ Adopting current best practice(s) in field: In most cases where they are offered, music fundamentals courses are taken before the theory sequence.

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

☐ Other:

Plans for assessing the effectiveness of the course: Rate of success in MUSC 1011 Music Theory I

Approvals:	
College/Division Exec. Comm.:	Date: 9/12/14
Dept. Head:	Date: 9/9/14
Dean/Director:	Date: 9/12/14
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: September 9, 2014

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

☐ Core Curriculum ☐ Senior Curriculum ☐ Graduate Curriculum ☒ Other Curriculum

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

Current Catalog Page Number: 254	**Proposed Effective Date for Curriculum Change: (Month/Year):** 01/15	**Degree & Program Name: (e.g., BFA, Art):** Minor in Music

Present Requirements:		**Proposed Requirements (Underline changes after printing this form:**	
		MUSC 1000 (online)	
		Required before 1011/1051	2 hours
		MUSC 1100	3 hours
MUSC 1011-1012	**6 hours**	MUSC 1011	3 hours
MUSC 1051-1052	**2 hours**	MUSC 1051	1 hour
MUSC 3610	**4 hours**	MUSC 3610	4 hours
MUSC 3820, 3850-3880, or 4850 (Ensembles)	**4 hours**	MUSC 3820, 3850-3880, or 4850 (Ensembles)	4 hours
MUSC 3___ or 4___ Electives	**2 hours**	MUSC 3___ or 4___ Elective	1 hour
TOTAL	**18 hours**	TOTAL	18 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: Taking MUSC 1000 Fundamentals of Music before MUSC 1011 Music Theory I and MUSC 1051 Music Theory Lab I will improve student success in the latter courses.

☒ Adopting current best practice(s) in field: Inclusion of MUSC 1100 Music Appreciation fills the need for an overview of music history.

☒ Meeting mandates of state/federal/outside accrediting agencies: Inclusion of MUSC 1100 Music Appreciation satisfies NASM standards for an overview of music history.

☐ 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.) Knowledge of theory and history as evidenced by quizzes

and exams.

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.) Knowledge of theory and history as evidenced by quizzes and exams.

Approvals:

Department Head:	Date: 9/9/14
College/Division Exec. Committee:	Date: 9/12/14
Dean(s)/Director(s):	Date: 9/12/14
Grad. Exec. Committee: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 05/07/2014 (mm/dd/yyyy)

Department Initiating Request: Communication Arts	**Faculty Member Requesting:** Nicole Cox
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) MDIA 4952	**Proposed New Course Title:** EMAC Seminar **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) EMAC Seminar
Semester/Year to be Effective: Fall 2015	**Estimated Frequency of Course Offering:** Every other 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: Restricted to students in their final two semesters of study. A capstone seminar course in which students compile a final portfolio of work completed during progress through the major.

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

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

☒ Other: This is a capstone sequence course for the new emphasis track, Emergent Media and Communication, within the Mass Media program. This course meets Valdosta State University's initiative of offering more online courses to VSU students, including non-traditional and distance learners. This course will reduce confusion between students taking traditional classes in the major (who are required to take MDIA 4950 Senior Seminar) and those who will take this course as part of the EMAC track. This class is more intensive as a capstone sequence course, thereby requiring a greater number of credit hours.

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.) This course will help fulfill the Complete College Georgia initiative.

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.) Assignments and portfolio related to the students' work will be used for assessment purposes.

☐ Other:

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

Approvals:	
Dept. Head:	Date: 9-10-14
College/Division Exec. Comm.:	Date: 9/12/14
Dean/Director:	Date: 9/12/14
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Sample Syllabus

MDIA 4952 EMAC SEMINAR 3-0-3

Course Description:
Prerequisite: Restricted to students in their final two semesters of study. A capstone seminar course in which students will compile a final portfolio of work completed during progress through the major.

Rationale:
This course is an elective for all Mass Media majors following the EMAC track.

Text:
Carniol, S. (2008). *Preparing for a Career in Media and Design.* Prentice Hall Publishers.

Course Objectives: Upon successful completion of this course, students will be able to:

1) Professionally apply and participate in employment opportunity interviews.
2) Compile a well-constructed collection of their work (a reel).
3) Compile a well-organized written summation of their academic/profession work.

General Education Outcomes:

1.) Students will analyze, evaluate, and interpret diverse forms of human communication.

Student Learning Outcomes: This course meets the following departmental educational outcomes:

1.) Students will demonstrate the acquisition of historic, cultural, and critical perspectives on the media.

Evaluation: Course evaluation will be based on assignments and project(s) related to the students' portfolio and feedback. Students will also be evaluated on written assignments, quizzes, discussion board posts, projects, and other materials required in this online course.

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: N/A	**Proposed Effective Date for Curriculum Change: (Month/Year):** Fall 2015	**Degree & Program Name: (e.g., BFA, Art):** BFA, Mass Media

Present Requirements:	**Proposed Requirements (Underline changes after printing this form:**
Emergent Media and Communication Track Option **Area F.....18 hours** **COMM 1100, COMM 2400,** **COMM 2520.....9 hours** **MDIA 2000, MDIA 2100,** **MDIA 2500.....9 hours** **A minimum grade of "C" is required for all Area F courses in the Communication Arts Department.** **Emergent Media and Communication Course Requirements.....60 hours total** **Upper Division Core.....24 hours** **MDIA 3350, MDIA 3450,** **and MDIA 4800.....9 hours** **COMM 3210, COMM 3661,** **COMM 3900, and COMM 4120...12 hours** **JOUR 3080.....3 hours** **Guided Electives.....15 hours** **Applied or Theoretical Track.....15 hours** **Applied track students must choose three applied courses and two theoretical courses (5 total)** **Theoretical track students must choose three theoretical courses and two applied courses (5 total)**	Emergent Media and Communication Track Option Area F.....18 hours COMM 1100, COMM 2400, COMM 2520.....9 hours MDIA 2000, MDIA 2100, MDIA 2500.....9 hours A minimum grade of "C" is required for all Area F courses in the Communication Arts Department. Emergent Media and Communication Course Requirements.....60 hours total Upper Division Core.....24 hours MDIA 3350, MDIA 3450, and MDIA 4800.....9 hours COMM 3210, COMM 3661, COMM 3900, and COMM 4120.....12 hours JOUR 3080.....3 hours Guided Electives.....15 hours Applied or Theoretical Track.....15 hours Applied track students must choose three applied courses and two theoretical courses (5 total) Theoretical track students must choose three theoretical courses and two applied courses (5 total)

Applied Courses:	**Theoretical Courses:**
MDIA 4333	**MDIA 4010**
MDIA 4334	**MDIA 4020**
MDIA 4335	**MDIA 4030**
JOUR 4550	**MDIA 4040**

Capstone Sequence.....6 hours
MDIA 4950 and MDIA 4951.....6 hours
or
MDIA 4965 and MDIA 4970.....6 hours

Total hours for the degree.....120 semester hours

Applied Courses:	Theoretical Courses:
MDIA 4333	MDIA 4010
MDIA 4334	MDIA 4020
MDIA 4335	MDIA 4030
JOUR 4550	MDIA 4040

Capstone Sequence.....6 hours
MDIA 4951 and MDIA 4952.....6 hours
or
MDIA 4965 and MDIA 4970.....6 hours

Total hours for the degree.....120 semester hours

Justification:

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

☐ Improve student learning outcomes:

☐ Adopting current best practice(s) in field:

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

☒ Other: Change in course (replaced MDIA 4950 with MDIA 4952) and credit hours to align with offering three credit hours for students following the EMAC track. Three credit hours for MDIA 4952 will help differentiate the EMAC Seminar from the Senior Seminar for the resident Mass Media degree.

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.)

Several examples of potential jobs for Mass Media majors, along with extensive explanations of each potential career, can be found in the 2012-2013 "Occupational Outlook Handbook" (www.bls.gov/ooh/). The U.S. Department of Labor projects between 6.5 and 22.5 percent growth in fields related to Mass Media between 2010 and 2020. This growth in employment opportunities ranges from Sports Writing to Public Relations, and each of these employment areas will require increased skill with social media and internet publishing.

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.
Alumni surveys will be conducted to track student careers after graduation.
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)
Quizzes, discussion board posts, written assignments, projects, and other materials as required in online coursework.

Approvals:

Department Head:	Date: 9-10-14
College/Division Exec. Committee:	Date: 9/12/14
Dean(s)/Director(s):	Date: 9/12/14
Grad. Exec. Committee: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Request for a Revised Course
Valdosta State University

Date of Submission: 01/08/2014 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Communication Arts	Eric Nielsen

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

DANC 3410 Dance History

List Current and Requested Revisions:

Current:	**Requested:**
Course Prefix and Number: DANC 3410	Course Prefix and Number:
Credit Hours: 3	Credit Hours:
Course Title: Dance History	Course Title:
Pre-requisites: None	Pre-requisites: DANC 1500 or Permission from Instructor
Course Description: A broad survey of dance history with emphasizes on the impact of dance on society from primitive times to the present.	Course Description: A broad survey of dance history with emphasis on the impact of dance on society from primitive times to the present.

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
SPRING 2015	Every other year

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

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

☒ Improving student learning outcomes: Eliminates repetition of course material covered in the Introduction to Dance (DANC 1500) which covers the introduction to dance history. As a result, more time will be given to the course's emphasis on the impact of dance on society from primitive times to the present.

☐ Adopting current best practice(s) in field:

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

☐ Other:

Plans for assessing the effectiveness of the course: Online discussion and evaluation application, written and practical assignments, and SOIs.

Approvals:	
College/Division Exec. Comm.:	Date: 9/3/14
Dept. Head:	Date: 9/2/14
Dean/Director:	Date: 9/4/14
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: September 2, 2014

Request for a Revised Course
Valdosta State University

Date of Submission: 01/08/2014 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Communication Arts	Eric Nielsen

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

DANC 3420 Music Analysis for Dancers

List Current and Requested Revisions:

Current:	**Requested:**
Course Prefix and Number: DANC 3420	Course Prefix and Number:
Credit Hours: 2	Credit Hours:
Course Title: Music Analysis for Dancers	Course Title:
Pre-requisites: 2000 Level Course	Pre-requisites: DANC 1900 Tap Dance or Permission from Instructor
Course Description: A study of rhythm, accompaniment, and music resources for Dance.	Course Description:

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
SPRING 2015	Every other year

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

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

☒ Improving student learning outcomes: DANC 1900 focuses on beginning skills in rythmic analysis as a means of acquiring beginning tap skills. Having this as a pre-requisite for DANC 3420 will help students acquirestronger skills in rhytmic accompaniment.

☐ Adopting current best practice(s) in field:

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

☐ Other:

Plans for assessing the effectiveness of the course: Online discussion and evaluation application, written and practical assignments, and SOIs.

Plans for assessing the effectiveness of the course: Online discussion and evaluation application, written and practical assignments, and SOIs.

Approvals:	
College/Division Exec. Comm.:	Date: 9/4/14
Dept. Head:	Date: 9/2/14
Dean/Director:	Date: 9/4/14
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: September 2, 2014

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: 240	**Proposed Effective Date for Curriculum Change: (Month/Year):** 1/2015	**Degree & Program Name: (e.g., BFA, Art):** BFA

Present Requirements: Senior College Curriculum	**Proposed Requirements (Underline changes after printing this form:** Senior College Curriculum
60 hours	60 hours
THEA 2750, DANC 2600, DANC 2700 9 hours	THEA 2750, DANC 2600. DANC 2700 9 hours
DANC 3600 or DANC 3700 3 hours	DANC 3600 or DANC 3700 3 hours
DANC 3800, DANC 4800 6 hours	DANC 3800, DANC 4800 6 hours
DANC 1900 or DANC 3300 2 hours	DANC 1900 2 hours
DANC 2910 1 hour	DANC 2910 1 hour
DANC 3500 2 hours	DANC 3500 2 hours
DANC 3000, DANC 3100, DANC 3410 9 hours	DANC 3000, DANC 3100, DANC 3410 9 hours
DANC 3200 6 hours	DANC 3200 6 hours
DANC 3420 2 hours	DANC 3420 2 hours
DANC 4010, DANC 4020 6 hours	DANC 4010, DANC 4020 6 hours
DANC 4600 or DANC 4700 3 hours	DANC 4600 or DANC 4700 3 hours
THEA 4790 2 hours	THEA 4790 2 hours
COMM 1100, MDIA 2000, or a guided elective 3 hours	COMM 1100, MDIA 2000, or a guided elective 3 hours
Guided electives 6 hours	Guided electives 6 hours
Total hours required for the degree 120 semester hours	Total hours required for the degree 120 semester hours

Justification:

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

☒ Improve student learning outcomes: Improve student learning outcomes: DANC 1900 focuses on beginning skills in rythmic analysis as a means of acquiring beginning tap skills. Having this as a pre-requisite for DANC 3420 will help students acquire stronger skills in rhytmic accompaniment.

☐ 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.)

Approvals:

Department Head:	Date: 9/2/14
College/Division Exec. Committee:	Date: 9/3/14
Dean(s)/Director(s):	Date: 9/4/14
Grad. Exec. Committee: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Request for a Revised Course
Valdosta State University

Date of Submission: 01/08/2015 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Communication Arts	Laurence Etling

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

MDIA 3300 The Music Industry

List Current and Requested Revisions:

Current:	**Requested:**
Course Prefix and Number: MDIA 3300	Course Prefix and Number:
Credit Hours: 3	Credit Hours:
Course Title: The Music Industry	Course Title:
Pre-requisites: Major status and MDIA 3110K or permission of instructor.	Pre-requisites:Major status or permission of instructor
Course Description: Introduction to the music industry, including business aspects and the application of multitrack recording contracts, legal and copyright issues, music promotion and distribution channels, and technological developments affecting the industry. Students will learn music recording software, MIDI, the multitrack recording console, and microphone design and placement. Students will gain practical experience by recording music performances and producing them on compact disc.	Course Description: Introduction to the music industry. Topics include: recording contracts; legal and copyright issues; music production, promotion, and distribution processes; technological developments affecting the industry; and career opportunities.

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
SPRING 2015	Every other year

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

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

☒ Improving student learning outcomes: Catalog description change reflects curriculum change by eliminating music production experience. Prerequisite is no longer required.

☐ Adopting current best practice(s) in field:

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

☐ Other:
Plans for assessing the effectiveness of the course: Online discussion and evaluation application, written and practical assignments, and SOIs.

Approvals:	
College/Division Exec. Comm.:	Date: 9/8/14
Dept. Head:	Date: 9/2/14
Dean/Director:	Date: 9/4/14
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: September 2, 2014