

VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET

ACADEMIC COMMITTEE

**MONDAY,
March 10, 2014**

2:30 p.m.

**Rose Room
UNIVERSITY CENTER**

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

ACADEMIC COMMITTEE
AGENDA
March 10, 2014

1. Minutes of the February 10, 2014 meeting. (pages 1-4) were approved by email February 19, 2014.
2. **COLLEGE OF ARTS AND SCIENCES**
 - a. Revised degree requirements for the BS in Environmental Geosciences – Geography Track (pages 5-6)
 - b. Revised degree requirements for the BS in Environmental Geosciences – Geology Track (pages 7-9)
3. **HONORS COLLEGE**
 - a. Revised Admission requirements for acceptance into the Honors College, and revised Honor Certificate requirements (pages 10-14)
 - b. New course HONS 4990 (pages 15-16)
4. **COLLEGE OF BUSINESS**
 - a. Revised Selected Educational Outcomes for the BBA in Economics (pages 17-19)
 - b. Revised prerequisites ECON 3000 (pages 20-22)
 - c. Revised prerequisites ECON 4990 (pages 23-25)
 - d. New course IB 3600 (pages 26-31)
 - e. New course MKTG 4690 (pages 32-42)
 - f. Removal of the Certificate in Human Resources Management (pages 43-45)
 - g. New minor in Human Resources Management (pages 46-47)
5. **COLLEGE OF NURSING AND HEALTH SCIENCES**
 - a. Revised Senior Curriculum for the BSEP degree (pages 48-49)
 - b. Revised Admission requirements for the BSEP degree (pages 50-51)
 - c. Revised credit hours and prerequisite for HSEP 3010 (pages 52-54)
 - d. Revised prerequisites for HSEP 3011 (pages 55-57)
 - e. Revised prerequisites and course description for HSEP 3020 (pages 58-60)
 - f. Revised prerequisites and course description for HSEP 3050 (pages 61-63)
 - g. Revised prerequisites and co-requisite for HSEP 3200 (pages 64-66)
 - h. Revised prerequisites for HSEP 3360 (pages 67-69)
 - i. Revised prerequisites for HSEP 3410 (pages 70-72)
 - j. Revised prerequisites for HSEP 3420 (pages 73-75)
 - k. Revised prerequisites for HSEP 3430 (pages 76-78)
 - l. Revised prerequisites for HSEP 3650 (pages 79-81)
 - m. Revised prerequisites for HSEP 4040 (pages 82-84)
 - n. Revised prerequisites for HSEP 4070 (pages 85-87)
 - o. Revised prerequisites for HSEP 4080 (pages 88-90)
 - p. Revised prerequisites for HSEP 4130 (pages 91-93)
 - q. Revised prerequisites for HSEP 4210 (pages 94-96)
 - r. Revised prerequisites and course description for HSEP 4510 (pages 97-99)
 - s. Revised prerequisites and course description for HSEP 4550 (pages 100-102)
6. **COLLEGE OF EDUCATION AND HUMAN SERVICES**
 - a. New course CSD 2998 (pages 103-112)
 - b. Revised prerequisites for CSD 3010, 3030, 3040, 3060, 3070, 3080, 4020, 4040, 4050, 4070, 4110, and 4130 (pages 113-114)
 - c. Revised degree narrative and Area F (pages 115-116)
 - d. Revised prerequisites and course description for CSD 4110 (pages 117-119)
 - e. Revised Admissions requirements for the BA and BS in Psychology (pages 120-122)
 - f. Revised Admissions requirements for admission to the Teacher Education Programs (pages 123-127)
 - g. Revised degree requirements for the MS in Psychology – Clinical Counseling (pages 128-129)
 - h. Revised course number, credit hours, title, description PSYC 7950 (pages 130-132) Deactivation of PSYC 7971
 - i. Revised degree requirements for the EDS in School Counseling (pages 133-134)
 - j. Revised admission requirements for the EDS in School Counseling (pages 135-137)
 - k. New course SCHC 8150 (pages 138-146)
 - l. New course SCHC 8220 (pages 147-155)
 - m. New course SCHC 8300 (pages 156-176)
 - n. Revised catalog narrative and web information for the MAT in Special Education (pages 177-180)
 - o. Revised admission requirements for the MAT in Special Education (pages 181-183)
 - p. Revised degree requirements for the MAT in Special Education – General Curriculum (pages 184-185)
 - q. Revised prerequisites and course description for EDET 8880 (pages 186-188)
 - r. Revised prerequisites for EDET 8040 (pages 189-191)
 - s. Revised title MAT in Middle Grades or Secondary Education (pages 192-194)
 - t. Revised degree requirements for the EDS in Special Education (pages 195-196)
 - u. Revised admission requirements for the following programs (pages 197-202)
 - MED in Adult and Career Education – Career and Technical Education Option and Workforce Education and Development Option
 - Certification Only – Health Care Science Technology and Trade & Industrial Education
 - MED in Communication Disorders
 - EdD in Curriculum and Instruction

- EdD in Leadership
- EDS in Educational Leadership – Performance-Based Leadership
- MED in Instructional Technology – Library Media (Online) and Technology Applications (Online)
- EdS in Instructional Technology – Library Media (Online) and Technology Applications (Online)
- Certification Only – Performance-Based Building Level or System Level
- Certification Only – Instructional Technology – Library Media – Online
- Certification Only – Online Teaching – Online GOML
- Endorsement Online Teaching – Online GOML
- MAT in Special Education – Adapted and General Curriculum – Online GOML
- EdS in Special Education
- MED in Health and Physical Education – Online
- EdS in Coaching Pedagogy in Physical Education (Online)
- Certification Only in Health and Physical Education
- MAT in Middle Grades Education
- MAT in Secondary Education – English, History, Mathematics, Political Science, Science Education-Biology, Science Education-Chemistry, Science Education-Earth Space Science, Science Education-Physics
- MAT in Special Education – Deaf and Hard of Hearing – Online
- MED in Curriculum and Instruction in Accomplished Teaching – Online GOML
- MED in Middle Grades Education Math and Science – Online GOML
- MED Reading Education
- MED Special Education – Deaf and Hard of Hearing – Online
- EdS in Teacher Leadership – Online GOML
- Certification Only – Middle Grades Education
- Certification Only – Secondary Education – English, History, Mathematics, Political Science, Science
- Endorsement Reading
- Certification Only – French Foreign Language Education
- Certification Only – Spanish Foreign Language Education
- Endorsement English Speakers to Other Languages (ESOL)
- MMED in Music Education
- Certification Only – Music Education
- MED in School Counseling
- EdS in School Counseling
- Endorsement Gifted – Online GOML
- v. New Course CIED 7604 (pages 203-212)
- w. Deactivation SEGC 6010 and SEGC 6100
- x. Deactivation PSYC 7972 and PSYC 7971

7. Pending items

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

VALDOSTA STATE UNIVERSITY
ACADEMIC COMMITTEE MINUTES
February 10, 2014

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Rose Room on Monday, February 10, 2014. Dr. Sharon Gravett, Assistant Vice President for Academic Affairs, presided.

Members Present: Dr. Michael Sanger, Dr. Marc G. Pufong, Dr. Gary Futrell, Dr. Kathe Lowney (Proxy for Dr. Dawn Lambeth), Dr. Jimmy Bickerstaff, Dr. Frank Barnas, Dr. Kathe Lowney, Dr. Ray Elson, Dr. Katherine Lamb, Dr. Lars Leader, Dr. Linda Floyd, Dr. Dee Ott, Mr. Howard Carrier, and Dr. Colette Drouillard.

Members Absent: Ms. Denise Atkinson, Dr. Dawn Lambeth, Dr. Kristen Johns, Dr. Lorna Alvarez-Rivera, Dr. Aubrey Fowler, and Dr. Dee Ott.

Catalog Editor: Dr. Jane Kinney

Visitors Present: Ms. Teresa Williams, Dr. Carl Cates, Dr. Fred Downing, Ms. Alicia Roberson, Dr. Robert Gannon, Dr. Doug Farwell, and Dr. Kate Warner.

The Minutes of the January 14, 2014 meeting were approved by email on January 22, 2014. (pages 1-2).

A. Graduate School

1. Revised International Applicants requirements were approved effective Fall Semester 2014 with the school year corrected to 2014-2015 in bullet number 5 . (pages 3-7).

B. College of Business

1. Revised Admission requirements for the Master of Accountancy degree were approved effective Fall Semester 2014. (pages 8-10).
2. New course, Master Business Administration (MBA) 7409, "International Business and Culture", (INTL BUSINESS AND CULTURE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2014 with the description changed to read ..visiting international companies, domestic... . (pages 11-18).

C. Library Science

1. Revised Examples of Outcome Assessments for the MLIS degree was approved effective Fall Semester 2014. (pages 19-21).
2. Revised course description, Library Science (MLIS) 7440, "Electronic Resources in Libraries", (ELECTRONIC RESOURCES – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2014. (pages 22-24).

D. College of Arts and Sciences

1. New course, Biology (BIOL) 5050, "Spatial Analysis", (SPATIAL ANALYSIS – 4 credit hours, 3 lecture hours, 3 lab hours, and 6 contact hours), was approved effective Fall Semester 2014 with the effective date changed from Spring 2013 to Fall 2014 and description changed to read ...graduate school. Recommended.... (pages 25-30). Was approved by a vote – 6 Yes, 3 No, and 1 Abstention.
2. Revised catalog narrative for the BA in Interdisciplinary Studies was approved effective Fall Semester 2014. (pages 34-37).
3. Revised degree requirements for the BA in Interdisciplinary Studies was approved effective Fall Semester 2014 with the statement – In each concentration... that is listed under the Present Requirements copied to the Proposed Requirements. (pages 38-41).

E. College of Education and Human Services

1. Revised application deadlines for the MSW program were approved effective Fall Semester 2014 changed to read

...BSW from CSWE... (pages 42-44).

2. Revised admission requirements for the MSW program were approved effective Fall Semester 2014. (pages 45-49).
3. Revised degree requirements for the MED in Reading Education was approved effective Fall Semester 2014. (pages 50-52).
4. New course, Reading Education (READ) 5999, "Professional Orientation in Reading Education", (PROFESSIONAL ORIENTATION READ – 0 credit hours, 0 lecture hours, 0 lab hours, and 0 contact hours), was approved effective Fall Semester 2014 with the description changed to read ...portfolio and complete specific... (pages 53-60).
5. Revised credit hours, Reading Education (READ) 7100, "Trends and Issues in Reading", (TRENDS AND ISSUES IN READING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2014. (pages 61-62).
6. New course, Reading Education (READ) 7161, "Assessment and Correction of Reading and Writing Difficulties in Grades Pk-5", (ASSISS/CORRECT DIFFICULT PK-5 – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2014 with the description changed to read – A study of the nature... (pages 63-76).
7. New course, Reading Education (READ) 7171, "Assessment and Correction of Reading and Writing Difficulties in Grades 4-12", (ASSISS/CORRECT DIFFICULT 4-12 – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2014 with the description changed to read – A study of the nature... (pages 77-92).
8. Revised degree requirements for the MS in Marriage and Family Therapy was approved effective Fall Semester 2014. (pages 93-95).
9. New course, Marriage & Family Therapy (MFTH) 6900, "Foundations of Family Therapy", (FOUNDATIONS OF FT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2014 with the description changed to read ...constructionism. The course will focus on... (pages 96-104).
10. Revised course description, Marriage & Family Therapy (MFTH) 6700, "Family Sociology", (FAMILY SOCIOLOGY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2014 with the description changed to read ...families. Including family history,...non-traditional families, and... (pages 105-107).
11. Revised course title and description, Marriage & Family Therapy (MFTH) 6800, "Relational Theory, Practice, and Ethics", (RELATIONL THEORY PRAC & ETHIC – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2014 with the description changed to read – Introduction to the basic...orientation to change. Implications for practice are emphasized. (pages 108-110).
12. Revised course title and description, Marriage & Family Therapy (MFTH) 7050, "Diversity, Inclusion, and Social Justice", (DIVERSITY, INCLUSION & SOC JUS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2014 with the description changed to read ...context treatment. Implications for practice are emphasized. (pages 111-113).
13. Revised course description, Marriage & Family Therapy (MFTH) 7500, "Development in the Family System", (DEVELOPMENT IN FAMILY SYSTEM – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2014 with the description changed to read ...Implications for practice are... (pages 114-116).

F. College of the Arts

1. Revised degree requirements for the MMP in Music Performance was approved effective Fall Semester 2014. (pages 117-118).
2. Revised degree requirements for the MMED in Music Education was approved effective Fall Semester 2014. (pages 119-121).
3. New course, Music (MUSC) 5512, "Choral Literature II", (CHORAL LITERATURE II – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Fall Semester 2014 with the description changed to read – A

study of choral...Contemporary eras. (pages 122-127).

4. New course, Music (MUSC) 5891, "Pan-American Ensemble", (PAN-AMERICAN ENSEMBLE – 1 credit hour, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Fall Semester 2014 with the description changed to read – A study and...instructor. (pages 128-133).
5. New course, Music (MUSC) 5893, "Saxophone Quartet", (SAXOPHONE QUARTET – 1 credit hour, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Fall Semester 2014. (pages 134-139).
6. New course, Music (MUSC) 5894, "Chamber Music", (CHAMBER MUSIC – 1 credit hour, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Fall Semester 2014 with the description changed to read ...ensemble designed for... (pages 140-145).
7. Revised course number, title, and description, Music (MUSC) 5511, "Choral Literature I", (CHORAL LITERATURE I – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Fall Semester 2014 with the description changed to read ...Baroque eras. (pages 146-147). Deactivation of MUSIC 5510.
8. Revised credit hours, Music (MUSC) 7050, "Music Research and Bibliography", (MUSIC RSRCH & BIBLIOGRAPHY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2014. (pages 148-149).
9. Revised course description, Music (MUSC) 7240, "Private Piano", (PRIVATE PIANO – 4 credit hours, 0 lecture hours, 4 lab hours, and 4 contact hours), was approved effective Fall Semester 2014 with the description changed to read - Applied piano for graduate piano majors. Studio requirements include one 50-minute lesson and a studio class each week. May be repeated for credit. (pages 150-152).
10. Revised course description, Music (MUSC) 7340, "Private Strings", (PRIVATE STRINGS – 4 credit hours, 0 lecture hours, 4 lab hours, and 4 contact hours), was approved effective Fall Semester 2014 with the description changed to read - Applied strings for graduate strings majors. Studio requirements include one 50-minute lesson and a studio class each week. May be repeated for credit. (pages 153-155).
11. Revised course description, Music (MUSC) 7440, "Private Voice", (PRIVATE VOICE – 4 credit hours, 0 lecture hours, 4 lab hours, and 4 contact hours), was approved effective Fall Semester 2014 with the description changed to read - Applied voice for graduate voice majors. Studio requirements include one 50-minute lesson and a studio class each week. May be repeated for credit. (pages 156-158).
12. Revised course description, Music (MUSC) 7540, "Private Percussion", (PRIVATE PERCUSSION – 4 credit hours, 0 lecture hours, 4 lab hours, and 4 contact hours), was approved effective Fall Semester 2014 with the description changed to read - Applied percussion for graduate percussion majors. Studio requirements include one 50-minute lesson and a studio class each week. May be repeated for credit. (pages 159-161).
13. Revised course description, Music (MUSC) 7640, "Private Brass", (PRIVATE BRASS – 4 credit hours, 0 lecture hours, 4 lab hours, and 4 contact hours), was approved effective Fall Semester 2014 with the description changed to read - Applied brass for graduate brass majors. Studio requirements include one 50-minute lesson and a studio class each week. May be repeated for credit. (pages 162-164).
14. Revised course description, Music (MUSC) 7777, "Private Collaborative Piano", (PRIVATE COLLABORATIVE PIANO – 4 credit hours, 0 lecture hours, 4 lab hours, and 4 contact hours), was approved effective Fall Semester 2014 with the description changed to read - Applied collaborative piano for graduate collaborative piano majors. Studio requirements include one 50-minute lesson and a studio class each week. May be repeated for credit. (pages 165-167).
15. Revised course description, Music (MUSC) 7840, "Private Conducting", (PRIVATE CONDUCTING – 4 credit hours, 0 lecture hours, 4 lab hours, and 4 contact hours), was approved effective Fall Semester 2014 with the description changed to read - Applied conducting for graduate conducting majors. Studio requirements include one 50-minute lesson and a studio class each week. May be repeated for credit. (pages 168-170).
16. Revised course description, Music (MUSC) 7940, "Private Woodwinds", (PRIVATE WOODWINDS – 4 credit hours, 0 lecture hours, 4 lab hours, and 4 contact hours), was approved effective Fall Semester 2014 with the description changed to read - Applied woodwinds for graduate woodwinds majors. Studio requirements include one 50-minute lesson and a studio class each week. May be repeated for credit. (pages 171-173).

17. Reactivation of MUE 7999 was noted effective Spring Semester 2014. (pages 174-175).

Respectfully submitted,

Stanley Jones
Registrar

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:
164

Proposed Effective Date for Curriculum Change:
(Month/Year): 08/2014

Degree & Program Name:
(e.g., BFA, Art): BS,
Environmental Geosciences,
Geography Track

Present Requirements:

Required upper-level Geography Courses21 hours
 GEOG 3050, GEOG 3051, GEOG 3210,
 GEOG 3300, GEOG 3410, GEOG 4860,
 GEOG 4861, GEOG 4862

Upper-level electives in a single discipline outside of GEOG6 hours

Additional Geoscience Electives above 3000.....11 hours

Other Supporting Courses.....21 hours
 GEOG 2011.....3 hours
 GEOL 1121K.....3 hours
 Modern Foreign language.....3-6 hours
 Other guided electives.....8-15 hours
 (includes hours which carry over from Area F)

Total hours required for the degree 120 semester hours

Proposed Requirements (Underline changes after printing this form):

Required upper-level Geography Courses26 hours
 GEOG 3050, GEOG 3052, GEOG 3210,
 GEOG 3300, GEOG 3410, GEOG 4710,
 GEOG 4860, GEOG 4861, GEOG 4862

Upper-level electives in a single discipline outside of GEOG6 hours

Additional Geoscience Electives above 3000.....7 hours

Other Supporting Courses.....21 hours
 GEOG 2011.....3 hours
 GEOL 1121 (if not taken in Area D2).....0-4 hours
(3 hours may be taken in Area C)
 Modern Foreign language.....3-6 hours
 Other guided electives.....8-15 hours
 (includes hours which carry over from Area F)

Total hours required for the degree 120 semester hours

Justification:

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

- Improve student learning outcomes:
- Adopting current best practice(s) in field: GEOG 3051 has been replaced with GEOG 3052 on the list of required courses and the course GEOG 4710 has been added. The number of hours for the Required upper-level Geography Courses and Additional Geoscience Electives have been adjusted to reflect this change.
- Meeting mandates of state/federal/outside accrediting agencies:
- Other: Text has been added to clarify that some of the supporting courses may have already been taken elsewhere in the core curriculum.

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.) All of our graduates are required to complete a senior thesis project. These projects will be used to assess the major. Students are also given a test when they begin the program and as they finish the program. Results from this test will also be used to assess the major.

Approvals:

Department Head:	<i>Edward E. Chatelain</i>	Date:	<i>2/14/14</i>
College/Division Exec. Committee:	<i>Connie Richards</i>	Date:	<i>2/14/14</i>
Dean(s)/Director(s):	<i>Connie Richards</i>	Date:	<i>2/14/14</i>
Grad. Exec. Committee: (for graduate course)		Date:	
Graduate Dean: (for graduate course)		Date:	
Academic Committee:		Date:	

Form last updated: January 6, 2010

REQUEST FOR A 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:
165

Proposed Effective Date for Curriculum Change:
(Month/Year): 08/2014

Degree & Program Name:
(e.g., BFA, Art): B.S.
Environmental Geosciences,
Geology Track

Present Requirements:

Required Departmental Courses.....26 hours
 GEOG 3051, GEOL 3100,
 GEOL 3200 or GEOL 3220,
 GEOL 3300, GEOL 3410, GEOL 4110,
 GEOL 4860, GEOL 4861, and GEOL 4862
 Supporting Geology Courses.....12 hours
 GEOL 3020, GEOL 3050, GEOL 3120,
 GEOL 3210, GEOL 3240, GEOL 3330,
 GEOL 3320, GEOL 3500, GEOL 3510,
 GEOL 3710, GEOL 4900, GEOL 4950,
 An approved summer field methods
 course (4-6 hrs)
 GEOG Electives above 3000..... 6 hours
 Other Supporting Courses.....16 hours
 Foreign Language.....6-9 hours
 (3 hours may be taken in Area C)
 PHYS 1112K.....4 hours
 Guided Electives.....3-6 hours
 Students wishing to concentrate in biology are
 advised to take BIOL 2230, BIOL 2270, BIOL
 3300, or any taxonomy courses.
 Students wishing to concentrate in chemistry
 are advised to take CHEM 1212, CHEM 1212L,
 CHEM 3401, and CHEM 2310.

Total hours required for the degree: 120
semester hours

Proposed Requirements (Underline changes after printing this form:

Required Departmental Courses27 hours
GEOL 3101, GEOL 3102, GEOL 3200,
GEOL 3410, GEOL 3500, GEOL 4110,
GEOL 4860, GEOL 4861, GEOL 4862
Upper-level electives in a single discipline
outside of GEOL.....6 hours
Additional Geoscience Electives above
3000.....6 hours
Other supporting courses.....21 hours
GEOG 1113K (if not taken in Area
D2).....0-4 hours
GEOG 2011.....3 hours
MATH 2262.....4 hours
Foreign language.....3-6 hours
(3 hours may be taken in Area C)
Other guided electives.....4-11 hours
(includes hours which carry over from Area F)

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

Justification:

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

Improve student learning outcomes: Replacing PHYS 1112 with MATH 2262 will improve the students' quantitative ability which is necessary for some of the upper-level geology classes. It also will help prepare students who wish to take the Professional Geologist Exam.

Adopting current best practice(s) in field: In order to keep up with current trends in the field of geology, and help students who wish to sit for the Professional Geologist Exam, we want to offer the courses the students are required to take in the geology track of the environmental geosciences program. There are six ways this is being accomplished on this form:

1. The class Mineralogy and Petrology (GEOL 3100) has been replaced with the individual courses of Mineralogy (GEOL 3101) and Petrology (GEOL 3102). The course Geochemistry (GEOL 3500) has been added to the list of required courses.
2. GEOL 3300 has been removed from the list of required courses because it is not a course traditionally taught in a geology curriculum. Those hours have been replaced with GEOG 1113K in the category of "Other Supporting Courses". Adding GEOG 1113K will broaden the geology-track students' background in physical geography. It is also a prerequisite course for upper-level geoscience courses in the Environmental Geoscience curriculum.
3. The list of specific supporting geology courses has been removed. Some of these courses have not been offered in many years, and other courses are being regularly offered that are not on this list. Removing the specific list of courses allows the department greater flexibility in course offerings that are aligned with current trends in the discipline of geology.
4. The foreign language requirement has been reduced by three credit hours. However, students are still required to take a total of 6 hours of a modern foreign language. This allows students to take a three-hour class on the application of geographic information science (GIS). GIS is a technical computer class that is more applicable for our students in their post-graduate pursuits. This class is listed specifically under the "Other Supporting Courses" as GEOG 2011. Many graduate programs and job listings now require the ability to understand GIS and its application in the geosciences. Adding this course will help address that need.
5. Text has been added to clarify that some of the supporting courses may have already been taken elsewhere in the core curriculum.
6. The option to concentrate in Biology or Chemistry has been removed. The Biology and Chemistry programs have changed and a concentration is no longer viable.

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.) All of our graduates are required to complete a senior thesis project. These projects will be used to assess the major. Students are also given a test when they begin the program and as they finish the program. Results from this test will also be used to assess the major.

Approvals:	
Department Head: <i>Edward E. Chappani</i>	Date: <i>2/3/14</i>
College/Division Exec. Committee: <i>Lonnie Richards</i>	Date: <i>2/14/14</i>
Dean(s)/Director(s): <i>Lonnie Richards</i>	Date: <i>2/14/14</i>
Grad. Exec. Committee: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number: 97-98

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall 2014

Degree and Program Name: University Honors College

Present Requirements:

The University Honors College is an interdisciplinary program with courses leading to a certificate of completion in University Honors.

The University Honors College offers special courses and activities designed to help qualified students realize their full intellectual potential and to provide them the best possible preparation for their major degree programs. It does so through a wide range of special classes and interdisciplinary seminars supported by departments and faculty across campus.

The College recognizes its students in a variety of ways. Students who complete at least two courses in the Program while maintaining minimum Honors and cumulative grade point averages of 3.0 receive recognition at VSU's annual Honors Day. A student who completes all certificate requirements also receives recognition at Honors Day, as well as at graduation ceremonies. In addition, the student receives a Certificate of University Honors, a gold seal on the diploma, and special notation on official university transcripts.

Minimum requirements for acceptance into the Honors College are SAT 1130 (combined V and Q) or higher; or ACT composite of 25 or higher; and a high school GPA of 3.2 or above. Current students who achieve a 3.2 GPA or better may be considered.

Requirements for graduation with the Certificate in University Honors

- 24-28 hours in the Honors Curriculum as

Proposed Requirements: (highlight changes after printing)

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 3.2 and a writing score of 7 out of 10. Current students with a 3.2 GPA or better may be considered.

designated below

- 3.0 or higher cumulative GPA, and a 3.0 or higher GPA in Honors curriculum courses

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 of 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.

Freshman Year

HONS 1990 2 hours
Two core Honors courses 5-8 hours

Sophomore Year

PERS 2170H, PERS 2160H, PERS 2315H, or
PERS 2730H 2 hours
One core Honors course or 1 Honors major
course 3-4 hours

Junior Year

HONS 3999 3 hours
Two Honors major courses 6 hours

Senior Year

HONS 4990 3 hours

Total Hours for the Certificate in University
Honors 24-28 hours

Honors College Requirements

HONS 1990 2 hours

PERS 2170H, PERS 2160H, PERS 2315H, or
PERS 2730H..... 2 hours

Core Honors courses (HONS 3999 may be used to
fulfill 3 of these hours) 6 to 9 hours

Major Honors courses (HONS 3990 may be used to
fulfill 3 of these hours) 9 hours

HONS 3999 (if not taken as a core Honors
course)..... 3 hours

HONS 4990..... 3 hours

Total Hours for the Honors

Global Experience and Understandings Requirement

Students can meet this requirement in one of the following ways:

1. Foreign language—demonstrate proficiency at the Intermediate Low level in one foreign language, as defined by ACTFL, or complete 9 hours of FL up to at least the 2001 level.
2. Study abroad activities that have been approved by the Honors College Advisory Committee.
3. Other approved equivalents as designated by the curriculum for their academic major and approved by the Honors College Advisory Committee.

The following courses satisfy Honors College course requirements as Honors versions of Core classes, and satisfy Core Curriculum requirements as well:

ANTH 1102H ART 1100H BIOL 1951H BIOL 1952H
ECON 1500H ENGL 1101H ENGL 1102H ENGL 2111H
ENGL 2112H ENGL 2113H HIST 1011H HIST 1012H
HIST 1013H HIST 2111H HIST 2112H MATH 1113H
PHIL 2010H PHIL 2020H POLS 1101H POLS 2401H
PSYC 2500H SOCI 1101H SPAN 2002H

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

Courses not listed above 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

Certificate.....24-28 hours

Global Experience and Understanding Requirement

Students can fulfill this requirement by completing one of the following:

1. Successful completion of an approved VSU study abroad program.
2. Successful completion of a semester or year-long program of study at a VSU approved foreign institution.
3. Successful completion of the International Studies Minor.
4. Successful completion of an internship program with a foreign company/corporation of a minimum of 45 contact hours.
5. Successful completion of a service program with the English Language Institute or VSU International Student Services in the Center for International Programs of a minimum of 45 service hours.

Any requirement for the Global Experience and Understanding requirement must be approved by the Honors College.

courses by doing different types of assignments approved in advance by the instructor of the course and the Honors College Dean. 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 As per recommendations from the Honors curriculum committee and external reviewer.
- 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. **Faculty committee and NCHC review.**
- 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.) **Student portfolios and admission data.**

Approvals:	
Department Head: <i>A. Savio</i>	Date: <i>2-7-14</i>
College/Division Exec. Committee: <i>J. A. Shuade</i>	Date: <i>2-8-14</i>
Dean(s)/Director(s): <i>A. Savio</i>	Date: <i>2-7-14</i>
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Request for a Revised Course
Valdosta State University

Date of Submission: 02/01/2014 (mm/dd/yyyy)

Department Initiating Revision:
Honors College

Faculty Member Requesting Revision:
Mike Savoie

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
HONS 4990 Honors Senior Project

List Current and Requested Revisions:

Current:
Course Prefix and Number:
Credit Hours:
Course Title: Honors Senior Project
Pre-requisites:
Course Description:

Requested:
Course Prefix and Number:
Credit Hours:
Course Title: Honors Senior Portfolio
Pre-requisites:
Course Description:

Semester/Year to be Effective:
Fall 2014

Estimated Frequency of Course Offering:
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 recommendation from an external review of the Honors College, it was recommended that better assessment measures be implemented to evaluate program effectiveness. In line with other Honors Programs, Honors Portfolios may provide evidence of program assessment and effectiveness.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other:

Plans for assessing the effectiveness of the course: Faculty committee review of portfolio materials.

Approvals:	
College/Division Exec. Comm.: <i>J. Sluender</i>	Date: <i>2-8-14</i>
Dept. Head: <i>M. Savoo</i>	Date: <i>2-7-14</i>
Dean/Director: <i>M. Savoo</i>	Date: <i>2-7-14</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: February 6, 2014

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: 190

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall 2014

Degree and Program Name: Economics

Selected Educational Outcomes

Present Requirements:

1. Economics majors will demonstrate knowledge of macroeconomic concepts and the influence government policies have on the overall economy.
2. Economics majors will demonstrate knowledge of microeconomic concepts and the influence market structure and government policies have on market outcomes.
3. Economics majors will demonstrate knowledge of economics concepts in an open economy.
4. Economics majors will demonstrate knowledge of econometric concepts and use the results to predict and forecast.
5. Economics majors will utilize quantitative skills to solve economic problems.

Proposed Requirements: (highlight changes after printing)

1. Economics majors will demonstrate knowledge of macroeconomic concepts and the influence government policies have on the overall economy.
2. Economics majors will demonstrate knowledge of microeconomic concepts and the influence market structure and government policies have on market outcomes.
3. Economics majors will demonstrate knowledge of econometric concepts and use the results to predict and forecast.
4. Economics majors will utilize quantitative skills to solve economic problems.

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 ECON 3600 will no longer be a required class in the major from Fall 2014.

Source of Data to Support Suggested Change:

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

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

Data Sources:

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

Approvals:	
Department Head: <i>Tricia Cole</i>	Date: <i>3/3/2014</i>
College/Division Exec. Committee: <i>Fert Moore</i>	Date: <i>3/3/14</i>
Dean(s)/Director(s): <i>Wing Sun</i>	Date: <i>3/3/14</i>
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 1/8/2013 (mm/dd/yyyy)

Department Initiating Revision:

Marketing and Economics

Faculty Member Requesting Revision:

Attila Cseh

Current Course Prefix, Title, & Number:

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

ECON 3000 Research and Analytical Methods in Economics

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

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: ECON 2105, ECON 2106

Co-requisites: BUSA 2100 or MATH 2620

Course Description:

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: ECON 2105, ECON 2106, and either BUSA 2100 or MATH 2620

Co-requisites:

Course Description:

Semester/Year to be Effective:

Fall, 2014

Estimated Frequency of Course Offering:

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Students are better prepared for material if they have Basic Statistics before taking this course.

Source of Data to Support Suggested Change:

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

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

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

Data Sources:

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

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

Approvals:	
Dept. Head: <i>[Signature]</i>	Date: 3/3/2014
College/Division Exec. Comm.: <i>[Signature]</i>	Date: 3/3/14
Dean/Director: <i>[Signature]</i>	Date: 3/3/14
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 1/6/2014 (mm/dd/yyyy)

Department Initiating Revision:

Marketing and Economics

Faculty Member Requesting Revision:

Attila Cseh

Current Course Prefix, Title, & Number:

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

ECON 4990 Directed Study in Economics

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

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: ECON 3000 and ECON 3001

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: Faculty Approval

Co-requisites:

Course Description:

Semester/Year to be Effective:

Fall, 2014

Estimated Frequency of Course Offering:

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: It is in line with requirements of similar classes in the other business majors..

Source of Data to Support Suggested Change:

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

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

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

Data Sources:

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

Approvals:	
Dept. Head: <i>[Signature]</i>	Date: 3/3/2014
College/Division Exec. Comm.: <i>[Signature]</i>	Date: 3/3/14
Dean/Director: <i>[Signature]</i>	Date: 3/3/14
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 10/31/2013 (mm/dd/yyyy)

Department Initiating Request:

Management & IB

Faculty Member Requesting:

Marko Horn

Proposed New Course Prefix & Number:

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

IB 3600

Proposed New Course Title:

International Business and Culture

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)
International Business and Culture

Semester/Year to be Effective:

Summer 2014

Estimated Frequency of Course Offering:

Annually

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.) Cross cultural experience through study abroad. Classroom topics include business practices, historical background, and social and cultural norms of the chosen country. In-country experiences include: visits to companies, places of historical significance, and places of cultural significance. This course may be repeated once for credit in a different country.

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: Being aware of the global business environment is a declared learning goal of LCOBA. Awareness can best be taught by immersing students into international cultures. International travel is required for this course, which will enable the students to be more knowledgeable of other cultures, to have more understanding of different economic and political systems, and to be more aware of the world around them.

Adopting current best practice(s) in field: Many undergraduate business programs in the United States offer classes in foreign countries. To train future global leaders, VSU undergraduate business programs need an undergraduate class that includes mandatory international travel.

Meeting Mandates of State/Federal/Outside Accrediting Agencies: Our accrediting agency, AACSB, recommends a significant international component and the proposed course is integral to fulfilling this requirement.

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.)

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?)

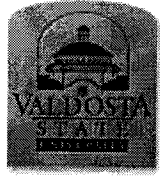
Data Sources:

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

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

Approvals:	
Dept. Head: <i>Oyllis D. Holland</i>	Date: <i>3/3/14</i>
College/Division Exec. Comm.: <i>Scott Moore</i>	Date: <i>3/3/14</i>
Dean/Director: <i>Wayne [unclear]</i>	Date: <i>3/3/14</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010



IB 3600
International Business and Culture
 06/29/2014 – 07/27/2014



Professor: Marko Horn, PhD
 Office: 229-259-5505
 Cell: 850-363-1245
 E-mail: mhorn@valdosta.edu
 Office Number: THX 308

DATE, Day & Class #	TOPIC	ASSIGNMENT
	Weekly Class Calendar TBD	

Required Material

Text: International Business: The New Realities 3rd ed.; Cavusgil, Knight, Riesenberger;
ISBN: 9780132991261; Prentice Hall

Course Description

This course is specifically designed as an opportunity for students to gain abroad experiences that promote a greater understanding of international business practices through classroom instruction as well as site visits to international companies and domestic companies operating globally. The class fosters cross-cultural understanding by visiting places of cultural and historical significance, as well as exposures to people of different cultures through guest speakers as well as social interactions. The class involves students and faculty traveling together to the chosen foreign country. This study abroad endeavor gives students the chance to network with different companies and business executives operating globally in the particular foreign country chosen. This class also gives students a chance to immerse themselves into a different culture and lifestyle first hand.

Learning Objectives (LO)

This course is designed to achieve five learning objectives. These are to ensure that you

- 1) Are able to effectively utilize analytical skills to solve business problems
- 2) Practice effective oral and written communication skills for business
- 3) Be aware of the global business environment
- 4) cooperative and exhibit productive behavior in group settings
- 5) Display competent use of technology.

Prerequisite:

None

<p>Performance Criteria and Evaluation</p>	<p>Performance on the learning objectives will be evaluated as a function of your work in the following areas: Individual Performance 50%: Quizzes 10% Exam 1 (Chapter 1-10) 25% Exam 2 (Chapter 11-20) 25% Reflection Paper 20% Group Performance 20%: Site Visit Business Case Analysis 20%</p>
<p>Grading Policy</p>	<p>A: 90.0 - 100 B: 80.0 – 89.9 C: 70.0 - 79.9 D: 60.0 - 69.9 F: Less than 60.0</p>
<p>Syllabus Acknowledgement</p>	<p>Your first assignment is the syllabus acknowledgement. After you read the syllabus please send me an e-mail stating: "I read and understand the syllabus". This syllabus is the contract that governs this class, and your e-mail constitutes the digital signature under our contract. This assignment is not graded, but you may not continue in this class if I do not receive your e-mail by the due date. It is essential that I know you are aware of the content in this document.</p>
<p>Quizzes (Individual 10%) LO: 3 & 5</p>	<p>Multiple Choice Quizzes are given in BlazeView for every Textbook Chapter. The questions will generate randomly and you can take the quizzes several times. The Quizzes are to be taken before we are leaving to our destination and a minimum average quiz score of 70% has to be achieved before we board the plane.</p>
<p>Exam 1 (Individual 25%) LO: 3</p>	<p>Chapters 1-10 Multiple Choice</p>
<p>Exam 2 (Individual 25%) LO: 3</p>	<p>Chapters 11-20, Multiple Choice</p>
<p>Reflection Paper (Individual 20%) LO: 2, 3 & 5</p>	<p>During the international study experience you are required to collect data by keeping a daily journal of your experiences. Towards the end of the course you will compile the experiences from your point of view and reflect how the experiences impacted and changed you.</p>
<p>Site Visit Business Case Analysis (Group 20%) LO: 1, 2, 3, 4 & 5</p>	<p>We will engage in several site visits to active businesses during this class. For the site visit of your choice, your group will research the firm we will visit and present the results to the class prior to the visit. After the visit the team will prepare an 8-10 page case summary (double spaced, typed, Times New Roman 12 font or equivalent) outlining what was learned and how your expectation differed from the reality you observed.</p>

<p>Classroom Environment</p>	<p>During this course the world will be your classroom. Many of the instructional experiences will take place away from traditional classroom settings. Nevertheless, at any time, in any setting, while studying abroad, you are expected to observe the student code of conduct of Valdosta State University as found in the VSU Student Handbook.</p> <p>Learning takes place when both the instructor and students are actively involved in the presentation and discussion of the course material. In order to maximize learning in the classroom, active participation is requested of all students. Much of the class time will be devoted to the discussion of concepts and experiences. You are expected, not only to attend class, but also to be prepared to discuss the readings on the day assigned; without your participation, the class will grind to a halt. You will optimize your learning by reading and preparing the material prior to class discussion. You are expected to attend all classes and arrive to class on time. Should more than three unexcused absences occur, your participation in the study abroad program may be terminated and you may be sent home.</p> <p>Unforeseen changes in the syllabus and assignments will be announced in class</p> <p>The syllabus is a working document and the latest version will always be available on Blaze View.</p>
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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 Faber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (Video Phone) and 229-219-1348 (TTY). For more information please visit <http://www.valdosta.edu/student/disability/> or email: access@valdosta.edu

Academic Integrity

<http://www.valdosta.edu/academics/academic-affairs/vp-office/academic-honesty-at-vsu.php>

Title IX

http://ww2.valdosta.edu/legal/documents/Title_IX.pdf

Counseling

<http://www.valdosta.edu/student/student-services/counseling-center/>

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 1/13/2014 (mm/dd/yyyy)

Department Initiating Request:

Marketing & Economics

Faculty Member Requesting:

David B. Kuhlmeier

Proposed New Course Prefix & Number:

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

MKTG 4690

Proposed New Course Title:

Social Marketing

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)

Social Marketing

Semester/Year to be Effective:

Spring 2015

Estimated Frequency of Course Offering:

Annually

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.) Prerequisites: MKTG 3050. Designed for students to gain an understanding and appreciation in the field of social marketing. Social marketing uses marketing principles and techniques to influence the behavior of a target audience toward goods, services, or ideas that benefit the greater social good.

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: The current marketing major curriculum does not offer a course to increase students' understanding of the marketing of social issues. As our local and global societies continue to face more challenging issues and problems, it is vital that our graduates are aware that goods, services, and ideas can be marketed for the benefit of society. In addition, it is equally important for our graduates to understand how such things are being marketed to them as consumers and as members of a society.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies: Maintenance of AACSB accreditation standards requires a significant world and societal awareness by our students and the proposed course will help to fulfill that requirement.

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.)

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.) tests, presentation and project
- Other:

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

Approvals:	
Dept. Head: <i>Michelle Bell</i>	Date: <i>3/3/2014</i>
College/Division Exec. Comm.: <i>Kept Moore</i>	Date: <i>3/3/2014</i>
Dean/Director: <i>J. Wayne Smith</i>	Date: <i>3/3/2014</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

MARKETING 4690
Social Marketing
Spring 2015

Dr. David B. Kuhlmeier
103G Pound Hall
Valdosta State University
Valdosta, GA 31698-0075

(229) 245-3823 Office Phone
(850) 459-5881 Cell Phone
(229) 245-2248 Office FAX
E-MAIL: dbkuhlmeier@valdosta.edu

Office Hours: TBA

COURSE DESCRIPTION

Greetings! Welcome to the dynamic and important world of social marketing. MKTG 4690 is designed to provide you with a basic framework within which goods, services, and ideas are marketed for the greater good of society. Social marketing principles can be analyzed, understood, and utilized. The course focuses on the social issues that are being faced by firms and individuals in today's dynamic marketplace, particularly those that relate to strategy formulation and implementation. It will also focus on the controllable and uncontrollable forces that influence social marketing decision making. Four vehicles are employed as learning tools in this course: 1) a lecture series that introduces basic marketing concepts; 2) exams covering text and discussion materials; 3) the student's active participation in class; and 4) potential videos and guest speakers that will provide added perspectives to the concepts covered in class. The main learning experience in this course is placed on the identification, comprehension, and application of marketing principals and concepts that are applied to the advancement of social issues in the world around us. This will be accomplished through the use of the text, class discussions, and outside readings in order to improve your 1) critical thinking capability and 2) analytical and creative thinking skills in the field of social marketing.

LCOBA Goals and Learning Objectives

The programs of the Langdale College of Business are accredited by AACSB International – The Association to Advance Collegiate Schools of Business. Fewer than one-third of the business programs in the United States have achieved this distinction of quality. To maintain our commitment to quality, the Langdale College faculty and administration have identified goals and learning objectives that provide students with the knowledge, skills, and ethical and global awareness needed for successful managerial and professional careers. The general learning objectives addressed by this course are:

Students will be able to:

- Demonstrate a knowledge of the social marketing environment and understand its complexities. (*VSU General Educational Outcomes Nos. 1, 2, and 6; LCOBA Outcomes Nos. 1, 3, & 4*)
- Demonstrate a knowledge of the U.S. marketing system and how it relates to social issues in the world. (*VSU General Educational Outcomes No. 1, 2, 6, & 8; LCOBA Outcomes Nos.1 & 3*)
- Demonstrate a knowledge of how marketing research regarding social issues is conducted. (*VSU General Educational Outcome No. 7; LCOBA Outcomes Nos. 1 & 3*)

- Demonstrate a knowledge of how the marketing mix applies to social issues that affect firms and consumers. *(VSU General Educational Outcome No. 1; LCOBA Outcome No.1)*
- Demonstrate a knowledge of how social issues are marketed to consumers and how such marketing affects consumer behavior. *(VSU General Educational Outcomes Nos. 1, 2, & 6; LCOBA Outcomes Nos. 1, 3, & 5)*
- Demonstrate an ability to identify social marketing opportunities through segmentation and targeting. *(VSU General Educational Outcomes Nos. 7 and 8; LCOBA Outcomes Nos. 1 & 5)*
- Demonstrate a knowledge of social marketing strategies. *(VSU General Educational Outcomes Nos. 1 & 2; LCOBA Outcomes Nos. 1, 3, 4, & 5)*
- Demonstrate a knowledge of the elements of a social marketing plan. *(VSU General Educational Outcome No. 7; LCOBA Outcomes No. 2)*

Required Text "Social Marketing: Influencing Behaviors for Good" (4th ed.) by Lee and Kotler, Sage Publishing; ISBN: 9781412981491).

Prerequisites MKTG 3050 (Introduction to Marketing).

Student Evaluation

Exams 4 @ 15%	60%
Chapter Quizzes	10%
Discussion/Participation	15%
Final Assessment	<u>15%</u>
TOTAL	100%

Grading scale:

90 – 100	A
80 – 89.99	B
70 – 79.99	C
60 – 69.99	D
0 – 59.99	F

EXAMS

There will be four (4) examinations given during the semester, each worth 15% for a total of 60% of your final grade. Exams will be multiple choice and/or short answer. Unless otherwise specified, all text and lecture material from the unit is testable. Exams can only be missed/rescheduled if you contact the instructor **BEFORE** the exam **AND** the reason for missing the exam is **ACCEPTABLE** to the instructor. The reason **MUST** be cleared by the instructor **BEFORE** the exam. It is your responsibility to contact the instructor in time. In light of modern technology, there is absolutely no excuse for not contacting the instructor beforehand. Any exam that is missed without following these guidelines will result in a grade of "zero" for that exam.

CHAPTER QUIZZES

You will have a quiz over *each* assigned chapter at the beginning of class on the day it is assigned to be discussed. These quizzes will be composed of short essay questions utilizing basic concepts of the assigned chapter. They are designed to make sure you come to class prepared to discuss the assigned chapter, which will: 1) improve your class participation, and 2) improve your preparation for the exams. Your score on these quizzes will represent 10% of your final grade. Missing quizzes is acceptable only if you contact the instructor BEFORE the quiz and provide an excuse that is acceptable to the instructor. Simply not showing up for a quiz will result in a score of ZERO for that quiz.

ATTENDANCE POLICY

While attendance and participation are considered important parts of this course, the instructor is aware that there are a variety of reasons why a student may be absent, including illness or job interviews. It is the VSU/Regents policy of assigning a failing grade to anyone being absent more than 20% of the class meetings. Since there are 45 class meetings, the most absences you can have without failing is 9.

Class begins at the scheduled time. Students are expected to be in their seats, ready to begin, at the beginning of the class period. Students who arrive late are expected to show the instructor and the punctual students the courtesy of entering the classroom quietly and respectfully.

While in class your professional behavior is expected. Unprofessional behavior includes, but is not limited to, the following: leaving early without discussing your leaving beforehand with the instructor, being unprepared for class, disrupting the class, sleeping in class or not paying attention, and reading the newspaper or other materials not specifically related to this class.

Excused absences will be granted only in exceptional cases, such as physician-verified illnesses, verified activities for which attendance is mandatory, interview trips, or in accordance with University policy, for observance of recognized religious holidays. Excused absences will not be granted for untreated illnesses or on-campus interviews. Excused absences should be documented as soon as the student returns.

PARTICIPATION POLICY & GRADE

Class participation is encouraged and expected. Asking questions and making relevant comments reinforces your understanding and knowledge of the material and the knowledge and understanding of your classmates. Your participation may prompt others to participate, which, in turn, benefits you! "*Participation!*" means adding meaningful content to the discussion and not simply agreeing with or rewording the comments of others. Your proactive and thoughtful participation enlivens class discussions, stimulates thinking, challenges ideas, and maximizes the learning experience. Most importantly, your ability to succeed in business will be reflected in large part by your ability to participate intelligently and confidently in future meetings, conferences, sales encounters, and other such venues. Please take advantage of this class to develop your participation skills.

Your regular participation in class discussions is expected. However, there will be a series of 7 Discussion Sessions throughout the semester in which you are expected to discuss social marketing principles/concepts that you have personally observed or experienced, i.e. your ability to apply social marketing principles/concepts. You will be graded on your participation in each one of these discussion periods. The average of your 7 discussion period scores will account for 15% of your course grade.

The attendance and participation policies of this course comply with VSU General Education Outcome No. 4.

FINAL ASSESSMENT (EXAM)

On the last day of class (**TBA**) you will be given a question regarding Social Marketing. Your answer to that question will be submitted to the instructor at the beginning of the Final Exam period that is scheduled for this class, i.e. **TBA**. Your answer to this question **MUST** be no more than 2 (two) double-spaced typed pages in 12 pt. Times New Roman font with 1 inch margins. Attendance at the Final Exam Period is mandatory! Your absence during the scheduled Final Exam period will result in a score of ZERO on your project. **NOTE: YOU MAY NOT:** 1) submit your answer earlier, 2) email your answer, or 3) "drop it off" (e.g. slide it under my office door). You **MUST** attend the scheduled Final Exam Period for this class to receive a grade for your final assessment. No exceptions.

EXTRA CREDIT

There is none. It is your responsibility as a student to make sure you take full advantage of the scheduled assessment opportunities that are given to you throughout the semester. No "extra" opportunities will be available. However, occasionally the instructor will pose a "bonus question" to the class worth 1-4 points on your final grade average. E.g. if you have an average of 88, but have answered a 2 pt. bonus question during the semester, you will end the course with a 90. These questions are based on knowledge obtained *outside* of the classroom.

WITHDRAWAL POLICY

The withdrawal policy stated in the VSU Catalog will be strictly followed. Anyone withdrawing after the mid-term will receive a WF unless it is an approved hardship withdrawal.

REQUEST FOR AN INCOMPLETE

Any request for an "Incomplete Grade" for the course **MUST** be initiated by the student and can only be granted for coursework that has not been completed **AFTER** the midterm. Any student making such a request **BEFORE** the midterm of the semester can only be granted a "Withdrawal" from the course. The required form may be obtained from the LCOBA website or from your instructor.

HONOR CODE

All students are expected to be familiar with and abide by the Academic Honor Code, as specified in the Student Handbook and the General Bulletin. Students should be clear in their understanding

that, while the instructor expects and encourages collegial conversations with regard course assignments, individual assignments are to be done individually. Sharing your work, or copying the work of another student, will be viewed as serious violations of the Academic Honor Code. Any violation of the Academic Honor Code (which include, but are not limited to, cheating on examinations, making/using copies of old exams, plagiarizing, and misrepresenting someone else's work as one's own), will not be tolerated and may result in the most extensive disciplinary action allowed under the law.

The Academic Honor Code may also be accessed online at (<http://www.valdosta.edu/administration/student-affairs/student-conduct-office>). Should you have ANY questions or need clarification regarding what is considered a violation of the Honor Code, do not hesitate to contact the instructor.

GUIDANCE/ADVICE/COMMUNICATION

The instructor will try to make himself available as much as possible to students. Please take advantage of it. Remember, the only stupid questions are the ones that are left unasked. The instructor cannot help you unless he knows you need help. You are welcome to call the instructor, stop by his office, or e-mail him. IF YOU SEND AN E-MAIL, you MUST have "MKTG 4690" in the subject line of your e-mail message. Please do NOT simply use generic terms such as "class", "Class on MWF @ 9:30", "social marketing", etc. etc.! If you do not have "MKTG 4690" in the subject line of your e-mail message, the e-mail will NOT be read. Also, you MUST identify yourself with your name in the e-mail; do not assume that your email address has been memorized!.....besides, it is common courtesy.

COURSE EVALUATION

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

INSTRUCTOR IN-TERM EVALUATION

You will be given two opportunities to informally evaluate your instructor during the semester. The first will be approximately 5 weeks into the term and the second will be approximately 10 weeks into the term. This is strictly voluntary and is NOT a part of the official VSU evaluation that is done at the end of the term. Your instructor is simply giving you an opportunity to provide him

with 1) feedback on his teaching methods and 2) input into how your learning experience can be improved.

SPECIAL NEEDS

Students requesting classroom accommodations or modifications because of a documented disability must inform the instructor and then contact the Access Office for Students with Disabilities located in room 1115 Nevins Hall. The phone numbers are 245-2498 (voice) and 219-1348 (tty). This course also complies with Title IX guidelines as found at http://www.nwlc.org/sites/default/files/pdfs/pps_faq_at_dr_10.24.12.pdf.

ADDRESSING THE INSTRUCTOR

Although some instructors allow their students to address them on a first name basis, out of respect to this University, the academic profession, and the student-instructor relationship, the instructor requests that you address him as "Dr.", "Prof.", or "Mr." Kuhlmeier. "Dr.", "Prof.", or "Mr." K are also acceptable. This small formality will be followed whenever you meet the instructor on campus. Thank you.

HOW TO DO WELL IN THIS CLASS

In the past, many students have asked how to improve their grades in this class. There is NO substitute for hard work! In addition, the following are necessary if you want a chance for a C or above:

- **BUY THE BOOK!!!**
- Attend class and take GOOD notes. Do not try to find the material in the text and underline it. Take notes on paper in your own words. The act of writing reinforces learning.
- Read the material before it is discussed in class.
- PARTICIPATE in class. Asking questions and making relevant comments reinforces your knowledge of the material.
- Try to identify social marketing issues and concepts in your daily life. Application is a key to learning.
- Prior to each exam, outline the chapters using information from text rather just copying or highlighting the italicized words and subheadings. Good outlining means that you organize the material in a hierarchical manner.
- Start studying at least 72 hours before an exam and strive for a concentrated period of study for each exam.

CELL PHONES

PLEASE TURN OFF OR SILENCE CELL PHONES AND BEEPERS DURING CLASS! If your phone/beeper sounds off, if you talk on your phone, or if you use text messaging during class, you will be instructed to leave the room for the remainder of the period. PROMISE: If the instructor's cell phone ever rings during class, class will be summarily dismissed for that day.

COURSE SCHEDULE

The following is subject to minor revisions during the semester. Students should be prepared to discuss the item indicated in the assignment column on the stated date, i.e. *you are expected to read the assignments before they are discussed in class*. Additional readings will be assigned in class and comprise a portion of individual participation grades.

Class Date

Topic

January

Dates TBA

- | | |
|----------|--|
| Chapt. 1 | Defining Social Marketing
-Provides basic understanding of what "Social marketing" is, how it differs from commercial and non-profit marketing, who uses it, and how it provides value. |
| Chapt. 2 | 10 Steps in the Strategic Marketing Planning Process
-Provides an understanding of how strategic planning is used in social marketing and how research plays a role. |
| Chapt. 3 | 16 Tips for Success
-Provides tips on how to maximize the chance of success with a social marketing plan. |
| Chapt. 4 | Determining Research Needs and Options
-Applies marketing research concepts to the field of social marketing. |

February

Dates TBA

- | | |
|----------|---|
| Chapt. 5 | Choosing a Purpose and Focus for Your Plan and Conducting a Situation Analysis
-Explains the first two steps of the social marketing planning process: 1) choosing an objective and conducting a situation analysis. |
| Chapt. 6 | Segmenting, Evaluating, and Selecting Target Audiences
-Explains the importance of segmenting, evaluating, and targeting in the social marketing planning process |
| Chapt. 7 | Setting Behavior Objectives and goals
-Explains the primary objective of a social marketing campaign, i.e. behavior change. |
| Chapt. 8 | Identifying Barriers, Benefits, the Competition, and Influential Others
-Identifies and explains potential obstructions in the social marketing planning process. |

March

Dates TBA

- | | |
|----------|---|
| Chapt. 9 | Crafting a Desired Positioning
-Explains the process of positioning the social marketing offering in the minds of the target audience. |
|----------|---|

- Chapt. 10 Product: Creating a Product Platform
 - Explains how the concept of product platform is used in social marketing.
- Chapt. 11 Price: Determining Monetary and Nonmonetary Incentives and Disincentives
 - Explains how the concept of pricing (i.e. cost) is used in social marketing.
- Chapt. 12 Place: Making Access Convenient and Pleasant
 - Explains how the concept of place (i.e. availability) is used in social marketing.

April

Dates TBA

- Chapt. 13 Promotion: Deciding on Messages, Messengers, and Creative Strategies
 - Explains how the concept of promotion (i.e. creating & communicating the message) is used in social marketing.
- Chapt. 14 Promotion: Selecting Communication Channels
 - Explains how the concept of promotion (i.e. choice of communication channel) is used in social marketing.
- Chapt. 15 Developing a Plan for Monitoring and Evaluation
 - Explains how monitoring, evaluation, and adjustment of a campaign are used in social marketing.
- Chapt. 16 Establishing Budgets and Finding Funding
 - Addresses the importance of budgeting and funding in social marketing and how it is accomplished.

May

Dates TBA

- Chapt. 17 Creating an Implementation Plan and Sustaining Behavior
 - Explains how a Social Marketing plan is implemented and what can be done to sustain the targeted behavioral change.

NOTE: *The instructor reserves the right to alter the contents of this syllabus/schedule at anytime during the semester.*

By signing this form, I acknowledge that I have read Dr. Kuhlmeier's syllabus for MKTG 4690 and agree to abide by its contents.

NAME (printed): _____

SIGNATURE: _____

DATE: _____

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: 187

Proposed Effective Date for Revised Catalogue Copy: (new or revised) 2014-2015

Degree and Program Name: Human Resource Management Minor

Present Requirements: CERTIFICATE IN HUMAN RESOURCES MANAGEMENT
Students electing the certificate program must be admitted to the B.B.A. program and must have declared a management major.
Required Courses 9 hours
MGNT 3250, MGNT 3500, MGNT 4000
Elective Courses (choose three) . 9 hours
MGNT 4010, MGNT 4020, MGNT 4060, MGNT 4650, MGNT 4980
Total Certificate Requirements 18 hours

Proposed Requirements: (highlight changes after printing) Remove Certificate in Human Resources Management and list of course requirements

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 A minor in Human Resources Management is being added

Source of Data to Support Suggested Change:

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

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

Data Sources:

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

Approvals:	
Department Head: <i>Phyllis A. Holland</i>	Date: <i>3/3/14</i>
College/Division Exec. Committee: <i>Kent Moore</i>	Date: <i>3/3/14</i>
Dean(s)/Director(s): <i>J. Wayne Blumley</i>	Date: <i>3/3/14</i>
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
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:
187

Proposed Effective Date for Curriculum Change:
(Month/Year): Fall, 2014

Degree & Program Name:
(e.g., BFA, Art): Minor in Human Resource Management

Present Requirements: No Minor currently exists

Proposed Requirements (Underline changes after printing this form: Minor in Human Resource Management... 18 Hours

MGNT 3500... 3 hours
MGNT 4000*... 3 hours
MGNT 4010... 3 hours
MGNT 4020...3 hours
Students must take two of the following courses... 6 hours
MGNT 4060*
MGNT 4630*
MGNT 4650
MGNT4980

* For nonbusiness majors pursuing the HRM minor, PSYC 3800 may replace MGNT 3250 as a prerequisite for these Management courses.

Justification:

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

- Improve student learning outcomes: A minor in human resource management will provide business and non-business majors with additional learning opportunities to acquire marketplace skills.
- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies: The College of Business has been given the opportunity to add minors to the existing curriculum.
- Other:

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Anecdotal evidence from students both from within the major as well as students from other majors suggests that such an offering would provide opportunities for students.
- 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.) Embedded test questions, case analysis, presentations.

Approvals:

Department Head: *Dyllis S. Holland* Date: *3/3/14*

College/Division Exec. Committee: *Scott Moore* Date: *3/3/14*

Dean(s)/Director(s): *L Wayne [Signature]* Date: *3/3/14*

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

Graduate Dean:
(for graduate course) Date:

Academic Committee: Date:

Form last updated: January 6, 2010

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

Core Curriculum Senior Curriculum Graduate Curriculum Other Curriculum

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

College of Education

(COE) Degree

Requirement

Current Catalog Page Number:
Page 258

Proposed Effective Date for Curriculum Change:
(Month/Year): Fall 2014

Degree & Program Name:
(e.g., BFA, Art):
BSEP - Exercise Physiology

Present Requirements:

Health and Physical Education Requirements

.....4 hours

KSPE 2000.....2 hours

Two KSPE Fitness/Activity Courses...2 hours

Proposed Requirements (Underline changes after printing this form:

Remove from curriculum

Justification:

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

- Improve student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies:
- Other: Exercise Physiology major is no longer in the College of Education. It is in the College of Nursing and Health Sciences. And, this requirement is restricted to the COE.

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: *Lalamy Lente* Date: *3-3-14*

College/Division Exec. Committee: *Bonnie S. Coker* Date: *3-3-14*

Dean(s)/Director(s): *Lalamy Lente* Date: *3-3-14*

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

Graduate Dean:
(for graduate course) Date:

Academic Committee: Date:

Form last updated: January 6, 2010

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

Core Curriculum Senior Curriculum Graduate Curriculum Other Curriculum

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

Admission Requirements

Current Catalog Page Number:

Page 257

Proposed Effective Date for

Curriculum Change:

(Month/Year): Fall 2014

Degree & Program Name:

(e.g., BFA, Art):

BSEP - Exercise Physiology

Present Requirements: Students may be admitted to the Bachelor of Science in Exercise Physiology degree program with

- completion of Areas A-F of the Core Curriculum**
- a minimum cumulative grade point average of 2.75 overall**
- a minimum of "C" or better in all Area A, D, and F core requirements**

Proposed Requirements (Underline changes after printing this form: Students interested in pursuing a Bachelor of Science in Exercise Physiology should declare their major as "Pre-Exercise Physiology." Admission into the Exercise Physiology Program of Study is competitive and not guaranteed. Minimum requirements to be considered for admission into the program is based on the following:

- declared Pre-Exercise Physiology major
- Completion of all courses in the Areas A – F of the Core Curriculum as it pertains to the Pre-Exercise Physiology curriculum requirements
- 3.0 cumulative, overall grade point average
- a grade of "C" or better in all area A, D, and F courses of core requirements including lab sections
- completion of the Health Occupations Basic Entrance Test (HOBET)
- meet application deadline for semester of entry

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: For requirement #3, the Exercise Physiology Program of Study is academically challenging and successful students that have entered the program have and exceed this grade point average. For requirement #5, this entrance test will offer an objective, non-biased measure of success in the program. Furthermore, it will identify for students areas they need to improve in.

Adopting current best practice(s) in field:

Meeting mandates of state/federal/outside accrediting agencies:

Other: For requirement #1 and 6, the Exercise Physiology Program of Study will be adopting a more formal application process and having these will improve students' ability to apply.

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: *Lady Carter* Date: *3-3-14*

College/Division Exec. Committee: *Bruce A. Wheeler* Date: *3-3-14*

Dean(s)/Director(s): *Lady Carter* Date: *3-3-14*

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

Graduate Dean:
(for graduate course) Date:

Academic Committee: Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 02/04/2014 (mm/dd/yyyy)

Department Initiating Revision:

School of Health Sciences

Faculty Member Requesting Revision:

Michael R. Gross

Current Course Prefix, Title, & Number:

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

Exercise Testing and Prescription I (HSEP 3010)

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

Current:

Course Prefix and Number: HSEP 3010

Credit Hours: 3-0-3

Course Title: Exercise Testing and Prescription I

Prerequisites: Acceptance to the Exercise Physiology Program.

Co-requisites: None

Course Description: A concentrated study of the principles of exercise testing and prescription for the apparently healthy adult including the health appraisal, risk assessment, and interpretation of data. The American College of Sports Medicine exercise guidelines are emphasized.

Requested:

Course Prefix and Number: N/A

Credit Hours: 2-2-3

Course Title: N/A

Prerequisites: A grade of "C" or better in HSEP 3020 & HSEP 3420.

Co-requisites: N/A

Course Description: N/A

Semester/Year to be Effective:

Fall 2014

Estimated Frequency of Course Offering:

twice a year

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Updating pre-requisites because of new admission requirements and new course progression through curriculum. Credit hours need to be updated to include a lab because there is significant skill work that is being taught

Source of Data to Support Suggested Change:

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

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

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

Data Sources:

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

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

Approvals:	
Dept. Head: <i>L. Amy Carter</i>	Date: <i>3-3-14</i>
College/Division Exec. Comm.: <i>Bonnie S. Carter</i>	Date: <i>3-3-14</i>
Dean/Director: <i>L. Amy Carter</i>	Date: <i>3-3-14</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 02/04/2014 (mm/dd/yyyy)

Department Initiating Revision:

School of Health Sciences

Faculty Member Requesting Revision:

Michael R. Gross

Current Course Prefix, Title, & Number:

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

Exercise Testing and Prescription II (HSEP 3011)

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

Current:

Course Prefix and Number: HSEP 3011

Credit Hours: 3-0-3

Course Title: Exercise Testing and Prescription II

Prerequisites: Acceptance to the Exercise Physiology Program and HSEP 3010.

Co-requisites: None

Course Description: A grade of "C" or higher in all prerequisite courses. A continuation of HSEP 3010, with emphasis on cardiovascular, pulmonary, and metabolic disease; the role and mechanism of action for medications such as alpha and beta blockers, calcium channel blockers, ACE inhibitors, nitrates, peripheral vasodilators, and diuretics. Additional classifications to be reviewed include inotropic, anti-arrhythmic, anti-thrombosis, lipid-lowering, hypo/hyperglycemic, anti-inflammatory, and bronchodilators.

Requested:

Course Prefix and Number: N/A

Credit Hours: N/A

Course Title: N/A

Prerequisites: A grade of "C" or better in HSEP 3010.

Co-requisites: N/A

Course Description: N/A

Semester/Year to be Effective:

Fall 2014

Estimated Frequency of Course Offering:

twice a year

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Updating pre-requisites because of new admission requirements and new course progression through curriculum

Source of Data to Support Suggested Change:

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

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

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

Data Sources:

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

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

Approvals:	
Dept. Head: <i>Lal Singh Garte</i>	Date: <i>3-3-14</i>
College/Division Exec. Comm.: <i>Bruno S. Cohen</i>	Date: <i>3-3-14</i>
Dean/Director: <i>Lal Singh Garte</i>	Date: <i>3-3-14</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 02/04/2014 (mm/dd/yyyy)

Department Initiating Revision:

School of Health Sciences

Faculty Member Requesting Revision:

Michael R. Gross

Current Course Prefix, Title, & Number:

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

Assessments in Exercise Physiology (HSEP 3020)

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

Current:

Course Prefix and Number: HSEP 3020

Credit Hours: 1-4-3

Course Title: Assessments in Exercise Physiology

Prerequisites: KSPE 3420 or HSEP 3420; HSEP 3010; and admission to the Exercise Physiology Program.

Co-requisites: None

Course Description: A grade of "C" or higher in all prerequisite courses. development of knowledge, skills, and abilities in selecting, administering, and interpreting standardized health, athletic, and physiological-related physical fitness tests.

Requested:

Course Prefix and Number: N/A

Credit Hours: N/A

Course Title: N/A

Prerequisites: Admission to Exercise Physiology Program.

Co-requisites: N/A

Course Description: development of knowledge, skills, and abilities in selecting, administering, and interpreting standardized health, athletic, and physiological-related physical fitness tests.

Semester/Year to be Effective:

Fall 2014

Estimated Frequency of Course Offering:

twice a year

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Updating pre-requisites because of new admission requirements and new course progression through curriculum and course description because the "old" beginning phrase was like a pre-requisite and not a course description

Source of Data to Support Suggested Change:

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

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

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

Data Sources:

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

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

Approvals:	
Dept. Head: <i>L. Larry Carter</i>	Date: <i>3-3-14</i>
College/Division Exec. Comm.: <i>Bonnie J. Coker</i>	Date: <i>3-3-14</i>
Dean/Director: <i>L. Larry Carter</i>	Date: <i>3-3-14</i>
Graduate Exec. Comm. (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 02/04/2014 (mm/dd/yyyy)

Department Initiating Revision:

School of Health Sciences

Faculty Member Requesting Revision:

Michael R. Gross

Current Course Prefix, Title, & Number:

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

Care and Prevention of Exercise Related Injuries (HSEP 3050)

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

Current:

Course Prefix and Number: HSEP 3050

Credit Hours: 2-2-3

Course Title: Care and Prevention of Exercise Related Injuries

Prerequisites: Acceptance to the Exercise Physiology Program and HSEP 3430 and a Grade of "C" or higher in all prerequisite courses.

Co-requisites: None

Course Description: Basic knowledge, skills, and abilities required for the prevention, treatment, and rehabilitation of common injuries related to physical activity. Students will undergo First Aid and Basic Life Support training, which will include the utilization of an Automated External Defibrillator.

Requested:

Course Prefix and Number: N/A

Credit Hours: N/A

Course Title: N/A

Prerequisites: A grade of "C" or better in HSEP 3410.

Co-requisites: N/A

Course Description: Basic knowledge, skills, and abilities required for the prevention, treatment, and rehabilitation of common injuries related to physical activity.

Semester/Year to be Effective:

Fall 2014

Estimated Frequency of Course Offering:

twice a year

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Updating pre-requisites because of new admission requirements and new course progression through curriculum and course description because the CPR and First Aid training will take place outside of this course

Source of Data to Support Suggested Change:

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

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

Data Sources:

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

Approvals:	
Dept. Head: <i>L. Amy Crote</i>	Date: <i>3-3-14</i>
College/Division Exec. Comm.: <i>Brian D. Cohen</i>	Date: <i>3-3-14</i>
Dean/Director: <i>L. Amy Crote</i>	Date: <i>3-3-14</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 02/04/2014 (mm/dd/yyyy)

Department Initiating Revision:

School of Health Sciences

Faculty Member Requesting Revision:

Michael R. Gross

Current Course Prefix, Title, & Number:

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

Nutrition for Health and Human Performance (HSEP 3200)

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

Current:

Course Prefix and Number: HSEP 3200

Credit Hours: 3-0-3

Course Title: Nutrition for Health and Human Performance

Prerequisites: HSEP 3420 or permission of instructor. Prerequisites by program: Exercise physiology majors must have met program entry requirements. Health and physical education majors must have been admitted into the program and passed KSPE 2999. Admitted athletic training students and nutrition minors may be allowed to take the course with the approval of the program coordinator and the instructor. A grade of "C" or higher in all prerequisite courses.

Co-requisites: HSEP 3420 or permission of instructor. Prerequisites by program: Exercise physiology majors must have met program entry requirements. Health and physical education majors must have been admitted into the program and passed KSPE 2999. Admitted athletic training students and nutrition minors may be allowed to take the course with the approval of the program coordinator and the instructor. A grade of "C" or higher in all prerequisite courses.

Course Description: An introduction to the characteristics of the essential dietary nutrients and their respective roles in the body. Emphasis is placed on the effects of nutritional practices on health and human performance.

Requested:

Course Prefix and Number: N/A

Credit Hours: N/A

Course Title: N/A

Prerequisites: A grade of "C" or better in HSEP 3010 or permission of instructor and Exercise Physiology Program Coordinator if admitted Nutrition minor.

Co-requisites: delete

Course Description: N/A

Semester/Year to be Effective: Fall 2014	Estimated Frequency of Course Offering: twice a year
Indicate if Course will be : <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> Elective	
<p>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.</p> <p><input type="checkbox"/> Improving student learning outcomes:</p> <p><input type="checkbox"/> Adopting current best practice(s) in field:</p> <p><input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies:</p> <p><input checked="" type="checkbox"/> Other: Updating pre-requisites and co-requisites because of new admission requirements and new course progression through curriculum</p> <p>Source of Data to Support Suggested Change:</p> <p><input type="checkbox"/> Indirect measures: SOIs, student, employer, or alumni surveys, etc.</p> <p><input type="checkbox"/> Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)</p>	
<p>Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).</p> <p>Data Sources:</p> <p><input type="checkbox"/> Indirect measures: SOIs, student, employer, or alumni surveys, etc.</p> <p><input type="checkbox"/> Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)</p>	

Approvals:	
Dept. Head: <i>L. Amy Carter</i>	Date: <i>3-3-14</i>
College/Division Exec. Comm.: <i>Bonnie J. Coker</i>	Date: <i>3-3-14</i>
Dean/Director: <i>L. Amy Carter</i>	Date: <i>3-3-14</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 02/04/2014 (mm/dd/yyyy)

Department Initiating Revision:

School of Health Sciences

Faculty Member Requesting Revision:

Michael R. Gross

Current Course Prefix, Title, & Number:

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

Chronic Disease Epidemiology (HSEP 3360)

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

Current:

Course Prefix and Number: HSEP 3360

Credit Hours: 3-0-3

Course Title: Chronic Disease Epidemiology

Prerequisites: Acceptance to the Exercise Physiology Program and grade of "C" or higher in MATH 2620.

Co-requisites: None

Course Description: Introduction to the distribution and determinants of chronic diseases in the population. Causal relationships laying the groundwork for programs of prevention and control emphasized. Commonly used epidemiological statistics and research methods discussed.

Requested:

Course Prefix and Number: N/A

Credit Hours: N/A

Course Title: N/A

Prerequisites: Admission to Exercise Physiology Program.

Co-requisites: N/A

Course Description: N/A

Semester/Year to be Effective:

Fall 2014

Estimated Frequency of Course Offering:

twice a year

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Updating pre-requisites because of new admission requirements and new course progression through curriculum

Source of Data to Support Suggested Change:

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

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

Data Sources:

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

Approvals:	
Dept. Head: <i>L. Amy Carter</i>	Date: <i>3-3-14</i>
College/Division Exec. Comm.: <i>Berni J. Cohen</i>	Date: <i>3-3-14</i>
Dean/Director: <i>L. Amy Carter</i>	Date: <i>3-3-14</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 02/04/2014 (mm/dd/yyyy)

Department Initiating Revision:

School of Health Sciences

Faculty Member Requesting Revision:

Michael R. Gross

Current Course Prefix, Title, & Number:

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

Biomechanics (HSEP 3410)

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

Current:

Course Prefix and Number: HSEP 3410

Credit Hours: 2-2-3

Course Title: Biomechanics

Prerequisites: Acceptance to the Exercise Physiology Program and HSEP 3430. A grade of "C" or higher in all prerequisite courses.

Co-requisites: None

Course Description: A concentrated study of the dynamics and mechanical analysis of human movement.

Requested:

Course Prefix and Number: N/A

Credit Hours: N/A

Course Title: N/A

Prerequisites: A grade of "C" or better in HSEP 3430.

Co-requisites: N/A

Course Description: N/A

Semester/Year to be Effective:

Fall 2014

Estimated Frequency of Course Offering:

twice a year

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Updating pre-requisites because of new admission requirements and new course progression through curriculum.

Source of Data to Support Suggested Change:

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

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

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

Data Sources:

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

Approvals:	
Dept. Head: <i>Lalany Carter</i>	Date: <i>3-3-14</i>
College/Division Exec. Comm.: <i>Brian J. Cohen</i>	Date: <i>3-3-14</i>
Dean/Director: <i>Lalany Carter</i>	Date: <i>3-3-14</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 02/04/2014 (mm/dd/yyyy)

Department Initiating Revision:

School of Health Sciences

Faculty Member Requesting Revision:

Michael R. Gross

Current Course Prefix, Title, & Number:

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

Exercise Physiology (HSEP 3420)

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

Current:

Course Prefix and Number: HSEP 3420

Credit Hours: 2-2-3

Course Title: Exercise Physiology

Prerequisites: Grade of "C" or higher in BIOL 2651. Exercise physiology majors must have met program entry requirements.

Co-requisites: None

Course Description: An understanding of how the body, from a functional standpoint, responds, adjusts, and adapts to exercise. Topics include bioenergetics, neuromuscular concepts, cardiorespiratory considerations, physical training, and environmental concerns involving physical activity, athletic performance, and health-related fitness.

Requested:

Course Prefix and Number: N/A

Credit Hours: N/A

Course Title: N/A

Prerequisites: Admission to Exercise Physiology Program.

Co-requisites: N/A

Course Description: N/A

Semester/Year to be Effective:

Fall 2014

Estimated Frequency of Course Offering:

twice a year

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Updating pre-requisites because of new admission requirements and new course progression through curriculum

Source of Data to Support Suggested Change:

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

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

Data Sources:

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

Approvals:	
Dept. Head: <i>L. Amy Carter</i>	Date: <i>3-3-14</i>
College/Division Exec. Comm.: <i>Bruce S. Cohen</i>	Date: <i>3-3-14</i>
Dean/Director: <i>L. Amy Carter</i>	Date: <i>3-3-14</i>
Graduate Exec. Comm. (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 02/04/2014 (mm/dd/yyyy)

Department Initiating Revision:

School of Health Sciences

Faculty Member Requesting Revision:

Michael R. Gross

Current Course Prefix, Title, & Number:

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

Kinesiology (HSEP 3430)

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

Current:

Course Prefix and Number: HSEP 3430

Credit Hours: 2-2-3

Course Title: Kinesiology

Prerequisites: Acceptance to the Exercise Physiology Program and grade of "C" or better in BIOL 2651.

Co-requisites: None

Course Description: Basic physical concepts as they apply to human movement are explored. Structural anatomy, neuromuscular physiology and biomechanical principles as they apply to sport skills and fitness activities are emphasized.

Requested:

Course Prefix and Number: N/A

Credit Hours: N/A

Course Title: N/A

Prerequisites: Admission to Exercise Physiology Program.

Co-requisites: N/A

Course Description: N/A

Semester/Year to be Effective:

Fall 2014

Estimated Frequency of Course Offering:

twice a year

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Updating pre-requisites because of new admission requirements and new course progression through curriculum

Source of Data to Support Suggested Change:

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

16

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

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

Data Sources:

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

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

Approvals:	
Dept. Head: <i>L. Amy Carter</i>	Date: <i>3-3-14</i>
College/Division Exec. Comm.: <i>Brian S. Cohen</i>	Date: <i>3-3-14</i>
Dean/Director: <i>L. Amy Carter</i>	Date: <i>3-3-14</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 02/04/2014 (mm/dd/yyyy)

Department Initiating Revision:

School of Health Sciences

Faculty Member Requesting Revision:

Michael R. Gross

Current Course Prefix, Title, & Number:

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

Resistance and Training Program Development (HSEP 3650)

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

Current:

Course Prefix and Number: HSEP 3650

Credit Hours: 2-2-3

Course Title: Resistance and Training Program Development

Prerequisites: Acceptance to the Exercise Physiology Program and HSEP 3430. A grade of "C" or higher in all prerequisite courses.

Co-requisites: None

Course Description: Development, instruction, supervision, and evaluation of muscular fitness and flexibility programs for diverse populations and settings using a variety of training modalities. Based upon competencies required for ACSM, NATA, and NSCA certifications.

Requested:

Course Prefix and Number: N/A

Credit Hours: N/A

Course Title: N/A

Prerequisites: A grade of "C" or better in HSEP 3410 & HSEP 3050.

Co-requisites: N/A

Course Description: N/A

Semester/Year to be Effective:

Fall 2014

Estimated Frequency of Course Offering:

twice a year

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Updating pre-requisites because of new admission requirements and new course progression through curriculum

Source of Data to Support Suggested Change:

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

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

Data Sources:

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

Approvals:	
Dept. Head: <i>L. Amy Carter</i>	Date: <i>3-3-14</i>
College/Division Exec. Comm.: <i>Berni S. Cohen</i>	Date: <i>3-3-14</i>
Dean/Director: <i>L. Amy Carter</i>	Date: <i>3-3-14</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 02/04/2014 (mm/dd/yyyy)

Department Initiating Revision:

School of Health Sciences

Faculty Member Requesting Revision:

Michael R. Gross

Current Course Prefix, Title, & Number:

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

Pediatric Exercise Physiology (HSEP 4040)

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

Current:

Course Prefix and Number: HSEP 4040

Credit Hours: 2-2-3

Course Title: Pediatric Exercise Physiology

Prerequisites: Acceptance to the Exercise Physiology Program and HSEP 3420 and HSEP 3020. A grade of "C" or higher in all prerequisite courses.

Co-requisites: None

Course Description: The physiological differences between children and adults relative to exercise performance. Variables such as size, biomechanics, neuromuscular, reproductive, hormonal, and cardiovascular-respiratory differences will be examined.

Requested:

Course Prefix and Number: N/A

Credit Hours: N/A

Course Title: N/A

Prerequisites: A grade of "C" or better in HSEP 3420 & HSEP 3011.

Co-requisites: N/A

Course Description: N/A

Semester/Year to be Effective:

Fall 2014

Estimated Frequency of Course Offering:

twice a year

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Updating pre-requisites because of new admission requirements and new course progression through curriculum

Source of Data to Support Suggested Change:

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

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

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

Data Sources:

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

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

Approvals:	
Dept. Head: <i>L. Amy Carter</i>	Date: <i>3-3-14</i>
College/Division Exec. Comm.: <i>Bruce S. Cohen</i>	Date: <i>3-3-14</i>
Dean/Director: <i>L. Amy Carter</i>	Date: <i>3-3-14</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 02/04/2014 (mm/dd/yyyy)

Department Initiating Revision:

School of Health Sciences

Faculty Member Requesting Revision:

Michael R. Gross

Current Course Prefix, Title, & Number:

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

Exercise Cardiopulmonary Physiology (HSEP 4070)

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

Current:

Course Prefix and Number: HSEP 4070

Credit Hours: 3-0-3

Course Title: Exercise Cardiopulmonary Physiology

Prerequisites: Acceptance to the Exercise Physiology Program and HSEP 3420. A grade of "C" or higher in all prerequisite courses.

Co-requisites: None

Course Description: A concentrated study in the exercise physiology of the healthy and diseased cardiopulmonary system. Emphasis on cardiopulmonary adaptations to acute and chronic exercise and on normal versus abnormal conditions and their effects on exercise testing and training.

Requested:

Course Prefix and Number: N/A

Credit Hours: N/A

Course Title: N/A

Prerequisites: A grade of "C" or better in HSEP 3420 and HSEP 3360.

Co-requisites: N/A

Course Description: N/A

Semester/Year to be Effective:

Fall 2014

Estimated Frequency of Course Offering:

twice a year

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Updating pre-requisites because of new admission requirements and new course progression through curriculum

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
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Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

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

Approvals:	
Dept. Head: <i>L. Amy Carter</i>	Date: <i>3-3-14</i>
College/Division Exec. Comm.: <i>David S. Cohen</i>	Date: <i>3-3-14</i>
Dean/Director: <i>L. Amy Carter</i>	Date: <i>3-3-14</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 02/04/2014 (mm/dd/yyyy)

Department Initiating Revision:

School of Health Sciences

Faculty Member Requesting Revision:

Michael R. Gross

Current Course Prefix, Title, & Number:

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

Exercise Electrocardiography (HSEP 4080)

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

Current:

Course Prefix and Number: HSEP 4080

Credit Hours: 3-0-3

Course Title: Exercise Electrocardiography

Prerequisites: Acceptance to the Exercise Physiology Program.

Co-requisites: None

Course Description: A basic understanding of the 12 lead electrocardiogram as it relates to graded exercise testing, training, and functional evaluation. The course is designed particularly to assist the clinical exercise physiologist in developing the skills required for quickly identifying electrocardiographic patterns at rest and during exercise.

Requested:

Course Prefix and Number: N/A

Credit Hours: N/A

Course Title: N/A

Prerequisites: A grade of "C" or better in HSEP 3420.

Co-requisites: N/A

Course Description: N/A

Semester/Year to be Effective:

Fall 2014

Estimated Frequency of Course Offering:

twice a year

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Updating pre-requisites because of new admission requirements and new course progression through curriculum

Source of Data to Support Suggested Change:

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

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

Data Sources:

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

Approvals:	
Dept. Head: <i>L. Amy Carter</i>	Date: <i>3-3-14</i>
College/Division Exec. Comm.: <i>Bonni S. Cohen</i>	Date: <i>3-3-14</i>
Dean/Director: <i>L. Amy Carter</i>	Date: <i>3-3-14</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 02/04/2014 (mm/dd/yyyy)

Department Initiating Revision:

School of Health Sciences

Faculty Member Requesting Revision:

Michael R. Gross

Current Course Prefix, Title, & Number:

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

Exercise Cardiopulmonary Rehabilitation (HSEP 4130)

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

Current:

Course Prefix and Number: HSEP 4130

Credit Hours: 3-0-3

Course Title: Exercise Cardiopulmonary Rehabilitation

Prerequisites: Acceptance to the Exercise Physiology Program and HSEP 4070. A grade of "C" or higher in all prerequisite courses.

Co-requisites: None

Course Description: A study of multi-phasic and multi-disciplinary programs designed to restore to a productive life the individual with cardiopulmonary disease. Common medical treatments and diagnostic procedures and treatments reviewed. Emphasis on the American College of Sports Medicine and the American Association of Cardiovascular and Pulmonary Rehabilitation guidelines.

Requested:

Course Prefix and Number: N/A

Credit Hours: N/A

Course Title: N/A

Prerequisites: A grade of "C" or better in HSEP 4070, HSEP 4080, & HSEP 4210.

Co-requisites: N/A

Course Description: N/A

Semester/Year to be Effective:

Fall 2014

Estimated Frequency of Course Offering:

twice a year

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Updating pre-requisites because of new admission requirements and new course progression through curriculum

Source of Data to Support Suggested Change:

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

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

Data Sources:

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

Approvals:	
Dept. Head: <i>L. Amy Carter</i>	Date: <i>3-3-14</i>
College/Division Exec. Comm: <i>Bruce S. Cohen</i>	Date: <i>3-3-14</i>
Dean/Director: <i>L. Amy Carter</i>	Date: <i>3-3-14</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 02/04/2014 (mm/dd/yyyy)

Department Initiating Revision:

School of Health Sciences

Faculty Member Requesting Revision:

Michael R. Gross

Current Course Prefix, Title, & Number:

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

Clinical Exercise Physiology (HSEP 4210)

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

Current:

Course Prefix and Number: HSEP 4210

Credit Hours: 3-0-3

Course Title: Clinical Exercise Physiology

Prerequisites: Acceptance to the Exercise Physiology Program, HSEP 3010, HSEP 3420, and HSEP 4070. A grade of "C" or higher in all prerequisite courses.

Co-requisites: None

Course Description: An advanced course in the physiology of exercise as it relates to the clinical exercise physiologist or health care professional. The integration of the body's various systems relative to the prevention and therapeutic role of exercise will be examined. Case study assignments will focus on problem oriented management of subjective and objective data.

Requested:

Course Prefix and Number: N/A

Credit Hours: N/A

Course Title: N/A

Prerequisites: A grade of "C" or better in HSEP 3010, HSEP 4070, & HSEP 4080.

Co-requisites: N/A

Course Description: N/A

Semester/Year to be Effective:

Fall 2014

Estimated Frequency of Course Offering:

twice a year

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Updating pre-requisites because of new admission requirements and new course progression through curriculum

Source of Data to Support Suggested Change:

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

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

Data Sources:

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

Approvals:	
Dept. Head: <i>Lady Lute</i>	Date: <i>3-3-14</i>
College/Division Exec. Comm.: <i>Brian S. Coker</i>	Date: <i>3-3-14</i>
Dean/Director: <i>Lady Lute</i>	Date: <i>3-3-14</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 02/04/2014 (mm/dd/yyyy)

Department Initiating Revision:

School of Health Sciences

Faculty Member Requesting Revision:

Michael R. Gross

Current Course Prefix, Title, & Number:

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

Exercise Physiology Practicum (HSEP 4510)

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

Current:

Course Prefix and Number: HSEP 4510

Credit Hours: 0-6-3

Course Title: Exercise Physiology Practicum

Prerequisites: Acceptance to the Exercise Physiology Program. Students must have a completed graduation checklist returned from the Registrar, as well as a current CPR card. A grade of "C" or higher in all prerequisite courses.

Co-requisites: None

Course Description: Evaluation, review, and mastery of the competencies required for the clinical or applied exercise physiologist prior to enrollment in HSEP 4550. Each student is required to sit for at least one of the following professional certification examinations: American College of Sports Medicine Health Fitness Instructor, Exercise Specialist, or the National Strength and Conditioning Association National Strength and Conditioning Specialist. The certification examinations may be taken within the last two semesters of study as specified by each professional organization.

Requested:

Course Prefix and Number: N/A

Credit Hours: N/A

Course Title: N/A

Prerequisites: Pre-requisites: A grade of "C" or better in HSEP 3011 & HSEP 4210; and current AHA Basic Life Support for Health Care Providers CPR certification.

Co-requisites: N/A

Course Description: A laboratory capstone course for evaluation, review, and mastery of the competencies required for the clinical and applied exercise physiologist per ACSM guidelines prior to enrollment in HSEP 4550.

Semester/Year to be Effective:

Fall 2014

Estimated Frequency of Course Offering:

twice a year

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: Updating pre-requisites because of new admission requirements and new course progression through curriculum

Source of Data to Support Suggested Change:

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

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

Data Sources:

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

Approvals:	
Dept. Head: <i>L. Amy Carter</i>	Date: <i>3-3-14</i>
College/Division Exec. Comm.: <i>Brenda S. Carter</i>	Date: <i>3-3-14</i>
Dean/Director: <i>L. Amy Carter</i>	Date: <i>3-3-14</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 02/04/2014 (mm/dd/yyyy)

Department Initiating Revision:

School of Health Sciences

Faculty Member Requesting Revision:

Michael R. Gross

Current Course Prefix, Title, & Number:

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

Exercise Physiology Internship (HSEP 4550)

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

Current:

Course Prefix and Number: HSEP 4550

Credit Hours: 0-0-12

Course Title: Exercise Physiology Internship

Prerequisites: Acceptance to the Exercise Physiology Program. All requirements for the B.S. in Exercise Physiology degree completed, except HSEP 4550. Student must possess a current CPR card and professional liability insurance. A grade of "C" or higher in all prerequisite courses.

Co-requisites: None

Course Description: The student is required to work 40 hours per week for a minimum of 10 weeks, or 400 cumulative hours. Students must complete a major project or paper related to some aspect of the internship site, teach at least two educational classes, and submit a weekly log of their daily activities. The internship site must reflect an area directly related to the field of clinical or applied exercise physiology.

Requested:

Course Prefix and Number: N/A

Credit Hours: N/A

Course Title: N/A

Prerequisites: Pre-requisites: A grade of "C" or better in all course requirements for the Exercise Physiology Bachelors of Science degree except HSEP 4550; current AHA Basic Life Support for Health Care Providers CPR certification; current liability insurance; and any other requirements specific to internship site.

Co-requisites: N/A

Course Description: The student is required to work 40 hours per week for a minimum of 10 weeks, or 400 cumulative hours. Students must complete a major project or paper related to some aspect of the internship site, teach at least two educational classes, and submit a weekly log of their daily activities. The internship site must reflect an area directly related to the field of clinical or applied exercise physiology. Each student is required to sit for at least one of the following professional certification examinations: American College of Sports Medicine Health Fitness Specialist or Clinical Exercise Specialist prior to the end of the semester in which the course is taken and submit copies of the certification exam results, preceptor evaluation, and an exit survey to the course instructor before a final grade can be

	assigned.
Semester/Year to be Effective: Fall 2014	Estimated Frequency of Course Offering: twice a year
Indicate if Course will be : <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> Elective	
<p>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.</p> <p><input type="checkbox"/> Improving student learning outcomes:</p> <p><input type="checkbox"/> Adopting current best practice(s) in field:</p> <p><input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies:</p> <p><input checked="" type="checkbox"/> Other: Updating pre-requisites because of new admission requirements and new course progression through curriculum</p> <p>Source of Data to Support Suggested Change:</p> <p><input type="checkbox"/> Indirect measures: SOIs, student, employer, or alumni surveys, etc.</p> <p><input type="checkbox"/> Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)</p> <p>Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).</p> <p>Data Sources:</p> <p><input type="checkbox"/> Indirect measures: SOIs, student, employer, or alumni surveys, etc.</p> <p><input type="checkbox"/> Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)</p>	

Approvals:	
Dept. Head: <i>L. Long Carter</i>	Date: <i>3-3-14</i>
College/Division Exec. Comm.: <i>Brian S. Carter</i>	Date: <i>3-3-14</i>
Dean/Director: <i>L. Long Carter</i>	Date: <i>3-3-14</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 02/27/14 (mm/dd/yyyy)

Department Initiating Request:
CSD

Faculty Member Requesting:
C. Myers-Jennings

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
CSD 2998

Proposed New Course Title:

Entry to the Profession

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

Semester/Year to be Effective:
Fall 2014

Estimated Frequency of Course Offering:
Each semester

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 0

Lab Hours: 0

Credit Hours: 0

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) A required non-credit course for all candidates pursuing a major in Communications Disorders . The course must be completed in prior to admission to junior level courses.

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: The CSD program is no longer listed as a "teacher preparation program" at the undergraduate level . Therefore, this new Entry to the Profession course is needed to replace the initial teacher education CSD 2999 Entry to the Profession course.

Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc.
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Course requirements for CSD 2998 have been examined to determine which assignments are appropriate for students entering their junior level of the CSD program.

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.) SACS IER data
- Other:

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

Approvals:		
Dept. Head:	<i>Cornelia Myers-Jennings</i>	Date: <i>2/27/14</i>
College/Division Exec. Comm.:	<i>[Signature]</i>	Date: <i>2/27/14</i>
Dean/Director:	<i>[Signature]</i>	Date: <i>2/27/14</i>
Graduate Exec. Comm.: (for graduate course):		Date:
Graduate Dean: (for graduate course):		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

CSD 2998
ENTRY TO THE PROFESSION
0 Hours

Class Times: TBA

College of Education
Valdosta State University
Department of Communication Sciences & Disorders
Conceptual Framework: Guiding Principles

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

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

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a 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.

Positively Impacting Learning Through Evidence-Based Practices

REQUIRED TEXTBOOKS

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. (<http://www.college.livetext.com>)

COURSE DESCRIPTION

A required non-credit course for all teacher education candidates that 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.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

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

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

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

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

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

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

COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS

Communication Sciences & Disorders Teacher Education Admission Requirements

To be admitted into your professional coursework in Communication Sciences & Disorders, you must pass CSD 2998 with an “S” (satisfactory) grade. You will receive an “S” (satisfactory) grade if all of the following criteria have been met:

- Have an overall grade-point average (GPA) of at least 3.0. Students must provide a copy of their transcript that documents the required GPA for admission to teacher education. If you are seeking a second degree in CSD, you will have to also have an overall GPA at the University level of 3.0 from your previous university.
- A ‘C’ or better in English 1101 & 1102
- Have completed at least 45 semester hours of coursework.
- Complete a criminal background check
- Provide proof of educational liability insurance
- Passed GACE Program Admissions (must score a minimum of 250 on each of the three sections—math, writing, and reading). GRE (combined score of 1030 on the verbal and quantitative sections). To receive an 'S' in 2998 you must have passed the GACE Program Admission Assessment or exempted with scores of SAT-1000 (Verbal and Math), ACT-43 (English and Math), CLAST (minimum scores of Essay-6, English Language-295, Reading-295, and Mathematics-295), GRE before August 1, 2011- 1030 (Verbal and Quantitative) and GRE on or after August 1, 2011 - 297 (Verbal and Quantitative). To see if you exempted, look on your Teacher Education Admission Information page in Banner.

If you are a transfer student, these scores may not be posted since you would not have been required to send them for admission to VSU. If you believe that you exempt the GACE Program Admission Assessment and VSU does not have these scores, then you can have official ones sent to VSU to be posted.

If you have to take the GACE Program Admission Assessment, study materials (<http://gace.ets.org/prepare/>) can be found online at their site. You can also check out a study book from the advising center located in the Education Center in room 1020.

MY PSC

Before you can register for the GACE Program Admission Assessment or any of the GACE Content assessments, you must create a My PSC log-in account (<https://mypsc.gapsc.org/Register.aspx>). Once you have created this log-in, you will need your PSC Account # to log-in to the ETs site to sign-up for any GACE

assessment. To find this Account #, click on the Profile link in the top right of the My PSC webpage once you have registered; then proceed to the ETs site (<http://gace.ets.org>) to register for the GACE Assessment. The Testing Center (<http://www.valdosta.edu/academics/services/testing/>) at VSU, located in Powell Hall, administers the GACE tests, but registration must follow the steps above. All GACE assessments through ETs (<http://gace.ets.org>) will be available starting October 1, 2013.

View this Voicethread for step-by-step instructions on registering for the GACE program Admission Test (Basic Skills).

Students must document successful performance on the GACE Program Admissions exam required.

Students must provide documentation of test scores to the professor of record.

Pass 100% Professional code of ethics test and statement of affirmation printed

Signed Plan of study signature with your advisor

From the Program of

Study (<http://www.valdosta.edu/colleges/education/advising/degrees.php>) link, click on your Program and make yourself familiar with the required coursework needed to complete your degree. After reviewing your Program of Study and clearing up any questions or concerns you may have with your instructor or advisor, take the Program of Study Confirmation survey. If you have not signed your Program of Study in your advising folder, be sure to do so the next time you visit your advisor for advising.

Further information about the GACE Program Admissions may be found at:

<http://www.gace.nesinc.com>

NOTE: If you complete all of the above requirements by mid-term, you will receive an "S" in CSD 2998 and will be able to register for your professional courses in Communication Sciences & Disorders. If you do not complete the requirements by the end of the semester, you will not be allowed to register for your professional courses in Communication Sciences & Disorders until you have met ALL of the requirements.

COURSE OUTCOMES/ASSESSMENTS:

All of the above must be met in order to receive an "S" (satisfactory) in this class.

ATTENDANCE POLICY

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

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

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

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

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

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

FIRST OFFENSE:

The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).

The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).

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

SECOND OFFENSE:

The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).

The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). According to the Dewar College of Education Concern Form Policy, "a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee."

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 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>

STUDENT SUCCESS CENTER

The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. We provide free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of our services.

Student Success Center phone number number 229-333-7570
Student Success Center email ssc@valdosta.edu.

Insurance for Undergraduate Students

Undergraduate students have to purchase SPAGE Insurance. If you already have the insurance from another class and it is current, it should be posted on your Teacher Education Page. If you have not purchased it, follow the instructions below.



1. Go to www.pagefoundation.org
2. Click on SPAGE button
3. Scroll to the bottom of the page
4. Click on How do I join SPAGE?
5. Scroll to the bottom of the page
6. Find the heading How to Join?
7. Select the via credit card link beside number three
8. Enter the information requested
9. When entering school on registration, type in Valdosta.
10. A list of schools will appear on the screen. Pick the one that says Valdosta State/Valdosta.
11. Complete your registration

INSTRUCTOR

Name: Ruth Renee Hannibal, Ph.D., CCC-SLP
Office Number: (229) 219-1310
Email address: rrhannib@valdosta.edu
Office hours: Tuesday & Thursday 1:30p.m.-5:30p.m.; Wednesday 1:30p.m.-5:00p.m.

- Any changes to the above hours will be mentioned in class or only via students' VSU email account.
- No eappointments

MEMORANDUM

To: Shari Gravett, Ph.D., Chair, Academic Committee
Via: Donald W. Leech, Ph.D., Associate Dean, College of Education and Human Services 
From: Corine Myers-Jennings, Ph.D., Department Head, Communication Sciences Disorders 
Date: February 27, 2014
Subject: Course pre-requisites changes

Please replace CSD 2999 with **CSD 2998** as a pre-requisite for the following courses in the communications disorders major:

CSD 3010 Introduction to Communication Disorders

Prerequisites: CSD 2998

CSD 3030 Anatomy and Physiology of the Hearing Mechanism

Prerequisites: CSD 2998

CSD 3040 Applied Phonetics

Prerequisites: CSD 2998

CSD 3060 Anatomy and Physiology of the Speech Mechanism

Prerequisites: CSD 2998

CSD 3070 Normal Language Acquisition

Prerequisites: CSD 2998 or SPEC 2999

CSD 3080 Introduction to Neurology in Communication Disorders

Prerequisites: CSD 2998 and CSD 3060 with a grade of "C" or better

CSD 4020 Speech Science

Prerequisites: CSD 2998, CSD 3060

CSD 4040 Introduction to Articulation Disorders

Prerequisites: CSD 2998 and CSD 3040 with a grade of "C" or better

CSD 4050 Observation

Prerequisites: CSD 2998, and CSD 3040, CSD 3070 and CDS 4040 with a grade of "C" or better

CSD 4070 Introduction to Fluency Disorders

Prerequisites: CSD 2998, CSD 4040

CSD 4110 Diagnostics in Communication Disorders

Prerequisites: CSD 2998, CSD 3010, CSD 3030, CSD 3040, CSD 3070 and CSD 3080

CSD 4130 Organic Speech Disorders

Prerequisites: CSD 2998

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
F

Current Catalog Page Number:
228

Proposed Effective Date for Curriculum Change:
(Month/Year): Fall 2014

Degree & Program Name:
(e.g., BFA, Art): BS in Communications Disorders

Present Requirements:

Students admitted to the Communication Disorders program must have a 3.00 GPA. All courses in Area F and major courses must be completed with a grade of "C" or higher.

Area F Requirements. 18 hours
EDUC 2110, EDUC 2120, EDUC 2130
..... 9 hours
Language Arts (Selected from any 2000-level course) 3 hours
MATH 2620..... 3 hours
ACED 2400 3 hours
CSD 2999 0 hours

Proposed Requirements (Underline changes after printing this form:

Students admitted to the Communication Disorders program must have a 3.00 GPA. All courses in Area F and major courses must be completed with a grade of "C" or higher. If a student's GPA falls below 2.75, the student will have one semester(fall or spring)to restore it to or above 2.75. If the GPA remains below 2.75 for two consecutive semesters (not including summer), the student will be required to select another major.

Area F Requirements. 18 hours
EDUC 2110, EDUC 2120, EDUC 2130
..... 9 hours
Language Arts (Selected from any 2000-level course) 3 hours
MATH 2620 3 hours
ACED 2400 or CS 1000..... 3 hours
CSD 2998 0 hours

Justification:

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

- Improve student learning outcomes:
 Adopting current best practice(s) in field:
 Meeting mandates of state/federal/outside accrediting agencies:
 Other: The CSD program is no longer listed as a "teacher preparation program at the undergraduate level therefore the require GPA for program retention must be listed within the program area of the catalog. The requested minimum follows the COEHS for many other programs. The CSD 2998 course was substituted for the CSD 2999 to align with other non-teacher preparation program's "Entry to the Profession" course

Source of Data to Support Suggested Change:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. Change of program

within the catalog .

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.) The SACS annual Institutional Effectiveness Program report and number of graduates

Approvals:

Department Head: *Corine M. Jones* Date: *2/27/14*

College/Division Exec. Committee: *[Signature]* Date: *2/27/14*

Dean(s)/Director(s): *[Signature]* Date: *2/27/14*

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

Graduate Dean:
(for graduate course) Date:

Academic Committee: Date:

Form last updated: January 6, 2010

Request for a Revised Course
Valdosta State University

Date of Submission: 02/27/2014 (mm/dd/yyyy)

Department Initiating Revision:
Communication Sciences and Disorders

Faculty Member Requesting Revision:
Corine Myers-Jennings

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
CSD 4110 Diagnostics in Communication Disorders

List Current and Requested Revisions:

Current:
Course Prefix and Number: CSD 4110
Credit Hours: 3-2-4
Course Title: Diagnostics in Communication Disorders
Pre-requisites:CSD 2999
Course Description: An in-depth study of the evaluation and assessment processes for communication disorders. Content encompasses planning, informal, and standardized assessment and interpretation, for the development of appropriate goals and outcomes.

Requested:
Course Prefix and Number: CSD 4110
Credit Hours: 3-2-4
Course Title: Diagnostics in Communication Disorders
Pre-requisites:CSD 2998, CSD 3010, CSD 3030, CSD 3040, CSD 3070 and CSD 3080
Course Description: An in-depth study of the evaluation and assessment processes for communication disorders. Content encompasses planning, informal, and standardized assessment and interpretation, for the development of appropriate goals and outcomes.

Semester/Year to be Effective:
Fall/2014

Estimated Frequency of Course Offering:
Fall/Spring

Indicate if Course will be : Requirement for Major Elective

Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. 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 content requires pre-requisitioned skills attained in CSD 2998, CSD 3010, CSD 3030, CSD 3040, CSD 3070 and CSD 3080

Plans for assessing the effectiveness of the course: SACS IER assessments

Approvals:	
College/Division Exec. Comm.:	Date: 2/27/14
Dept. Head:	Date: 2/27/14
Dean/Director:	Date: 2/27/14
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: February 27, 2014

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

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

Current Catalog Page Number:
217

Proposed Effective Date for Curriculum Change:
(Month/Year): 7.2014

Degree & Program Name:
(e.g., BFA, Art): BA?BS
Psychology

Present Requirements:

GRADE POINT AVERAGE REQUIREMENTS FOR THE BA AND BS WITH A MAJOR IN PSYCHOLOGY
 These programs introduce students to psychology as a scientific discipline, with content and methods able to improve the human condition. Students entering the University may declare a major in psychology upon completion of 30 credit hours and a 2.5 cumulative GPA. In order to remain a psychology major, students must maintain a minimum GPA of 2.5 in all course work undertaken. If a student's GPA falls below 2.5, the student will have one semester (fall or spring) to restore it to or above 2.5. If the overall GPA remains below 2.5 for two consecutive semesters, the student will be required to select another major. Any student who fails to select another major will automatically be transferred to an undeclared major status. Students who enter the University as transfer students who wish to declare a major in psychology must have an overall GPA of at least 2.5. Upon acceptance as a psychology major, a student must maintain a 2.5 GPA in all coursework undertaken. Students changing majors from another program within the University must also have at least a 2.5 overall GPA to transfer to the psychology major, and they will be subject to the same requirements described above. A minimum of "C" must be earned in a PSYC course for it to count in the major.

Proposed Requirements (Underline changes after printing this form:

GRADE POINT AVERAGE REQUIREMENTS FOR THE BA AND BS WITH A MAJOR IN PSYCHOLOGY
 These programs introduce students to psychology as a scientific discipline, with content and methods able to improve the human condition. Students entering the University may declare a major in psychology upon completion of 30 credit hours and a 2.5 cumulative GPA. In order to remain a psychology major, students must maintain a minimum GPA of 2.5 in all course work undertaken. If a student's GPA falls below 2.5, the student will have one semester (fall or spring) to restore it to or above 2.5. If the overall GPA remains below 2.5 for two consecutive semesters, the student will be required to select another major. Any student who fails to select another major will automatically be transferred to an undeclared major status. Students who enter the University as transfer students who wish to declare a major in psychology must have an overall GPA of at least 2.5. Upon acceptance as a psychology major, a student must maintain a 2.5 GPA in all coursework undertaken. Students changing majors from another program within the University must also have at least a 2.5 overall GPA to transfer to the psychology major, and they will be subject to the same requirements described above. A minimum of "C" must be earned in a PSYC course for it to count in the major. No PSYC course may be repeated more than three times before the student will be removed from the major.

Justification:

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

Improve student learning outcomes: Psychology majors in junior and senior years will be able to

address subject matter with greater depth and proficiency

- Adopting current best practice(s) in field: Competition for jobs and graduate school admission requirements insist on improved GPA, demonstrated performance
- Meeting mandates of state/federal/outside accrediting agencies: Courses are consistent with the APA Guidelines for the Undergraduate Psychology Major
- Other:

Source of Data to Support Suggested Change:



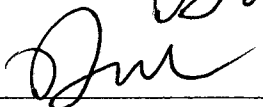
- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. SOIs, student, employer, or alumni surveys. Students with GPAs lower than 2.5 are more likely to repeat classes multiple times and negatively impact their graduation timelines.. Students who repeat majors' level courses multiple times due to failure will be unable to meet learning goals needed for graduation.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) tests, grades

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: 1.16.14
College/Division Exec. Committee:		Date: 1/16/14
Dean(s)/Director(s):		Date: 1/16/14
Grad. Exec. Committee: (for graduate course)		Date:
Graduate Dean: (for graduate course)		Date:

Academic Committee:

Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number: 192

Proposed Effective Date for Revised Catalogue Copy:
(new or revised) Fall 14

Degree and Program Name: Dewar College of Education and Human Services

Present Requirements:

ADMISSION TO THE TEACHER EDUCATION PROGRAM

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

1. a major leading to teacher certification.
2. earned at least 30 semester hours.
3. achieved at least an overall 2.5 GPA for all majors except Communication Disorders, which requires a 3.0 GPA; Art Education, Early Childhood Education, and Special Education—Early Childhood Special Education General Curriculum, which require a 2.75 GPA.
4. earned a grade of "C" or higher in ENGL 1101 and ENGL 1102; credit by exam assumes a grade of "C" or higher.
5. passed GACE Basic Skills Assessment (or exemption-SAT, ACT, GRE, or CLAST). Exemption scores are available on the College of Education website.
6. successful completion of appropriate "2999" course.
7. completed a criminal background check.
8. possessing professional liability insurance.

Each teacher education program has a

Proposed Requirements: (highlight changes after printing)

ADMISSION TO THE TEACHER EDUCATION PROGRAM

Students must be admitted to Teacher Education in order to enroll in professional education course work. The date of admission to teacher education is the first day of the semester in which the student enrolls in a professional education course.

The requirements for admission to Teacher Education and enrollment in professional education courses are:

1. declared a major leading to teacher certification.
2. earned at least 45 semester hours
3. earned a grade of "C" or higher in ENGL 1101 and ENGL 1102; credit by exam assumes a grade of "C" or higher.
4. achieved a grade of "S" in appropriate 2999 course.
5. maintained at least an overall 2.75 GPA.
6. passed GACE Program Admission Assessment (or exemption-SAT, ACT, GRE, or CLAST). Exemption scores are available on the College of Education and Human Services' website:
<http://www.valdosta.edu/colleges/education/advising/admission-criteria.php>
7. achieved a passing score on the Ethics Quiz and signed the Ga Code of Ethics for Educators Affirmation Statement
8. completed a criminal background check.
9. maintained professional liability insurance.

Each teacher education program has a "2999" course (ACED 2999, ARED 2999, DEAF 2999, ECED 2999, ECSE 2999, FLED 2999, KSPE 2999, MGED 2999, SEED 2999, and SPEC 2999). The title of this course is "Entry to the Education Profession." The "2999" course is required of all teacher education majors as well as certification students; the course is a prerequisite to the professional education course work in all teacher education programs. Students should enroll in the appropriate "2999" course the semester following the successful completion of 45 hours. Students should continue to enroll in the appropriate "2999" course each semester until a grade of "S" is achieved.

Students who have not maintained an overall 2.75 GPA will not be permitted to enroll in professional education courses.

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

CHECK-POINT COURSES & RETENTION IN PROFESSIONAL PROGRAMS

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

PROGRESSION/RETENTION IN PROFESSIONAL P-12 EDUCATION PROGRAMS

Education majors are required to earn minimum grades of "C" in all professional education courses, in all courses in Area F of the Core Curriculum, and in those courses required in the major. Students must also maintain a minimum 2.75 GPA, update criminal background checks as requested, and assure professional liability insurance is current. Student progress will be monitored through (a) GPA, (b) observations, (c) faculty and public school teachers' documented feedback, and (d) demonstration of appropriate dispositions. The status of students enrolled in these programs is monitored by the COEHS Advising Center to ensure that all requirements for program retention have been maintained. Students who do not maintain these requirements will be prevented from progressing in professional education course work, may be placed on a Professional Improvement Plan, and may be dismissed from the program.

The educational progress of all students is a major priority for the COEHS. Students who achieve at high levels are awarded commendations by the department of their major and the COEHS Scholarship and Honors Committee. Students who experience difficulty may be placed on a Professional Improvement Plan. The college and university provides many opportunities for students to ensure a successful academic career.

identified in the course descriptions within each program.

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

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 Meet new Georgia Professional Standards Commission(GaPSC) rules and Council for the Accreditation of Educator Preparation (CAEP) standards
- Other Updating catalog to reflect changes in programs an COEHS policies and practices.

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **COEHS program, policies, and practices approved by the appropriate governing bodies, GaPSC rules, and CAEP standards.**

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

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Program assessments reported on the SACS IER, GaPSC PAAR and CAEP Annual Report.**

<u>Approvals:</u>	
Department Head:	Date:
College/Division Exec. Committee: <i>[Signature]</i>	Date: 2/27/14
Dean(s)/Director(s): <i>[Signature]</i>	Date: 2/27/14
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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FEB 13 2014

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Select Area of Change:

Core Curriculum Senior Curriculum Graduate Curriculum Other Curriculum

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

Current Catalog Page Number:
108

Proposed Effective Date for Curriculum Change:
(Month/Year): Fall, 2014

Degree & Program Name:
(e.g., BFA, Art): MS Clinical-Counseling Psychology

Present Requirements:

Required Classes (33 hours)

PSYC 7100 Intellectual Assessment (4 hrs)
PSYC 7110 Personality Assessment (4 hrs)
PSYC 7200 Psychopathology (3 hrs)
PSYC 7400 Counseling Theories & Practice (3 hrs)
PSYC 7450 Group Counseling (3 hrs)
PSYC 7470 Counseling Culturally Diverse Populations (3 hrs)
PSYC 7900 Prepracticum (3 hrs)
PSYC 7971 Clinical/Counseling Practicum I (2 hrs)
PSYC 7972 Clinical/Counseling Practicum II (2 hrs)
PSYC 8000 Research Design (3 hrs)
PSYC 8800 Legal & Ethical Issues in Psychology (3 hrs)

Electives (12 hours)

Proposed Requirements (Underline changes after printing this form: Required Classes (33 hours)

PSYC 7100 Intellectual Assessment (4 hrs)
PSYC 7110 Personality Assessment (4 hrs)
PSYC 7200 Psychopathology (3 hrs)
PSYC 7400 Counseling Theories & Practice (3 hrs)
PSYC 7450 Group Counseling (3 hrs)
PSYC 7470 Counseling Culturally Diverse Populations (3 hrs)
PSYC 7900 Prepracticum (3 hrs)
PSYC 7950 Clinical/Counseling Psychology Clinical/Counseling Practicum (1-3 credit hours per term, minimum 4 credit hours required over at least two semesters)
PSYC 8000 Research Design (3 hrs)
PSYC 8800 Legal & Ethical Issues in Psychology (3 hrs)

Electives (12 hours)

Justification:

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

Improve student learning outcomes:

Adopting current best practice(s) in field:

Meeting mandates of state/federal/outside accrediting agencies:

Other: Informal feedback from students indicated the need for curriculum changes to the graduate practicum sequence (PSYC 7971 and PSYC 7972). Specifically, students requested greater flexibility regarding credit hours to facilitate financial aid, particularly during the summer term, as well as easier capability to do additional terms of practicum, for states requiring more practicum hours for licensure. To that end, the current sequence of two 2-credit hour courses will be replaced by a single course that can be taken for variable credit (1-3 hours, with each credit hour corresponding to 100 hours of supervised practicum hours) and repeated as needed. Students will still be required to take at least four credit hours (400 hours of practicum) but will have the flexibility to take 3 credit hours if needed for financial aid, or

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Informal feedback from students indicated the need for curriculum changes to the graduate practicum sequence, as above.
- 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. SOIs, supervisor ratings of student performance, student ratings of sites and supervisors.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Approvals:

Department Head:

Jacques Laine

Date:

1.16.14

College/Division Exec. Committee:

JM

Date:

1/26/14

Dean(s)/Director(s):

JM

Date:

1/26/14

Grad. Exec. Committee:
(for graduate course)

J. T. J. RA

Date:

3/3/14

Graduate Dean:
(for graduate course)

J. T. J. RA

Date:

3/3/14

Academic Committee:

Date:

Form last updated: January 6, 2010

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FEB 13 2014

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Request for a Revised Course
Valdosta State University

Date of Submission: 10/1/2013 (mm/dd/yyyy)

Department Initiating Revision: Psychology and Counseling
Faculty Member Requesting Revision: Jackson Rainer, Ph.D.

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
PSYC 7971 Clinical/Counseling Psychology Practicum I

List Current and Requested Revisions:

<p>Current:</p> <p>Course Prefix and Number: PSYC 7971</p> <p>Credit Hours: 2</p> <p>Course Title: Clinical/Counseling Psychology Practicum I</p> <p>Pre-requisites: PSYC 7900, successful completion of comprehensive examinations</p> <p>Course Description: Prerequisite: PSYC 7900 and successful completion of comprehensive examinations.</p>	<p>Requested:</p> <p>Course Prefix and Number: <u>PSYC 7950</u></p> <p>Credit Hours: <u>1-3</u></p> <p>Course Title: <u>Clinical/Counseling Psychology Practicum</u></p> <p>Pre-requisites: PSYC 7900, successful completion of comprehensive examinations</p> <p>Course Description: <u>Practical supervised experience in counseling, psychometric assessment, and report writing in approved practicum sites. Group and individual supervision with the instructor will allow students to share their experiences and learn from one another, and receive guidance in working with clients in a professional setting. May be repeated for credit.</u></p>
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Semester/Year to be Effective: Fall, 2014
Estimated Frequency of Course Offering: once per term

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: Informal feedback from students indicated the need for curriculum changes to the graduate practicum sequence (PSYC 7971 and 7972). Specifically, students requested greater flexibility regarding credit hours to facilitate financial aid, particularly during the summer term,

as well as easier capability to take additional terms of practicum, for states requiring more practicum hours for licensure. To that end, the current sequence of two 2-credit hour courses will be replaced by a single course (PSYC 7950) that can be taken for variable credit (1-3 hours, with each credit hour corresponding to 100 hours of supervised practicum hours and repeated as needed. Students will still be required to take at least four credit hours (400 hours of practicum), but will have the flexibility to take 3 credit hours if needed for financial aid, or additional terms and hours to meet licensure requirements in other states.

Plans for assessing the effectiveness of the course: In addition to SOIs, the practicum course is evaluated through supervisor ratings of student performance during the practicum and by student ratings of their practicum experience, including of the supervisors.

Approvals:	
College/Division Exec. Comm.:	Date: 1/16/14
Dept. Head: Jackson R. Riner	Date: 1.16.14
Dean/Director:	Date: 2/16/14
Graduate Exec. Comm.(if needed):	Date: 3/3/14
Graduate Dean (if needed):	Date: 3/3/14
Academic Committee:	Date:

Form last updated: September 17, 2013

RECEIVED

FEB 13 2014

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

Current Catalog Page Number: 111

Proposed Effective Date for Curriculum Change: Fall, 2014

Degree & Program Name: EdS School Counseling

Present Requirements:

SCHC 8160 Advanced Practices in Cognitive-Behavioral Therapy
SCHC 8991 Advanced Practicum in Supervision
SCHC 8995 Capstone Seminar
PSYC 7120 Academic and Behavioral Assessment
SCHC 8150 Behavioral Health Care Systems
PSYC 8200 Child Psychopathology
PSYC 8500 Change and Change Measurement
PSYC 8610 Behavior Modification
RSCH 8000 Educational Research

Proposed Requirements:

SCHC 8160 Advanced Practices in Cognitive-Behavioral Therapy (3 hrs)
SCHC 8991 Advanced Practicum in Supervision (3 hrs)
SCHC 8995 Capstone Seminar (3 hrs)
SCHC 8150 Program Evaluation (3 hrs)
SCHC 8220 Social Justice in Professional Practice (3 hrs)
PSYC 8200 Child Psychopathology (3 hrs)
SCHC 8300 Crisis Management (3 hrs)
PSYC 8610 Behavior Modification (3 hrs)
RSCH 8000 Educational Research (3 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: Two courses have been de-activated: 8150 Behavioral Health Care Systems for Children and Adolescents and PSYC 8500, Change and Change Measurement. A third course, PSYC 7120 is taught only periodically. Three courses have been piloted and are much more relevant to students and accreditation standards. They are: SCHC 8150, Program Evaluation, SCHC 8220, Social Justice in Professional Practice, and SCHC 8300, Crisis Management.

Adopting current best practices in the field.

Meeting mandates of state/federal/outside accrediting agencies: All 27 hours meet CACREP standards.

Other

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

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

Data Sources:

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

Approvals:

Department Head:	<i>Jackson Klein</i>	Date: 1.16.14
College/Division Exec. Committee:	<i>Dun</i>	Date: 1/16/14
Dean(s)/Director(s):	<i>Dun</i>	Date: 1/16/14
Grad. Exec. Committee: (for graduate course)	<i>T. J. PA</i>	Date: 2/4/14
Graduate Dean: (for graduate course)	<i>T. J. PA</i>	Date: 3/4/14
Academic Committee:		Date:

Form last updated: January 6, 2010

FEB 13 2014

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: 111

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Summer, 2014

Degree and Program Name: Education Specialist with a Major in School Counseling

Present Requirements: An applicant will not be admitted with a Graduate Record Exam (GRE) score of less than 850 (verbal plus quantitative portions). The score on the verbal portion of the GRE may not be less than 400 or the score on the Miller Analogies Test may not be less than 390.

Proposed Requirements: (highlight changes after printing) Current (within the last five years) scores from the Graduate Record Exam (GRE) or the Millers Analogies Test (MAT). The average GRE score for applicants admitted to the Valdosta State University Ed.S. in School Counseling program is 146 Verbal and 153 Quantitative. On the MAT, a minimum score of 390 is required.

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

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field Accomodates for conversion to the new GRE scoring system and best admission practices as established by accreditation agencies.
- 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.) **GRE score report or MAT score 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.) **VSU admissions assessment procedures will be followed.**

<u>Approvals:</u>		
Department Head:	<i>Jackson Reini</i>	Date: 1.16.14
College/Division Exec. Committee:	<i>[Signature]</i>	Date: 1/16/14
Dean(s)/Director(s):	<i>[Signature]</i>	Date: 1/16/14
Graduate Exec. Comm.: (for grad program)	<i>J. T. J. PL</i>	Date: 3/4/14
Graduate Dean: (for grad program)	<i>J. T. J. PL</i>	Date: 3/4/14
Academic Committee:		Date:

Form last updated: January 6, 2010

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 11/01/2013 (mm/dd/yyyy)

Department Initiating Request:
Psychology & Counseling

Faculty Member Requesting:
Teddi Cunningham & Jackson Rainer

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
SCHC 8150

Proposed New Course Title:
Program Evaluation

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

Semester/Year to be Effective:
Summer, 2014

Estimated Frequency of Course Offering:
Annually

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.) The course will familiarize students with different types of program evaluation, including formative evaluation, process/implementation evaluation, and outcome/impact evaluation to provide the knowledge and skills needed to evaluate and modify a comprehensive school counseling 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.

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies: Meets CACREP accreditation standards fully
- Other: Has been offered as SCHC 8400, Special Topics, and is being incorporated into the standard program.

Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Student, employer, and outside input (e.g., employers, CACREP) indicated this course would be relevant to students and to current accreditation standards.
- 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?) *SOIs, Student tests and assessment, program evaluation.*

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. Student, employer, and outside input.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Effectiveness will be assessed via materials collected and used for program assessment and evaluation purposes (e.g., tests, grades, career placement)
- Other:

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

Approvals:	
College/Division Exec. Comm.: <i>[Signature]</i>	Date: <i>[Signature]</i>
Dept. Head: <i>Jackson Kinn</i>	Date: 1.10.14
Dean/Director: <i>[Signature]</i>	Date: <i>[Signature]</i>
Graduate Exec. Comm.(if needed): <i>J T J. CIA</i>	Date: 3/4/14
Graduate Dean (if needed): <i>J T J. NA</i>	Date: 3/4/14
Academic Committee:	Date:

Form last updated: November 7, 2013

8150
SCHC XXXX
Program Evaluation
3 SEMESTER HOURS

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

REQUIRED TEXTBOOKS

American School Counselor Association. (2003). *The ASCA national model: A framework for school counseling programs*. Alexandria, VA: Author.

Chen, H. (2005). *Practical program evaluation: Assessing and improving planning, implementation, and effectiveness*. Thousand Oaks, CA: Sage.

Dimmit, C., Carey, J., & Hatch, T. (2007). *Evidence based school counseling: Making a difference with data*. Thousand Oaks, CA: Corwin Press.

COURSE DESCRIPTION

The course will familiarize students with different types of program evaluation including formative evaluation, process/implementation evaluation, and outcome/impact evaluation providing the knowledge and skills needed to evaluate and modify a comprehensive school counseling program.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

(identify those that apply to the course)

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

COURSE OBJECTIVES (CO):

Students will:

1. follow appropriate professional and ethical guidelines. (CFS VI)
2. demonstrate best practices that may include but are not limited to: academic and behavioral intervention/remediation techniques, consultation, counseling, and primary prevention. (CFS I, II, III)
3. employ current technology to collect, monitor, and analyze indicator data that impacts academic achievement and advocate for student experiences and resources that will reduce identified problems in the environment. (III, IV, V)
4. demonstrate the ability to assess and evaluate psycho-educational and counseling interventions. (IV)

COURSE ACTIVITIES/REQUIREMENTS:

Activities

1. Lecture
2. Discussion
3. Case Studies

Requirements

Needs Assessment: Students will develop a needs assessment for the school they are employed in, conduct the needs assessment and report the results.

Program Evaluation Case Study: Students will use information from the text, lecture, and ASCA National Model to evaluate a school counseling program using the RAMP rubric. Complete instructions can be found on Blazeview.

Program Evaluation: Using the RAMP rubric, students will evaluate their own school counseling program and submit a program evaluation report indicating the results of their program evaluation. The outline for the report can be found at the end of the syllabus and on Blazeview. Complete instructions can be found on Blazeview

Program Evaluation Presentation: Students will develop a power point presentation describing the results of their completed program evaluation that will be presented to the class. Complete instructions can be found on Blazeview

Online Assignments: Students will complete four online assignments addressing materials from the lecture and texts. The online assignments will be composed of a written response followed by a discussion. Online assignments can be found in the discussion folder in Blazview.

Examinations: There will be two examinations.

COURSE EVALUATION:

Requirement	Points	Due Date
Needs Assessment	100	
Program Evaluation Case Study	100	
Program Evaluation Report	300	
Program Evaluation Presentation	100	
Online Assignment I	50	
Online Assignment II	50	
Online Assignment III	50	
Online Assignment IV	50	
Examination I	100	
Examination II	100	
Total	1000	

Grading Scale:

900-1000	A
800-899	B
700-799	C
600-699	D
< 600	F

PROFESSIONALISM

Students will act in a professional manner in the school and the classroom. This means that you will be on time to class, turn papers in on time, be responsible, participate in class and in your groups, dress appropriately (when in the schools or presenting), participate in online classes, and be respectful to those you are working with. When involved in online activities students will topics and other students in a respectful manner using appropriate netiquette.

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

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

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

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

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

FIRST OFFENSE:

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

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).

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

ACCESSIBILITY STATEMENT

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

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

STUDENT 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:

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 11/01/2013 (mm/dd/yyyy)

Department Initiating Request:
Psychology & Counseling

Faculty Member Requesting:
Teddi Cunningham & Jackson Rainer

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
SCHC 8220

Proposed New Course Title:
Social Justice in Professional Practice

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Social Justice in Professional Practice

Semester/Year to be Effective:
Summer 2014

Estimated Frequency of Course Offering:
annually

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.) The course will provide an overview of theories and models of social justice, social change, advocacy, and leadership. These theories and models will be examined from a multicultural perspective and discussed within the context of counseling in school settings. The focus of the course will be on the applied aspects of the new role of the school counselor and provide strategies for school counselors to be effective change agents, leaders, and advocates in the school environment.

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: Accreditation (CACREP) requires a focus of multicultural perspective and advocacy.

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: The course has been taught as a Special Topics course and is to be incorporated into the required curriculum required for the major

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Student, employer, and outside input (e.g., employers, CACREP) indicated this course would be relevant to students and to current accreditation standards.

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?) *SOIS, student tests and assessment, program evaluation*

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. Student, employer, and outside input
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Effectiveness will be assessed via materials collected and used for program assessment and evaluation purposes (e.g., tests, grades, career placement)
- Other:

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

Approvals:	
College/Division Exec. Comm.: <i>[Signature]</i>	Date: 1/16/14
Dept. Head: <i>Jackson Kamin</i>	Date: 1.16.14
Dean/Director: <i>[Signature]</i>	Date: 1/16/14
Graduate Exec. Comm.(if needed): <i>J. T. J. P. A.</i>	Date: 3/4/14
Graduate Dean (if needed): <i>J. T. J. P. A.</i>	Date: 3/4/14
Academic Committee:	Date:

Form last updated: November 7, 2013

SCHC 8220
Social Justice in Professional Practice
3 SEMESTER HOURS

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

Assigned Articles can be found on Blazeview.

REQUIRED TEXTBOOKS

Jun, Heesoon. (2009). *Social Justice, Multicultural Counseling, and Practice: Beyond a Conventional Approach*. Thousand Oaks, CA: Sage Publications.

Holcom-McCoy, C. (2007). *School Counseling to Close the Achievement Gap*, 2ed. Thousands Oaks, CA: Corwin Press.

COURSE DESCRIPTION

The course will provide an overview of theories and models of social justice, social change, advocacy and leadership. These theories and models will be examined from a multicultural perspective and discussed within the context of counseling in school setting. The new role of counselors as agents of change, leaders, and advocates will be surveyed. The focus of the course will be on the applied aspects of new role of the school counselor and provide strategies for school counselors to be effective change agents, leaders, and advocates in the school environment.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS) (identify those that apply to the course)

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

COURSE OBJECTIVES (CO):

Students will:

1. demonstrate a disposition appropriate for a leader in the school environment. (CFS III, VI)
2. follow appropriate professional and ethical guidelines. (CFS VI)
3. demonstrate best practices that may include but are not limited to: academic and behavioral intervention/remediation techniques, consultation, counseling, and primary prevention. (CFS I, IV)
4. design system level interventions used to resolve behavioral and academic issues with school-aged youth increasing the academic success of all students. (CFS III, IV)
5. employ current technology to collect, monitor, and analyze indicator data that impacts academic achievement and advocate for student experiences and resources that will reduce identified problems in the environment. (CFS III, V)

BOARD OF REGENTS PRINCIPLES

- IIA(1). Advocate for school policies, programs and services that are equitable and responsiveness to cultural differences among students.
- IIA(2). Advocate for rigorous academic preparation of all students to close the achievement gaps among demographic groups.
- IIA(5). Use student outcomes data to facilitate student academic success.
- IIA(7). Collaborate with other professionals in the development of staff training, family support, and appropriate community initiatives that address student needs.
- IIA(8). Assess student needs and make appropriate referrals to school and/or community resources.

COURSE TOPICS

1. Social Justice and Counseling
2. Counselors as Agents of Social Change
3. Social Change, Diversity, and Oppression
4. Leadership
5. Profession, Ethical, and Legal Issues

COURSE ACTIVITIES AND REQUIREMENTS

Activities

1. Discussion
2. Case Studies
3. Exercises
4. Supervision

Requirements

Advocacy Activities: You will develop a series of activities that teach students to be effective self-advocates and social justice leader. The lessons should be appropriate for the school level that you serve. There must be a minimum of five lesson plans with each lesson building on the previous lesson. Impact data will be included in the final summary. Further instructions can be found on Blazeview.

Social Justice Paper: Each student will select a topic relevant to social justice (at the school or professional level) The paper will be a minimum of 12 pages using Times Roman, 12 point font. The 12 pages do not include the title page or reference pages. Complete instructions can be found on Blazeview.

Social Justice In Practice Assignment: Each student will use online sources to research and determine whether or not the senators and representatives from the State of Georgia support the school counseling profession. The paper should include the name of the individuals, a brief statement with demographics, evidence that the person supports or does not support the school counseling profession including how you made your determination. A two-three page paper will be submitted addressing the results of your research. The two pages do not include the title page and reference page.

Final Exam: You will have a comprehensive final exam. The exam will address all chapters in the textbook and all articles.

COURSE EVALUATION

Evaluation:

Advocacy Activities	25 points
Professional Advocacy	20 points
Paper	25 points
Final Exam	30 points
Total	100 points

Grading Scale:

90– 100– A

72 – 89 – B

63 – 71 – C

54– 62 – D

Below 54 – F

PROFESSIONALISM

Students will act in a professional manner in the school and the classroom. This means that you will be on time to class, turn papers in on time, be responsible, participate in class and in your groups, dress appropriately (when in the schools or presenting), participate in online classes, and be respectful to those you are working with. When involved in online activities students will topics and other students in a respectful manner using appropriate netiquette.

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

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

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

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

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

FIRST OFFENSE:

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

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

SECOND OFFENSE:

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

ACCESSIBILITY STATEMENT

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

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

STUDENT 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:

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 11/01/2013 (mm/dd/yyyy)

Department Initiating Request:
Psychology & Counseling

Faculty Member Requesting:
Teddi Cunningham & Jackson Rainer

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
SCHC 8300

Proposed New Course Title:

Crisis Counseling

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

Semester/Year to be Effective:
Summer 2014

Estimated Frequency of Course Offering:
annually

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.) The course is designed to familiarize the student with crisis intervention strategies and management for the school system. Development and evaluation of crisis response plans and strategies used to address specific crisis situations will serve as areas of focus.

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: Best practices based on current educational and empirical research.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: The course has been taught as a Special Topics course and is to be incorporated into the standard curriculum required for the major.

Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Student, employer, and outside input (e.g., employers, CACREP) indicated this course would be relevant to students and to current accreditation standards.
- 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?) *SOIS, student tests and assessment, program evaluation.*

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. Student, employer, and outside input

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Effectiveness will be assessed via materials collected and used for program assessment and evaluation purposes (e.g., tests, grades, career placement)

Other:

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

Approvals:	
College/Division/Exec. Comm.: <i>Qu</i>	Date: <i>1/16/14</i>
Dept. Head: <i>Jackson Keim</i>	Date: <i>1.16.14</i>
Dean/Director: <i>Qu</i>	Date: <i>1/16/14</i>
Graduate Exec. Comm.(if needed): <i>J T J PL</i>	Date: <i>3/4/14</i>
Graduate Dean (if needed): <i>J T J PL</i>	Date: <i>3/4/14</i>
Academic Committee:	Date:

Form last updated: November 7, 2013

**PSYC/SCHC 8300
Crisis Counseling
3 SEMESTER HOURS**

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

REQUIRED TEXTBOOKS

Kanel, K. (2012). *A Guide to Crisis Intervention 4th Ed.* Pacific Grove, CA: Brooks/Cole Publishing.

APA Manual (6th ed). (2009). Washington, DC: American Psychological Association.

COURSE DESCRIPTION

This course is intended to familiarize you with crisis intervention strategies and management for the school system. Development and evaluation of the crisis response plan along with strategies used to address specific crisis situations will be addressed.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

(Identification of those that apply to the course are noted below.)

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

COURSE OBJECTIVES (CO):

Students will:

1. demonstrate knowledge and understanding of current and emerging technology in education and school counseling to assist students, families, and educators in using resources that promote informed academic, career, and personal/social choices. CACREP A.9. (CFS I, V)
2. develop strategies to integrate the school counseling program into the total school curriculum, specifically by systematically providing information and skills training to assist P-12 students in maximizing their academic, career, and personal/social development; CACREP B.3. (CFS I, II, III)
3. identify methods of planning, developing, monitoring and evaluating comprehensive developmental school counseling programs; CACREP B.6. (CFS I, V)
4. design, implementation, monitoring and evaluation of comprehensive developmental school counseling program (e.g., the ASCA National Standards for School Counseling Programs) including an awareness of various systems impacting students, school, and home; CACREP C.1.b. (CFS I, II, III)
5. identify ways to implement and evaluate specific strategies that meet program goals and objectives; CACREP C.1.c. (CFS IV, V)
6. identify student academic, career, and personal/social competencies and the implementation processes and activities to assist students in achieving these competencies; CACREP C.1.d. (CFS IV, V)

7. prepare an action plan and counseling calendar reflecting appropriate time commitments and priorities in a comprehensive developmental school counseling program. CACREP C.1.e. (CFS I, V)
8. develop strategies for seeking and securing alternative funding for program expansion; CACREP C.1.f. (CFS I)
9. demonstrate individual and small group approaches that promote school success, through academic, career, and personal/social development for all; (CACREP C.2.a.) (CFS I, II, V)
10. describe developmental approaches to assist all students and parents at points of educational transition (e.g., home to elementary school, elementary school to middle school, high school to postsecondary education and career options). CACREP C.2.e (CFS I, III)

BOARD OF REGENTS OF GEORGIA PRINCIPLES

- IIA(1). Advocate for school policies, programs and services that are equitable and responsiveness to cultural differences among students.
- IIA(2). Advocate for rigorous academic preparation of all students to close the achievement gaps among demographic groups.
- IIA(5). Use student outcomes data to facilitate student academic success.
- IIA(6). Provide individual and group counseling and classroom guidance that promote academic success, social/emotional development, and career preparedness for all students.
- IIA(7). Collaborate with other professionals in the development of staff training, family support, and appropriate community initiatives that address student needs.
- IIA(8). Assess student needs and make appropriate referrals to school and/or community resources.
- IIA(9). Demonstrate mastery and application of the content knowledge in each of the following eight core areas of counseling recommended by Council for the Accreditation of Counseling and Related Educational Programs (CACREP): (1) Human Growth and Development; (4) Career Development; (5) **Helping Relationships**; (6) Group Work; (7) Assessment and Evaluation; and (8) Research and Program Evaluation.

COURSE TOPICS:

1. What is a Crisis
2. The History of Crisis Intervention
3. Ethical and Professional Issues
4. The ABC Model of Crisis Intervention
5. Suicide, Homicide, and Psychotic Crises
6. Cultural Sensitivity in Crisis Intervention
7. Developmental Crises
8. Crises of Loss
9. PTSD, Natural Disasters, Manmade Disasters, and Trauma Response
10. Crises of Personal Victimization: Child Abuse, Elder Abuse, Intimate Partner Abuse, and Sexual Assault
11. Crises Related to Substance Abuse
12. Crises in Reaction to Serious Illness and Disabilities
13. Crises in Schools

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Activities and Requirements

Activities

1. PowerPoint slides
2. Discussion
3. Case Studies
4. Presentations
5. Video

Assignments/Requirements:

1. **Research Paper:** Each student will write a paper on a specific crisis situation from a list of topics. Topic selection will be on a first come, first serve basis. Specific assignment instructions can be found on Blazeview.
2. **Crisis Plan Evaluation:** Each student will evaluate a Crisis Plan based on the criteria in the assignment. Specific assignment instructions can be found on Blazeview.
3. **Case Studies:** Each student will complete two crisis case studies. Specific assignment instructions can be found on Blazeview.
4. **Red Cross Training:** By the end of the Fall semester, each student will complete the Red Cross Online Training for Disasters. Specific assignment instructions can be found on Blazeview.
5. **Examinations I & II:** Students will take two examinations on the weeks assigned. Exams will be emailed to students through BlazeView email, and completed exams will be submitted to the instructor through the course dropbox.
6. **Instructor Evaluation:** Students will be graded on professionalism, teamwork, dependability, attendance, punctuality and participation. Online assignment and activities will be addressed in this area as well. As professional counselors these could be considered the most important parts of your job! Group membership and feedback is crucial to learning in this course. Being a productive and reliable member of your group will be figured in here as well.
7. **Weekly Assignments including Discussion Posts:** For each week chapter readings and discussions are assigned. These readings are crucial to your understanding of crisis counseling. Based upon these readings, students will be required to respond to discussion questions and respond to one group discussion post per week. **(At least 2 posts!)** Be sure that in your response you refer to specific information from the chapter reading(s) for the week. **Two points are assigned each week: one point is assigned for completion of responding to the questions on time, one point is for the quality of your responses to a classmate on time.** Please attempt to post your first response to each discussion by mid week of the week the discussion is due so that others have time to respond or comment.

In addition, other weekly assignment may be posted and all are to be completed by Sunday at midnight.
Additional details about weekly discussions can be found on BlazeView.

COURSE EVALUATION

Grading Scale:

Paper	100
Evaluation of Crisis Plan	100
Case Studies	100
Red Cross Online Training	100
Discussion	100
Exam I	100
Exam II	100
Total	700

Grading Scale

630-700	A
560-629	B
490-559	C
420-489	D
Less than 420	F

ATTENDANCE POLICY

Students are expected to maintain a regular and frequent presence in the online course, particularly when involved in group projects and online discussion groups. It is the responsibility of the students to make sure that they have adequate equipment and access to maintain this online presence. Because students are being prepared to accept professional duties and responsibilities, attendance decisions are viewed as critical to developing professionalism. Online work is generally conducted asynchronously and does not require students to be online at scheduled times.

PROFESSIONALISM

Students will act in a professional manner in the school and online. This means that you will turn papers in on time, be responsible, participate in online activities and discussions, and be respectful of those you are interacting with. Submitting late work is not acceptable for graduate students. If circumstances lead to a late submission, students must schedule an appointment with the instructor for a personal meeting to discuss an appropriate deduction of points.

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

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

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

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

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

FIRST OFFENSE:

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

SECOND OFFENSE:

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

ACCESSIBILITY STATEMENT

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

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

STUDENT 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: Dr. Natalie Spencer, Ph.D. LPC, NCC, ACS

Office Number: Psychology Bldg Room 2102

Office Telephone Number: 229-245-4376

Mobile Number: 919-606-7060

My cell is the best place to get me if you have a true emergency. General questions need to go through email though.

Email Address: The best way to reach me is through email. Please use BlazeView email for general course questions and to submit assignments. If your question is of a more critical nature, you are welcome to use my VSU email. nfspencer@valdosta.edu

Additionally, I will contact you through your BlazeView email account. Please check your BlazeView email and the news section of the course frequently. **"I did not get the email" is not an acceptable response from a graduate student.**

I make every attempt to return emails and phone calls within 24 hours unless it's over the weekend which may take until Monday. If you email me on a Saturday or Sunday about an assignment that is due on the following Monday, you may not hear back from me until that Monday, the day the assignment is due. Please plan accordingly.

Office Hours: Tuesday, 11:00am- 4:00pm; Wednesday 2 pm-5pm; Thursday, 2pm-5pm, By Appointment

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Ed.S. Program Outcomes

Outcome	Activity	Evaluation
demonstrate a disposition appropriate for a leader in the school environment.	Readings Research	Paper Case Studies Weekly Assignments
follow appropriate professional and ethical guidelines.	Readings Research	Paper Case Studies Crisis Plan Rubric Crisis Plan Evaluation Weekly Assignments
demonstrate best practices that may include but are not limited to: academic and behavioral intervention/remediation techniques, consultation, counseling, and primary prevention.	Readings Research	Paper Weekly Assignments Crisis Plan Rubric/Evaluation
evaluate and assess educational curricula and counseling interventions to determine appropriate interventions leading to student success.	Readings Research	Crisis Plan Evaluation Weekly Assignments
demonstrate the ability to assess and evaluate educational curriculums and/or psycho-educational and counseling interventions.	Readings Research	Crisis Plan Rubric/ Evaluation Case Study Weekly Assignments

I'm looking forward to a great semester. And, I'm so glad you are here!

Date <i>All assignments due by Sunday midnight of the week posted.</i>	Topic	Readings	Discussions (weekly) <i>Discussions are a required assignment. Please attempt to post your first response mid week.</i>	Assign/Exams <i>Assignments or exams due or occurring this week.</i>
Week 1 August 21	<i>Introductions / review course expectations/ groups formed for project paper</i>	<i>Blazeview course content, course overview, syllabus</i>	<i>Discussion 1 - Introduce yourself and post any questions you have about the course requirements. EMAIL INSTRUCTOR YOUR <u>TOP THREE</u> TOPICS FOR RESEARCH PAPER. FIRST COME, FIRST SERVE.</i>	<i>Read and discuss as listed in previous columns.</i>
Week 2 August 19	<i>What is a Crisis?</i>	Chapter 1	Discussion 2	
Week 3 August 26	<i>Ethical And Professional Issues</i>	Chapter 2	Discussion 3	
Week 4 September 2	<i>Ethical and Professional Issues</i>	Chapter 3	Discussion 4	
Week 5 Sept. 9	<i>The ABC Model of Crisis Intervention</i>	Chapters 4	Discussion 5	
Week 6 Sept. 16	<i>Suicide, Homicide, and Psychotic Crises</i>	Chapter 5	Discussion 6	Evaluation of Crisis Plan Due By Sunday (Sept 22) at midnight
Week 7 Sept. 23	<i>Cultural Sensitivity Crisis Intervention</i>	Chapter 6	Discussion 7	
Week 8 Sept. 30	EXAM I	Exam I will be emailed to	No discussion this week	EXAM I will be emailed to you –

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		you on Monday, September 23.		complete by Sunday (Sept 29th) at midnight
Week 9 Oct. 7	<i>Developmental Crises</i>	Chapter 7	Discussion 8	
Week 10 Oct. 14	<i>Crises of Loss</i>	Chapter 8	Discussion 9	Case Study 1 Due By Sunday (Oct 20th) at midnight
Week 11 Oct. 21	<i>PSTD, Natural Disasters, Manmade Disasters, Trauma Response</i>	Chapter 9	Discussion 10	
Week 12 Oct. 28	<i>Rises of Personal Victimization: Child Abuse, Elder Abuse, Intimate Partner Abuse, and Sexual Assault</i>	Chapters 10	Discussion 11	Case Study 2 Due Sunday(Nov 3rd) at midnight
Week 13 Nov. 4	<i>Crises Related to Substance Abuse</i>	Chapter 11	Discussion 12	
Week 14 Nov. 11	<i>Crises in Reaction to Serious Illness and Disabilities</i>	Chapter 12	Discussion 13	Research Paper Due By Sunday (Nov 17th) at midnight
Week 15 Nov. 18	EXAM II	Exam I will be emailed to you on Monday, November 11.	Discussion 14	EXAM II must be completed and submitted to the dropbox by Sunday (Nov 24th) at

				midnight..
Week 16 Thanksgiving Week	TBA			
Week 17 December 2	TBA	TBA	TBA	Red Cross Training Due <u>EMAIL ME YOUR</u> <u>RED CROSS</u> <u>CERTIFICATE</u> <u>before 12 midnight on</u> <u>DECEMBER 2nd!!!!</u>

Research Paper

In this paper you will select one crisis situation from the list below and develop a research paper. Research topics will only be used by one student and it is first come, first serve.

A. Structure

1. APA style
2. 7-10 pages excluding the title page and references
3. 7-10 References (Journal articles, websites, workbooks, text book, etc)
4. Running head should be Research_Paper_Last Name

B. Components

1. Introduction
2. The Crisis
 - a. Detailed description of the crisis
 - b. Impact of the crisis - population impacted, costs, trauma, ripple effect,
 - c. Best interventions
 - d. Referral agencies
3. Response Protocol
4. School Counselor Interventions
5. Post Disaster Services/programs
6. Preventive Programs/services to implement so can be more effective in the future

- C. Topics: sudden death, natural disasters, terrorist attack, hostage situation, school shootings, violence between students, rape, inappropriate teacher-student relationship(s), school wide illness, suicide (survivors – those impacted by the suicide), Suicide (attempted), other topics as approved by instructor . **Email instructor your top three topics (from list or others topic).****

Crisis Plan Rubric

Each student will develop a rubric to evaluate their school's crisis plan.
The rubric will address each of the following topics:

- A. Preventative Guidelines – awareness, assessment, mitigation/ education – what can the school do to reduce or eliminate risk to life and property?
- B. Preparation Guidelines – planning for worst case scenario includes training
- C. Crisis Response Guidelines – steps to take in a crisis situation
 - 1. components of the response to address are:
 - a. Team members and what each is responsible; should include the school counselor
 - b. Specific procedures
 - c. Communications
 - d. Legal Issues
 - e. Recovery
 - f. Evaluation
 - 2. specific response that should be addresses are
 - a. suicide
 - b. natural disasters
 - c. school shootings
 - d. rape
 - e. sudden death (not suicide)
 - f. terrorism
 - g. Illness – emergency or accident, school wide illness, and individual illnesses
 - h. Violence
- D. Recovery Guidelines – restoring the learning and teaching environment after a crisis includes postincident analysis and evaluation, revision of policies, and retraining if needed

Crisis Intervention Plan Evaluation

Using the rubric you developed in the previous assignment you will evaluate the crisis plan in your school.

A copy of the rubric and each score should be included in the report along with modification for those areas that do not receive a perfect score. Each score needs to be supported with a narrative explaining the reason for the school.

Format: APA style, introduction(introduce school and other important information), rubric, modifications(any modifications you think are necessary to improve plan), conclusion

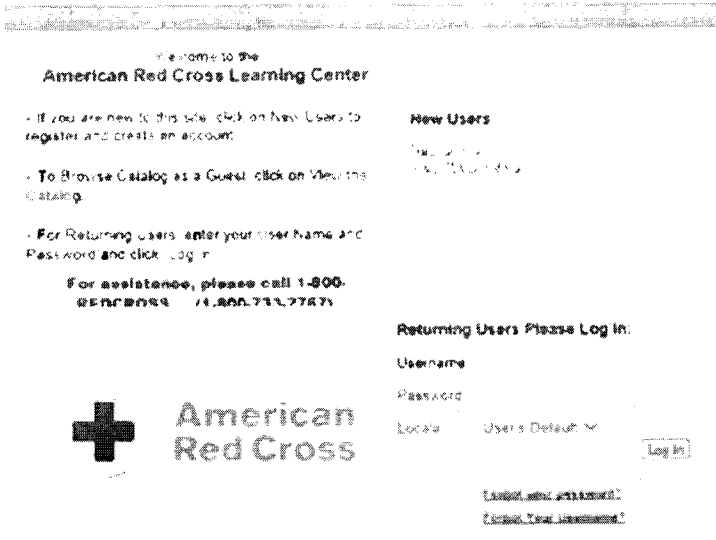
American Red Cross Disaster Training : DUE DEC 2 at 12 midnight!!!

Students:

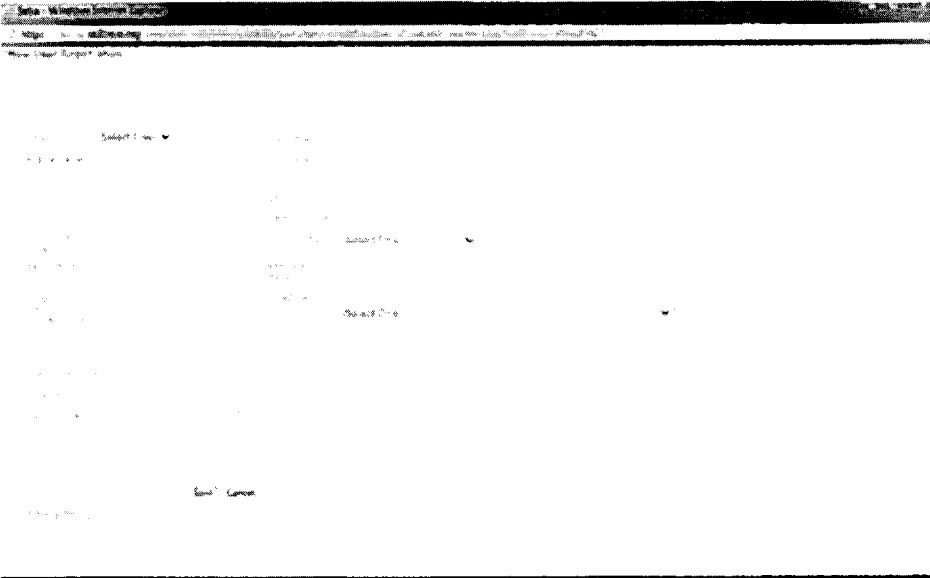
The Red Cross has a number of Mobile APPS found in the App Store described at:

<http://www.redcross.org/mobile-apps/volunteer-app>

If students plan to take courses they will now need to register at the Red Cross Learning Center Website: <https://classes.redcross.org/Saba/Web/Main>




If they click on the **New Users** link on this page [above], the students can then complete a registration form.



The Red Cross has a number of Online Courses in Disaster Relief Services

RED CROSS MATERIALS AND COURSES IN DISASTER RELIEF	
Online Topics	ACTION
<u>Disaster Services: An Overview (Online)</u>	<u>Launch</u>
<u>Shelter Management (Online)</u>	<u>Launch</u>
Self Study Topics and Materials	ACTION
<u>CAS 3.2 Basics (Self-Study)</u>	<u>Launch</u>
<u>CAS 3.2 Chapter Disaster Operations (Self-Study)</u>	<u>Launch</u>
<u>CAS 3.2 Create a Client Case (Self-Study)</u>	<u>Launch</u>
<u>CAS 3.2 Needs and Assistance (Self-Study)</u>	<u>Launch</u>
<u>CAS 3.2 Reports (Self-Study)</u>	<u>Launch</u>
<u>CAS 3.2 Supervisor Functions (Self-Study)</u>	<u>Launch</u>
<u>CBRNE Ready Respond</u>	<u>Launch</u>
<u>Client Assistance Cards: Caseworkers</u>	<u>Launch</u>
<u>Disaster Action Team Fundamentals</u>	<u>Launch</u>
<u>Disaster Assessment Fundamentals</u>	<u>Launch</u>
<u>Disaster Operations Control: Form 5266 Fundamentals</u>	<u>Launch</u>
<u>Feeding Fundamentals</u>	<u>Launch</u>
<u>Mass Care: An Overview</u>	<u>Launch</u>
<u>Serving People with Functional and Access Needs in...</u>	<u>Launch</u>
<u>Shelter Fundamentals</u>	<u>Launch</u>
<u>Bulk Distribution Fundamentals</u>	<u>Launch</u>



 You want to select the Disaster Services Online Overview.

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FOR THE Tools and Resources GO TO this CHECKLIST PAGE

<http://www.redcross.org/prepare/disaster-safety-library>

The information associated with the Valdosta Chapter can be found at:

<http://www.redcross.org/ga/valdosta/local-services/volunteer>

South Georgia Chapter

527 N. Patterson St.

Valdosta, GA 31601

Phone: 229-242-7404

Case Study I

The following incident happens in your school. Provide a detailed description of what you would do from the time you are notified of the situation until the crisis is resolved (2-4 Pages, APA Style)

The Azalea Middle school is a new school building with 652 students. It is the second day of school. You are organizing your new office and get a frantic phone call from your principal. He yells, "Get out here! A kid has gone down! We have no idea what happened. We do we do? We called 911 but they aren't here yet. You have to get down here!"

In the background, you can hear the chaotic clamor of adult voices

"Where is the nurse?"

"Does anyone know CPR?"

"She's not breathing ...SOMEONE HELP!"

You arrive on the scene and find total chaos. Stunned teenagers huddled next to lockers. A crowd of adults standing immobilized. Some were whispering prayers. Others were crying. You can barely make your way through them. When you do get through you see an ashen-faced adolescent girl who appears to be going in and out of consciousness. A paramedic was leaning over the girl asking questions but getting no response.

"Can you hear me?"

"What is your name?"

"Take a deep breath."

You ask a teacher to go to the office and get the student's medical information but she indicates she is a sub and doesn't know the girl or where the office is. You shout to the crowd to go to the office and get the information and finally another student returns with the card. You tell the principal to call together the crisis team and he indicates that this is a new school, he just started, and there is not a crisis team.

Case Study II

The following incident happens in your school. Provide a detailed description of what you would do from the time you are notified of the situation until the crisis is resolved (2-4 Pages, APA Style) .

Your principal calls you into his office because he received a call that buses would need to be rerouted because of a house fire. The principal realized that three students lived at the house on fire. He called back to the emergency workers and found out that one of the students aged 8 had been taken to the hospital and was in stable condition. However, the other two students aged 6 and 7 were found hiding under a bed and had died.

FEB 21 2014

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Select Area of Change:

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

Current Catalog Page Number:
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Proposed Effective Date for Curriculum Change:
(Month/Year): Summer 2014

Degree & Program Name:
(e.g., BFA, Art): Master of Arts for Teachers with a Major in Special Education

Present Requirements:

Go to the Graduate School Website at <http://www.valdosta.edu/academics/graduate-school/welcome.php> and click on Our Programs, then click on M.A.T. Special Education Program for information on:

- Specific M.A.T. Special Education Program Admission Requirements
- M.A.T. Special Education Program Retention, Dismissal, and Readmission Policies
- M.A.T. Special Education Program Graduation Requirements

Special Requirements: Students must be employed as teachers with a non-renewable, non-professional certificate. They must spend a minimum of 20 hours each week (excluding summers) in a classroom setting with students with disabilities appropriate to their selected area of certification. At the time of entry to the program, the school administrator must commit to releasing the teacher from current teaching responsibilities and assign him/her to the role of a special educator, full-time, for a minimum of a four-week period. During this four week period, the applicant will complete a clinical practice experience which will occur during the final fall or spring semester of enrollment.

Proposed Requirements (Underline changes after printing this form:

Go to the Dewar College of Education and Human Services website for online programs at: <http://www.valdosta.edu/colleges/education/deans-office/online-programs/> and select either the Master of Arts in Teaching - Special Education - General Curriculum program or the Master of Arts in Teaching - Special Education - Adapted Curriculum program for admission requirements and program information.

Special Requirements: Students must be employed as teachers either:

- (1) with a non-renewable, non-professional certificate; or
- (2) certified in another field of study (e.g., early childhood, secondary math) but wishing to add special education certification; or
- (3) certified in another field of study but had added on special education certification by passing a special education Georgia Assessments for the Certification of Educators (GACE) content assessment; or
- (4) certified in a different special education certification field (e.g., general curriculum seeking adapted curriculum).

Candidates must spend a minimum of 20 hours each week (excluding summers) in a classroom setting with students with disabilities appropriate to their selected area of certification.

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: GaPSC changed admission policies to

allow for broader admission to M.A.T. programs for certification upgrades.

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.) Enrollment data supports the change to a broader admission policy. See attached information from GaPSC regarding policy changes for certificate upgrades and correspondence with Ms. Bobbi Ford of the GaPSC.

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. Overall, these changes do not affect the established program assessments.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Approvals:

Department Head:

[Signature]

Date:

2/13/14

College/Division Exec. Committee:

[Signature]

Date:

2/13/14

Dean(s)/Director(s):

[Signature]

Date:

2/13/14

Grad. Exec. Committee:
(for graduate course)

J. T. J. PA

Date:

3/3/14

Graduate Dean:
(for graduate course)

J. T. J. PA

Date:

3/3/14

Academic Committee:

Date:

Form last updated: January 6, 2010

From: "Penney McRoy" <[redacted]>

7. Certificate Upgrade:

Questions recently surfaced regarding the use of certificate-only (non-degree) programs for a certificate upgrade for those who completed master's degree programs that did not result in an upgrade. Rule 505-2-.41<[redacted]>, paragraph (2) states, "A certificate level upgrade may be earned by successfully completing an eligible advanced degree program from an eligible institution of higher education." Completion of a non-degree program will not lead to an upgrade.

Because educators can pass a GACE content assessment and add additional teaching fields (with the exception of Early Childhood and ECE/Special Education) to their certificate, educators may want to seek initial teacher preparation programs intended for those who have little background in a teaching field. An educator may complete an M.A.T in a field for which they already hold certification as long as they did not previously complete an initial preparation program in that field. Upon completion of all requirements for the M.A.T. the educator would be awarded an infield upgrade in the content field of the M.A.T. Further information may be found at [redacted] in the Guidance Document for Institutions of Higher Education on page 4.

Dr. Bobbi Ford remains your first point of contact for certificate upgrade questions and she may be reached at [redacted]

From: Kelly A Heckaman [kaheckaman@valdosta.edu]
Sent: Thursday, September 19, 2013 2:08 PM
To: Bobbi Ford
Subject: clarification needed

Hi Bobbi,

I was able to review the email that Penny McCrory sent to the deans regarding certification upgrades and MAT initial certification programs. I understand that teachers with clear renewables who upgraded their certificate by passing the appropriate GACE test in another field can enter an MAT program and will qualify for the certificate upgrade. Can you please clarify eligibility for me with the scenarios below? I want to make sure we make the correct changes to our admission criteria and market our MAT programs accurately:

- A teacher completed an initial certification in secondary English. She co-teaches with a special education teacher and is interested in learning more about supporting the students with disabilities in her classroom. Can she enroll in the MAT initial certification program and be eligible for a certificate upgrade? **Yes. She would have to take the GACE obviously in the appropriate Special Ed cert field.**
- A teacher completed an initial preparation program (bachelor's level) in early childhood special education-general curriculum. He would like to work with students who have

significant disabilities and has been offered a position in an adapted curriculum classroom. Can he enroll in the MAT program for initial certification in adapted curriculum and earn a certificate upgrade? Yes. That would be a different special ed certification. He would have to pass the GACE for the adapted curriculum.

- A teacher has completed an MAT program (or an M.Ed. program) with initial certification in adapted curriculum, but would like to earn certification in general curriculum so that she can broaden her employment options. Is she eligible to enroll in the MAT program and earn a certificate upgrade? Yes. Again, must pass the GACE.

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FEB 13 2014

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Select Area of Change:

Core Curriculum Senior Curriculum Graduate Curriculum Other Curriculum

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

Current Catalog Page Number:
83

Proposed Effective Date for Curriculum Change:
(Month/Year): Fall 2014

Degree & Program Name:
(e.g., BFA, Art): Master of Arts for Teachers with a Major in Special Education

Present Requirements: PROGRAM ADMISSION REQUIREMENTS

1. Submit two copies of official transcripts from each institution (graduate and undergraduate) previously attended.
2. Have a cumulative grade point average of 2.50 on all graduate and undergraduate coursework previously attempted.
3. Serve as the teacher for students with disabilities appropriate for the candidate's selected area of certification (i.e., general or adapted), with a nonrenewable nonprofessional (NNT) certificate. Teachers must have a minimum of 20 contact hours per week throughout fall and spring semesters with students who have disabilities appropriate to the teachers' selected area of certification. During the last semester of enrollment, excluding summer, candidates must complete a minimum of four weeks of full-time clinical practice, in which they assume the role of a special educator. Any candidates not serving in the role of a special educator must provide verification from the school administrator that they will be assigned to this role full-time for a minimum of four weeks.
4. Provide documentation of passing scores on the GACE Basic Skills Test or documentation of an exemption (e.g., SAT 1000 combined Verbal and Quantitative, ACT 43 combined English and Math, GRE 1030 combined Verbal and Quantitative).
5. Provide documentation of a content concentration that consists of 15 semester hours of academic content that conforms to the GaPSC preparation requirements of the content concentrations for middle grades.

Proposed Requirements (Underline changes after printing this form: PROGRAM ADMISSION REQUIREMENTS)

1. Submit two copies of official transcripts from each institution (graduate and undergraduate) previously attended.
2. Have a cumulative grade point average of 2.75 on all graduate and undergraduate coursework previously attempted.
3. Serve as the teacher for students with disabilities appropriate for the candidate's selected area of certification (i.e., general or adapted), with a nonrenewable nonprofessional (NNT) certificate. While enrolled in the program, candidates must have a minimum of 20 contact hours per week throughout fall and spring semesters with students who have disabilities appropriate to the candidate's selected area of certification. During the last semester of enrollment, excluding summer, candidates must complete a clinical practice, in which they serve in the role of a special educator. Any candidates not serving in the role of a special educator must provide verification from the school administrator that they will be assigned to this role full-time for 15 weeks (one semester) to complete the clinical practice requirement.
4. Provide documentation of passing scores on the GACE Basic Skills Test or documentation of an exemption (e.g., SAT 1000 combined Verbal and Quantitative, ACT 43 combined English and Math, GRE 1030 combined Verbal and Quantitative).
5. Provide documentation of a content concentration that consists of 15 semester hours of academic content that conforms to the GaPSC preparation requirements of the content concentrations for middle grades.

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: all teacher preparation programs in the COEHS will require a 2.75 GPA for admission
- Meeting mandates of state/federal/outside accrediting agencies:
- Other: The changes to the language regarding the required clinical practice is intended to clarify between "teacher" and "teacher candidate" and the expectations for instructional contact with students who have disabilities. The clinical practice is completed in SEGC/SEAC 6200, the Internship in Special Education. While the minimum requirement for the clinical practice is four weeks of full-time teaching, M.A.T. candidates cannot complete the requirements of the Internship course in four weeks. The assignments in the Internship course require contact with students the full 15 weeks of the semester.

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.) Internship assignments (e.g., Impact on Student Learning project). Change to 2.75 GPA is an accreditation requirement.

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.) Student Impact data on the Impact on Student Learning project. However, overall, these changes do not affect the established program assessments.

Approvals:

Department Head:



Date: 2/12/14

College/Division Exec. Committee:



Date: 2/10/14

Dean(s)/Director(s):



2/13/14

		Date:
Grad. Exec. Committee: (for graduate course)	<i>[Signature]</i> T. J. Pla	Date: 2/10/14
Graduate Dean: (for graduate course)	<i>[Signature]</i> T. J. Pla	Date: 3/3/14
Academic Committee:		Date:

Form last updated: January 6, 2010

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FEB 13 2014

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

Core Curriculum

Senior Curriculum

Graduate Curriculum

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

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

Current Catalog Page Number:
83

Proposed Effective Date for Curriculum Change:
(Month/Year): Fall 2014

Degree & Program Name:
(e.g., BFA, Art): Master of Arts for Teachers with a Major in Special Education - General Curriculum

Present Requirements: REQUIREMENTS FOR THE ONLINE M.A.T. DEGREE WITH A MAJOR IN SPECIAL EDUCATION — GENERAL CURRICULUM

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

Area of Concentration.....24 hours
SEGC 6010, SEGC 6020.....6 hours
SERD 6030, SEGC 5140,6 hours
SEGC 6050, SERD 6030..... 6 hours
SERD 6040 or SERD 6060 or SERD 6070
..... 3 hours
SEGC 6200..... 3 hours

Research Core6 hours
SEGC 6100, SEGC 6110
Total Hours Required for the Degree 36 semester hours

Proposed Requirements (Underline changes after printing this form: REQUIREMENTS FOR THE ONLINE M.A.T. DEGREE WITH A MAJOR IN

SPECIAL EDUCATION — GENERAL CURRICULUM
Core Courses.....9 hours
SEAC 6010, SEGC 5140, SEGC 6050... 9 hours

Area of Concentration.....21 hours
SEGC 6020.....6 hours
SERD 60306 hours
SERD 6030..... 6 hours
SERD 6040 or SERD 6060 or SERD 6070
..... 3 hours
SEGC 6200..... 3 hours

Research Core6 hours
SEAC 5030, SEGC 6110
Total Hours Required for the Degree 36 semester hours

Justification:

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

Improve student learning outcomes:

Adopting current best practice(s) in field:

Meeting mandates of state/federal/outside accrediting agencies:

Other: Eliminating SEGC 6010; candidates in both programs take SEAC 6010. Eliminating SEGC 6100 and replacing with SEAC 5030. SEAC 5030 focuses on single subject research design, which candidates are expected to design and implement in SEGC 6200. The program faculty would like candidates in both programs to take SEAC 5030 rather than SEGC 6100, which focused generally on research design but does not prepare them to implement the Impact on Student Learning project. This change also will increase class size, as students from both programs will be taking the same course. Revising Core and Concentration courses to better align with the M.A.T. Adapted Curriculum program.

Source of Data to Support Suggested Change:





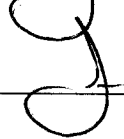
- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Enrollment data supports the change to one research class that can serve both special education programs.

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. Overall, these changes do not affect the established program assessments.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Approvals:

Department Head:		Date: 2-12-14
College/Division Exec. Committee:		Date: 2/25/14
Dean(s)/Director(s):		Date: 2/25/14
Grad. Exec. Committee: (for graduate course)	 T. J. Ph	Date: 3/3/14
Graduate Dean: (for graduate course)	 T. J. Ph	Date: 3/3/14
Academic Committee:		Date:

Form last updated: January 6, 2010

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FEB 13 2014

Request for a Revised Course
Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission: 02/06/2014 (mm/dd/yyyy)

Department Initiating Revision:
Middle, Secondary, Reading, and Deaf
Education

Faculty Member Requesting Revision:
Barbara Radcliffe

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
EDET 8880 Capstone Seminar

List Current and Requested Revisions:

Current:
Course Prefix and Number: EDET 8880
Credit Hours: 3-0-3
Course Title: Capstone Seminar
Pre-requisites: EDET 8010, EDET 8020, EDET 8030, EDET 8040, EDET 8050
Course Description: Capstone course resulting in a portfolio demonstrating candidates' analysis of teaching, leadership, and mentoring. Analysis is based on National Board Standards, educational specialist degree goals, professional development program plans designed in EDET 8010, and candidates' school improvement project.

Requested:
Course Prefix and Number: EDET 8880
Credit Hours: 3-0-3
Course Title: Capstone Seminar
Pre-requisites: EDET 8020, EDET 8030, EDET 8040
Course Description: Capstone course resulting in a portfolio demonstrating candidates' analysis of teaching, leadership, and mentoring. Analysis is based on GaPSC Teacher Leadership Program Standards, educational specialist degree goals, outcomes from teacher leader residency courses, and candidates' school improvement project.

Semester/Year to be Effective:
Fall/2014

Estimated Frequency of Course Offering:
Fall/Spring/Summer

Indicate if Course will be : Requirement for Major Elective

Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. 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 pre-requisite EDET 8010 needs to be deleted as the course is no longer a part of the program. The pre-requisite EDET 8050 needs to be deleted as program course rotation restricts students' enrollment. The content and requirements of both EDET 8050 and EDET 8880 can be completed simultaneously.

Plans for assessing the effectiveness of the course: Program Key Assessments

Approvals:	
College/Division Exec. Comm.: <i>Oru</i>	Date: <i>2/19/14</i>
Dept. Head: <i>[Signature]</i>	Date: <i>2/13/2014</i>
Dean/Director: <i>Oru</i>	Date: <i>2/13/14</i>
Graduate Exec. Comm.(if needed): <i>J. T. J. PLT</i>	Date: <i>3/3/14</i>
Graduate Dean (if needed): <i>J. T. J. PLT</i>	Date: <i>3/3/14</i>
Academic Committee:	Date:

Form last updated: February 13, 2014

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FEB 13 2014

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Request for a Revised Course
Valdosta State University

Date of Submission: 02/06/2014 (mm/dd/yyyy)

Department Initiating Revision:
Middle, Secondary, Reading, and Deaf
Education

Faculty Member Requesting Revision:
Barbara Radcliffe

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
EDET 8040 Strategic Planning for School Reform

List Current and Requested Revisions:

Current:
Course Prefix and Number: EDET 8040
Credit Hours: 3-0-3
Course Title: Strategic Planning for School Reform
Pre-requisites:or Co-requisite: EDET 8020
Course Description: Study of major theories and evidence-based practices in the design and development of research to evaluate the effectiveness of school-based programs, including curricular, co-curricular, and staff development initiatives for the improvement of student learning.

Requested:
Course Prefix and Number: EDET 8040
Credit Hours: 3-0-3
Course Title: Strategic Planning for School Reform
Pre-requisites:EDET 8020
Course Description: Study of major theories and evidence-based practices in the design and development of research to evaluate the effectiveness of school-based programs, including curricular, co-curricular, and staff development initiatives for the improvement of student learning.

Semester/Year to be Effective:
Fall/2014

Estimated Frequency of Course Offering:
Fall/Spring

Indicate if Course will be : Requirement for Major Elective

Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. 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 co-requisite option needs to be deleted as the course content requires pre-requisites skills attained in EDET 8020.

Plans for assessing the effectiveness of the course: Program Key Assessments

Approvals:	
College/Division Exec. Comm.: <i>Dwu</i>	Date: <i>2/13/14</i>
Dept. Head: <i>[Signature]</i>	Date: <i>2/13/2014</i>
Dean/Director: <i>Dwu</i>	Date: <i>2/13/14</i>
Graduate Exec. Comm.(if needed): <i>J. T. J. P. L. A.</i>	Date: <i>3/3/14</i>
Graduate Dean (if needed): <i>J. T. J. P. L. A.</i>	Date: <i>3/3/14</i>
Academic Committee:	Date:

Form last updated: February 13, 2014

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FEB 13 2014

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: 93 & 94

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall 14

Degree and Program Name: MAT in Middle Grades or Secondary Education

Present Requirements: Master of Arts in Teaching (MAT) in Middle Grades and Secondary Education

Proposed Requirements: (highlight changes after printing) Master of Arts in Teaching (MAT) in Middle Grades or Secondary Education

This title appears in three places on pages 93 and 94.

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 Catalog should more clearly reflect BOR approved majors




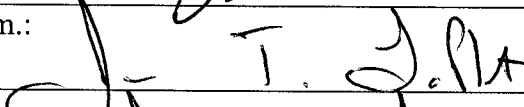
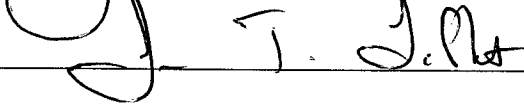
Source of Data to Support Suggested Change:

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

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.) .

<u>Approvals:</u>	
Department Head: 	Date: 2/13/2014
College/Division Exec. Committee: 	Date: 2/13/14
Dean(s)/Director(s): 	Date: 2/13/14
Graduate Exec. Comm.: (for grad program) 	Date: 3/3/14
Graduate Dean: (for grad program) 	Date: 3/3/14
Academic Committee:	Date:

Form last updated: January 6, 2010

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FEB 13 2014

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Select Area of Change:

- Core Curriculum
 Senior Curriculum
 Graduate Curriculum
 Other Curriculum

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

Current Catalog Page Number:
84-85

Proposed Effective Date for Curriculum Change:
(Month/Year): Fall 2014

Degree & Program Name:
(e.g., BFA, Art): EdS Special Education

Present Requirements:

Core Courses: 9 hours

EDUC 5999 0 hours

SPEC 8010 3 hours

SPEC 8110 and elective

or

SPEC 8999 6 hours

Approved Elective 3 hours

Required Specialization Courses: 9 hours

SPEC 8020 3 hours

SPEC 8030 3 hours

SPEC 8040 3 hours

Research Requirements 6 hours

RSCH 8000 3 hours

SPEC 8060 3 hours

Total Hours Required for Degree

27 semester hours

Proposed Requirements (Underline changes after printing this form:

Core Courses: 9 hours

EDUC 5999 0 hours

SPEC 8010 3 hours

SPEC 8110 and elective

or

SPEC 8999 6 hours

Approved Elective 3 hours

Required Specialization Courses: 9 hours

SPEC 8020 3 hours

SPEC 8030 3 hours

SPEC 8040 3 hours

Research Requirements 6 hours

RSCH 7100 3 hours

SPEC 8060 3 hours

Total Hours Required for Degree

27 semester hours

Justification:

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

Improve student learning outcomes:

Adopting current best practice(s) in field:

Meeting mandates of state/federal/outside accrediting agencies:

Other: The proposed course RSCH 7100 Research Methodology in Education better meets the program needs of candidates. The current required course RSCH 8000 Advanced Research Methodology emphasizes development and completion of a research project. These program requirements are also met in SPEC 8060 Single Subject Designs for Special Education Research resulting in a duplication of program goals. RSCH 7100 emphasized using research methods to improve educational practice. This course complements SPEC 8060 and adds relevant content to the program of study.

Source of Data to Support Suggested Change:

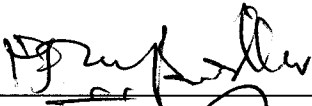



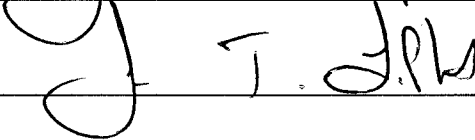
- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Content review of course syllabus, discussions with RSCH faculty as to course content and assignments, request for input from program candidates who had taken the course and were within two semesters of graduation, and approval of the Departmental Special Education Program Committee and department head.

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

Data Sources:

- Indirect measures:** SOIs; student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Candidates are required to describe artifacts from each course, provide a rationale for how artifact was useful in meeting program indicators and standards, show evidence of impact on students with disabilities and reflect on how this artifact changed their professional practice in their professional portfolio at the end of their course of study. The program coordinator and the Departmental Special Education Program committee use this input to review and modify course and program content for modification and revision.

Approvals:

Department Head:		Date: 2/26/14
College/Division Exec. Committee:		Date: 2/26/14
Dean(s)/Director(s):		Date: 2/26/14
Grad. Exec. Committee: (for graduate course)		Date: 3/4/14
Graduate Dean: (for graduate course)		Date: 3/4/14
Academic Committee:		Date:

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FEB 13 2014

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: Graduate
School Web Pages

**Proposed Effective Date for Revised
Catalogue Copy:** (new or revised) Fall 14

Degree and Program Name: Dewar College of Education and Human Services

Present Requirements: See attached list

Proposed Requirements: (highlight changes
after printing) See attached list

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 Meet new Council for the Accreditation of Educator Preparation (CAEP) standards
- 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.) **CAEP standards.**

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

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Program assessments reported on the SACS IER, GaPSC PAAR and CAEP Annual Report.**

<u>Approvals:</u>	
Department Head:	Date:
College/Division Exec. Committee:	Date: 12/10/14
Dean(s)/Director(s):	Date: 12/16/14
Graduate Exec. Comm.: (for grad program)	Date: 3/3/14
Graduate Dean: (for grad program)	Date: 3/3/14
Academic Committee:	Date:

Form last updated: January 6, 2010

COEHS GRADUATE/POST BACHELORS PROGRAM CHANGES TO MINIMUM GPA FOR ADMISSION

The COEHS Executive Committee approved a change in admission requirements for the following educator preparation programs. The minimum undergraduate GPA moved from 2.5 to 2.75. Additionally, the descriptor “graduate grade point average (GGPA)” has been added to the post-master’s programs denoted by an *.

Adult and Career Education Department

M.Ed. Career - Technical Education: 2.75

M.Ed. Workforce Education and Development (Workforce Education Track): 2.75

Certification-Only in Health Care Science Technology Education: 2.75

Certification-Only in Trade & Industrial Education: 2.75

Communication Sciences and Disorders Department

M.Ed. Communication Disorders: 2.75

Curriculum, Leadership, and Technology Department

* Ed.D. Curriculum & Instruction: 3.5 (Graduate GPA)

* Ed.D. Leadership: 3.5 (Graduate GPA)

* Ed.S. Educational Leadership/Performance-Based Leadership 3.0 (Graduate GPA)

M.Ed. Instructional Technology/Library Media (Online) : 2.75

M.Ed. Instructional Technology/Technology Applications (Online): 2.75

* Ed.S. Instructional Technology/Library Media (Online): 3.0 (Graduate GPA)

* Ed.S. Instructional Technology/Technology Applications (Online): 3.0 (Graduate GPA)

Certification-Only in Performance-Based Building Level or System Level Leadership: 3.0 (Graduate GPA)

Certification-Only in Instructional Technology/Library Media (Online): 2.75

Certification in Online Teaching—USG Certificate (Online GOML): 2.75

Endorsement Online Teaching (Online GOML): 2.75

Early Childhood and Special Education Department

M.A.T. Special Education/Adapted Curriculum (Online GOML): 2.75

M.A.T. Special Education/General Curriculum (Online GOML): 2.75

* Ed.S. Special Education : 3.0 (Graduate GPA)

Kinesiology and Physical Education Department

M.Ed. Health and Physical Education (Online): 2.75

* Ed.S. Coaching Pedagogy in Physical Education (Online): 3.0 (Graduate GPA)

Certification-Only in Health and Physical Education: 2.75

Middle Grades, Secondary, Reading, and Deaf Education Department

M.A.T. Middle Grades Education: 2.75

M.A.T. Secondary Education/English: 2.75

M.A.T. Secondary Education/History: 2.75

M.A.T. Secondary Education/Mathematics: 2.75

M.A.T. Secondary Education/Political Science: 2.75

M.A.T. Secondary Education/Science Education/Biology: 2.75

M.A.T. Secondary Education/Science Education/Chemistry: 2.75

M.A.T. Secondary Education/Science Education/Earth Space Science: 2.75

M.A.T. Secondary Education/Science Education/Physics: 2.75

M.A.T. Special Education/Deaf and Hard of Hearing (Online): 2.75

M.Ed. Curriculum & Instruction in Accomplished Teaching (Online GOML): 2.75

M.Ed. Middle Grades Education/Math and Science (Online GOML): 2.75

M.Ed. Reading Education (Online): 2.75

M.Ed. Special Education/Deaf and Hard of Hearing (Online): 2.75

* Ed.S. Teacher Leadership (Online GOML): 3.0 (Graduate GPA)

Certification-Only in Middle Grades Education: 2.75

Certification-Only in Secondary Education/English: 2.75

Certification-Only in Secondary Education/History: 2.75

Certification-Only in Secondary Education/Mathematics: 2.75

Certification-Only in Secondary Education/Political Science: 2.75

Certification-Only in Secondary Education/Science: 2.75

Endorsement Reading: 2.75

Modern and Classical Languages Department

Certification-Only in French Foreign Language Education: 2.75

Certification-Only in Spanish Foreign Language Education: 2.75

Endorsement English Speakers to Other Languages (ESOL): 2.75

Music Department

M.M.Ed. Music Education: 2.75

Certification-Only in Music Education: 2.75

Psychology and Counseling Department

M.Ed. School Counseling: 2.75

* Ed.S. School Counseling: 3.0 (Graduate GPA)

Endorsement Gifted (Online GOML): 2.75

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VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 1/20/2014 (mm/dd/yyyy)

Department Initiating Request:
Curriculum, Leadership, and Technology

Faculty Member Requesting:
Dr. R. Schmertzing

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
CIED 7604

Proposed New Course Title:
Pedagogical Aspects of Race and Culture in Education

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Race and Culture in Education

Semester/Year to be Effective:
Summer/2014

Estimated Frequency of Course Offering:
summers

Indicate if Course will be : Requirement for Major Elective

Lecture Hours:

Lab Hours:

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Identification of problems, issues, and questions related to race, culture, and schooling and an exploration of some of the proposed pedagogical solutions, literary discussions, and varied approaches to addressing diversity in the classroom. Individual perspectives, practices, and pedagogy related to issues of diversity and multicultural education will frame the course. An emphasis will be placed on the education of African Americans in the learning environments and areas of certification in which each class participant is involved.

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: The course has been offered under a Special Topics number for several summers to doctoral students and the students who took it indicated it was highly beneficial and provided much needed guidance in teaching and working with diverse learners. Consequently, to offer the course to graduate students to improve their pedagogical practices and understandings of the cultural relevance of educating diverse learners was not only considered important within the department, but also addresses new state mandates.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies: Currently the newly approved certification of the Curriculum and Instruction doctoral program and the Master's and Specialist degrees in Instructional Technology require 9-12 hours of either content or pedagogical instruction in candidates' areas of certification. This course is one that needs to be put in place to help meet this requirement as well as requirements related to the education of diverse learners.

Other:

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Comments from SOIs:

This class allowed dialogue and discussion about race and culture in schools and the world beyond that are discussed too rarely and remains the elephant in the room. Until these topics are openly discussed and addressed we shall never be able to attend to the underachievement of African American students--much of which I feel is due to the lack of commitment of many educators to meet the needs of these students by providing culturally relevant and differentiated instruction.

The best features of the course included the conversations that occurred between students of different cultural backgrounds in regards to race. Students were presented opportunity upon opportunity for each student to examine their own ideas and thoughts related to race. This is a course that should be offered to every student at Valdosta State University. Of all the courses that I have taken in the doctoral program, this course challenged me in ways that no other course has. Overall excellent course!

Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) In the future, graduation of graduate students in our department is dependent on them meeting the requirement of the state-mandated hours in their field. This course can not only meet that requirement on the program of study, but also provide student work samples to demonstrate to the accrediting agencies that ~~we~~ our students are being prepared to work with diverse learners as well as serve as models to facilitate discussions in schools to better understand the importance of cultural backgrounds when working to educate children who come from backgrounds different from the teacher's.

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

Data Sources:

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

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Results from research projects that are spawned in the course and become the core of dissertations.

Other: Number of students who take the course as an elective.

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

Approvals:		
Dept. Head:	<i>J. I. Pate</i>	Date: 2/6/14
College/Division Exec. Comm.:	<i>D. M. D.</i>	Date: 2/6/14
Dean/Director:	<i>D. M. D.</i>	Date: 2/6/14
Graduate Exec. Comm.: (for graduate course):	<i>J. T. J. M.</i>	Date: 3/3/14
Graduate Dean: (for graduate course):	<i>J. T. J. M.</i>	Date: 3/3/14
Academic Committee:		Date:

Form last updated: January 6, 2010

CIED 7604
Pedagogical Aspects of Race and Culture in Education
3 Semester hours

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

Conceptual Framework: Guiding Principles

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

Required Texts

Delpit, L. (2006). *Other people's children: Cultural conflict in the classroom*. New York, NY: The New Press.

Howard, T. C. (2010). *Why race and culture matter in schools: Closing the achievement gap in America's classrooms*. New York, NY: Teachers College Press.

Pollock, M. (Ed.). (2008). *Everyday Antiracism: Getting real about race in school*. New York, NY: The New Press

Publication Manual of the American Psychological Association (2001). (6th ed.) APA, Washington, D.C.

Additional: Online Readings supplied by instructor; professional literature gathered by students; other readings TBA.

Strongly Recommended

Tillman, L. C. (ed.). (2009). *The Sage Handbook of African American Education*. Thousand Oakes, CA: Sage.

Suggested (Each student will select one or more books or articles in an area of special interest and present the major findings and ideas to the class. The following books are some suggested options).

Banks, J. A., & Banks, C. A. (Eds.). (2004). *Handbook of research on multicultural education*. (2nd ed.). San Francisco, CA: Jossey-Bass.

Borman, K. M., & Baber, M. Y. (1998) *Ethnic diversity in communities and schools*. Stamford, CT: Ablex Publishing Corporation.

Caldwell, L. D. (Ed.) (2009). *The Journal of Negro Education*. (Special issue: Academic success for school-age black males). 78(3), 191-364.

Delpit, L., & Dowdy, J. K. (Eds.). (2002). *The skin that we speak: Thoughts on language and culture in the classroom*. New York, NY: The New Press.

Fairclough, A. (2001). *Teaching equality: Black schools in the age of Jim Crow*. Athens, Georgia: University of Georgia Press.

Fairclough, A. (2007). *A class of their own: Black teachers in the segregated south*. Cambridge, MA: Harvard University Press.

Ferguson, A. A. (2000). *Bad boys: Public schools in the making of black masculinity*. Ann Arbor, Michigan: The University of Michigan Press.

Howard, G. R. (2006). *We can't teach what we don't know: White teachers, multiracial schools*, 2nd edition. New York, New York: Teachers College Press.

Irvine, J. J. (1990). *Black students and school failure: Policies, practices, and prescriptions*. Westport, CT: Greenwood Press.

Ladson-Billings, G. (1994). *The dreamkeepers: Successful teachers of the african american children*. San Francisco, California: Jossey-Bass.

Lareau, A. (2003). *Unequal childhoods: Class, race, and family life*. Berkeley, CA: University of California Press.

- Noguera, P. A. (2008). *The trouble with black boys...And other reflections on race, equity, and the future of public education*. San Francisco, California: Jossey-Bass.
- Parker, L., Deyhle, D., & Villenas, S. (1999). *Race is...race isn't: Critical race theory and qualitative studies in education*. Boulder, CO: Westview Press.
- Peters, W. (1987). *A class divided: Then and now*. New Haven, Connecticut: Yale University Press.
- Pollock, M. (2004). *Colormute: Race talk dilemmas in an American school*. Princeton, New Jersey: Princeton University Press.
- Smedley, A. (1999). *Race in north America: Origin and evolution of a worldview*, 2nd edition. Boulder, CO: Westview Press.
- Wells, A. S., Holme, J. J., Revilla, A. T., & Atanda, A. K. (2009). *Both sides now: The story of school desegregation's graduates*. Berkeley and Los Angeles, CA: University of California Press.
- Wong, P. (Ed.) (1999). *Race, ethnicity, and nationality in the United States*. Boulder, CO: Westview Press.

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 work in WebCT BlazeVIEW will be required. It is your responsibility to use the guidelines on the My BlazeVIEW webpage to have your computer set to facilitate course work in BlazeVIEW. You may need to be able to use Wimba Live Classroom with real-time audio features. Minimally you will need a microphone and headset to make this work. Cameras are optional.

Course Description

Identification of problems, issues, and questions related to race, culture, and schooling and an exploration of some of the proposed pedagogical solutions, literary discussions, and varied approaches to addressing diversity in the classroom. Individual perspectives, practices, and pedagogy related to issues of diversity and multicultural education will frame the course. An emphasis will be placed on the education of African Americans in the learning environments and areas of certification in which each class participant is involved.

College of Education Conceptual Framework Standards (CFS)

- I. CONTENT AND CURRICULUM: Teachers (and in some cases other professional education personnel) demonstrate a strong content knowledge of content area(s) and appropriate for their certification levels.
- II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers (and in some cases other professional education personnel) support the intellectual, social, physical, and personal development of all students.
- III. LEARNING ENVIRONMENTS: Teachers (and in some cases other professional education personnel) create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- IV. ASSESSMENT: Teachers (and in some cases other professional education personnel) understand and use a range of formal and informal assessment strategies to evaluate and ensure

the continuous development of all learners.

V. **PLANNING AND INSTRUCTION:** Teachers (and in some cases other professional education personnel) design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

VI. **PROFESSIONALISM:** Teachers (and in some cases other professional education personnel) recognize, participate in, and contribute to teaching as a profession.

Specific Course Objectives

The students will:

1. Identify challenges to American education posed by increasing diversity among students (II, III, IV, V, VI)
2. Describe issues related to a predominately white teaching force teaching minority students without significant training in teaching diverse students—particularly African American and Hispanic/Latina/o students (I, II, III, IV, V, VI).
3. Articulate the significance of culture for teaching diverse students (II, III, IV, V, VI).
4. Demonstrate the ability to recognize and use culturally sensitive pedagogy and explain its role in educating minority students (particularly African American, Hispanic/Latino/a) in the context in which the class participant works and/or are/is certified (II, III, IV, V, VI).
5. Compare and contrast issues related to the impact of racial identity on teaching and learning among diverse students and teachers in the context in which the class participant works and/or are/is certified (II, III, IV, V, VI).
6. Choose one or more articles and/or book on an approved topic of interest that relates to the class participant's area of certification or the learning environment in which he/she works and present and lead a discussion on it (II, III, IV, V, VI).
7. Develop a 15 or more page paper on a problem and/or a solution related to class focus (II, III, IV, V, VI).
8. Use the computer and the Internet as a resource for conducting research (II, III, IV, V, VI).
9. Use the computer and the Internet as a resource for personal and cohort problem solving, communicating, completing course requirements, and maintaining group cohesiveness (II, III, IV, V, VI).
10. Critically evaluate the research literature related to race, culture, and schooling both in general and specifically in your area of certification or interest (II, III, IV, V, VI).
11. Develop the skills to facilitate discussions about sensitive issues related to race and schooling (III, V).
12. Be able to use wikis to collaborate with others to share information on race, culture, and schooling (I, VI).

The above objectives may be modified to meet the diverse needs and learning goals of the students through negotiation between the instructor and student.

Course Activities / Assignments / Requirements

This class is an advanced research seminar and, as such, requires the active involvement of all class members for both giving direction to the class, accomplishing its objectives and carrying out its activities. There is a foundational body of reading for which we will all be responsible and that will provide the basis for our discussions. That reading will come from our texts and assigned articles. Beyond that, each student is expected to select a particular area or focus related to the study and analysis of race, culture, and schooling and do additional reading and reflection in that area or focus. Students are encouraged to give formative feedback on ways to improve the teaching and learning in this class over the course of the semester. Students are expected to take an active role in defining their own learning. There is considerable flexibility built into the course requirements so that it can meet the needs of diverse learners both in the class and in the learning environments in which you educate or work with others. Students are expected to come to class and participate in online discussion boards, having read carefully, and after having thought deeply, and prepared yourselves to take part in spirited, well-informed discussions on issues, problems, and potential solutions related to race, culture, and schooling and the impact on improving schools and student

achievement.

1. Students are to attend and participate in all class activities. This behavior is expected of all students enrolled in graduate level classes. See attendance policy below.
2. Students are to read and be accountable for all class assignments. Readings are in accordance with the class schedule. Each assignment covers a specified amount of information that may not be covered in class discussions; however, the discussions and texts supplement and complement each other. You are responsible for assigned readings.
3. Students are to complete and submit assignments, or post them to the web, on time. Such assignments may include, but are not limited to, the following:
 - ✓ Research and write a paper (minimum 15 pages) on a problem and/or solution related to race, culture, and schooling. You may work in teams or individually to formulate your focus, develop your questions, and gather your materials. The paper should be written individually unless otherwise negotiated with the instructor. The paper will be prepared according to APA 6th ed.
 - ✓ Formal presentation of research paper: Individually or as a research team conduct a formal presentation of your completed research paper. PowerPoint and other computer-based modes of presentation may be used but are not required. Time will be allotted for a question and answer period following the presentation.
 - ✓ Critique of a book, research articles, or a dissertation related to race, culture, and schooling.
 - ✓ Three or four written critiques of appropriate journal articles are to be submitted during the semester.
 - ✓ Web work: A significant component of the work for this class will be executed via BlazeVIEW, which will include additional discussion and critiques of ideas and articles related to race, culture, and schooling.
4. Students are to demonstrate their understanding of the concepts presented in classes, on the Web, and in the readings through assignments, exercises, reflections, learning logs, and portfolios.
5. Students are to construct a learning portfolio that includes all products created during the class and related reflections on the nature and quality of the learning associate with each.
6. Students are to contribute to the construction of a wiki designed to present and share information related to race, culture, and schooling.

Course Evaluation

1. Formative evaluation: Instructor and peer oral and/or written evaluation of all work done for the class over the course of the semester.
2. Summative evaluation: Student constructed portfolio (100%) containing all the work done by the student during the semester and his/her evaluations of that work. Portfolio should include all components in item 3 above (or as was negotiated with the professor) that were assigned during the semester. Portfolio should also include reflections on the nature and quality of one's learning during the semester and a final reflection that sums up that learning and assigns a numerical value to the quality of that learning (see scale below). Students' final assessment will be combined with that of the instructor to determine final grade.

Grading Scale

Quality is expected in all products and performances.

A = 90 to 100 %

B = 80 to 89 %

C = 70 to 79 %

Attendance Policy

Graduate students are expected to attend all classes. The limited time we have for face-to-face meetings in this class makes attendance mandatory. Missing part or all of such meetings will result in a proportional grade reduction. Given the problem based, interactive, and condensed nature of our face-to-face meetings, it

is not possible to make up learning that was missed.

Flexibility

The intentions are to accomplish objectives specified in the course syllabus. Circumstances may arise, however, that prohibit one from fulfilling this endeavor. Therefore, this syllabus is subject to change. Students will be notified of any change in advance of its occurrence. Additionally, the course can be customized to each student's learning objectives to fit learning needs and goals.

Policy Statement on Plagiarism and Cheating

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

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

The full text of Academic Honesty Policies and Procedures is available 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 and Human Services 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/colleges/education/kinesiology-and-physical-education/forms/concern-form.pdf>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://ww2.valdosta.edu/academic/documents/AcademicDishonesty.pdf>).

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/colleges/education/kinesiology-and-physical-education/forms/concern-form.pdf>). 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://ww2.valdosta.edu/academic/documents/AcademicDishonesty.pdf>). 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

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.

Instructor:

all

Office:
Telephone:
e-mail:
Office Hours:

Students are encouraged to meet with the instructor (individually or in groups) either electronically or face-to-face whenever there is need.

Informational

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FEB 13 2014

REQUEST TO DEACTIVATE A COURSE/PROGRAM

Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission: 2-13-14

Department Initiating Deactivation:
Early Childhood and Special Education

Semester & Year to be Effective:
FA 2104

List of courses (or the program or track) to be deactivated: SEGC 6010, SEGC 6100

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 SEGC 6010 is not part of the M.A.T. Special Education General Curriculum program of study. Students take SEAC 6010. We are eliminating SEGC 6100 and replacing it with SEAC 5030. SEAC 5030 focuses on single subject research design, which candidates are expected to design and implement in SEGC 6200. The program faculty would like candidates in both programs to take SEAC 5030 rather than SEGC 6100, which focused generally on research design but does not prepare them to implement the Impact on Student Learning project. This change also will increase class size, as students from both programs will be taking the same course. Revising Core and Concentration courses to better align with the M.A.T. Adapted Curriculum 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.) SEGC 6010 is not and has never been included in the M.A.T. Special Education General Curriculum program of study. Students take SEAC 6010. Enrollment data supports the change to one research class that can serve both special education programs.

Approvals:	
College/Division Exec. Comm.: <i>[Signature]</i>	Date: 2/13/14
Dept. Head: <i>[Signature]</i>	Date: 2/13/14
Dean/Director: <i>[Signature]</i>	Date: 2/13/14
Graduate Exec. Comm.: (for grad course/program) <i>[Signature]</i>	Date: 3/3/14
Graduate Dean: (for grad course/program) <i>[Signature]</i>	Date: 3/3/14
Academic Committee:	Date:

Form last updated: January 6, 2010

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FEB 13 2014

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST TO DEACTIVATE A COURSE/PROGRAM

Valdosta State University

Date of Submission: 10/1/2013

Department Initiating Deactivation:
Psychology and Counseling

Semester & Year to be Effective:
Summer, 2014

List of courses (or the program or track) to be deactivated: PSYC 7972, 7971

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. SOIs, student, employer, or alumni surveys. Student feedback to make the practicum experience more flexible by providing one practicum course that can be taken for repeated and variable credit from term to term rather than a fixed sequence.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

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Approvals:	
College/Division Exec. Comm.: <i>[Signature]</i>	Date: <i>2/7/14</i>
Dept. Head: <i>Jackson R. [Signature]</i>	Date: <i>1.16.14</i>
Dean/Director: <i>[Signature]</i>	Date: <i>2/16/14</i>
Graduate Exec. Comm.: (for grad course/program) <i>J. T. [Signature]</i>	Date: <i>3/3/14</i>
Graduate Dean: (for grad course/program) <i>J. T. [Signature]</i>	Date: <i>3/3/14</i>
Academic Committee: <i>[Signature]</i>	Date:

Form last updated: January 6, 2010