VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET

ACADEMIC COMMITTEE

MONDAY,
February 13, 2017

2:30 p.m.

Rose Room
University Center

Stanley Jones
Registrar/Secretary of the Academic Committee

ACADEMIC COMMITTEE
AGENDA
February 13, 2017

1. Minutes of the January 9, 2017 meeting. (pages 1-3) were approved by email January 17, 2017.

2. **COLLEGE OF BUSINESS**
   a. Revised degree requirements for the MACC (pages 4-5)
   b. Revised catalogue copy for the MACC (pages 6-8)
   c. New course MACC 7700 (pages 9-14)

3. **HONORS COLLEGE**
   a. Revised course description HONS 3330 (pages 15-17)
   b. Revised credit hours HONS 4990 (pages 18-19)
   c. New course HONS 2990 (pages 20-24)
   d. Revised catalogue copy for the Honors College (pages 25-30)

4. **COLLEGE OF EDUCATION AND HUMAN SERVICES**
   a. Revised course title, and description KSPE 1010 (pages 31-33)
   b. Revised curriculum for the MED Instructional Technology – P-12 Technology Applications (pages 34-36)
   c. Revised catalogue copy for the MED Instructional Technology – P-12 Technology Applications (pages 37-39)
   d. Revised curriculum for the MED Instructional Technology – Non P-12 Technology Applications (pages 40-42)
   e. Revised catalogue for the MED Instructional Technology – Non P-12 Technology Applications (pages 43-45)
   f. New course ITED 7090 (pages 46-52)

5. **COLLEGE OF THE ARTS**
   a. Reactivation of PERS 2360 (pages 53-56)
   b. Deactivation of PERS 2330H (pages 57-58)
   c. Revised catalogue copy for the MMED – graduation requirements (pages 59-62)
   d. Revised catalogue copy for the MMED – retention-dismissal-readmission policy (pages 63-66)
   e. Revised catalogue copy for the MMP – retention-dismissal-readmission policy (pages 67-70)
   f. Revised catalogue copy for the MMP – graduation requirements (pages 71-74)

6. **COLLEGE OF THE ARTS AND SCIENCES**
   a. New certificate for Teaching College English (MA) (pages 75-77)
   b. New certificate for Teaching College English (MAESLAT) (pages 78-80)
   c. Revised catalogue copy Department of Modern and Classical Languages – English to Speakers of Other Languages Certificate (pages 81-84)
   d. Revised catalogue copy Department of Modern and Classical Languages – English to Speakers of Other Languages Endorsement (pages 85-87)
   e. Revised curriculum for the MAT in Education – concentration English to Speakers of Other Languages (pages 88-91)
   f. New curriculum – MAT in Education – concentration Foreign Language Education online (pages 92-95)
   g. Revised catalogue copy for the MAT in Education – concentrations English to Speakers of Other Languages and Foreign Language Education online (pages 96-99)
   h. New course ESOL 2999 (pages 100-110)
   i. New course ESOL 6780 (pages 111-122)
   j. New course ESOL 6790 (pages 123-138)
   k. New course ESOL 6800 (pages 139-149)
   l. New course FLED 6000 (pages 150-163)
   m. New course FLED 6010 (pages 164-174)
   n. New course FLED 6780 (pages 175-190)
   o. New course FLED 6790 (pages 191-206)
   p. New course FLED 6800 (pages 207-217)
   q. New course FLED 7000 (pages 218-230)
   r. New course FLED 7010 (pages 231-243)
   s. Revised prerequisites and description SPAN 4110 (pages 244-246)

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 minor Logistics and Supply Chain – BOR approval (SEP15 AC)

VALDOSTA STATE UNIVERSITY
ACADEMIC COMMITTEE MINUTES
January 9, 2017

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Rose Room on Monday, January 9, 2017. Dr. Sharon Gravett, Associate Provost for Academic Affairs, presided.

Members Present: Dr. Michelle Ritter, Ms. Jessica Lee (Proxy Ms. Catherine Bowers), Dr. Frank Flaherty (Proxy Dr. Bobbie Ticknor), Dr. Patti Campbell, Dr. Nicole Cox (Proxy Ms. Sarah Arnett), Dr. Nicole Cox, Dr. Kathleen Lowney, Dr. Frank Flaherty, Dr. Ray Elson, Dr. Ellis Heath, Dr. Eugene Asola, Dr. Lars Leaders, Ms. Kwanza Thomas, Ms. Jessica Lee and Dr. Xiaoai Ren.

Members Absent: Ms. Catherine Bowers, Dr. Bobbie Ticknor, Dr. Gary Futrell, Ms. Sarah Arnett, Mr. Craig Hawkins, and Ms. Laura Carter.

Catalog Editor: Dr. Jane Kinney.

Visitors Present: Dr. Lai Orenduff, Dr. Krishnendu, Dr. Fleming Bell, Dr. Mark Smith, Ms. Alicia Robertson, and Dr. Ofelia Nikolova.

The Minutes of the December 5, 2016 meeting were approved by email on December 12, 2016. (pages 1-2).

A. College of Business

1. New minor in Accounting approved effective Fall Semester 2017. (pages 3-4). **Pending BOR Notification**

B. College of Education and Human Services

1. Revised title, prerequisite, and description, Kinesiology/Physical Education (KSPE) 2010, "Activities and Games for Coaches and Teachers, (ACTIVITIES/GAMES – COACH TCHRS – 3 credit hours, 1 lecture hours, 4 lab hours, and 5 contact hours), was approved effective Fall Semester 2017 with the description changed to read …education major or permission of… . (pages 5-7).

2. Revised title, prerequisite, and description, Kinesiology/Physical Education (KSPE) 2020, "Coaching and Teaching Team Sports, (COACHING & TEACHING TEAM SPRTS – 3 credit hours, 1 lecture hours, 4 lab hours, and 5 contact hours), was approved effective Fall Semester 2017 with the description changed to read …education major or permission of… and "context" was changed to "content" and effective date was changed from Spring 2017 to Fall 2017 . (pages 8-10).

C. College of Arts and Sciences

1. Revised requirements for the minor in Computer Science was approved effective Fall Semester 2017. (pages 11-12).

2. Revised requirements for Core Area F for the BS in Computer Science was approved effective Fall Semester 2017. (pages 13-14).

3. Revised requirements for Core Area F and Senior College Requirements for the BS in Computer Information Systems was approved effective Fall Semester 2017. (pages 15-16).

4. Revised prerequisite, Computer Science (CS) 4830, "Computer Graphics", (COMPUTER GRAPHICS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2017. (pages 17-18).

5. Revised requirements Core Area F and Senior College Curriculum for the BA in Spanish – Language and Culture Track was approved effective Fall Semester 2017. (pages 19-21).

6. Revised requirements Senior College Curriculum for the BA in Spanish – World Languages and Cultures Track was approved effective Fall Semester 2017. (pages 22-24).

7. Revised requirements Senior College Curriculum for the BA in Spanish – Foreign Language Education Track was approved effective Fall Semester 2017. (pages 25-27).

8. Revised course description, Spanish (SPAN) 1001, "Beginning Spanish Language and Introduction to Hispanic Cultures I", (BG SPA LNG/INTR HISPNC CULT I – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2017 with the description changed to read ..Guidelines. Various sociocultural…traditions are studied. . (pages 29-30).

9. Revised course title, prerequisite, and description, Spanish (SPAN) 3000, "Intermediate Grammar and Conversation", (INTERM GRAMMAR & CONVERSATION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2017. (pages 31-33).

10. Revised course title, and description, Spanish (SPAN) 3010, "Culture, Conversation and Composition", (CULTURE, CONVERSATION & COMP – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2017. (pages 34-36).

11. Revised course prerequisite, Spanish (SPAN) 3014, "Language, Culture, and Advanced Conversation", (LANG CULT ADV CONVERSATION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2017. (pages 37-39).

12. New course, Spanish (SPAN) 3300, "Introduction to Spanish Phonetics and Phonology", (INTR SPPHONETICS/PHONOLGY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2017 with the description changed to read …speaking world will be reviewed. (pages 40-48).

13. Revised course description, Spanish (SPAN) 4020, "Advanced Conversation", (LANG CULT ADV CONVERSATION – 3 credit hours3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2017. (pages 49-51).

14. Revised credit hours, Spanish (SPAN) 4990, "Senior Seminar", (SENIOR SEMINAR – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2017. (pages 52-54).

15. Revised requirements for the Spanish minor were approved effective Fall Semester 2017. (pages 55-56).

16. Revised requirements for Core Area F and Senior College Curriculum for the BA in French – Language and Culture Track was approved effective Fall Semester 2017. (pages 57-59).

17. Revised Senior College Curriculum for the BA in French – World Languages and Culture Track was approved effective Fall Semester 2017. (pages 60-62).

18. Revised course description, French (FREN) 1001, "Beginning French Language and Introduction to Francophone Cultures I", (BEG FR INTR FRANCOPHONE CULT I – 3 credit hours3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2017 with the description changed to read – The development…Guidelines. Various sociocultural…traditions are studied. (pages 63-65).

19. New course, Arabic (ARAB) 1001, "Beginning Arabic Language and Introduction to Arabic Culture I", (BG ARABIC LANG/INTR CULT I – 3 credit hours3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2017 with the description changed to read – Development of proficiency…Guidelines. Various sociocultural…traditions are studied. (pages 66-80).

20. New course, Arabic (ARAB) 1002, "Beginning Arabic Language and Introduction to Arabic Culture II", (BEG ARABIC LANG/INTR CULT II – 3 credit hours3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2017 with the description changed to read …Guidelines. Various sociocultural…traditions are studied. (pages 81-93).

21. New course, Arabic (ARAB) 2001, "Intermediate Arabic Language and Culture I", (INTRM ARABIC LANG/CULT I – 3 credit hours3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2017 with the description changed to read …Guidelines. Various sociocultural…traditions are studied. (pages 94-108).

22. New course, Arabic (ARAB) 2002, "Intermediate Arabic Language and Culture II", (INTRM ARABIC LANG/CULT II – 3 credit hours3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2017 with the description changed to read …Guidelines. Various sociocultural…traditions are studied. (pages 109-123).

Respectfully submitted,

Stanley Jones
Registrar

RECEIVED
JAN 18 2017
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

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

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

Current Catalog Page Number:	**Proposed Effective Date for Curriculum Change: (Month/Year):** 8/1/2017	**Degree & Program Name: (e.g., BFA, Art):** MACC

Present Requirements:	**Proposed Requirements (Underline changes after printing this form:**
MAcc 7100 Financial Accounting Theory (required) **MAcc 7220 Advanced Accounting (required)** **MAcc 7390 Governmanetal & Not for Profit (required)** **MAcc 7410 Advanced Accounting Information Sysytems (required)** **MAcc 7510 Corporate & Partnership Accounting (required)** **MAcc 7800 Advanced Auditing (required)** **MAcc 7350 Accounting in a Global Financial Community (elective)** **MAcc 7400 Fraudulent Financial Accounting (elective)** **MAcc 7453 Estate Tax, Trusts, and Wealth Transfer (elective)** **MAcc 7500 Tax Research (elective)** **MAcc 7990 Special Topics in Accounting (elective)** **MAcc 7980 Accounting Internship (elective)**	MAcc 7100 Financial Accounting Theory (required) MAcc 7220 Advanced Accounting (required) MAcc 7390 Governmanetal & Not for Profit (required) MAcc 7410 Advanced Accounting Information Sysytems (required) MAcc 7510 Corporate & Partnership Accounting (required) MAcc 7800 Advanced Auditing (required) MAcc 7350 Accounting in a Global Financial Community (elective) MAcc 7400 Fraudulent Financial Accounting (elective) MAcc 7453 Estate Tax, Trusts, and Wealth Transfer (elective) MAcc 7500 Tax Research (elective) MAcc 7990 Special Topics in Accounting (elective) MAcc 7980 Accounting Internship (elective) MAcc 7700 Advanced Managerial Accounting (elective)

Justification:

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

☒ Improve student learning outcomes: By adding an advanced managerial accounting course to the MACC curriculum the College provides additional depth and breadth to the program which lacked managerial accounting exposure. It will also better prepare the students fo a career in managerial accounting and better enable them to sit for and pass the Certified Management Accountant exam.

☒ Adopting current best practice(s) in field: Comprehensive universities in Georgia with MAcc programs have added a managerial accounting component to the curriculum.

☐ 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:	Linda G.	Date: 1/17/17
College/Division Exec. Committee:	Mel E. Schnake	Date: 1-17-17
Dean(s)/Director(s):		Date: 1-17-17
Grad. Exec. Committee: (for graduate course)	T. J.	Date: 1-31-17
Graduate Dean: (for graduate course)	T. J.	Date: 1-31-17
Academic Committee:		Date:

Form last updated: January 6, 2010

RECEIVED
JAN 18 2017
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

Area of Change: ☐ Core ☐ Senior ☒ Graduate

Current Catalogue Page Number:	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) 8/1/2017

Degree and Program Name: MAcc

Present Requirements:	**Proposed Requirements:** (highlight changes after printing)
MAcc 7100 Financial Accounting Theory (required) MAcc 7220 Advanced Accounting (required) MAcc 7390 Governmanetal & Not for Profit (required) MAcc 7410 Advanced Accounting Information Sysytems (required) MAcc 7510 Corporate & Partnership Accounting (required) MAcc 7800 Advanced Auditing (required) MAcc 7350 Accounting in a Global Financial Community (elective) MAcc 7400 Fraudulent Financial Accounting (elective) MAcc 7453 Estate Tax, Trusts, and Wealth Transfer (elective) MAcc 7500 Tax Research (elective) MAcc 7990 Special Topics in Accounting (elective) MAcc 7980 Accounting Internship (elective)	MAcc 7100 Financial Accounting Theory (required) MAcc 7220 Advanced Accounting (required) MAcc 7390 Governmanetal & Not for Profit (required) MAcc 7410 Advanced Accounting Information Sysytems (required) MAcc 7510 Corporate & Partnership Accounting (required) MAcc 7800 Advanced Auditing (required) MAcc 7350 Accounting in a Global Financial Community (elective) MAcc 7400 Fraudulent Financial Accounting (elective) MAcc 7453 Estate Tax, Trusts, and Wealth Transfer (elective) MAcc 7500 Tax Research (elective) MAcc 7990 Special Topics in Accounting (elective) MAcc 7980 Accounting Internship (elective) MAcc 7700 Advanced Managerial Accounting (elective)

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

☒ Improving Student Learning Outcomes by adding an advanced managerial accounting course to the MACC curriculum the College provides additional depth and breadth to the program which lacked managerial accounting exposure. It will also better prepare the students fo a career in managerial accounting and better enable them to sit for and pass the Certified Management Accountant exam.

☒ Adopting Current Best Practice(s) in Field Comprehensive universities in Georgia with MAcc programs have added a managerial accounting component to the curriculum.

☐ 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. **Employer and Accounting Advisory Board feedback.**
☒ **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: 1/17/17
College/Division Exec. Committee:	Date: 1-17-17
Dean(s)/Director(s):	Date: 1-17-17
Graduate Exec. Comm.: (for grad program)	Date: 1-31-17
Graduate Dean: (for grad program)	Date: 1-31-17
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED
JAN 18 2017
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 11/1/2016 (mm/dd/yyyy)

Department Initiating Request: Accounting	**Faculty Member Requesting:** Ron Stunda
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) MAcc 7700	**Proposed New Course Title:** Advanced Managerial Accounting **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Advanced Managerial Accounting
Semester/Year to be Effective: 8/1/2017	**Estimated Frequency of Course Offering:** once per year

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

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Pre-requisite: ACCT 3400 or equivalent. A case-based examination of managerial accounting. Topics include costing systems, budgeting issues, cost behavior, and performance evaluation methods. The course develops critical thinking, business writing and oral communication skills through class discussions, written reports and presentations. Letter graded. An elective 3 hour course for students pursuing a Master of Accountancy degree.

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: Students will master advanced topics of managerial accounting and will be better prepared for a management accounting career.

☒ Adopting current best practice(s) in field: Comprehensive universities in Georgia with MAcc programs currently include an Advanced Managerial Accounting course.

☐ 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. Employer and Accounting Advisory Board feedback.

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

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

Data Sources:

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

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

☐ Other:

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

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

Form last updated: January 6, 2010

MACC 7700
Advanced Managerial Accounting
Syllabus

Course Description and Course Objectives

This course uses a case-based approach to examine the use of managerial accounting information in various business decisions. A wide range of managerial accounting topics, including costing systems, budgeting issues, cost behavior, and performance evaluation methods, are covered. The course structure develops critical thinking, business writing, and oral communication skills through class discussions, written reports, and presentations. In-Class examinations and quizzes will also be used to measure understanding of managerial accounting topics. Educational outcomes for this course include:

MAcc Program	
Outcome#1	Demonstrate general knowledge of advanced financial accounting, managerial accounting, auditing, law, tax and other accounting-related business concepts.
Outcome#2	Demonstrate ***specialized knowledge*** of various accounting concepts, including international or multi-state financial accounting or tax concepts.
Outcome#3	Demonstrate broad-based professional business & decision-making skills, such as critical thinking, problem-solving, oral & written communication.
Outcome#4	Display teamwork & leadership skills.
Outcome#5	Apply appropriate ethical standards in professional decision-making.

While all objectives are important, this course will focus primarily on objectives 1, 2, and 3, constant consideration will be given to how managerial accountants fit into the broader business structure and how they assist managers in making business decisions. For example, how do strategy and goals (largely management concepts) affect the budgets and performance measures (largely accounting concepts)? How does accounting information (an accounting concept) support pricing and quality decisions (marketing and production concepts)? Understanding the connections between managerial accounting and other business functions is an important goal of this course.

After completing this course, the student will be able to:

- Prepare and interpret managerial accounting information for both operational and strategic decision making.
- Anticipate how managerial accounting information will affect employees' incentives and behavior.
- Understand and appreciate the role that managerial accounting information plays in guiding business operations.

Prerequisites

ACCT 3400 or equivalent with a "C" or better.

Textbook, Cases, and Learning Aids

1. Horngren, Charles T., Srikant M. Datar, & Madhav Rajan. Cost Accounting – A Managerial Emphasis, 14th edition (Pearson Prentice Hall, 2011)

2. Allen, Brandt R., E. Richard Brownlee II, Mark E. Haskins, & Luann J. Lynch Cases in Managerial and Cost Accounting, 1st edition

Grading

Your course grade will be determined as follows:

Class Assignments	20%
Group Cases	60%
Final Case	20%
Total	100%

Course Assignments

Approximately seven major assignments will be given during the course. They are designed to assess understanding of the cases and major issues covered during the course.

Group Case Presentations

Students will be assigned to groups for the purpose of discussing and presenting cases assigned by the professor. The professor will provide details of case presentation requirements, required deliverables, and grading. Students are responsible for submitting case assignments in the required format and following all instructions.

The cases will be graded based on presentation of materials, the completeness of content, the rigor of your analysis, and the quality of student recommendations. Case assignments will involve outside research.

Final Case

The final case is designed to test the student's ability to analyze a managerial accounting case, design an appropriate response, and package that response in a professional document. The time and due date of the final case will be determined by the instructor and communicated to the class.

Homework Assignments for Each Chapter

Homework is designed to reinforce technical managerial accounting skills. The course outline covers each class session and assigned homework problems for each chapter. Please read the designated chapter and attempt the assigned homework problems prior to class. You are responsible for all of the exercises and problems assigned. You are encouraged to ask questions about the assigned homework problems.

The professor reserves the right to change the assignments as the course progresses. The student is responsible for all material assigned in the syllabus.

Course Outline

Week		Topic	Reading	Homework	Case Assignment
1		• **Intro to Course** • **Cost Behavior**	Chapter 2 Chapter 11	TBA	Craddock Cup
2		• **Short-Term Business Decisions**	Chapter 11	TBA	FinePrint
3		• **Capital Investment**	Chapter 12 Chapter 21	TBA	Blackheath
4		• **Job Costing**	Chapter 4	TBA	Breeden Security
5		• **Process Costing**	Chapter 17	TBA	Shun Electronics
6		• **Activity-Based Costing**	Chapter 5	TBA	Johnson Beverage
7		• **Fall Break**			
8		• **Performance Evaluation**	Chapter 23	TBA	Lipton
9		• **Balanced Scorecard**	Chapter 19	TBA	Maverick Lodging Gail Palmer Ashton
10		• **The Master Budget**	Chapter 6	TBA	Blackheath Revisited
11		• **Flexible Budgets**	Chapter 7	TBA	Charley's A Charley's B
12		• **Variances/Standard Costing**	Chapter 8	TBA	Toddler Treasures
13		• **Transfer Pricing**	Chapter 22	TBA	TBD
14		• **Thanksgiving Break**			
15		• **Course Review**			Final Case Discussion
16		**Final Case**		TBA	

Request for a Revised Course
Valdosta State University

Date of Submission: 1/12/2017 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
HONORS	MICHAEL SAVOIE

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

HONS 3330 Honors Option Credit

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:	Pre-requisites:
Course Description: Prerequisite: HONS 1991 and approval of the Honors Director. Supervised tutorial experience between student and teacher that generates Honors credit for a non-Honors course. May be taken no more than three times. Graded satisfactory or unsatisfactory.	Course Description: Prerequisite: HONS 1990 and approval of the Honors Director. Supervised tutorial experience between student and teacher that generates Honors credit for a non-Honors course. Graded satisfactory or unsatisfactory.

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall 2017	TWICE YEARLY

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

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

☐ Improving student learning outcomes:

☒ Adopting current best practice(s) in field: Students are currently limited to three Honors Options Contract courses and there is justification for more than three considering dual enrollment and AP credit.

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

☐ Other:

Plans for assessing the effectiveness of the course: Honors portfolio assessment. Honors Option courses are also evaluated and assessed as part of Honors IEPs and IERs.

Approvals:	
College/Division Exec. Comm.:	Date:
Dept. Head:	Date:
Dean/Director: M. Favors	Date: 1-16-17
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: December 9, 2016

Request for a Revised Course
Valdosta State University

Date of Submission: 10/28/2016 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Honors	Mike Savoie

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

HONS 4990

List Current and Requested Revisions:

Current:	**Requested:**
Course Prefix and Number:	Course Prefix and Number:
Credit Hours: 3	Credit Hours: 1to 3 credit hours
Course Title:	Course Title:
Pre-requisites:	Pre-requisites:
Course Description:	Course Description:

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
FALL 2017	2 TIMES A YEAR

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

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

☐ Improving student learning outcomes:

☒ Adopting current best practice(s) in field: In a recent change to the Honors curriculum, we replaced the thesis option with a portfolio. The change does not require 3 credit hours for compiling a portfolio but we wish to keep a 3 credit hour option for theses.

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

☐ Other:

Plans for assessing the effectiveness of the course: Committee review of student portfolios and theses.

Approvals:	
College/Division Exec. Comm.:	Date:
Dept. Head:	Date:
Dean/Director: M. Savoie	Date: 1-16-17
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: January 17, 2017

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 01/09/2017 (mm/dd/yyyy)

Department Initiating Request: HONORS COLLEGE	**Faculty Member Requesting:** MICHAEL SAVOIE
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) HONS 2990	**Proposed New Course Title:** EXPERIENTIAL ACTIVITY **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) EXPERIENTIAL
Semester/Year to be Effective: FALL 2017	**Estimated Frequency of Course Offering:** TWICE A YEAR

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

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite HONS 1990. Graded "Satisfactory" or "Unsatisfactory". A non-credit course required of all Honors students. Students are expected to complete one or more of the following: a global experience, a service project, and/or leadership activity. The course may be repeated for multiple activities/experiences.

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: The experiential activites are part of the Honors requirements and foundational pillars. The designation of an experiential learning course also formalizes existing program requirements currently executed through student contracts. Through this non-credit course, students have the activity/experience noted on their academic transcript.

☐ 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. Honors College advisory committee, student exit surveys, and Honors Student Association recommendation.

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

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

Data Sources:

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

☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Students are required to document activities and present reflective journals of their experiences. All experiential materials are also embedded in the Honors portfolio.

☐ Other:

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

Approvals:	
Dept. Head:	Date:
College/Division Exec. Comm.:	Date:
Dean/Director: M. Savoie	Date: 1-16-17
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

HONS 2990 EXPERIENTIAL ACTIVITIES
0 Credit Hours

CATALOG DESCRIPTION: Prerequisite: HONS 1990. Graded "Satisfactory" or "Unsatisfactory." A non-credit course required of all Honors students. Students are expected to complete one or more of the following: a global experience, a service project, and/or leadership activity. The course may be repeated for multiple activities/experiences.

RATIONALE: Experiential activities are part of the Honors requirements and foundational pillars. The designation of an experiential learning course also formalizes existing program requirements currently executed through student contracts. Through this non-credit course, students have the activity/experience noted on their academic transcript.

TEXT: There is no text for this course. Addition guidelines and resources are provided on the Honors website.

COURSE OBJECTIVES:
1. Define objectives for experiential activities
2. Create reflections of experiential activities
3. Demonstrate how academic learning is connected experiential activities
4. Create artifacts for the Honors portfolio

HONORS OUTCOMES:
1. Students will practice the organizational skills of collaboration, planning and assessment, and the personal skills of self-discipline and task management culminating in the capacity to guide or direct group-based work;
2. Students will understand the importance of civic involvement and giving back to the larger community, culminating in occasions of service that draw upon scholarship, creativity, and leadership capacities;
3. Students will incorporate an understanding of diverse global and cultural perspectives in their scholarly/creative inquiry, culminating in an international exchange of ideas and activities.

ACTIVITIES:
1. **Global Experience** - All students in the Honors College must complete the Global Experience and Understanding requirement through an approved research activity, service learning assignment, or field experience. The semester-long commitment fosters understanding of global and cultural issues. In the spirit of the interdisciplinary approach of the Honors College, research, service, and minor degree program activities will be considered. These activities must be related to the Honors program objectives and the foundational values of scholarship, service learning, leadership, and global understanding.

2. **Service Learning** - Honors Service Learning is required of all Honors Scholars. Service learning connects classroom curriculum with service projects. This is achieved through

community-based education and civic engagement. It engages students in projects that serve multiple communities in building social, civic, and academic skills.

3. **Leadership Activities** - Leadership in education is concerned with transformative and collaborative learning experiences. Effective leadership motivates students to set objectives, achieve goals and make individual improvements. Leadership activities develop problem solving skills and enable one to adapt to ongoing changes in society.

PROJECT GUIDELINES:

Students are required to submit electronic contracts for one of the activities listed above. The contract forms are provided on the Honors website. Students are required to complete the contracts one semester before they plan to engage in the activity. All activities require faculty supervision and students must also provide coordinator contact information if activities are not directly supervised by the instructor.

EVALUATION:
Students must consult with the faculty supervisor on project documentation to be provided upon the completion of the activity. All activity documentation should be submitted in the Honors portfolio.

REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

Area of Change: ☐ Core ☐ Senior ☐ Graduate

Current Catalogue Page Number:	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised)

Degree and Program Name: University Honors College

Present Requirements: Admission into the Honors College is based on a composite score. The composite is factored using SAT or ACT scores, high school GPA, and a writing sample from the Honors application. The minimum requirements for acceptance are SAT 1170 (CR + M) or ACT composite of 26 or higher; high school GPA of 3.3. Current students who achieve a 3.2 GPA or better may be considered. For students who do not meet the SAT/ACT minimum requirement, provisional acceptance into the Honors College may be granted to students meeting the high school GPA requirement with an acceptable writing sample. Provisionally accepted students must maintain a GPA of at least 3.3 in their first year of courses in order to gain full admission to the College. Requirements for Graduation with the Certificate in University Honors • 24-28 hours in the Honors Curriculum as designated below • 3.3 or higher cumulative GPA, and a 3.0 or higher GPA in Honors curriculum courses. Students failing to meet the GPA requirement will have a one-semester probation period to continue their enrollment in the Honors College. Global Experience and Understanding Requirement All students in the Honors College must complete the Global Experience and Understanding requirement with an approved	**Proposed Requirements:** (highlight changes after printing) Admission into the Honors College is based on the following criteria: high school GPA, SAT/ACT scores, an application essay, and a letter of recommendation from a teacher or academic advisor. All applicants are expected to have a minimum high school GPA of 3.5. Current VSU students who achieve a 3.5 GPA or better may be considered. Requirements for Graduation with the Certificate in University Honors • 22-26 hours in the Honors Curriculum as designated below • 3.5 or higher cumulative GPA, and a 3.0 or higher GPA in Honors curriculum courses. Students failing to meet the GPA requirement will have a one-semester probation period to continue their enrollment in the Honors College. Global Experience and Understanding Requirement All students in the Honors College must complete the Global Experience and Understanding requirement with an approved research activity, service learning assignment, or field experience. Students completing the Global Experience requirement must also register for HONS 2990. The semester-long commitment fosters understanding of global and cultural issues. In the spirit of the Honors interdisciplinary approach, research, service, and minor program activities will be considered. These activities must be approved by the Honors College. Selected Educational Outcomes

research activity, service learning assignment, or field experience. The semester-long commitment fosters understanding of global and cultural issues. In the spirit of the Honors interdisciplinary approach, research, service, and minor program activities will be considered. These activities must be approved by the Honors College.

Selected Educational Outcomes

1. Students will learn the arts of inquiry and conversation, culminating in structured research and creative endeavors, academic writing, oral presentations, and creative production.
2. Students will practice the organizational skills of collaboration, planning, and assessment, and the personal skills of self-discipline and task management, culminating in the capacity to guide or direct group-based work.
3. Students will understand the importance of civic involvement and giving back to the larger community, culminating in occasions of service that draw upon scholarship, creativity, and leadership capacities.
4. Students will incorporate an understanding of diverse global and cultural perspectives in their scholarly or creative inquiry, culminating in an international exchange of ideas and activities.
5. Students will incorporate an understanding of diverse disciplinary perspectives in their scholarly/creative inquiry, culminating in a collaborative, interdisciplinary project.

Examples of Outcome Assessments

1. Students will provide evidence of their accomplishments related to each area of the five educational outcomes previously listed and present the evidence in a portfolio.
2. Students will participate in at least one research/creative endeavor forum to present their work.
3. Students will provide evidence of their understanding of global perspectives.

1. Students will learn the arts of inquiry and conversation, culminating in structured research and creative endeavors, academic writing, oral presentations, and creative production.
2. Students will practice the organizational skills of collaboration, planning, and assessment, and the personal skills of self-discipline and task management, culminating in the capacity to guide or direct group-based work.
3. Students will understand the importance of civic involvement and giving back to the larger community, culminating in occasions of service that draw upon scholarship, creativity, and leadership capacities.
4. Students will incorporate an understanding of diverse global and cultural perspectives in their scholarly or creative inquiry, culminating in an international exchange of ideas and activities.
5. Students will incorporate an understanding of diverse disciplinary perspectives in their scholarly/creative inquiry, culminating in a collaborative, interdisciplinary project.

Examples of Outcome Assessments

1. Students will provide evidence of their accomplishments related to each area of the five educational outcomes previously listed and present the evidence in a portfolio.
2. Students will participate in at least one research/creative endeavor forum to present their work.
3. Students will provide evidence of their understanding of global perspectives.
4. Students will provide documentation of and reflection on at least one sustained community service activity.
5. Students will complete a capstone project that will be presented at an interdisciplinary forum.

Requirements for the Certificate in University Honors in Interdisciplinary Studies

Course List

Code	Title	Hours
First Year		
HONS 1990	Honors Introductory Seminar	2
Two core Honors courses		5-8
Second Year		
HONS 2010	Honors Colloquium	2

4. Students will provide documentation of and reflection on at least one sustained community service activity.
5. Students will complete a capstone project that will be presented at an interdisciplinary forum.

The Honors College offers a seminar and an independent study course (HONS 4000), which may satisfy elective credit or, in some cases, capstone requirements in a variety of major degree programs (must be approved by the Honors College Dean).

Requirements for the Certificate in University Honors in Interdisciplinary Studies
Course List
Code Title Hours First Year
HONS 1990
Honors Introductory Seminar 2
Two core Honors courses 5-8

Second Year
Select one of the following: 2
PERS 2170H
Honors Human Nature/Human Futures
PERS 2160H
Honors Perspectives on Leadership
PERS 2315H
Honors Narrative and Identity
PERS 2330H
Honors Women in the Visual Arts
One core Honors course or one Honors major course 3-4

Third Year
HONS 3999
Introduction to Honors Research 3
or HONS 3990
Honors Capstone Seminar
Two Honors major courses 6

Fourth Year
HONS 4990
Honors Senior Portfolio 3
Total Hours 24-28

HONS 3990 may be taken to satisfy one of the Honors major requirements, with the approval of the major department and the Dean of the

One core Honors course or one Honors major course 3-4
HONS 2990 Experiential Activity 0

Third Year
HONS 3999
Introduction to Honors Research3
or HONS 3990
Honors Capstone Seminar
Two Honors major courses 6

Fourth Year
HONS 4990
Honors Senior Portfolio 1-3
Total Hours 22-26

HONS 3990 may be taken to satisfy one of the Honors major requirements, with the approval of the Dean of the Honors College.

Honors students may substitute an experiential learning project for an Honors major course requirement (HONS 2990). All substitutions must be approved by the Dean of the Honors College. The Honors College provides specific guidelines for semester-long experiential learning projects on the Honors website.

Courses not listed as Honors may also be available for Honors credit through the Honors Option (HONS 3330). This option allows students to receive Honors credit while enrolled in regular courses by doing different types of assignments approved in advance by the instructor of the course and the Dean of the Honors College. Honors Options must be approved no later than the last day of the second week of classes.

Honors College, and may satisfy elective credit for some majors. In addition, the Honors College offers a seminar and an independent study course (HONS 4000), which may satisfy elective credit or, in some cases, capstone requirements in a variety of major degree programs (must be approved by the Dean of the Honors College). Honors students may substitute an experiential learning project for a major course requirement. All substitutions must be approved by the Dean of the Honors College. The Honors College provides specific guidelines for semester-long experiential learning projects on the Honors website. Students are required to complete 45 service hours for each experiential learning activity. Courses not listed as Honors may also be available for Honors credit through the Honors Option (HONS 3330). This option allows students to receive Honors credit while enrolled in regular courses by doing different types of assignments approved in advance by the instructor of the course and the Dean of the Honors College. Honors Options must be approved no later than the last day of the second week of classes.	

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 There are several changes to the Honors catalog copy including: an increase in admission standards; deletion of the PERS H requirement; the addition of HONS 2010; a new non-credit course HONS 2990 Experiential Activity; a change in credit hours for HONS 4990; and a change in overall required credit hours for the Honors Certificate. The changes in admission standards are in line with our institutional peers and Honors programs. HONS 2010 serves as the replacement for PERS H. HONS 4990 is currently being taught as a 1 credit course. All changes listed reduce the number of credit hours but increase experiential and service hours required for the Honors Certificate.

☐ 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. **Honors advisory committee approval and recommendation. Revisions are also consistent with recommendations from the Georgia Collegiate Honors Council.**
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Honors requires a portfolio from each student for program assessment. The Honors College also assesses the introductory seminar and Honors Option Contract courses as part of the IEP/R process.**

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.) **Honors portfolio and IER assessments.**

Approvals:	
Department Head:	Date:
College/Division Exec. Committee:	Date:
Dean(s)/Director(s):	Date: 1-16-17
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

FEB 06 2017
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Request for a Revised Course
Valdosta State University

Date of Submission: 11/29/2016 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
KSPE	Dr. Sonya Sanderson

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

KSPE 1010. Physical Fitness

List Current and Requested Revisions:

Current:	**Requested:**
Course Prefix and Number: KSPE 1010	Course Prefix and Number: KSPE 1010
Credit Hours: 1	Credit Hours: 1
Course Title: Physical Fitness	Course Title: Mind, Body, Strength, and Fitness
Pre-requisites:NA	Pre-requisites:NA
Course Description: Exercise sessions in the Fitness Center designed to improve the components of physical fitness for exercise science benefits. Assessment, interpretation, and discussion of physical fitness and selected health-related components are included.	Course Description: Exercise sessions in the Fitness Center designed to improve strength, endurance, flexibility and overall health--the components of physical fitness. Varied forms of exercises (yoga, Tae Bo, circuit training, aerobics, plyometrics, etc.) will be applied to improve overall health.

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
fall 2017	Year round

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

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

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

☒ Other: This change is needed to represent what is being taught and performed during instruction time. The change will also reflect more current fitness activities that college students will find to be more exciting over "Physical Fitness" as a stand alone term.

Plans for assessing the effectiveness of the course: Plans for assessing the course will still remain the same: course assessments (i.e.: course developed assessments and homework assignments). See syllabus for specific assessments.

Approvals:	
College/Division Exec. Comm.: Lynn C. Minor	Date: 1-31-17
Dept. Head: Sonya Sanderson	Date: 1-31-17
Dean/Director Lynn C. Minor	Date: 1-31-17
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: January 31, 2017

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VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

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

Current Catalog Page Number:	**Proposed Effective Date for Curriculum Change: (Month/Year):**	**Degree & Program Name: (e.g., BFA, Art):**
Master of Education with a Major in Instructional Technology	August 2017	M.Ed. Instructional Technology—P-12 Technology Applications

Present Requirements:	**Proposed Requirements (Underline changes after printing this form:**
Professional Education 6 EDUC 5999 Professional Orientation 0 ITED 7070 Decision-Oriented Research, Evaluation, and Professional Learning 3 ITED 7100 Foundational Theories in Instructional Technology 3	**Professional Education 6** EDUC 5999 Professional Orientation 0 ITED 7070 Decision-Oriented Research, Evaluation, and Professional Learning 3 ITED 7100 Foundational Theories in Instructional Technology 3
Instructional Technology Core 15 ITED 7200 Information Sources and Uses 3 ITED 7300 Instructional Technology for Teaching, Learning, and Assessment 3 ITED 7400 Digital Learning Environments 3 ITED 7500 Vision and Planning for Instructional Technology 3 ITED 7600 Introduction to Discipline-Based Best Practices Literature 3	**Instructional Technology Core 15** ITED 7200 Information Sources and Uses 3 ITED 7300 Instructional Technology for Teaching, Learning, and Assessment 3 ITED 7400 Digital Learning Environments 3 ITED 7500 Vision and Planning for Instructional Technology 3 ITED 7090 Applications for Instructional Technology 3
Courses in Area of Professional Educator Certification 12	**Courses in Area of Professional Educator Certification 12**
Internship 3	**Internship 3**
Total Hours Required for the Degree 36	**Total Hours Required for the Degree 36**

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: Internship mentors at times suggest candidates need more familiarity with specific technology applications before starting the internship.

Adopting current best practice(s) in field:

Meeting mandates of state/federal/outside accrediting agencies:

Other: ITED 7090 will replace ITED 7600 Introduction to Discipline-Based Best Practices Literature. The new CAEP accreditation requirements do not include a literature review course.

Source of Data to Support Suggested Change:

X Indirect measures: SOIs, student, employer, or alumni surveys, etc. — Internship field mentors

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?).

This new course addresses the following Program Learning Outcome for the M.Ed. in I.T program: Candidates will demonstrate an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards while simultaneously demonstrating professional growth and development.

Data Sources:

X Indirect measures: SOIs; student, employer, or alumni surveys, etc. — Internship field mentor evaluation of candidate performance

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

Approvals:

Department Head: D. L. P*

Date: 12/11/16

Lyn C. Min College/Division Exec. Committee:	12-15-16 Date:
Lyn C. Min Dean(s)/Director(s):	12-15-16 Date:
Grad. Exec. Committee: (for graduate course)	T. LaPlant Date: 1-31-17
Graduate Dean: (for graduate course)	T. LaPlant Date: 1-31-17
Academic Committee:	Date:

Form last updated: January 6,

REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

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JAN 05 2017
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Area of Change: Core Senior Graduate X

Current Catalogue Page Number: Master of Education with a Major in Instructional Technology	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) August 2017

Degree and Program Name: M.Ed. Instructional Technology—P-12 Technology Applications

Present Requirements:	**Proposed Requirements:** (highlight changes after printing)
Professional Education 6 EDUC 5999 Professional Orientation 0 ITED 7070 Decision-Oriented Research, Evaluation, and Professional Learning 3 ITED 7100 Foundational Theories in Instructional Technology 3	**Professional Education 6** EDUC 5999 Professional Orientation 0 ITED 7070 Decision-Oriented Research, Evaluation, and Professional Learning 3 ITED 7100 Foundational Theories in Instructional Technology 3
Instructional Technology Core 15 ITED 7200 Information Sources and Uses 3 ITED 7300 Instructional Technology for Teaching, Learning, and Assessment 3 ITED 7400 Digital Learning Environments 3 ITED 7500 Vision and Planning for Instructional Technology 3 ITED 7600 Introduction to Discipline-Based Best Practices Literature 3	**Instructional Technology Core 15** ITED 7200 Information Sources and Uses 3 ITED 7300 Instructional Technology for Teaching, Learning, and Assessment 3 ITED 7400 Digital Learning Environments 3 ITED 7500 Vision and Planning for Instructional Technology 3 ITED 7090 Applications for Instructional Technology 3
Courses in Area of Professional Educator Certification 12	**Courses in Area of Professional Educator Certification 12**
Internship 3	**Internship 3**
Total Hours Required for the Degree 36	**Total Hours Required for the Degree 36**

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: Internship mentors at times suggest candidates need more familiarity with specific technology applications before starting the internship.

Adopting Current Best Practice(s) in Field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: ITED 7090 will replace ITED 7600 Introduction to Discipline-Based Best Practices Literature. The new CAEP accreditation requirements do not include a literature review course.

Source of Data to Support Suggested Change:

X Indirect measures: SOIs, student, employer, or alumni surveys, etc. — Internship field mentors

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?).

This new course addresses the following Program Learning Outcome for the M.Ed. in I.T program: Candidates will demonstrate an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards while simultaneously demonstrating professional growth and development.

Data Sources:

X Indirect measures: SOIs, student, employer, or alumni surveys, etc. — Internship field mentors

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

Approvals:	
Department Head:	Date: 12/1/16
College/Division Exec. Committee: Lynn C. Miller	Date: 12-15-16
Dean(s)/Director(s): Lynn C. Miller	Date: 12-15-16
Graduate Exec. Comm.: (for grad program) T. LaLa	Date: 1-31-17
Graduate Dean: (for grad program) T. LaLa	Date: 1-31-17
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED
JAN 05 2017
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

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

Current Catalog Page Number:	**Proposed Effective Date for Curriculum Change: (Month/Year):**	**Degree & Program Name: (e.g., BFA, Art):**
Master of Education with a Major in Instructional Technology	August 2017	M.Ed. Instructional Technology—Non P-12 Technology Applications

Present Requirements:	**Proposed Requirements (Underline changes after printing this form:**
Professional Education 6 EDUC 5999 Professional Orientation 0 ITED 7070 Decision-Oriented Research, Evaluation, and Professional Learning 3 ITED 7100 Foundational Theories in Instructional Technology 3	**Professional Education 6** EDUC 5999 Professional Orientation 0 ITED 7070 Decision-Oriented Research, Evaluation, and Professional Learning 3 ITED 7100 Foundational Theories in Instructional Technology 3
Instructional Technology Core 15 ITED 7200 Information Sources and Uses 3 ITED 7300 Instructional Technology for Teaching, Learning, and Assessment 3 ITED 7400 Digital Learning Environments 3 ITED 7500 Vision and Planning for Instructional Technology 3 ITED 7600 Introduction to Discipline-Based Best Practices Literature 3	**Instructional Technology Core 15** ITED 7200 Information Sources and Uses 3 ITED 7300 Instructional Technology for Teaching, Learning, and Assessment 3 ITED 7400 Digital Learning Environments 3 ITED 7500 Vision and Planning for Instructional Technology 3 ITED 7090 Applications for Instructional Technology 3
Courses in Area of Specialization 12	**Courses in Area of Specialization 12**
Internship 3	**Internship 3**
Total Hours Required for the Degree 36	**Total Hours Required for the Degree 36**

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: Internship mentors at times suggest candidates need more familiarity with specific technology applications before starting the internship.

Adopting current best practice(s) in field:

Meeting mandates of state/federal/outside accrediting agencies:

Other: ITED 7090 will replace ITED 7600 Introduction to Discipline-Based Best Practices Literature. The new CAEP accreditation requirements do not include a literature review course.

Source of Data to Support Suggested Change:

X Indirect measures: SOIs, student, employer, or alumni surveys, etc. — Internship field mentors

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?).

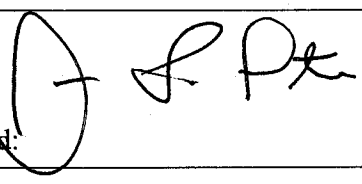
This new course addresses the following Program Learning Outcome for the M.Ed. in I.T program: Candidates will demonstrate an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards while simultaneously demonstrating professional growth and development.

Data Sources:

X Indirect measures: SOIs; student, employer, or alumni surveys, etc. — Internship field mentor evaluation of candidate performance

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

Approvals:

Department Head:  Date: 12/1/16

Lyn C. Mui College/Division Exec. Committee:	12-15-16 Date:
Lyn C. Mui Dean(s)/Director(s):	12-15-16 Date:
Grad. Exec. Committee: (for graduate course) T. Lalk	Date: 1-31-17
Graduate Dean: (for graduate course) T. Lalk	Date: 1-31-17
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

RECEIVED
JAN 05 2017
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Area of Change: Core Senior Graduate X

Current Catalogue Page Number: Master of Education with a Major in Instructional Technology	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) August 2017

Degree and Program Name: M.Ed. Instructional Technology— Non P-12 Technology Applications

Present Requirements:	**Proposed Requirements:** (highlight changes after printing)
Professional Education 6 EDUC 5999 Professional Orientation 0 ITED 7070 Decision-Oriented Research, Evaluation, and Professional Learning 3 ITED 7100 Foundational Theories in Instructional Technology 3	**Professional Education 6** EDUC 5999 Professional Orientation 0 ITED 7070 Decision-Oriented Research, Evaluation, and Professional Learning 3 ITED 7100 Foundational Theories in Instructional Technology 3
Instructional Technology Core 15 ITED 7200 Information Sources and Uses 3 ITED 7300 Instructional Technology for Teaching, Learning, and Assessment 3 ITED 7400 Digital Learning Environments 3 ITED 7500 Vision and Planning for Instructional Technology 3 ITED 7600 Introduction to Discipline-Based Best Practices Literature 3	**Instructional Technology Core 15** ITED 7200 Information Sources and Uses 3 ITED 7300 Instructional Technology for Teaching, Learning, and Assessment 3 ITED 7400 Digital Learning Environments 3 ITED 7500 Vision and Planning for Instructional Technology 3 ITED 7090 Applications for Instructional Technology 3
Courses in Area of Specialization 12	**Courses in Area of Specialization 12**
Internship 3	**Internship 3**
Total Hours Required for the Degree 36	**Total Hours Required for the Degree 36**

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: Internship mentors at times suggest candidates need more familiarity with specific technology applications before starting the internship.

Adopting Current Best Practice(s) in Field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: ITED 7090 will replace ITED 7600 Introduction to Discipline-Based Best Practices Literature. The new CAEP accreditation requirements do not include a literature review course.

Source of Data to Support Suggested Change:

X Indirect measures: SOIs, student, employer, or alumni surveys, etc. — Internship field mentors

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?).

This new course addresses the following Program Learning Outcome for the M.Ed. in I.T program: Candidates will demonstrate an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards while simultaneously demonstrating professional growth and development.

Data Sources:

X Indirect measures: SOIs, student, employer, or alumni surveys, etc. — Internship field mentors

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

Approvals: Department Head:	Date: 12/1/16
College/Division Exec. Committee:	Date: 12-15-16
Dean(s)/Director(s):	Date: 12-15-16
Graduate Exec. Comm.: (for grad program)	Date: 1-31-17
Graduate Dean: (for grad program)	Date: 1-31-17
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A NEW COURSE

Valdosta State University

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JAN 05 2017
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission: (11/01/2016)

Department Initiating Request: Curriculum, Leadership, & Technology	**Faculty Member Requesting:** Lars Leader
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) ITED 7090	**Proposed New Course Title:** Applications for Instructional Technology **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Applications for ITED
Semester/Year to be Effective: Fall 2017	**Estimated Frequency of Course Offering:** 2 semesters yearly

Indicate if Course will be : X 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.)

Technology applications and integration training using tutorials.

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: Internship mentors at times suggest candidates need more familiarity with specific technology applications before starting the internship.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: ITED 7090 will replace ITED 7600 Introduction to Discipline-Based Best Practices Literature. The new CAEP accreditation requirements do not include a literature review course.

Source of Data to Support Suggested Change:

X Indirect Measures: SOIs, student, employer, or alumni surveys, etc. — Internship field mentors

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?)

This new course addresses the following Program Learning Outcome for the M.Ed. in I.T program: Candidates will demonstrate an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards while simultaneously demonstrating professional growth and development.

Data Sources:

X Indirect measures: SOIs, student, employer, or alumni surveys, etc. — Internship field mentor evaluation of candidate performance

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

Other:

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

Approvals:	
Dept. Head:	Date: 12/16/16
College/Division Exec. Comm.:	Date: 12-16-16
Dean/Director:	Date: 12-16-16
Graduate Exec. Comm.: (for graduate course):	Date: 1-31-17
Graduate Dean: (for graduate course):	Date: 1-31-17
Academic Committee:	Date:

Form last updated: January 6, 2010

Dewar College of Education and Human Services
Valdosta State University
Department of Curriculum, Leadership, and Technology

ITED 7090

Applications for Instructional Technology

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.

National Professional Association/Accreditor Standards/Competencies/ Learning Outcomes: GaPSC Instructional Technology Certification Standards

Visionary Leadership (1.0000). Candidates demonstrate the knowledge, skills, and dispositions to inspire and lead the development and implementation of a shared vision for the effective use of technology to promote excellence and support transformational change throughout the organization.

Teaching, Learning, & Assessment (2.0000). Candidates demonstrate the knowledge, skills, and dispositions to effectively integrate technology into their own teaching practice and to collaboratively plan with and assist other educators in utilizing technology to improve teaching, learning, and assessment.

Digital Learning Environments (3.0000). Candidates demonstrate the knowledge, skills, and dispositions to create, support, and manage effective digital learning environments.

Digital Citizenship & Responsibility (4.0000). Candidates demonstrate the knowledge, skills, and dispositions to model and promote digital citizenship and responsibility.

Professional Learning & Program Evaluation (5.0000). Candidates demonstrate the knowledge, skills, and dispositions to conduct needs assessments, develop technology-based professional learning programs, and design and implement regular and rigorous program evaluations to assess effectiveness and impact on student learning.

Candidate Professional Growth & Development (6.0000). Candidates demonstrate the knowledge, skills, and dispositions to engage in continuous learning, reflect on professional practice, and engage in appropriate field experiences.

COURSE DESCRIPTION

Technology applications and integration training using tutorials.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

All resources are provided in the Atomic Learning BlazeVIEW shell.

Required Technology: This course will require you to have equipment and skills allowing ready and constant access to a computer with Internet connection to the WWW. You must utilize your VSU e-mail account on a regular basis, and have the resources and ability to attach and open documents readable in MS-Word. These individual requirements are not fulfilled by Valdosta State University but must be supplied by you at your home (preferable) or workplace.

COURSE OBJECTIVES

Given the syllabus, course materials, and guidance from a professional, the candidate will accurately and/or appropriately:

1) Demonstrate skill in reflecting upon assigned and self-generated activities. (GaPSC 6.0200)
2) Compare, analyze, and evaluate commercially produced products to determine how learning theories, instructional design specifications, production principles, and teaching strategies are embedded within the product. (GaPSC 2.0300, 2.0400, 6.0100)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

A number of course activities are inherent in completion of the processes and products included in the Course Evaluation methods generally described below. (More detailed descriptions of each evaluation component can be found on the course website.) These activities include: Reflective Writing (Course objectives 1-5) and Tutorials (Course objectives 3 & 4).

COURSE EVALUATION

Tutorial Selection, Utilization, and Evaluation (84%). Candidates will select seven tutorials from the Atomic Learning portal. Tutorials must be approved by the instructor. A written rational for tutorial selection will be provided for instructor approval. Each tutorial must consist of at least 30 minutes of training (times are posted within each tutorial). A 250-word reflective posting will be submitted for each of the tutorials. Each reflection should include a description of the application, how it might be used with students or for other professional purposes, and an evaluation of the application's strengths and/or weaknesses. Detailed instructions are provided in the BlazeVIEW course shell.

Tutorial and Application Comparison (16%). In a 500-word reflective posting, candidates will compare the seven tutorials and the applications presented in the tutorials, in terms of their applicability to the candidate's teaching/training or other professional work.

Grading Scale

Quality is expected in all products and performances. Given the course evaluation percentages described above, final grades will be assigned as follows:

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

Assignments are due at the time and date designated on the Course Schedule unless otherwise announced by the instructor, or changed through prior arrangements made between instructor and student. A lateness penalty, consisting of 10% of the available assignment points for each 24-hour period the assignment is late, may be imposed by the instructor on all assignments for which no prior permission for late submission was obtained. Any assignment five or more days late will not be accepted and a "0" will be assigned as the grade.

PROFESSIONALISM

Within the coursework and fieldwork, educators are expected to respect intellectual property, complete assignments with consistent punctuality, regularly attend class (online and/or face-to-face), make an effort to complete assignments completely and correctly, pay careful attention to detail in following instructions, show willingness to revise based on instructor or peer feedback, strive for creativity in devising products and processes, demonstrate enthusiasm in face-to-face and online endeavors, be helpful to peers, show self-reliance to enable independent progress/completion of work, display courtesy in written and oral communications, and exhibit cooperation in group work situations. Professional educators should practice fairness based upon a belief that all learners can achieve.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

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

Anti-Plagiarism Software

By taking this course, you agree that all required course work may be subject to submission for textual similarity review to TurnItIn, a tool within BlazeVIEW.
For more information on the use of TurnItIn at VSU, see TurnItIn for Students:
https://www.valdosta.edu/academics/academic-affairs/turnitin-for-students.php

ACCOMMODATIONS STATEMENT

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 Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu.

TITLE IX STATEMENT

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including sexual harassment and sexual violence), sexual orientation, gender identity, religion, age national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquires concerning nondiscrimination policies is the University's Title IX Coordinator: the Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31698, 229-333-5463.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at http://www.valdosta.edu/academics/academic-affairs/sois/.

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COLLEGE of the ARTS

COLLEGE OF THE ARTS RECEIVED JAN 2017 VALDOSTA STATE UNIVERSITY

TO: Academic Committee

FROM: Dr. Doug Farwell, Head, Department of Music

DATE: 01/29/2017

SUBJECT: Reactivation of PERS 2360 The Development of Rock and Roll

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The Department of Music requests a Fall 2017 reactivation of:

PERS 2360 The Development of Rock and Roll **2-0-2**
The study of concepts, vocabulary, subject matter, and influences of American regional and various international cultures on the development of rock and roll.

PERS 2360 The Development of Rock and Roll was last listed in the 2014-2015 undergraduate catalog (page 416) and most likely deactivated due to it not being offered. Even though it was removed from the catalog, since 2011 this course has been offered in an online format as a PERS 2399 Special Topics in Perspectives (Development of Rock and Roll) during Fall, Spring, and intermittent Summer semesters.

This course should be reinstated to the 2017-2018 catalog with its original number and title, PERS 2360 The Development of Rock and Roll. Additionally, a revised course description is necessary to better reflect the course's current instructional content and to more closely align with the guidelines of PERS courses.

Doug Farwell
Department Head, Department of Music

A. Blake Pearce
Dean, College of the Arts

Lai Orenduff
Chair, PERS Advisory Committee

DEPARTMENT of MUSIC
PHONE 229.333.5804 • FAX 229.259.5578 • WEB www.valdosta.edu/music/ • ADDRESS 1500 N. Patterson St. • Valdosta, GA 31698-0115

A Regional University of the University System of Georgia and an Equal Opportunity Institution

Request for a Revised Course
Valdosta State University

Date of Submission: 01/30/2017 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Music	Shannon Lowe

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

PERS 2360 The Development of Rock and Roll

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:	Pre-requisites:
Course Description: The study of concepts, vocabulary, subject matter, and influences of American regional and various international cultures on the development of rock and roll.	Course Description: An exploration of the historic and stylistic periods of Rock and Roll, the influence of regional, national, and international cultures on its development, and the impact that Rock and Roll has had on those cultures. Course content includes terminology, technology, politics, artists, culture, history, and musical elements.

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall 2017	Every Semester

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

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

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

☒ Other: The course description has been modified to better reflect the current instructional content of this course as well as more closely align with the guidelines of PERS courses.

Plans for assessing the effectiveness of the course: SOIs, assignments, and tests.

Approvals:	
College/Division Exec. Comm.:	Date: 1/31/17
Dept. Head:	Date: 1/31/17
Dean/Director:	Date: 1/31/17
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: January 31, 2017

REQUEST TO DEACTIVATE A COURSE/PROGRAM

Valdosta State University

Date of Submission: 01/30/2017

Department Initiating Deactivation:	**Semester & Year to be Effective:**
Department of Art	Fall 2017

List of courses (or the program or track) to be deactivated: PERS 2330H

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

☐ Improving Student Learning Outcomes

☐ Adopting Current Best Practice(s) in Field

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies

☒ Other The PERS courses listed above are not offered on a consistent enough basis and do not reach satisfactory levels of student enrollment to justify their continued listing in the undergraduate catalog.

Source of Data to Support Suggested Change:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Student enrollment numbers and semester offering data of PERS courses.

Approvals:	
College/Division Exec. Comm.:	Date: 1/31/17
Dept. Head:	Date: 1-31-17
Dean/Director:	Date: 1-31-17
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 CATALOGUE COPY

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

Valdosta State University

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GRADUATE SCHOOL

Area of Change: ☐ Core ☐ Senior ☒ Graduate

Current Catalogue Page Number: http://www.valdosta.edu/academics/graduate-school/our-programs/graduation-requirements.php#music_ed	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 2017

Degree and Program Name: Master of Music Education (M.M.Ed.)

Present Requirements:	**Proposed Requirements:** (highlight changes after printing)
MASTER OF MUSIC EDUCATION (M.M.ED.) •MUSIC EDUCATION 1. Students must complete an application for graduation one semester prior to their expected graduation date; 2. A 3.0 cumulative grade point average (GPA) is required for graduation. No grade below a "C" will be credited toward the degree. 3. Students must complete the COE Teacher Advanced Self-Assessment. 4. During the term which the coursework is completed, or thereafter, students must successfully complete written and oral portions of the Comprehensive Examination before receiving the M.M.E. A description of the procedures for administration of the comprehensive Examination is available in the music department office. Thesis Option: additional requirements Students who choose to complete a thesis in the Guided Electives area of the M.M.E. program will follow the process outlined below. • The student will consult with the academic advisor about the thesis project. • With the approval of the advisor, the student will submit a proposal describing the thesis project of the consideration of the Department of Music Graduate Committee	MASTER OF MUSIC EDUCATION (M.M.Ed.) • MUSIC EDUCATION 1. Students must complete an application for graduation one semester prior to their expected graduation date. 2. A 3.0 cumulative grade point average (GPA) is required for graduation. No grade below a "C" will be credited toward the degree. 3. Students must complete the COE Teacher Advanced Self-Assessment. 4. During the term in which the coursework is completed, or thereafter, students must successfully complete the written and oral portions of the Graduate Music Comprehensive Examination before receiving the M.M.Ed. degree. A description of the procedures for administration of the Graduate Music Comprehensive Examination is available in the office of the Department of Music. 5. All advanced candidates must complete the Exit Survey for Dispositions in LiveText during their final semester. 6. Impact on P-12 Learning Project: candidates will develop a pre- and post-assessment administered to their P-12 students. This will consist of a minimum of four related lessons following the pre-test; candidates will administer the post-test following instruction. 7. Comprehensive Literature Review: candidates will choose an appropriate topic in music education

• When approved by the advisor and the Committee, the student will register for MUE 7999 Thesis, three hours credit, for two consecutive semesters, or a total of 6 hours. A grade of incomplete will be recorded for MUE 7999 until the thesis is completed and approved. • The thesis project will be completed by the student with the assistance of a Faculty Supervisor, assigned by the Head of the Department of Music on the recommendation of the advisor. • When complete, the thesis will be submitted to the Graduate Committee by the advisor for final approval.	that they would like to investigate thoroughly (this must be approved by the instructor). The review may be submitted as part of MUE 7680 or MUE 7000. 8. Thesis Option: additional requirements Students who choose to complete a thesis in the Guided Electives area of the M.M.Ed. program will follow the process outlined below: • The student will consult with the Graduate Music Coordinator regarding the thesis project. • The Graduate Music Coordinator will appoint a Faculty Supervisor for the thesis project with the approval of the Head of the Department of Music. • With the approval of the Graduate Music Coordinator and the Faculty Supervisor, the student will submit the thesis project to the Graduate Music Committee for approval. • With the approval of the Graduate Music Committee, the student will register for MUE 7999 Thesis, three hours credit, for two consecutive semesters, or a total of 6 hours. A grade of incomplete will be recorded for MUE 7999 until the thesis is completed and approved. • The thesis project will be completed by the student under the guidance of the Faculty Supervisor. • When complete, the thesis will be submitted to the Graduate Music Committee by the Graduate Music Coordinator for final approval.

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 For requirement number 8, Thesis Option, the process has been clarified to ensure student success.

☐ Adopting Current Best Practice(s) in Field

☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies Requirement numbers 5, 6, and 7 were added to the graduation requirements as they are part of the assessments for the College of Education's Council for Accreditation Educator Preparation (CAEP) assessment system. These assessments are reported to the Georgia Professional Standards Commission (GaPSC) annually.

☒ Other For these requirements, academic advisor has been replaced with Graduate Music

Coordinator. Students in VSU graduate music programs are advised by the Graduate Music Coordinator.

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.) **All assessments are submitted via LiveText and the results must be reported as part of the annual GaPSC report.**

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

Data Sources:

☐ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Exit Survey for Dispositions, Impact on P-12 Learning Project, and Comprehensive Literature Review.**

Approvals:	
Department Head:	Date: 11/30/16
College/Division Exec. Committee:	Date: 11.30.16
Dean(s)/Director(s):	Date: 11-30-16
Graduate Exec. Comm.: (for grad program)	Date: 1-31-17
Graduate Dean: (for grad program)	Date: 1-31-17
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

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GRADUATE SCHOOL

Area of Change: ☐ Core ☐ Senior ☒ Graduate

Current Catalogue Page Number: http://www.valdosta.edu/academics/graduate-school/our-programs/retention-dismissal-readmission-policies.php#music-ed1	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 2017

Degree and Program Name: Master of Music Education (M.M.Ed.)

Present Requirements:	**Proposed Requirements:** (highlight changes after printing)
MASTER OF MUSIC EDUCATION (M.M.ED.) •MUSIC EDUCATION	MASTER OF MUSIC EDUCATION (M.M.Ed.) MUSIC EDUCATION
1. Students will complete diagnostic examinations during the first semester of study to aid in the planning of courses. Any deficiencies identified in the diagnostic examinations must be remedied by recommendations of the Graduate Music Committee; undergraduate coursework will not receive graduate credit.	1. Students will complete diagnostic examinations during the first semester of study to aid in the planning of courses. Any deficiencies identified in the diagnostic examinations must be remedied as specified by the Graduate Music Committee. Undergraduate coursework will not receive graduate credit.
2. The maximum load of regular full-time students during any semester is 12 hours and 9 hours for graduate assistants. Students employed full-time outside the Department of Music may enroll for no more than 4 hours. Enrollment during the first or second session of the summer term may not exceed one half of the maximum load for the full summer term. Any exception to the maximum load limits must be approved by the Advisor and the Head of the Department of Music.	2. The maximum load of regular full-time students during any semester is 12 hours and 9 hours for graduate assistants. Students employed full-time outside the Department of Music may enroll for no more than 4 hours. Enrollment during the first or second session of the summer term may not exceed one half of the maximum load for the full summer term. Any exception to the maximum load limits must be approved by the Graduate Music Coordinator and the Head of the Department of Music.
3. The maximum time allowed for completion of the master's degree is seven calendar years. No work completed more than seven years prior to degree completion will be accepted toward the degree, except with special permission from the student's major professor, Dean of the College of Education, and approval from the Dean of the Graduate School.	3. The maximum time allowed for completion of the master's degree is seven calendar years. No work completed more than seven years prior to degree completion will be accepted toward the degree, except with special permission from the Head of the Department of Music, the Dean of the College of Education, and the Dean of the Graduate School.
4. No more than 6 semester hours of academic work may be transferred from another institution into a College of Education graduate program.	4. No more than 6 semester hours of academic work may be transferred from another institution into a College of Education graduate program.

Transfer credit will be evaluated after admission, by the academic department. To be eligible, credit must be no more than seven years old prior to completion of the degree. 5. Earning grades below "B" in graduate courses will result in the following consequences: Students admitted Fall 2011 and thereafter will be dismissed from the Graduate School if they accumulate three or more academic deficiency points unless otherwise indicated by individual program policy. A grade of "C" (although it may be credited toward a degree) equals one deficiency point. A grade of "D," "WF" or "F," or "U" (none of which will be credited toward a degree) equals two deficiency points. Candidates admitted PRIOR to Fall 2011 and receiving two grades below "C" ("D", "F", "WF","U") will be dismissed from the program. One grade below a "C" results in a warning. 6. If dismissed from the program, a student must sit out two semesters before applying for readmission. Readmission is not guaranteed. The academic program reserves the right to place specific conditions and contingencies on any offer of readmission.	Transfer credit will be evaluated by the academic department after the student is admitted. To be eligible, credit must be no more than seven years old at the time of the completion of the degree. 5. Earning grades below "B" in graduate courses will result in the following consequences: students will be dismissed from the Graduate School if they accumulate three or more academic deficiency points unless otherwise indicated by individual program policy. A grade of "C" (although it may be credited toward a degree) equals one deficiency point. A grade of "D," "WF," "F," or "U" (none of which will be credited toward a degree) equals two deficiency points. 6. If dismissed from the program, a student must wait two semesters before applying for readmission. Readmission is not guaranteed. The academic program reserves the right to place specific conditions and contingencies on any offer of readmission.

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 Requirement numbers 2 and 5 required updating of language. The Graduate Music Coordinator advises graduate students in the M.M. Ed. program and Fall 2011 is no longer a valid date for this program.

Source of Data to Support Suggested Change:

☐ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Graduate School requirements and Department of Music procedures.**

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

Data Sources:

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

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

Approvals:	
Department Head:	Date: 11/30/16
College/Division Exec. Committee:	Date: 11/30/16
Dean(s)/Director(s):	Date: 11-30-16
Graduate Exec. Comm.: (for grad program)	Date: 1-31-17
Graduate Dean: (for grad program)	Date: 1-31-17
Academic Committee:	Date:

Form last updated: January 6, 2010

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GRADUATE SCHOOL

REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

Area of Change: ☐ Core ☐ Senior ☒ Graduate

Current Catalogue Page Number: http://www.valdosta.edu/academics/graduate-school/our-programs/retention-dismissal-readmission-policies.php#music-perf1	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 2017

Degree and Program Name: Master of Music Performance (M.M.P.)

Present Requirements:	**Proposed Requirements:** (highlight changes after printing)
MMP RETENTION, DISMISSAL, READMISSION POLICIES MASTER OF MUSIC PERFORMANCE (M.M.P.) • MUSIC PERFORMANCE 1. Students will complete diagnostic examinations during the first semester of study to aid in the planning of courses; any deficiencies identified in the diagnostic examinations must be remedied by recommendations of the Graduate Music Committee; studio teachers may also recommend areas needing remedial work to the Graduate Music Committee for approval; undergraduate coursework will not receive graduate credit. 2. Vocal and choral conducting majors will be required to take a proficiency examination in German, French, and Italian during their degree programs; choral conducting majors will be required to take a piano proficiency examination during their degree program. 3. The required principal performing ensemble for choral conducting majors is Chamber Singers. 4. Students register for four hours credit per semester for two 50-minute private lessons per week. Requirements include attendance at master classes as specified by the instructor, a student recital performance each semester, a final examination performance for a faculty jury	M.M.P. RETENTION, DISMISSAL, READMISSION POLICIES MASTER OF MUSIC PERFORMANCE (M.M.P.) • MUSIC PERFORMANCE 1. Students will complete diagnostic examinations during the first semester of study to aid in the planning of courses. Any deficiencies identified in the diagnostic examinations must be remedied as specified by the Graduate Music Committee. Studio teachers may also recommend areas needing remedial work to the Graduate Music Committee for approval. Undergraduate coursework will not receive graduate credit. 2. Vocal majors and choral conducting majors will be required to take a proficiency examination in German, French, and Italian during their degree programs. In addition, choral conducting majors will be required to take a piano proficiency examination during their degree program. 3. The required principal ensemble for choral conducting majors is Chamber Singers. 4. Students register for four hours credit per semester for one 50-minute private lesson per week. Studio requirements will be determined by the applied teacher and may include the following: attendance at weekly studio class, attendance at master classes as specified by the instructor, a performance each semester on the Wednesday Student Recital, a final examination performance for a faculty jury at the end of each semester, attendance at student recitals and other designated

at the end of each semester, attendance at student recitals and other designated Music Department events, and a graduate recital or recitals. 5. The maximum load of regular full-time students during any semester is 12 hours and 9 hours for graduate assistants. Students employed full-time outside the Department of Music may enroll for no more than 4 hours. Enrollment during the first or second session of the summer term may not exceed one half of the maximum load for the full summer term. Any exception to the maximum load limits must be approved by the Advisor and the Head of the Department of Music. 6. The maximum time allowed for completion of the master's degree is seven calendar years. No work completed more than seven years prior to degree completion will be accepted toward the degree, except with special permission from the student's major professor, Dean of the College of Arts , and approval from the Dean of the Graduate School. 7. No more than 6 semester hours of academic work may be transferred from another institution into a College of Arts graduate program. Transfer credit will be evaluated after admission, by the academic department. To be eligible, credit must be no more than seven years old prior to completion of the degree. 8. Earning grades below "B" in graduate courses will result in the following consequences: Students admitted Fall 2011 and thereafter will be dismissed from the Graduate School if they accumulate three or more academic deficiency points unless otherwise indicated by individual program policy. A grade of "C" (although it may be credited toward a degree) equals one deficiency point. A grade of "D," "WF" or "F," or "U" (none of which will be credited toward a degree) equals two deficiency points. Candidates admitted PRIOR to Fall 2011 and receiving two grades below "C" ("D", "F", "WF","U") will be dismissed from the program. One grade below a "C" results in a warning.	Department of Music events, and a graduate recital or recitals. 5. The maximum load of regular full-time students during any semester is 12 hours and 9 hours for graduate assistants. Students employed full-time outside the Department of Music may enroll for no more than 4 hours. Enrollment during the first or second session of the summer term may not exceed one half of the maximum load for the full summer term. Any exception to the maximum load limits must be approved by the Graduate Music Coordinator and the Head of the Department of Music. 6. The maximum time allowed for completion of the master's degree is seven calendar years. No work completed more than seven years prior to degree completion will be accepted toward the degree, except with special permission from the Head of the Department of Music, the Dean of the College of the Arts, and the Dean of the Graduate School. 7. No more than 6 semester hours of academic work may be transferred from another institution into a College of Arts graduate program. Transfer credit will be evaluated by the academic department after the student is admitted. To be eligible, credit must be no more than seven years old at the time of the completion of the degree. 8. Earning grades below "B" in graduate courses will result in the following consequences: students will be dismissed from the Graduate School if they accumulate three or more academic deficiency points unless otherwise indicated by individual program policy. A grade of "C" (although it may be credited toward a degree) equals one deficiency point. A grade of "D," "WF," "F," or "U" (none of which will be credited toward a degree) equals two deficiency points. 9. If dismissed from the program, a student must wait a minimum of two semesters before applying for readmission. Readmission is not guaranteed. The academic program reserves the right to place specific conditions and contingencies on any offer of readmission.

9. If dismissed from the program, a student must sit out two semesters before applying for readmission. Readmission is not guaranteed. The academic program reserves the right to place specific conditions and contingencies on any offer of readmission. 10. Students must maintain a cumulative GPA of 3.0 for all graduate courses. Failure to do so will result in probationary status.	10. Students must maintain a cumulative GPA of 3.0 for all graduate courses. Failure to do so will result in probationary status.

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 Requirement number 4 changes from two 50-minute private lessons to one 50-minute private lesson per week to align with standard private lesson practice across the country.

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies

☒ Other Requirement numbers 3 through 6 necessitated language revisions to better clarify procedures. The Graduate Music Coordinator advises graduate students in the M.M.P. program. For requirement number 8, Fall 2011 is no longer a valid date for this program.

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **Survey of national best practices.**

☐ **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.) **Assessment of student recital performances.**

Approvals:	
Department Head:	Date: 11/30/16
College/Division Exec. Committee:	Date: 11/30/16
Dean(s)/Director(s):	Date: 11-30-16
Graduate Exec. Comm.: (for grad program)	Date: 1-31-17
Graduate Dean: (for grad program)	Date: 1-31-17
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

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VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Area of Change: ☐ Core ☐ Senior ☒ Graduate

Current Catalogue Page Number: http://www.valdosta.edu/academics/graduate-school/our-programs/graduation-requirements.php#music_perf	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 2017

Degree and Program Name: Master of Music Performance (M.M.P.)

Present Requirements:	**Proposed Requirements:** (highlight changes after printing)
MASTER OF MUSIC PERFORMANCE (M.M.P.) • MUSIC PERFORMANCE 1. Students must complete an application for graduation one semester prior to their expected graduation date; 2. A 3.0 cumulative grade point average (GPA) is required for graduation. No grade below a "C" will be credited toward the degree 3. Before receiving the Master of Music in Performance degree, students must perform a graduate recital or recitals. The graduate recital or recitals represent a culmination and application of applied study, pedagogy, music history, research, and analysis. An assessment of satisfactory on the recital or recitals is required for successful completion of the degree program. The faculty committee will hear the entire proposed recital from 7 to 14 days before the performance date in a formal recital hearing and will approve or disapprove the public performance. If memorization is required for the recital, the hearing must also be memorized. 4. Collaborative piano requires three graduate recitals–one vocal, one instrumental, and a third for which the content will be determined by the applied teacher. The graduate recital or recitals must be at least 60 minutes in length and must be approved by a faculty committee appointed by the Graduate Coordinator. 5. In the area of conducting, the student recital is	MASTER OF MUSIC PERFORMANCE (M.M.P.) MUSIC PERFORMANCE 1. Students must complete an application for graduation one semester prior to their expected graduation date. 2. A 3.0 cumulative grade point average (GPA) is required for graduation. No grade below a "C" will be credited toward the degree. 3. Before receiving the Master of Music in Performance degree, students must perform a graduate recital of 50 – 60 minutes in length. The graduate recital represents a culmination and application of applied study, pedagogy, music history, research, and analysis. An assessment of satisfactory on the recital is required for successful completion of the degree program. A faculty committee will hear the entire proposed recital 7 to 14 days before the performance date in a formal recital hearing and will approve or disapprove the public performance. If memorization is required for the recital, the hearing must also be memorized. 4. Collaborative Piano requires two graduate recitals each 50 – 60 minutes in length. These, taken together, must include both vocal and instrumental repertoire. 5. In the area of conducting, the Wednesday Student Recital performance requirement each semester will be met by a conducting appearance in a concert setting. The Graduate Recital requirement will be met by videorecording several conducting

replaced by a juried ensemble rehearsal or a conducting appearance with an appropriate University ensemble. The nature of the final examination at the end of each semester will be determined by the conducting area. The graduate recital is replaced by (1) an ensemble recital of 60 minutes approved by the principal professor, including the recruitment and organization of the ensemble, (2) performance assignments, and (3) a conducting appearance with an appropriate University ensemble on a regularly scheduled concert 6. Students must pass a comprehensive examination. The comprehensive examination consists of written and oral portions, both of which must be completed to the satisfaction of an examination committee. This examination, which is taken during or after the last term of coursework, determines achievement in written and oral communication skills related to pedagogy, music history and analysis, literature, and research methodology. A description of the procedure for the administration of the comprehensive examination is available in the Music Department.	performances over the course of the degree program and creating a 50-60 minute audio/video recording of these performances which will be submitted to the Graduate Music Committee for approval. 6. Students must pass a comprehensive examination. The Graduate Music Comprehensive Examination consists of written and oral portions, both of which must be completed to the satisfaction of an examination committee. This examination, which is taken during or after the last term of coursework, determines achievement in written and oral communication skills related to pedagogy, music history and analysis, literature, and research methodology. A description of the procedure for the administration of the Graduate Music Comprehensive Examination is available in the office of the Department of 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 Requirement number 4 reduces the number of required recitals from three to two to align with the practices of collaborative programs across the country.

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies

☒ Other Requirement number 3 was updated to specify a required length of time for graduate recitals. This ensures that all students will be held to the same timing standards for recitals. Requirement number 5 was revised as the former Graduate Recital policy for graduate conducting students proved to be impractical.

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 of student recital performances.**

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

Data Sources:

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

Approvals:	
Department Head:	Date: 11/30/16
College/Division Exec. Committee:	Date: 11/30/16
Dean(s)/Director(s):	Date: 11-30-16
Graduate Exec. Comm.: (for grad program)	Date: 1-31-17
Graduate Dean: (for grad program)	Date: 1-31-17
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

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

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

Current Catalog Page Number:	**Proposed Effective Date for Curriculum Change: (Month/Year):** Fall 2017	**Degree & Program Name: (e.g., BFA, Art):** Certificate for Teaching College English (English MA Program)

Present Requirements: N/A

Proposed Requirements (Underline changes after printing this form: This certificate prepares people to meet SACS accredition standards for teaching freshmen and sophomore writing and literature classes in college. Students must meet admission requirements for the MA in English to enroll in this certificate. A grade of C or better is required in each course.

ENGL 7000 ..... 3 hrs
Two 8000-level ENGL literature classes .... 6 hrs
(6000-7000 level courses may be substituted with permission of graduate coordinator)
ENGL 7600, ENGL 8800 ..... 6 hrs
ENGL 8300 or ENGL/LING 6000 ..... 3 hrs
Total Hours ..... 18 hrs

Justification:

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

☐ Improve student learning outcomes:

☐ Adopting current best practice(s) in field:

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

☒ Other: The certificate program meets regional needs for teachers capable of teaching concurrent enrollment (dual-enrollment courses) in English Language Arts courses. Such teachers need 18 graduate credit hours in content areas. The certificate courses provide such instruction for improved teaching at all levels.

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: Donna N. Sewell	Date: 12-12-16
College/Division Exec. Committee: Connie Richards	Date: 12/13/16
Dean(s)/Director(s): Connie Richards	Date: 12/13/16
Grad. Exec. Committee: (for graduate course) T. Ida	Date: 1-31-17
Graduate Dean: (for graduate course) T. Ida	Date: 1-31-17
Academic Committee:	Date:

Form last updated: January 6, 2010

BOARD OF REGENTS OF
THE UNIVERSITY SYSTEM OF GEORGIA

CERTIFICATE NOTIFICATION FORM

Institution: Valdosta State University

College/Division: Arts and Sciences

Department: English

Name of Certificate: Certificate for Teaching College English (MA Program)

CIP Code: 23010101

Certificate Acronym: CERG
(Note: CERO -- undergraduate certificates of less than 30 hours; CER1 – undergraduate certificates greater than 30 hours; CERG – post-bachelor's [graduate] certificates; CERM – post-master's certificates, CERP – post-first professional certificates).

Number of Credit Hours of Core Curriculum Courses: N/A

Total Credit Hours for Certificate Completion: 18

Start Date: August 2017

Approved by: _____
Vice President for Academic Affairs/Provost

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VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

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

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

Current Catalog Page Number:	**Proposed Effective Date for Curriculum Change: (Month/Year):** Fall 2017	**Degree & Program Name: (e.g., BFA, Art):** Certificate for Teaching College English (MAESLAT Online Program)

Present Requirements: N/A

Proposed Requirements (Underline changes after printing this form: This certificate prepares people to meet SACS accredition standards for teaching freshmen and sophomore writing and literature classes in college. Students must meet admission requirements for the MAESLAT in English to enroll in this certificate. A grade of C or better is required in each course.

ENGL 7005, ENGL 7100, ENGL 7200 ..... 9 hrs
ENGL 7610, ENGL 7720 ..... 6 hrs
One course from the following: ..... 3 hrs
ENGL 7400
ENGL 7500
ENGL 7620
ENGL 7710
Total Hours ..... 18 hrs

Justification:

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

☐ Improve student learning outcomes:

☐ Adopting current best practice(s) in field:

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

☒ Other: The certificate program meets regional needs for teachers capable of teaching concurrent enrollment (dual-enrollment courses) in English Language Arts courses. Such teachers need 18 graduate credit hours in content areas. The certificate courses provide such instruction for improved teaching at all levels.

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: Donna M. Sewell	Date: 12-12-16
College/Division Exec. Committee: Connie Richards	Date: 12/13/16
Dean(s)/Director(s): Connie Richards	Date: 12/13/16
Grad. Exec. Committee: (for graduate course) J. T. Sills	Date: 1-31-17
Graduate Dean: (for graduate course) J. T. Sills	Date: 1-31-17
Academic Committee:	Date:

Form last updated: January 6, 2010

BOARD OF REGENTS OF
THE UNIVERSITY SYSTEM OF GEORGIA

CERTIFICATE NOTIFICATION FORM

Institution: Valdosta State University

College/Division: Arts and Sciences

Department: English

Name of Certificate: Certificate for Teaching College English (MAESLAT Program)

CIP Code: 23010101

Certificate Acronym: CERG
(Note: CERO -- undergraduate certificates of less than 30 hours; CER1 – undergraduate certificates greater than 30 hours; CERG – post-bachelor's [graduate] certificates; CERM – post-master's certificates, CERP – post-first professional certificates).

Number of Credit Hours of Core Curriculum Courses: N/A

Total Credit Hours for Certificate Completion: 18

Start Date: August 2017

Approved by: _____
Vice President for Academic Affairs/Provost

REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

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VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Area of Change: ☐ Core ☐ Senior ☒ Graduate

Current Catalogue Page Number:	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Summer 2017

Degree and Program Name: Certificate in TESOL

Present Requirements:	**Proposed Requirements:** (highlight changes after printing)
• Home > Graduate > Graduate Degree Programs > College of Arts and Sciences > Department of English > Certificate in Teaching English to Speakers of Other Languages Online Dr. Ofelia Nikolova, Interim Head, Department of Modern and Classical Languages Room 128, West Hall This online certificate in Teaching English to Speakers of Other Languages (TESOL) prepares majors from any discipline to pursue teaching opportunities with English Language Learners (ELLs) in corporate settings and in private language schools in the United States and internationally. It combines a theoretical foundation in Second Language Acquisition with practical experience. No previous background in linguistics is required for admission. Some background in a second language is recommended. It may be combined with any degree program. The courses are designed to accommodate different needs and learning styles through computer-based, online instruction using synchronous and asynchronous multimedia tools: Wimba voice boards, virtual classrooms, and online social environments such as Second Life.These approaches allow for flexibility in scheduling for students. Students will be trained in using all necessary technology and supported throughout the course by faculty. This stand-alone certificate is available for students who are not currently enrolled at Valdosta State University, subject to application and successful admission. International students	• Home > Graduate > Graduate Degree Programs > College of Arts and Sciences > Department of Modern and Classical Languages > Certificate in Teaching English to Speakers of Other Languages Online Dr. Ofelia Nikolova, Interim Head, Department of Modern and Classical Languages Room 128, West Hall This online certificate in Teaching English to Speakers of Other Languages (TESOL) prepares majors from any discipline to pursue teaching opportunities with English Language Learners (ELLs) in corporate settings and in private language schools in the United States and internationally. It combines a theoretical foundation in Second Language Acquisition with practical experience. No previous background in linguistics is required for admission. Some background in a second language is recommended. It may be combined with any degree program. The courses are designed to accommodate different needs and learning styles through computer-based, online instruction using synchronous and asynchronous multimedia tools: Wimba voice boards, virtual classrooms, and online social environments such as Second Life.These approaches allow for flexibility in scheduling for students. Students will be trained in using all necessary technology and supported throughout the course by faculty. This stand-alone certificate is available for students who are not currently enrolled at Valdosta State University, subject to application and successful admission. International students must demonstrate competence in English by meeting the TOEFL

must demonstrate competence in English by meeting the TOEFL score prescribed by university admissions.

Selected Educational Outcomes
Students will:
1 Demonstrate an understanding of how to apply Second Language Acquisition theories, principles, and current research in creating instructional materials and in assessing ELLs.
2 Demonstrate an understanding of the role that Language Transfer plays in teaching and learning processes with ELLs in order to plan lessons that address possible interference between English and other languages.
3 Identify suitable ESOL assessment tools, administer assessments, and develop instructional materials to address specific literacy challenges of ELLs.
A grade of "C" or better is required in each course.
Requirements for the Online Teaching English to Speakers of Other Languages (TESOL)

ESOL 6010
Applied Linguistics for ESOL Teachers 1 3

ESOL 6020
Cultural Perspectives for ESOL Teachers 1 3

ESOL 6030
Methods and Materials for Teaching ESOL 1 3

ESOL 6040
Assessing English Language Learners (Ells) 3

ESOL 6050
Teaching English Grammar for ESOL 3
FLED 7500
Theory and Practice in Second Language Acquisition 3
Total Hours 18
1
1. Note: These three courses within the certificate fully satisfy the add-on ESOL Endorsement requirements for certified teachers in Georgia.

score prescribed by university admissions.

Selected Educational Outcomes
Students will:
1 Demonstrate an understanding of how to apply Second Language Acquisition theories, principles, and current research in creating instructional materials and in assessing ELLs.
2 Demonstrate an understanding of the role that Language Transfer plays in teaching and learning processes with ELLs in order to plan lessons that address possible interference between English and other languages.
3 Identify suitable ESOL assessment tools, administer assessments, and develop instructional materials to address specific literacy challenges of ELLs.
A grade of "C" or better is required in each course.
Requirements for the Online Teaching English to Speakers of Other Languages (TESOL)

ESOL 6010
Applied Linguistics for ESOL Teachers 1 3

ESOL 6020
Cultural Perspectives for ESOL Teachers 1 3

ESOL 6030
Methods and Materials for Teaching ESOL 1 3

ESOL 6040
Assessing English Language Learners (Ells) 3

ESOL 6050
Teaching English Grammar for ESOL 3
FLED 7500
Theory and Practice in Second Language Acquisition 3
Total Hours 18
1
1. Note: These three courses within the certificate fully satisfy the add-on ESOL Endorsement requirements for certified teachers in Georgia.
Home > Graduate > Graduate Degree Programs > College of Arts and Sciences > Department of Modern and Classical Languges > English to Speakers of Other Languages Endoresment

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

☐ Improving Student Learning Outcomes

☐ Adopting Current Best Practice(s) in Field

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies

☒ Other The certificate was listed with the wrong department,

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: Ofelia R. Wikova	Date: 12-12-16
College/Division Exec. Committee: Connie Richards	Date: 12/13/16
Dean(s)/Director(s): Connie Richards	Date: 12/13/16
Graduate Exec. Comm.: (for grad program) T. DeLa	Date: 1-31-17
Graduate Dean: (for grad program) T. DeLa	Date: 1-31-17
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

RECEIVED
JAN 05 2017
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Area of Change: ☐ Core ☐ Senior ☒ Graduate

Current Catalogue Page Number:

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Summer 2017

Degree and Program Name: ESOL Endorsement

Present Requirements:

Home > Graduate > Graduate Degree Programs > College of Arts and Sciences > Department of English > English to Speakers of Other Languages Endoresment

Dr. Mark Smith, Head, Department of English Room 207, West Hall

Dr. Ofelia Nikolova, Interim Head, Department of Modern and Classical Languages Room 128, West Hall

The English to Speakers of Other Languages (ESOL) Endorsement provides credentials to teach English as a second language in Georgia. An ESOL endorsement can be pursued by undergraduate or graduate students working toward or possessing certification in any teaching field or in the service field of communication disorders (speech and language pathology). An individual in any other service field or in the leadership field must have established a teaching field in order to pursue the ESOL endorsement. An individual with a permit in foreign language is also eligible to add the ESOL endorsement.

Requirements for ESOL endorsement

Code	Title	Hours
ESOL 6010	Applied Linguistics for ESOL Teachers	3
ESOL 6020	Cultural Perspectives for ESOL Teachers	3
ESOL 6030	Methods and Materials for Teaching ESOL	3
Total Hours		9

Proposed Requirements: (highlight changes after printing)

Home > Graduate > Graduate Degree Programs > College of Arts and Sciences > Department of Modern and Classical Languges > English to Speakers of Other Languages Endoresment

Dr. Ofelia Nikolova, Interim Head, Department of Modern and Classical Languages Room 128, West Hall

The English to Speakers of Other Languages (ESOL) Endorsement provides credentials to teach English as a second language in Georgia. An ESOL endorsement can be pursued by undergraduate or graduate students working toward or possessing certification in any teaching field or in the service field of communication disorders (speech and language pathology). An individual in any other service field or in the leadership field must have established a teaching field in order to pursue the ESOL endorsement. An individual with a permit in foreign language is also eligible to add the ESOL endorsement.

Requirements for ESOL endorsement

Code	Title	Hours
ESOL 6010	Applied Linguistics for ESOL Teachers	3
ESOL 6020	Cultural Perspectives for ESOL Teachers	3
ESOL 6030	Methods and Materials for Teaching ESOL	3
Total Hours		9

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

☐ Improving Student Learning Outcomes

☐ Adopting Current Best Practice(s) in Field

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies

☒ Other The endorsement was listed with the wrong department,

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: Ofelia R. Nikolova	Date: 12-12-16
College/Division Exec. Committee: Connie Richards	Date: 12/13/16
Dean(s)/Director(s): Connie Richards	Date: 12/13/16
Graduate Exec. Comm.: (for grad program) T. Lalk	Date: 1-31-17
Graduate Dean: (for grad program) T. Lalk	Date: 1-31-17
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:
☐ Core Curriculum Specify: Area A,B,C,D,F
☐ Senior Curriculum
☒ Graduate Curriculum
☐ Other Curriculum

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VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Current Catalog Page Number:	**Proposed Effective Date for Curriculum Change: (Month/Year):** Summer 2017	**Degree & Program (BSN, BFA, Art):** MAT in Education with a concentration in English to Speakers of Other Languages

Present Requirements:	**Proposed Requirements (Underline changes after printing this form:**
Prerequisite SPEC 3000 (3) **MAT Language Pedagogy and Advanced Content (24 hours)** **Hours** **ESOL 2999 Entry to the Profession 0** **ESOL 6030 Methods and Materials for Teaching ESOL 3** **ESOL 6010 Applied Linguistics for ESOL Teachers 3** **ESOL 6020 Cultural Perspectives for ESOL Teachers 3** **ESOL 6040 Assessing English Language Learners 3** **ESOL 6050 Teaching English Grammar for ESOL 3** **FLED 7000/7010 World Languages & TESOL Methods P-5 3** **FLED 7050/7060 World Languages & TESOL Methods 6-12 3** **subtotal** **24** **Student Teaching / Supervised Internship (12 hours) :** **Hours** **ESOL 6780 Supervised Internship or ESOL 6790 Student Teaching 9** **ESOL 6800 Clinical Practice Seminar 3** **subtotal** **12**	The M.A.T. in Education with a Concentration in English to Speakers of Other Languages (ESOL) is a graduate program beyond the bachelor's degree. Successful candidates will earn an M.A.T. and become eligible for initial certification in English to Speakers of Other Languages in the state of Georgia. Graduates will also earn the English to Speakers of Other Languages (ESOL) Endorsement for Georgia certified teachers, speech and language pathologists, or school counselors. Selected Educational Outcomes 1. To demonstrate an understanding of the nature of the learner. 2. To employ instructional strategies and research methodologies appropriate to the discipline and the learners. 3. To demonstrate effective planning skills. 4. To employ effective assessment techniques in evaluating learners and programs. 5. To maintain an on-going program of professional development. 6. Students will meet all the standards for initial teacher certification set forth by the Georgia Professional Standards Commission, Council for the Accreditation of Educator Preparation (CAEP) and by the James L. and Dorothy H. Dewar College of Education and Human Services (COEHS). Selected Outcomes Assessments 1 Students in the MAT ESOL program demonstrate content knowledge through passing the state-required content assessment (Georgia Assessments for the Certification of Educators, GACE). 2 Students in the MAT ESOL program demonstrate content knowledge, skills in planning, assessment, instructional strategies, use of technology, classroom

Total Hours Required for Program **36**	management, differentiation, advocacy, and self-teaching, reflection through the edTPA. 3 Students in the MAT ESOL program demonstrate pedagogical content knowledge and knowledge of evidence-based strategies through development of lesson plans identifying use of research-validated procedures and effective content pedagogy (edTPA). 4 Students in the MAT ESOL program demonstrate skills in assessment, instructional strategies, use of technology, and monitoring and modifying instruction during observed teaching episodes evaluated by a university supervisor and classroom mentor teacher (COEHS Observation Instrument – Candidate Assessment on Performance Standards, CAPS, COEHS Impact on P-12 Student Learning Assessment). 5 Students in the MAT ESOL program demonstrate their ability to positively impact P-12 learning through a teacher work sample (CAPS). 6 Students in the MAT ESOL program demonstrate appropriate teaching dispositions through self-assessment and university supervisor and mentor teacher disposition assessments (COEHS CAPS Dispositions and Self-Assessment of Dispositions Survey). Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended. Students will be eligible to enroll with a completed degree from an accredited program and a 2.75 GPA. Prerequisite: SPEC 3000 Serving Students with Diverse Needs 3 Required Core Courses 36 hours ESOL 2999 Entry to the Education Profession..... 0 ESOL 6010 Applied Linguistics for ESOL Teachers...3 ESOL 6020 Cultural Perspectives for ESOL Teachers..... 3 ESOL 6030 Methods and Materials for Teaching ESOL..... 3 ESOL 6040 Assessing English Language Learners..... 3 ESOL 6050 Teaching English Grammar for ESOL..... 3 FLED 6000 World Languages & TESOL Methods P-8.2 FLED 6010 P-8 Classroom Laboratory..... 1 FLED 7000 Curriculum and Instruction of World Languages & TESOL..... .2

	FLED 7010 6-12 Classroom Laboratory..... 1 FLED 7500 Theory and Practice in Second Language Acquisition..... 3 ESOL 6780 Supervised Internship OR ESOL 6790 Clinical Practice..... 9 ESOL 6800 Clinical Practice Seminar.....3 Total Hours Required for the Degree.....36 Notes: Up to 9 hours may be transferred into the degree. ESOL 2999 must be taken the first semester of the degree program.

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: Garduate disciplinary field + Initital Certification

☒ Adopting current best practice(s) in field: alignment with best practices

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

☒ Other: Making best use of departmental resources and meeting student online demand. The M.A.T. program in ESOL will meet the acute needs of ESOL teachers with P-12 certification in the state of Gerogia and across the nation, including in dual immersion programs. The VSU program is the first fully online program in the state of Georgia of its kind.

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. (SOIs, all surveys listed, and candidate feedback)

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

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

Data Sources:

☒ **Indirect measures:** SOIs; student, employer, or alumni surveys, etc. all of the list
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) National, state and college assessments

Approvals:

Department Head:	Ofelia R. Nikolova	Date: 1-19-17
College/Division Exec. Committee:	Connie Richards	Date: 1/19/17
Dean(s)/Director(s):	Connie Richards	Date: 1/19/17
Grad. Exec. Committee: (for graduate course)	J. T. DPA	Date: 1-31-17
Graduate Dean: (for graduate course)	J. T. DPA	Date: 1-31-17
Academic Committee:		Date:

Form last updated: January 6, 2010

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change: ☐ Senior Curriculum ☒ Graduate Curriculum ☐ Other Curriculum

☐ Core Curriculum Specify: Area A,B,C,D,F

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VALDOSTA STATE UNIVERSITY GRADUATE SCHOOL

Current Catalog Page Number:	**Proposed Effective Date for Curriculum Change: (Month/Year):** Summer 2017	**Degree & Program Name: (e.g., BFA, Art):** MAT in Education with a Concentration in Foreign Language Education (FLED) (online)

Present Requirements:	**Proposed Requirements (Underline changes after printing this form:**
	Program description: The M.A.T. in Education with a Concentration in Foreign Language Education (FLED) is a graduate program beyond the bachelor's degree. Successful candidates will earn an M.A.T. and become eligible for initial certification in Foreign Language Education in either French or Spanish in the state of Georgia. Graduates will also earn the English to Speakers of Other Languages (ESOL) Endorsement for Georgia certified teachers, speech and language pathologists, or school counselors. Selected Educational Outcomes 1. To demonstrate an understanding of the nature of the learner. 2. To employ instructional strategies and research methodologies appropriate to the discipline and the learners. 3. To demonstrate effective planning skills. 4. To employ effective assessment techniques in evaluating learners and programs. 5. To maintain an on-going program of professional development. 6. Students will meet all the standards for initial teacher certification set forth by the Georgia Professional Standards Commission, Council for the Accreditation of Educator Preparation (CAEP) and by the James L. and Dorothy H. Dewar College of Education and Human Services (COEHS). Selected Outcomes Assessments Selected Outcomes Assessments 1 Students in the MAT ESOL program demonstrate content knowledge through passing the state-required content assessment (Georgia Assessments for the Certification of Educators, GACE). 2 Students in the MAT ESOL program demonstrate content knowledge, skills in planning, assessment, instructional strategies, use of technology, classroom management, differentiation, advocacy, and self-teaching reflection through the edTPA. 3 Students in the MAT ESOL program demonstrate pedagogical content knowledge and knowledge of evidence-based strategies through development

	of lesson plans identifying use of research-validated procedures and effective content pedagogy (edTPA). 4 Students in the MAT ESOL program demonstrate skills in assessment, instructional strategies, use of technology, and monitoring and modifying instruction during observed teaching episodes evaluated by a university supervisor and classroom mentor teacher (COEHS Observation Instrument – Candidate Assessment on Performance Standards, CAPS, COEHS Impact on P-12 Student Learning Assessment). 5 Students in the MAT ESOL program demonstrate their ability to positively impact P-12 learning through a teacher work sample (CAPS). 6 Students in the MAT ESOL program demonstrate appropriate teaching dispositions through self-assessment and university supervisor and mentor teacher disposition assessments (COEHS CAPS Dispositions and Self-Assessment of Dispositions Survey). Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended. Students will be eligible to enroll with a completed degree in French or Spanish from an accredited program and a 2.75 GPA. Students with a completed degree from an accredited program that is not in French or Spanish must take the ACTFL Oral Proficiency Interview and the Writing Proficiency Test www.actfl.org and score in the Advanced range. Prerequisite: SPEC 3000 Serving Students with Diverse Needs Go to the Graduate School website and click on Our Programs, then click on M.A.T. in Education (FLED Program) for information on • Specific M.A.T. Program Admission Requirements • M.A.T. Program Retention, Dismissal, and Readmission Policies • M.A.T. Program Graduation Requirements To Apply Online, click here. Required Core Courses.....27 hours FLED 2999 Entry to the Education Profession.....0 FLED 6000 World Languages & TESOL Methods P-8 .....2 FLED 6010 P-8 Classroom Laboratory.....1 FLED 7000 Curriculum and Instruction of Foreign Languages & TESOL.....2 FLED 7010 6-12 Classroom Laboratory.....1 FLED 7500 Theory and Practice in Second Language Acquisition.....3 ESOL 6010 Applied Linguistics for ESOL Teachers .....3 ESOL 6020 Cultural Perspectives for ESOL Teachers

	.....3 ESOL 6030 Methods and Materials for Teaching ESOL.....3 FLED 6780 Supervised Internship OR FLED 6790 Clinical Practice.....6 FLED 6800 Clinical Practice Seminar.....3 Select one of the following tracks (French or Spanish): French: Guided Electives (FREN Courses 5000-level or above).....9 hours Spanish: Guided Electives (SPAN Courses 5000-level or above).....9 hours Total Hours Required for the Degree.....36 hours Notes: Up to 9 hours may be transferred into the degree. FLED 2999 must be taken the first semester of the degree program.

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: Garduate disciplinary field + Initital Certification

☒ Adopting current best practice(s) in field: alignment with best practices

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

☒ Other: Making best use of departmental resources and meeting student online demand. The M.A.T. program in FLED represents the natural evolution of the B.A. in French/Spanish FLED which is being phased out. It will meet the acute needs of Foreign Language teachers with P-12 certification in the state of Gerogia and across the nation. The VSU program will be the only fully online program in the state of Georgia of its kind.

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. (employers and candidate feedback)

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

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. all of the list
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) National, state and college assessments

Approvals:

Department Head:	Ofelia L. Nikolova	Date:	1-19-17
College/Division Exec. Committee:	Connie Richards	Date:	1/19/17
Dean(s)/Director(s):	Connie Richards	Date:	1/19/17
Grad. Exec. Committee: (for graduate course)	T. DeLt	Date:	1-31-17
Graduate Dean: (for graduate course)	T. DeLt	Date:	1-31-17
Academic Committee:		Date:	

Form last updated: January 6, 2010

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REQUEST FOR A REVISED CATALOGUE COPY

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

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VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Valdosta State University

Area of Change: ☐ Core ☐ Senior ☒ Graduate

Current Catalogue Page Number:	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Summer 2017
Degree and Program Name: MAT in Education with Concentrations in ESOL & FLED (overview)	
Present Requirements:	**Proposed Requirements:** (highlight changes after printing) Dr. Ofelia Nikolova, Head, Room 128 West Hall The Department of Modern and Classical Languages offers instruction in English to Speakers of Other Languages (ESOL) and Foreign Language Education (FLED) leading to the Master of Arts in Teaching (MAT) in Education with a concentration in ESOL or FLED. The degree includes eligibility for initial P-12 certification. The Master of Arts in Teaching (M.A.T.) in Education with a concentration in ESOL is a 36-semester-hour, fifth-year program beyond the bachelor's degree in which candidates may earn a master's degree (M.A.T.) and become eligible for initial teaching certification in English as a Second Language. This program can be completed as a full time program or a part time program; the full-time program is three semesters beginning in the summer semester. The emphasis for the degree is for candidates to acquire exceptional content knowledge and pedagogical expertise as teachers of ESOL to adequately engage, inspire and educate English Language Learners (ELLs) to pursue successfully their P-12 education. The Master of Arts in Teaching (M.A.T.) in Education with a concentration in FLED is a 36-semester-hour, fifth-year program beyond the bachelor's degree in which candidates may earn a master's degree (M.A.T.) and become eligible for initial teaching certification in French or Spanish. Successful candidates may receive the ESOL Endorsement for certified teachers. This program can be completed as a full time program or a part time program; the full-time program is four semesters beginning in the summer semester. The

	emphasis for the degree is for candidates to acquire exceptional content knowledge and pedagogical expertise as linguists to adequately engage, inspire and educate P-12 students in French or Spanish. M.A.T. in Education with a Concentration in ESOL or FLED Admissions Procedures Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, completed application form, fee, and any additional program requirements submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents. Admission Deadlines Fall Deadline: July 15 Spring Deadline: November 15 Summer Deadline: March 15

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

☐ Improving Student Learning Outcomes

☐ Adopting Current Best Practice(s) in Field

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies

☐ Other

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: Ofelia R. Nikolova	Date: 12-12-16
College/Division Exec. Committee: Connie Richards	Date: 12/13/16
Dean(s)/Director(s): Connie Richards	Date: 12/13/16
Graduate Exec. Comm.: (for grad program) T. Spla	Date: 1-31-17
Graduate Dean: (for grad program) T. Spla	Date: 1-31-17
Academic Committee:	Date:

Form last updated: January 6, 2010

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VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 11/04/2016 (mm/dd/yyyy)

Department Initiating Request: Modern and Classical Languages	**Faculty Member Requesting:** Randy Gladwin
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) ESOL 2999	**Proposed New Course Title:** Entry to the Education Profession **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Entry to the Educ Prof
Semester/Year to be Effective: Summer 2017	**Estimated Frequency of Course Offering:** Fall and Spring

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

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.)
Required non-credit course for all teacher education candidates pursuing a VSU recommendation for initial certification; must be successfully completed prior to admission to teacher education. Candidates are required to establish an electronic portfolio and provide evidence that all teacher education admission requirements have been satisfactorily met. If an unsatisfactory grade is earned, the course must be repeated until a satisfactory grade is received.

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

- ☐ Improving student learning outcomes:
- ☐ Adopting current best practice(s) in field:
- ☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies: pre-degree requirements
- ☐ Other:

Source of Data to Support Suggested Change:

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

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

Data Sources:

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

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

☒ Other: All tasks and state requirements for entry to Teacher Education must be completed

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

Approvals:	
Dept. Head: Ofelia R. Nicolova	Date: 12-12-16
College/Division Exec. Comm.: Connie Richards	Date: 12/13/16
Dean/Director: Connie Richards	Date: 12/13/16
Graduate Exec. Comm.: (for graduate course): T. LaPlant	Date: 1-31-17
Graduate Dean: (for graduate course): T. LaPlant	Date: 1-31-17
Academic Committee:	Date:

Form last updated: January 6, 2010

Dewar College of Education and Human Services

Valdosta State University

Department of Modern and Classical Languages

ESOL 2999

ENTRY TO THE EDUCATION PROFESSION

0 SEMESTER HOURS

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

InTASC Model Core Teacher Standards*

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

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

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

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

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

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

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

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

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

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

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

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

INSTRUCTOR

Name: Dr. Kelly F. Davidson Devall

Office Number: Ashley Hall 1101

Telephone Number: (229) 333-7415

Email Address: kfdavidson@valdosta.edu

Office Hours: 3:00-5:00 PM Monday & Wednesday, & Online 11:30 AM-2:30 PM Friday (and by appointment)

COURSE DESCRIPTION

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

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

In lieu of a textbook, all students are required to purchase access to the College of Education technology-driven assessment system. The LiveText software will be used throughout your professional program and is introduced in this course. (https://www.livetext.com/)

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

1. Students will meet all admission to teacher education requirements and document meeting those requirements.

2.Students will demonstrate knowledge of expectations of the profession including current codes of ethics, professional standards and practice and relevant laws and policies (INTASC S9, $EDL_{1.1}$).

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Students will meet all admission to teacher education requirements and document meeting those requirements. These requirements are:

____1. **Provide evidence of meeting the minimum GPA required for admission to your program [GPA of 2.75]** on all previously attempted coursework – a minimum of 45 hours of coursework must have been completed prior to enrollment in this course.

____**2. Post passing scores for the GACE Program Admission Tests (200, 201, 202, or Combined Tests 700) or GACE Basic Skills Assessment** (or exemption) **as documented on theTeacher Education Information page in Banner**

> ***You are strongly encouraged to take the GACE Program Admission Assessment immediately in order to be admitted to Teacher Education and apply for the Preservice Certificate this semester.**

Exemption scores are: SAT - 1000 (Math + Reading); ACT - 43 (Math + English); GRE before August 1, 2011- 1030 (Verbal and Quantitative); and GRE on or after August 1, 2011 - 297 (Verbal and Quantitative)

____**3. Register for and take the GaPSC Educator Ethics Entry Assessment. Prior to taking the assessment, complete the Ethics Module.**

NOTE: As soon as you have met the above requirements, you can apply for admission to Teacher Education. Instructions for doing this can be found in the Application to Teacher Ed Module.

____**4. Once you have been admitted to Teacher Education, you will receive an email regarding the application for the GaPSC Preservice Certificate. You must be issued the GaPSC Preservice Certificate prior to the end of the semester to earn a grade of S in 2999. All candidates are required to hold a valid GaPSC Preservice Certificate in order to enroll in program courses.**

____**5. Meet the COEHS Regents' Test Requirement by earning a grade of C or better in ENGL 1101 and ENGL 1102.**

____**6. Provide evidence of current professional liability insurance and have it documented on the Teacher Education Information page in BANNER by turning it**

in to the COE Advising Center, Education Center, Room 1020. If you are not on campus it can be faxed to 229-245-3722 or emailed to schudson@valdosta.edu.
See Liability Insurance Module

____7. Purchase and activate LiveText account

____8. Complete the online LiveText Module in this course.

____9. Complete (if you did not complete this form a previous semester) the required disposition form in LiveText; check your Teacher Information page if you are not sure. (Contact your 2999 instructor for due dates for LiveText; documents and form to be completed during the LiveText module.)

____10. Review your Program of Study (find the link in the Program of Study Module) and complete the Program of Study Confirmation quiz. This requirement may have been satisfied a previous semester; check your Teacher Education Information page if you are not sure.

____11. You must continue to register for and take the appropriate 2999 course for your major every semester until you are admitted to Teacher Education and earn a grade of "S" in 2999.

Note to those taking 2999 concurrently with professional courses: You are required to be admitted to Teacher Education and hold a valid GaPSC Pre-service Certificate in order to take 2999 concurrently with professional courses.

*****IMPORTANT NOTE: If you are on schedule to begin your first professional semester and would like to be eligible to pre-register for courses, you will need to meet all requirements for earning an S in 2999 prior to midterm, this date will be set by your instructor.**

COURSE EVALUATION

In order to earn an "S" (satisfactory grade) in this course, the following assessments/activities are required:

GPA review-student's GPA will be reviewed for required GPA for admission to Teacher Education

GACE Program Admission/ GACE Basic Skills Assessment (or exemption)-students must post passing scores on the GACE Basic Skills/Program Admission Tests required for admission to teacher education as documented on the Admission to Teacher Education Information page in BANNER

Complete the GaPSC Educator Ethics Entry Assessment.

Apply for Admission to Teacher Education and be admitted to your program.

Apply for and be issued the GaPSC Preservice Certificate.

COEHS Regents' Test-earn a grade of C or better in ENGL 1101 and ENGL 1102 to meet the Regents' Test requirement.

Purchase of professional liability insurance as reflected on the Teacher Education Admission Information page in BANNER.

Purchase and activate a LiveText account (if you have not purchased LiveText a previous semester).

Complete the online LiveText Module (if you have not completed the online module in a previous semester; check your Teacher Education Admission Information page in BANNER).

Completion of form in LiveText if it was not done during the summer or fall 2014 (you can check yoiur Teacher Information page in BANNER if you are not sure if you have or not.).

Complete the Program of Study Confirmation quiz if it was not done during a previous semester (you can check your Teacher information page in BANNER if you are not sure).

ATTENDANCE POLICY

The university attendance policy will be adhered to in this class.

PROFESSIONALISM

The following areas describe the professional expectations for all teacher candidates in the Dewar College of Education and Human Services. (These expectations were developed by faculty in the Department of Middle Grades, Secondary, Reading, & Deaf Education.)

Professionalism – Ethics

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

Professionalism-Communication

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

Professionalism - Assignments:

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

Professionalism - Diversity

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

Professionalism - Technology

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

Statement on Academic Integrity

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at http://www.gapsc.com/Professionalpractices/NEthics.asp) Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Future teachers should conduct themselves with the professionalism that is required of practicing teachers.

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

This is a non-credit course, and the Student Opinion of Instruction (SOI) should not be completed for this course.

RECEIVED
JAN 05 2017
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 11/04/2016 (mm/dd/yyyy)

Department Initiating Request: Modern and Classical Languages	**Faculty Member Requesting:** Randy Gladwin
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) ESOL 6780	**Proposed New Course Title:** Supervised Internship - Clinical Practice **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Sup Intern Clin Pract
Semester/Year to be Effective: Summer, 2017	**Estimated Frequency of Course Offering:** Fall and Spring semester

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

Lecture Hours: 9	**Lab Hours:** 0	**Credit Hours:** 9

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: FLED 6000/6010, FLED 7000/7010, ESOL 6030 and 21 credit hours in the program. Co-Requisite: ESOL 6800

Capstone experience providing opportunity for students to implement theory and instructional practices in secondary classrooms; supervised observation, teaching, classroom management and evaluation; acquaintance with the administration of a school and the school program; selection and use of appropriate instructional materials; conferences with supervisors.

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: reflection and practice

☒ Adopting current best practice(s) in field: standard offering

☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies: Clinical hours in Teacher Ed

☐ Other:

Source of Data to Support Suggested Change:

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

☐ Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) For PSC, TKES, ACTFL/CAEP

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

Data Sources:

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

☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) For TKES, PSC, ACTFL/CAEP

☒ Other: EdTPA

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

Approvals:	
Dept. Head: Ofelia R. Wikolova	Date: 12-12-16
College/Division Exec. Comm.: Connie Richards	Date: 12/13/16
Dean/Director: Connie Richards	Date: 12/13/16
Graduate Exec. Comm.: (for graduate course): J. T. Lalt	Date: 1-31-17
Graduate Dean: (for graduate course): J. T. Lalt	Date: 1-31-17
Academic Committee:	Date:

Form last updated: January 6, 2010

ESOL 6780 – Supervised Internship - Clinical Practice
6 SEMESTER HOURS

Dewar College of Education and Human Services
Valdosta State University
Department of Modern & Classical Languages
Conceptual Framework: Guiding Principles (DEPOSITS)
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

InTASC Model Core Teacher Standards

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

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

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

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

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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*

Georgia PSC ESOL Standards*

Standard #1: Language as a System. The program shall prepare candidates who demonstrate understanding of language as a system, including phonetics, phonology, morphology, syntax, semantics and pragmatics, to support English Language Learners (ELLs) as they acquire English language proficiency and achieve in the content areas; and the program shall prepare candidates who understand and apply theories and research in language acquisition and development to support the ELLs' English language and literacy learning and content-area achievement.

Standard #2: Culture. The program shall prepare candidates who know, understand, and use major theories and research related to the nature and role of culture in their instruction. They demonstrate understanding of how cultural groups and individual cultural identities affect language learning, school achievement, language, literacy development, and content achievement.

Standard #3: Planning, Implementing, and Managing Instruction. The program shall prepare candidates who know, understand, and apply concepts, research, action research, and evidence-based practices to plan classroom instruction in a supportive learning environment for ELLs. Candidates will be prepared to plan instruction for multi-level classrooms with learners from diverse backgrounds using standards-based ELL and content curriculum; the program shall prepare candidates who know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening,

speaking, reading, and writing to communicate for social and instructional purposes. Candidates support ELLs' access to the core curriculum by teaching language through academic content and real life experiences; and the program shall prepare candidates who are familiar with a wide range of standards-based materials, resources, and technologies and choose, adapt, and use them in effective teaching in the academic areas of language arts, mathematics, science, and social studies.

Standard #4: Assessment. The program shall prepare candidates who demonstrate an understanding of various assessment issues as they affect ELLs, such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations; the program shall prepare candidates who know and can use a variety of standards-based language proficiency instruments to show language growth and to inform their instruction. Candidates demonstrate an understanding of their uses for identification, placement, and re-classification of ELLs; and the program shall prepare candidates who know and use a variety of performance-based assessment tools and techniques to inform instruction in the classroom.

Standard #5: Professionalism. The program shall prepare candidates who demonstrate knowledge of history, research, educational public policy, and current practice in the field of ELL teaching and apply this knowledge to improve teaching and learning; the program shall prepare candidates who demonstrate the ability to advocate for ELLs; build partnerships with colleagues, students' families, and community members; and serve as a resource to all staff to improve learning for all ELLs; and the program shall prepare candidates who take advantage of professional growth and leadership opportunities. The program shall meet all requirements specified in Rule 505-3-.01

*(http://www.gapsc.com/Rules/Current/EducatorPreparation/505-3-.89.pdf)

ESOL 6780 is taken twice, over consecutive semesters, with ESOL 6800 taken the first semester.

REQUIRED TEXTBOOKS

None; Account with LiveText for: P12 LiveText edu solutions http://www.college.livetext.com

COURSE DESCRIPTION *(Aligned to InTASC Model Core Teacher Standards).*

Prerequisite: Senior Standing. Co-requisite: ESOL 6800. The capstone experience providing opportunity for students to implement theory and instructional practices in secondary classrooms; supervised observation, teaching, classroom management and evaluation; acquaintance with the administration of a school and the school program; selection and use of appropriate instructional materials; conferences with supervisors.

COURSE OBJECTIVES *(Aligned to InTASC Model Core Teacher Standards* and *Georgia PSC ESOL Standards)*

1. demonstrate competence in the skills and abilities needed to work with his/her mentor teacher and other professionals in the school setting, as well as with parents, paraprofessionals, and other adults in the school environment. (InTASC S3, S9, S10; EDL3.2) (5)

2. demonstrate skill in planning for appropriate student learning by developing individual and thematic lesson plans using state (CC-GPS Standards) and local (textbooks, curriculum guides, etc.) curriculum resources. (InTASC S1, S2, S3, S4, S5, S6; CPL1.3, FL1.2, TL1.2) (3&4)

3. demonstrates understanding and utilization of the strengths and needs of learners of diverse backgrounds (for example, social, racial, ethnic, and religious), identities, and conditions with whom they work when planning lessons and during day-to-day interactions. (InTASC S2, S3, S7, S9, S10; DL1.2, 3.1)(2)

4. demonstrate teaching competence by implementing lesson plans that utilize academic language appropriate for learners with the safe, legal, and ethical use of information and technology (InTASC S4, S5; AL3.3, CPL2.2, TL2.2, TL3.3) (3&5)

5. demonstrate skills in observing and assessing pupil behavior and performance by implementing lesson plans, assessing impact of practices, and evaluating student learning. (InTASC S4, S5, S6, S8; AL1.1) (3&4)

6. demonstrate competence in creating / maintaining appropriate and engaging learning environments (physical and affective) and aids learners to make connections between materials in a content area and related perspectives from another content area (InTASC S1, S2; CPL2.3, CPL 3.2) (1,3&5)

7. employ appropriate classroom management techniques that will promote the social, emotional, and academic development of all pupils. (InTASC S1, S2, S3, S7; DL2.3) (2&5)

8. demonstrate skill as an ethical and reflective practitioner / professional. (InTASC S9, S10; EDL1.2, 2.1, FL3.5, TL3.3) (3&5)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Linked to Course Objectives. Some assignments should be submitted through the LiveText portfolio]

1. **Contact Information** (CO1): Fill out and provide contact information sheet to the University Supervisor and Mentor Teacher.

2. **Classroom Management Plan** (CO 3, 5, 6, 7, 8): Produce and utilize a formal classroom management plan throughout the intern experience (creation, revision, and assessment of classroom management plans will be part of the online discussion component of ESOL 6800).

3. **Instructional Schedule Plan** (CO 1, 8): This schedule is flexible and dependent on decisions made by the mentor teacher, the teacher candidate, and the university supervisor. Keep this schedule updated and provide copies when it changes to the university supervisor. The teacher candidate and the mentor teacher are encouraged,

early in the semester, to make long-range plans for the term, including pre-solo teaching (getting to know the school, classes, faculty and staff, students, making observations, assisting the Mentor Teacher, etc.) and post-solo teaching (observations, assisting the Mentor Teacher, etc.)

4. **Full-Time (Solo) Teaching Responsibility** (CO 1, 2, 3, 4, 5, 6, 7, 8): The teacher candidate, in order to successfully complete the teacher candidate experience, will complete a total of four weeks in which s/he has the full responsibility for the classroom. Although both the mentor teacher and the university supervisor will monitor this time, the teacher candidate will plan, teach, evaluate, etc., as if s/he were the teacher.

5. **Lesson Plans** (CO 2, 3): Daily lesson plans will follow the format approved by the university supervisor. Each week's lesson plans will be posted to the course website the Friday before the week of instruction.

6. **Scheduled Family Member Meeting** (CO 1): Participate in a scheduled family member contact or meeting. This could include a PTO meeting, SST meeting, or parent conference.

7. **University Supervisor Evaluations of Observations** (CO 1, 2, 3, 4, 5, 6, 7, 8): Teacher candidates will normally be visited from 3-5 times by the university supervisor, the first visit being a "Meet and Greet" the school professionals. Other visits consist of an observation of the teacher candidate teaching a complete lesson, a short conference with the mentor teacher, and a conference with the teacher candidate. Dates for observations and evaluations may be unannounced. [**CPL2a** ****This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty***]

    A. If deemed warranted by the university supervisor or mentor teacher, a **Videotaped Self-Assessment** or additional observations may be required. For the taped lesson, the teacher candidate will submit a lesson plan and a critique of his/her performance. The critique will identify (a) three teaching behaviors perceived to be areas of strength; (b) three teaching behaviors perceived to be areas for improvement; and (c) three recommendations for improving the behaviors identified in (b) above.

    B. **Mentor Teacher Evaluations of Observations** (CO 1, 2, 3, 4, 5, 6, 7, 8): Teacher candidates will be observed formally a minimum of three (3) times by the mentor teacher. Each evaluation consists of (1) an observation of the teacher candidate teaching a complete lesson and using an observation form provided by VSU and (2) a conference with the teacher candidate. The Mentor Teacher should provide a paper copy of the evaluation for the University Supervisor.

C. **Teacher Candidate Self-Evaluations of Instruction** (CO 1, 2, 3, 4, 5, 6, 7, 8): Teacher candidate will complete a minimum of three (3) self-evaluations of instruction. The Teacher Candidate should provide a print copy of the evaluation for the University Supervisor. For the initial, midterm, and final self-evaluations, complete an online evaluation form in LiveText by the deadlines supplied by the College of Education.

D. **EdTPA/TWS (Teacher Work Sample) including ISLA (Impact on Student Learning Assessment)** (CO 2, 3, 4, 5, 6): Requirements will be given in ESOL 6800, as scheduled by the teacher candidate's university supervisor.

E. **Teacher Candidate Self-Evaluation of Dispositions** (CO 8): Complete a "Teacher Candidate Self-Evaluation of Dispositions" form, including descriptions of the examples that support how you rated yourself in each area.

F. **Mentor Teacher Evaluation of Dispositions** (CO 8): Complete a "Mentor Teacher Evaluation of Dispositions" form.

G. **University Supervisor Evaluation of Dispositions** (CO 8): Complete a "Supervising Teacher Evaluation of Dispositions" form.

H. **Reflections** (CO 1, 2, 3, 4, 5, 6, 7, 8): As part of the online discussion component of ESOL 6800, you will turn in weekly reflections based on daily observation notes. These reflections should include:

A. School information (video taping policy, faculty, map of school, school calendar etc.)

B. Student information (Class profile)

C. Observations of your Mentor Teacher's classes and those of other teachers

D. Personal Teaching Reflections: Your teaching will improve as you reflect on what you observed and did, what students did, and how you can provide the most effective learning situations. Record your <u>reactions</u> to your classroom experiences. Do not simply write what you did; analyze what you and your students did and reflect on your effectiveness. What changes will you consider based on your reflections? It is expected that you should write a <u>minimum</u> of one paragraph a night. Reflect on the experiences you have had and written about previously in your reflective log. For example: <u>identify</u> one thing that was a strength in your teaching and explain why and, <u>identify</u> one thing you want to improve in your teaching and how you plan to do this.

E. **Overview of discussions with the mentor teacher and / or college supervisor**.

F. **Any interesting activities you have observed** (field days, plays, field trips, memorable observations outside of your room)

G. **Any additional information that pertains to the internship**

8. **Seminar Attendance** (CO 1, 8): As this course is a co-requisite with ESOL 6800 the teacher candidate will attend professional practices development seminars held periodically throughout the the internship experience, as scheduled by the teacher candidate's university supervisor. The purpose of these seminars will be to provide a platform for constructive reflection and guidance of effective teaching strategies to help meet the challenges that arise during the internship and to provide guidance in the compilation of the professional electronic teaching portfolio. Seminar topics include: discussions on classroom management; unit and lesson planning, learning activity planning, scaffolding, and assessments, completing the teacher work sample; an examination of interrelationships of home, school, and community resources; and others deemed appropriate. Attendance at the seminars is mandatory and may require the teacher candidate to leave school early that day.

9. **GACE Content Exam** (CO 8): Must be successfully completed per state of Georgia requirements for teacher certification

COURSE EVALUATION

All of the above areas must receive an evaluation of satisfactory to receive a "Satisfactory" grade for the internship. Your university supervisor determines your grade based upon satisfactory ratings of stated requirements and satisfactory evaluations of your teaching performance by the classroom mentor and university supervisor.

Grading Scale

S **Demonstrates an acceptable level of performance** in relation to Foreign Language Education Program standards

U **Fails to demonstrate acceptable level of performance** in relation to Foreign Language Education program standards

A student who receives a grade of Unsatisfactory (U) for the internship may apply for the internship only one additional time. The student will be required to complete a prescribed program of remediation before being permitted to student teach the second time. Any student who receives a second grade of "U" for the internship will be permanently dismissed from all teacher education programs in the College of Education and will not be recommended for teacher certification by Valdosta State University.

ATTENDANCE POLICY

Teacher candidates must be in the school each day for the hours scheduled for the mentor teacher. Teacher candidates who arrive late, leave early, or are absent without prior notification

are subject to removal from the school setting. There will be no absences during the internship. If absences are necessary due to emergencies or illness, the school/mentor teacher, the university supervisor, the ESOL supervisor, and the Modern and Classical Languages Department Chair must be notified at the earliest possible time. The teacher candidate will schedule appointments or other business so as not to interfere with the school day. **WARNING!** Absences (even those meeting the above criteria) totaling three days or more require review of the teacher candidate's placement and may result in extension or cancellation of the the internship experience, and may result in a grade of **U**.

The Modern and Classical Languages Department has a policy of no excused absences. This means that missed time from the internship needs to be made up. Excessive absences will be handled on an individual basis. The following requirements are mandatory for all intern to report missed time (*Missed time can be made up after the last official day of the internship)*:

1. **Contact** the mentor teacher, the school, and the VSU supervisor by phone.

2. **E-mail** Dr. Gladwin (rgladwin@valdosta.edu) the reason for your absence and the total amount of time missed. This will be kept for the official attendance record. All missed time is to be reported, including being late and partial days.

PROFESSIONALISM

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Candidates in this course are pursuing a profession with extremely high standards. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a candidate's actions or attitudes are judged to be less than professional, appropriate remedial action will be taken. The Code of Ethics for Educators at: http://www.gapsc.com/Professionalpractices/NEthics.asp Dispositions can be assessed through observable behavior of the teacher candidate and effects on P-12 learning. For example, a candidate's commitment to improving his/her own language proficiency might be verified by the candidate's description of the out-of-class language/cultural activities in which s/he has participated or his/her reading of authentic texts outside of class. Professional Dispositions published by the American Council on the Teaching of Foreign Languages at: http://www.actfl.org/i4a/pages/index.cfm?pageid=3385#11

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

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

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Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

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STUDENT OPINION OF INSTRUCTION

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

INSTRUCTOR

Name:
Office Number:
Telephone Number:
Email Address:
Office Hours:
Website:

RECEIVED
JAN 05 2017
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 11/04/2016 (mm/dd/yyyy)

Department Initiating Request: Modern and Classical Languages	**Faculty Member Requesting:** Randy Gladwin
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) ESOL 6790	**Proposed New Course Title:** Student Teaching - Clinical Practice **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Stud Teach Clinic Pract
Semester/Year to be Effective: Summer, 2017	**Estimated Frequency of Course Offering:** Spring semester

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

Lecture Hours: 9	**Lab Hours:** 0	**Credit Hours:** 9

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: FLED 6000/6010, FLED 7000/7010, ESOL 6030 and 21 credit hours in the program. Co-Requisite: ESOL 6800

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

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☒ Adopting current best practice(s) in field: standard offering

☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies: Clinical hours in Teacher Ed

☐ Other:

Source of Data to Support Suggested Change:

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

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☒ Other: EdTPA

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

Approvals:	
Dept. Head: Ofelia R. Nikolova	Date: 12-12-16
College/Division Exec. Comm.: Connie Richards	Date: 12/13/16
Dean/Director: Connie Richards	Date: 12/13/16
Graduate Exec. Comm.: (for graduate course): T. Jalal	Date: 1-31-17
Graduate Dean: (for graduate course): T. Jalal	Date: 1-31-17
Academic Committee:	Date:

Form last updated: January 6, 2010

ESOL 6790 – Student Teaching - Clinical Practice
9 SEMESTER HOURS
Instructor
Semester/Year

Dewar College of Education
Valdosta State University
Department of Modern & Classical Languages
Conceptual Framework: Guiding Principles (DEPOSITS)
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

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

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REQUIRED TEXTBOOKS

None; Account with LiveText for: P12 LiveText edu solutions http://www.college.livetext.com

COURSE DESCRIPTION *(Aligned to InTASC Model Core Teacher Standards).*

Prerequisite: Senior Standing. Co-requisite: FLED 6800. The capstone experience providing opportunity for students to implement theory and instructional practices in secondary classrooms; supervised observation, teaching, classroom management and evaluation; acquaintance with the administration of a school and the school program; selection and use of appropriate instructional materials; conferences with supervisors.

COURSE OBJECTIVES

1. demonstrate competence in the skills and abilities needed to work with his/her mentor teacher and other professionals in the school setting, as well as with parents, paraprofessionals, and other adults in the school environment. (InTASC S3, S9, S10; EDL3.2)

2. demonstrate skill in planning for appropriate student learning by developing individual and thematic lesson plans using state (CC-GPS Standards) and local (textbooks, curriculum guides, etc.) curriculum resources. (InTASC S1, S2, S3, S4, S5, S6; CPL1.3, FL1.2, TL1.2)

3. demonstrates understanding and utilization of the strengths and needs of learners of diverse backgrounds (for example, social, racial, ethnic, and religious), identities, and conditions with whom they work when planning lessons and during day-to-day interactions. (InTASC S2, S3, S7, S9, S10; DL1.2, 3.1)

4. demonstrate teaching competence by implementing lesson plans that utilize academic language appropriate for learners with the safe, legal, and ethical use of information and technology (InTASC S4, S5; AL3.3, CPL2.2, TL2.2, TL3.3)

5. demonstrate skills in observing and assessing pupil behavior and performance by implementing lesson plans, assessing impact of practices, and evaluating student learning. (InTASC S4, S5, S6, S8; AL1.1)

6. demonstrate competence in creating / maintaining appropriate and engaging learning environments (physical and affective) and aids learners to make connections between materials in a content area and related perspectives from another content area (InTASC S1, S2; CPL2.3, CPL 3.2)

7. employ appropriate classroom management techniques that will promote the social, emotional, and academic development of all pupils. (InTASC S1, S2, S3, S7; DL2.3)

8. demonstrate skill as an ethical and reflective practitioner / professional. (InTASC S9, S10; EDL1.2, 2.1, FL3.5, TL3.3)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Linked to Course Objectives. Some assignments should be submitted through the LiveText portfolio]

1. **Contact Information** (CO1): Fill out and provide contact information sheet to the University Supervisor and Mentor Teacher.

2. **Classroom Management Plan** (CO 3, 5, 6, 7, 8): Produce and utilize a formal classroom management plan throughout the student teaching experience (creation, revision, and assessment of classroom management plans will be part of the online discussion component of FLED 4800).

3. **Instructional Schedule Plan** (CO 1, 8): This schedule is flexible and dependent on decisions made by the mentor teacher, the teacher candidate, and the university supervisor. Keep this schedule updated and provide copies when it changes to the university supervisor. The teacher candidate and the mentor teacher are encouraged, early in the semester, to make long-range plans for the term, including pre-solo teaching

(getting to know the school, classes, faculty and staff, students, making observations, assisting the Mentor Teacher, etc.) and post-solo teaching (observations, assisting the Mentor Teacher, etc.)

4. **Full-Time (Solo) Teaching Responsibility** (CO 1, 2, 3, 4, 5, 6, 7, 8): The teacher candidate, in order to successfully complete the teacher candidate experience, will complete a total of four weeks in which s/he has the full responsibility for the classroom. Although both the mentor teacher and the university supervisor will monitor this time, the teacher candidate will plan, teach, evaluate, etc., as if s/he were the teacher.

5. **Lesson Plans** (CO 2, 3): Daily lesson plans will follow the format approved by the university supervisor. Each week's lesson plans will be posted to the course website the Friday before the week of instruction.

6. **Scheduled Family Member Meeting** (CO 1): Participate in a scheduled family member contact or meeting. This could include a PTO meeting, SST meeting, or parent conference.

7. **University Supervisor Evaluations of Observations** (CO 1, 2, 3, 4, 5, 6, 7, 8): Teacher candidates will normally be visited from 3-5 times by the university supervisor, the first visit being a "Meet and Greet" the school professionals. Other visits consist of an observation of the teacher candidate teaching a complete lesson, a short conference with the mentor teacher, and a conference with the teacher candidate. Dates for observations and evaluations may be unannounced. [**CPL$_{2a}$** ****This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty***]

    A. For one of the observations, the university supervisor will use the **Teacher Candidate Observation Instrument of the Department of Modern and Classical Languages**. This instrument was specifically designed to assess a teacher candidate's ability to teach a foreign language. All performance assessment categories link to the American Council on the Teaching of Foreign Languages (ACTFL) Preparation of Foreign Language Educators (PFLE) Standards. [**CPL$_{3a}$, EDL$_{3a}$** ****This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty***]

    B. If deemed warranted by the university supervisor or mentor teacher, a **Videotaped Self-Assessment** or additional observations may be required. For the taped lesson, the teacher candidate will submit a lesson plan and a critique of his/her performance. The critique will identify (a) three teaching behaviors perceived to be areas of strength; (b) three teaching behaviors perceived to be areas for improvement; and (c) three recommendations for improving the behaviors identified in (b) above.

C. **Mentor Teacher Evaluations of Observations** (CO 1, 2, 3, 4, 5, 6, 7, 8): Teacher candidates will be observed formally a minimum of three (3) times by the mentor teacher. Each evaluation consists of (1) an observation of the teacher candidate teaching a complete lesson and using an observation form provided by VSU and (2) a conference with the teacher candidate. The Mentor Teacher should provide a paper copy of the evaluation for the University Supervisor.

D. **Teacher Candidate Self-Evaluations of Instruction** (CO 1, 2, 3, 4, 5, 6, 7, 8): Teacher candidate will complete a minimum of three (3) self-evaluations of instruction. The Teacher Candidate should provide a print copy of the evaluation for the University Supervisor. For the initial, midterm, and final self-evaluations, complete an online evaluation form in LiveText by the deadlines supplied by the College of Education.

E. **EdTPA/TWS (Teacher Work Sample) including ISLA (Impact on Student Learning Assessment)** (CO 2, 3, 4, 5, 6): Requirements will be given in FLED 4800, as scheduled by the teacher candidate's university supervisor. A student must complate a successful attempt of EdTPA by submitting his/her portfolio and receiving a composite score.

F. **Teacher Candidate Self-Evaluation of Dispositions** (CO 8): Complete a "Teacher Candidate Self-Evaluation of Dispositions" form, including descriptions of the examples that support how you rated yourself in each area.

G. **Mentor Teacher Evaluation of Dispositions** (CO 8): Complete a "Mentor Teacher Evaluation of Dispositions" form.

H. **University Supervisor Evaluation of Dispositions** (CO 8): Complete a "Supervising Teacher Evaluation of Dispositions" form.

I. **Reflections** (CO 1, 2, 3, 4, 5, 6, 7, 8): As part of the online discussion component of FLED 4800, you will turn in weekly reflections based on daily observation notes. These reflections should include:

A. School information (video taping policy, faculty, map of school, school calendar etc.)

B. Student information (Class profile)

C. Observations of your Mentor Teacher's classes and those of other teachers

D. Personal Teaching Reflections: Your teaching will improve as you reflect on what you observed and did, what students did, and how you can provide the most effective learning situations. Record your <u>reactions</u> to your classroom experiences. Do not simply write what you did; analyze what you and your

students did and reflect on your effectiveness. What changes will you consider based on your reflections? It is expected that you should write a minimum of one paragraph a night. Reflect on the experiences you have had and written about previously in your reflective log. For example: identify one thing that was a strength in your teaching and explain why and, identify one thing you want to improve in your teaching and how you plan to do this.

E. **Overview of discussions with the mentor teacher and / or college supervisor.**

F. **Any interesting activities you have observed** (field days, plays, field trips, memorable observations outside of your room)

G. **Any additional information that pertains to student teaching**

8. **Seminar Attendance** (CO 1, 8): As this course is a co-requisite with FLED 4800 the teacher candidate will attend professional practices development seminars held periodically throughout the student teaching experience, as scheduled by the teacher candidate's university supervisor. The purpose of these seminars will be to provide a platform for constructive reflection and guidance of effective teaching strategies to help meet the challenges that arise during student teaching and to provide guidance in the compilation of the professional electronic teaching portfolio. Seminar topics include: discussions on classroom management; unit and lesson planning, learning activity planning, scaffolding, and assessments, completing the teacher work sample; an examination of interrelationships of home, school, and community resources; and others deemed appropriate. Attendance at the seminars is mandatory and may require the teacher candidate to leave school early that day.

9. **Summative Cultural Research Paper** (CO 8): Requirements will be given in FLED 4800, as scheduled by the teacher candidate's university supervisor.

10. **GACE Content Exam** and **ACTFL OPI and WPT** (CO 8): Must be successfully completed per state of Georgia requirements for teacher certification

COURSE EVALUATION

All of the above areas must receive an evaluation of satisfactory to receive a "Satisfactory" grade for student teaching. Your university supervisor determines your grade based upon satisfactory ratings of stated requirements and satisfactory evaluations of your teaching performance by the classroom mentor and university supervisor.

Grading Scale

S **Demonstrates an acceptable level of performance** in relation to Foreign Language Education Program standards

U **Fails to demonstrate acceptable level of performance** in relation to Foreign Language Education program standards

A student who receives a grade of Unsatisfactory (U) for student teaching may apply for student teaching only one additional time. The student will be required to complete a prescribed program of remediation before being permitted to student teach the second time. Any student who receives a second grade of "U" for student teaching will be permanently dismissed from all teacher education programs in the College of Education and will not be recommended for teacher certification by Valdosta State University.

ATTENDANCE POLICY

Teacher candidates must be in the school each day for the hours scheduled for the mentor teacher. Teacher candidates who arrive late, leave early, or are absent without prior notification are subject to removal from the school setting. There will be no absences during student teaching. If absences are necessary due to emergencies or illness, the school/mentor teacher, the university supervisor, the FLED supervisor, and the Modern and Classical Languages Department Chair must be notified at the earliest possible time. The teacher candidate will schedule appointments or other business so as not to interfere with the school day. **WARNING!** Absences (even those meeting the above criteria) totaling three days or more require review of the teacher candidate's placement and may result in extension or cancellation of the student teaching experience, and may result in a grade of **U**.

The Modern and Classical Languages Department has a policy of no excused absences. This means that missed time from student teaching needs to be made up. Excessive absences will be handled on an individual basis. The following requirements are mandatory for all student teachers to report missed time (*Missed time can be made up after the last official day of student teaching)*:

1. **Contact** the mentor teacher, the school, and the VSU supervisor by phone.

2. **E-mail** Dr. Russell (varussell@valdosta.edu) the reason for your absence and the total amount of time missed. This will be kept for the official attendance record. All missed time is to be reported, including being late and partial days.

PROFESSIONALISM

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Candidates in this course are pursuing a profession with extremely high standards. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a candidate's actions or attitudes are judged to be less than professional, appropriate remedial action will be taken. The Code of Ethics for Educators at: http://www.gapsc.com/Professionalpractices/NEthics.asp Dispositions can be assessed through observable behavior of the teacher candidate and effects on P-12 learning. For example, a candidate's commitment to improving his/her own language proficiency might be verified by the candidate's description of the out-of-class language/cultural activities in which s/he has participated or his/her reading of authentic texts outside of class. Professional

Dispositions published by the American Council on the Teaching of Foreign Languages at: http://www.actfl.org/i4a/pages/index.cfm?pageid=3385#11

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

INSTRUCTOR

Instructor:
Office:
Phone:
Email:
Web:
Office Hours:

VSU MCL Foreign Language Teaching Assessment Instrument

EDL3.2 and CPL3.2

Context

This instrument will be used during FLED 6780 (Internship) and FLED 6790 (Student Teaching). This instrument will be used to assess a teacher candidate's ability to teach a foreign language. All performance assessment categories link to the American Council on the Teaching of Foreign Languages (ACTFL) Preparation of Foreign Language Educators (PFLE) Standards. This instrument will be used along with the Teacher Candidate Observation Instrument of the Valdosta State University College of Education, which will be used to evaluate classroom practices general to all teachers.

Purpose

The purpose of this assessment is to identify strengths and potential areas of weakness in Foreign Language Interns and Student Teachers. This assessment instrument specifically focuses on Foreign Language Educator preparation by assessing demonstrated performance distinct from and complementary to that found on the Teacher Candidate Observation Instrument of the Valdosta State University College of Education.

Assessor

This instrument will be administered by the VSU University Supervisor. Also, the instrument may be used for self or peer evaluation by the Intern or Student Teacher.

Performance Assessment

Performance Assessment

	Target (3 pts.) (0 pt)	**Acceptable (2 pts.)** (0 pt)	**Unacceptable (1 pts.)** (0 pt)	**Rating and Score (T, A, or U)** (0 pt)
Standards: ACTFL PFLE Standard #4 (1.000, 10%)	Targeted performance is evidenced by GPS standards that are correctly associated with the learning outcomes to be assessed. In addition, standards that are addressed	Acceptable performance is evidenced by GPS standards that must be stretched to be related to associated learning outcomes. In addition, too many or too few standards	Unacceptable performance is evidenced by unaligned procedures, standards, and/or outcomes.	_____ Comments:

Performance Assessment

	Target (3 pts.) (0 pt)	**Acceptable (2 pts.)** (0 pt)	**Unacceptable (1 pts.)** (0 pt)	**Rating and Score (T, A, or U)** (0 pt)
	but not assessed are included.	may be identified.		
Classroom Environment: ACTFL PFLE Standard #2 (1.000, 10%)	Targeted performance is evidenced by the incorporation of creative materials, including both text supplied materials and realia. The materials chosen are appropriate materials for the communicative situation.	Acceptable performance is evidenced by incorporation of materials that are sufficient to teach the lesson. No realia or non textbook material is included.	Unacceptable performance is evidenced by no visuals or visuals that are of low quality.	_____ Comments:
Target Language: ACTFL PFLE Standard #1 (1.000, 10%)	Targeted performace is marked by evidence of presentation of the lesson at the "Advanced Low" level on the ACTFL scale. Few to no grammar mistakes occur on the part of the professor. In addition, there are no mistakes in the grammar that is taught.	Acceptable performance is evidenced by use of the language at the "Intermediate High" level on the ACTFL scale. Although the presentation occurs in the target language, there are some mistakes (possibly due to language difficulties).	Unacceptable performance is evidenced by use of the language at the "Intermediate Low" level on the ACTFL scale or lower. There are frequent mistakes and/or an inability to stay in the target language. Concepts are taught incorrectly due to language difficulties.	_____ Comments:
Student Interaction in Target Language: ACTFL PFLE Standard #3 (1.000, 10%)	Targeted performance is evidenced by a	Acceptable performance is evidenced	Unacceptable performance is evidenced by	_____

Performance Assessment

	Target (3 pts.) (0 pt)	**Acceptable (2 pts.)** (0 pt)	**Unacceptable (1 pts.)** (0 pt)	**Rating and Score (T, A, or U)** (0 pt)
	variety of opportunities for students to interact with peers, the teacher, or visiting native speakers in a meaningful context in the target language. Students are provided with appropriate scaffolds to maximize their ability to interact in the target language.	by some opportunities for students to interact with other students or the teacher in a meaningful context in the target language.	few opportunities for students to interact in the target language. Interaction may be focused on drilled pairwork with little opportunity for negotiation of meaning or meaningful communication.	Comments:
Contextualization of Vocabulary: ACTFL PFLE Standard #3 (1.000, 10%)	Targeted performance is evidenced by the creation of an appropraite context for teaching the lesson in the target language. Context is believable, interesting, and engaging. Students will learn something that is applicable to their lives.	Acceptable performance is evidenced by a related context. Context may seem forced, not authentic, and/or not fully engaging to students.	Unacceptable performance is evidenced by the absence of a context for instruction. Teaching of grammar only occurs. Repetition on the part of the students is used as a method for instruction.	_____ Comments:
Culture: ACTFL PFLE Standard #2 (1.000, 10%)	Targeted performance is marked by the integration of culture into instruction by	Acceptable performance is marked by the attempt to integrate culture into	Unacceptable performance is evidenced by a failure to integrate culture.	_____ Comments:

Performance Assessment

	Target (3 pts.) (0 pt)	**Acceptable (2 pts.)** (0 pt)	**Unacceptable (1 pts.)** (0 pt)	**Rating and Score (T, A, or U)** (0 pt)
	engaging cultural perspectives, practices, and products. Students question the relationships between and among peoples. Also, students begin to understand the lives and practices of a group of people.	instruction by exploring the practices, perspectives, and products of a group of people. However, the main focus of the lesson may be historical facts, dates, foods, or works of art - and not intercultural understanding.	Teacher candidate presents culture using only the "Frankenstein approach" to teaching culture (i.e. a bullfighter here, a taco there, etc.)	
Assessment: ACTFL PFLE STANDARD #5 (1.000, 10%)	Targeted performance is marked by evidence of the ability to design, report, and reflect on assessment. There is evidence of an assessment plan and systematic ongoing assessment throughout the lesson.	Acceptable performance is evidenced by an attempt to design, report, and reflect on assessment. There is allusion to an assessment plan. No assessment occurs in an ongoing fashion during the presentation.	Unacceptable performance is evidenced by the absence of an assessment plan and/or no evidence of the ability to design, report, and reflect on assessment.	_____ Comments:
Professionalism: ACTFL PFLE STANDARD #6 (1.000, 10%)	Targeted performance is marked by evidence that the teacher candidate interacts effectively within the school,	Acceptable performance is evidenced by the teacher candidate participating in some school activities outside the	Unacceptable performance is evidenced by no community, school, or professional involvement.	_____ Comments:

Performance Assessment

	Target (3 pts.) (0 pt)	**Acceptable (2 pts.)** (0 pt)	**Unacceptable (1 pts.)** (0 pt)	**Rating and Score (T, A, or U)** (0 pt)
	community, and foreign language profession.	classroom.		
Reading, Writing, Listening and Speaking: ACTFL PFLE STANDARD #3 (1.000, 10%)	Targeted performance is marked by evidence of teacher candidate incorporating reading, writing, listening, and speaking activities into each class.	Acceptable performance is evidenced by incorporation of some of the four skills into each class.	Unacceptable performance is evidenced by a failure to incorporate more than one of the skills into each class.	_____ Comments:
Community (1.000, 10%)	Targeted performance is marked by showcasing a strong knowledge and development of collaborative relationships with learners, families and the local community.	Targeted performance is marked by showcasing an acceptable knowledge and development of collaborative relationships with learners, families and the local community.	Targeted performance is marked by showcasing a weak knowledge and development of collaborative relationships with learners, families and the local community.	---------- ---- Comments

RECEIVED
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VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 11/04/2016 (mm/dd/yyyy)

Department Initiating Request: Modern and Classical Languages	**Faculty Member Requesting:** Randy Gladwin
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) ESOL 6800	**Proposed New Course Title:** Clinical Practice Seminar **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Clinical Practice Seminar
Semester/Year to be Effective: Summer, 2017	**Estimated Frequency of Course Offering:** Spring 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: FLED 6000/6010, FLED 7000/7010, ESOL 6030 and 21 credit hours in the program. Co-Requisite: ESOL 6780 or ESOL 6790.

Capstone experience requiring student teachers to reflect upon their teaching experiences through interactions with peers, secondary education professionals, and other educators in their content area. The preparation and presentation of a portfolio reflecting their student teaching experience is required

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: reflection and practice

☒ Adopting current best practice(s) in field: standard offering

☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies: Clinical hours in Teacher Ed

☐ Other:

Source of Data to Support Suggested Change:

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

☐ Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) For PSC, TKES, ACTFL/CAEP

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

Data Sources:

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

☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) For TKES, PSC, ACTFL/CAEP

☒ Other: EdTPA

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

Approvals:	
Dept. Head: Olga R. Nikolova	Date: 12-12-16
College/Division Exec. Comm.: Connie Richards	Date: 12/13/16
Dean/Director: Connie Richards	Date: 12/13/16
Graduate Exec. Comm.: (for graduate course): T. LaPlant	Date: 1-31-17
Graduate Dean: (for graduate course): T. LaPlant	Date: 1-31-17
Academic Committee:	Date:

Form last updated: January 6, 2010

Dewar College of Education and Human Services
Valdosta State University
Department of Modern and Classical Languages

ESOL 6800
Clinical Practice Seminar
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*

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*

State ESOL Standards

1 Language as a System

1.1 Candidates will demonstrate understanding of language as a system, including phonetics, phonology, morphology, syntax, semantics and pragmatics, to support English Language Learners (ELLs) as they acquire English language proficiency and achieve in the content areas

1.2 Candidates will understand and apply theories and research in language acquisition and development to support the ELLs' English language and literacy learning and content-area achievement.

2 Culture

2.1 Candidates will know, understand, and use major theories and research related to the nature and role of culture in their instruction.

2.2 Candidates will demonstrate an understanding of how cultural groups and individual cultural identities affect language learning, school achievement, language, literacy development, and content achievement.

3 Planning, Implementing, and Managing Instruction

3.1 Candidates who know, understand, and apply concepts, research, action research, and evidence-based practices to plan classroom instruction in a supportive learning environment for ELLs.

3.2 Candidates will plan instruction for multi-level classrooms with learners from diverse backgrounds using standards-based ELL and content curriculum

3.3 Candidates will know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing to communicate for social and instructional purposes.

3.4 Candidates will support ELLs' access to the core curriculum by teaching language through academic content and real life experiences.

3.5 Candidate will be familiar with a wide range of standards-based materials, resources, and technologies and choose, adapt, and use them in effective teaching in the academic areas of language arts, mathematics, science, and social studies.

4 Assessment

4.1 Candidates will demonstrate an understanding of various assessment issues as they affect ELLs, such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations.

4.2. Candidates will know and use a variety of standards-based language proficiency instruments to show language growth and to inform their instruction.

4.3. Candidates will demonstrate an understanding of assessment uses for identification, placement, and re-classification of ELLs.

4.4. Candidates will know and use a variety of performance-based assessment tools and techniques to inform instruction in the classroom.

5 Professionalism

5.1 Candidates will demonstrate knowledge of history, research, educational public policy, and current practice in the field of ELL teaching and apply this knowledge to improve teaching and learning.

5.2 Candidates will demonstrate the ability to advocate for ELLs; build partnerships with colleagues, students' families, and community members; and serve as a resource to all staff to improve learning for all ELLs

5.3 Candidates will take advantage of professional growth and leadership opportunities.

INSTRUCTOR

Name:
Office Number:
Telephone Number:
Email Address:
Office Hours:
Website:

COURSE DESCRIPTION

Prerequisite: Senior Standing. Co-requisite: ESOL 6790. The capstone experience requiring candidates to reflect upon their teaching experiences through interactions with peers, secondary education professionals, and other educators in their content area. The preparation and presentation of a portfolio reflecting their clinical practice experience is required. (2 hrs.)

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

1) The First Days of School; Harry K. Wong Publications; 978-0962936029

2) An active VSU e-mail account and LiveText account: http://www.college.livetext.com

COURSE OBJECTIVES

The candidate will:

1. demonstrate skill in planning for appropriate student learning by developing individual and thematic lesson plans using state (GPS Standards & WIDA) and local (textbooks, curriculum guides, etc.) curriculum resources. (InTASC S1, S3, S4, S5, S6, S7, S8, TL3.1, FL3.2, CPL3.1; State ESOL Standards 1.2, 3.1, 3.2, 3.3, 3.4, 3.5)

2. demonstrate knowledge of, skill in, and acceptance of individual and group needs of pupils of differing economic, social, racial, ethnic, and religious backgrounds and with handicapping conditions with whom they work when planning lessons and during day-to-day interactions. (InTASC S1, S2, S3, S7, DL3.2, FL3.2; State ESOL Standards 2.2, 3.2)

3. demonstrate teaching competence by implementing lesson plans. (InTASC S1, S2, S3, S4, S5, S6, S7, S8, TL3.1, FL3.2, CPL3.1; ; State ESOL Standards 3.1, 3.2, 3.3, 3.4, 3.5)

4. demonstrate skills in observing and assessing pupil behavior and performance by implementing lesson plans, evaluating student learning to improve planning and practice, and using technology to provide learners with the means by which to use data to manage their own learning (InTASC S5, S6, TL3.1, TL3.2, AL3.1, AL3.3, FL3.2, EDL3.1, TL3.2; State ESOL Standards 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4)

5. demonstrate competence in creating/maintaining appropriate learning environments (physical and affective). (InTASC S2, S3, FL3.2; ; State ESOL Standards 2.2, 3.1)

6. employ appropriate classroom management techniques that will promote the social, emotional, and academic development of all pupils. (InTASC S1, S2, S3, S7, FL3.2; State ESOL Standards 2.2, 3.1)

7. demonstrate competence in the skills and abilities needed to work with his/her mentor teacher and other professionals in the school setting, as well as with parents, paraprofessionals, and other adults in the school environment. (InTASC S9, S10, EDL2.2, EDL3.1; ; State ESOL Standards 5.1, 5.2, 5.3)

8. demonstrate knowledge of legal and ethical issues of being a teacher. (InTASC S9, EDL2.2, EDL3.1; ; State ESOL Standards 5.1, 5.3, 5.3)

9. demonstrate knowledge of procedures for applying for and interviewing for teaching positions. (InTASC S10, EDL2.1; State ESOL Standards 5.1, 5.2, 5.3)

10. demonstrate skill as a reflective practitioner / professional. (InTASC S9, S10, EDL3.1; State ESOL Standards 4.3, 4.4, 5.1, 5.2, 5.3)

11. examine multiple sources of data to assess the impact of current practices on meeting diverse learners' needs and make adjustments in practice to meet diverse students' needs (InTASC S1, S2, S3, S6, S7, S8, DL3.3; State ESOL Standards 2.2, 3.2, 3.5, 4.4)

12. models and provides opportunities for learners to understand academic language and to use vocabulary to engage in and express content learning. (InTASC S4, S5, FL3.3; State ESOL Standards 3.1, 3.2, 3.3, 3.4. 3.5)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

(**Linked to Course Objectives**. Some assignments should be submitted through the LiveText portfolio)

1. Candidates will attend <u>all</u> required seminar sessions at designated dates and locations and candidates will actively participate in discussions and class activities. Candidates will prepare work in advance in order to fully participate in the weekly discussions. See Seminar Schedule for meeting times and room location. (CO 8, 9, 10)

2. Candidates will participate in seminar discussions regarding classroom management techniques, creating a positive learning environment, collegiality and professionalism, making adjustments to instruction to meet diverse learners' needs, as **well as related legal and ethical issues in the school setting**. The discussions will take place both in class and online. (CO 5, 6, 7, 8, 10, 11)

3. Candidates will develop pre- and posttests, results critique, a class profile (TWS-ISLA), and lesson plans that will be used in conjunction with a unit being taught during solo teaching. Data will be

   analyzed qualitatively and quantitatively for the whole class and for three focus students with diverse needs. All of these items are part of an TWS-ISLA (Impact on Student Learning Assessment) that will be submitted into LiveText. (CO 1, 2, 3, 4, 5, 11)

4. Candidates will prepare and submit an edTPA portfolio assessment which consists of three tasks: planning, instruction, and assessment **of diverse learners**. Candidates will complete each edTPA task according to the timetable that is posted to the course on BlazeVIEW and they will follow all guidelines listed in the edTPA World Language handbook. (CO 1, 2, 3, 4, 5, 6, 10, 11, 12)

COURSE EVALUATION

Each of the assignments listed below corresponds to the same number assignment and course objectives listed in the Course Activities/Assignments/Requirements section.

1. Attendance and Participation (20%)
There will be weekly scheduled seminar sessions that are mandatory. The discussions and reflections that take place during these sessions will guide candidates' growth during the clinical practice semester and will give them the opportunity to share problems and concerns. Teacher candidates will have the opportunity to seek and offer advice in a non-threatening environment. Addition seminar sessions may be added throughout the semester as needed. (CO 8, 9, 10)

Note: Failure to prepare edTPA assignments on time will negatively affect the candidate's ability to participate in the weekly seminar discussions and may result in failure of the course.

2. Readings and Discussions (20%)
There will be weekly assigned readings from the texts. Related discussion questions will be posted on the course website. Teacher candidates will answer the questions and engage in thoughtful discussion. Discussions will be graded according to a rubric that is posted on BlazeVIEW. EDL2a ***This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.*** (CO 5, 6, 7, 8, 10, 11)

3. Impact on Student Learning Assessment (20%)
As part of the course, each candidate will complete an Impact on Student Learning Assessment (ISLA) assignment. Candidates will develop pre- and posttests, results critique, a scope, a class profile and lesson plans that will be used in conjunction with a unit being taught during solo teaching. Candidates will analyze their impact on student learning quantitatively and qualitatively for the whole class and for three focus students. Final data will be submitted on LiveText and turned into the University Supervisor and the College of Education and Human Services. Students will be assessed using the *COEHS Impact on Student Learning Assessment Rubric.* AL3a***This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.*** (CO 1, 2, 3, 4, 5, 11)

4. Completion and submission of edTPA portfolio (20%)
The edTPA portfolio will demonstrate the candidate's ability to effectively plan, instruct, and assess **diverse learners**. Candidates will complete the three edTPA tasks (planning, instruction, and assessment) according to the timeline that is posted on BlazeVIEW and according to the guidelines that are listed in the edTPA World Language handbook. (CO 1, 2, 3, 4, 5, 6, 10, 11, 12)

Note: Failure to complete edTPA tasks by the specified deadline may result in failure of the course.

GRADING COMPONENTS

Attendance and Participation	25%
Readings and Discussions	25%
ISLA	25%
edTPA Portfolio	25%
	100%

GRADING SCALE

S **Demonstrates an acceptable level of performance**: Final course grades of 70% or higher will result in a grade of S.

U **Fails to demonstrate acceptable level of performance**: Final course grades of 69% or lower will result in a grade of U.

ATTENDANCE POLICY

The Modern and Classical Languages Department has a policy of no excused absences. If absences are necessary due to emergencies or illness, the university supervisor and the Modern and Classical Languages Department Chair must be notified at the earliest possible time.

PROFESSIONALISM

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Candidates in this course are pursuing a profession with extremely high standards. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a candidate's actions or attitudes are judged to be less than professional, appropriate remedial action will be taken. The Code Of Ethics for Educators at: http://www.gapsc.com/Professionalpractices/NEthics.asp

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

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

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

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

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

FIRST OFFENSE:

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

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (http://www.valdosta.edu/coe/studentsinfo.shtml). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

ACCESSIBILITY STATEMENT

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

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

STUDENT 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.

MEETING SCHEDULE

Tuesdays, 5:30 – 7:30 PM in West Hall 258

*The above meetings are mandatory. Other meetings may be added throughout the term on an as needed basis. Schedule is tentative and subject to change.

Reading Schedule: TBA on BlazeVIEW

Notes: Students will post classroom management plans, lesson plans, reflections, and discussions on BlazeVIEW. Instructions and due dates are listed on the course (ESOL 6800) on BlazeVIEW.

RECEIVED
JAN 05 2017
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 11/04/2016 (mm/dd/yyyy)

Department Initiating Request: Modern and Classical Languages	**Faculty Member Requesting:** Randy Gladwin
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) FLED 6000	**Proposed New Course Title:** World Languages and TESOL Methods P-8 **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) World Lang/TESOL Meth P-8
Semester/Year to be Effective: Summer, 2017	**Estimated Frequency of Course Offering:** Fall or Spring

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

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.)
Prerequisite: ESOL 2999 or FLED 2999
A class focused on both theory and practice for the P-8 Foreign Language classroom. Students will come to a deeper understanding of their discipline (French and/or Spanish) and the principles of foreign language pedagogy. They will learn the importance of reflection on practice and will apply these understandings to making instructional decisions that foster the success of all learners.

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: reflection and practice

☒ Adopting current best practice(s) in field: standard offering

☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies: covers P-8

☐ Other:

Source of Data to Support Suggested Change:

☐ Indirect Measures: SOIs, student, employer, or alumni surveys, etc. all measures listed

☐ Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) For PSC, TKES, ACTFL/CAEP

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.) For TKES, PSC, ACTFL/CAEP

☒ Other: EdTPA

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

Approvals:	
Dept. Head: Ofelia R. Wikolova	Date: 12-12-16
College/Division Exec. Comm.: Connie Richards	Date: 12/13/16
Dean/Director: Connie Richards	Date: 12/13/16
Graduate Exec. Comm.: (for graduate course): J. T. Lott	Date: 1-31-17
Graduate Dean: (for graduate course): J. T. Lott	Date: 1-31-17
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

FLED 6000
World Languages and TESOL Methods (P-8)
2 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

The Interstate New Teacher Assessment and Support Consortium (InTASC), a program of the Council of Chief State School Officers, works to continually develop model standards for licensing new teachers. These standards represent a common core of teaching knowledge and skills that will help all students acquire 21st century knowledge and skills.

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:

Skype:

COURSE DESCRIPTION

Prerequisite: FLED 2999

FLED 6000: World Language and TESOL Methods (P-5) is designed as a graduate-level class that focuses on both theory and practice for the P-8 World Languages classroom. Students will come to a deeper understanding of their discipline (French and/or Spanish) and the principles of world languages pedagogy, they will understand the importance of reflection on practice and will apply these understandings to making instructional decisions that foster the success of all learners.

This course is designed to maximize the student's ability to convey pertinent subject matter in a creative and meaningful way through the use of technology and other important tools in the world languages classroom. Cooperative learning will facilitate mastery of the educational skills introduced. Along with methods of teaching world languages at the elementary and middle school levels, this course will review of theories of second language acquisition, instruction strategies, methods of evaluating proficiency and progress, assessment, technology, curriculum, and professional organizations and resources.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Curtain H., & C.A. Dahlberg. Languages and Children, Making the Match: New Languages for Young Learners, Grades K-8. 5th Edition.

Sabet Tavangar, H., & Mladic-Morales, B. (2014). The Global Education Toolkit for Elementary Learners. Corwin: Thousand Oaks, CA.

Other readings as indicated by the syllabus or provided by the instructor.

Regular access to BlazeVIEW (at least three [3] times per week), as the site will contain important information, announcements, and spaces for online interaction.

COURSE OBJECTIVES

The teacher candidate will:

1. Develop a personal teaching methodology for teaching a second language in FLEX, FLES, and Immersion programs in the P-8 classroom, based on an understanding of historical methods of teaching languages and a knowledge of current trends in second language teaching using the standards established by the American Council on the Teaching of Foreign Languages (ACTFL), the Teaching of English as a Second or Other Language International Association (TESOL), the Interstate New Teacher Assessment and Support Consortium (InTASC), the Georgia Performance Standards (GPS), and the WIDA ELP Standards. (InTASC S1, S2, S4, S5, S8; $CPL_{2.1}$)

2. Develop an understanding of the reflective process needed to build a curriculum that integrates both language and culture in a meaningful way—at every level or for any type of program—as well as promotes interdisciplinary connections for learners and adaptations of lessons for differentiated instruction. (InTASC S1, S2, S3, S4, S5, S7, S8; $CPL_{3.1}$, $DL_{2.1}$)

3. Evaluate and justify the selection of classroom materials and resources based on appropriate instructional approaches and assessment strategies for FLEX, FLES, and Immersion programs. (InTASC S1, S2, S3, S4, S5, S7, S8; $AL_{1.2}$)

4. Gain understanding of assessment as a continuous, reflective process utilizing multiple types of assessments to draw conclusions about student progress toward learning goals and make subsequent modifications of lesson plans to address individual learner needs and differences as well as maintain connections to appropriate standards. (InTASC S1, S2, S6, S9, $AL_{2.2}$)

5. Establish involvement/connections with appropriate professional organizations to maintain a current knowledge of developments in second language pedagogy and acquisition. (InTASC S9, S10; $EDL_{2.1}$)

6. Demonstrate an understanding of the cultural, linguistic, social, emotional, cognitive, and physical needs of the students in grades P-8, including the use of technology to connect and collaborate with other learners around the globe. (InTASC S1, S2, S3, S4; $TL_{2.3}$)

7. Demonstrate understanding and usage of ACCESS scores to place and guide the progress of English learners, including the use of scaffolding content using sheltered instruction and placement and monitoring of learners based on their ACCESS scores.

COURSE EVALUATION

This class is part of your graduate professional preparation. Appropriate dispositions are expected and required. You may earn the maximum number of points for all assignments and activities, contingent upon the knowledge, originality, and quality demonstrated in your work. Demonstrated mastery of formal Standard English as well as the target language is required in all facets of the course. Therefore, evaluation of all written work will be made based upon both content and mechanics.

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

Assignments	Percentage
1. Attendance & Participation	10
2. Reflection Blog	30
3. Educational Philosophy: Reflection of Affirmation and Change	15
4. Other course activities and assignments	10
5. Membership in professional organization	5
5. Midterm	15
6. Final Exam	15
Total Percentage	**100**

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS: FLED 3500

1. **Educational Philosophy: Reflection of Affirmation and Change**: Teacher candidates will either begin or review, revisit, and rewrite their Educational Philosophy and reflect upon it, using their academic experiences and related coursework. *The Reflection of Affirmation and Change must be entered into LiveText.* This will also be your last blog post for the semester; it is important to take notes about your experiences and your thoughts throughout the semester to fully complete this reflection.

2. **Blogs**: Each candidate will respond weekly to a course blog reflecting on course learning and their advanced-level field experiences. Note: candidates will not create their own blog, they will only be responding to the posts created by your instructor; each entry, however, must link course discussions with practical applications in an in-depth manner. The link to the blog and instructions on how to access it can be found on BlazeVIEW.

3. **Engagement with International Experts in World Languages and ESOL Pedagogy**: Candidates will engage in discussions with international experts in world languages and ESOL pedagogy with the guidance of the instructor. Discussions about questions to be asked and analyzation of responses will be conducted during class.

4. **Other Class Activities and Assignments**: Throughout the semester, candidates will be required to complete activities and assignments as part of their participation in the course. These will be announced as applicable during the semester and explained in class and on BlazeVIEW.

5. **Midterm and Final Exams**: You will have a cumulative midterm and final exam that will cover all areas of instruction in the course. Textbook readings, supplemental readings, collaborative experiences/assignments, and course discussions will all be covered in these exams, thus it is important to pay close attention and take careful notes in all portions of the course.

6. **Involvement with Professional Organizations**: Candidates will be expected to establish involvement/connections with appropriate professional organizations to maintain a current knowledge of developments in second language pedagogy and acquisition for P-8 language learners. This will include membership to an appropriate organization, such as the Language Learning for Children Special Interest Group in ACTFL, the Interest Section for Elementary Education in TESOL, or the National Network for Early Language Learning (NNELL).

ATTENDANCE POLICY

From the University catalog: "The University expects that all students shall attend all regularly scheduled class meetings held for instruction or examination.... Instructors are required to maintain records of class attendance... It is recognized that class attendance is essentially a matter between students and their instructors. Instructors must explain their absence policy in the course syllabus. All students are held responsible for knowing the specific attendance requirements as prescribed by their instructors and for the satisfactory make-up work missed by absences. When students are compelled for any reason to be absent from class, they should immediately contact the instructor. A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course" (VSU Undergraduate Catalog 2013-2014, p. 77).

Attendance is very important and, therefore, mandatory. University policy requires that students attend classes on a regular basis. By enrolling in this class and receiving the syllabus you agree to abide by these rules. Any work missed due to absence is the responsibility of the student. Students are allowed to miss one (1) day of the course throughout the semester—SAVE that one (1) day for an emergency! For each absence after the first, ten (10) points will be deducted from your final grade.

Workload: As with any graduate-level course, it is expected that students will spend a minimum of 3 hours per class hour studying and working on assignments in order to achieve an average grade of "C;" a higher grade, therefore, will require additional work (realistically 6-8 hours or more).

Make-up policies: There will be no excused or late work submissions unless the student presents official documentation for an excused absence. Students who anticipate missing ANY class commitment for University-related and approved absences, or for religious observances should notify the instructor as soon as possible with official documentation.

PROFESSIONALISM

As a candidate in a graduate-level education program, 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 at the following URL http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf. Failure to follow the Code of Ethics will result in disciplinary actions through the College of Education and Human Services Professional Improvement Plan Process.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

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

STUDENT OPINION OF INSTRUCTION FORMS

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. SOI responses are anonymous to instructors/administrators. Instructors will be able to view only a summary of all responses three days after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the data until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors

are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available.

TITLE IX STATEMENT

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, titleix@valosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

ACCESS STATEMENT

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 Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu

Course Schedule

CD = *Languages and Children: Making the Match*, by Helena Curtain and Carol Ann Dahlberg

HSV = The *Global Education Toolkit*, by Homa Sabet Tavangar & Becky Morales

All other readings are posted on BlazeVIEW in the "Supplemental Readings" module.

DATE	TOPIC	ASSIGNMENTS DUE
Week 1	Course Introduction ACTFL & TESOL Standards, Guidelines, GELDS, GPS, & WIDA ELP Standards What is FLED for younger learners?	
Week 2	Younger learners and the communicative environment: Chapters 1 & 2	Read CD Chapters 1 & 2 Blog
Week 3	Building a positive environment for the 3 modes of communication	Read CD Chapter 3 & 4 Blog
Week 4	Instructional design in the early language classroom	Read CD Chapter 5 + HSV Chapter 1 Blog
Week 5	Assessment and management in the early language classroom I & edTPA	Read CD Chapter 9 Blog
Week 6	Assessment and management in the early language classroom II & edTPA	Read CD Chapter 10 Blog **Finalize questions for web conference**
Week 7	Literacy in the early language classroom **Web Conference with Dr. Helena Curtain, author of *Languages & Learners: Making the Match***	Read CD Chapter 6 Blog
Week 8	21st Century Skills and technology: Changing times for K-8 language learning Guest reading in Arabic	Read CD Chapter 13 + HSV Chapter 4 Blog
Week 9	The language-culture connection	Read CD Chapter 7 + Byram (2011), VanHouten (2016) Blog
Week 10	Content-based instruction **Web Conference with TESOL Expert**	Read CD Chapter 8 + HSV Chapter 3 Blog
Week 11	Bringing the early language classroom to life: Materials and resources I	Read CD Chapter 11 + HSV Chapter 2 Blog
Week 12	Bringing the early language classroom to life: Materials and resources II	Read CD Chapter 12 + HSV Chapter 5 Blog
Week 13	Past to present: History and advocacy in early world languages learning	Read CD Chapters 17 Blog

Week 14	Articulating an effective early language program & immersion programs	Read CD Chapters 15 & 16 **Finalize questions for web conference**
Week 15	Professional Development	Read CD Chapter 14, Met (1989), posted on BV **Educational Philosophy Due**

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JAN 05 2017

REQUEST FOR A NEW COURSE

Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission: 11/04/2016 (mm/dd/yyyy)

Department Initiating Request: Modern and Classical Languages	**Faculty Member Requesting:** Randy Gladwin
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) FLED 6010	**Proposed New Course Title:** P-8 Classroom Laboratory **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) P-8 Classroom Laboratory
Semester/Year to be Effective: Summer, 2017	**Estimated Frequency of Course Offering:** with FLED 6000 Fall or Spring

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

Lecture Hours: 0	**Lab Hours:** 1	**Credit Hours:** 1

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.)
Prerequisite: ESOL 2999 or FLED 2999

Designed to integrate knowledge and understanding of subject matter content with the teaching of the subject matter. This laboratory experience links pedagogical theory and practice as well as previous field experiences to advanced clinical practice or internship experiences, which require that students assume full responsibility for planning, implementing, and evaluating instruction in a classroom.

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: reflection and practice

☒ Adopting current best practice(s) in field: standard offering

☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies: Clinical hours in Teacher Ed

☐ Other:

Source of Data to Support Suggested Change:

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

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

Data Sources:

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

☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) For TKES, PSC, ACTFL/CAEP

☒ Other: EdTPA

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

Approvals:	
Dept. Head: Ofelia R. Nikolova	Date: 12-12-16
College/Division Exec. Comm.: Connie Richards	Date: 12/13/16
Dean/Director: Connie Richards	Date: 12/13/16
Graduate Exec. Comm.: (for graduate course): T. LaPlant	Date: 1-31-17
Graduate Dean: (for graduate course): T. LaPlant	Date: 1-31-17
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

FLED 6010
P-8 Classroom Laboratory
1 SEMESTER HOUR

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

The Interstate New Teacher Assessment and Support Consortium (InTASC), a program of the Council of Chief State School Officers, works to continually develop model standards for licensing new teachers. These standards represent a common core of teaching knowledge and skills that will help all students acquire 21st century knowledge and skills.

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:

Skype:

COURSE DESCRIPTION

Prerequisites: FLED 2999

FLED 6010: Classroom Laboratory for World Language and TESOL Methods (P-5) is designed to provide students with graduate-level opportunities to observe P-8 world languages and TESOL teachers within a variety of classroom settings. Students are encouraged to work with classroom teachers to actively participate in the classroom experience and interact with other teachers to learn about the many factors that affect teaching and learning experiences at these levels.

Students will also develop and teach a unit plan for P-8 learners using the American Council on the Teaching of Foreign Languages (ACTFL), the Teaching of English as a Second or Other Language International Association (TESOL), the Interstate New Teacher Assessment and Support Consortium (INTASC), Georgia Performance Standards (GPS, formerly QCC standards), and the WIDA ELP Standards. They will also work with the Assessment sequence for edTPA to further understanding of how assessment is necessary for planning, reflection, differentiated instruction, and teaching strategies.

This advanced-level classroom laboratory course is designed to integrate the knowledge and understanding of subject matter content with the teaching of the subject matter. This graduate laboratory experience links pedagogical theory and practice as well as previous field experiences to advanced clinical practice or internship experiences, which require that students assume full responsibility for planning, implementing, and evaluating instruction in a classroom.

COURSE OBJECTIVES

The teacher candidate will:

1. Demonstrate competency in planning a curriculum that will provide for the development of performance skills in a target language appropriate to FLEX, FLES, and Immersion programs in the P-8 classroom, including the use of developmentally appropriate technological tools for presentation and/or student use. (InTASC S1, S2, S3, S4, S5, S6, S7, S8; $TL_{3.3}$, TL_{3a})

2. Develop and utilize communicative/functional activities that promote skills in all three modes (interpersonal, presentational, interpretative) for the target language appropriate FLEX, FLES, and Immersion programs in the P-8 classroom. (InTASC S1, S2, S4, S5, S6, S7, S8, $TL_{1.1}$)

3. Develop and utilize activities that promote an understanding of the target language(s) and culture(s) and to model the "global perspectives, attitudes, and values" they expect their students to display with respect to the target culture, school culture, and all other cultures (InTASC S1, S2, S3, S4, S5, S8; FL_{3a}, $DL_{2.2}$, $CPL_{2.2}$)

4. Develop and justify sequential planning, assessment, and instruction modules using relevant research and theory including the three communicative modes in the target language, as well as appropriate technological elements in the target language, knowledge of the target language grammar, culture(s), vocabulary, pronunciation, and pedagogical knowledge in the target language. (InTASC S6, S8, S9; TL_{2a})

5. Understand and use effective means of evaluating student performance to determine curriculum and lesson planning as well as individual student assessment and development. (InTASC S6, S7, S8; $AL_{2.3}$, $EDL_{3.1}$)

6. Demonstrate knowledge of a variety of approaches and techniques for teaching IN the target language to create a positive, interactive environment for learning through personal field experiences and expert teacher observations as well as their reflections on each. (InTASC S1, S2, S3, S4, S5, S7, S8, S9, $FL_{2.1}$, $FL_{2.2}$)

7. Demonstrate understanding and usage of ACCESS scores to place and guide the progress of English learners, including the use of scaffolding content using sheltered instruction, and placement and monitoring of learners based on their ACCESS scores.

COURSE EVALUATION

This class is part of your graduate professional preparation. Appropriate dispositions are expected and required. You may earn the maximum number of points for all assignments and activities, contingent upon the knowledge, originality, and quality demonstrated in your work. Demonstrated mastery of formal Standard English is required in all facets of the course. Therefore, evaluation of all written work will be made based upon both content and mechanics. Each of the assignments listed below corresponds to the same assignment and course objectives listed in the Course Activities/Assignments/Requirements section. Values for all assessments are listed below.

Assignments	Percentage
1. Attendance & Participation	20
2. Unit Plan ***TL_{3a} *These are required Key Course Assessments and should not be modified or removed from this course without the approval of the program faculty.***	30
3. World Languages Assessment Commentary (*edTPA Assessment Handbook*).	30
4. Observations of Unit Plan lessons. ***TL_{2a}, FL_{3a} *These are required Key Course Assessments and should not be modified or removed from this course without the approval of the program faculty.***	20
Total Percentage	**100**

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS: FLED 3510

1. **Classroom Observations**: Teacher candidates will perform ten (10) hours of field experience observing world languages and TESOL instruction at the preschool through eighth grade levels. At least one observation must be made in a grades 3-5 level classroom and one in the grades 6-8 level classroom. There are a variety of settings from which students can choose. Using 10 hours of observations, the student should ideally spread their observations between levels and different settings. However, the most effective practice would be to diversify observations while also making sure to visit the same class subsequent times. Your instructor can help you to create an effective schedule if needed. Students will turn in the FLED Fieldwork Log with their completed observation guides and reflections. This Fieldwork Log is not valid without the signature and date of each teacher that the student observed.

2. **Classroom Observation Reports**: Teacher candidates will complete the observation guide posted on BlazeVIEW and write a one-page reflection (at least) for EACH of the of the classroom observations that are performed throughout the semester. The observation guide and instructions for completing the one-page reflection are posted on BlazeVIEW. Although all observations are due near the end of the semester, students are encouraged to contact these teachers in the local community at the beginning of the semester to ensure availability and respectful attendance of their classrooms. Taking notes during your experiences as well as timely recording of your observation is strongly recommended—all observation documents should demonstrate candidate's active experiences as well as constructive comparisons between different programs, development of classroom environments for repeated classroom observations, and thoughts on connections between content material, students, teachers, and community. In addition, candidates should reflect on how their observations inform their own teaching experiences—now and possibly in the future. Teacher candidates cannot perform observations on test days.

3. **Modified edTPA Task 3 Assessing Students' Learning (Unit Plan):**

   Candidates will plan and implement a sequence of 5 learning segments. The following assignments will be used to practice edTPA Task 4 requirements and will not be submitted for official scoring. Further information will be discussed during class sessions and is available on BlazeVIEW.

   a. Provide context information using the form located in the *edTPA Assessment Handbook* and online.
   b. Develop five world languages lesson plans in a sequence and implement these in your practicum field experience class. This lesson plan sequence will be entered into LiveText.
   c. Incorporate technology into each lesson and use it to (a) model safe usage of information and technology and (b) provide learners with feedback on their own learning. ***This is a required Key Course Assessment (TL_{3a}) and should not be modified or removed from this course without the approval of the program faculty.***
   d. Develop and implement formative assessments to analyze student work following guidelines located in the *edTPA Assessment Handbook.*
   e. Identify a targeted objective based on analysis of student work samples and design and implement a re-engagement lesson that will be used to evaluate the effectiveness and impact on student learning.
   f. Develop and implement a summative assessment for the lesson sequence that is based on the content as well as previous analyses of student work samples.
   g. Use the prompts located in the *edTPA Assessment Handbook* to complete an analysis of student learning of the whole class and 2 focus students.

4. **Observation of Unit Plan lessons**

   a. Lessons taught during the Unit Plan will be observed by your instructor and feedback will be given based on rubrics used by edTPA as well as CAPS so that students can effectively adjust their instruction, commentaries, and reflections. Individual and group meetings will also be held to review lesson plans and brainstorm possible revisions or additional ideas. ***TL_{2a}, FL_{3a} *These are required Key Course Assessments and should not be modified or removed from this course without the approval of the program faculty.***

5. **Portfolio**: Students will be required to post all required materials on LiveText by May 2, 2016. Structuring and support for this requirement will be provided in class and by request.

ATTENDANCE POLICY

From the University catalog: "The University expects that all students shall attend all regularly scheduled class meetings held for instruction or examination.... Instructors are required to maintain records of class attendance... It is recognized that class attendance is essentially a matter between students and their instructors. Instructors must explain their absence policy in the course syllabus. All students are held responsible for knowing the specific attendance requirements as prescribed by their instructors and for the satisfactory make-up work missed by absences. When students are compelled for any reason to be absent from class, they should immediately contact the instructor. A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course" (VSU Undergraduate Catalog 2013-2014, p. 77).

Attendance is very important and, therefore, mandatory. University policy requires that students attend classes on a regular basis. By enrolling in this class and receiving the syllabus you agree to abide by these rules. Any work missed due to absence is the responsibility of the student. Students are allowed to miss one (1) day of the course throughout the semester—SAVE that one (1) day for an emergency! For each absence after the first, ten (10) points will be deducted from your final grade.

Workload: As with any graduate-level course, it is expected that students will spend a minimum of 3 hours per class hour studying and working on assignments in order to achieve an average grade of "C;" a higher grade, therefore, will require additional work (realistically 6-8 hours or more).

Make-up policies: There will be no excused or late work submissions unless the student presents official documentation for an excused absence. Students who anticipate missing ANY class commitment for University-related and approved absences, or for religious observances should notify the instructor as soon as possible with official documentation.

PROFESSIONALISM

As a candidate in a graduate-level education program, 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 at the following URL http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf. Failure to follow the Code of Ethics will result in disciplinary actions through the College of Education and Human Services Professional Improvement Plan Process.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

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

STUDENT OPINION OF INSTRUCTION FORMS

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. SOI responses are anonymous to instructors/administrators. Instructors will be able to view only a summary of all responses three days after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the data until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors

are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available.

TITLE IX STATEMENT

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, titleix@valosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

ACCESS STATEMENT

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 Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu

COURSE PLAN

Week 3:	Schedule meeting with your instructor for Unit Plan Sequence
Week 8:	Schedule meeting with your instructor for mid-Unit Plan Review
Week 14:	Schedule meeting with your instructor for final Unit Plan and Assessment Commentary Review
Week 15:	(1) Final Unit Plan & edTPA Assessment Sequence due (upload to LiveText Portfolio) (2) All Active Field Experience/Expert Teacher Observations due

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VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 11/04/2016 (mm/dd/yyyy)

Department Initiating Request: Modern and Classical Languages	**Faculty Member Requesting:** Randy Gladwin
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) FLED 6780	**Proposed New Course Title:** Supervised Internship - Clinical Practice **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Sup Intern Clin Pract
Semester/Year to be Effective: Summer, 2017	**Estimated Frequency of Course Offering:** Fall and Spring semester

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

Lecture Hours: 6	**Lab Hours:** 0	**Credit Hours:** 6

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.)
Prerequisite: FLED 6000/6010 and FLED 7000/10 and 21 credit hours in the program. Co-Requisite: FLED 6800

Capstone experience providing opportunity for students to implement theory and instructional practices in secondary classrooms; supervised observation, teaching, classroom management and evaluation; acquaintance with the administration of a school and the school program; selection and use of appropriate instructional materials; conferences with supervisors.

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: reflection and practice

☒ Adopting current best practice(s) in field: standard offering

☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies: Clinical hours in Teacher Ed

☐ Other:

Source of Data to Support Suggested Change:

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

☐ Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) For PSC, TKES, ACTFL/CAEP

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

Data Sources:

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

☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) For TKES, PSC, ACTFL/CAEP

☒ Other: EdTPA

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

Approvals:	
Dept. Head: Ofelia R. Nikolova	Date: 12-12-16
College/Division Exec. Comm.: Connie Richards	Date: 12/13/16
Dean/Director: Connie Richards	Date: 12/13/16
Graduate Exec. Comm.: (for graduate course): J. T. [illegible]	Date: 1-31-17
Graduate Dean: (for graduate course): J. T. [illegible]	Date: 1-31-17
Academic Committee:	Date:

Form last updated: January 6, 2010

FLED 6780 – Supervised Internship - Clinical Practice
6 SEMESTER HOURS
Instructor
Semester/Year

Dewar College of Education
Valdosta State University
Department of Modern & Classical Languages
Conceptual Framework: Guiding Principles (DEPOSITS)
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

InTASC Model Core Teacher Standards

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

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

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

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

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

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

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

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

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

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

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

REQUIRED TEXTBOOKS

None; Account with LiveText for: P12 LiveText solutions http://www.college.livetext.com

COURSE DESCRIPTION *(Aligned to InTASC Model Core Teacher Standards).*

Prerequisite: Senior Standing. Co-requisite: FLED 4800. The capstone experience providing opportunity for students to implement theory and instructional practices in secondary classrooms; supervised observation, teaching, classroom management and evaluation; acquaintance with the administration of a school and the school program; selection and use of appropriate instructional materials; conferences with supervisors.

COURSE OBJECTIVES

1. demonstrate competence in the skills and abilities needed to work with his/her mentor teacher and other professionals in the school setting, as well as with parents, paraprofessionals, and other adults in the school environment. (InTASC S3, S9, S10; EDL3.2)

2. demonstrate skill in planning for appropriate student learning by developing individual and thematic lesson plans using state (CC-GPS Standards) and local (textbooks, curriculum guides, etc.) curriculum resources. (InTASC S1, S2, S3, S4, S5, S6; CPL1.3, FL1.2, TL1.2)

3. demonstrates understanding and utilization of the strengths and needs of learners of diverse backgrounds (for example, social, racial, ethnic, and religious), identities, and conditions with whom they work when planning lessons and during day-to-day interactions. (InTASC S2, S3, S7, S9, S10; DL1.2, 3.1)

4. demonstrate teaching competence by implementing lesson plans that utilize academic language appropriate for learners with the safe, legal, and ethical use of information and technology (InTASC S4, S5; AL3.3, CPL2.2, TL2.2, TL3.3)

5. demonstrate skills in observing and assessing pupil behavior and performance by implementing lesson plans, assessing impact of practices, and evaluating student learning. (InTASC S4, S5, S6, S8; AL1.1)

6. demonstrate competence in creating / maintaining appropriate and engaging learning environments (physical and affective) and aids learners to make connections between materials in a content area and related perspectives from another content area (InTASC S1, S2; CPL2.3, CPL 3.2)

7. employ appropriate classroom management techniques that will promote the social, emotional, and academic development of all pupils. (InTASC S1, S2, S3, S7; DL2.3)

8. demonstrate skill as an ethical and reflective practitioner / professional. (InTASC S9, S10; EDL1.2, 2.1, FL3.5, TL3.3)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Linked to Course Objectives. Some assignments should be submitted through the LiveText portfolio]

1. **Contact Information** (CO1): Fill out and provide contact information sheet to the University Supervisor and Mentor Teacher.

2. **Classroom Management Plan** (CO 3, 5, 6, 7, 8): Produce and utilize a formal classroom management plan throughout the clinical practice experience (creation, revision, and assessment of classroom management plans will be part of the online discussion component of FLED 4800).

3. **Instructional Schedule Plan** (CO 1, 8): This schedule is flexible and dependent on decisions made by the teacher candidate and the university supervisor. Keep this schedule updated and provide copies when it changes to the university supervisor. The teacher candidate and the mentor teacher are encouraged, early in the semester, to make long-range plans for the term, including pre-solo teaching (getting to know the school,

classes, faculty and staff, students, making observations, assisting the Mentor Teacher, etc.) and post-solo teaching (observations, assisting the Mentor Teacher, etc.)

4. **Full-Time Teaching Responsibility** (CO 1, 2, 3, 4, 5, 6, 7, 8): The teacher candidate has the full responsibility for the classroom. Although the university supervisor will monitor this time, the teacher candidate will plan, teach, evaluate, etc., as if s/he were the teacher.

5. **Lesson Plans** (CO 2, 3): Daily lesson plans will follow the format approved by the university supervisor. Each week's lesson plans will be posted to the course website the Friday before the week of instruction.

6. **Scheduled Family Member Meeting** (CO 1): Participate in a scheduled family member contact or meeting. This could include a PTO meeting, SST meeting, or parent conference.

7. **University Supervisor Evaluations of Observations** (CO 1, 2, 3, 4, 5, 6, 7, 8): Teacher candidates will normally be visited from 3-5 times by the university supervisor, the first visit being a "Meet and Greet" the school professionals. Other visits consist of an observation of the teacher candidate teaching a complete lesson, a short conference with the mentor teacher, and a conference with the teacher candidate. Dates for observations and evaluations may be unannounced. [**CPL$_{2a}$** ****This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty***]

    A. For one of the observations, the university supervisor will use the **Teacher Candidate Observation Instrument of the Department of Modern and Classical Languages**. This instrument was specifically designed to assess a teacher candidate's ability to teach a foreign language. All performance assessment categories link to the American Council on the Teaching of Foreign Languages (ACTFL) Preparation of Foreign Language Educators (PFLE) Standards. [**CPL$_{3a}$, EDL$_{3a}$** ****This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty***]

    B. If deemed warranted by the university supervisor a **Videotaped Self-Assessment** or additional observations may be required. For the taped lesson, the teacher candidate will submit a lesson plan and a critique of his/her performance. The critique will identify (a) three teaching behaviors perceived to be areas of strength; (b) three teaching behaviors perceived to be areas for improvement; and (c) three recommendations for improving the behaviors identified in (b) above.

    C. **University Supervisor Evaluations of Observations** (CO 1, 2, 3, 4, 5, 6, 7, 8): Teacher candidates will be observed formally a minimum of three (3) times by the university supervisor. Each evaluation consists of (1) an observation of the teacher candidate teaching a complete lesson and using an observation form

provided by VSU and (2) a conference with the teacher candidate. The Mentor Teacher should provide a paper copy of the evaluation for the University Supervisor.

D. **Teacher Candidate Self-Evaluations of Instruction** (CO 1, 2, 3, 4, 5, 6, 7, 8): Teacher candidate will complete a minimum of three (3) self-evaluations of instruction. The Teacher Candidate should provide a print copy of the evaluation for the University Supervisor. For the initial, midterm, and final self-evaluations, complete an online evaluation form in LiveText by the deadlines supplied by the College of Education.

E. **EdTPA/TWS (Teacher Work Sample) including ISLA (Impact on Student Learning Assessment)** (CO 2, 3, 4, 5, 6): Requirements will be given in FLED 4800, as scheduled by the teacher candidate's university supervisor. A student must complete a successful attempt of EdTPA by submitting his/her portfolio and receiving a composite score.

F. **Teacher Candidate Self-Evaluation of Dispositions** (CO 8): Complete a "Teacher Candidate Self-Evaluation of Dispositions" form, including descriptions of the examples that support how you rated yourself in each area.

G. **University Supervisor Evaluation of Dispositions** (CO 8): Complete a "Supervising Teacher Evaluation of Dispositions" form.

H. **Reflections** (CO 1, 2, 3, 4, 5, 6, 7, 8): As part of the online discussion component of FLED 4800, you will turn in weekly reflections based on daily observation notes. These reflections should include:

A. School information (video taping policy, faculty, map of school, school calendar etc.)

B. Student information (Class profile)

C. Observations of your Mentor Teacher's classes and those of other teachers

D. Personal Teaching Reflections: Your teaching will improve as you reflect on what you observed and did, what students did, and how you can provide the most effective learning situations. Record your <u>reactions</u> to your classroom experiences. Do not simply write what you did; analyze what you and your students did and reflect on your effectiveness. What changes will you consider based on your reflections? It is expected that you should write a <u>minimum</u> of one paragraph a night. Reflect on the experiences you have had and written about previously in your reflective log. For example: <u>identify</u> one thing that was a strength in your teaching and explain why and, <u>identify</u> one thing you want to improve in your teaching and how you plan to do this.

E. **Overview of discussions with the mentor teacher and / or college supervisor.**

F. **Any interesting activities you have observed** (field days, plays, field trips, memorable observations outside of your room)

G. **Any additional information that pertains to clinical practice**

8. **Seminar Attendance** (CO 1, 8): As this course is a co-requisite with FLED 6800 the teacher candidate will attend professional practices development seminars held periodically throughout the clinical practice experience, as scheduled by the teacher candidate's university supervisor. The purpose of these seminars will be to provide a platform for constructive reflection and guidance of effective teaching strategies to help meet the challenges that arise during clinical practice and to provide guidance in the compilation of the professional electronic teaching portfolio. Seminar topics include: discussions on classroom management; unit and lesson planning, learning activity planning, scaffolding, and assessments, completing the teacher work sample; an examination of interrelationships of home, school, and community resources; and others deemed appropriate. Attendance at the seminars is mandatory and may require the teacher candidate to leave school early that day.

9. **Summative Cultural Research Paper** (CO 8): Requirements will be given in FLED 4800, as scheduled by the teacher candidate's university supervisor.

10. **GACE Content Exam** and **ACTFL OPI and WPT** (CO 8): Must be successfully completed per state of Georgia requirements for teacher certification

COURSE EVALUATION

All of the above areas must receive an evaluation of satisfactory to receive a "Satisfactory" grade for clinical practice. Your university supervisor determines your grade based upon satisfactory ratings of stated requirements and satisfactory evaluations of your teaching performance by the classroom mentor and university supervisor.

Grading Scale

S **Demonstrates an acceptable level of performance** in relation to Foreign Language Education Program standards

U **Fails to demonstrate acceptable level of performance** in relation to Foreign Language Education program standards

A student who receives a grade of Unsatisfactory (U) may apply for clinical practice only one additional time. The student will be required to complete a prescribed program of remediation before being permitted to start clinical practice the second time. Any student who receives a second grade of "U" for clinical practice will be permanently dismissed from all teacher education programs in the College of Education and will not be recommended for teacher certification by Valdosta State University.

ATTENDANCE POLICY

Teacher candidates must be in the school each day for the hours scheduled for the mentor teacher. Teacher candidates who arrive late, leave early, or are absent without prior notification are subject to removal from the school setting. There will be no absences during clinical practice. If absences are necessary due to emergencies or illness, the school/mentor teacher, the university supervisor, the FLED supervisor, and the Modern and Classical Languages Department Chair must be notified at the earliest possible time. The teacher candidate will schedule appointments or other business so as not to interfere with the school day. **WARNING!** Absences (even those meeting the above criteria) totaling three days or more require review of the teacher candidate's placement and may result in extension or cancellation of the clinical practice experience, and may result in a grade of **U**.

The Modern and Classical Languages Department has a policy of no excused absences. This means that missed time from clinical practice needs to be made up. Excessive absences will be handled on an individual basis. The following requirements are mandatory for all student teachers to report missed time (*Missed time can be made up after the last official day of the clinical practice)*:

1. **Contact** the mentor teacher, the school, and the VSU supervisor by phone.

2. **E-mail** Dr. Russell (varussell@valdosta.edu) the reason for your absence and the total amount of time missed. This will be kept for the official attendance record. All missed time is to be reported, including being late and partial days.

PROFESSIONALISM

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Candidates in this course are pursuing a profession with extremely high standards. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a candidate's actions or attitudes are judged to be less than professional, appropriate remedial action will be taken. The Code of Ethics for Educators at: http://www.gapsc.com/Professionalpractices/NEthics.asp Dispositions can be assessed through observable behavior of the teacher candidate and effects on P-12 learning. For example, a candidate's commitment to improving his/her own language proficiency might be verified by the candidate's description of the out-of-class language/cultural activities in which s/he has participated or his/her reading of authentic texts outside of class. Professional Dispositions published by the American Council on the Teaching of Foreign Languages at: http://www.actfl.org/i4a/pages/index.cfm?pageid=3385#11

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

INSTRUCTOR

Instructor:
Office:
Phone:
Email:
Web:
Office Hours:

VSU MCL Foreign Language Teaching Assessment Instrument

EDL3.2 and CPL3.2

Context

This instrument will be used during FLED 6780 (Internship) and FLED 6790 (Clinical Practice). This instrument will be used to assess a teacher candidate's ability to teach a foreign language. All performance assessment categories link to the American Council on the Teaching of Foreign Languages (ACTFL) Preparation of Foreign Language Educators (PFLE) Standards. This instrument will be used along with the Teacher Candidate Observation Instrument of the Valdosta State University College of Education, which will be used to evaluate classroom practices general to all teachers.

Purpose

The purpose of this assessment is to identify strengths and potential areas of weakness in Foreign Language Interns and Teacher Candidates. This assessment instrument specifically focuses on Foreign Language Educator preparation by assessing demonstrated performance distinct from and complementary to that found on the Teacher Candidate Observation Instrument of the Valdosta State University College of Education.

Assessor

This instrument will be administered by the VSU University Supervisor. Also, the instrument may be used for self or peer evaluation by the Intern or Teacher Candidate.

Performance Assessment

Performance Assessment

	Target (3 pts.) (0 pt)	**Acceptable (2 pts.)** (0 pt)	**Unacceptable (1 pts.)** (0 pt)	**Rating and Score (T, A, or U)** (0 pt)
Standards: ACTFL PFLE Standard #4 (1.000, 10%)	Targeted performance is evidenced by GPS standards that are correctly associated with the learning outcomes to be assessed. In addition, standards that are addressed	Acceptable performance is evidenced by GPS standards that must be stretched to be related to associated learning outcomes. In addition, too many or too few standards	Unacceptable performance is evidenced by unaligned procedures, standards, and/or outcomes.	_____ Comments:

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Performance Assessment

	Target (3 pts.) (0 pt)	**Acceptable (2 pts.)** (0 pt)	**Unacceptable (1 pts.)** (0 pt)	**Rating and Score (T, A, or U)** (0 pt)
	but not assessed are included.	may be identified.		
Classroom Environment: ACTFL PFLE Standard #2 (1.000, 10%)	Targeted performance is evidenced by the incorporation of creative materials, including both text supplied materials and realia. The materials chosen are appropriate materials for the communicative situation.	Acceptable performance is evidenced by incorporation of materials that are sufficient to teach the lesson. No realia or non textbook material is included.	Unacceptable performance is evidenced by no visuals or visuals that are of low quality.	_____ Comments:
Target Language: ACTFL PFLE Standard #1 (1.000, 10%)	Targeted performance is marked by evidence of presentation of the lesson at the "Advanced Low" level on the ACTFL scale. Few to no grammar mistakes occur on the part of the professor. In addition, there are no mistakes in the grammar that is taught.	Acceptable performance is evidenced by use of the language at the "Intermediate High" level on the ACTFL scale. Although the presentation occurs in the target language, there are some mistakes (possibly due to language difficulties).	Unacceptable performance is evidenced by use of the language at the "Intermediate Low" level on the ACTFL scale or lower. There are frequent mistakes and/or an inability to stay in the target language. Concepts are taught incorrectly due to language difficulties.	_____ Comments:
Student Interaction in Target Language: ACTFL PFLE Standard #3 (1.000, 10%)	Targeted performance is evidenced by a	Acceptable performance is evidenced	Unacceptable performance is evidenced by	_____

Performance Assessment

	Target (3 pts.) (0 pt)	**Acceptable (2 pts.)** (0 pt)	**Unacceptable (1 pts.)** (0 pt)	**Rating and Score (T, A, or U)** (0 pt)
	variety of opportunities for students to interact with peers, the teacher, or visiting native speakers in a meaningful context in the target language. Students are provided with appropriate scaffolds to maximize their ability to interact in the target language.	by some opportunities for students to interact with other students or the teacher in a meaningful context in the target language.	few opportunities for students to interact in the target language. Interaction may be focused on drilled pair work with little opportunity for negotiation of meaning or meaningful communication.	Comments:
Contextualization of Vocabulary: ACTFL PFLE Standard #3 (1.000, 10%)	Targeted performance is evidenced by the creation of an appropriate context for teaching the lesson in the target language. Context is believable, interesting, and engaging. Students will learn something that is applicable to their lives.	Acceptable performance is evidenced by a related context. Context may seem forced, not authentic, and/or not fully engaging to students.	Unacceptable performance is evidenced by the absence of a context for instruction. Teaching of grammar only occurs. Repetition on the part of the students is used as a method for instruction.	_____ Comments:
Culture: ACTFL PFLE Standard #2 (1.000, 10%)	Targeted performance is marked by the integration of culture into instruction by	Acceptable performance is marked by the attempt to integrate culture into	Unacceptable performance is evidenced by a failure to integrate culture.	_____ Comments:

Performance Assessment

	Target (3 pts.) (0 pt)	**Acceptable (2 pts.)** (0 pt)	**Unacceptable (1 pts.)** (0 pt)	**Rating and Score (T, A, or U)** (0 pt)
	engaging cultural perspectives, practices, and products. Students question the relationships between and among peoples. Also, students begin to understand the lives and practices of a group of people.	instruction by exploring the practices, perspectives, and products of a group of people. However, the main focus of the lesson may be historical facts, dates, foods, or works of art - and not intercultural understanding.	Teacher candidate presents culture using only the "Frankenstein approach" to teaching culture (i.e. a bullfighter here, a taco there, etc.)	
Assessment: ACTFL PFLE STANDARD #5 (1.000, 10%)	Targeted performance is marked by evidence of the ability to design, report, and reflect on assessment. There is evidence of an assessment plan and systematic ongoing assessment throughout the lesson.	Acceptable performance is evidenced by an attempt to design, report, and reflect on assessment. There is allusion to an assessment plan. No assessment occurs in an ongoing fashion during the presentation.	Unacceptable performance is evidenced by the absence of an assessment plan and/or no evidence of the ability to design, report, and reflect on assessment.	_____ Comments:
Professionalism: ACTFL PFLE STANDARD #6 (1.000, 10%)	Targeted performance is marked by evidence that the teacher candidate interacts effectively within the school,	Acceptable performance is evidenced by the teacher candidate participating in some school activities outside the	Unacceptable performance is evidenced by no community, school, or professional involvement.	_____ Comments:

Performance Assessment

	Target (3 pts.) (0 pt)	**Acceptable (2 pts.)** (0 pt)	**Unacceptable (1 pts.)** (0 pt)	**Rating and Score (T, A, or U)** (0 pt)
	community, and foreign language profession.	classroom.		
Reading, Writing, Listening and Speaking: ACTFL PFLE STANDARD #3 (1.000, 10%)	Targeted performance is marked by evidence of teacher candidate incorporating reading, writing, listening, and speaking activities into each class.	Acceptable performance is evidenced by incorporation of some of the four skills into each class.	Unacceptable performance is evidenced by a failure to incorporate more than one of the skills into each class.	_____ Comments:
Community (1.000, 10%)	Targeted performance is marked by showcasing a strong knowledge and development of collaborative relationships with learners, families and the local community.	Targeted performance is marked by showcasing an acceptable knowledge and development of collaborative relationships with learners, families and the local community.	Targeted performance is marked by showcasing a weak knowledge and development of collaborative relationships with learners, families and the local community.	---------- ---- Comments

RECEIVED
JAN 05 2017
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 11/04/2016 (mm/dd/yyyy)

Department Initiating Request: Modern and Classical Languages	**Faculty Member Requesting:** Randy Gladwin
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) FLED 6790	**Proposed New Course Title:** Student Teaching - Clinical Practice **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Stud Teach Clin Pract
Semester/Year to be Effective: Summer, 2017	**Estimated Frequency of Course Offering:** Fall and Spring semester

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

Lecture Hours: 6	**Lab Hours:** 0	**Credit Hours:** 6

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.)
Prerequisite: FLED 6000/6010 and FLED 7000/10 and 21 credit hours in the program. Co-Requisite: FLED 6800

Capstone experience providing opportunity for students to implement theory and instructional practices in secondary classrooms; supervised observation, teaching, classroom management and evaluation; acquaintance with the administration of a school and the school program; selection and use of appropriate instructional materials; conferences with supervisors.

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: reflection and practice

☒ Adopting current best practice(s) in field: standard offering

☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies: Clinical hours in Teacher Ed

☐ Other:

Source of Data to Support Suggested Change:

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

☐ Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) For PSC, TKES, ACTFL/CAEP

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

Data Sources:

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

☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) For TKES, PSC, ACTFL/CAEP

☒ Other: EdTPA

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

Approvals:	
Dept. Head: Ofelia R. Nikolova	Date: 12-12-16
College/Division Exec. Comm.: Connie Richards	Date: 12/13/16
Dean/Director: Connie Richards	Date: 12/13/16
Graduate Exec. Comm.: (for graduate course): T. LaPlant	Date: 1-31-17
Graduate Dean: (for graduate course): T. LaPlant	Date: 1-31-17
Academic Committee:	Date:

Form last updated: January 6, 2010

FLED 6790 – Student Teaching - Clinical Practice
6 SEMESTER HOURS
Instructor
Semester/Year

Dewar College of Education
Valdosta State University
Department of Modern & Classical Languages
Conceptual Framework: Guiding Principles (DEPOSITS)
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

InTASC Model Core Teacher Standards

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

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

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

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

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

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

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

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

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

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

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

REQUIRED TEXTBOOKS

None; Account with LiveText for: P12 LiveText solutions http://www.college.livetext.com

COURSE DESCRIPTION *(Aligned to InTASC Model Core Teacher Standards).*

Prerequisite: Senior Standing. Co-requisite: FLED 6800. The capstone experience providing opportunity for ns to implement theory and instructional practices in secondary classrooms; supervised observation, teaching, classroom management and evaluation; acquaintance with the administration of a school and the school program; selection and use of appropriate instructional materials; conferences with supervisors.

COURSE OBJECTIVES

1. demonstrate competence in the skills and abilities needed to work with his/her mentor teacher and other professionals in the school setting, as well as with parents, paraprofessionals, and other adults in the school environment. (InTASC S3, S9, S10; EDL3.2)

2. demonstrate skill in planning for appropriate student learning by developing individual and thematic lesson plans using state (CC-GPS Standards) and local (textbooks, curriculum guides, etc.) curriculum resources. (InTASC S1, S2, S3, S4, S5, S6; CPL1.3, FL1.2, TL1.2)

3. demonstrates understanding and utilization of the strengths and needs of learners of diverse backgrounds (for example, social, racial, ethnic, and religious), identities, and conditions with whom they work when planning lessons and during day-to-day interactions. (InTASC S2, S3, S7, S9, S10; DL1.2, 3.1)

4. demonstrate teaching competence by implementing lesson plans that utilize academic language appropriate for learners with the safe, legal, and ethical use of information and technology (InTASC S4, S5; AL3.3, CPL2.2, TL2.2, TL3.3)

5. demonstrate skills in observing and assessing pupil behavior and performance by implementing lesson plans, assessing impact of practices, and evaluating student learning. (InTASC S4, S5, S6, S8; AL1.1)

6. demonstrate competence in creating / maintaining appropriate and engaging learning environments (physical and affective) and aids learners to make connections between materials in a content area and related perspectives from another content area (InTASC S1, S2; CPL2.3, CPL 3.2)

7. employ appropriate classroom management techniques that will promote the social, emotional, and academic development of all pupils. (InTASC S1, S2, S3, S7; DL2.3)

8. demonstrate skill as an ethical and reflective practitioner / professional. (InTASC S9, S10; EDL1.2, 2.1, FL3.5, TL3.3)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Linked to Course Objectives. Some assignments should be submitted through the LiveText portfolio]

1. **Contact Information** (CO1): Fill out and provide contact information sheet to the University Supervisor and Mentor Teacher.

2. **Classroom Management Plan** (CO 3, 5, 6, 7, 8): Produce and utilize a formal classroom management plan throughout the clinical practice experience (creation, revision, and assessment of classroom management plans will be part of the online discussion component of FLED 4800).

3. **Instructional Schedule Plan** (CO 1, 8): This schedule is flexible and dependent on decisions made by the mentor teacher, the teacher candidate, and the university supervisor. Keep this schedule updated and provide copies when it changes to the university supervisor. The teacher candidate and the mentor teacher are encouraged, early in the semester, to make long-range plans for the term, including pre-solo teaching

(getting to know the school, classes, faculty and staff, students, making observations, assisting the Mentor Teacher, etc.) and post-solo teaching (observations, assisting the Mentor Teacher, etc.)

4. **Full-Time (Solo) Teaching Responsibility** (CO 1, 2, 3, 4, 5, 6, 7, 8): The teacher candidate, in order to successfully complete the teacher candidate experience, will complete a total of four weeks in which s/he has the full responsibility for the classroom. Although both the mentor teacher and the university supervisor will monitor this time, the teacher candidate will plan, teach, evaluate, etc., as if s/he were the teacher.

5. **Lesson Plans** (CO 2, 3): Daily lesson plans will follow the format approved by the university supervisor. Each week's lesson plans will be posted to the course website the Friday before the week of instruction.

6. **Scheduled Family Member Meeting** (CO 1): Participate in a scheduled family member contact or meeting. This could include a PTO meeting, SST meeting, or parent conference.

7. **University Supervisor Evaluations of Observations** (CO 1, 2, 3, 4, 5, 6, 7, 8): Teacher candidates will normally be visited from 3-5 times by the university supervisor, the first visit being a "Meet and Greet" the school professionals. Other visits consist of an observation of the teacher candidate teaching a complete lesson, a short conference with the mentor teacher, and a conference with the teacher candidate. Dates for observations and evaluations may be unannounced. [**CPL$_{2a}$** ****This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty***]

    A. For one of the observations, the university supervisor will use the **Teacher Candidate Observation Instrument of the Department of Modern and Classical Languages**. This instrument was specifically designed to assess a teacher candidate's ability to teach a foreign language. All performance assessment categories link to the American Council on the Teaching of Foreign Languages (ACTFL) Preparation of Foreign Language Educators (PFLE) Standards. [**CPL$_{3a}$, EDL$_{3a}$** ****This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty***]

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G. **Mentor Teacher Evaluation of Dispositions** (CO 8): Complete a "Mentor Teacher Evaluation of Dispositions" form.

H. **University Supervisor Evaluation of Dispositions** (CO 8): Complete a "Supervising Teacher Evaluation of Dispositions" form.

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B. Student information (Class profile)

C. Observations of your Mentor Teacher's classes and those of other teachers

D. Personal Teaching Reflections: Your teaching will improve as you reflect on what you observed and did, what students did, and how you can provide the most effective learning situations. Record your <u>reactions</u> to your classroom experiences. Do not simply write what you did; analyze what you and your

students did and reflect on your effectiveness. What changes will you consider based on your reflections? It is expected that you should write a minimum of one paragraph a night. Reflect on the experiences you have had and written about previously in your reflective log. For example: identify one thing that was a strength in your teaching and explain why and, identify one thing you want to improve in your teaching and how you plan to do this.

E. **Overview of discussions with the mentor teacher and / or college supervisor.**

F. **Any interesting activities you have observed** (field days, plays, field trips, memorable observations outside of your room)

G. **Any additional information that pertains to clinical practice**

8. **Seminar Attendance** (CO 1, 8): As this course is a co-requisite with FLED 4800 the teacher candidate will attend professional practices development seminars held periodically throughout the clinical practice experience, as scheduled by the teacher candidate's university supervisor. The purpose of these seminars will be to provide a platform for constructive reflection and guidance of effective teaching strategies to help meet the challenges that arise during clinical practice and to provide guidance in the compilation of the professional electronic teaching portfolio. Seminar topics include: discussions on classroom management; unit and lesson planning, learning activity planning, scaffolding, and assessments, completing the teacher work sample; an examination of interrelationships of home, school, and community resources; and others deemed appropriate. Attendance at the seminars is mandatory and may require the teacher candidate to leave school early that day.

9. **Summative Cultural Research Paper** (CO 8): Requirements will be given in FLED 4800, as scheduled by the teacher candidate's university supervisor.

10. **GACE Content Exam** and **ACTFL OPI and WPT** (CO 8): Must be successfully completed per state of Georgia requirements for teacher certification

COURSE EVALUATION

All of the above areas must receive an evaluation of satisfactory to receive a "Satisfactory" grade for clinical practice. Your university supervisor determines your grade based upon satisfactory ratings of stated requirements and satisfactory evaluations of your teaching performance by the classroom mentor and university supervisor.

Grading Scale

S **Demonstrates an acceptable level of performance** in relation to Foreign Language Education Program standards

U **Fails to demonstrate acceptable level of performance** in relation to Foreign Language Education program standards

A student who receives a grade of Unsatisfactory (U) for clinical practice may apply for clinical practice only one additional time. The student will be required to complete a prescribed program of remediation before being permitted to student teach the second time. Any student who receives a second grade of "U" for clinical practice will be permanently dismissed from all teacher education programs in the College of Education and will not be recommended for teacher certification by Valdosta State University.

ATTENDANCE POLICY

Teacher candidates must be in the school each day for the hours scheduled for the mentor teacher. Teacher candidates who arrive late, leave early, or are absent without prior notification are subject to removal from the school setting. There will be no absences during clinical practice. If absences are necessary due to emergencies or illness, the school/mentor teacher, the university supervisor, the FLED supervisor, and the Modern and Classical Languages Department Chair must be notified at the earliest possible time. The teacher candidate will schedule appointments or other business so as not to interfere with the school day. **WARNING!** Absences (even those meeting the above criteria) totaling three days or more require review of the teacher candidate's placement and may result in extension or cancellation of the clinical practice experience, and may result in a grade of **U**.

The Modern and Classical Languages Department has a policy of no excused absences. This means that missed time from clinical practice needs to be made up. Excessive absences will be handled on an individual basis. The following requirements are mandatory for all student teachers to report missed time (*Missed time can be made up after the last official day of clinical practice)*:

1. **Contact** the mentor teacher, the school, and the VSU supervisor by phone.

2. **E-mail** Dr. Russell (varussell@valdosta.edu) the reason for your absence and the total amount of time missed. This will be kept for the official attendance record. All missed time is to be reported, including being late and partial days.

PROFESSIONALISM

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Candidates in this course are pursuing a profession with extremely high standards. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a candidate's actions or attitudes are judged to be less than professional, appropriate remedial action will be taken. The Code of Ethics for Educators at: http://www.gapsc.com/Professionalpractices/NEthics.asp Dispositions can be assessed through observable behavior of the teacher candidate and effects on P-12 learning. For example, a candidate's commitment to improving his/her own language proficiency might be verified by the candidate's description of the out-of-class language/cultural activities in which s/he has participated or his/her reading of authentic texts outside of class. Professional

Dispositions published by the American Council on the Teaching of Foreign Languages at: http://www.actfl.org/i4a/pages/index.cfm?pageid=3385#11

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

INSTRUCTOR

Instructor:
Office:
Phone:
Email:
Web:
Office Hours:

VSU MCL Foreign Language Teaching Assessment Instrument

EDL3.2 and CPL3.2

Context

This instrument will be used during FLED 6780 (Internship) and FLED 6790 Clinical Practice). This instrument will be used to assess a teacher candidate's ability to teach a foreign language. All performance assessment categories link to the American Council on the Teaching of Foreign Languages (ACTFL) Preparation of Foreign Language Educators (PFLE) Standards. This instrument will be used along with the Teacher Candidate Observation Instrument of the Valdosta State University College of Education, which will be used to evaluate classroom practices general to all teachers.

Purpose

The purpose of this assessment is to identify strengths and potential areas of weakness in Foreign Language Interns and Teacher Candidates. This assessment instrument specifically focuses on Foreign Language Educator preparation by assessing demonstrated performance distinct from and complementary to that found on the Teacher Candidate Observation Instrument of the Valdosta State University College of Education.

Assessor

This instrument will be administered by the VSU University Supervisor. Also, the instrument may be used for self or peer evaluation by the Intern or Teacher Candidate.

Performance Assessment

Performance Assessment

	Target (3 pts.) (0 pt)	**Acceptable (2 pts.)** (0 pt)	**Unacceptable (1 pts.)** (0 pt)	**Rating and Score (T, A, or U)** (0 pt)
Standards: ACTFL PFLE Standard #4 (1.000, 10%)	Targeted performance is evidenced by GPS standards that are correctly associated with the learning outcomes to be assessed. In addition, standards that are addressed	Acceptable performance is evidenced by GPS standards that must be stretched to be related to associated learning outcomes. In addition, too many or too few standards	Unacceptable performance is evidenced by unaligned procedures, standards, and/or outcomes.	_____ Comments:

Performance Assessment

	Target (3 pts.) (0 pt)	**Acceptable (2 pts.)** (0 pt)	**Unacceptable (1 pts.)** (0 pt)	**Rating and Score (T, A, or U)** (0 pt)
	but not assessed are included.	may be identified.		
Classroom Environment: ACTFL PFLE Standard #2 (1.000, 10%)	Targeted performance is evidenced by the incorporation of creative materials, including both text supplied materials and realia. The materials chosen are appropriate materials for the communicative situation.	Acceptable performance is evidenced by incorporation of materials that are sufficient to teach the lesson. No realia or non textbook material is included.	Unacceptable performance is evidenced by no visuals or visuals that are of low quality.	_____ Comments:
Target Language: ACTFL PFLE Standard #1 (1.000, 10%)	Targeted performance is marked by evidence of presentation of the lesson at the "Advanced Low" level on the ACTFL scale. Few to no grammar mistakes occur on the part of the professor. In addition, there are no mistakes in the grammar that is taught.	Acceptable performance is evidenced by use of the language at the "Intermediate High" level on the ACTFL scale. Although the presentation occurs in the target language, there are some mistakes (possibly due to language difficulties).	Unacceptable performance is evidenced by use of the language at the "Intermediate Low" level on the ACTFL scale or lower. There are frequent mistakes and/or an inability to stay in the target language. Concepts are taught incorrectly due to language difficulties.	_____ Comments:
Student Interaction in Target Language: ACTFL PFLE Standard #3 (1.000, 10%)	Targeted performance is evidenced by a	Acceptable performance is evidenced	Unacceptable performance is evidenced by	_____

Performance Assessment

	Target (3 pts.) (0 pt)	**Acceptable (2 pts.)** (0 pt)	**Unacceptable (1 pts.)** (0 pt)	**Rating and Score (T, A, or U)** (0 pt)
	variety of opportunities for students to interact with peers, the teacher, or visiting native speakers in a meaningful context in the target language. Students are provided with appropriate scaffolds to maximize their ability to interact in the target language.	by some opportunities for students to interact with other students or the teacher in a meaningful context in the target language.	few opportunities for students to interact in the target language. Interaction may be focused on drilled pair work with little opportunity for negotiation of meaning or meaningful communication.	Comments:
Contextualization of Vocabulary: ACTFL PFLE Standard #3 (1.000, 10%)	Targeted performance is evidenced by the creation of an appropriate context for teaching the lesson in the target language. Context is believable, interesting, and engaging. Students will learn something that is applicable to their lives.	Acceptable performance is evidenced by a related context. Context may seem forced, not authentic, and/or not fully engaging to students.	Unacceptable performance is evidenced by the absence of a context for instruction. Teaching of grammar only occurs. Repetition on the part of the students is used as a method for instruction.	_____ Comments:
Culture: ACTFL PFLE Standard #2 (1.000, 10%)	Targeted performance is marked by the integration of culture into instruction by	Acceptable performance is marked by the attempt to integrate culture into	Unacceptable performance is evidenced by a failure to integrate culture.	_____ Comments:

Performance Assessment

	Target (3 pts.) (0 pt)	**Acceptable (2 pts.)** (0 pt)	**Unacceptable (1 pts.)** (0 pt)	**Rating and Score (T, A, or U)** (0 pt)
	engaging cultural perspectives, practices, and products. Students question the relationships between and among peoples. Also, students begin to understand the lives and practices of a group of people.	instruction by exploring the practices, perspectives, and products of a group of people. However, the main focus of the lesson may be historical facts, dates, foods, or works of art - and not intercultural understanding.	Teacher candidate presents culture using only the "Frankenstein approach" to teaching culture (i.e. a bullfighter here, a taco there, etc.)	
Assessment: ACTFL PFLE STANDARD #5 (1.000, 10%)	Targeted performance is marked by evidence of the ability to design, report, and reflect on assessment. There is evidence of an assessment plan and systematic ongoing assessment throughout the lesson.	Acceptable performance is evidenced by an attempt to design, report, and reflect on assessment. There is allusion to an assessment plan. No assessment occurs in an ongoing fashion during the presentation.	Unacceptable performance is evidenced by the absence of an assessment plan and/or no evidence of the ability to design, report, and reflect on assessment.	_____ Comments:
Professionalism: ACTFL PFLE STANDARD #6 (1.000, 10%)	Targeted performance is marked by evidence that the teacher candidate interacts effectively within the school,	Acceptable performance is evidenced by the teacher candidate participating in some school activities outside the	Unacceptable performance is evidenced by no community, school, or professional involvement.	_____ Comments:

Performance Assessment

	Target (3 pts.) (0 pt)	**Acceptable (2 pts.)** (0 pt)	**Unacceptable (1 pts.)** (0 pt)	**Rating and Score (T, A, or U)** (0 pt)
	community, and foreign language profession.	classroom.		
Reading, Writing, Listening and Speaking: ACTFL PFLE STANDARD #3 (1.000, 10%)	Targeted performance is marked by evidence of teacher candidate incorporating reading, writing, listening, and speaking activities into each class.	Acceptable performance is evidenced by incorporation of some of the four skills into each class.	Unacceptable performance is evidenced by a failure to incorporate more than one of the skills into each class.	_____ Comments:
Community (1.000, 10%)	Targeted performance is marked by showcasing a strong knowledge and development of collaborative relationships with learners, families and the local community.	Targeted performance is marked by showcasing an acceptable knowledge and development of collaborative relationships with learners, families and the local community.	Targeted performance is marked by showcasing a weak knowledge and development of collaborative relationships with learners, families and the local community.	---------- ---- Comments

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GRADUATE SCHOOL

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 11/04/2016 (mm/dd/yyyy)

Department Initiating Request: Modern and Classical Languages	**Faculty Member Requesting:** Randy Gladwin
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) FLED 6800	**Proposed New Course Title:** Clinical Practice Seminar **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Clinical Practice Seminar
Semester/Year to be Effective: Summer, 2017	**Estimated Frequency of Course Offering:** Fall and Spring semester

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

Lecture Hours: 6	**Lab Hours:** 0	**Credit Hours:** 6

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.)
Prerequisite: FLED 6000/6010 and FLED 7000/10 and 21 credit hours in the program. Co-requisite: FLED 6780 or 6790.

Capstone experience requiring student teachers to reflect upon their teaching experiences through interactions with peers, secondary education professionals, and other educators in their content area. The preparation and presentation of a portfolio reflecting their student teaching experience is required

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: reflection and practice

☒ Adopting current best practice(s) in field: standard offering

☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies: Clinical hours in Teacher Ed

☐ Other:

Source of Data to Support Suggested Change:

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

☐ Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) For PSC, TKES, ACTFL/CAEP

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

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

Approvals:	
Dept. Head: Ofelia R. Nikolova	Date: 12-12-16
College/Division Exec. Comm.: Connie Richards	Date: 12/13/16
Dean/Director: Connie Richards	Date: 12/13/16
Graduate Exec. Comm.: (for graduate course): J. T. DePlt	Date: 1-31-17
Graduate Dean: (for graduate course): J. T. DePlt	Date: 1-31-17
Academic Committee:	Date:

Form last updated: January 6, 2010

Dewar College of Education and Human Services
Valdosta State University
Department of Modern and Classical Languages

FLED 6800
Clinical Practice Seminar
3 SEMESTER HOURS
Instructor
Semester/Year

Guiding Principles (DEPOSITS)

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

InTASC Model Core Teacher Standards*

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

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

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

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

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

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

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

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

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

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

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

INSTRUCTOR

Name:
Office Number:
Telephone Number:
Email Address:
Office Hours:
Website:

COURSE DESCRIPTION

Prerequisite: Senior Standing. Co-requisite: FLED 6780 or 6790. The capstone experience requiring teacher candidates to reflect upon their teaching experiences through interactions with peers, secondary education professionals, and other educators in their content area. The preparation and presentation of a portfolio reflecting their clinical practice experience is required.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

1) The First Days of School; Harry K. Wong Publications; 978-0962936029

2) An active VSU e-mail account and LiveText account: http://www.college.livetext.com

COURSE OBJECTIVES

The teacher candidate will:

1. demonstrate skill in planning for appropriate student learning by developing individual and thematic lesson plans using state (GPS Standards) and local (textbooks, curriculum guides, etc.) curriculum resources. (InTASC S1, S3, S4, S5, S6, S7, S8, TL3.1, FL3.2, CPL3.1)

2. demonstrate knowledge of, skill in, and acceptance of individual and group needs of pupils of differing economic, social, racial, ethnic, and religious backgrounds and with handicapping conditions with whom they work when planning lessons and during day-to-day interactions. (InTASC S1, S2, S3, S7, DL3.2, FL3.2)

3. demonstrate teaching competence by implementing lesson plans. (InTASC S1, S2, S3, S4, S5, S6, S7, S8, TL3.1, FL3.2, CPL3.1)

4. demonstrate skills in observing and assessing pupil behavior and performance by implementing lesson plans, evaluating student learning to improve planning and practice, and using technology to provide learners with the means by which to use data to manage their own learning (InTASC S5, S6, TL3.1, TL3.2, AL3.1, AL3.3, FL3.2, EDL3.1, TL3.2)

5. demonstrate competence in creating/maintaining appropriate learning environments (physical and affective). (InTASC S2, S3, FL3.2)

6. employ appropriate classroom management techniques that will promote the social, emotional, and academic development of all pupils. (InTASC S1, S2, S3, S7, FL3.2)

7. demonstrate competence in the skills and abilities needed to work with his/her mentor teacher and other professionals in the school setting, as well as with parents, paraprofessionals, and other adults in the school environment. (InTASC S9, S10, EDL2.2, EDL3.1)

8. demonstrate knowledge of legal and ethical issues of being a teacher. (InTASC S9, EDL2.2, EDL3.1)

9. demonstrate knowledge of procedures for applying for and interviewing for teaching positions. (InTASC S10, EDL2.1)

10. demonstrate skill as a reflective practitioner / professional. (InTASC S9, S10, EDL3.1)

11. examine multiple sources of data to assess the impact of current practices on meeting diverse learners' needs and make adjustments in practice to meet diverse students' needs (InTASC S1, S2, S3, S6, S7, S8, DL3.3)

12. models and provides opportunities for learners to understand academic language and to use vocabulary to engage in and express content learning. (InTASC S4, S5, FL3.3)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS
(**Linked to Course Objectives**. Some assignments should be submitted through the LiveText portfolio)

1. Candidates will attend <u>all</u> required seminar sessions at designated dates and locations and candidates will actively participate in discussions and class activities. Candidates will prepare work in advance in order to fully participate in the weekly discussions. See Seminar Schedule for meeting times and room location. (CO 8, 9, 10)

2. Candidates will participate in seminar discussions regarding classroom management techniques, creating a positive learning environment, collegiality and professionalism, making adjustments to instruction to meet diverse learners' needs, a**s well as related legal and ethical issues in the school setting**. The discussions will take place both in class and online. (CO 5, 6, 7, 8, 10, 11)

3. Candidates will develop pre- and posttests, results critique, a class profile, and lesson plans that will be used in conjunction with a unit being taught during solo teaching. Data will be analyzed qualitatively and quantitatively for the whole class and for three focus students with diverse needs.

All of these items are part of an ISLA (Impact on Student Learning Assessment) that will be submitted into LiveText. (CO 1, 2, 3, 4, 5, 11)

4. Candidates will submit a *Summative Cultural Research Paper* to LiveText. This paper will demonstrate the candidate's ability to understand and explain main ideas and key details of authentic "texts" in the target language. (CO 2, 10)

5. Candidates will prepare and submit an edTPA portfolio assessment which consists of three tasks: planning, instruction, and assessment **of diverse learners**. Candidates will complete each edTPA task according to the timetable that is posted to the course on BlazeVIEW and they will follow all guidelines listed in the edTPA World Language handbook. (CO 1, 2, 3, 4, 5, 6, 10, 11, 12)

COURSE EVALUATION

Each of the assignments listed below corresponds to the same number assignment and course objectives listed in the Course Activities/Assignments/Requirements section.

1. Attendance and Participation (20%)
There will be weekly scheduled seminar sessions that are mandatory. The discussions and reflections that take place during these sessions will guide candidates' growth during the clinical practice semester and will give them the opportunity to share problems and concerns. Teacher candidates will have the opportunity to seek and offer advice in a non-threatening environment. Addition seminar sessions may be added throughout the semester as needed.

Note: Failure to prepare edTPA assignments on time will negatively affect the candidate's ability to participate in the weekly seminar discussions and may result in failure of the course.

2. Readings and Discussions (20%)
There will be weekly assigned readings from the texts. Related discussion questions will be posted on the course website. Teacher candidates will answer the questions and engage in thoughtful discussion. Discussions will be graded according to a rubric that is posted on BlazeVIEW. EDL2a ***This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.***

3. Impact on Student Learning Assessment (20%)
As part of the course, each teacher candidate will complete an Impact on Student Learning Assessment (ISLA) assignment. Candidates will develop pre- and posttests, results critique, a scope, a class profile and lesson plans that will be used in conjunction with a unit being taught during solo teaching. Candidates will analyze their impact on student learning quantitatively and qualitatively for the whole class and for three focus students. Final data will be submitted on LiveText and turned into the University Supervisor and the College of Education and Human Services. AL3a***This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.***

4. Summative Cultural Research Paper (20%)
This paper will demonstrate the candidate's ability to understand and explain main ideas and key details of authentic "texts" (textbook readings, newspaper articles, audio/video recordings, etc.) from within appropriate historical and cultural contexts. The paper must:

- Correlate knowledge of social, political and literary history to specific literary works.
- Discuss the ways that selected literary works reflect some aspects of the societies in which they were produced.
- Identify some of the religious, political, economic, and cultural factors that influenced the literary production in Spain, Latin America, France or Francophone countries.
- Express and defend your opinions on key figures, events and concepts in Hispanic or French civilization and culture.
- Reflect on how the cultural topic could be taught to diverse learners.

The candidate will revise and review the paper, edit it for grammatical errors, and analyze the paper to be sure that it addresses the following issues:

- Does the paper show connections between the perspectives of a culture, its practices and its products?

- Was a literary or cultural text used to reflect on or interpret the perspectives of target cultures over time?
- Did literary or cultural text in the target language help to understand a particular culture's viewpoint?

- How could this topic be taught to diverse secondary students?

The final paper will be submitted to LiveText. DL3a***This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.***

5. Completion and submission of edTPA portfolio (20%)
The edTPA portfolio will demonstrate the candidate's ability to effectively plan, instruct, and assess **diverse learners**. Candidates will complete the three edTPA tasks (planning, instruction, and assessment) according to the timeline that is posted on BlazeVIEW and according to the guidelines that are listed in the edTPA World Language handbook.

Note: Failure to complete edTPA tasks by the specified deadline may result in failure of the course.

GRADING COMPONENTS

Attendance and Participation	20%
Readings and Discussions	20%
ISLA	20%
Cultural Research Paper	20%
edTPA Portfolio	20%
	100%

GRADING SCALE

S **Demonstrates an acceptable level of performance**: Final course grades of 70% or higher will result in a grade of S.

U **Fails to demonstrate acceptable level of performance**: Final course grades of 69% or lower will result in a grade of U.

ATTENDANCE POLICY

The Modern and Classical Languages Department has a policy of no excused absences. If absences are necessary due to emergencies or illness, the university supervisor and the Modern and Classical Languages Department Chair must be notified at the earliest possible time.

PROFESSIONALISM

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Candidates in this course are pursuing a profession with extremely high standards. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a candidate's actions or attitudes are judged to be less than professional, appropriate remedial action will be taken. The Code Of Ethics for Educators at: http://www.gapsc.com/Professionalpractices/NEthics.asp

NCATE defines dispositions as the "values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth" (Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education, NCATE, 2002). Dispositions can be assessed through observable behavior of the teacher candidate and effects on P-12 learning. For example, a candidate's commitment to improving his/her own language proficiency might be verified by the candidate's description of the out-of-class language/cultural activities in which s/he has participated or his/her reading of authentic texts outside of class. Professional Dispositions published by the American Council on the Teaching of Foreign Languages at: http://www.actfl.org/i4a/pages/index.cfm?pageid=3385#11

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

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

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

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

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

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
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3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (http://www.valdosta.edu/coe/studentsinfo.shtml). The Dewar College of Education Concern Form Policy will be followed.
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ACCESSIBILITY STATEMENT

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

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

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.

MEETING SCHEDULE

Wednesdays, 5:30 – 7:30 PM in West Hall 258

*The weekly meetings are mandatory. Other meetings may be added throughout the term on an as needed basis. Schedule is tentative and subject to change.

Reading Schedule: TBA on BlazeVIEW

Notes: Students will post classroom management plans, lesson plans, reflections, and discussions on BlazeVIEW. Instructions and due dates are listed on the course (FLED 6800) on BlazeVIEW.

RECEIVED
JAN 05 2017
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 11/04/2016 (mm/dd/yyyy)

Department Initiating Request: Modern and Classical Languages	**Faculty Member Requesting:** Randy Gladwin
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) FLED 7000	**Proposed New Course Title:** Curriculum and Instruction of World Languages & TESOL **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Curr/Instr of WL & TESOL
Semester/Year to be Effective: Summer, 2017	**Estimated Frequency of Course Offering:** Fall or Spring

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

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.)
Prerequisite: FLED 2999

Designed specifically to prepare pre-service teachers for the secondary (middle and high school) foreign language classroom. The course will focus on various second language teaching methods and approaches, their theoretical underpinnings, theories of second language acquisition, instructional strategies and materials, types of assessment, lesson planning, technology tools and resources, and professional development

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: reflection and practice

☒ Adopting current best practice(s) in field: standard offering

☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies: Clinical hours in Teacher Ed

☐ Other:

Source of Data to Support Suggested Change:

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

☐ Direct Measures: Materials collected and evaluated for program assessment purposes (tests,

portfolios, specific assignments, etc.) For PSC, TKES, ACTFL/CAEP

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

Data Sources:

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

☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) For TKES, PSC, ACTFL/CAEP

☒ Other: EdTPA

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

Approvals:	
Dept. Head: Ofelia R. Wikelova	Date: 12-12-16
College/Division Exec. Comm.: Connie Richards	Date: 12/13/16
Dean/Director: Connie Richards	Date: 12/13/16
Graduate Exec. Comm.: (for graduate course): J. T. LaPlant	Date: 1-31-17
Graduate Dean: (for graduate course): J. T. LaPlant	Date: 1-31-17
Academic Committee:	Date:

Form last updated: January 6, 2010

Dewar College of Education and Human Services
Valdosta State University
Department of Modern and Classical Languages

FLED 7000
Curriculum and Instruction of World Languages & TESOL
2 SEMESTER HOURS
Instructor
Semester / Year

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 CONTACT

Instructor:
Office Number:
Telephone Number:
Email Address:
Office Hours:
Website:

*Appointments are advisable so that you are not kept waiting while I am helping other students.

COURSE DESCRIPTION

Curriculum and Instruction of World Languages and TESOL (FLED 7000) is a course designed specifically to prepare pre-service teachers for the secondary (middle and high school) word language or ESOL classroom. The course will focus on various second language teaching methods and approaches, their theoretical underpinnings, theories of second language acquisition, instructional strategies and materials, types of assessment, lesson planning, technology tools and resources, and professional development. The main objective of the course is to provide students with the knowledge, skills, dispositions, understandings and other attributes that are associated with accomplished teaching.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

An Introduction to Foreign Language Learning and Teaching (Second Edition) by Keith Johnson (2008). ISBN: 978-1-4058-3617-3

-Becoming a Language Teacher: A Practical Guide to Second Language Learning and Teaching (Second Edition) by Elaine Kolker Horwitz (2013). ISBN: 978-0-13-248998-0

-The Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design by Donna Clementi and Laura Terrill (2014). ISBN: 978-0-98-965322-0

-Students are **required** to access Blazeview: http://www.valdosta.edu/blazeview/

Weekly access is compulsory, as the site will be used as an interactive tool where instructions and announcements will be posted.

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

1. To develop a personal teaching methodology for teaching a second language based on an understanding of historical and contemporary methods of teaching language and the knowledge of current trends in second language teaching using the American Council on the Teaching of Foreign Languages (ACTFL), the Teachers of English for Speakers of Other Languages (TESOL), the Interstate New Teacher Assessment and Support Consortium (InTASC), the Georgia Performance Standards (GPS), and the WIDA ELP standards for all students. (InTASC S1, S2, S4, S5, S8, CPL1.1)

2. To design and utilize communicative/functional activities that promote performance skills in second language (L2) listening, speaking, reading, and writing at all levels of language instruction, including adapting lesson plans for differentiated learners. (InTASC S1, S2, S3, S4, S5, S7, S8, DL2.2, CPL2.2)

3. To develop and utilize activities that promote an understanding of L2 culture(s) and to expect their students to demonstrate respect for the target culture(s), school culture, and all other cultures. (InTASC S1, S2, S3, S4, S5, S7, S8, DL2.1, DL2.2)

4. To evaluate and select classroom materials and resources. (InTASC S1, S2, S3, S4, S5, S7, TL2.1, TL2.2, FL2.1)

5. To recognize and employ effective strategies for classroom management and assessment. (InTASC S6, S8, AL2.1)

6. To identify and use effective means of evaluating student performance and knowledge (including communication skills in the L2, knowledge of L2 grammar, vocabulary, pronunciation, and general L2 competence). For ESOL teacher candidates, this includes knowledge of monitoring ELs based on ACCESS scores. (InTASC S6, AL2.1)

7. To become involved in appropriate professional organizations and to maintain knowledge of current developments in second language acquisition. (InTASC S9, S10, TL 1.3, EDL1.1, EDL2.1)

8. To demonstrate reflective practice, engaging in continuous self-evaluation, and to develop a personal teaching philosophy. (InTASC S1, S2, S4, S5, S8, S9, EDL2.2)

9. To evaluate and design lesson plans based upon current secondary school textbooks.(InTASC S1, S2, S3, S4, S5, S7, S8, FL2.1, FL2.2)

10. To demonstrate knowledge of a variety of approaches and techniques for teaching in the target language in order to create a non-threatening, interactive environment for learning. (InTASC S1, S2, S3, S4, S5, S7, S8, FL2.1, FL2.2)

11. To plan for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest and to apply interventions, modifications, and accommodations based on IEPs, IFSPs, 504s, ACCESS scores, and other legal requirements, seeking advice and support from specialized support staff. (InTASC S1, S2, S6, S9, S10, FL3.1, FL3.2)

12. To model and provide opportunities for learners to understand academic language and to use vocabulary to engage in and express content learning and to articulate explicit expectations for a safe, positive learning environment, including norms for behavior that include respect for others, as well as responsibility for preparation and completion of work, including purposeful routines that support these norms. (InTASC S3, S4, S5, FL 3.4, FL3.5)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS
GRADE COMPONENTS FLED 7000:

1. ___**OPI (5%):** World Language students must take ACTFL's Oral Proficiency Interview (OPI). ESOL students, if not native speakers of English, must take the TOEFL exam. Scores will be handed in and posted on students' portfolios on LiveText. (CO 7)

2. ___ **Discussion Board (10%):** This is an opportunity for students to explore their thoughts relevant to the issues and practices of second language teachers and learners. These critical reflections will guide personal and professional development throughout the semester. Each week, students will post their reflections on the written discussion board on BlazeView. The professor will post guiding questions that are based upon the weekly reading assignment. Students will post their reflections and respond to a peer prior to the next class meeting. Discussion board posts will not be accepted late. (CO 1, 7, 8)

3. ___**Personal Teaching Philosophy (5%):** Students will develop a personal teaching philosophy. Instructions for this assignment, resources, and the grading rubric are posted on BlazeVIEW. Students will upload their teaching philosophy statements to LiveText. (CO 1, 7, 8)

4. ___**Exams (30%):** There will be two comprehensive exams that focus on the reading assignments and course content. The final exam will be a final reflection where students must reflect on their beliefs about how languages are learned, how languages should be taught and assessed, and what role the teacher plays in the second language acquisition process. Candidates will need to support their assertions with research and theory. The three exams will be equally weighted. ***The final exam, CPL2a*, is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.*** The three exams will be equally weighted. (CO 1, 5, 6, 7, 8, 10)

5. ___**Model Teaching (10%):** Students will present (individually) one lesson plan from their unit plans to the class. Students will have 30 minutes to teach a complete lesson in the target language to the class. The lesson must include a formal assessment, the ACTFL/GPS or TESOL/WIDA standards that the lesson addresses, and adaptations for differentiated learners. In addition, the student should incorporate some type of technology (ppt., sound file, video clip, etc.) into the lesson. Students must hand in a typed lesson plan, the formal assessment, and all instructional materials that were implemented during the lesson. The rubric for the Model Teaching assignment is posted on BlazeView. (CO 2, 3, 4, 5, 6, 9, 10)

6. ___**Unit Plan (35%):** Candidates will create a unit plan / learning segment that incorporates **three 90-minute** individual lesson plans that revolve around a single theme. Complete instructions for creating the unit plan / learning segment, sample unit plans, and the grading rubric for this assignment are posted on BlazeView. AL2a***This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.*** (CO 2, 3, 4, 5, 6, 9, 10)

7. ___ **Portfolio (5%):** Key course assignments (unit plan, OPI/TOEFL score, membership in a professional organization, and teaching philosophy) will be posted to LiveText **no later than November 28.** (CO 7)

COURSE EVALUATION

FLED 7000 – 2 credits

OPI	5%
Discussion Board	10%
Teaching Philosophy	5%
Exams	30%
Model Teaching	10%
Unit Plan	35%
Portfolio	5%

FLED 7010 – 1 credit

Field Experience & CAPS evaluation	50%
Observation Reports	30%
Professional Membership	15%
Portfolio	5%

GRADING SCALE:

90 – 100	A
80 – 89	B
70 – 70	C
60 – 69	D
59 or below	F

ATTENDANCE POLICY

Work (including exams) may only be made up under extraordinary circumstances that are documented (e.g., medical or family emergency). Make-ups must be done within one week of the absence (otherwise the student receives a zero). If a student misses more than 20% of the class, per Valdosta State University guidelines, he/she may fail the course. **Each unexcused absence will result in the deduction of 5 points off the final course grade in FLED 7000.**

OTHER POLICIES:

The instructor reserves the right to deny entrance to any student arriving more than 15 minutes late or whom the instructor deems as disruptive. Keep all cell phones turned off during class. Students are expected to stay on task at all times and to actively participate during each class.

PROFESSIONALISM

Maintenance of an affirming and positive classroom environment is a top priority, as is individual participation in this environment. Teacher candidates are expected to: (a) arrive to class on time, (b) prepare for class by reading the assigned material, (c) participate in class discussions, (d) turn in work on time, (e) obtain notes and materials from their peers in the event of an absence, (f) take responsibility for their own learning, and (g) seek assistance from the professor outside of class if needed.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

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

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

TITLE IX STATEMENT

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, titleix@valosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

ACCESS STATEMENT

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 Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu.

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This course is a prerequisite to the student-teaching experience (FLED 6790). Before released for student teaching, students must show strong evidence of:

- effective lesson planning, including implementation of assessment
- classroom management appropriate to grade level and school "culture"
- content knowledge
- proficiency in the target language for world language students
- proficiency in English
- use of methods and strategies appropriate to the grade level and school environment
- self-assessment of effectiveness
- use of appropriate technology and documentation that the student has incorporated technology into lesson planning at the secondary level

➢ professionalism in attendance, punctuality, appearance and behavior receptiveness to feedback and suggestions for improvement

COURSE CONTENT OUTLINE / SCHEDULE

DATE	TOPIC	ASSIGNMENT DUE
August 15	Introduction, Personal Teaching Philosophy	
August 22	Views of Language Learning / edTPA Task 1	Read Ch. 1-3 J, ***Etiquette Agreement due, Discussion Board 1 due***
August 29	SLA Theories / edTPA Lesson Plan Format	Read Ch. 5-6 J, Ch. 2 H, Post Reflection on BV, ***Professional Membership due, Central Focus due, Discussion Board 2 due***
September 5	Labor Day Holiday	
September 12	Individual Differences, Language Learning Strategies, Exam Review	Read Ch. 7-8 J, Post Reflection on BV, ***Teaching Philosophy due, Discussion Board 3 due, Context for Learning due***
September 19	**Exam 1** Second Language Teaching Methods and Approaches, Sheltered Teaching Methods for ELs	Read Ch. 9 J, Ch. 3 H, ***Discussion Board 4 due***
September 26	Lesson Planning for CAPS / TKES, Classroom Management	Ch. 10 H, *Discussion Board 5 due,* ***Discussion Board 5 due, Planning Commentary due***
October 3	Building Proficiency in Listening & Speaking, Modes of Communication	Read Ch. 4-5 H, ***First Lesson Plan Due*** ***Discussion Board 6 due*** ***Note: Your lesson plan**

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		should include all instructional materials and formative assessments **WEEK 1 FIELD EXPERIENCE**
October 10	Fall Break	
October 17	Building Proficiency in Reading and Writing, Teaching with Technology	Read Ch. 13 J, Ch. 6-7 H, ***Discussion Board 7 due, Second Lesson Plan due*** ***Note: Your lesson plan should include all instructional materials and formative assessments** **WEEK 2 FIELD EXPERIENCE**
October 24	Assessment, Unit Plan Peer Review *Bring hard copies of all three lesson plans with instructional materials and assessments.	Read Ch. 14 J, Ch. 9 H, ***Third Lesson Plan due, Discussion Board 8 due*** ***Note: Your lesson plan should include all instructional materials and formative assessments** **WEEK 3 FIELD EXPERIENCE**
October 31	Teaching Culture, Exam Review	Reading assignment is available on BV, ***Discussion Board 9 due, Summative Assessment and Summative Assessment Rubric due*** **WEEK 4 FIELD EXPERIENCE**
November 7	**Exam 2** Model Teaching Example	**WEEK 5 FIELD EXPERIENCE****

November 14	Model Teaching	**Work on Unit Plans!**
November 21	Unit Plan /edTPA Task 1 Optional Help Session	**Work on Unit Plans!**
November 28	Portfolios / LiveText	***Unit Plans / edTPA Task 1 due*** *(digital and hard copies due),* ***OPI score due*** ****Deadline for Portfolios on LiveText***
December 5	Professional Development Opportunity to Repeat Model Teaching	Read Ch. 11 H, ***Discussion Board 10 due, Teaching Observation Reports and Field Experience log due***
December 6 - 7	Final Exams will be available on BlazeView from 6:00 AM on Tuesday, December 6 through 9:00 PM on Wednesday, December 7	***Final Exams must be submitted on BV by 9:00PM on December 7***

Note : Schedule subject to change.

*Please refer to *The Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design* when creating lesson plans, instructional materials, and assessments. This text will be used as a reference tool throughout the course.

**You will be observed in your field experience during the week of November 7 – 11 and you will be evaluated according to the CAPS rubric. Please use the CAPS lesson plan format during your field experience in this course. This CAPS lesson plan format and CAPS rubric are available on BlazeVIEW.

****Failure to upload the unit plan to LiveText by the deadline will result in the deduction of 10 points from the student's unit plan grade.

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RECEIVED

JAN 05 2017

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 11/04/2016 (mm/dd/yyyy)

Department Initiating Request: Modern and Classical Languages	**Faculty Member Requesting:** Randy Gladwin
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) FLED 7010	**Proposed New Course Title:** 6-12 Classroom Laboratory **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) 6-12 Class Lab
Semester/Year to be Effective: Summer, 2017	**Estimated Frequency of Course Offering:** with FLED 7000 Fall or Spring

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

Lecture Hours: 0	**Lab Hours:** 1	**Credit Hours:** 1

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.)
Prerequisite: FLED 2999

Designed specifically to prepare pre-service teachers for the secondary (middle and high school) foreign language classroom. The course will focus on various foreign language teaching methods and approaches, their theoretical underpinnings, theories of second language acquisition, instructional strategies and materials, types of assessment, lesson planning, technology tools and resources, and professional development.

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: reflection and practice

☒ Adopting current best practice(s) in field: standard offering

☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies: Clinical hours in Teacher Ed

☐ Other:

Source of Data to Support Suggested Change:

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

☐ Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) For PSC, TKES, ACTFL/CAEP

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

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

Approvals:	
Dept. Head: Olezia R. Nikolova	Date: 12-12-16
College/Division Exec. Comm.: Connie Richards	Date: 12/13/16
Dean/Director: Connie Richards	Date: 12/13/16
Graduate Exec. Comm.: (for graduate course): T. Jett	Date: 1-31-17
Graduate Dean: (for graduate course): T. Jett	Date: 1-31-17
Academic Committee:	Date:

Form last updated: January 6, 2010

Dewar College of Education and Human Services
Valdosta State University
Department of Modern and Classical Languages

FLED 7010
6-12 Classroom Laboratory
1 SEMESTER HOUR
Instructor
Semester / Year

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 CONTACT

Instructor:
Office Number:
Telephone Number:
Email Address:
Office Hours:

COURSE DESCRIPTION

World Languages & TESOL Secondary Laboratory (FLED 7010) is a course designed specifically to prepare pre-service teachers for the secondary (middle and high school) word language or ESOL classroom. The course will focus on various second language teaching methods and approaches, their theoretical underpinnings, theories of second language acquisition, instructional strategies and materials, types of assessment, lesson planning, technology tools and resources, and professional development. The main objective of the course is to provide students with the knowledge, skills, dispositions, understandings and other attributes that are associated with accomplished teaching.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

An Introduction to Foreign Language Learning and Teaching (Second Edition) by Keith Johnson (2008). ISBN: 978-1-4058-3617-3

-Becoming a Language Teacher: A Practical Guide to Second Language Learning and Teaching (Second Edition) by Elaine Kolker Horwitz (2013). ISBN: 978-0-13-248998-0

-The Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design by Donna Clementi and Laura Terrill (2014). ISBN: 978-0-98-965322-0

-Students are **required** to access Blazeview: http://www.valdosta.edu/blazeview/
Weekly access is compulsory, as the site will be used as an interactive tool where instructions and announcements will be posted.

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

1. To develop a personal teaching methodology for teaching a second language based on an understanding of historical and contemporary methods of teaching language and the knowledge of current trends in second language teaching using the American Council on the Teaching of Foreign Languages (ACTFL), the Teaching of English to Speakers of Other Languages (TESOL), the Interstate New Teacher Assessment and Support Consortium (InTASC), the Georgia Performance Standards (GPS) and the WIDA ELP standards for all students. (InTASC S1, S2, S4, S5, S8, CPL1.1)

2. To design and utilize communicative/functional activities that promote performance skills in second language (L2) listening, speaking, reading, and writing at all levels of language instruction, including adapting lesson plans for differentiated learners. (InTASC S1, S2, S3, S4, S5, S7, S8, DL2.2, CPL2.2)

3. To develop and utilize activities that promote an understanding of the L2 culture(s) and to expect their students to demonstrate respect for the target culture(s), school culture, and all other cultures. (InTASC S1, S2, S3, S4, S5, S7, S8, DL2.1, DL2.2)

4. To evaluate and select classroom materials and resources. (InTASC S1, S2, S3, S4, S5, S7, TL2.1, TL2.2, FL2.1)

5. To recognize and employ effective strategies for classroom management and assessment. (InTASC S6, S8, AL2.1)

6. To identify and use effective means of evaluating student performance and knowledge (including communication skills in L2, knowledge of L2 grammar, vocabulary, pronunciation, and general L2 competence). For ESOL teacher candidates, this includes knowledge of monitoring ELs based on ACCESS scores. (InTASC S6, AL2.1)

7. To become involved in appropriate professional organizations and to maintain knowledge of current developments in second language acquisition. (InTASC S9, S10, TL 1.3, EDL1.1, EDL2.1)

8. To demonstrate reflective practice, engaging in continuous self-evaluation, and to develop a personal teaching philosophy. (InTASC S1, S2, S4, S5, S8, S9, EDL2.2)

9. To evaluate and design lesson plans based upon current secondary school textbooks.(InTASC S1, S2, S3, S4, S5, S7, S8, FL2.1, FL2.2)

10. To demonstrate knowledge of a variety of approaches and techniques for teaching in the target language in order to create a non-threatening, interactive environment for learning. (InTASC S1, S2, S3, S4, S5, S7, S8, FL2.1, FL2.2)

11. To plan for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest and to apply interventions, modifications, and accommodations based on IEPs, IFSPs, 504s, ACCESS scores, and other legal requirements, seeking advice and support from specialized support staff. (InTASC S1, S2, S6, S9, S10, FL3.1, FL3.2)

12. To model and provide opportunities for learners to understand academic language and to use vocabulary to engage in and express content learning and to articulate explicit expectations for a safe, positive learning environment, including norms for behavior that include respect for others, as well as responsibility for preparation and completion of work, including purposeful routines that support these norms. (InTASC S3, S4, S5, FL 3.4, FL3.5)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

GRADE COMPONENTS FLED 7010:

1. ___ **Field Experience / Teaching Practicum (50%):** FLED 7000 teacher candidates will be placed with a local high school teacher for a five-week period (six hours per week). The teacher candidate will observe the mentor teacher's class for four weeks as well as assist with grading, planning, and classroom management. During the fifth week, the candidate will teach or co-teach the class under the mentor teacher's guidance. Note: FLED 7000 teacher candidates are NOT required to be present at the school the entire day. Rather, they will select a class period that fits in with their current academic schedule. Of the required six hours each week, three hours will be spent observing, teaching, or co-teaching a specific class (e.g., First period Spanish II at Lowndes High School) and three hours per week will be spent working with and helping the mentor teacher. This may occur before school, after school, or during the mentor teacher's planning period. During the final week of the field experience, the professor will visit for a formal observation. Teacher candidates will be evaluated using the COEHS CAPS rubric, which is posted on BlazeVIEW. Key elements of this assessment include the following: instructional planning, application of instructional supports, modeling of and opportunities for student use of academic language, articulation of expectations, professional knowledge, instructional strategies, differentiated instruction, assessment strategies, academically challenging learning environment, and communication. Complete instructions for this assignment are posted on BlazeVIEW. FL3a* ***This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.*** (CO 2, 3, 4, 5, 6, 9, 10, 11, 12)

2. ___ **Observation Reports (30%):** Teacher candidates will complete the FLED observation guide and field experience log. FLED 7000 students will note ALL hours spent in a middle or high school setting this semester on the field experience log. This includes hours spent at the school planning, observing, participating in after school activities (e.g., tutoring or clubs), and all instructional hours. The log must be signed by the mentor teacher. In addition, FLED 7000 teacher candidates will fill out an observation guide and reflection for at least FIVE classes that are observed during the field experience. These are due on December 5. The observation guide and field experience log are posted on BlazeVIEW. (CO 1, 7, 8)

3. ___ **Membership in Professional Organization (15%):** Teacher candidates must provide evidence of membership in at least one professional organization that supports the instruction of world languages or TESOL during FLED 7000 (membership must be current through the end of the course). Examples of professional organizations are: The American Council on the Teaching of Foreign Languages (ACTFL), Teachers of English to Speakers of Other Languages (TESOL), the American Association of Teachers of Spanish and Portuguese (AATSP), Georgia Teachers of English to Speakers of Other Languages (GATESOL), and the Foreign Language Association of Georgia (FLAG). Evidence of professional membership must be turned in and uploaded to LiveText by the due date. (CO 7)

4. ___ **Portfolio (5%):** Key course assignments (unit plan, OPI score, evidence of membership in a professional organization, and teaching philosophy) will be posted to LiveText **by November 28.** (CO 7)

COURSE EVALUATION

FLED 7000 – 2 credits

OPI	5%
Discussion Board	10%
Teaching Philosophy	5%
Exams	30%
Model Teaching	10%
Unit Plan	35%
Portfolio	5%

FLED 7010 – 1 credit

Field Experience & CAPS evaluation	50%
Observation Reports	30%
Professional Membership	15%
Portfolio	5%

GRADING SCALE:

90 – 100	A
80 – 89	B
70 – 70	C
60 – 69	D
59 or below	F

ATTENDANCE POLICY

Work (including exams) may only be made up under extraordinary circumstances that are documented (e.g., medical or family emergency). Make-ups must be done within one week of the absence (otherwise the student receives a zero). If a student misses more than 20% of the class, per Valdosta State University guidelines, he/she may fail the course. **Each unexcused absence will result in the deduction of 5 points off the final course grade in FLED 7010.**

OTHER POLICIES:

The instructor reserves the right to deny entrance to any student arriving more than 15 minutes late or whom the instructor deems as disruptive. Keep all cell phones turned off during class. Teacher candidates are expected to stay on task at all times and to actively participate during each class.

PROFESSIONALISM

Maintenance of an affirming and positive classroom environment is a top priority, as is individual participation in this environment. Students are expected to: (a) arrive to class on time, (b) prepare for class by reading the assigned material, (c) participate in class discussions, (d) turn in work on time, (e) obtain notes and materials from their peers in the event of an absence, (f) take responsibility for their own learning, and (g) seek assistance from the professor outside of class if needed.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

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

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

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

FIRST OFFENSE:

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

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (http://www.valdosta.edu/coe/studentsinfo.shtml). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."
   http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

TITLE IX STATEMENT

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, titleix@valosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

ACCESS STATEMENT

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 Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office 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.

This course is a prerequisite to the student-teaching experience (FLED 6790). Before released for student teaching, students must show strong evidence of:

Commented [VR1]: Is this the correct number for student teaching? Shouldn't this number be higher than the methods class or at least on the same level, i.e. in the 7000's?

- effective lesson planning, including implementation of assessment
- classroom management appropriate to grade level and school "culture"
- content knowledge
- proficiency in the target language
- proficiency in English
- use of methods and strategies appropriate to the grade level and school environment
- self-assessment of effectiveness
- use of appropriate technology and documentation that the student has incorporated technology into lesson planning at the secondary level

➢ professionalism in attendance, punctuality, appearance and behavior receptiveness to feedback and suggestions for improvement

COURSE CONTENT OUTLINE / SCHEDULE

DATE	TOPIC	ASSIGNMENT DUE
August 15	Introduction, Personal Teaching Philosophy	
August 22	Views of Language Learning / edTPA Task 1	Read Ch. 1-3 J, ***Etiquette Agreement due, Discussion Board 1 due***
August 29	SLA Theories / edTPA Lesson Plan Format	Read Ch. 5-6 J, Ch. 2 H, Post Reflection on BV, ***Professional Membership due, Central Focus due, Discussion Board 2 due***
September 5	Labor Day Holiday	
September 12	Individual Differences, Language Learning Strategies, Exam Review	Read Ch. 7-8 J, Post Reflection on BV, ***Teaching Philosophy due, Discussion Board 3 due, Context for Learning due***
September 19	**Exam 1** Second Language Teaching Methods and Approaches, Sheltered Teaching Methods for ELs	Read Ch. 9 J, Ch. 3 H, ***Discussion Board 4 due***
September 26	Lesson Planning for CAPS / TKES, Classroom Management	Ch. 10 H, *Discussion Board 5 due*, ***Discussion Board 5 due, Planning Commentary due***
October 3	Building Proficiency in Listening & Speaking. Modes of Communication	Read Ch. 4-5 H, ***First Lesson Plan Due*** ***Discussion Board 6 due*** ***Note: Your lesson plan**

		should include all instructional materials and formative assessments **WEEK 1 FIELD EXPERIENCE**
October 10	Fall Break	
October 17	Building Proficiency in Reading and Writing, Teaching with Technology	Read Ch. 13 J, Ch. 6-7 H, ***Discussion Board 7 due, Second Lesson Plan due*** ***Note: Your lesson plan should include all instructional materials and formative assessments** **WEEK 2 FIELD EXPERIENCE**
October 24	Assessment, Unit Plan Peer Review *Bring hard copies of all three lesson plans with instructional materials and assessments.	Read Ch. 14 J, Ch. 9 H, ***Third Lesson Plan due, Discussion Board 8 due*** ***Note: Your lesson plan should include all instructional materials and formative assessments** **WEEK 3 FIELD EXPERIENCE**
October 31	Teaching Culture, Exam Review	Reading assignment is available on BV, ***Discussion Board 9 due, Summative Assessment and Summative Assessment Rubric due*** **WEEK 4 FIELD EXPERIENCE**
November 7	**Exam 2** Model Teaching Example	**WEEK 5 FIELD EXPERIENCE****

November 14	Model Teaching	**Work on Unit Plans!**
November 21	Unit Plan /edTPA Task 1 Optional Help Session	**Work on Unit Plans!**
November 28	Portfolios / LiveText	***Unit Plans / edTPA Task 1 due*** *(digital and hard copies due),* ***OPI score due*** ****Deadline for Portfolios on LiveText***
December 5	Professional Development Opportunity to Repeat Model Teaching	Read Ch. 11 H, ***Discussion Board 10 due, Teaching Observation Reports and Field Experience log due***
December 6 - 7	Final Exams will be available on BlazeView from 6:00 AM on Tuesday, December 6 through 9:00 PM on Wednesday, December 7	***Final Exams must be submitted on BV by 9:00PM on December 7***

Note : Schedule subject to change.

*Please refer to *The Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design* when creating lesson plans, instructional materials, and assessments. This text will be used as a reference tool throughout the course.

**You will be observed in your field experience during the week of November 7 – 11 and you will be evaluated according to the CAPS rubric. Please use the CAPS lesson plan format during your field experience in this course. This CAPS lesson plan format and CAPS rubric are available on BlazeVIEW.

****Failure to upload the unit plan to LiveText by the deadline will result in the deduction of 10 points from the student's unit plan grade.

RECEIVED

JAN 12 2017

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

Request for a Revised Course

Valdosta State University

Date of Submission: 01/09/2017 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
MCL	Ofélia Nikolova

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

SPAN 4110 Spanish Phonetics and Phonology

List Current and Requested Revisions:

Current:	**Requested:**
Course Prefix and Number: SPAN 4110	Course Prefix and Number: SPAN 4110
Credit Hours: 3	Credit Hours: 3
Course Title: Spanish Phonetics and Phonology	Course Title: Spanish Phonetics and Phonology
Pre-requisites: Prerequisite: SPAN 3010 and LING 4000, or consent of the instructor.	Pre-requisites:SPAN 3010 and ESOL 4010.
Course Description: Introduction to the phonetics and phonemics of the Spanish sound system, including but not limited to phonological analysis and transcription. Emphasis is placed on the study of those sounds found in the dialects of what has been traditionally labeled American Spanish (Mexico, Central America, and the South American highlands); however important dialectal variations, such as those found in Caribbean and peninsular Spanish, will also be presented.	Course Description: Introduction to the phonetics and phonemics of the Spanish sound system, including but not limited to phonological analysis and transcription. Emphasis is placed on the study of those sounds found in the dialects of what has been traditionally labeled American Spanish (Mexico, Central America, and the South American highlands); however important dialectal variations, such as those found in Caribbean and peninsular Spanish, will also be presented.

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall 2017	when needed

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

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

☒ Improving student learning outcomes: Changing one of the prerequisites to reflect better the nature of comparative linguistics knowledge needed for the course.

☐ Adopting current best practice(s) in field:

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

☐ Other:
Plans for assessing the effectiveness of the course: tests, oral and written assignments

Approvals:	
College/Division Exec. Comm.: Lonnie Richards	Date: 1/10/17
Dept. Head: Olga R. Nikolova	Date: 1-9-17
Dean/Director: Lonnie Richards	Date: 1/10/17
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: January 9, 2017