

# **VALDOSTA STATE UNIVERSITY**

## **ACADEMIC COMMITTEE PACKET**

### **ACADEMIC COMMITTEE**

**MONDAY,  
November 12, 2012**

**2:30 p.m.**

**Rose Room  
UNIVERSITY CENTER**

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

ACADEMIC COMMITTEE  
AGENDA  
November 12, 2012

1. Minutes of the October 1, 2012 meeting. (pages 1-4) approved by email October 5, 2012.
2. **COLLEGE OF ARTS AND SCIENCES**
  - a. Revised course prerequisite CS 2620 (pages 5-7)
  - b. Revised course prerequisite CS 3410 (pages 8-10)
  - c. Revised course prerequisite CS 4340 (pages 11-13)
  - d. Revised course prerequisite CS 4500 (pages 14-16)
  - e. Revised course prerequisite CS 4820 (pages 17-19)
  - f. New course HIST 3220 (pages 20-28)
  - g. New course HIST 5220 (page 28A-36)
  - h. New course HIST 3230 (pages 37-47)
  - i. New course HIST 5230 (pages 48-58)
  - j. New course HIST 3240 (pages 59-68)
  - k. New course HIST 5240 (pages 69-78)
  - l. New course VSU 1101L (pages 79-91)
3. **LIBRARY SCIENCE**
  - a. Revised graduation requirements for the MLIS (pages 92-94)
  - b. Revised degree requirements for the MLIS (pages 95-96)
  - c. Revised degree requirements for the MLIS –Optional Track – Cataloging and Classification (pages 97-98)
  - d. Revised degree requirements for the MLIS – Optional Track - Technology (pages 99-101)
  - e. New course MLIS 7310 (pages 102-109)
  - f. Revised course prerequisites MLIS 7110 (pages 110-112)
  - g. Revised course prerequisites MLIS 7111 (pages 113-115)
  - h. Revised course title, and description MLIS 7300 (pages 116-123)
  - i. Revised course title, and description MLIS 7330 (pages 124-131)
  - j. Revised course title, prerequisites, and description MLIS 7355 (pages 132-139)
  - k. Revised course title, and description MLIS 7360 (pages 140-147)
  - l. Revised course number MLIS 7570 (pages 148-150) Deactivation MLIS 7370
  - m. Revised course prerequisites MLIS 7440 (pages 151-153)
  - n. Deactivation of MLIS 7350 (pages 154-155)
4. **COLLEGE OF THE ARTS**
  - a. Revised Grade Point Average requirement for the BFA in Speech Communication and Mass Media (pages 156-158)
  - b. Revised course title MDIA 4350 (pages 159-161)
  - c. Revised Area F and Senior College Curriculum for the BFA in Speech Communication (pages 162-163)
  - d. Revised course prerequisites for COMM 3800 (pages 164-166)
  - e. Revised course prerequisites for COMM 4400 (pages 167-169)
  - f. Revised course prerequisites for COMM 4440 (pages 170-172)
  - g. Revised senior college curriculum for the BFA in Dance (pages 173-174)
  - h. Deactivation of DANC 3400 and 4000 (pages 175-176)
  - i. Revised senior college curriculum for the BFA in Theatre Arts (pages 177-178)
  - j. Revised requirements for the BFA in Theatre Arts – Musical Theatre Track (pages 179-180)
  - k. Revised requirements for the BFA in Theatre Arts – Performance Track (pages 181-182)
  - l. Revised requirements for the BFA in Theatre Arts – Production Track (pages 183-184)
  - m. New course THEA 1120 (pages 185-189)
  - n. New course THEA 2850 (pages 190-196)
  - o. New course THEA 3745 (pages 197-201)
  - p. Revised course prerequisites THEA 3800 (pages 202-204)
  - q. Revised course prerequisites THEA 3880 (pages 205-207)
  - r. Revised course prerequisites THEA 3890 (pages 208-210)
  - s. Revised course prerequisites THEA 4790 (pages 211-213)
  - t. Revised course prerequisites THEA 4810 (pages 214-216)
5. **COLLEGE OF EDUCATION**
  - a. Revised Area F for the BS in Office Administration and Technology (pages 217-219)
  - b. Revised Area F for the BSED in Workforce Education and Development – Workforce Training and Development Option (pages 220-222)
  - c. Revised admission requirements for the EDD in Adult and Career Education (pages 223-225)
  - d. Revised graduation requirements for the MED in Adult and Career Education (pages 226-228)
  - e. Revised course description and grading mode for ACED 7950 (pages 229-231)
  - f. Revised degree requirements for the EDS in Curriculum and Instruction – Teaching and Learning Exemplary Teaching Track (pages 232-234)
  - g. Revised admission requirements for the EDS in Curriculum and Instruction – Teaching and Learning Exemplary Teaching Track (pages 235-238)
  - h. New course EDET 8001 (pages 239-250)
  - i. New course EDET 8002 (pages 251-262)

- j. New course EDET 8003 (pages 263-274)
- k. Revised Area F for the Bachelor of Science in Exercise Physiology (pages 275-276)
- l. Revised Area F for the BS in Athletic Training (pages 277-278)
- m. Revised senior college curriculum for the BS in Athletic Training (pages 279-280)
- n. New course KSPE 3500 (pages 281-287)
- o. New course KSPE 4442 (pages 288-298)
- p. New course KSPE 4443 (pages 299-309)
- q. Revised degree requirements for the EDS in Coaching Pedagogy in Physical Education (pages 310-311)
- r. Revised credit hours for KSPE 8400 (pages 312-314)
- s. Revised credit hours for KSPE 8900 (pages 315-317)
- t. Reactivation of PSYC 8020 (page 318)

**6. Pending items**

- a. BA in Transatlantic Studies Program – BOR and SACS approval (Dec 10 AC)
- b. Revised course CHEM 1010 – USG General Education Council approval
- c. Inclusion of GEOG 1125 into Area D.1 – BOR approval (DEC 11 AC)
- d. Prospectus - DNP – Doctor of Nursing Practice – BOR approval (SEP12 AC)
- e. Prospectus – BBA in Healthcare Administration – BOR approval (SEP12 AC)
- f. Prospectus – PSM – Professional Science Master's in Chemistry and Biochemistry – BOR approval (SEP12 AC)
- g. Minor – Entrepreneurship – BOR notification (SEP12 AC)
- h. Certificate – Public Administration – Public Management, Human Resources Management, and Non-Profit Management – BOR notification (SEP12 AC)

VALDOSTA STATE UNIVERSITY  
ACADEMIC COMMITTEE MINUTES  
October 1, 2012

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Rose Room on Monday, October 1, 2012. Dr. Sharon Gravett, Assistant Vice President for Academic Affairs, presided.

Members Present: Dr. Melissa Benton, Dr. Vivianne Foyou, Dr. Ray Elson (Proxy for Dr. Nathan Moates), Dr. Dawn Lambeth, Dr. Jimmy Bickerstaff (Proxy for Ms. Catherine Schaeffer), Dr. Jimmy Bickerstaff, Dr. Frank Barnas, Dr. Frank Flaherty, Dr. Kathe Lowney, Dr. Ray Elson, Dr. Nicole Gibson, Dr. Gidget Ryskamp, Dr. Michelle Dykes, Dr. Selen Lauterbach, Dr. Kathe Lowney (Proxy for Dr. Carol Rossiter), and Dr. Frank Flaherty (Proxy for Dr. Colette Drouillard).

Members Absent: Dr. Michael Sanger, Dr. Nathan Moates, Dr. Aubrey Fowler, Dr. Carol Rossiter, and Dr. Colette Drouillard.

Visitors Present: Dr. Paul Riggs, Ms. Teresa Williams, Dr. Don Leech, Dr. James Pate, Dr. Michael Schmidt, Dr. Anita Hufft, Dr. Patti Campbell, Dr. Julie Reffel, Dr. Said Fares, Dr. Peggy Auman, and Dr. Jane Kinney.

The Minutes of the September 10, 2012 meeting were approved by email on September 12. (pages 1-2).

**A. College of Nursing**

1. Revised degree requirements for the MSN – FPMHNP was approved effective Fall Semester 2013 with the effective date changed from Spring to Fall with the total hours required corrected to 47. (pages 3-5).
2. Revised course title, credit hours, and description, Nursing (NURS) 7251, “Advanced Psychopharmacology”, (ADVANCED PSYCHOPHARMACOLOGY – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Spring Semester 2013 with the lecture hours corrected and the prerequisite added to the description. (pages 6-12).
3. New course, Nursing (NURS) 7251L, “Advanced Psychopharmacology Practicum”, (AD PSYCHOPHARMACOLOGY PRACTUM – 1 credit hour, 0 lecture hours, 4 lab hours, and 4 contact hours), was approved effective Spring Semester 2013 with the lecture, lab, and credit hours corrected and the co/prerequisite added to the description. (pages 13-18).
4. New course, Nursing (NURS) 7252, “Family Systems and Group Process for Advanced Psychiatric Mental Health Nursing”, (FAMILY SYSTEMS & GROUP PROCESS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2013 with the prerequisite added to the description and the correction of the spelling of psychiatric in the description. (pages 19-25).
5. New course, Nursing (NURS) 7351, “Advanced Psychiatric Mental Health Nursing for Individuals Across the Lifespan”, (FPMHNP INDIVIDUALS LIFESPAN – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2013 with the prerequisite added to the description. (pages 26-32).
6. New course, Nursing (NURS) 7351L, “Advanced Psychiatric Mental Health Nursing for Individuals Across the Lifespan Practicum”, (FPMHNP INDIVIDUAL PRACTICUM – 3 credit hours, 0 lecture hours, 12 lab hours, and 12 contact hours), was approved effective Spring Semester 2013 with the prerequisite added to the description. (pages 33-36).
7. Deactivation of NURS 7130, 7140, 7251 and 7352 was WITHDRAWN. (page 37).

**B. College of Education**

1. Revised prerequisites, Research (RSCH) 9820, “Qualitative Research Methods”, (QUALITATIVE RESEARCH METHODS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2013. (pages 38-40).
2. Revised prerequisites, Research (RSCH) 9830, “Advanced Qualitative Research Methods”, (ADV QUAL RESEARCH METHODS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2013. (pages 41-43).
3. Revised prerequisites, Research (RSCH) 9840, “Quantitative Research Methods”, (QUANTITATIVE RESEARCH METHODS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester



2013. (pages 44-46).

4. Revised prerequisites, Research (RSCH) 9850, "Advanced Quantitative Research Methods", (ADV QUANT RESEARCH METHODS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2013. (pages 47-49).
5. Revised prerequisites, Research (RSCH) 9870, "Dissertation Topic Conceptualization", (DISSERTATION TOPIC CONCPYLZTN – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2013. (pages 50-52).
6. Reactivation of the EDS in Special Education was approved effective Fall Semester 2013 using the requirements listed on pages 64. (pages 53-57).
7. New admission requirements for the EDS in Special Education were approved effective Spring Semester 2013. (pages 58-61).
8. New catalog narrative for the EDS in Special Education was approved effective Spring Semester 2013. (pages 62-66).  
Page 62 - The opening paragraph was changed to read: The department also offers the Education Specialist program in Special Education for practicing educators who wish to pursue leadership positions as well as those who wish to upgrade their professional skills. The program focuses on information and skills required of professionals in becoming effective leaders and problem solvers within a variety of settings.  
Page 64 – under "Selected Educational Outcomes" #1 replace "appropriate for" with "appropriate to" - #2 ...data- and evidence-based decisions...  
Page 64 – Examples of Outcome Assessments – changed to Examples of Outcomes Assessments  
Page 64 – all numbered items were changed to start with the word "Candidates"  
Page 64 – April 15<sup>th</sup> was added as the summer deadline  
Page 64 – under the degree requirements – "Approved elective 3 hours" was moved and placed between the "Required Specialization Courses" and the "Research Requirements"
9. Revised course title, Special Education (SPEC) 8030, "Leadership in Special Education Programs", (LEADERSHIP IN SPED PROGRAMS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2013. (pages 67-76).
10. Revised course title and description, Special Education (SPEC) 8040, "Using Technology for Professional Development in Special Education", (TECH FOR PROF DEVELOPMENT SPED – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2013. (pages 77-86).
11. Revised course description, Special Education (SPEC) 8110, "Advanced Capstone Experience", (ADV CAPSTONE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2013 with the description changed to – Creation of portfolio demonstrating candidates' knowledge, skills, and dispositions for the Dewar College of Education Conceptual Framework Standards. (pages 87-95).
12. Revised credit hours, Special Education (SPEC) 8999, "Thesis", (THESIS – 1-3 credit hours, 0 lecture hours, 1-3 lab hours, and 1-3 contact hours), was approved effective Spring Semester 2013. (pages 96-105).
13. Revised admission requirements for the MS in Psychology was approved effective Fall Semester 2013. (pages 106-108).  
With the following changes:  
#A - changed to read ...considered for admission, the applicant must submit...  
#A2 – "The student must" changed to "The applicant must"  
#A4 – was changed to read ...describing the applicant's interest in this... post-degree. This written statement must...  
#B – was changed to read ...admission, applicants should submit the three letters of recommendation (A.3) and the written statement (A.4) and meet one of the...

### **C. College of Arts and Sciences**

1. Revised credit hours, Computer Science (CS) 1301, "Principles of Programming I", (PRINCIPLES OF PROGRAMMING I – 4 credit hours, 3 lecture hours, 2 lab hours, and 5 contact hours), was approved effective Fall Semester 2013. (pages 109-111).
2. Revised credit hours, Computer Science (CS) 1302, "Principles of Programming II", (PRINCIPLES OF PROGRAMMING II – 4 credit hours, 3 lecture hours, 2 lab hours, and 5 contact hours), was approved effective Fall

Semester 2013. (pages 112-114).

3. New course, Physics (PHYS) 4300, "Plasma Physics", (PLASMA PHYSICS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2013 with the last sentence of the courses description deleted. (pages 115-121).
4. Revised catalog narrative, admission deadlines, and degree requirements were approved effective Fall Semester 2013 with the narrative changed to read ...Latin America, the Modern Middle East, and the Ancient World. The program... (pages 122-124).
5. New course, History (HIST) 4244, "The Hollywood Indian: Native Americans in Film", (NATIVE AMERICANS IN FILM – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2013 with the description changed to read – The study of the portrayal... film, particularly in terms of... (pages 125-131).
6. Revised course title, and description, History (HIST) 4226, "Colonial South", (COLONIAL SOUTH – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2013. (pages 132-134).
7. Revised course title, and description, History (HIST) 6226, "Colonial South", (COLONIAL SOUTH – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2013. (pages 135-137).
8. Revised course title, History (HIST) 6303, "U. S. Spanish Borderland", (U.S. SPANISH BORDERLANDS – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2013. (pages 138-140).
9. New course, History (HIST) 4305, "History of Mexico", (HISTORY OF MEXICO – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2013 with liberalism, monarchism, federalism and centralism changed from being capitalized to lower case in the description. (pages 141-150).
10. New course, History (HIST) 6305, "History of Mexico", (HISTORY OF MEXICO – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2013 with liberalism, monarchism, federalism and centralism changed from being capitalized to lower case in the description. (pages 151-160).
11. New course, History (HIST) 4306, "History of Central America", (HISTORY OF CENTRAL AMERICA – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2013. (pages 161-168).
12. New course, History (HIST) 6306, "History of Central America", (HISTORY OF CENTRAL AMERICA – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2013. (pages 169-176).
13. New course, History (HIST) 4320, "History of Indigenous Peoples of Latin America", (HIST INDIGENOUS LATIN AMERICA – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2013. (pages 177-191).
14. New course, History (HIST) 6320, "History of Indigenous Peoples of Latin America", (HIST INDIGENOUS LATIN AMERICA – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2013. (pages 192-206).
15. New course, History (HIST) 7104, "Seminars in United States History", (SEM IN UNITED STATES HISTORY – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2013. (pages 207-212).
16. New course, History (HIST) 7303, "Seminars in European History", (SEMINARS IN EUROPEAN HISTORY – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2013. (pages 213-218).
17. New course, History (HIST) 7901, "Seminars in World History", (SEMINARS IN WORLD HISTORY – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2013. (pages 219-230).
18. New course, History (HIST) 7902, "Seminars in World History", (SEMINARS IN WORLD HISTORY – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2013. (pages 231-242).
19. Revised course title, History (HIST) 4303, "U. S. Spanish Borderland", (U.S. SPANISH BORDERLANDS – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2013. (pages 243-245).

Respectfully submitted,

Stanley Jones  
Registrar

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OCT 16 2012

**REQUEST FOR A REVISED COURSE**  
Valdosta State University

**Date of Submission:** 04/23/2012 (mm/dd/yyyy)

<b>Department Initiating Revision:</b> Math/CS	<b>Faculty Member Requesting Revision:</b> David R. Gibson
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**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
CS 2620 Discrete Structures

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

<b>Current:</b>	<b>Requested:</b>
<b>Course Prefix and Number:</b>	<b>Course Prefix and Number:</b>
<b>Credit Hours:</b>	<b>Credit Hours:</b>
<b>Course Title:</b>	<b>Course Title:</b>
<b>Prerequisites:</b> MATH 1261 or MATH 2261, with a grade of "C" or better	<b>Prerequisites:</b> MATH 1112, MATH 1113, MATH 1261 or MATH 2261, with a grade of "C" or better
<b>Co-requisites:</b>	<b>Co-requisites:</b>
<b>Course Description:</b>	<b>Course Description:</b>

<b>Semester/Year to be Effective:</b> Fall 2013	<b>Estimated Frequency of Course Offering:</b> Every Fall and Spring
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**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: Faculty opinion and survey of other accredited CS programs indicate that any of MATH 1112, MATH 1113, MATH 1261 and MATH 2261 is sufficient for prerequisite to CS 2620.

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.)

**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.) Materials collected for ABET accreditation

<b>Approvals:</b>	
Dept. Head: <i>Dreg Hance</i>	Date: <i>10-2-12</i>
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>10/15/12</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>10/15/12</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

OCT 16 2012

**REQUEST FOR A REVISED COURSE**

Valdosta State University

**Date of Submission:** 04/23/2012 (mm/dd/yyyy)

**Department Initiating Revision:**  
Math/CS

**Faculty Member Requesting Revision:**  
David R. Gibson

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
CS 3410 Data Structures

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

**Current:**  
**Course Prefix and Number:**  
**Credit Hours:**  
**Course Title:**  
**Prerequisites:** CS 1302 with a grade of "C" or better.  
**Co-requisites:**  
**Course Description:**

**Requested:**  
**Course Prefix and Number:**  
**Credit Hours:**  
**Course Title:**  
**Prerequisites:** CS 1302 and CS 2620 each with a grade of "C" or better.  
**Co-requisites:**  
**Course Description:**

**Semester/Year to be Effective:**  
Fall 2013

**Estimated Frequency of Course Offering:**  
Every Fall and 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. Include and/or append relevant supporting data.

- Improving student learning outcomes: Faculty opinion and survey of other accredited CS programs indicate that the knowledge in CS 2620 is needed to design and implement data structures in CS 3410.
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other:

**Source of Data to Support Suggested Change:**

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

**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.) Materials collected for ABET accreditation



<b>Approvals:</b>	
Dept. Head: <i>Doug Hamell</i>	Date: <i>10-2-12</i>
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>10/15/12</i>
Dean/Director: <i>Annika Kirkoski</i>	Date: <i>10/15/12</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

OCT 16 2012

Valdosta State University

**Date of Submission:** 04/23/2012 (mm/dd/yyyy)

**Department Initiating Revision:**

Math/CS

**Faculty Member Requesting Revision:**

David R. Gibson

**Current Course Prefix, Title, & Number:**

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

CS 4340 Systems Programming

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

**Current:**

**Course Prefix and Number:**

**Credit Hours:**

**Course Title:**

**Prerequisites:** CS 3300, CS 3335 and CS 3410, each with a grade of "C" or better.

**Co-requisites:**

**Course Description:**

**Requested:**

**Course Prefix and Number:**

**Credit Hours:**

**Course Title:**

**Prerequisites:** CS 3335 and CS 3410, each with a grade of "C" or better.

**Co-requisites:**

**Course Description:**

**Semester/Year to be Effective:**

Fall 2013

**Estimated Frequency of Course Offering:**

Every 2 years

**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: Curriculum has been changed to no longer require CS 3300.

**Source of Data to Support Suggested Change:**

**Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Curriculum has been changed to no longer require CS 3300.

**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.) Materials collected for ABET accreditation

<b>Approvals:</b>	
Dept. Head: <i>Dug Hamer</i>	Date: <i>10-2-12</i>
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>10/15/12</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>10/15/12</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED

### REQUEST FOR A REVISED COURSE

Valdosta State University

OCT 16 2012

Date of Submission: 04/23/2012 (mm/dd/yyyy)

OFFICE OF THE DEAN

Department Initiating Revision:  
Math/CS

Faculty Member Requesting Revision:  
David R. Gibson

Current Course Prefix, Title, & Number:  
(See course description abbreviations in the catalog for approved prefixes)  
CS 4500 Formal Languages and Automata Theory (title in 2011-12 catalog is "Foundations of Computer Science" which was changed in Spring 2012)

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

**Current:**  
**Course Prefix and Number:**  
**Credit Hours:**  
**Course Title:**  
**Prerequisites:** CS 2620 and CS 3410, each with a grade of "C" or better.  
**Co-requisites:**  
**Course Description:**

**Requested:**  
**Course Prefix and Number:**  
**Credit Hours:**  
**Course Title:**  
**Prerequisites:** CS 3410 with a grade of "C" or better.  
**Co-requisites:**  
**Course Description:**

Semester/Year to be Effective:  
Fall 2013

Estimated Frequency of Course Offering:  
Every Fall

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: CS 3410 now requires CS 2620 so explicit statement is not needed for CS 4500.

**Source of Data to Support Suggested Change:**

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. CS 3410 now requires CS 2620 so explicit statement is not needed for CS 4500.
- 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.) Materials collected for ABET accreditation

<b>Approvals:</b>	
Dept. Head: <i>Dreg Hamell</i>	Date: <i>10-2-12</i>
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>10/15/12</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>10/15/12</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

OCT 16 2012

**REQUEST FOR A REVISED COURSE**

Valdosta State University

**Date of Submission:** 04/23/2012 (mm/dd/yyyy)**Department Initiating Revision:**

Math/CS

**Faculty Member Requesting Revision:**

David R. Gibson

**Current Course Prefix, Title, & Number:**

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

CS 4820 Artificial Intelligence

**List Current and Requested Revisions:** (only fill in items needing to be changed)**Current:****Course Prefix and Number:****Credit Hours:****Course Title:****Prerequisites:** CS 2620 and CS 3410, each with a grade of "C" or better.**Co-requisites:****Course Description:****Requested:****Course Prefix and Number:****Credit Hours:****Course Title:****Prerequisites:** CS 3410 with a grade of "C" or better.**Co-requisites:****Course Description:****Semester/Year to be Effective:**

Fall 2013

**Estimated Frequency of Course Offering:**

Every 2 years

**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: CS 3410 now requires CS 2620 so explicit statement is not needed for CS 4820.**Source of Data to Support Suggested Change:** **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. CS 3410 now requires CS 2620 so explicit statement is not needed for CS 4820. **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.) Materials collected for ABET accreditation

<b>Approvals:</b>	
Dept. Head: <i>Doug Hamell</i>	Date: <i>10-2-12</i>
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>10/15/12</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>10/15/12</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

OCT 16 2012

**REQUEST FOR A NEW COURSE**

Valdosta State University

**Date of Submission:** 08/31/12 (mm/dd/yyyy)

**Department Initiating Request:**  
History

**Faculty Member Requesting:**  
Dr. Sebastian Bartos

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
HIST 3220

**Proposed New Course Title:**  
Medieval Civilization

**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
Medieval Civilization

**Semester/Year to be Effective:**  
Fall 2013

**Estimated Frequency of Course Offering:**  
Every other year

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

**Lecture Hours:** 3

**Lab Hours:** 0

**Credit Hours:** 3

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Survey of medieval society, politics, and culture from the disintegration of the Roman Empire to the first currents of the Renaissance and Reformation. The course will emphasize the great diversity of medieval Europe, where varied traditions of government, piety, social relations, intellectual life, and economic systems evolved and collided.

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

Improving student learning outcomes: Students at VSU have never been exposed to upper-level study of medieval Europe. This is a valuable addition to the curriculum for which Dr. Bartos was hired.

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. Students have long mentioned medieval history as a problematic gap in the curriculum.

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.) The B.A. in History program is regularly assessed using an approved assessment plan that includes pre/post tests and evaluation of student research papers.
- Other:

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

<b>Approvals:</b>	
Dept. Head: <i>T. D. Dign...</i>	Date: 9/27/12
College/Division Exec. Comm.: <i>Louise Richards</i>	Date: 10/15/12
Dean/Director: <i>Crosby Richards</i>	Date: 10/15/12
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Valdosta State University  
*College of Arts and Sciences*  
*Department of History*

**History 3220/5220 – Medieval Civilization**

Fall 2013  
T, TH: 3:30-4:45  
West Hall 145

**Dr. Sebastian Bartos**

Office: 111 W Moore Street, Room 1  
Tel: 229-219-3278 (x. 3278 on campus)  
E-mail: [spbartos@valdosta.edu](mailto:spbartos@valdosta.edu)  
Office hours: T, TH: 2:00-3.00 or by appointment

**Course Description:**

Survey of medieval society, politics, and culture from the disintegration of the Roman Empire to the first currents of the Renaissance and Reformation. The course will emphasize the great diversity of medieval Europe, where varied traditions of government, piety, social relations, intellectual life, and economic systems evolved and collided.

**Course Objectives:**

For Departmental Educational Outcomes, see Catalogue, History Department  
<http://www.valdosta.edu/catalog/>

- Students will demonstrate knowledge of historical facts, methodologies and historiography. Assessment: in-class discussions, written assignments and oral presentations as stipulated in the course syllabus [Department Outcomes 1 & 2]
- Students will demonstrate proper use and function of primary and secondary source material. Assessment: written assignments, classroom discussions, research projects [Department Outcomes 1 & 2]
- Students will demonstrate the ability to express themselves in comprehensible, academically proper and formal language. Assessment: classroom discussions, written assignments based on required reading, oral presentations, a research term paper [Department Outcome 3]
- Students will demonstrate the ability to critically analyze reading material and oral instructions and manifest critical historical thinking. Assessment: written essays on assigned readings, classroom discussions, a major research paper [Dept Outcome 4]

## **Reading**

- \* Textbook: Barbara Rosenwein. *A Short History of the Middle Ages*, 2<sup>nd</sup> edition.
- \* Patrick Geary. *Reading in Medieval History*, 4<sup>th</sup> edition.
- \* All additional required reading will be posted on BLAZEVIEW or provided through weblinks on the syllabus.

## **Grading:**

- active participation and attendance – 10%
- in-class oral presentation on term paper – 5%
- ten-page term paper – 20% (due November 29)
- in-class oral presentation on reading – 10%
- map test – 5%
- test – 15%
- mid-term examination – 15%
- final examination – 20%

Graduate Students will be asked to additionally provide a summary of two articles (6 pages), due September 20. The term paper will be a small research project and must be submitted with graduate standards of scholarship and documentation (20 pages). The grade for the first paper draft is Pass/Fail. Failure to submit a first draft carries a 10% penalty for the final paper grade. The grade distribution for graduate students will be as follows:

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- two in-class oral presentations – 10%
- in-class oral presentation on term paper – 5%
- term paper – 25% (due November 29)
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- map test – 5%
- test – 10%
- midterm examination – 10%
- final examination – 15%

## **Term paper general requirements and expectations (graduate and undergraduate students):**

- The suitability of the paper topic needs to be consulted with the instructor before the in-class presentation.
- The in-class oral presentation on the term paper must include a clearly stated subject of the student's research focus and a working thesis. The student is expected to discuss specific sources that are researched for the paper. This would include their

origin and general content. The sources must include at least two primary and two secondary texts in addition to the texts used in class.

- The student must be ready to answer the instructor's and the students' questions pertaining to his/her preliminary research.
- Late submission of the paper carries a penalty of 5% for each additional day of lateness.

**In order to avoid unnecessary disappointments the following should be noted:**

- Students are expected to arrive in a timely manner and remain in the classroom for the duration of the session. Partial attendance will not be counted. Leaving the classroom during the session will result in marking the student absent unless a medical note is presented afterwards or the student has obtained the instructor's permission prior to the session.
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- No more than three absences are allowed for a student who aims to be in good standing in "active participation and attendance."
- Absence on the day a test/exam is given will result in an F (0 points), unless one of the following is presented to the instructor: a proper medical note, a formal note about a family emergency, an official note about participation in a university event as required by an appropriate Valdosta State University department or program, or a formal note about military training. If the student's absence is legitimate, the student will be expected to arrange a "make-up" test with the instructor during the first week after the original date of the test.
- There will be no extra credit opportunities. No scholarship held by a student can serve as an argument to alter or negotiate the final grade for the course. Students will receive a grade based solely upon the criteria as stated above.
- Absence or cheating on the mid-term or the final examination will result in the student's failure of the course.
- Plagiarism on the term paper results in an F grade (0 points) for the paper.
- In the case of an absence from a regular session, the student is not expected to provide an excuse or an explanation. It is, however, the student's responsibility to



obtain notes from classmates. If there is a particularly urgent matter that needs the instructor's immediate attention the student should send the instructor a formal message with an appropriate salutation, his or her full name and the course number.

- No active electronic devices including laptops, cell phones, and iPods are allowed in the classroom. Basic civility is expected and renders such activities as leaving the classroom during the session, arriving late, napping, and chatting with classmates unacceptable. The professor reserves the right to ask students who are disruptive in these and any other manners to leave the classroom.

**Please note that if you are experiencing difficulties related to the course, timely communication with me during office hours is crucial to your eventual success. I will be happy to assist you to improve your performance.**

### **Schedule of Classes and Readings**

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- 08/16 - Rome's Universal Empire and the Rise of Christianity 1  
Rosenwein, 19-49
- 08/20 - **MAP TEST**  
Rome's Universal Empire and the Rise of Christianity 2  
Geary, *Theodosian Code, Tacitus*
- 08/23 - Transformation of the Roman World and the Bishops of Rome  
Geary, *Augustine of Hippo, Gregory the Great*
- 08/27 - The Germanic Kingdoms of the West 1  
Rosenwein, 75-94
- 08/30 - The Germanic Kingdoms of the West 2  
Geary, *Jordanes, Bishop Remigus of Reims and Avitus of Vienne, Gregory of Tours*
- 09/04 – **TEST**  
The East Roman Empire  
Rosenwein, 49-66  
ON-LINE: *Ancient History Sourcebook: Constantine Founds Constantinople*  
<http://www.fordham.edu/halsall/ancient/sozomen-constantinople1.asp>
- 09/06 - Arab Civilization and Islamic Expansion  
Rosenwein, 66-75, 102-110, 138-142
- 09/11 - Charlemagne and the Carolingian Order  
Rosenwein, 111-130  
Geary, *Einhart, Selected Capitularies*
- 09/13 - Rural Society in the West and a Struggle for Peace  
Rosenwein, 143-164  
Geary, *Fulbert of Chartres, Hugh of Lusignan, Liudbrand of Cremona*
- 09/18 - The Byzantine Society: Disaster and Recovery  
Rosenwein, 95-102, 131-138, 167-171
- 09/20 – **ARTICLE SUMMARY DUE (graduate students)**  
Monastic Traditions and Church Reforms

- Rosenwein, 190-206  
 Geary, *Saint Benedict, Bernard of Clairvaux*
- 09/25 - Medieval Concepts of Christian Authority  
 BLAZEVIEW: David Knowles, "Church and State in Christian History," *Journal of Contemporary History* 2, Church and Politics (1967): 3-15
- 09/27 – MIDTERM EXAMINATION**
- 10/02 – Secular and Ecclesiastical Authorities in Latin Christendom  
 Rosenwein, 177-181  
 Geary, *Cluniac Charters, Pope Gregory VII and King Henry IV, the Concordat of Worms*
- 10/04 – Papal Claims to Universal Authority  
 Rosenwein, 239-242, 261-268  
 Geary, *Canons of the Fourth Lateran Council*
- 10/09 – Agricultural Revolution and Economic Expansion  
 Rosenwein, 75-77, 118-119, 171-176, 228-230, 255-261
- 10/11 - The Cultural Revival of the Twelfth Century  
 Rosenwein, 190-192, 224-228, 268-269  
 ON-LINE: *Medieval Sourcebook: Peter Abelard: Historia Calamitatum*  
<http://www.fordham.edu/Halsall/source/abelard-sel.asp> (chapters VI, VIII)
- 10/16 – FALL BREAK**
- 10/18 – Religious Ferment in Christian Society: Saints, Mendicants and Heretics 1  
 BLAZEVIEW: Anne Llewellyn Barstow, "Joan of Arc and Female Mysticism," *Journal of Feminist Studies in Religion*, 1 (1985): 29-42  
 Geary, *St. Francis, Clare of Assisi, Thomas of Cantimpre, Jacques Fournier*
- 10/23 - Religious Ferment in Christian Society: Saints, Mendicants and Heretics 2  
 BLAZEVIEW: John Coakley, "Gender and the Authority of Friars: The Significance of Holy Women for Thirteenth-Century Franciscans and Dominicans," *Church History* 60, (1991): 445-460
- 10/25 - Crusades, Mongols, and the Kingdom of Jerusalem  
 Geary, *Four Accounts (the First Crusade)*  
 Rosenwein, 167-169, 181-184, 207-212, 251-255
- 10/30 - Intellectual Life in Late Medieval West  
 BLAZEVIEW: William J. Courtenay, "Inquiry and Inquisition: Academic Freedom in Medieval Universities," *Church History* 58 (1989): 168-181  
 Geary, *Three Views*
- 11/01 - Administrative Kingship  
 Rosenwein, 153-164, 185-190, 210-223, 261-265  
 Geary, *Magna Carta, Joinville's Life of St. Louis*
- 11/06 – Urban Life and the City-States  
*Medieval Sourcebook: Pope Innocent III: License to Venice to Trade with the Saracens, 1198*  
<http://www.fordham.edu/Halsall/source/1198popevenz.asp>  
*Medieval Sourcebook: John I, King of England: Charter Granted to the Citizens of Cambridge, 1201*  
<http://www.fordham.edu/Halsall/source/1201cambridge.asp>
- 11/08 - The Collapse of Medieval Synthesis and Crises in the West

- Geary, *The Trial of Joan of Arc*  
 Rosenwein, 279-304
- 11/13 – A Struggle for New Christian Leadership  
 Rosenwein, 304-307  
 Geary, *Marsilius of Padua*
- 11/15 - A New Threat from the East: the Ottoman Turks  
 Rosenwein, 185-186, 312-314
- 11/20 – The Renaissance  
 Rosenwein, 273-278, 306-312, 314-317  
 ON-LINE: *Medieval Sourcebook*: Niccolo Machiavelli's *The Prince* (excerpts)  
<http://www.fordham.edu/halsall/source/prince-excerpt.asp>  
 Petrus Paulus Vergerius: The New Education  
<http://www.fordham.edu/Halsall/source/vergerius.asp>  
 Giorgio Vasari's Life of Filippo Brunellesco  
<http://www.fordham.edu/Halsall/basis/vasari/vasari5.htm>
- 11/22 – THANKSGIVING**
- 11/27 - The Early Reformation in Germany and England  
 BLAZEVIEW: G. W. Bernard, "The Making of Religious Policy, 1533-1546:  
 Henry VIII and the Search for the Middle Way," *The Historical Journal* 41  
 (1998): 321-349.  
 ON-LINE: *Medieval Sourcebook*: Martin Luther Address to the Christian  
 Nobility of the German Nation  
<http://history.hanover.edu/texts/luthad.html>  
*Medieval Sourcebook*: The Act of Supremacy  
<http://www.thenagain.info/Classes/Sources/ActSupremacy.html>
- 11/29 – TERM PAPER DUE**  
 The Global Expansion of the West  
 Rosenwein, 317-323
- 12/06 – FINAL EXAMINATION**

RECEIVED

REQUEST FOR A NEW COURSE  
Valdosta State University

OCT 16 2012

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

Date of Submission: 08/31/12 (mm/dd/yyyy)

Department Initiating Request:  
History

Faculty Member Requesting:  
Dr. Sebastian Bartos

Proposed New Course Prefix & Number:  
(See course description abbreviations in the catalog  
for approved prefixes)  
HIST 5220

Proposed New Course Title:  
Medieval Civilization

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

Semester/Year to be Effective:  
Fall 2013

Estimated Frequency of Course Offering:  
Every other year

Indicate if Course will be :  Requirement for Major  Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Survey of medieval society, politics, and culture from the disintegration of the Roman Empire to the first currents of the Renaissance and Reformation. The course will emphasize the great diversity of medieval Europe, where varied traditions of government, piety, social relations, intellectual life, and economic systems evolved and collided.

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

Improving student learning outcomes: Students at VSU have never been exposed to upper-level or graduate study of medieval Europe. This is a valuable addition to the curriculum for which Dr. Bartos was hired.

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. Students have long mentioned medieval history as a problematic gap in the curriculum.

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

RECEIVED

NOV 02 2012

OFFICE OF THE REGISTRAR

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

**Data Sources:**

- Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The M.A. in History program is regularly assessed using an approved assessment plan that includes written and oral comprehensive examinations.
- Other:

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

<b>Approvals:</b>		
Dept. Head:	<i>PTT Nijm</i>	Date: 9/27/12
College/Division Exec. Comm.:	<i>Connie Richards</i>	Date: 10/15/12
Dean/Director:	<i>Connie Richards</i>	Date: 10/15/12
Graduate Exec. Comm.: (for graduate course):	<i>Alf Shull</i>	Date: 11-1-12
Graduate Dean: (for graduate course):	<i>Alf Shull</i>	Date: 11-1-12
Academic Committee:		Date:

Form last updated: January 6, 2010

Valdosta State University  
*College of Arts and Sciences*  
*Department of History*

**History 3220/5220 – Medieval Civilization**

Fall 2013  
T, TH: 3:30-4:45  
West Hall 145

**Dr. Sebastian Bartos**

Office: ~~111 W Moore Street, Room T~~ Ashley Hall!  
Tel: 229-219-3278 (x. 3278 on campus)

E-mail: [spbartos@valdosta.edu](mailto:spbartos@valdosta.edu)

Office hours: T, TH: 2:00-3.00 or by appointment

**Course Description:**

Survey of medieval society, politics, and culture from the disintegration of the Roman Empire to the first currents of the Renaissance and Reformation. The course will emphasize the great diversity of medieval Europe, where varied traditions of government, piety, social relations, intellectual life, and economic systems evolved and collided.

**Course Objectives:**

For Departmental Educational Outcomes, see Catalogue, History Department  
<http://www.valdosta.edu/catalog/>

- Students will demonstrate knowledge of historical facts, methodologies and historiography. Assessment: in-class discussions, written assignments and oral presentations as stipulated in the course syllabus [Department Outcomes 1 & 2]
- Students will demonstrate proper use and function of primary and secondary source material. Assessment: written assignments, classroom discussions, research projects [Department Outcomes 1 & 2]
- Students will demonstrate the ability to express themselves in comprehensible, academically proper and formal language. Assessment: classroom discussions, written assignments based on required reading, oral presentations, a research term paper [Department Outcome 3]
- Students will demonstrate the ability to critically analyze reading material and oral instructions and manifest critical historical thinking. Assessment: written essays on assigned readings, classroom discussions, a major research paper [Dept Outcome 4]

## **Reading**

- \* Textbook: Barbara Rosenwein. *A Short History of the Middle Ages*, 2<sup>nd</sup> edition.
- \* Patrick Geary. *Reading in Medieval History*, 4<sup>th</sup> edition.
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## **Grading:**

- active participation and attendance – 10%
- in-class oral presentation on term paper – 5%
- ten-page term paper – 20% (due November 29)
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- map test – 5%
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Graduate Students will be asked to additionally provide a summary of two articles (6 pages), due September 20. The term paper will be a small research project and must be submitted with graduate standards of scholarship and documentation (20 pages). The grade for the first paper draft is Pass/Fail. Failure to submit a first draft carries a 10% penalty for the final paper grade. The grade distribution for graduate students will be as follows:

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### **Schedule of Classes and Readings**

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Rosenwein, 19-49
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<http://www.fordham.edu/halsall/ancient/sozomen-constantinople1.asp>
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- 09/11 - Charlemagne and the Carolingian Order  
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Rosenwein, 143-164  
Geary, *Fulbert of Chartres, Hugh of Lusignan, Liudbrand of Cremona*
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Rosenwein, 95-102, 131-138, 167-171
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- 09/25 - Medieval Concepts of Christian Authority  
 BLAZEVIEW: David Knowles, "Church and State in Christian History," *Journal of Contemporary History* 2, Church and Politics (1967): 3-15
- 09/27 – **MIDTERM EXAMINATION**
- 10/02 – Secular and Ecclesiastical Authorities in Latin Christendom  
 Rosenwein, 177-181  
 Geary, *Cluniac Charters, Pope Gregory VII and King Henry IV, the Concordat of Worms*
- 10/04 – Papal Claims to Universal Authority  
 Rosenwein, 239-242, 261-268  
 Geary, *Canons of the Fourth Lateran Council*
- 10/09 – Agricultural Revolution and Economic Expansion  
 Rosenwein, 75-77, 118-119, 171-176, 228-230, 255-261
- 10/11 - The Cultural Revival of the Twelfth Century  
 Rosenwein, 190-192, 224-228, 268-269  
 ON-LINE: *Medieval Sourcebook*: Peter Abelard: *Historia Calamitatum*  
<http://www.fordham.edu/Halsall/source/abelard-sel.asp> (chapters VI, VIII)
- 10/16 – **FALL BREAK**
- 10/18 – Religious Ferment in Christian Society: Saints, Mendicants and Heretics 1  
 BLAZEVIEW: Anne Llewellyn Barstow, "Joan of Arc and Female Mysticism," *Journal of Feminist Studies in Religion*, 1 (1985): 29-42  
 Geary, *St. Francis, Clare of Assisi, Thomas of Cantimpre, Jacques Fournier*
- 10/23 - Religious Ferment in Christian Society: Saints, Mendicants and Heretics 2  
 BLAZEVIEW: John Coakley, "Gender and the Authority of Friars: The Significance of Holy Women for Thirteenth-Century Franciscans and Dominicans," *Church History* 60, (1991): 445-460
- 10/25 - Crusades, Mongols, and the Kingdom of Jerusalem  
 Geary, *Four Accounts (the First Crusade)*  
 Rosenwein, 167-169, 181-184, 207-212, 251-255
- 10/30 - Intellectual Life in Late Medieval West  
 BLAZEVIEW: William J. Courtenay, "Inquiry and Inquisition: Academic Freedom in Medieval Universities," *Church History* 58 (1989): 168-181  
 Geary, *Three Views*
- 11/01 - Administrative Kingship  
 Rosenwein, 153-164, 185-190, 210-223, 261-265  
 Geary, *Magna Carta, Joinville's Life of St. Louis*
- 11/06 – Urban Life and the City-States  
*Medieval Sourcebook*: Pope Innocent III: License to Venice to Trade with the Saracens, 1198  
<http://www.fordham.edu/Halsall/source/1198popevenz.asp>  
*Medieval Sourcebook*: John I, King of England: Charter Granted to the Citizens of Cambridge, 1201  
<http://www.fordham.edu/Halsall/source/1201cambridge.asp>
- 11/08 - The Collapse of Medieval Synthesis and Crises in the West

- Geary, *The Trial of Joan of Arc*  
 Rosenwein, 279-304
- 11/13 – A Struggle for New Christian Leadership  
 Rosenwein, 304-307  
 Geary, *Marsilius of Padua*
- 11/15 - A New Threat from the East: the Ottoman Turks  
 Rosenwein, 185-186, 312-314
- 11/20 – The Renaissance  
 Rosenwein, 273-278, 306-312, 314-317  
 ON-LINE: *Medieval Sourcebook*: Niccolo Machiavelli's *The Prince* (excerpts)  
<http://www.fordham.edu/halsall/source/prince-excerpt.asp>  
 Petrus Paulus Vergerius: The New Education  
<http://www.fordham.edu/Halsall/source/vergerius.asp>  
 Giorgio Vasari's Life of Filippo Brunellesco  
<http://www.fordham.edu/Halsall/basis/vasari/vasari5.htm>
- 11/22 – THANKSGIVING**
- 11/27 - The Early Reformation in Germany and England  
 BLAZEVIEW: G. W. Bernard, "The Making of Religious Policy, 1533-1546: Henry VIII and the Search for the Middle Way," *The Historical Journal* 41 (1998): 321-349.  
 ON-LINE: *Medieval Sourcebook*: Martin Luther Address to the Christian Nobility of the German Nation  
<http://history.hanover.edu/texts/luthad.html>  
*Medieval Sourcebook*: The Act of Supremacy  
<http://www.thenagain.info/Classes/Sources/ActSupremacy.html>
- 11/29 – TERM PAPER DUE**  
 The Global Expansion of the West  
 Rosenwein, 317-323
- 12/06 – FINAL EXAMINATION**

**REQUEST FOR A NEW COURSE**  
Valdosta State University

OCT 16 2012

<b>Date of Submission:</b> 08/31/2012 (mm/dd/yyyy)		
<b>Department Initiating Request:</b> History	<b>Faculty Member Requesting:</b> Dr. Sebastian Bartos	
<b>Proposed New Course Prefix &amp; Number:</b> (See course description abbreviations in the catalog for approved prefixes) HIST 3230	<b>Proposed New Course Title:</b> Byzantine Empire and Society  <b>Proposed New Course Title Abbreviation:</b> (For student transcript, limit to 30 character spaces) Byzantine Empire and Society	
<b>Semester/Year to be Effective:</b> Fall 2013	<b>Estimated Frequency of Course Offering:</b> Every other year	
<b>Indicate if Course will be :</b> <input type="checkbox"/> Requirement for Major <input checked="" type="checkbox"/> Elective		
<b>Lecture Hours:</b> 3	<b>Lab Hours:</b> 0	<b>Credit Hours:</b> 3
<b>Proposed Course Description:</b> (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.) Examination of the historical development of imperial Rome's eastern successor between the foundation of Constantinople in 330 and the fall of the city to the Ottoman Turks in 1453. The course will focus on the political, ideological, and cultural features of Byzantine civilization as a synthesis of ancient and medieval models. Key topics will include the legacy of the west, changing social structures, external military pressure, and diverse religious traditions.		
<b>Justification:</b> Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.  <input checked="" type="checkbox"/> Improving student learning outcomes: Coverage of this important aspect of world history will enrich the curriculum. <input type="checkbox"/> Adopting current best practice(s) in field: <input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: <input type="checkbox"/> Other:		
<b>Source of Data to Support Suggested Change:</b>  <input checked="" type="checkbox"/> Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Students have expressed interest in a course on Byzantium. Special topics courses on the topic have been popular. <input type="checkbox"/> Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)		

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

**Data Sources:**

- Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The B.A. in History is regularly evaluated using an approved assessment plan that includes pre/post test and evaluation of student research papers.
- Other:

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

<b>Approvals:</b>	
Dept. Head: <i>PTT Lign</i>	Date: <i>9/27/12</i>
College/Division Exec. Comm.: <i>Lonnie Richards</i>	Date: <i>10/15/12</i>
Dean/Director: <i>Lonnie Richards</i>	Date: <i>10/15/12</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Valdosta State University  
*College of Arts and Sciences*  
*Department of History*

**History 3230/5230 – Byzantine Empire and Society**

Fall 2013  
T, TH: 12:30-1:45  
West Hall 145

**Dr. Sebastian Bartos**

Office: 111 W Moore Street, Room 1  
Tel: 229-219-3278 (x. 3278 on campus)  
E-mail: [spbartos@valdosta.edu](mailto:spbartos@valdosta.edu)  
Office hours: T, TH: 2:00-3:00 or by appointment

**Course Description:**

Examination of the historical development of imperial Rome's eastern successor between the foundations of Constantinople in 330 and the fall of the city to the Ottoman Turks in 1453. The course will focus on the political, ideological, and cultural features of Byzantine civilization as a synthesis of ancient and medieval models. Key topics will include the legacy of the west, changing social structures, external military pressure, and diverse religious traditions.

**Course Objectives:**

- Students will demonstrate knowledge of historical facts, methodologies and historiography. Assessment: in-class discussions, written assignments and oral presentations as stipulated in the course syllabus [Department Outcomes 1 & 2]
- Students will demonstrate proper use and function of primary and secondary source material. Assessment: written assignments, classroom discussions, research projects [Department Outcomes 1 & 2]
- Students will demonstrate the ability to express themselves in comprehensible, academically proper and formal language. Assessment: classroom discussions, written assignments based on required reading, oral presentations, a research term paper [Department Outcome 3]
- Students will demonstrate the ability to critically analyze reading material and oral instructions and manifest critical historical thinking. Assessment: written essays on assigned readings, classroom discussions, a major research paper [Dept. Outcome 4]



## **Reading**

- \* Textbook: Timothy Gregory. *A History of Byzantium* (Blackwell, 2010), 2nd edition
- \* All additional required reading will be posted on BLAZEVIEW or provided through weblinks on the syllabus.

## **Grading:**

- active participation and attendance – 10%
- in-class oral presentation on term paper – 5%
- ten-page term paper – 20%
- in-class oral presentation on reading – 10%
- map test – 5%
- test – 15%
- midterm examination – 15%
- final examination – 20%

Graduate Students will be asked to additionally provide a summary of two articles (6 pages), due September 20. The term paper will be a small research project and must be submitted with graduate standards of scholarship and documentation (20 pages). The grade for the first paper draft is Pass/Fail. Failure to submit a first draft carries a 10% penalty for the final paper grade. The grade distribution for graduate students will be as follows:

- active participation and attendance – 10%
- two in-class oral presentations on reading – 10%
- in-class oral presentation on term paper – 5%
- term paper – 25%
- articles/chapters summary – 10%
- map test – 5%
- test – 10%
- mid-term examination – 10%
- final examination – 15%

## **Term paper general requirements and expectations (graduate and undergraduate students):**

- The suitability of the paper topic needs to be consulted with the instructor before the in-class presentation and the submission of the first draft.
- The in-class oral presentation on the term paper must include a clearly stated subject of the student's research focus and a working thesis. The student is expected to discuss specific sources that are researched for the paper. This would include their origin and general content. Paper sources must include at least two primary and two secondary texts in addition to the texts used in class.

- The student must be ready to answer the instructor's and the students' questions pertaining to his/her preliminary research.
- Late submission of the paper carries a penalty of 5% for each additional day of lateness.

**In order to avoid unnecessary disappointments the following should be noted:**

- Students are expected to arrive in a timely manner and remain in the classroom for the duration of the session. Partial attendance will not be counted. Leaving the classroom during the session will result in marking the student absent unless a medical note is presented afterwards or the student has obtained the instructor's permission prior to the session.
- There is no special review session in this course, although students are encouraged to ask the instructor to clarify material from a prior session in the beginning of each class meeting. Students are expected to work systematically throughout the entire semester.
- The grade for "active participation and attendance" is based on the student's general attentiveness and meaningful participation and thus related to the level of preparedness for each class and frequency of attendance.
- No more than three absences are allowed for a student who aims to be in good standing in "active participation and attendance."
- Absence on the day a test/exam is given will result in an F (0 points), unless one of the following is presented to the instructor: a proper medical note, a formal note about a family emergency, an official note about participation in a university event as required by an appropriate Valdosta State University department or program, or a formal note about military training. If the student's absence is legitimate, the student will be expected to arrange a "make-up" test with the instructor during the first week after the original date of the test.
- There will be no extra credit opportunities. No scholarship held by a student can serve as an argument to alter or negotiate the final grade for the course. Students will receive a grade based solely upon the criteria as stated above.
- Absence or cheating on the mid-term or the final examination will result in the student's failure of the course.
- Plagiarism on the term paper results in an F grade (0 points) for the paper.
- In the case of an absence from a regular session, the student is not expected to provide an excuse or an explanation. It is, however, the student's responsibility to obtain notes from classmates. If there is a particularly urgent matter that needs the instructor's immediate attention the student should send the instructor a formal message with an appropriate salutation, his or her full name and the course number.
- No active electronic devices including laptops, cell phones, and iPods are allowed in the classroom. Basic civility is expected and renders such activities as leaving the classroom during the session, arriving late, napping, and chatting with classmates unacceptable. The professor reserves the right to ask students who are disruptive in these and any other manners to leave the classroom.

**Please note that if you are experiencing difficulties related to the course, timely communication with me during office hours is crucial to your eventual success. I will be happy to assist you to improve your performance.**

### **Schedule of Classes and Readings**

8/14

Introduction

8/16

THE BYZANTINE MACROCOSM

\* BLAZEVIEW: Judith Herrin, *Byzantium: The Surprising Life of a Medieval Empire* (Princeton, 2007), 22-32

\* BLAZEVIEW: George Ostrogorsky, "The Byzantine Emperor and the Hierarchical World Order," *The Slavonic and East European Review* 35 (1956): 1-14

8/21

**MAP TEST**

THE BYZANTINE EMPIRE: GEOGRAPHY AND HISTORIOGRAPHY

\* Gregory, 1-20

8/23

THE LATE ROMAN EMPIRE IN THE EAST

\* Gregory, 36-48

8/28

THE AGE OF CONSTANTINE AND CHRISTIANIZATION OF THE STATE 1

\* Gregory, 49-54

8/30

THE AGE OF CONSTANTINE AND CHRISTIANIZATION OF THE STATE 2

\* Gregory, 55-71

9/4

**TEST**

BUILDING A NEW ROME

\* BLAZEVIEW: Herrin, 3-21

\* ON-LINE: *Medieval Sourcebook*: Procopius: De Aedificis

<http://www.fordham.edu/halsall/source/procop-deaed1.asp>

9/6

DEFENDING THE EMPIRE AGAINST PAGANISM AND BARBARIANS

\* Gregory, 76-100

\* BLAZEVIEW: W. H. C. Frend, "The Monks and the Survival of the East Roman Empire in the Fifth Century," *Past & Present* 54 (1972): 3-24

9/11

DEFINING THE FAITH AND CONSTRUCTING THE IMPERIAL CHURCH

\* Gregory, 103-114, 119-127

\* Herrin, 33-49

9/13

BYZANTINE LEGAL TRADITION

\* BLAZEVIEW: Herrin, 70-79

\* ON-LINE: *Medieval Sourcebook*: The Institutes, 535 CE, Book I, I-III

<http://www.fordham.edu/halsall/basis/535institutes.asp>

9/18

JUSTINIAN'S RENOVATION OF THE EMPIRE I

\* Gregory, 129-157 (no primary sources in *Boxes*)

\* ON-LINE: *Medieval Sourcebook*: Justinian, Novel 137, *Regulating Church Ritual*

<http://www.fordham.edu/Halsall/source/justinian-nov137.asp>

\* ON-LINE: *Medieval Sourcebook*: Procopius: Secret History, extracts

<http://www.fordham.edu/halsall/source/procop-anec1.asp>

9/20

**ARTICLE SUMMARY DUE (graduate students)**

"THE DARK AGES"

\* Gregory, 160-172

BLAZEVIEW: Peter Charanis, "Cultural Diversity and the Breakdown of Byzantine Power in Asia Minor," *Dumbarton Oaks Papers* 29 (1975), 1-20.

9/25

THE EAST BETWEEN BYZANTIUM AND PERSIA

\* Gregory, 172-176

\* ON-LINE: *Medieval Sourcebook*: Antiochus Strategos: The Sack of Jerusalem (614)

<http://www.fordham.edu/halsall/source/strategos1.html>

\* BLAZEVIEW: Suzanne Spain Alexander, "Heraclius, Byzantine Imperial Ideology, and the David Plates," *Speculum* 52 (1977): 217-237.

9/27

**MIDTERM EXAMINATION**

10/2

ISLAM AND THE BYZANTINE EMPIRE

\* Gregory, 176-195

\* BLAZEVIEW: John Meyendorff, "Byzantine Views of Islam," *Dumbarton Oaks Papers*, 18 (1964): 113-132

\* BLAZEVIEW: Walter Emil Kaegi, Jr. "Initial Byzantine Reactions to the Arab Conquest," *Church History* 38 (1969): 139-149.

10/4

## EASTERN CHRISTIAN PRACTICES AND THE CULT OF SAINTS

\* BLAZEVIEW: George T. Dennis, "Death in Byzantium," *Dumbarton Oaks Papers* 55 (2001): 1-7

\* BLAZEVIEW: Annemarie Weyl Carr, "Icons and the Object of Pilgrimage in Middle Byzantine Constantinople," *Dumbarton Oaks Papers* 56 (2002): 75-92.

\* Medieval Sourcebook: *Evagrius*, "St. Simeon Stylites"

<http://www.fordham.edu/halsall/source/evagrius-simeon.asp>

10/09

### ICONOCLASM

\* Gregory, 204-206

\* BLAZEVIEW: Herrin, 98-118

\* ON-LINE: *Medieval Sourcebook*: The Decree of the Holy, Great Ecumenical Synod, the Second of Nicaea

<http://www.fordham.edu/halsall/source/nicea2-dec.asp>

\* ON-LINE: *Medieval Sourcebook*: John of Damascus: In Defense of Icons, c. 730

<http://www.fordham.edu/Halsall/source/johndam-icons.asp>

10/11

### THE RISE OF THE MACEDONIAN DYNASTY

\* Gregory, 242-263

\* ON-LINE: *Medieval Sourcebook*: An Arab Ambassador in Constantinople

<http://www.fordham.edu/halsall/source/byz-arabambas.asp>

10/16

### FALL BREAK

10/18

### THE APEX OF BYZANTINE POWER DURING THE MACEDONIAN PERIOD

\* Gregory, 265-288

\* BLAZEVIEW: G. Ostrogorsky, "Byzantium and the South Slavs," *The Slavonic and East European Review* 42 (1963): 1-14

10/23

### THE IMPERIAL COURT

\* BLAZEVIEW: Herrin, 170-191

\* ON-LINE: Constantine VII Porphyrogenitus, *De Cerimoniis Aulae Byzantinae*

<http://www.fordham.edu/halsall/source/procop-deaed1.asp>

10/25

### FIRST PAPER DRAFT DUE (graduate students)

#### FAMILY, PIETY, AND MARRIAGE IN BYZANTIUM

\* BLAZEVIEW: Alice-Mary Talbot, "The Byzantine Family and the Monastery," *Dumbarton Oaks Papers* 44 (1990): 119-129

\* BLAZEVIEW: John Meyendorff, "Christian Marriage in Byzantium: The Canonical and Liturgical Tradition," *Dumbarton Oaks Papers* 44 (1990): 99-107

10/30

GENDER AND IMPERIAL POWER

\* BLAZEVIEW: Judith Herrin, "The Imperial Feminine in Byzantium," *Past & Present* 169 (2000): 3-35

11/01

BYZANTINE ECONOMY AND RELATIONS WITH VENICE

\* BLAZEVIEW: Herrin, 148-159, 203-211

ON-LINE: *Medieval Sourcebook*: The Great Fair at Thessalonica

<http://www.fordham.edu/halsall/source/thess-fair.html>

11/06

THE COMNENI, ISLAM AND THE LATIN KINGDOM OF JERUSALEM

\* Gregory, 290-311

\* BLAZEVIEW: Nadia Maria El-Cheikh, "Byzantium through the Islamic Prism from the Twelfth to the Thirteenth Century" in *The Crusades from the Perspective of Byzantium and the Muslim World* (Washington, DC- Dumbarton Oaks Research Library and Collection, 2001), 53-69.

11/08

THE EMPIRE AND THE WORLD BEYOND IN A PRINCESS' EYES: ANNA COMNENA'S *ALEXIAD*

\* BLAZEVIEW: Herrin, 232-241

\* ON-LINE: *Medieval Sourcebook*: The Alexiad: Book III

<http://www.fordham.edu/halsall/basis/AnnaComnena-Alexiad03.asp>

\* *Medieval Sourcebook*: The Alexiad: Book VI, ix-xiv

<http://www.fordham.edu/halsall/basis/AnnaComnena-Alexiad06.asp>

*Medieval Sourcebook*: The Alexiad: Book X, v-xi

<http://www.fordham.edu/halsall/basis/AnnaComnena-Alexiad10.asp>

11/13

THE FOURTH CRUSADE AND THE DESTRUCTION OF THE ROMAN EMPIRE IN THE EAST

\* Gregory, 311-337

\* ON-LINE: *Medieval Sourcebook*: Geoffrey de Villehardouin: Memoirs or Chronicle of The Fourth Crusade and The Conquest of Constantinople, 31-37

<http://www.fordham.edu/halsall/basis/villehardouin.asp>

11/15

THE LATIN IN CONSTANTINOPLE AND A REVIVAL OF BYZANTINE IMPERIAL AUTHORITY

\* Gregory, 330-346

\* BLAZEVIEW: Alice-Mary Talbot, "The Restoration of Constantinople under Michael VIII," *Dumbarton Oaks Papers* 47 (1993): 243-261

11/20

THE TWILIGHT OF BYZANTIUM

Gregory, 347-368

BLAZEVIEW: Deno Geanakoplos, "Michael VIII Palaeologus and the Union of Lyons (1274)," *The Harvard Theological Review* 46 (1953), 79-89.

11/22

**THANKSGIVING**

11/27

**THE FALL OF CONSTANTINOPLE**

\* Gregory, 368-384, 388-400

11/29

**TERM PAPER DUE**

**BYZANTINE HERITAGE AND SUCCESSOR STATES**

\* Gregory, 401-420

\* BLAZEVIEW: Halil Inalcik, "The Policy of Mehmed II toward the Greek Population of Istanbul and the Byzantine Buildings of the City," *Dumbarton Oaks Papers* 23/24 (1969/1970): 229-249

12/6

**FINAL EXAMINATION**

**REQUEST FOR A NEW COURSE**

Valdosta State University

**RECEIVED**

OCT 16 2012

**Date of Submission:** 08/31/2012 (mm/dd/yyyy)

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**Department Initiating Request:**

History

**Faculty Member Requesting:**

Dr. Sebastian Bartos

**Proposed New Course Prefix & Number:**

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

HIST 5230

**Proposed New Course Title:**

Byzantine Empire and Society

**Proposed New Course Title Abbreviation:**

(For student transcript, limit to 30 character spaces)

Byzantine Empire and Society

**Semester/Year to be Effective:**

Fall 2013

**Estimated Frequency of Course Offering:**

Every other year

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

**Lecture Hours:** 3

**Lab Hours:** 0

**Credit Hours:** 3

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Examination of the historical development of imperial Rome's eastern successor between the foundation of Constantinople in 330 and the fall of the city to the Ottoman Turks in 1453. The course will focus on the political, ideological, and cultural features of Byzantine civilization as a synthesis of ancient and medieval models. Key topics will include the legacy of the west, changing social structures, external military pressure, and diverse religious traditions.

**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: Coverage of this important aspect of world history will enrich the curriculum.

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. Students have expressed interest in a course on Byzantium. Special topics courses on the topic have been popular.

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.) The M.A. in History is regularly evaluated using an approved assessment plan that includes written and oral comprehensive examinations.
- Other:

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

<b>Approvals:</b>	
Dept. Head: <i>T. T. T. T. T.</i>	Date: 9/27/12
College/Division Exec. Comm.: <i>Lonnie Richards</i>	Date: 10/15/12
Dean/Director: <i>Lonnie Richards</i>	Date: 10/15/12
Graduate Exec. Comm.: (for graduate course): <i>[Signature]</i>	Date: 11-1-12
Graduate Dean: (for graduate course): <i>[Signature]</i>	Date: 11-1-12
Academic Committee:	Date:

Form last updated: January 6, 2010

Valdosta State University  
*College of Arts and Sciences*  
*Department of History*

**History 3230/5230 – Byzantine Empire and Society**

Fall 2013

T, TH: 12:30-1:45

West Hall 145

**Dr. Sebastian Bartos**

Office: 111 W Moore Street, Room 1

*Ashley Hall*

Tel: 229-219-3278 (x. 3278 on campus)

E-mail: [spbartos@valdosta.edu](mailto:spbartos@valdosta.edu)

Office hours: T, TH: 2:00-3:00 or by appointment

**Course Description:**

Examination of the historical development of imperial Rome's eastern successor between the foundations of Constantinople in 330 and the fall of the city to the Ottoman Turks in 1453. The course will focus on the political, ideological, and cultural features of Byzantine civilization as a synthesis of ancient and medieval models. Key topics will include the legacy of the west, changing social structures, external military pressure, and diverse religious traditions.

**Course Objectives:**

- Students will demonstrate knowledge of historical facts, methodologies and historiography. Assessment: in-class discussions, written assignments and oral presentations as stipulated in the course syllabus [Department Outcomes 1 & 2]
- Students will demonstrate proper use and function of primary and secondary source material. Assessment: written assignments, classroom discussions, research projects [Department Outcomes 1 & 2]
- Students will demonstrate the ability to express themselves in comprehensible, academically proper and formal language. Assessment: classroom discussions, written assignments based on required reading, oral presentations, a research term paper [Department Outcome 3]
- Students will demonstrate the ability to critically analyze reading material and oral instructions and manifest critical historical thinking. Assessment: written essays on assigned readings, classroom discussions, a major research paper [Dept. Outcome 4]

## **Reading**

\* Textbook: Timothy Gregory. *A History of Byzantium* (Blackwell, 2010), 2nd edition

\* All additional required reading will be posted on BLAZEVIEW or provided through weblinks on the syllabus.

## **Grading:**

- active participation and attendance – 10%
- in-class oral presentation on term paper – 5%
- ten-page term paper – 20%
- in-class oral presentation on reading – 10%
- map test – 5%
- test – 15%
- midterm examination – 15%
- final examination – 20%

Graduate Students will be asked to additionally provide a summary of two articles (6 pages), due September 20. The term paper will be a small research project and must be submitted with graduate standards of scholarship and documentation (20 pages). The grade for the first paper draft is Pass/Fail. Failure to submit a first draft carries a 10% penalty for the final paper grade. The grade distribution for graduate students will be as follows:

- active participation and attendance – 10%
- two in-class oral presentations on reading – 10%
- in-class oral presentation on term paper – 5%
- term paper – 25%
- articles/chapters summary – 10%
- map test – 5%
- test – 10%
- mid-term examination – 10%
- final examination – 15%

## **Term paper general requirements and expectations (graduate and undergraduate students):**

- The suitability of the paper topic needs to be consulted with the instructor before the in-class presentation and the submission of the first draft.
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**In order to avoid unnecessary disappointments the following should be noted:**

- Students are expected to arrive in a timely manner and remain in the classroom for the duration of the session. Partial attendance will not be counted. Leaving the classroom during the session will result in marking the student absent unless a medical note is presented afterwards or the student has obtained the instructor's permission prior to the session.
- There is no special review session in this course, although students are encouraged to ask the instructor to clarify material from a prior session in the beginning of each class meeting. Students are expected to work systematically throughout the entire semester.
- The grade for "active participation and attendance" is based on the student's general attentiveness and meaningful participation and thus related to the level of preparedness for each class and frequency of attendance.
- No more than three absences are allowed for a student who aims to be in good standing in "active participation and attendance."
- Absence on the day a test/exam is given will result in an F (0 points), unless one of the following is presented to the instructor: a proper medical note, a formal note about a family emergency, an official note about participation in a university event as required by an appropriate Valdosta State University department or program, or a formal note about military training. If the student's absence is legitimate, the student will be expected to arrange a "make-up" test with the instructor during the first week after the original date of the test.
- There will be no extra credit opportunities. No scholarship held by a student can serve as an argument to alter or negotiate the final grade for the course. Students will receive a grade based solely upon the criteria as stated above.
- Absence or cheating on the mid-term or the final examination will result in the student's failure of the course.
- Plagiarism on the term paper results in an F grade (0 points) for the paper.
- In the case of an absence from a regular session, the student is not expected to provide an excuse or an explanation. It is, however, the student's responsibility to obtain notes from classmates. If there is a particularly urgent matter that needs the instructor's immediate attention the student should send the instructor a formal message with an appropriate salutation, his or her full name and the course number.
- No active electronic devices including laptops, cell phones, and iPods are allowed in the classroom. Basic civility is expected and renders such activities as leaving the classroom during the session, arriving late, napping, and chatting with classmates unacceptable. The professor reserves the right to ask students who are disruptive in these and any other manners to leave the classroom.

**Please note that if you are experiencing difficulties related to the course, timely communication with me during office hours is crucial to your eventual success. I will be happy to assist you to improve your performance.**

### **Schedule of Classes and Readings**

8/14

Introduction

8/16

THE BYZANTINE MACROCOSM

\* BLAZEVIEW: Judith Herrin, *Byzantium: The Surprising Life of a Medieval Empire* (Princeton, 2007), 22-32

\* BLAZEVIEW: George Ostrogorsky, "The Byzantine Emperor and the Hierarchical World Order," *The Slavonic and East European Review* 35 (1956): 1-14

8/21

MAP TEST

THE BYZANTINE EMPIRE: GEOGRAPHY AND HISTORIOGRAPHY

\* Gregory, 1-20

8/23

THE LATE ROMAN EMPIRE IN THE EAST

\* Gregory, 36-48

8/28

THE AGE OF CONSTANTINE AND CHRISTIANIZATION OF THE STATE 1

\* Gregory, 49-54

8/30

THE AGE OF CONSTANTINE AND CHRISTIANIZATION OF THE STATE 2

\* Gregory, 55-71

9/4

TEST

BUILDING A NEW ROME

\* BLAZEVIEW: Herrin, 3-21

\* ON-LINE: *Medieval Sourcebook*: Procopius: De Aedificis

<http://www.fordham.edu/halsall/source/procop-deaed1.asp>

9/6

DEFENDING THE EMPIRE AGAINST PAGANISM AND BARBARIANS

\* Gregory, 76-100

\* BLAZEVIEW: W. H. C. Frend, "The Monks and the Survival of the East Roman Empire in the Fifth Century," *Past & Present* 54 (1972): 3-24

9/11

DEFINING THE FAITH AND CONSTRUCTING THE IMPERIAL CHURCH

\* Gregory, 103-114, 119-127

\* Herrin, 33-49

9/13

BYZANTINE LEGAL TRADITION

\* BLAZEVIEW: Herrin, 70-79

\* ON-LINE: *Medieval Sourcebook*: The Institutes, 535 CE, Book I, I-III

<http://www.fordham.edu/halsall/basis/535institutes.asp>

9/18

JUSTINIAN'S RENOVATION OF THE EMPIRE I

\* Gregory, 129-157 (no primary sources in *Boxes*)

\* ON-LINE: *Medieval Sourcebook*: Justinian, Novel 137, *Regulating Church Ritual*

<http://www.fordham.edu/Halsall/source/justinian-nov137.asp>

\* ON-LINE: *Medieval Sourcebook*: Procopius: Secret History, extracts

<http://www.fordham.edu/halsall/source/procop-anecl.asp>

9/20

ARTICLE SUMMARY DUE (graduate students)

"THE DARK AGES"

\* Gregory, 160-172

BLAZEVIEW: Peter Charanis, "Cultural Diversity and the Breakdown of Byzantine Power in Asia Minor," *Dumbarton Oaks Papers* 29 (1975), 1-20.

9/25

THE EAST BETWEEN BYZANTIUM AND PERSIA

\* Gregory, 172-176

\* ON-LINE: *Medieval Sourcebook*: Antiochus Strategos: The Sack of Jerusalem (614)

<http://www.fordham.edu/halsall/source/strategos1.html>

\* BLAZEVIEW: Suzanne Spain Alexander, "Heraclius, Byzantine Imperial Ideology, and the David Plates," *Speculum* 52 (1977): 217-237.

9/27

MIDTERM EXAMINATION

10/2

ISLAM AND THE BYZANTINE EMPIRE

\* Gregory, 176-195

\* BLAZEVIEW: John Meyendorff, "Byzantine Views of Islam," *Dumbarton Oaks Papers*, 18 (1964): 113-132

\* BLAZEVIEW: Walter Emil Kaegi, Jr. "Initial Byzantine Reactions to the Arab Conquest," *Church History* 38 (1969): 139-149.

10/4

## EASTERN CHRISTIAN PRACTICES AND THE CULT OF SAINTS

\* BLAZEVIEW: George T. Dennis, "Death in Byzantium," *Dumbarton Oaks Papers* 55 (2001): 1-7

\* BLAZEVIEW: Annemarie Weyl Carr, "Icons and the Object of Pilgrimage in Middle Byzantine Constantinople," *Dumbarton Oaks Papers* 56 (2002): 75-92.

\* Medieval Sourcebook: *Evagrius*, "St. Simeon Stylites"

<http://www.fordham.edu/halsall/source/evagrius-simeon.asp>

10/09

### ICONOCLASM

\* Gregory, 204-206

\* BLAZEVIEW: Herrin, 98-118

\* ON-LINE: *Medieval Sourcebook*: The Decree of the Holy, Great Ecumenical Synod, the Second of Nicaea

<http://www.fordham.edu/halsall/source/nicea2-dec.asp>

\* ON-LINE: *Medieval Sourcebook*: John of Damascus: In Defense of Icons, c. 730

<http://www.fordham.edu/Halsall/source/johndam-icons.asp>

10/11

### THE RISE OF THE MACEDONIAN DYNASTY

\* Gregory, 242-263

\* ON-LINE: *Medieval Sourcebook*: An Arab Ambassador in Constantinople

<http://www.fordham.edu/halsall/source/byz-arabambas.asp>

10/16

### FALL BREAK

10/18

### THE APEX OF BYZANTINE POWER DURING THE MACEDONIAN PERIOD

\* Gregory, 265-288

\* BLAZEVIEW: G. Ostrogorsky, "Byzantium and the South Slavs," *The Slavonic and East European Review* 42 (1963): 1-14

10/23

### THE IMPERIAL COURT

\* BLAZEVIEW: Herrin, 170-191

\* ON-LINE: Constantine VII Porphyrogenitus, *De Cerimoniis Aulae Byzantinae*

<http://www.fordham.edu/halsall/source/procop-deaed1.asp>

10/25

### FIRST PAPER DRAFT DUE (graduate students)

#### FAMILY, PIETY, AND MARRIAGE IN BYZANTIUM

\* BLAZEVIEW: Alice-Mary Talbot, "The Byzantine Family and the Monastery," *Dumbarton Oaks Papers* 44 (1990): 119-129

\* BLAZEVIEW: John Meyendorff, "Christian Marriage in Byzantium: The Canonical and Liturgical Tradition," *Dumbarton Oaks Papers* 44 (1990): 99-107



10/30

GENDER AND IMPERIAL POWER

\* BLAZEVIEW: Judith Herrin, "The Imperial Feminine in Byzantium," *Past & Present* 169 (2000): 3-35

11/01

BYZANTINE ECONOMY AND RELATIONS WITH VENICE

\* BLAZEVIEW: Herrin, 148-159, 203-211

ON-LINE: *Medieval Sourcebook*: The Great Fair at Thessalonica

<http://www.fordham.edu/halsall/source/thess-fair.html>

11/06

THE COMNENI, ISLAM AND THE LATIN KINGDOM OF JERUSALEM

\* Gregory, 290-311

\* BLAZEVIEW: Nadia Maria El-Cheikh, "Byzantium through the Islamic Prism from the Twelfth to the Thirteenth Century" in *The Crusades from the Perspective of Byzantium and the Muslim World* (Washington, DC- Dumbarton Oaks Research Library and Collection, 2001), 53-69.

11/08

THE EMPIRE AND THE WORLD BEYOND IN A PRINCESS' EYES: ANNA COMNENA'S *ALEXIAD*

\* BLAZEVIEW: Herrin, 232-241

\* ON-LINE: *Medieval Sourcebook*: The Alexiad: Book III

<http://www.fordham.edu/halsall/basis/AnnaComnena-Alexiad03.asp>

\* *Medieval Sourcebook*: The Alexiad: Book VI, ix-xiv

<http://www.fordham.edu/halsall/basis/AnnaComnena-Alexiad06.asp>

*Medieval Sourcebook*: The Alexiad: Book X, v-xi

<http://www.fordham.edu/halsall/basis/AnnaComnena-Alexiad10.asp>

11/13

THE FOURTH CRUSADE AND THE DESTRUCTION OF THE ROMAN EMPIRE IN THE EAST

\* Gregory, 311-337

\* ON-LINE: *Medieval Sourcebook*: Geoffrey de Villehardouin: Memoirs or Chronicle of The Fourth Crusade and The Conquest of Constantinople, 31-37

<http://www.fordham.edu/halsall/basis/villehardouin.asp>

11/15

THE LATIN IN CONSTANTINOPLE AND A REVIVAL OF BYZANTINE IMPERIAL AUTHORITY

\* Gregory, 330-346

\* BLAZEVIEW: Alice-Mary Talbot, "The Restoration of Constantinople under Michael VIII," *Dumbarton Oaks Papers* 47 (1993): 243-261

11/20

THE TWILIGHT OF BYZANTIUM

Gregory, 347-368

BLAZEVIEW: Deno Geanakoplos, "Michael VIII Palaeologus and the Union of Lyons (1274)," *The Harvard Theological Review* 46 (1953), 79-89.

11/22

**THANKSGIVING**

11/27

**THE FALL OF CONSTANTINOPLE**

\* Gregory, 368-384, 388-400

11/29

**TERM PAPER DUE**

**BYZANTINE HERITAGE AND SUCCESSOR STATES**

\* Gregory, 401-420

\* BLAZEVIEW: Halil Inalcik, "The Policy of Mehmed II toward the Greek Population of Istanbul and the Byzantine Buildings of the City," *Dumbarton Oaks Papers* 23/24 (1969/1970): 229-249

12/6

**FINAL EXAMINATION**

OCT 16 2012

**REQUEST FOR A NEW COURSE**

Valdosta State University

**Date of Submission:** 08/31/2012 (mm/dd/yyyy)

**Department Initiating Request:**  
History

**Faculty Member Requesting:**  
Dr. Sebastian Bartos

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
HIST 3240

**Proposed New Course Title:**  
The Crusades

**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
The Crusades

**Semester/Year to be Effective:**  
Fall 2013

**Estimated Frequency of Course Offering:**  
Every other year.

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

**Lecture Hours:** 3

**Lab Hours:** 0

**Credit Hours:** 3

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Examination of the origin and development of the Crusades between the eleventh and the sixteenth centuries. The course will examine the theoretical foundations of crusading, the diverse character of the crusading movement, and the evolving geographic scope of the movement's objectives.

**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: This course will deepen our students' exposure to medieval history.
- 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. Students have long asked for more coverage of the Middle Ages. The Crusades are a popular topic with students.
- 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.) The B.A. in History is regularly evaluated using an approved assessment plan that includes pre/post tests and evaluation of student research papers.
- Other:

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

<b>Approvals:</b>	
Dept. Head: <i>PTT Rijn</i>	Date: <i>9/27/12</i>
College/Division Exec. Comm.: <i>Lornie Richards</i>	Date: <i>10/15/12</i>
Dean/Director: <i>Lornie Richards</i>	Date: <i>10/15/12</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Valdosta State University  
*College of Arts and Sciences*  
*Department of History*

**History 3240/5240 – The Crusades**

Fall 2013  
M W F: 12:00-12:50  
West Hall 304

**Dr. Sebastian Bartos**

Office: 111 W Moore Street, Room 1  
Tel: 229-219-3278 (x. 3278 on campus)  
E-mail: [spbartos@valdosta.edu](mailto:spbartos@valdosta.edu)  
Office hours: M W: 1:00-2:30

**Course description:**

Examination of the origin and development of the Crusades between the eleventh and the sixteenth centuries. The course will explore the theoretical foundations of crusading, the diverse character of the crusading movement, and the evolving geographic scope of the movement's objectives.

**Course objectives:**

For Departmental Educational Outcomes, see Catalogue, History Department  
<http://www.valdosta.edu/catalog/>

- Students will demonstrate knowledge of historical facts, methodologies and historiography. Assessment: in-class discussions, written assignments and oral presentations as stipulated in the course syllabus [Department Outcomes 1 & 2]
- Students will demonstrate proper use and function of primary and secondary source material. Assessment: written assignments, classroom discussions, research projects [Department Outcomes 1 & 2]
- Students will demonstrate the ability to express themselves in comprehensible, academically proper and formal language. Assessment: classroom discussions, written assignments based on required reading, oral presentations, a research term paper [Department Outcome 3]
- Students will demonstrate the ability to critically analyze reading material and oral instructions and manifest critical historical thinking. Assessment: written essays on assigned readings, classroom discussions, a major research paper [Dept. Outcome 4]

**Books:**

- *The Crusades: The Essential Readings*, ed. Thomas F. Madden (Blackwell, 2002)
- *The Crusades: A Reader*, ed. S. J. Allen and Emilie Amt (Broadview Press, 2003)
- *Jonathan Riley-Smith, The Crusades – A History*, Second Edition (Yale University Press, 2005)
- *Joinville and Villehardouin, Chronicles of the Crusades* (any edition)

**Grading**

- active participation and attendance – 10%
- in-class oral presentation – 10%
- ten-page term paper – 15% (due April 30, early draft by March 30)
- test – 15%
- mid-term examination – 20%
- final examination – 25%
- map test – 5%

Graduate Students. You will be asked to additionally submit a critical discussion of three primary sources (6 pages), due February 22. Your term paper will be a small research project and must be submitted with graduate standards of scholarship and documentation (20 pages). The first draft will be due on March 30. The final draft will be due on April 30. The distribution of the grades for the graduate students will be as follows:

- active participation and attendance – 10%
- in-class oral presentation – 10%
- response essay – 10%
- term paper – 20%
- test – 10%
- mid-term examination – 15%
- final examination – 20%
- map test – 5%

**In order to avoid unnecessary disappointments the following should be noted:**

- Students are expected to arrive in a timely manner and remain in the classroom for the duration of the session. Partial attendance will not be counted. Leaving the classroom during the session will result in marking the student absent unless a medical note is presented afterwards or the student has obtained the instructor's permission prior to the session.
- There is no special review session in this course, although students are encouraged to ask the instructor to clarify material from a prior session in the beginning of each class meeting. Students are expected to work systematically throughout the entire semester.

- The grade for “active participation and attendance” is based on the student’s general attentiveness and meaningful participation and thus related to the level of preparedness for each class and frequency of attendance.
- No more than three absences are allowed for a student who aims to be in good standing in “active participation and attendance.”
- Absence on the day a test/exam is given will result in an F (0 points), unless one of the following is presented to the instructor: a proper medical note, a formal note about a family emergency, an official note about participation in a university event as required by an appropriate Valdosta State University department or program, or a formal note about military training. If the student’s absence is legitimate, the student will be expected to arrange a “make-up” test with the instructor during the first week after the original date of the test.
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**Please note that if you are experiencing difficulties related to the course, timely communication with me during office hours is crucial to your eventual success. I will be happy to assist you to improve your performance.**

#### **Schedule of Classes and Readings**

01/09 - **Introduction**

01/11 - **The Crusader Epoch and the Historical Analysis of the Crusades**

Madden: 1-12

01/13 - **Early Islamic Expansion and the Byzantine Empire**

Allen, 31-33

Medieval Sourcebook: Al-Baladhuri: The Battle Of The Yarmuk (636) and After

<http://www.fordham.edu/Halsall/source/yarmuk.asp>

Medieval Sourcebook: The Pact of Umar

<http://www.fordham.edu/halsall/jewish/jews-umar.asp>



01/16 – no class

**01/18 - MAP TEST**

**The Seldjuk Turks in Byzantine Asia Minor**

Medieval Sourcebook: J.J. Saunders. "A History of Medieval Islam: The Turkish Irruption."

<http://www.fordham.edu/halsall/med/saunders.asp>

01/20 – "The Real History of the Crusades" by Thomas F. Madden

<http://www.thearma.org/essays/Crusades.htm>

01/23 – **Roman Christendom and Byzantium**

BlazeVIEW: H.E.J. Cowdrey, "The Gregorian Papacy, Byzantium, and the Crusade," in *Byzantium and the West c. 850-c.1200*, ed. J.D. Howard-Johnston, 1988.

01/25 – **The Origins of Crusading Theory and Crusaders' Motivation 1**

Riley-Smith: 1-16; 47-49

Allen 2: 7-9; 6: 19-20

01/27 – **The Origins of Crusading Theory and Crusaders' Motivation 2**

Madden, 155-171, 172-193

01/30 – **The First Crusade and the Conquest of the Holy Land**

Riley-Smith, 16-23; 26-46

02/01- **The First Crusade in Primary Sources**

Allen 11: 34-36

Allen 12: 39-46

Allen 15: 57-60

Allen 18: 67-68

Allen 21: 78-79

Allen 22: 79-80

**02/03 – TEST**

02/06 – **The Impact of the Crusades on Local Communities and Latin Settlement in the Outremer, 1**

Riley-Smith, 23-24; 50-75, 82-94

02/08 – **The Impact of the Crusades on Local Communities and Latin Settlement in the Outremer, 2**

Madden, 221-232

BlazeVIEW:

Graduate Student Presentation: T. S. Asbridge, "The Crusader Community at Antioch: The Impact of Interaction with Byzantium and Islam," *Transactions of the Royal Historical Society* (1999): 305-325.

Graduate Student Presentation: Charles A. Frazee. "The Christian Church in Cilician Armenia: Its Relations with Rome and Constantinople to 1198." *Church History* 45 (1976): 166-184.

Allen 13: 47-53

Allen 14: 54-56

02/10 – **The Foundation of the Crusader Kingdom of Jerusalem**

Riley-Smith, 82-109

Allen 69: 276-279

02/13 – **Military Orders**

- Riley-Smith, 75-81  
 BlazeVIEW: A. J. Forey. "The Military Orders and Holy War against Christians in the Thirteenth Century." *The English Historical Review* 104 (1989): 1-24.  
 Allen 50: 200-203
- 02/15 – **The Latin Holy Land in the Eyes of Contemporary Visitors**  
 Allen 27: 99-102  
 Allen 28: 103-107  
 Allen 29: 108-111  
 Allen 30: 112-115  
 Allen 32: 121-124
- 02/17 – **The Growth of Crusading Tradition and the Second Crusade**  
 Riley-Smith, 112-136
- 02/20 – **The Second Crusade in Contemporary Accounts**  
 Allen 33: 127-132  
*Medieval Sourcebook: William of Tyre: The Fall of Edessa*  
<http://www.fordham.edu/halsall/source/tyre-edessa.html>  
 Allen 34: 133-133  
 Allen 35: 134-138  
 Allen 38: 145-147  
*Medieval Sourcebook. Eugene III: Summons to A Crusade, Dec 1, 1154*  
<http://www.fordham.edu/halsall/source/eugene3-2cde.html>
- 02/22 – **ESSAY DUE (graduate students)**  
**Latin Jerusalem**  
 BlazeVIEW: Bernard Hamilton. "The Impact of Crusader Jerusalem on Western Christendom." *The Catholic Historical Review* 80(1994): 695-713.
- 02/24 – **The Destruction of the First Kingdom of Jerusalem and the Third Crusade**  
 Riley-Smith, 101-111, 137-147
- 02/27 – **MID-TERM EXAMINATION**
- 02/29 – **The Destruction of the First Kingdom of Jerusalem and the Third Crusade in Primary Sources**  
 Allen 36, 139-143  
 Allen 37, 144-144  
 Allen 40, 154-158  
 Allen 42, 162-166  
*Medieval Sourcebook: The Decline of Christian Power in the Holy Land, 1164. Letter from Aymeric, patriarch of Antioch, to Louis VII of France*  
<http://www.fordham.edu/halsall/source/aymeric1164.html>
- 03/02 – **Latin Outremer under the Crusader Kings**  
 J. S. C. Riley-Smith. "Peace Never Established: The Case of the Kingdom of Jerusalem." *Transactions of the Royal Historical Society* 28 (1978): 87-102.  
 Allen 23: 83-86  
 Allen 24: 87-91  
 Allen 26: 93-98
- 03/05 – **The Fourth Crusade and Crusading against Christians**  
 Riley-Smith, 147-160; 162-169; 200-207; 262-264
- 03/07 – **Crusades against Christians**

- Madden, 69-97  
 Allen 59: 241-244
- 03/09 – **Crusader Ideology and Culture**  
 Riley-Smith, 112-116  
 BlazeVIEW: Christopher Tyerman, *The Invention of the Crusades*, 75-83  
 Allen 45: 181-182  
 Allen 46: 183-192  
 Allen 49: 197-199  
 Allen 54: 211-212
- 03/12, 03/14, 03/16 – **Spring Break**
- 03/19 - **The Fourth Crusade and Byzantium 1**  
 Madden, 211-220  
 BlazeVIEW:  
Graduate Student Presentation: Donald E. Queller and Gerald W. Day. "Some Arguments in Defense of the Venetians on the Fourth Crusade." *The American Historical Review* 81 (1976): 717-737.
- 03/21 - **The Fourth Crusade and Byzantium 2**  
 Allen 56: 221-224  
 Allen 57: 225-233  
 Allen 58: 234-240
- 03/23 – **Crusades against Muslims in the Early Thirteenth Century 1**  
 Riley-Smith, 171-182
- 03/26 - **Crusading against Muslims in the Early Thirteenth Century 2**  
 Allen 61: 249-251  
 Allen 62: 252-255  
 Allen 63: 256-262
- 03/28 – **Crusading in Northeastern Europe 1**  
 Riley-Smith, 161-162; 251-254  
 BlazeVIEW: Richard Spence. "Pope Gregory IX and the Crusade on the Baltic." *The Catholic Historical Review* 69 (1983): 1-19.
- 03/30 – **TERM PAPER EARLY DRAFT DUE**  
**Crusading in Northeastern Europe 2**  
 Allen 66: 268-269  
 Allen 67: 270-271  
 Allen 69: 276-279  
 Allen 70: 280-284
- 04/02 - **Last Efforts to Save the Holy Land 1**  
 Riley-Smith, 183-195; 199; 207-214  
 Allen 86: 352-354
- 04/04 – **Frederick II in the Outremer: Primary Sources**  
 BlazeVIEW:  
Graduate Student Presentation: David Jacoby. "The Kingdom of Jerusalem and the Collapse of Hohenstaufen Power in the Levant," *Dumbarton Oaks Papers* 40 (1986): 83-101.  
 Allen 71: 285-286  
 Allen 72: 287-290

- Allen 73: 291-296
- 04/06 - **Book discussion: CHRONICLES OF THE CRUSADES 1**
- 04/09 - **Book discussion: CHRONICLES OF THE CRUSADES 2**
- 04/11 – **The Fall of the Crusader States 1**  
Riley-Smith, 228-238, 240-244, 264-268
- 04/13 – **The Fall of the Crusader States 2**  
Allen, 87, 355-358  
Allen, 88, 359-362  
Allen, 89, 366-368
- 04/16 – **The Reconquista in Iberia**  
Riley-Smith, 169-171; 199-200; 261-262; 278-281  
BlazeVIEW: James F. Powers. "Frontier Municipal Baths and Social Interaction in Thirteenth-Century Spain." *The American Historical Review* 84 (1979): 649-667.
- 04/18 – **The Reconquista in Iberia: Primary Sources**  
Allen 76: 304-308  
Allen 78: 314-315  
Allen 79: 316-317  
Allen 80: 318-325  
Allen 82: 331-333  
Allen 83: 334-340
- 04/20 – **Crusading Activities in the Levant after the Collapse of the Crusader States and Ottoman Aggression 1**  
Riley-Smith, 264-281  
Archibald R. Lewis. "The Islamic World and the Latin West, 1350-1500." *Speculum* 65 (1990): 833-844.
- 04/23 - **Crusading Activities in the Levant after the Collapse of the Crusader States and Ottoman Aggression 2**  
Kelly DeVries. "The Lack of a Western European Military Response to the Ottoman Invasions of Eastern Europe from Nicopolis (1396) to Mohacs (1526)." *The Journal of Military History* 63 (1999): 539-559.  
Allen 98: 397-399  
Allen 99: 400-404  
Allen 100: 405-406
- 04/25 – **The Waning of the Crusades 1**  
Riley-Smith, 282-298
- 04/27 – **The Waning of the Crusades 2**  
BlazeVIEW: Christopher Tyerman, *The Invention of the Crusades*, 88-98
- 04/30 – **TERM PAPER DUE**  
**The Crusader Legacy in the Modern World**  
Adam Knobler. "Holy Wars, Empires, and the Portability of the Past: The Modern Uses of Medieval Crusades." *Comparative Studies in Society and History* 48 (2006): 293-325.

**RECEIVED**

OCT 16 2012

**REQUEST FOR A NEW COURSE**  
Valdosta State University

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**Date of Submission:** 08/31/2012 (mm/dd/yyyy)

**Department Initiating Request:**  
History

**Faculty Member Requesting:**  
Dr. Sebastian Bartos

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
HIST 5240

**Proposed New Course Title:**  
The Crusades  
**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
The Crusades

**Semester/Year to be Effective:**  
Fall 2013

**Estimated Frequency of Course Offering:**  
Every other year.

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

**Lecture Hours:** 3

**Lab Hours:** 0

**Credit Hours:** 3

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Examination of the origin and development of the Crusades between the eleventh and the sixteenth centuries. The course will examine the theoretical foundations of crusading, the diverse character of the crusading movement, and the evolving geographic scope of the movement's objectives.

**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: This course will deepen our students' exposure to medieval history.
- 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. Students have long asked for more coverage of the Middle Ages. The Crusades are a popular topic with students.
- 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.) The M.A. in History is regularly evaluated using an approved assessment plan that includes written and oral comprehensive examinations.
- Other:

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

Approvals:		
Dept. Head:	<i>T. T. T. T. T.</i>	Date: 9/27/12
College/Division Exec. Comm.:	<i>Lorrie Richards</i>	Date: 10/15/12
Dean/Director:	<i>Lorrie Richards</i>	Date: 10/15/12
Graduate Exec. Comm.: (for graduate course):	<i>[Signature]</i>	Date: 11-1-12
Graduate Dean: (for graduate course):	<i>[Signature]</i>	Date: 11-1-12
Academic Committee:		Date:

Form last updated: January 6, 2010

Valdosta State University  
*College of Arts and Sciences*  
*Department of History*

**History 3240/5240 – The Crusades**

Fall 2013  
M W F: 12:00-12:50  
West Hall 304

**Dr. Sebastian Bartos**

Office: ~~111 W Moore Street, Room 1~~ *Ashley Hall*  
Tel: 229-219-3278 (x. 3278 on campus)  
E-mail: [spbartos@valdosta.edu](mailto:spbartos@valdosta.edu)  
Office hours: M W: 1:00-2:30

**Course description:**

Examination of the origin and development of the Crusades between the eleventh and the sixteenth centuries. The course will explore the theoretical foundations of crusading, the diverse character of the crusading movement, and the evolving geographic scope of the movement's objectives.

**Course objectives:**

For Departmental Educational Outcomes, see Catalogue, History Department  
<http://www.valdosta.edu/catalog/>

- Students will demonstrate knowledge of historical facts, methodologies and historiography. Assessment: in-class discussions, written assignments and oral presentations as stipulated in the course syllabus [Department Outcomes 1 & 2]
- Students will demonstrate proper use and function of primary and secondary source material. Assessment: written assignments, classroom discussions, research projects [Department Outcomes 1 & 2]
- Students will demonstrate the ability to express themselves in comprehensible, academically proper and formal language. Assessment: classroom discussions, written assignments based on required reading, oral presentations, a research term paper [Department Outcome 3]
- Students will demonstrate the ability to critically analyze reading material and oral instructions and manifest critical historical thinking. Assessment: written essays on assigned readings, classroom discussions, a major research paper [Dept. Outcome 4]



**Books:**

- *The Crusades: The Essential Readings*, ed. Thomas F. Madden (Blackwell, 2002)
- *The Crusades: A Reader*, ed. S. J. Allen and Emilie Amt (Broadview Press, 2003)
- *Jonathan Riley-Smith, The Crusades – A History*, Second Edition (Yale University Press, 2005)
- *Joinville and Villehardouin, Chronicles of the Crusades* (any edition)

**Grading**

- active participation and attendance – 10%
- in-class oral presentation – 10%
- ten-page term paper – 15% (due April 30, early draft by March 30)
- test – 15%
- mid-term examination – 20%
- final examination – 25%
- map test – 5%

Graduate Students. You will be asked to additionally submit a critical discussion of three primary sources (6 pages), due February 22. Your term paper will be a small research project and must be submitted with graduate standards of scholarship and documentation (20 pages). The first draft will be due on March 30. The final draft will be due on April 30. The distribution of the grades for the graduate students will be as follows:

- active participation and attendance – 10%
- in-class oral presentation – 10%
- response essay – 10%
- term paper – 20%
- test – 10%
- mid-term examination – 15%
- final examination – 20%
- map test – 5%

**In order to avoid unnecessary disappointments the following should be noted:**

- Students are expected to arrive in a timely manner and remain in the classroom for the duration of the session. Partial attendance will not be counted. Leaving the classroom during the session will result in marking the student absent unless a medical note is presented afterwards or the student has obtained the instructor's permission prior to the session.
- There is no special review session in this course, although students are encouraged to ask the instructor to clarify material from a prior session in the beginning of each class meeting. Students are expected to work systematically throughout the entire semester.

- The grade for “active participation and attendance” is based on the student’s general attentiveness and meaningful participation and thus related to the level of preparedness for each class and frequency of attendance.
- No more than three absences are allowed for a student who aims to be in good standing in “active participation and attendance.”
- Absence on the day a test/exam is given will result in an F (0 points), unless one of the following is presented to the instructor: a proper medical note, a formal note about a family emergency, an official note about participation in a university event as required by an appropriate Valdosta State University department or program, or a formal note about military training. If the student’s absence is legitimate, the student will be expected to arrange a “make-up” test with the instructor during the first week after the original date of the test.
- There will be no extra credit opportunities. No scholarship held by a student can serve as an argument to alter or negotiate the final grade for the course. Students will receive a grade based solely upon the criteria as stated above.
- Absence or cheating on the mid-term or the final examination will result in the student’s failure of the course.
- In the case of an absence from a regular session, the student is not expected to provide an excuse or an explanation. It is, however, the student’s responsibility to obtain notes from classmates. If there is a particularly urgent matter that needs the instructor’s immediate attention the student should send the instructor a formal message with an appropriate salutation, his or her full name and the course number.
- No active electronic devices including laptops, cell phones, and iPods are allowed in the classroom. Basic civility is expected and renders such activities as leaving the classroom during the session, arriving late, napping, and chatting with classmates unacceptable. The professor reserves the right to ask students who are disruptive in these and any other manners to leave the classroom.

**Please note that if you are experiencing difficulties related to the course, timely communication with me during office hours is crucial to your eventual success. I will be happy to assist you to improve your performance.**

### **Schedule of Classes and Readings**

01/09 - **Introduction**

01/11 - **The Crusader Epoch and the Historical Analysis of the Crusades**

Madden: 1-12

01/13 - **Early Islamic Expansion and the Byzantine Empire**

Allen, 31-33

Medieval Sourcebook: Al-Baladhuri: The Battle Of The Yarmuk (636) and After  
<http://www.fordham.edu/Halsall/source/yarmuk.asp>

Medieval Sourcebook: The Pact of Umar

<http://www.fordham.edu/halsall/jewish/jews-umar.asp>

- 01/16 – no class
- 01/18 - MAP TEST**  
**The Seldjuk Turks in Byzantine Asia Minor**  
 Medieval Sourcebook: J.J. Saunders. "A History of Medieval Islam: The Turkish Irruption."  
<http://www.fordham.edu/halsall/med/saunders.asp>
- 01/20 – "The Real History of the Crusades" by Thomas F. Madden  
<http://www.thearma.org/essays/Crusades.htm>
- 01/23 – **Roman Christendom and Byzantium**  
 BlazeVIEW: H.E.J. Cowdrey, "The Gregorian Papacy, Byzantium, and the Crusade," in *Byzantium and the West c. 850-c.1200*, ed. J.D. Howard-Johnston, 1988.
- 01/25 – **The Origins of Crusading Theory and Crusaders' Motivation 1**  
 Riley-Smith: 1-16; 47-49  
 Allen 2: 7-9; 6: 19-20
- 01/27 – **The Origins of Crusading Theory and Crusaders' Motivation 2**  
 Madden, 155-171,172-193
- 01/30 – **The First Crusade and the Conquest of the Holy Land**  
 Riley-Smith, 16-23; 26-46
- 02/01- **The First Crusade in Primary Sources**  
 Allen 11: 34-36  
 Allen 12: 39-46  
 Allen 15: 57-60  
 Allen 18: 67-68  
 Allen 21: 78-79  
 Allen 22: 79-80
- 02/03 – TEST**
- 02/06 – **The Impact of the Crusades on Local Communities and Latin Settlement in the Outremer, 1**  
 Riley-Smith, 23-24; 50-75, 82-94
- 02/08 – **The Impact of the Crusades on Local Communities and Latin Settlement in the Outremer, 2**  
 Madden, 221-232  
 BlazeVIEW:  
Graduate Student Presentation: T. S. Asbridge, "The Crusader Community at Antioch: The Impact of Interaction with Byzantium and Islam," *Transactions of the Royal Historical Society* (1999): 305-325.  
Graduate Student Presentation: Charles A. Frazee. "The Christian Church in Cilician Armenia: Its Relations with Rome and Constantinople to 1198." *Church History* 45 (1976): 166-184.  
 Allen 13: 47-53  
 Allen 14: 54-56
- 02/10 – **The Foundation of the Crusader Kingdom of Jerusalem**  
 Riley-Smith, 82-109  
 Allen 69: 276-279
- 02/13 – **Military Orders**

- Riley-Smith, 75-81  
 BlazeVIEW: A. J. Forey. "The Military Orders and Holy War against Christians in the Thirteenth Century." *The English Historical Review* 104 (1989): 1-24.  
 Allen 50: 200-203
- 02/15 – **The Latin Holy Land in the Eyes of Contemporary Visitors**  
 Allen 27: 99-102  
 Allen 28: 103-107  
 Allen 29: 108-111  
 Allen 30: 112-115  
 Allen 32: 121-124
- 02/17 – **The Growth of Crusading Tradition and the Second Crusade**  
 Riley-Smith, 112-136
- 02/20 – **The Second Crusade in Contemporary Accounts**  
 Allen 33: 127-132  
*Medieval Sourcebook: William of Tyre: The Fall of Edessa*  
<http://www.fordham.edu/halsall/source/tyre-edessa.html>  
 Allen 34: 133-133  
 Allen 35: 134-138  
 Allen 38: 145-147  
*Medieval Sourcebook. Eugene III: Summons to A Crusade, Dec 1, 1154*  
<http://www.fordham.edu/halsall/source/eugene3-2cde.html>
- 02/22 – **ESSAY DUE (graduate students)**  
**Latin Jerusalem**  
 BlazeVIEW: Bernard Hamilton. "The Impact of Crusader Jerusalem on Western Christendom." *The Catholic Historical Review* 80(1994): 695-713.
- 02/24 – **The Destruction of the First Kingdom of Jerusalem and the Third Crusade**  
 Riley-Smith, 101-111, 137-147
- 02/27 – **MID-TERM EXAMINATION**
- 02/29 – **The Destruction of the First Kingdom of Jerusalem and the Third Crusade in Primary Sources**  
 Allen 36, 139-143  
 Allen 37, 144-144  
 Allen 40, 154-158  
 Allen 42, 162-166  
*Medieval Sourcebook: The Decline of Christian Power in the Holy Land, 1164. Letter from Aymeric, patriarch of Antioch, to Louis VII of France*  
<http://www.fordham.edu/halsall/source/aymeric1164.html>
- 03/02 – **Latin Outremer under the Crusader Kings**  
 J. S. C. Riley-Smith. "Peace Never Established: The Case of the Kingdom of Jerusalem." *Transactions of the Royal Historical Society* 28 (1978): 87-102.  
 Allen 23: 83-86  
 Allen 24: 87-91  
 Allen 26: 93-98
- 03/05 – **The Fourth Crusade and Crusading against Christians**  
 Riley-Smith, 147-160; 162-169; 200-207; 262-264
- 03/07 – **Crusades against Christians**

- Madden, 69-97  
 Allen 59: 241-244
- 03/09 – **Crusader Ideology and Culture**  
 Riley-Smith, 112-116  
 BlazeVIEW: Christopher Tyerman, *The Invention of the Crusades*, 75-83  
 Allen 45: 181-182  
 Allen 46: 183-192  
 Allen 49: 197-199  
 Allen 54: 211-212
- 03/12, 03/14, 03/16 – **Spring Break**
- 03/19 - **The Fourth Crusade and Byzantium 1**  
 Madden, 211-220  
 BlazeVIEW:  
Graduate Student Presentation: Donald E. Queller and Gerald W. Day. "Some Arguments in Defense of the Venetians on the Fourth Crusade." *The American Historical Review* 81 (1976): 717-737.
- 03/21 - **The Fourth Crusade and Byzantium 2**  
 Allen 56: 221-224  
 Allen 57: 225-233  
 Allen 58: 234-240
- 03/23 – **Crusades against Muslims in the Early Thirteenth Century 1**  
 Riley-Smith, 171-182
- 03/26 - **Crusading against Muslims in the Early Thirteenth Century 2**  
 Allen 61: 249-251  
 Allen 62: 252-255  
 Allen 63: 256-262
- 03/28 – **Crusading in Northeastern Europe 1**  
 Riley-Smith, 161-162; 251-254  
 BlazeVIEW: Richard Spence. "Pope Gregory IX and the Crusade on the Baltic." *The Catholic Historical Review* 69 (1983): 1-19.
- 03/30 – **TERM PAPER EARLY DRAFT DUE**  
**Crusading in Northeastern Europe 2**  
 Allen 66: 268-269  
 Allen 67: 270-271  
 Allen 69: 276-279  
 Allen 70: 280-284
- 04/02 - **Last Efforts to Save the Holy Land 1**  
 Riley-Smith, 183-195; 199; 207-214  
 Allen 86: 352-354
- 04/04 – **Frederick II in the Outremer: Primary Sources**  
 BlazeVIEW:  
Graduate Student Presentation: David Jacoby. "The Kingdom of Jerusalem and the Collapse of Hohenstaufen Power in the Levant," *Dumbarton Oaks Papers* 40 (1986): 83-101.  
 Allen 71: 285-286  
 Allen 72: 287-290

- Allen 73: 291-296
- 04/06 - **Book discussion: *CHRONICLES OF THE CRUSADES 1***
- 04/09 - **Book discussion: *CHRONICLES OF THE CRUSADES 2***
- 04/11 - **The Fall of the Crusader States 1**  
Riley-Smith, 228-238, 240-244, 264-268
- 04/13 - **The Fall of the Crusader States 2**  
Allen, 87, 355-358  
Allen, 88, 359-362  
Allen, 89, 366-368
- 04/16 - **The Reconquista in Iberia**  
Riley-Smith, 169-171; 199-200; 261-262; 278-281  
BlazeVIEW: James F. Powers. "Frontier Municipal Baths and Social Interaction in Thirteenth-Century Spain." *The American Historical Review* 84 (1979): 649-667.
- 04/18 - **The Reconquista in Iberia: Primary Sources**  
Allen 76: 304-308  
Allen 78: 314-315  
Allen 79: 316-317  
Allen 80: 318-325  
Allen 82: 331-333  
Allen 83: 334-340
- 04/20 - **Crusading Activities in the Levant after the Collapse of the Crusader States and Ottoman Aggression 1**  
Riley-Smith, 264-281  
Archibald R. Lewis. "The Islamic World and the Latin West, 1350-1500." *Speculum* 65 (1990): 833-844.
- 04/23 - **Crusading Activities in the Levant after the Collapse of the Crusader States and Ottoman Aggression 2**  
Kelly DeVries. "The Lack of a Western European Military Response to the Ottoman Invasions of Eastern Europe from Nicopolis (1396) to Mohacs (1526)." *The Journal of Military History* 63 (1999): 539-559.  
Allen 98: 397-399  
Allen 99: 400-404  
Allen 100: 405-406
- 04/25 - **The Waning of the Crusades 1**  
Riley-Smith, 282-298
- 04/27 - **The Waning of the Crusades 2**  
BlazeVIEW: Christopher Tyerman, *The Invention of the Crusades*, 88-98
- 04/30 - **TERM PAPER DUE**  
**The Crusader Legacy in the Modern World**  
Adam Knobler. "Holy Wars, Empires, and the Portability of the Past: The Modern Uses of Medieval Crusades." *Comparative Studies in Society and History* 48 (2006): 293-325.

OCT 16 2012

**REQUEST FOR A NEW COURSE**

Valdosta State University

**Date of Submission:** 10/01/2012 (mm/dd/yyyy)

**Department Initiating Request:**  
OASIS

**Faculty Member Requesting:**  
Ashley Myers

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
VSU 1101L

**Proposed New Course Title:**  
Student Success Lab

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

**Semester/Year to be Effective:**  
Summer 2013

**Estimated Frequency of Course Offering:**  
Once per summer II term

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

**Lecture Hours:**

**Lab Hours:** 1

**Credit Hours:** 1

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

VSU1101L Student Success Lab

Co-requisite: VSU1101. Open only to students in the Summer Bridge Academy.

Designed to provide additional academic support for the Summer Bridge Academy students as a supplemental 1-hour lab course.

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

Improving student learning outcomes:

Students will apply concepts covered in VSU1101 Keys to Success. They will also be provided with additional support for their MATH1111 or ENGL1101 academic course offered through the SBA program. Students will participate in class discussions, as well as reading, speaking, writing and listening assignments. The course will require students to create a personal Success Plan that will introduce various aspects of student development. This course is also designed to help students utilize the Student Success Center and campus resources and provide students opportunities to process and apply information to their academic and personal lives.

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.

According to the Office of Admissions, the university received over 250 applications for fall 2012 from students who met the old admissions requirements but not the current ones. Based on attached data showing the success of supplemental instruction, tutoring and programs such as time management and study skills workshops, it is expected that students should be able to meet fall 2013 requirements to enroll at VSU as regular students with the help of VSU1101L.

- 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.

The Summer Bridge Academy will require that all students enrolled maintain a minimum cumulative GPA of 2.5/4.0 and a minimum of "C" in their academic (ENGL or MATH) courses for the summer. VSU1101L will help students achieve those requirements. All enrolled students' records will be reviewed at the end of the program to determine they have met these requirements and they will then be allowed to enroll as regular VSU students in fall 2013. Using data provided by IT, we will be able to track the progress of these students throughout their time at the university. A survey will be distributed to all SBA students at the end of the summer term.

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

- Other:

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



<b>Approvals:</b>	
Dept. Head: <i>Chm 28</i>	Date: 10.01.2012
College/Division Exec. Comm.: <i>Annice Richards</i>	Date: 10/15/12
Dean/Director: <i>Annice Richards</i>	Date: 10/15/12
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

## **VSU1101L: Student Success Lab**

### **Course Description:**

VSU1101L Student Success Lab

Co-requisite: VSU1101. Open only to students in the Summer Bridge Academy.

Designed to provide additional academic support for the Summer Bridge Academy students as a supplemental, 1-hour lab course.

### **Course Overview:**

Students will apply concepts covered in VSU1101 Keys to Success. They will also be provided with additional support for their MATH1111 or ENGL1101 academic course offered through the SBA program. Students will participate in class discussions, as well as reading, speaking, writing and listening assignments. The course will require students to create a personal Success Plan that will introduce various aspects of student development. This course is also designed to help students utilize the Student Success Center and campus resources and provide students opportunities to process and apply information to their academic and personal lives.

### **Course Goals:**

Students will demonstrate knowledge of keys to academic success and receive additional academic support.

Each student will:

1. Evaluate how education promotes success.
2. Participate in goal setting and time management activities.
3. Understand how to take lecture notes effectively and efficiently.
4. Learn how to efficiently prepare for objective and essay tests through the assistance of a supplemental instructor.
5. Be prepared to enter VSU as a regularly admitted student for the subsequent Fall semester.
6. Understand the importance of academic support and tutoring.
7. Develop time-management skills to be able to effectively keep up with assignments and course work in all academic courses.

### **Required Textbook and Materials:**

No additional textbook will be required. All students are expected to bring their MATH1111 or ENGL1101 and *Keys to Success* textbooks to every class session.

## Course Requirements:

- **Attendance:** Class attendance is required. You are allowed two absences during the semester. Three absences will cause the final grade to be dropped 10 points. Four absences will result in the drop of 20 points. Anyone having over four absences will fail the course. Please note: two tardy class arrivals will count as one absence. Class assignments must be completed on time. *No work will be accepted late without prior approval from the professor. If you miss a test because you are sick, I will need a written excuse from a doctor in order for you to make-up the exam. If you miss class and have a doctor's excuse, please speak with me.*
- **Homework:** All homework assignments are due at the beginning of class on the date assigned. Homework assignments will be covered in detail during class. In some cases, you will be able to complete your homework assignments early. I encourage you to work ahead and turn in your assignments before the due date. Don't wait until the last minute; late assignments will not be accepted.
- **Academic Dishonesty:** This will not be tolerated in any form. Academic dishonesty is defined as knowingly taking information from another student or source during the course of completing any requirements in which these additional sources are not allowed by the instructor. Examples include plagiarism, use of another student's work (essays, papers, projects, etc.), cheating on exams by looking at another person's work or cheat sheets, and falsifying assignments. Penalties are imposed consistent with guidelines in current Faculty and Student Handbooks. Plagiarism detection technology may be used in this course.
- **Access Accommodation:** Students requiring classroom accommodations or modifications because of a documented disability should discuss this need with the instructor at the beginning of the semester. In order to receive special accommodations, students must be registered with the Access Office for Students with Disabilities (Farber Hall- South). If students are not registered, then they should contact that office at 245-2498 (V/VP) and 219-1348 (TTY).
- **Civility:** Students are expected to be civil. The following is not an exhaustive list of requirements for civil behavior: do not engage in educationally disruptive behavior or language; turn off cell phones; remove ear buds from ears; refrain from eating, sleeping, reading extraneous material, and browsing the Internet or checking email in computer classrooms; do not arrive late or leave early without permission. Disruptive students will

be asked to leave the classroom and will be counted absent. If the behavior continues the student will not be permitted to return to the course.

- **E-Mail**: You will be expected to check your valdosta.edu address regularly. When I need to contact you, I will use your campus e-mail address. You are responsible for information disseminated electronically or in class. I advise you to check your email at least twice per day if it's not linked to your cell phone.
- **BlazeVIEW**: You will be required to use this tool regularly. All assignments, projects, readings, and links will be posted in the portal. All course updates and changes will also be posted using BlazeVIEW. You will fall behind in the course if you fail to use this tool regularly. I advise you to check it at least once per day.
- **Cell Phones**: The use of cell phones and headphones will not be tolerated in my classroom. If I see you texting, I will ask that you place your phone in a basket for the remainder of class and it will be given back to you when class is over. If you answer your phone during class, you will be dismissed and counted absent. That being said, I understand that there are special circumstances and emergencies. If you're expecting an important phone call, please come talk to me prior to the start of class.
- **Problems**: Anyone experiencing problems with exams, note taking, or anything else of a course-related nature is encouraged to consult with me during office hours. If illness or family related problems keep you from class for an extended period, the proper procedure is to inform Student Affairs (333-5941) who will, in turn, inform all of your instructors.
- **Grading**: Grades (A, B, C, D, or F) will be assigned on the basis of satisfactory completion of assignments, activities, and written tests. Each assignment will be given points. Below is the list of assignments, total maximum points possible, and the total number of points for each letter grade. Incomplete assignments will be given a zero.

A 90-100  
B 80-89  
C 70-79  
D 65-69  
F < 65

#### **List of Assignments:**

##### ➤ **Self-Assessment**

This assignment is a self-assessment to identify your motivation for being at VSU. It allows you to assess strengths and weaknesses for your journey through college. It has two parts: a self-report sheet of relevant information, a reflection, and questions about

your priorities and motivations for completing college. After completing the self-report, students will compose a 2-3 page essay (12pt. Times New Roman) that answers the question, "Why am I here?". Details will be provided closer to the due date.

➤ **Student Success Plan**

Students will create an overall plan for how to be successful to VSU. Plans will require students to create a goals list, be familiar with the core curriculum, identify the importance of social and academic activities on campus, campus resources, and a long-term plan to achieve their educational and career goals.

➤ **Student Success Center Log**

Student will keep a journal allowing them to track their visits to the Student Success Center. Entries will consist of the day, time, and duration of each tutoring to skills session as well as a brief summary of the key concepts covered in the session.

➤ **Time Management Grid**

VSU requires you to be flexible, fast-paced, and highly organized. This requires you to adhere to strict time management strategies. You will be given a vast amount of information about how to effectively manage your time. You will prepare a time management chart, explaining the hours used in one week to study, eat, sleep, work out, hang out with friends, etc. An example chart will be given in class.

### Class Schedule

Class meeting 1: Introduction to the course & Syllabus

Class meeting 2: Time Management & Reading Comprehension

Class meeting 3: ENGL1101/MATH1111 concepts

Class meeting 4: Effective Learning Strategies

Class meeting 5: ENGL1101/MATH1111 concepts

Class meeting 6: Midterm preparation

Class meeting 7: Midterm preparation

Class meeting 8: Critical, Analytical, and Practical Thinking

Class meeting 9: ENGL1101/MATH1111 concepts

Class meeting 10: Effective Listening skills

Class meeting 11: ENGL1101/MATH1111 concepts

Class meeting 12: Setting and achieving goals

Class meeting 13: Final Exam preparation

Class meeting 14: Final Exam preparation

## Faculty Affairs Sub-Committee of Faculty Senate

### Language in VSU P&T Document

Lecturers – The units of VSU are permitted to employ full-time lecturers “to carry out special instructional functions such as basic skills instruction.” Lecturers are an integral part of the teaching corps of many VSU departments, teaching primarily core and lower-division courses. The Lecturer position is not a tenure-track position and the holder is not eligible for consideration for the award of tenure. Lecturers are not considered to hold professional academic rank. Full-time lecturers are appointed by the institution on a year-to-year basis. Each unit must establish a policy that governs the review of Lecturer as well as procedures for retention and possible promotion of a Lecturer to Senior Lecturer. These policies must include two types of reviews: a third-year review and a fifth-year review. In these reviews, the primary consideration will be contributions in instruction and service. Lecturers whose reviews do not demonstrate exceptional teaching ability and extraordinary value may be terminated at the end of their sixth year. (BoR 8.3.8.1).

Promotion to Senior Lecturers—Lecturers who are reappointed after the fifth year review may be considered for promotion to Senior Lecturer, to begin in their seventh year of service. The promotion of Lecturer to Senior Lecturer at VSU is based upon the experience and academic background of the candidate as well as the instructional needs in the position. An eligible candidate must submit an application for promotion which includes a portfolio with only the appropriate items outlined in section 3.2 of this document.

Senior Lecturers – The title of Senior Lecturer applies to positions that call for academic background similar to that of a faculty member with professorial rank but that involves primarily teaching. Additional duties may be assigned, including academic advising and working with tenure-track faculty in course and curriculum development. The position is not a tenure-track position and the holder is not eligible for consideration for the award of tenure. Senior Lecturers are not considered to hold professorial academic rank. Full-time Senior Lecturers are appointed by the institution on a year-to-year basis

candidate must present a portfolio which includes the items outlined in section 3.2 of this document.

**Associate Professors** - The areas of expertise and professional activities of associate professors should be more advanced, more clearly-defined, and more widely-recognized as their academic careers progress. Typically, as the faculty member's roles and contributions grow in significance, leadership, and initiative, the faculty member will have established a strong record of accomplishment in at least two of the following three areas: teaching and student learning, scholarship, and service. Since all three areas are informed by scholarship, the ability to conduct and disseminate scholarship or engage in juried creative activities grounded in their area of expertise are important to the work of associate professors.

**Promotion to Professor** - Appointment to associate professor does not entail eventual promotion to Professor. The rank of Professor is reserved for those who have demonstrated continuous intellectual development and academic leadership. Candidates for promotion to professor shall have established themselves as leaders, mentors, and scholars, and contributed to the discipline. Typical expectations for professors include: 1) satisfactory teaching, 2) preparation of and dissemination of significant scholarship or engagement in juried creative works grounded in their areas of expertise, and 3) service that is of value to the discipline. An eligible candidate must present a portfolio which includes the items outlined in section 3.2 of this document.

**Professors** - As faculty members whose careers have advanced to extremely high levels of effectiveness and productivity, professors are typically characterized as leaders, mentors, scholars, experts, and distinguished colleagues.

## **3.2 Tenure and Promotion Procedural Standards and Guidelines**

### **3.2.1 Guidelines for the Contents of the Dossier for Tenure, Promotion, or Simultaneous Tenure and Promotion**

All dossiers forwarded to the UTPC for tenure, promotion, or simultaneous tenure and promotion shall be organized into sections as follows:

#### **Section I: Cover Page and Vita**

- A. Cover page – tenure and promotion application cover forms appropriate to each college or division
- B. Vita



## **Section II: Evaluations of the Candidate by Review Committees and Administrators**

- A. Relevant sections of the unit and college or division tenure and promotion guidelines for the appropriate job action.
- B. Annual Faculty Evaluations for each year under review.
  - For a dossier accompanying an application for early promotion, or tenure, or simultaneous tenure and promotion, documents for all years the candidate has been at VSU should be included.
  - For a dossier accompanying an application for promotion to full professor, documents for all years since the last job action should be included.
- C. Pre-Tenure Review Committee letter and unit head letter if applicable (for a dossier accompanying an application for tenure only).
- D. Unit Tenure and/or Promotion review letter(s) (by both the T and P Committee and head if applicable to that unit).
- E. College or division Tenure and/or Promotion review letter(s) (by both the T and P Committee and Dean or Director).

## **Section III: Teaching and Student Learning**

This section of the dossier contains illustrative evidence of the quality and significance of the faculty member's teaching and student learning, supervision and mentoring. For faculty teaching courses for which they are the instructor of record, these materials must include at least two of the following types of evidence:

- SOI (Student Opinion of Instruction) Results. These results should include summary information regarding the numerically-scored questions for each class section the faculty member has taught, including the total number of students and the number of respondents. They should also include summary information about the contents of the student narrative comments but *not* a complete listing of all narrative comments received.
- Peer evaluations of teaching
- Evidence of student learning

Additional evidence in this section of the dossier may include but is not limited to the following:

- Evidence of student advising activities
- Examples of course syllabi and/or course outlines, exams, and other assignments
- Evidence of course or curriculum development activities
- Evidence of innovative instruction

#### **Section IV: Scholarship (Research and Juried Creative Accomplishments)**

This section contains evidence of the quality and significance of the faculty member's research and creative activity. All tenure and promotion committees and administrators shall examine the same factual record of scholarly achievement regardless of at which level such review occurs. Copies of all publications and similar materials documenting research and creative activities will be kept in a file open to all members of the UTPC.

The materials in this part of the dossier must include item A and B listed below and may include item C:

- A. A chronological reference list of peer-reviewed articles or juried creative accomplishments that are juried or peer reviewed, beginning with the most recent.
  - Scholarly activity may be published in any medium. General guidelines for evaluating scholarship are available in Appendix A.
  - For applications for tenure, if the list includes accomplishments that occurred prior to the candidate's appointment at VSU, the list should be organized in a fashion that clearly distinguishes accomplishments prior to the candidate's appointment at VSU from those which have occurred since that time. Copies of these materials should be maintained by the Provost's Office for review by committee members.
  - For applications for promotion, the list should clearly distinguish activities that occurred prior to the candidate's last job action from those which have occurred since that time.
  
- B. A separate chronological reference list of other scholarly or juried creative accomplishments, beginning with the most recent.
  - For applications for tenure, if the list includes accomplishments which occurred prior to the candidate's appointment at VSU, the list should be organized in a fashion that clearly distinguishes accomplishments prior to the candidate's appointment at VSU from those which have occurred since that time.
  - For applications for promotion, this list should clearly distinguish activities which occurred prior to the candidate's last job action from those which have occurred since that time.
  - Examples of other scholarly or juried creative accomplishments may include but are not limited to the following:
    - Professional presentations
    - Excerpts from conference proceedings
    - Evidence of submission and receipt of grants
    - Book, chapter, and article reviews
    - Copies of exhibit and performance programs
    - Photographs of commissioned or exhibited art works

- C. Works-in-Progress including works submitted, accepted, or under contract should continue to be listed in all dossiers.

### **Section V: Service**

This section contains evidence of the quality and significance of the faculty member's service. These materials must include the first item listed below and may include appropriate additional types of evidence as listed thereafter.

- A. List of service activities, starting with the most recent, specifying the dates of each activity, designating the type of activity and one's role in the service (e.g., positions held).
- B. Additional types of evidence for faculty not holding administrative positions:
- Committee assignment documentation
  - Copies of meeting minutes
  - Copies of products developed
  - Recognition by others of the faculty member's contributions  
Evidence of campus, local, statewide, regional, national, or international professional service
- C. Additional types of evidence for faculty holding administrative positions:
- Documentation of leadership assignments
  - Evidence of program evaluation
  - Supervisor, peer, and employee evaluations
  - Copies of products developed

### **3.2.2 General Guidelines for Dossier Documents**

- A. Prior Review Materials – Tenure and promotion decisions require different documentation.
- For tenure, the letters specified in section 3.2.1 section II C, D, and E should be included in the dossier where applicable.
  - For promotion, only the letters specified in 3.2.1 section II D and E pertinent to the current promotion action are to be included. The letters specified in 3.2.1 section II D and E from prior promotion reviews and from prior tenure reviews are *not* to be included.
  - If actions to consider a tenure decision and a promotion decision are simultaneous, one dossier should be prepared with two cover pages, one to document decisions on the tenure consideration and the other to document decisions on the promotion consideration. In such cases, the dossier should include the letters specified in 3.2.1 section II C, D, and E should be included in the dossier, where applicable, in addition to

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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:** 166

**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Aug 2013

**Degree and Program Name:** MLIS

**Present Requirements:** Program Graduation Requirements

1. Satisfactory completion of all MLIS Program Assessments in force at the time the candidate was admitted to the MLIS Program.
2. A grade of "B" or better in each of the MLIS Program's core courses. These courses are MLIS 7000, 7100, 7200, 7300, 7700, and 7800.
3. A 3.0 cumulative grade point average (GPA). No grade below a "C" will be credited toward the degree.
4. Submission of a graduation application no later than one semester prior to the anticipated graduation date.

**Proposed Requirements:** (highlight changes after printing)

- Program Graduation Requirements
1. Satisfactory completion of all MLIS Program Assessments in force at the time the candidate was admitted to the MLIS Program.
  2. A grade of "B" or better in each of the MLIS Program's core courses. These courses are MLIS 7000, 7100, 7200, 7300, 7700, and 7800.
  3. A 3.0 cumulative grade point average (GPA). No grade below a "C" will be credited toward the degree.
  4. Submission of a graduation application no later than one semester prior to the anticipated graduation date.

**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 : To correct typographical error in previous catalog


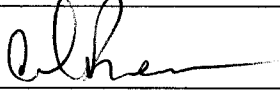


**Source of Data to Support Suggested Change:**

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

**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.)

<b>Approvals:</b>	
Department Head: 	Date: Oct 16 2012
College/Division Exec. Committee:	Date:
Dean(s)/Director(s): 	Date: 10-17-12
Graduate Exec. Comm.: (for grad program) 	Date: 11-1-12
Graduate Dean: (for grad program) 	Date: 11-1-12
Academic Committee:	Date:

Form last updated: January 6, 2010

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OCT 18 2012

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

# REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

**Select Area of Change:**

- Core Curriculum     
  Senior Curriculum     
  Graduate Curriculum     
  Other Curriculum

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

**Current Catalog Page Number:**  
167

**Proposed Effective Date for Curriculum Change:**  
(Month/Year): Aug 2013

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

**Present Requirements:**  
Requirements for the MLIS Degree

Core (Required) Courses ..... 18 hours  
 MLIS 7000, MLIS 7100, MLIS 7200 ..... 9 hours  
 MLIS 7300, MLIS 7700, MLIS 7800 ..... 9 hours  
 Electives ..... 21 hours

Total Required for the Degree  
..... 39 semester hours

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

**Proposed Requirements (Underline changes after printing this form:**

Requirements for the MLIS Degree  
  
 Core (Required) Courses...18 hours  
 MLIS 7000, 7100, 7200, 7300, 7700, 7800  
 Electives...21 hours

To include one of the following Collection Development-focused electives: MLIS 7130, 7150, 7400, 7420, 7440 (effective for students entering Fall 2013) ... 3 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: American Library Association (ALA) Core Competencies of Librarianship, 2b: Concepts, issues, and methods related to the acquisition and disposition of resources, including evaluation, selection, purchasing, processing, storing, and deselection.  
 Other:

**Source of Data to Support Suggested Change:**


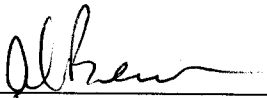
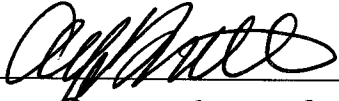

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.  
 **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

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

**Data Sources:**

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

**Approvals:**

Department Head:		Date: Oct 16 2012
College/Division Exec. Committee:		Date:
Dean(s)/Director(s):		Date: 10-17-12
Grad. Exec. Committee: (for graduate course)		Date: 11-1-12
Graduate Dean: (for graduate course)		Date: 11-1-12
Academic Committee:		Date:

Form last updated: January 6, 2010



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VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

# REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

### Select Area of Change:

Core Curriculum       Senior Curriculum       Graduate Curriculum       Other Curriculum

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

**Current Catalog Page Number:**  
167

**Proposed Effective Date for Curriculum Change:**  
(Month/Year): Aug 2013

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

### Present Requirements:

#### Optional Track in Cataloging and Classification

12 hrs  
MLIS 7300                      3 hrs  
MLIS 7330, ~~7350~~, 7355, 7360, ~~7370~~, 7440,  
7950\*, or 7999\*                      6 hrs  
MLIS 7960\*                      3 hrs

\* MLIS 7950, 7960, and 7999 must have a cataloging or classification emphasis.  
\* MLIS 7950 will be used only when other courses are not available to the student.

### Proposed Requirements (Underline changes after printing this form:

Optional Track in Cataloging and Classification 12 hrs  
MLIS 7300 - 3 hrs  
MLIS 7310, 7330, 7355, 7360, 7950\*, or 7999\* - 6 hrs  
MLIS 7960\* - 3 hrs

\* MLIS 7950, 7960, and 7999 must have a cataloging or classification emphasis.  
\* MLIS 7950 will be used only when other courses are not available to the student.

### 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: Literature review and surveys indicate that the field's best practice favors a mix of cataloging courses covering the listed content course variety as recommended electives for cataloging track students. A survey of all the ALA accredited Library & Information Science programs indicated most of the programs were either requiring or recommending a similar mix of content courses for cataloging track program of study.
- Meeting mandates of state/federal/outside accrediting agencies: American Library Association's (ALA's) Core Competences of Librarianship.
  3. Organization of Recorded Knowledge and Information
    - 3A. The principles involved in the organization and representation of recorded knowledge and information.
    - 3B. The developmental, descriptive, and evaluative skills needed to organize recorded knowledge and information resources.
    - 3C. The systems of cataloging, metadata, indexing, and classification standards and methods used to

organize recorded knowledge and information.

Other:

**Source of Data to Support Suggested Change:**

**Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Survey of stakeholders indicated that the revised cataloging track of courses represented a highly desired set of knowledge, skills and abilities that a graduating MLIS student with a cataloging focus should have.

**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, student, employer, and alumni surveys are part of the program's ongoing assessment process.

**Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Selected student artifacts will be evaluated using assessment rubrics to monitor effectiveness in meeting program and course Student Learning Outcomes measures.

**Approvals:**

Department Head:



Date:

Oct 16 2012

College/Division Exec. Committee:

Date:

Dean(s)/Director(s):



Date: 10-17-12

Grad. Exec. Committee:  
(for graduate course)



Date: 11-1-12

Graduate Dean:  
(for graduate course)



Date: 11-7-12

Academic Committee:

Date:

# REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

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OCT 18 2012

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

Area of Change:     Core     Senior     Graduate

Current Catalogue Page Number: 168

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Aug 2013

Degree and Program Name: MLIS

**Present Requirements:**

Optional Track in Technology.  
.....15 hours  
~~MLIS 7370~~.....3 hours  
MLIS 7500, 7520, 7550, or 7580 .....6 hours  
MLIS 7330, ~~7350~~, 7440, 7505,  
7950\*, 7960\*, or 7999\* ..... 6 hours

\*MLIS 7950, 7960, and 7999 must have an emphasis on information technologies. MLIS 7950 will be used only when the other courses are not available to the student.

**Proposed Requirements:** (highlight changes after printing)

Optional Track in Technology.....15 hours  
MLIS 7570 ..... 3 hours  
MLIS 7500, 7520, 7550, or 7580 ..... 6 hours  
MLIS 7330, 7440, 7505,  
7950\*, 7960\*, or 7999\* ..... 6 hours

\*MLIS 7950, 7960, and 7999 must have an emphasis on information technologies. MLIS 7950 will be used only when the other courses are not available to the student.

**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 American Library Association (ALA) Core Competences of Librarianship, Section 4: Technological Knowledge and Skills
- Other Revising track requirements to reflect changes in course content in other areas of the 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.)

<b>Approvals:</b>	
Department Head: <i>Coules</i>	Date: <i>Oct 16 2012</i>
College/Division Exec. Committee:	Date:
Dean(s)/Director(s): <i>Wh</i>	Date: <i>10-17-12</i>
Graduate Exec. Comm.: (for grad program) <i>Jeff Pratt</i>	Date: <i>11-1-12</i>
Graduate Dean: (for grad program) <i>Jeff Pratt</i>	Date: <i>11-1-12</i>
Academic Committee:	Date:

Form last updated: January 6, 2010

**REQUEST FOR A NEW COURSE**  
Valdosta State University

**RECEIVED**  
OCT 18 2012  
VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**Date of Submission:** 10/23/2012 (mm/dd/yyyy)

**Department Initiating Request:**  
Master of Library and Information Science  
Program

**Faculty Member Requesting:**  
Harold Thiele

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog  
for approved prefixes)  
MLIS-7310

**Proposed New Course Title:**  
Introduction to Descriptive Cataloging  
  
**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
Intro Desc Cat

**Semester/Year to be Effective:**  
Fall 2013

**Estimated Frequency of Course Offering:**  
Every other year

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

**Lecture Hours:** 3

**Lab Hours:**

**Credit Hours:** 3

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Pre-requisite: MLIS 7300 or consent of the instructor.

Introduction to the theories, principles, and practices of bibliographic descriptive cataloging including the application of current and emerging standards; the description of primary print and non-print resources; choice of access points, creation of headings, authority work, and application of encoding standards. The course includes an examination of current trends and future directions of descriptive cataloging.

**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: Literature review and surveys indicate that the field's best practice favors a descriptive cataloging type course as a recommended elective for cataloging track students. A survey of all the ALA accredited Library & Information Science programs indicated most of the programs were either requiring or recommending a descriptive cataloging type course for cataloging track program of study.

Meeting Mandates of State/Federal/Outside Accrediting Agencies: American Library Association's (ALA's) Core Competences of Librarianship.

3. Organization of Recorded Knowledge and Information

3A. The principles involved in the organization and representation of recorded knowledge and information.

3B. The developmental, descriptive, and evaluative skills needed to organize recorded

knowledge and information resources.

3C. The systems of cataloging, metadata, indexing, and classification standards and methods used to organize recorded knowledge and information.

Other:

**Source of Data to Support Suggested Change:**

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Survey of stakeholders indicated that the content in a descriptive cataloging course represented the minimum set of knowledge, skills, and abilities for a MLIS graduate with a cataloging focus.

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. SOIs, student, employer, and alumni surveys are part of the program's ongoing assessment process.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Selected student artifacts will be evaluated to monitor effectiveness in meeting course Student Learning Outcomes measures.

Other:

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

<b>Approvals:</b>	
Dept. Head: 	Date: <i>Oct 16, 2012</i>
College/Division Exec. Comm.:	Date:
Dean/Director: 	Date: <i>10-17-12</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010



**Valdosta State University**  
**Master of Library and Information Science Program**  
**MLIS-7310-Introduction to Descriptive Cataloging**  
**Syllabus**  
**Three Credit Hours**

**Instructor:**

**Course Description:**

Introduction to the theories, principles, and practices of bibliographic descriptive cataloging, including the application of current and emerging standards, the description of primary print and non-print resources, choice of access points, creation of headings, authority work, and application of encoding standards. The course includes examination of current trends and future directions of descriptive cataloging.

Course Prerequisite: MLIS 7300 or consent of instructor.

**MLIS Program Objectives (PO)**

Graduates of the MLIS Program will:

- PO 1. Perform administrative, service, and technical functions of professional practice in libraries and information centers by demonstrating skills in information resources, reference and user services, administration and management, and organization of recorded knowledge and information.
- PO 2. Use existing and emerging technologies to meet needs in libraries and information centers.
- PO 3. Integrate relevant research to enhance their work in libraries and information centers.
- PO 4. Demonstrate professionalism as librarians or information specialists.

**Organization of Information SLOs**

Upon completion of this course, the student will be able to:

- SLO 1. Interpret and create basic descriptive bibliographic records. (PO 1, PO 4)
- SLO 2. Apply current cataloging standards and documentation. (PO 1, PO 2, PO 3, PO 4)
- SLO 3. Define and explain the value of authority control and cross-referencing structure for names, uniform titles, and subject headings. (PO 1, PO 2, PO 4)
- SLO 4. Discuss the impact of cataloging decisions on patron access to library materials. (PO 1, PO 2, PO 4)
- SLO 5. Discuss considerations in cataloging, classification, and catalog design for the provision of service to diverse and traditionally underserved patrons. (PO 1, PO 2, PO 4)
- SLO 6. Identify current metadata initiatives. (PO 3)
- SLO 7. Discuss research findings and research literature related to cataloging, classification, and metadata. (PO 2, PO 3)

**Required Textbooks:**

- Chan, L. M., & Hodges, T. L. (2007). *Cataloging and classification: An introduction*. 3rd ed. Lanham, MD: Scarecrow Press. ISBN-13: 9780810859449. 2007 edition required.
- Furie, B. (2009). *Understanding MARC bibliographic machine-readable cataloging*. 8th ed. Cataloging Distribution Service, Library of Congress, in collaboration with Follett Software. ISBN-13: 9780844495064. FREE online at: <http://www.loc.gov/marc/umb>.
- Furie, B. (2010). *Understanding MARC authority records: Machine-readable cataloging*. Cataloging Distribution Service, Library of Congress. FREE online at: <http://www.loc.gov/marc/uma/>.

- Haynes, E., & Fountain, J. F. (2005). *Unlocking the mysteries of cataloging: A workbook of examples*. (Library & Information Science Series). Westport: Libraries unlimited. ISBN: 9781591580089.

Please familiarize yourself with the MLIS policy that prohibits the use of VSU's Interlibrary Loan service for obtaining textbooks at [http://www.valdosta.edu/mlis/student\\_resources/documents/ILL\\_Textbooks.pdf](http://www.valdosta.edu/mlis/student_resources/documents/ILL_Textbooks.pdf)

#### Required Materials:

•



A headset with attached microphone or other microphone and speakers that work with WIMBA software. Noise-canceling properties are recommended.

- Additional materials posted in BlazeView or in Odum Library Electronic Reserve.

#### Online Resource Materials:

- American Library Association. (2005). *Anglo-American cataloging rules*, 2<sup>nd</sup> edition, 2002 revision, 2005 update. (AACR2R). Available through the RDAToolkit (access instructions in course overview).
- American Library Association. (2011). *Resource description and access (RDA)*. Available through the RDAToolkit (access instructions in course overview).
- Library of Congress (2011). *MARC 21 format for bibliographic data*. Retrieved from <http://www.loc.gov/marc/bibliographic/ecbdhome.html>.
- OCLC (2011). *Bibliographic formats and standards*. Retrieved from <http://www.oclc.org/bibformats/>.

#### Purpose of the Course

The purpose of the course is to introduce theories, principles, and practices of bibliographic descriptive cataloging. The course includes the application of current and emerging standards to the creation of bibliographic records and catalogs in libraries and other information environments, the fundamental concepts of descriptive cataloging, the description of primary print and non-print resources (monographs, serials, integrating sources), the choice of access points, the creation of headings and uniform and series titles, the principles and practices of authority work, and the application of encoding standards. It also includes examinations of current trends and future directions of descriptive cataloging.

#### General Course Outline:

Module 1: Introduction to Description  
Module 2: Introduction to Cataloging Rules  
Module 3: Introduction to Coding  
Module 4: Choice of Access Points  
Module 5: Authority Control & Access Point Creation  
Module 6: Describing Monographs  
Module 7: Describing Integrating Records  
Module 8: Describing Serials

Each module represents roughly two weeks of instruction time. That said, some modules will take roughly a week and others almost 3 weeks.

There will be scheduled hour long optional WIMBA classroom meetings from 7:00 pm to 8:00 pm eastern time. Attendance is not a requirement of the course. The sessions will be archived and made available.

#### Assignments:

The following list is an overview of the assignments included in this course. Complete instructions for each assignment along with grading criteria will be posted on the BlazeView course site in advance of that assignment's due date. As a general rule, assignments are due before midnight (11:59 p.m.) on Saturday. The professor reserves the right to modify, add, or remove assignments as conditions warrant.

#### Major Assignment List:

Assignment 01: RDA & AACR2 Comparison

Using the RDA Toolkit. Resource Description & Access (RDA) locate and compare the RDA and AACR2 cataloging rules.

**Assignment 02: Main Entry**

Identify and code the main entry for a variety of materials.

**Assignment 03: Access Point Creation**

Identify and code access points for a variety of materials.

**Assignment 04: Cataloging Project - Monographs**

Catalog a variety of monographs (print & electronic) using RDA rules and OCLC MARC.

**Assignment 05: Cataloging Project – Integrating Resources**

Catalog a variety of integrating resources (print & electronic) using RDA rules and OCLC MARC.

**Assignment 06: Cataloging Project - Serials**

Catalog a variety of serials (print & electronic) using RDA rules and OCLC MARC.

**Exercises**

There are series of ungraded exercises designed to develop awareness of and facility with using the various cataloging standards, rules and codes.

**Grading Scale**

The grading scale will be based on percentage of total available points. Course grades will be assigned based on the following percentage breakdown:

- A = 90-100 % = exceptional work, exceeds expected graduate level work
- B = 80-89 % = consistently good work, meets expected graduate level work
- C = 70-79 % = consistently poor work, fails to meet expected graduate level work
- D = 60-69 % = perfunctory, incomplete work, fails to meet expected graduate level work
- F = ≤ 60 % = missing, incomplete work, fails to meet expected graduate level work

**Standards for core courses:**

**No grade below a C will be credited toward a VSU graduate degree.** To be eligible to receive an A in this course a student must complete every assignment.

**Withdrawal:**

You may drop the course without academic penalty on or before the official withdrawal date. As discussed on pages 30-31 of the VSU graduate catalog, "Students may petition an exception to the Board of Regents' withdrawal deadline for cases of hardship by completing a petition for withdrawal form available in the Office of Dean of Students."

**Attendance:**

This is a Web-delivered course, with no required face-to-face meetings. One or more assignments may include a required presentation within WIMBA. If required, the presentations will be scheduled in consultation with class members. There may be regularly scheduled WIMBA sessions with optional attendance.

**Technical Requirements:**

All assignments must be submitted using computer programs that are compatible with VSU supported products. For word processed documents, Microsoft Word 2010 is the required format. If you are using a lower version of Word or some other word processor, you are responsible for converting your documents to Microsoft Word 2010 compatible format (.doc or .docx). **Work submitted in non-compatible formats will not be accepted and will not be graded.** You can obtain a copy of Microsoft Office 2010 at a reduced student price through the IT Home Use Software program (<http://www.valdosta.edu/helpdesk/index.shtml>). Both Windows and Mac versions are available.

You are to use the underscore " \_ " instead of a space " " in your file names. Spaces in a file name translate as %20 code and a penalty will be applied.

When reading instructions for your assignments, notice whether the instructions say to paste your response into a message box or to use a file attachment. Also notice whether the instructions say to choose Reply or to create a new message.

When the directions say to paste into a BlazeView message box, compose your response in your word processor first. This will help avoid the agony of being "timed out" and losing your work.

Grammar, punctuation, and spelling count. Use spell check. The Publication Manual of the American Psychological Association, 6th Edition, (APA manual) is the required style manual for all class work unless otherwise specified. Formatting and professional writing style counts. Use active voice in your writing.

#### **Communication:**

For questions regarding the course, please communicate with me through the BlazeView WebCT site for this course. If your question is personal, please use the BlazeView WebCT course mail feature. If you have a general question whose answer may be of interest to your classmates, please post it to the "Questions" topic on the discussion boards.

#### **Academic Honesty:**

**An overall grade of zero can be assigned to an entire paper or project if the instructor determines that its contents, or parts of its contents, were completed by a second party or copied into a paper or project from a source without proper citing. Noncompliance with rules on appropriate use of resources will result in zero credit for those parts of the assignment affected. If you are unsure about the parameters of an assignment, ask for clarification.**

Unless an assignment is specifically designated as a group or collaborative activity, anything submitted under your name should be solely your own work. If you are unsure about the parameters of an assignment, ask for clarification.

Valdosta State University expects that graduate students will pursue their academic endeavors and conduct themselves in a professional and ethical manner. All work that a student presents to satisfy course requirements should represent his or her own efforts, including appropriate use and acknowledgement of external sources.

The ***Guide to Ethical Conduct*** is a booklet created for VSU MLIS students ([http://www.valdosta.edu/mlis/student\\_resources/documents/GuidetoEthicalConductWebversion.pdf](http://www.valdosta.edu/mlis/student_resources/documents/GuidetoEthicalConductWebversion.pdf)). It contains guidelines on appropriate conduct and outlines the ethical principles that instruct the profession of library and information science. Specific regulations related to student conduct and behavior are contained in the *Student Handbook*, *Student Code of Ethics*. Please acquaint yourself with the full policy at <http://www.valdosta.edu/academic/AcademicHonestyPoliciesandProcedures.shtml>.

It is **your responsibility** to make sure you understand how to avoid breeches of academic integrity. The instructor posts rules for citing, quoting, and appropriate use of resources for assignments that require written compositions, reviews, or commentary.

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#### **SafeAssign**

By taking this course you agree that all required course work may be subject to submission for textual similarity review to SafeAssign, a tool within BlazeView. For more information on the use of SafeAssign at VSU see <http://www.valdosta.edu/academic/SafeAssignforStudents.shtml>.

#### **Distance Learning Support:**

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#### **Accommodations Statement:**

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institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin, or the handicap of the individual. It is the intent of the institution to comply with Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as the Title IX section 504 of the Rehabilitation Act of 1973. Students requiring classroom accommodations or modifications because of a documented disability should discuss this need with the professor at the beginning of the semester. Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in room 1115 Nevins Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY), their website is at <http://www.valdosta.edu/access/>.

**Compliance Statement:**

Enrollment in this class signifies that the student has agreed to abide by and adhere to the policies and regulations specified above. **It is understood that the instructor may adapt or change this syllabus and the assignments contained within it according to circumstances that may arise during the course of the semester.**

**RECEIVED**

OCT 18 2012

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**REQUEST FOR A REVISED COURSE**

Valdosta State University

**Date of Submission:** 10/23/2012 (mm/dd/yyyy)

**Department Initiating Revision:**

MLIS

**Faculty Member Requesting Revision:**

Ondrusek

**Current Course Prefix, Title, & Number:**

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

MLIS 7110 Online Searching

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

**Current:**

**Course Prefix and Number:**

**Credit Hours:**

**Course Title:**

**Prerequisites:** MLIS 7300 or MLIS 7520 or consent of the instructor

**Co-requisites:**

**Course Description:**

**Requested:**

**Course Prefix and Number:**

**Credit Hours:**

**Course Title:**

**Prerequisites:** (Remove all prerequisites)

**Co-requisites:**

**Course Description:**

**Semester/Year to be Effective:**

Fall 2013

**Estimated Frequency of Course Offering:**

Annual

**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: Course content in existing pre-requisites has evolved away from having relevance to the current course. Removing prerequisites opens course to more students and to continuing education possibilities.

**Source of Data to Support Suggested Change:**


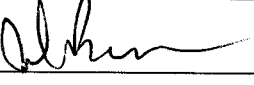


**Indirect measures:** SOIs, student, employer, or alumni surveys, etc.

**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.)

<b>Approvals:</b>	
Dept. Head: 	Date: 10-16-2012
College/Division Exec. Comm.:	Date:
Dean/Director: 	Date: 10-17-12
Graduate Exec. Comm.: (for graduate course) 	Date: 11-1-12
Graduate Dean: (for graduate course) 	Date: 11-1-12
Academic Committee:	Date:

Form last updated: January 6, 2010



# REQUEST FOR A REVISED COURSE

Valdosta State University

**RECEIVED**  
OCT 18 2012

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**Date of Submission:** 10/23/2012 (mm/dd/yyyy)

**Department Initiating Revision:**

MLIS

**Faculty Member Requesting Revision:**

Ondrusek

**Current Course Prefix, Title, & Number:**

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

MLIS 7111 Information Retrieval in Science, Technology, and Medicine

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

**Current:**

**Course Prefix and Number:**

**Credit Hours:**

**Course Title:**

**Prerequisites:** MLIS 7300 or consent of the instructor

**Co-requisites:**

**Course Description:**

**Requested:**

**Course Prefix and Number:**

**Credit Hours:**

**Course Title:**

**Prerequisites:** (Remove all prerequisites)

**Co-requisites:**

**Course Description:**

**Semester/Year to be Effective:**

Fall 2013

**Estimated Frequency of Course Offering:**

Annual

**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: Course content in existing pre-requisite has evolved away from having relevance to the current course. Removing prerequisites opens course to more students and to continuing education possibilities.

**Source of Data to Support Suggested Change:**


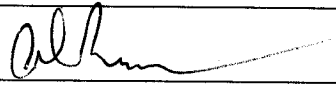


**Indirect measures:** SOIs, student, employer, or alumni surveys, etc.

**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.)

<b>Approvals:</b>		
Dept. Head:		Date: 10-16-2012
College/Division Exec. Comm.:		Date:
Dean/Director:		Date: 10-17-12
Graduate Exec. Comm.:		Date: 11-1-12
(for graduate course)		
Graduate Dean:		Date: 11-1-12
(for graduate course)		
Academic Committee:		Date:

Form last updated: January 6, 2010

**RECEIVED**

OCT 18 2012

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**REQUEST FOR A REVISED COURSE**

Valdosta State University

**Date of Submission:** 10/23/2012 (mm/dd/yyyy)

**Department Initiating Revision:**  
Master of Library & Information Science  
Program

**Faculty Member Requesting Revision:**  
Harold Thiele

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
MLIS 7300 Cataloging and Classification

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

**Current:**  
**Course Prefix and Number:**  
**Credit Hours:**  
**Course Title:** Cataloging and Classification  
**Prerequisites:**  
**Co-requisites:**  
**Course Description:** An introduction to the organization of recordable knowledge, with emphasis on library cataloging and classification. Students will examine current applications of Anglo-American Cataloguing Rules, MARC formats, Library of Congress and Sears Subject Headings, Dewey Decimal Classification, and Library of Congress Classification. Metadata initiatives and the interpretation of technical documentation will be considered.

**Requested:**  
**Course Prefix and Number:**  
**Credit Hours:**  
**Course Title:** Organization of Information  
**Prerequisites:**  
**Co-requisites:**  
**Course Description:** An introduction to the conceptual and theoretical frameworks for organizing and retrieving information: including organizational systems objectives, structures, formats, standards, and vocabularies; choice and form of access points; authority control; subject access; the impact of new technologies; and the information life cycle.

**Semester/Year to be Effective:**  
Fall 2013

**Estimated Frequency of Course Offering:**  
Every Semester

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

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

Improving student learning outcomes:

Adopting current best practice(s) in field: Literature review and surveys indicate that the field's best practice favors an organization of information type course as a foundation requirement for all students. A survey of all the ALA accredited Library & Information Science programs indicated most of the programs were requiring an organization of information type

course as a core course.

Meeting Mandates of State/Federal/Outside Accrediting Agencies: American Library Association's (ALA's) Core Competences of Librarianship.

3. Organization of Recorded Knowledge and Information

3A. The principles involved in the organization and representation of recorded knowledge and information.

3B. The developmental, descriptive, and evaluative skills needed to organize recorded knowledge and information resources.

3C. The systems of cataloging, metadata, indexing, and classification standards and methods used to organize recorded knowledge and information.

Other:

**Source of Data to Support Suggested Change:**

**Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Survey of stakeholders indicated that the content in an organization of knowledge course represents the minimum set of knowledge, skills and abilities for MLIS graduates.

**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. SOIs, student, employer, and alumni surveys are part of the programs ongoing assessment process.

**Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Selected student artifacts will be evaluated with an assessment rubric to monitor effectiveness in meeting program Student Learning Outcomes measures.

<b>Approvals:</b>	
Dept. Head: <i>Waller</i>	Date: <i>Oct 19 2012</i>
College/Division Exec. Comm.:	Date:
Dean/Director: <i>al h</i>	Date: <i>10-17-12</i>
Graduate Exec. Comm.: (for graduate course) <i>Appelle</i>	Date: <i>11-1-12</i>
Graduate Dean: (for graduate course) <i>Appelle</i>	Date: <i>11-1-12</i>
Academic Committee:	Date:

Form last updated: January 6, 2010

**Valdosta State University**  
**Master of Library and Information Science Program**  
**MLIS-7300-Organization of Information**  
**Syllabus**  
**Three Credit Hours**

**Instructor:**

**Course Description:**

An introduction to the conceptual and theoretical frameworks for organizing and retrieving information, including organizational systems objectives, structures, formats, standards, and vocabularies; choice and form of access points, authority control, subject access, the impact of new technologies, and the information life cycle.

Course Prerequisite or Corequisite: MLIS 7000 or consent of instructor.

**MLIS Program Objectives (PO)**

Graduates of the MLIS Program will:

- PO 1. Perform administrative, service, and technical functions of professional practice in libraries and information centers by demonstrating skills in information resources, reference and user services, administration and management, and organization of recorded knowledge and information.
- PO 2. Use existing and emerging technologies to meet needs in libraries and information centers.
- PO 3. Integrate relevant research to enhance their work in libraries and information centers.
- PO 4. Demonstrate professionalism as librarians or information specialists.

**Organization of Information Student Learning Outcomes (SLO):**

Upon completion of this course, the student will be able to:

- SLO 1. Describe the nature, attributes, and varieties of information objects and the various methods used to represent them; (PO 1, PO 3)
- SLO 2. Illustrate how organizational concepts affect the manner in which information is retrieved; (PO 1, PO 3)
- SLO 3. Apply vocabulary associated with information organization, metadata, and cataloging; (PO 1, PO 4)
- SLO 4. Apply methods, techniques, tools, and standards for organizing information. (PO 1, PO 2)
- SLO 5. Interpret metadata records; (PO 1, PO 4)

**Grade Requirements:**

All students admitted fall 2012 and thereafter must earn a grade of "B" or better in these core courses: MLIS 7000, 7100, 7200, 7300, 7700, and 7800.

**Required Textbooks:**

- Taylor, Arlene G., and Daniel N Joudrey, *The Organization of Information*, 3rd ed., Westport, Conn.: Libraries Unlimited, 2009 (or latest edition).
- Furie, B. (2009). *Understanding MARC bibliographic machine-readable cataloging*. 8th ed. Cataloging Distribution Service, Library of Congress, in collaboration with Follett Software. ISBN-13: 9780844495064. FREE online at: <http://www.loc.gov/marc/umb>.

Please familiarize yourself with the MLIS policy that prohibits the use of VSU's Interlibrary Loan service for obtaining textbooks at [http://www.valdosta.edu/mlis/student\\_resources/documents/ILL\\_Textbooks.pdf](http://www.valdosta.edu/mlis/student_resources/documents/ILL_Textbooks.pdf)

**Required Materials:**



A headset with attached microphone or other microphone and speakers that work with WIMBA software. Noise-canceling properties are recommended.

- Additional materials posted in BlazeView or in Odum Library Electronic Reserve.

**Online Resource Materials:**

- Online resource materials will be assigned as need.

**Assessment Portfolio:**

All students are **REQUIRED to purchase** access to the MLIS Program technology-driven assessment system (Live-Text). The system will be used throughout your professional program.

**General Course Outline:**

Module 1 Organization of Recorded Information

Module 2 Retrieval Tools

Module 3 Development of the Organization of Recorded Information in Western Civilization

Module 4 Metadata

Module 5 Encoding Standards

Module 6 Systems and System Design

Module 7 Metadata: Description

Module 8 Metadata: Access and Authority Control

Module 9 Subject Analysis

Module 10 Systems for Vocabulary Control

Module 11 Systems for Categorization

There will be a scheduled hour long optional WIMBA classroom meeting every two weeks from 7:00 pm to 8:00 pm eastern time on Tuesday. Attendance is not a requirement of the course. The sessions will be archived and made available.

**Assignments:**

The following list is an overview of the assignments included in this course. Complete instructions for each assignment along with grading criteria will be posted on the BlazeView course site in advance of that assignment's due date. As a general rule, assignments are due before midnight (11:59 p.m.) on Saturday. The professor reserves the right to modify, add, or remove assignments as conditions warrant.

**Major Assignment List:**

**Assignment 01: LibraryThing – a required SLOA**

Introduces the Functional Requirements for Bibliographic Records (FRBR) approach to cataloging and compares it to the older International Standard Bibliographic Description (ISBD) model for bibliographic records. It also introduces various social networking tools and display options.

Successful completion of this assignment is necessary to fulfill requirements for this course and indicates partial accomplishment of MLIS Program-level student learning outcomes. Your finished assignment must be uploaded to the designated online portal (LiveText).

**Assignment 02: Diverse Users Paper**

Evaluate online public access catalogs (OPACs) that focus on special populations.

**Assignment 03: Library Tour & Presentation**

Interview a cataloging, metadata, or technical services librarian, tour his/her workplace, and present your findings to the class.

**Assignment 04: Research Paper**

Evaluate three assigned articles and write an evaluative report on your findings.



**Assignment 05: Copy Cataloging Project – a required SLOA**

Create correctly constructed APA citation, copy-cataloged OCLC participant Full-level (I) MARC record, the corresponding Dublin Core record, and accurately transcribed an OPAC cataloging record.

Successful completion of this assignment is necessary to fulfill requirements for this course and indicates partial accomplishment of MLIS Program-level student learning outcomes. Your finished assignment must be uploaded to the designated online portal.

**Examinations:**

There will be a Midterm and a Final Examination.

**Quizzes:**

There will be a series of quizzes throughout the course.

**Grading Scale**

The grading scale will be based on percentage of total available points. Course grades will be assigned based on the following percentage breakdown:

- A = 90-100 % = exceptional work, exceeds expected graduate level work
- B = 80-89 % = consistently good work, meets expected graduate level work
- C = 70-79 % = consistently poor work, fails to meet expected graduate level work
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- F = ≤ 60 % = missing, incomplete work, fails to meet expected graduate level work

**Standards for core courses:**

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Reminder: This is a core course, and those of you admitted fall 2012 or thereafter must earn a grade of "B" or better in this course in order to receive credit for it. Those same students must successfully complete each assignment marked as "necessary to fulfill requirements for this course," indicated by "- a required SLOA."

**Withdrawal:**

You may drop the course without academic penalty on or before the official withdrawal date. As discussed on pages 30-31 of the VSU graduate catalog, "Students may petition an exception to the Board of Regents' withdrawal deadline for cases of hardship by completing a petition for withdrawal form available in the Office of Dean of Students."

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

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accommodations or modifications because of a documented disability should discuss this need with the professor at the beginning of the semester. Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in room 1115 Nevins Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY), their website is at <http://www.valdosta.edu/access/>.

**Compliance Statement:**

Enrollment in this class signifies that the student has agreed to abide by and adhere to the policies and regulations specified above. **It is understood that the instructor may adapt or change this syllabus and the assignments contained within it according to circumstances that may arise during the course of the semester.**

# REQUEST FOR A REVISED COURSE

Valdosta State University

**RECEIVED**

OCT 18 2012

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**Date of Submission:** 10/23/2012 (mm/dd/yyyy)

**Department Initiating Revision:**  
Master of Library & Information Science  
Program

**Faculty Member Requesting Revision:**  
Harold Thiele

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
MLIS 7330 Cataloging the Web

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

**Current:**  
**Course Prefix and Number:**  
**Credit Hours:**  
**Course Title:** Cataloging the Web  
**Prerequisites:** MLIS 7300 or consent of the instructor  
**Co-requisites:**  
**Course Description:** Methodologies and metadata developed for cataloging the Web and other digital collections, including MARC, archival XML systems, Dublin Core, and CORC.

**Requested:**  
**Course Prefix and Number:**  
**Credit Hours:**  
**Course Title:** Metadata and Advanced Cataloging  
**Prerequisites:** MLIS 7310 or consent of the instructor.  
**Co-requisites:**  
**Course Description:** Advanced study of the theory and practice of bibliographic descriptive cataloging, including the principles and theories of metadata development; application of current and emerging cataloging and metadata standards, methodologies, and practices; and issues in metadata interoperability, quality control, and evaluation.

**Semester/Year to be Effective:**  
Fall 2013

**Estimated Frequency of Course Offering:**  
Every other year

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

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

Improving student learning outcomes:

Adopting current best practice(s) in field: Literature review and surveys indicate that the field's best practice favors a metadata intensive cataloging course as a recommended elective for cataloging track students. A survey of all the ALA accredited Library & Information Science

programs indicated most of the programs were either requiring or recommending a metadata intensive cataloging course for cataloging track program of study.

Meeting Mandates of State/Federal/Outside Accrediting Agencies: American Library Association's (ALA's) Core Competences of Librarianship.

### 3. Organization of Recorded Knowledge and Information

3A. The principles involved in the organization and representation of recorded knowledge and information.

3B. The developmental, descriptive, and evaluative skills needed to organize recorded knowledge and information resources.

3C. The systems of cataloging, metadata, indexing, and classification standards and methods used to organize recorded knowledge and information.

Other:

#### Source of Data to Support Suggested Change:

**Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Survey of stakeholders indicated that the content in a metadata intensive cataloging course represented a highly desired set of knowledge, skills, and abilities for MLIS graduates with a cataloging focus.

**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. SOIs, student, employer, and alumni surveys are part of the program's ongoing assessment process.

**Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Selected student artifacts will be evaluated to monitor effectiveness in meeting course Student Learning Outcomes measures.

<b>Approvals:</b>		
Dept. Head:	<i>Wule</i>	Date: <i>Oct 16 2012</i>
College/Division Exec. Comm.:		Date:
Dean/Director:	<i>Wh</i>	Date: <i>10-17-12</i>
Graduate Exec. Comm.:	<i>Alph</i>	Date: <i>11-1-12</i>
(for graduate course)		
Graduate Dean:	<i>Alph</i>	Date: <i>11-1-12</i>
(for graduate course)		
Academic Committee:		Date:

Form last updated: January 6, 2010

**VALDOSTA STATE UNIVERSITY  
MASTER OF LIBRARY & INFORMATION SCIENCE  
MLIS 7330 Metadata and Advanced Cataloging  
Syllabus  
Three Credit Hours**

**Instructor:**

**Course Description:**

Advanced study of the theory and practice of bibliographic descriptive cataloging, including the principles and theories of metadata development; application of current and emerging cataloging and metadata standards, methodologies, and practices; and issues in metadata interoperability, quality control, and evaluation.

Prerequisite: MLIS 7310 or consent of the instructor.

**MLIS Program Objectives (PO)**

Graduates of the MLIS Program will:

- PO 1. Perform administrative, service, and technical functions of professional practice in libraries and information centers by demonstrating skills in information resources, reference and user services, administration and management, and organization of recorded knowledge and information.
- PO 2. Use existing and emerging technologies to meet needs in libraries and information centers.
- PO 3. Integrate relevant research to enhance their work in libraries and information centers.
- PO 4. Demonstrate professionalism as librarians or information specialists.

**Metadata & Advanced Cataloging SLOs**

Upon completion of this course, the student will be able to:

- SLO 1. Catalog non-monographic print, electronic, digital, Internet, and other media resources using current cataloging rules. (PO 1, PO 2)
- SLO 2. Code non-monographic print, electronic, digital, Internet, and other media resources using MARC21, Dublin Core, MODS, and other metadata coding systems. (PO 1, PO 2)
- SLO 3. Create ISBD and FRBR descriptive bibliographic records for non-monographic print, electronic, digital, Internet, and other media resources. (PO 1, PO 2)
- SLO 4. Identify current metadata initiatives as they relate to print, electronic, digital, Internet, and other media resources. (PO 3)
- SLO 5. Discuss the impact of Intellectual property decisions on patron access to library print, electronic, digital, Internet, and other media resources. (PO 3)

**Required Materials:**

Weber, M. B., & Austin, F. A. (2011). *Describing electronic, digital, and other media using AACR2 and RDA: A how-to-do-it manual and CD-ROM for librarians*. New York: Neal-Schuman Publishers. ISBN: 9781555706685 (alk. paper) 1555706681 (alk. paper)



A headset with attached microphone or other microphone and speakers that work with WIMBA software. Noise-canceling properties are recommended.

- Additional materials posted in BlazeView or in Odum Library Electronic Reserve.

**Recommended Materials**

• Chan, L. M., & Hodges, T. L. (2007). *Cataloging and classification: An introduction*. 3rd ed. Lanham, MD: Scarecrow Press. ISBN-13: 9780810859449.

• Furie, B. (2009). *Understanding MARC bibliographic machine-readable cataloging*. 8th ed. Cataloging Distribution Service, Library of Congress, in collaboration with Follett Software. ISBN-13: 9780844495064. FREE online at: <http://www.loc.gov/marc/umb>.

**Online Resource Materials:**

- American Library Association. (2005). *Anglo-American cataloging rules*, 2<sup>nd</sup> edition, 2002 revision, 2005 update. (AACR2R). Available through the RDATA Toolkit (access instructions in course overview).
- American Library Association. (2011). *Resource description and access (RDA)*. Available through the RDATA Toolkit (access instructions in course overview).
- Library of Congress (2011). *MARC 21 format for bibliographic data*. Available at <http://www.loc.gov/marc/bibliographic/ecbdhome.html>.
- OCLC (2011). *Bibliographic formats and standards*. Available at <http://www.oclc.org/bibformats/>.
- Library of Congress. (2011). *Metadata Object Description Schema: MODS [website]*. Available at <http://www.loc.gov/standards/mods/>.
- Yee, Martha M. (2008). *Cataloging Rules*. Available at <http://myee.bol.ucla.edu/catrul.pdf>. Yee provides rules for applying the principles of the FRBR suite of standards to build a catalog. They are more library oriented than the RDA. Yee's website (<http://myee.bol.ucla.edu/catrul&rdfIntro.htm>) includes her cataloging rules in several formats.
- International Federation of Library Associations (IFLA). (2010). *International standard bibliographic description (ISBD)*. Consolidated edition. Available at [http://www.ifla.org/files/cataloguing/isbd/isbd\\_wvr\\_20100510\\_clean.pdf](http://www.ifla.org/files/cataloguing/isbd/isbd_wvr_20100510_clean.pdf).
- IFLA Study Group on the Functional Requirements for Bibliographic Records. (2008). *Functional Requirements For Bibliographic Records: Final Report*. Including amendments and corrections to date. (FRBR). Available at [http://www.ifla.org/files/cataloguing/frbr/frbr\\_2008.pdf](http://www.ifla.org/files/cataloguing/frbr/frbr_2008.pdf).



- IFLA UBCIM Working Group on Functional Requirements and Numbering of Authority Records (FRANAR). (2005). Functional Requirements for Authority Records: A Conceptual Model. (FRAD). Available at [http://www.cidoc-crm.org/docs/frbr\\_oo/frbr\\_docs/FRANAR-Conceptual-M-Draft-e.pdf](http://www.cidoc-crm.org/docs/frbr_oo/frbr_docs/FRANAR-Conceptual-M-Draft-e.pdf).
- Zeng, M. L., Žumer, M., & Salaba, A. (Eds.). (2010). Functional Requirements for Subject Authority Data (FRSAD): A Conceptual Model. IFLA Working Group on the Functional Requirements for Subject Authority Records (FRSAR). International Federation of Library Associations and Institutions. Available at <http://www.ifla.org/files/classification-and-indexing/functional-requirements-for-subject-authority-data/frsad-final-report.pdf>.

### **General Course Outline**

Module 1: Introduction, Issues: Location, longevity, permanence, intellectual property, authorization.

Module 2: Paradigms: ISBD & FRBR. Cataloging Codes: AACR2, RDA, Yee

Module 3: Coding & Metadata Standards - MARC, Dublin Core, MODS

Module 4: Electronic Resources

Module 5: Sound Recordings and Music

Module 6: Video Recordings

Module 7: Digital Images; Social Media

Module 8: Cartographic

Module 9: Other Media and Formats

There will be several scheduled hour long WIMBA classroom meetings. The WIMBA classroom meetings will be listed on the calendar.

### **Assignments:**

Each assignment will have a due date. As a general rule, most assignments will be due before midnight (11:59 p.m.) on Saturday. The assignments are date/time stamped by the BlazeView system. The BlazeView system will not accept any assignment after the expiration of the grace period. If an assignment is submitted after the grace period has expired, it will have to be submitted by email. I will grade it if I have time, but I reserve the right not to accept it. To ensure yourself a chance to get at least some points for the assignment, turn it in before the grace period ends. See BlazeView for submission instructions and further details. The Assignment Calendar will be posed in BlazeView. Except as noted in the assignment instructions or assignment properties in BlazeView, assignments are due on the assigned date by 11:59 p.m. The professor reserves the right to modify, add, or remove assignments as conditions warrant.

### **General Assignment List:**

Assignment 01: Research paper

Assignment 02: Electronic Resources Cataloging Project

Assignment 03: Sound Recordings Cataloging Project

Assignment 04: Video Recordings Cataloging Project

Assignment 05: Digital Images, Social Media Cataloging Project

Assignment 06: Cartographic and Other Media Cataloging Project

### **Exercises**

There are series of ungraded exercises designed to develop awareness of and facility with using the various cataloging standards, rules and codes. A wide variety of example materials will be used to develop awareness and skill in recognizing bibliographic features, and using AACR2 and RDA cataloging rules, and MARC21 and other coding standards.

### **Grading Scale**

The grading scale will be based on percentage of total available points. Course grades will be assigned based on the following percentage breakdown:

- A = 90-100 % = exceptional work, exceeds expected graduate level work
- B = 80-89 % = consistently good work, meets expected graduate level work
- C = 70-79 % = consistently poor work, fails to meet expected graduate level work
- D = 60-69 % = perfunctory, incomplete work, fails to meet expected graduate level work
- F = ≤ 60 % = missing, incomplete work, fails to meet expected graduate level work

Course grades lower than C will not be credited to a graduate degree (VSU 2011-2012 Graduate Catalog, page 29).

You may drop the course without academic penalty on or before the official withdrawal date. As discussed on pages 30 of the VSU Graduate Catalog, "Students may petition an exception to the Board of Regents' withdrawal deadline for cases of hardship by completing a petition for withdrawal form available in the Office of Dean of Students."

### **Attendance:**

This is a Web-delivered course, with no required face-to-face meetings. One or more assignments may include a required presentation within WIMBA. If required, the presentations will be scheduled in consultation with class members. They may be regularly scheduled WIMBA sessions with optional attendance.

### **Technical Requirements:**

All assignments must be submitted using computer programs that are compatible with VSU supported products. For word processed documents, MS Word is the preferred format. If you are using a lower version of WordPerfect or some other word processor, save your documents in Rich Text Format (rtf). You are to use the underscore ( \_ ) instead of spaces/blanks ( ) in your file names. Spaces/blanks in a file name translate as %20 code and a penalty will be applied.

When reading instructions for your assignments, notice whether the instructions say to paste your response into a message box or to use a file attachment. Also notice whether the instructions say to choose Reply or to create a new message.

When the directions say to paste into a BlazeView message box, compose your response in your word processor first. This will help avoid the agony of being "timed out" and losing your work.

Grammar, punctuation, and spelling count. Use spell check. The Publication Manual of the American Psychological Association, 6th Edition, (APA manual) is the required style manual for all class work unless otherwise specified. Formatting and professional writing style counts. Use active voice in your writing.

### **Communication:**

For questions regarding the course, please communicate with me through the BlazeView WebCT site for this course. If your question is personal, please use the BlazeView WebCT course mail feature. If you have a general question whose answer may be of interest to your classmates, please post it to the "Questions" topic on the discussion boards.

**Academic Honesty:**

"Valdosta State University expects that graduate students will pursue their academic endeavors and conduct themselves in a professional and ethical manner. All work that a student presents to satisfy course requirements should represent his or her own efforts, including appropriate use and acknowledgement of external sources." Please review VSU's full policy on student conduct and behavior at

<http://www.valdosta.edu/academic/AcademicHonestyPoliciesandProcedures.shtml>. A summary statement on the policies can be found at <http://www.valdosta.edu/academic/AcademicDishonesty.shtml>.

Unless an assignment is specifically designated as a group or collaborative activity, anything submitted under your name should be solely your own work. If you are unsure about the parameters of an assignment, ask for clarification.

**Distance Learning Support:**

An online guide for distance education students is on the Odum Library Web site at [http://www.valdosta.edu/library/services/revise\\_students.pdf](http://www.valdosta.edu/library/services/revise_students.pdf).

**Accommodations Statement:**

Valdosta State University is an equal opportunity educational institution. It is not the intent of our institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin, or the handicap of the individual. It is the intent of the institution to comply with Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as the Title IX section 504 of the Rehabilitation Act of 1973. Students requiring classroom accommodations or modifications because of a documented disability should discuss this need with the professor at the beginning of the semester. Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in room 1115 Nevins Hall. The phone numbers are 245-2498 (V/V/P) and 219-1348 (TTY), their website is at <http://www.valdosta.edu/access/>.

**Student Agreement:**

Enrollment in this class signifies that the student has agreed to abide by and adhere to the policies and regulations specified above. **It is understood that the instructor may adapt or change this syllabus and the assignments contained within it according to circumstances that may arise during the course of the semester.**

## REQUEST FOR A REVISED COURSE

Valdosta State University

**RECEIVED**

OCT 18 2012

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**Date of Submission:** 10/23/2012 (mm/dd/yyyy)

<b>Department Initiating Revision:</b> Master of Library & Information Science Program	<b>Faculty Member Requesting Revision:</b> Harold Thiele
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**Current Course Prefix, Title, & Number:**  
 (See course description abbreviations in the catalog for approved prefixes)  
 MLIS 7355 Advanced Classification

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

<p><b>Current:</b></p> <p><b>Course Prefix and Number:</b></p> <p><b>Credit Hours:</b></p> <p><b>Course Title:</b> Advanced Classification</p> <p><b>Prerequisites:</b></p> <p><b>Co-requisites:</b></p> <p><b>Course Description:</b> Advanced study of the subject classification of recordable knowledge. Verbal and numeric approaches, including Library of Congress and Dewey Decimal classification schemes, and the principles of thesaurus construction will be considered.</p>	<p><b>Requested:</b></p> <p><b>Course Prefix and Number:</b></p> <p><b>Credit Hours:</b></p> <p><b>Course Title:</b> <u>Subject Cataloging and Classification</u></p> <p><b>Prerequisites:</b> MLIS 7300 or consent of the instructor.</p> <p><b>Co-requisites:</b></p> <p><b>Course Description:</b> <u>Study of the theories, principles, and practices of subject cataloging and classification; including determining aboutness, vocabulary control, application of Library of Congress Subject Headings (LCSH), classification theory; and application of classification schemes including Dewey Decimal Classification (DDC), Library of Congress Classification (LCC), and other systems).</u></p>
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<b>Semester/Year to be Effective:</b> Fall 2012	<b>Estimated Frequency of Course Offering:</b> Every other year
--	--

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

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

Improving student learning outcomes:

Adopting current best practice(s) in field: Literature review and surveys indicate that the field's best practice favors a subject cataloging and classification intensive cataloging course as

Library & Information Science programs indicated most of the programs were either requiring or recommending a subject cataloging and classification cataloging course for cataloging track program of study.

Meeting Mandates of State/Federal/Outside Accrediting Agencies: American Library Association's (ALA's) Core Competences of Librarianship.

3. Organization of Recorded Knowledge and Information

3A. The principles involved in the organization and representation of recorded knowledge and information.

3B. The developmental, descriptive, and evaluative skills needed to organize recorded knowledge and information resources.

3C. The systems of cataloging, metadata, indexing, and classification standards and methods used to organize recorded knowledge and information.

Other:

**Source of Data to Support Suggested Change:**

**Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Survey of stakeholders indicated that the content in a subject cataloging and classification course represented a highly desired set of knowledge, skills and abilities that a graduating MLIS student with a cataloging focus should have.

**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. SOIs, student, employer, and alumni surveys are part of the program's ongoing assessment process

**Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Selected student artifacts will be evaluated to monitor effectiveness in meeting course Student Learning Outcomes measures.

<b>Approvals:</b>	
Dept. Head: <i>Coale</i>	Date: <i>Oct 16 2012</i>
College/Division Exec. Comm.:	Date:
Dean/Director: <i>Wh</i>	Date: <i>10-17-12</i>
Graduate Exec. Comm.: (for graduate course) <i>[Signature]</i>	Date: <i>11-1-12</i>
Graduate Dean: (for graduate course) <i>[Signature]</i>	Date: <i>11-1-12</i>
Academic Committee:	Date:

Form last updated: January 6, 2010

**VALDOSTA STATE UNIVERSITY**  
**MASTER OF LIBRARY & INFORMATION SCIENCE**  
**MLIS 7355 Subject Cataloging and Classification**  
**Syllabus**  
**Three Credit Hours**

**Instructor:**

**Course Description:**

Study of the theories, principles, and practices of subject cataloging and classification, including determining aboutness, vocabulary control, application of Library of Congress Subject Headings (LCSH), classification theory, and application of classification schemes (Dewey Decimal Classification (DDC) and Library of Congress Classification (LCC), and other systems).

Prerequisite: MLIS 7300 or consent of the instructor.

**MLIS Program Objectives (PO)**

Graduates of the MLIS Program will:

- PO 1. Perform administrative, service, and technical functions of professional practice in libraries and information centers by demonstrating skills in information resources, reference and user services, administration and management, and organization of recorded knowledge and information.
- PO 2. Use existing and emerging technologies to meet needs in libraries and information centers.
- PO 3. Integrate relevant research to enhance their work in libraries and information centers.
- PO 4. Demonstrate professionalism as librarians or information specialists.

**Metadata & Advanced Cataloging SLOs**

Upon completion of this course, the student will be able to:

- SLO 1. Determine the aboutness of a variety of library materials (PO 1, PO 3)
- SLO 2. Assign Library of Congress Subject Headings (PO 1, PO 2)
- SLO 2. Classify library materials using Library of Congress verbal and numeric schemes. (PO 1, PO 2)
- SLO 3. Classify library materials using Dewey Decimal Classification. (PO 1, PO 2)
- SLO 4. Use relevant documentation and tools. (PO 1, PO 2, PO 3)

**Required Materials:**

- Hunter, E. J. (2009). *Classification made simple: An introduction to knowledge organisation and information retrieval*. 3<sup>rd</sup> ed. Farnham, Surrey: Ashgate. ISBN: 9780754675587.

- Dittmann, H., Hardy, J., & Musgrave, L. (2007). *Learn Library of Congress classification. 2<sup>nd</sup> North American edition.* (Library Education Series). Friendswood, Tex: TotalRecall Publications, Inc. ISBN: 9781590958063.
- Mortimer, M. (2007). *Learn Dewey decimal classification (Edition 22): First North American edition.* (Library Education Series). Friendswood, TX: TotalRecall. ISBN: 9781590958049
- Ganendran, J., & Farkas, L. (2007). *Learn Library of Congress subject access. 2<sup>nd</sup> North American Edition.* (Library Education Series). Friendswood, Tex: TotalRecall Publications. ISBN: 9781590958094.



A headset with attached microphone or other microphone and speakers that work with WIMBA software. Noise-canceling properties are recommended.

- Additional materials posted in BlazeView or in Odum Library Electronic Reserve.

### Recommended Materials

- Chan, L. M., & Hodges, T. L. (2007). *Cataloging and classification: An introduction.* 3rd ed. Lanham, MD: Scarecrow Press. ISBN-13: 9780810859449.
- Furie, B. (2009). *Understanding MARC bibliographic machine-readable cataloging.* 8th ed. Cataloging Distribution Service, Library of Congress, in collaboration with Follett Software. ISBN-13: 9780844495064. FREE online at: <http://www.loc.gov/marc/umb>.

### Online Resource Materials:

- Library of Congress (2011). MARC 21 format for bibliographic data. Available at <http://www.loc.gov/marc/bibliographic/ecbdhome.html>.
- OCLC (2011). Bibliographic formats and standards. Available at <http://www.oclc.org/bibformats/>.
- Zeng, M. L., Žumer, M., & Salaba, A. (Eds.). (2010). *Functional Requirements for Subject Authority Data (FRSAD): A Conceptual Model.* IFLA Working Group on the Functional Requirements for Subject Authority Records (FRSAR). International Federation of Library Associations and Institutions. Available at <http://www.ifla.org/files/classification-and-indexing/functional-requirements-for-subject-authority-data/frsad-final-report.pdf>.

### General Course Outline

Module 1: Introduction

Module 2: Aboutness

Module 3: Coding & Metadata Standards - MARC, Dublin Core, MODS

Module 4: Principles of LC Classification and Assigning Numbers

Module 5: LC Schedules

Module 6: Principles of Dewey Classification and Building Numbers

Module 7: Filing Rules and Cuttering

Module 8: Other Classification Systems



There will be several scheduled hour long WIMBA classroom meetings. The WIMBA classroom meetings will be listed on the calendar.

**Assignments:**

Each assignment will have a due date. As a general rule, most assignments will be due before midnight (11:59 p.m.) on Saturday. The assignments are date/time stamped by the BlazeView system. The BlazeView system will not accept any assignment after the expiration of the grace period. If an assignment is submitted after the grace period has expired, it will have to be submitted by email. I will grade it if I have time, but I reserve the right not to accept it. To ensure yourself a chance to get at least some points for the assignment, turn it in before the grace period ends. See BlazeView for submission instructions and further details. The Assignment Calendar will be posed in BlazeView. Except as noted in the assignment instructions or assignment properties in BlazeView, assignments are due on the assigned date by 11:59 p.m. The professor reserves the right to modify, add, or remove assignments as conditions warrant.

**General Assignment List:**

- Assignment 01: Aboutness Project
- Assignment 02: Library of Congress Subject Heading Project
- Assignment 03: LC Classification Project
- Assignment 04: Dewey Classification Project Project
- Assignment 05: Subject Cataloging and Classification Project

**Exercises**

There are series of ungraded exercises designed to develop awareness of and facility with using the various subject cataloging tools. A wide variety of example materials will be used to develop awareness and skill in recognizing aboutness.

**Grading Scale**

The grading scale will be base on percentage of total available points. Course grades will be assigned based on the following percentage breakdown:

- A = 90-100 % = exceptional work, exceeds expected graduate level work
- B = 80-89 % = consistently good work, meets expected graduate level work
- C = 70-79 % = consistently poor work, fails to meet expected graduate level work
- D = 60-69 % = perfunctory, incomplete work, fails to meet expected graduate level work
- F = ≤ 60 % = missing, incomplete work, fails to meet expected graduate level work

Course grades lower than C will not be credited to a graduate degree (VSU 2011-2012 Graduate Catalog, page 29).

You may drop the course without academic penalty on or before the official withdrawal date. As discussed on pages 30 of the VSU Graduate Catalog, "Students may petition an exception to the Board of Regents' withdrawal deadline for cases of hardship by completing a petition for withdrawal form available in the Office of Dean of Students."

**Attendance:**

This is a Web-delivered course, with no required face-to-face meetings. One or more assignments may include a required presentation within WIMBA. If required, the presentations will be scheduled in consultation with class members. The may be regularly scheduled WIMBA sessions with optional attendance.

**Technical Requirements:**

All assignments must be submitted using computer programs that are compatible with VSU supported products. For word processed documents, MS Word is the preferred format. If you are using a lower version of WordPerfect or some other word processor, save your documents in Rich Text Format (rtf). You are to use the underscore ( \_ ) instead of spaces/blanks ( ) in your file names. Spaces/blanks in a file name translate as %20 code and a penalty will be applied.

When reading instructions for your assignments, notice whether the instructions say to paste your response into a message box or to use a file attachment. Also notice whether the instructions say to choose Reply or to create a new message.

When the directions say to paste into a BlazeView message box, compose your response in your word processor first. This will help avoid the agony of being "timed out" and losing your work.

Grammar, punctuation, and spelling count. Use spell check. The Publication Manual of the American Psychological Association, 6th Edition, (APA manual) is the required style manual for all class work unless otherwise specified. Formatting and professional writing style counts. Use active voice in your writing.

**Communication:**

For questions regarding the course, please communicate with me through the BlazeView WebCT site for this course. If your question is personal, please use the BlazeView WebCT course mail feature. If you have a general question whose answer may be of interest to your classmates, please post it to the "Questions" topic on the discussion boards.

**Academic Honesty:**

"Valdosta State University expects that graduate students will pursue their academic endeavors and conduct themselves in a professional and ethical manner. All work that a student presents to satisfy course requirements should represent his or her own efforts, including appropriate use and acknowledgement of external sources." Please review VSU's full policy on student conduct and behavior at

<http://www.valdosta.edu/academic/AcademicHonestyPoliciesandProcedures.shtml>. A summary statement on the policies can be found at <http://www.valdosta.edu/academic/AcademicDishonesty.shtml>.

Unless an assignment is specifically designated as a group or collaborative activity, anything submitted under your name should be solely your own work. If you are unsure about the parameters of an assignment, ask for clarification.

**Distance Learning Support:**

An online guide for distance education students is on the Odum Library Web site at [http://www.valdosta.edu/library/services/revised\\_students.pdf](http://www.valdosta.edu/library/services/revised_students.pdf).

**Accommodations Statement:**

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

1973. Students requiring classroom accommodations or modifications because of a documented disability should discuss this need with the professor at the beginning of the semester. Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in room 1115 Nevins Hall. The phone numbers are 245-2498 (VVP) and 219-1348 (TTY), their website is at <http://www.valdosta.edu/access/>.

**Student Agreement:**

Enrollment in this class signifies that the student has agreed to abide by and adhere to the policies and regulations specified above. **It is understood that the instructor may adapt or change this syllabus and the assignments contained within it according to circumstances that may arise during the course of the semester.**

# REQUEST FOR A REVISED COURSE

Valdosta State University

**RECEIVED**  
OCT 18 2012

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**Date of Submission:** 10/23/2012 (mm/dd/yyyy)

**Department Initiating Revision:**  
Master of Library & Information Science  
Program

**Faculty Member Requesting Revision:**  
Harold Thiele

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
MLIS 7360 Indexing and Abstracting

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

**Current:**

**Course Prefix and Number:**

**Credit Hours:**

**Course Title:** Indexing and Abstracting

**Prerequisites:**

**Co-requisites:**

**Course Description:** The principles and practices of creating indexes and abstracts of information and knowledge resources. Varying types of indexes and abstracts, evaluation of software aids, and professional opportunities for indexers and abstractors will be considered.

**Requested:**

**Course Prefix and Number:**

**Credit Hours:**

**Course Title:** Indexing, Abstracting, and Thesaurus Construction

**Prerequisites:**

**Co-requisites:**

**Course Description:** Study of the the principles and practices of creating indexes, abstracts, and thesauri of information, and other knowledge resources; includes evaluation of software aids, and overview of professional opportunities.

**Semester/Year to be Effective:**  
Fall 2013

**Estimated Frequency of Course Offering:**  
Every other years

**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: Literature review and surveys indicate that the field's best practice favors an indexing, abstracting, and thesaurus construction course as a recommended elective for cataloging track students. A survey of all the ALA accredited Library & Information Science programs indicated most of the programs were either requiring or recommending an indexing, abstracting, and thesaurus construction course for cataloging track program of study.

Meeting Mandates of State/Federal/Outside Accrediting Agencies: American Library

Association's (ALA's) Core Competences of Librarianship.

3. Organization of Recorded Knowledge and Information

3A. The principles involved in the organization and representation of recorded knowledge and information.

3B. The developmental, descriptive, and evaluative skills needed to organize recorded knowledge and information resources.

3C. The systems of cataloging, metadata, indexing, and classification standards and methods used to organize recorded knowledge and information.

Other:

**Source of Data to Support Suggested Change:**

**Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Survey of stakeholders indicated that the content in an indexing, abstracting, and thesaurus construction course represented a highly desired set of knowledge, skills, and abilities for a MLIS graduate student with a cataloging focus.

**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. SOIs, student, employer, and alumni surveys are part of the program's ongoing assessment process.

**Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Selected student artifacts will be evaluated to monitor effectiveness in meeting course Student Learning Outcomes measures.

<b>Approvals:</b>	
Dept. Head: <i>Will</i>	Date: <i>Oct 16 2012</i>
College/Division Exec. Comm.:	Date:
Dean/Director: <i>Will</i>	Date: <i>10-17-12</i>
Graduate Exec. Comm.: (for graduate course) <i>Will</i>	Date: <i>11-1-12</i>
Graduate Dean: (for graduate course) <i>Will</i>	Date: <i>11-1-12</i>
Academic Committee:	Date:

Form last updated: January 6, 2010

**VALDOSTA STATE UNIVERSITY**  
**MASTER OF LIBRARY & INFORMATION SCIENCE**  
**MLIS 7360 Indexing, Abstracting, and Thesaurus Construction**  
**Syllabus**  
**Three Credit Hours**

**Instructor:**

**Course Description:**

Examines the principles and practices of creating indexes, abstracts, and thesauri of information and knowledge resources, evaluation of software aids, and professional opportunities.

Prerequisite: MLIS 7300 or consent of the instructor.

**MLIS Program Objectives (PO)**

Graduates of the MLIS Program will:

- PO 1. Perform administrative, service, and technical functions of professional practice in libraries and information centers by demonstrating skills in information resources, reference and user services, administration and management, and organization of recorded knowledge and information.
- PO 2. Use existing and emerging technologies to meet needs in libraries and information centers.
- PO 3. Integrate relevant research to enhance their work in libraries and information centers.
- PO 4. Demonstrate professionalism as librarians or information specialists.

**Indexing, Abstracting, and Thesaurus Construction SLOs**

Upon completion of this course, the student will be able to:

- SLO 1. Index knowledge resources in a variety of formats. (PO 1)
- SLO 2. Create indicative, informative and critical abstracts. (PO 1, PO 2)
- SLO 3. Evaluate automated indexing and abstracting tools. (PO 1, PO 3)
- SLO 4. Apply the principles of thesaurus construction and use. (PO 1, PO 2, PO 3)
- SLO 5. Interpret relevant documentation and tools. (PO 1, PO 2, PO 3, PO 4)
- SLO 6. Describe professional opportunities for indexers and abstractors (PO 1, PO 4)

**Required Materials:**

- Cleveland, Donald B and Ana D. Cleveland.(2000). *Introduction to indexing and Abstracting*, 3<sup>rd</sup> ed. Libraries Unlimited. ISBN-10: 1563086417 ISBN-13: 978-1563086410

- University of Chicago Press Staff. (2010). *Indexes: A Chapter from The Chicago Manual of Style*, 16th ed. University Of Chicago Press; ISBN-10: 0226836142 ISBN-13: 978-0226836140. Online version available from:  
[http://www.chicagomanualofstyle.org/16/ch16/ch16\\_toc.html](http://www.chicagomanualofstyle.org/16/ch16/ch16_toc.html)
- Hunter, E. J. (2009). *Classification made simple: An introduction to knowledge organisation and information retrieval*. 3<sup>rd</sup> ed. Farnham, Surrey: Ashgate. ISBN: 9780754675587.
- Roe, Sandra K., and Alan R. Thomas. 2004. *The thesaurus: review, renaissance, and revision*. Binghamton, NY: Haworth Information Press. ISBN-13: 978-0789019783 (hardcover), ISBN-13: 978-0789019790 (paperback).

Please familiarize yourself with the MLIS policy that prohibits the use of VSU's Interlibrary Loan service for obtaining textbooks at

[http://www.valdosta.edu/mlis/student\\_resources/documents/ILL\\_Textbooks.pdf](http://www.valdosta.edu/mlis/student_resources/documents/ILL_Textbooks.pdf)



A headset with attached microphone or other microphone and speakers that work with WIMBA software. Noise-canceling properties are recommended.

- Additional materials posted in BlazeView or in Odum Library Electronic Reserve.

#### **Recommended Materials**

- Nancy C. Mulvany. (2005) *Indexing Books, Second Edition (Chicago Guides to Writing, Editing, and Publishing)*. University Of Chicago Press; ISBN-10: 0226552764 ISBN-13: 978-0226552767
- Lancaster, F. W. (2003). *Indexing and abstracting in theory and practice*. Champaign, Ill: University of Illinois.

#### **General Course Outline**

##### **General Course Outline:**

Module 1: Introduction

Module 2: Indexing & Types of Indexes

Module 3: Evaluating Indexes

Module 4: Back of the Book Indexing

Module 5: Indexing of Non-Book Materials.

Module 6: Abstracting & Types of Abstracts

Module 7: Evaluating & Writing Abstracts

Module 8: Free Text vs Controlled Vocabulary Environments

Module 9 Standards and Guidelines

Module 10: Types of Thesauri

Module 11: Thesaurus Construction

Module 12: Career Opportunities

There will be several scheduled hour long WIMBA classroom meetings. The WIMBA classroom meetings will be listed on the calendar.



### **Assignments:**

Each assignment will have a due date. As a general rule, most assignments will be due before midnight (11:59 p.m.) on Saturday. The assignments are date/time stamped by the BlazeView system. The BlazeView system will not accept any assignment after the expiration of the grace period. If an assignment is submitted after the grace period has expired, it will have to be submitted by email. I will grade it if I have time, but I reserve the right not to accept it. To ensure yourself a chance to get at least some points for the assignment, turn it in before the grace period ends. See BlazeView for submission instructions and further details. The Assignment Calendar will be posed in BlazeView. Except as noted in the assignment instructions or assignment properties in BlazeView, assignments are due on the assigned date by 11:59 p.m. The professor reserves the right to modify, add, or remove assignments as conditions warrant.

### **General Assignment List:**

Assignment 01: Back-of-the-book index evaluation

Assignment 02: Create a Back-of-the-book Index

Assignment 03: Index pictorial, audio, or multimedia material

Assignment 04: Abstract evaluations

Assignment 05: Create a series of abstracts

Assignment 06: Thesaurus Project

### **Exercises**

There are series of ungraded exercises designed to develop awareness of and facility with using the various subject cataloging tools. A wide variety of example materials will be used to develop awareness and skill in recognizing aboutness.

### **Grading Scale**

The grading scale will be base on percentage of total available points. Course grades will be assigned based on the following percentage breakdown:

A = 90-100 % = exceptional work, exceeds expected graduate level work

B = 80-89 % = consistently good work, meets expected graduate level work

C = 70-79 % = consistently poor work, fails to meet expected graduate level work

D = 60-69 % = perfunctory, incomplete work, fails to meet expected graduate level work

F = ≤ 60 % = missing, incomplete work, fails to meet expected graduate level work

Course grades lower than C will not be credited to a graduate degree (VSU 2011-2012 Graduate Catalog, page 29).

You may drop the course without academic penalty on or before the official withdrawal date. As discussed on pages 30 of the VSU Graduate Catalog, "Students may petition an exception to the Board of Regents' withdrawal deadline for cases of hardship by completing a petition for withdrawal form available in the Office of Dean of Students."

### **Attendance:**

This is a Web-delivered course, with no required face-to-face meetings. One or more assignments may include a required presentation within WIMBA. If required, the presentations will be scheduled in consultation with class members. The may be regularly scheduled WIMBA sessions with optional attendance.

### **Technical Requirements:**

All assignments must be submitted using computer programs that are compatible with VSU supported products. For word processed documents, MS Word is the preferred format. If you

are using a lower version of WordPerfect or some other word processor, save your documents in Rich Text Format (rtf). You are to use the underscore ( \_ ) instead of spaces/blanks ( ) in your file names. Spaces/blanks in a file name translate as %20 code and a penalty will be applied.

When reading instructions for your assignments, notice whether the instructions say to paste your response into a message box or to use a file attachment. Also notice whether the instructions say to choose Reply or to create a new message.

When the directions say to paste into a BlazeView message box, compose your response in your word processor first. This will help avoid the agony of being "timed out" and losing your work.

Grammar, punctuation, and spelling count. Use spell check. The Publication Manual of the American Psychological Association, 6th Edition, (APA manual) is the required style manual for all class work unless otherwise specified. Formatting and professional writing style counts. Use active voice in your writing.

**Communication:**

For questions regarding the course, please communicate with me through the BlazeView WebCT site for this course. If your question is personal, please use the BlazeView WebCT course mail feature. If you have a general question whose answer may be of interest to your classmates, please post it to the "Questions" topic on the discussion boards.

**Academic Honesty:**

"Valdosta State University expects that graduate students will pursue their academic endeavors and conduct themselves in a professional and ethical manner. All work that a student presents to satisfy course requirements should represent his or her own efforts, including appropriate use and acknowledgement of external sources." Please review VSU's full policy on student conduct and behavior at

<http://www.valdosta.edu/academic/AcademicHonestyPoliciesandProcedures.shtml>. A summary statement on the policies can be found at

<http://www.valdosta.edu/academic/AcademicDishonesty.shtml>.

Unless an assignment is specifically designated as a group or collaborative activity, anything submitted under your name should be solely your own work. If you are unsure about the parameters of an assignment, ask for clarification.

**Distance Learning Support:**

An online guide for distance education students is on the Odum Library Web site at [http://www.valdosta.edu/library/services/revised\\_students.pdf](http://www.valdosta.edu/library/services/revised_students.pdf).

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documented disability must contact the Access Office for Students with Disabilities located in room 1115 Nevins Hall. The phone numbers are 245-2498 (V/V/P) and 219-1348 (TTY), their website is at <http://www.valdosta.edu/access/>.

**Student Agreement:**

Enrollment in this class signifies that the student has agreed to abide by and adhere to the policies and regulations specified above. **It is understood that the instructor may adapt or change this syllabus and the assignments contained within it according to circumstances that may arise during the course of the semester.**

# REQUEST FOR A REVISED COURSE

Valdosta State University

**RECEIVED**

OCT 18 2012

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**Date of Submission:** 10/23/2012 (mm/dd/yyyy)

**Department Initiating Revision:**  
MLIS

**Faculty Member Requesting Revision:**  
Most

**Current Course Prefix, Title, & Number:**

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

MLIS 7370 Information Architecture

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

**Current:**

**Course Prefix and Number:** MLIS 7370

**Credit Hours:**

**Course Title:**

**Prerequisites:**

**Co-requisites:**

**Course Description:**

**Requested:**

**Course Prefix and Number:** MLIS 7570

**Credit Hours:**

**Course Title:**

**Prerequisites:**

**Co-requisites:**

**Course Description:**

**Semester/Year to be Effective:**

Fall 2013

**Estimated Frequency of Course Offering:**

Annual

**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: MLIS 7370 was originally taught as special topics course. It was brought into the curriculum in 2005-06 and assigned to the Cataloging track sequence. As the course has evolved it has become more relevant to the MLIS Technology track. This renumbering will place the course in the track that accurately reflects its current content.

**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.)

<b>Approvals:</b>	
Dept. Head: <i>Case</i>	Date: <i>Oct 16 2012</i>
College/Division Exec. Comm.:	Date:
Dean/Director: <i>Albin</i>	Date: <i>10-17-12</i>
Graduate Exec. Comm.: (for graduate course) <i>Albin</i>	Date: <i>11-1-12</i>
Graduate Dean: (for graduate course) <i>Albin</i>	Date: <i>11-1-12</i>
Academic Committee:	Date:

Form last updated: January 6, 2010

## REQUEST FOR A REVISED COURSE

Valdosta State University

**Date of Submission:** 10/23/2012 (mm/dd/yyyy)

**Department Initiating Revision:**  
MLIS

**Faculty Member Requesting Revision:**  
MOST

**Current Course Prefix, Title, & Number:**

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

MLIS 7440 Electronic Resources in Libraries

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

**Current:**

**Course Prefix and Number:**

**Credit Hours:**

**Course Title:**

**Prerequisites:** MLIS 7300 or MLIS 7400 or consent of the instructor

**Co-requisites:**

**Course Description:**

**Requested:**

**Course Prefix and Number:**

**Credit Hours:**

**Course Title:**

**Prerequisites:** MLIS 7000 or consent of the instructor.

**Co-requisites:**

**Course Description:**

**Semester/Year to be Effective:**

Fall 2013

**Estimated Frequency of Course Offering:**

Annual

**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: MLIS 7440 was added to curriculum in 2005-06. As course content in this area of the curriculum has evolved, revisions in course content were also made in MLIS 7440, MLIS 7300, and MLIS 7400. The content of the earlier prerequisites is no longer required for students to be successful in the current version of this course. The requested pre-requisite of MLIS 7000 is the entry course for the MLIS program and will give students adequate preparation for the current version of MLIS 7440.

**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.)



<b>Approvals:</b>		
Dept. Head:		Date: Oct 6 2012
College/Division Exec. Comm.:		Date:
Dean/Director:		Date: 10-12-12
Graduate Exec. Comm.: (for graduate course)		Date: 11-1-12
Graduate Dean: (for graduate course)		Date: 11-1-12
Academic Committee:		Date:

Form last updated: January 6, 2010

# REQUEST TO DEACTIVATE A COURSE/PROGRAM

Valdosta State University

**Date of Submission:** 10/23/2012

**Department Initiating Deactivation:**  
Master of Library & Information Science  
Program

**Semester & Year to be Effective:**  
Fall 2013

**RECEIVED**  
OCT 18 2012  
VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**List of courses (or the program or track) to be deactivated:**  
MLIS 7350 Advanced Cataloging

**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 Literature review and surveys indicate that the field's best practice favors a metadata intensive advanced cataloging course as a recommended elective for cataloging track students. A survey of all the ALA accredited Library & Information Science programs indicated most of the programs were either requiring or recommending a metadata intensive advanced cataloging course for cataloging track program of study. The revision and updating of MLIS 7330 to a metadata and advanced cataloging course meets this best practice and makes MLIS 7350 redundant.

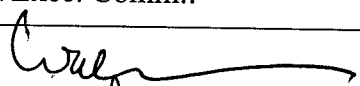
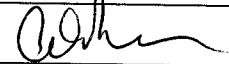
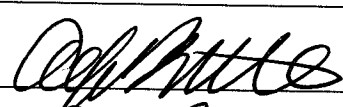
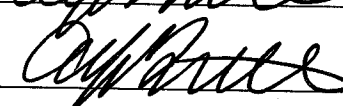
Meeting Mandates of State/Federal/Outside Accrediting Agencies

Other The updating of MLIS 7330 to a metadata and advanced cataloging course makes MLIS 7350 redundant.

**Source of Data to Support Suggested Change:**

**Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Survey of stakeholders indicated that the content in MLIS 7350 was no longer required with the development of a metadata intensive advanced cataloging course (MLIS 7330) which represented a highly desired set of knowledge, skills and abilities that a graduating MLIS student with a cataloging focus should have.

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

<b>Approvals:</b>	
College/Division Exec. Comm.:	Date:
Dept. Head: 	Date: Oct 16 2012
Dean/Director: 	Date: 10-17-12
Graduate Exec. Comm.: (for grad course/program) 	Date: 11-1-12
Graduate Dean: (for grad course/program) 	Date: 11-1-12
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: 259

Proposed Effective Date for Revised Catalogue Copy: (new or revised) fall 2013

Degree and Program Name: BFA Speech Communication

**Present Requirements:** GRADE POINT AVERAGE REQUIREMENT FOR THE BFA WITH A MAJOR IN SPEECH COMMUNICATION AND THE BFA WITH A MAJOR IN MASS MEDIA

Students entering the University directly from high school may declare a major in speech communication or in mass media. In order to continue as majors, students must maintain a GPA of 2.5 or better on all course work undertaken. If in any given semester a student's overall GPA falls below 2.5, the student will have one semester (fall or spring) to bring it back up to or above 2.5. If the overall GPA remains below 2.5 for two consecutive semesters, the student will be requested to change majors. Any student who fails to respond to that request will automatically be transferred to an undeclared major status.

Students who enter the University as transfer students who wish to declare a major in speech communication or mass media must have a GPA of at least 2.5 on all course work undertaken. Upon acceptance as a major, a student must maintain an overall 2.5 GPA as described above.

Students changing majors from another program within the University must also have at least a 2.5 overall GPA to transfer to the speech communication or mass media major, and they will be subject to the same maintenance requirements already described.

**Proposed Requirements:** (highlight changes after printing) GRADE POINT AVERAGE REQUIREMENT FOR THE BFA WITH A MAJOR IN SPEECH COMMUNICATION AND THE BFA WITH A MAJOR IN MASS MEDIA

Students entering the University directly from high school may declare a major in speech communication or mass media. In order to continue as majors, students must maintain an overall GPA of 2.25 or better for speech communication or 2.5 or better for mass media. If in any given semester a student's overall GPA falls below 2.25 for speech communication or 2.5 for mass media, the student will have one semester (fall or spring) to bring it back up to or above the required level. If the overall GPA remains below the required level for the major for two consecutive semesters, the student will be requested to change majors. Any student who fails to respond to that request will automatically be transferred to an undeclared major status.

Students who enter the University as transfer students who wish to declare a major in speech communication or mass media must have an overall GPA of at least 2.25 for speech communication or 2.5 for mass media. Upon acceptance as a major, a student must maintain an overall GPA at or above that required by the major as described above. Current VSU students seeking to transfer into speech communication or mass media from other majors must have an overall GPA of 2.25 for speech communication or 2.5 for mass media; and they will be subject to the same maintenance requirements already described.

**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 Our original GPA requirement was 2.0, but we had too many major not capable of being successful in our courses. In 2004 we increase the GPA requirement to 2.25 and witnessed a marked increase in student success in meeting learning outcomes. In 2009 we increased the GPA requirement to 2.5 to manage the number of students in the major and to see if we would see an apprecable increase in student success. After three years with a 2.5 GPA requirement, we have not seen a significant difference in students success (between 2.25 and 2.5), but we have experienced a decline in our major count. This change to 2.25 will function as a recruiting tool without undermining student success in the major.

**Source of Data to Support Suggested Change:**

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **We have been processing an excessive number of waivers in order to let students with GPAs between 2.25 and 2.5 take major-restricted while they work on raising their GPAs.**
- 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.) **Annual IERs.**

<b>Approvals:</b>	
Department Head: <i>WJL</i>	Date: 10/12/12
College/Division Exec. Committee: <i>MTS</i>	Date: 10.31.12
Dean(s)/Director(s): <i>John Smith</i>	Date: 10/31/12
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:** 08/31/2012 (mm/dd/yyyy)

**Department Initiating Revision:**  
Communication Arts

**Faculty Member Requesting Revision:**  
Laurence Etling

**Current Course Prefix, Title, & Number:**

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

MDIA Broadcasting and Culture 4350

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

**Current:**

**Course Prefix and Number:**

**Credit Hours:**

**Course Title:** Broadcasting and Culture

**Prerequisites:**

**Co-requisites:**

**Course Description:** .

**Requested:**

**Course Prefix and Number:**

**Credit Hours:**

**Course Title:** Media and Culture

**Prerequisites:**

**Co-requisites:**

**Course Description:**

**Semester/Year to be Effective:**

Fall 2013

**Estimated Frequency of Course Offering:**

Once per 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: Course content now includes analysis of digital delivery systems, including the use and impact of social media, the Internet, and other technologies with which our students are expected to be conversant.

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. Students are obtaining employment in fields outside of traditional broadcast fields.

**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.) Evaluation methods will include written exams and analytical assignments.



<b>Approvals:</b>		
Dept. Head:	<i>WLE</i>	Date: <i>10/12/12</i>
College/Division Exec. Comm.:	<i>WLE</i>	Date: <i>10/31.12</i>
Dean/Director:	<i>John Smith</i>	Date: <i>10/21/12</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 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:**  
260

**Proposed Effective Date for Curriculum Change:**  
(Month/Year): 08/2013

**Degree & Program Name:**  
(e.g., BFA, Art): BFA, Speech Comm

**Present Requirements:**

**Core Curriculum Area F.....18 hrs**  
**A minimum grade of "C" is required for all Area F courses in the Communication ARTs Department.**  
**COMM 1110, COMM 2100, COMM 2300...9 hrs**  
**ACED 2400 or CS 1000.....3 hrs**  
**THEA 1000, THEA 1100, DANC 1500, MDIA 2000, PHIL 2010, PHil 2020, ACED 2050, or BUSA 2106.....6 hrs**

**Senior College Curriculum.....60 hrs**  
**Senior Core.....36 hrs**  
**COMM 3000, COMM 3100.....6 hrs**  
**COMM 3500, COMM 3800.....6 hrs**  
**Select two:.....6 hrs**  
**COMM 4060, COMM 4120, COMM 4130, COMM 4170, COMM 4600**  
**Guided Electives .....18 hrs**

**Proposed Requirements (Underline changes after printing this form:**

Core Curriculum Area F.....18 hrs  
 A minimum grade of "C" is required for all Area F courses in the Communication ARTs Department.  
 COMM 1110, COMM 2100, COMM 2300...9 hrs  
 ACED 2400, CS 1000, or BUSA 2201.....3 hrs  
 THEA 1000, THEA 1100, DANC 1500,  
 MDIA 2000, PHIL 2010, PHil 2020,  
 ACED 2050, or BUSA 2106.....6 hrs

Senior College Curriculum.....60 hrs  
 Senior Core.....36 hrs  
 COMM 3000, COMM 3100.....6 hrs  
 COMM 3500, COMM 3800.....6 hrs  
 Select two:.....6 hrs  
 COMM 4060, COMM 4120, COMM 4130,  
COMM 4140, COMM 4160, COMM 4170,  
 COMM 4600  
 Guided Electives.....18 hrs

**Justification:**

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

- Improve student learning outcomes:
- Adopting current best practice(s) in field: Adding to the available theory courses enables us to offer theory courses that address the professional opportunities available in the current marketplace.
- Meeting mandates of state/federal/outside accrediting agencies:
- Other: To provide students with increased access to equivalent courses to fulfill our computer literacy requirement and to eliminate the need for waivers for the courses for which these courses are the prerequisites.

**Source of Data to Support Suggested Change:**

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

difficulty in meeting the computing requirement due to limited seats available.

**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?).**

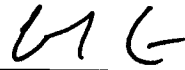
**Data Sources:**

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

**Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) These changes do not impact learning outcomes or assessment.

**Approvals:**

Department Head:



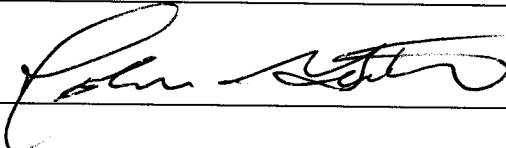
Date: 10/12/12

College/Division Exec. Committee:



Date: 10.31.12

Dean(s)/Director(s):



Date: 10/31/12

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:** 10/01/2012 (mm/dd/yyyy)

**Department Initiating Revision:**  
Communication Arts

**Faculty Member Requesting Revision:**  
Deborah Robson

**Current Course Prefix, Title, & Number:**

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

COMM 3800 Quantitative Communication Research Methods

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

**Current:**

**Course Prefix and Number:**

**Credit Hours:**

**Course Title:**

**Prerequisites:** COMM 2100

**Co-requisites:**

**Course Description:**

**Requested:**

**Course Prefix and Number:**

**Credit Hours:**

**Course Title:**

**Prerequisites:** COMM 2100 and speech communication major.

**Co-requisites:**

**Course Description:**

**Semester/Year to be Effective:**  
Fall 2013

**Estimated Frequency of Course Offering:**  
Fall and 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. 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: Correction to catalog. This course has always been limited to majors.

**Source of Data to Support Suggested Change:**

**Indirect measures:** SOIs, student, employer, or alumni surveys, etc. N/A. This is a correction to the catalog.

**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.) Assessment for this course will not change.

<b>Approvals:</b>	
Dept. Head:	Date: 10/12/12
College/Division Exec. Comm.:	Date: 10/31/12
Dean/Director:	Date: 10/31/12
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:** 10/01/12 (mm/dd/yyyy)

**Department Initiating Revision:**  
Communication Arts

**Faculty Member Requesting Revision:**  
Deborah Robson

**Current Course Prefix, Title, & Number:**

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

COMM 4400 Organizational Presentations

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

**Current:**

**Course Prefix and Number:**

**Credit Hours:**

**Course Title:**

**Prerequisites:** COMM 1110, presentational software competency, and speech communication major.

**Co-requisites:**

**Course Description:**

**Requested:**

**Course Prefix and Number:**

**Credit Hours:**

**Course Title:**

**Prerequisites:** COMM 1110 and presentational software competency. \_\_\_\_\_

**Co-requisites:**

**Course Description:**

**Semester/Year to be Effective:**

Fall 2013

**Estimated Frequency of Course Offering:**

Every fall

**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: This course has been part of the minor for years. So we are making it available to minors without having to do waivers for each student.

**Source of Data to Support Suggested Change:**

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


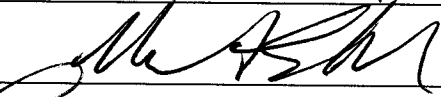
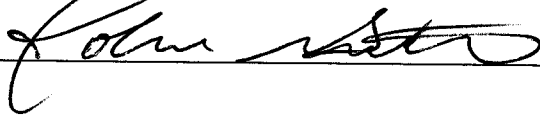
**Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) N/A. Catalog correction.

**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.) Assessment in this course will not change.



<b>Approvals:</b>	
Dept. Head: 	Date: 10/12/12
College/Division Exec. Comm.: 	Date: 10.31.12
Dean/Director: 	Date: 10/31/12
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:** 10/01/12 (mm/dd/yyyy)

**Department Initiating Revision:**  
Communication Arts

**Faculty Member Requesting Revision:**  
Deborah Robson

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
COMM 4440 Intercultural Training

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

**Current:**  
**Course Prefix and Number:**  
**Credit Hours:**  
**Course Title:**  
**Prerequisites:** COMM 3400, COMM 3500,  
COMM 3550, & COMM 3800.  
**Co-requisites:**  
**Course Description:**

**Requested:**  
**Course Prefix and Number:**  
**Credit Hours:**  
**Course Title:**  
**Prerequisites:** COMM 3400, COMM 3500,  
COMM 3550, COMM 3800, and speech  
communication major.  
**Co-requisites:**  
**Course Description:**

**Semester/Year to be Effective:**  
Sprng 2014

**Estimated Frequency of Course Offering:**  
Each 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. 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: To correct an error in the catalog. Capstone courses are always major restricted.


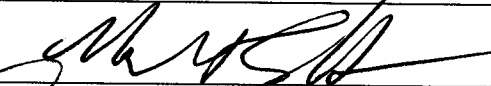
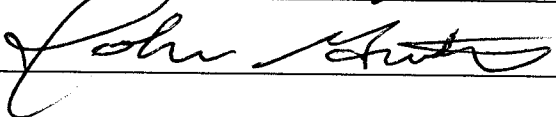
**Source of Data to Support Suggested Change:**

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

**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.) Assessment in this course will not change.

<b>Approvals:</b>	
Dept. Head: 	Date: 10/12/12
College/Division Exec. Comm.: 	Date: 10.31.12
Dean/Director: 	Date: 10/31/12
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 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:**  
262-263

**Proposed Effective Date for Curriculum Change:**  
(Month/Year): 08/13

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

**Present Requirements:**

Senior College Curriculum. .... 60 hours

THEA 2750, DANC 2600, DANC 2700 ... 9 hours  
 DANC 3600 or DANC 3700 ..... 3 hours  
 DANC 3800, DANC 4800 ..... 6 hours  
 DANC 1900 or DANC 3300 ..... 2 hours  
 DANC 2910 ..... 1 hour  
 DANC 3500 ..... 2 hours  
 DANC 3000, DANC 3100, DANC 3410 ... 9 hours  
 DANC 3200 ..... 6 hours  
 DANC 3420 ..... 2 hours  
 DANC 4010, DANC 4020 ..... 6 hours  
 DANC 4600 or DANC 4700 ..... 3 hours  
 THEA 4790 ..... 2 hours  
 COMM 1100 or MDIA 2000 ..... 3 hours  
 Guided electives ..... 6 hours  
 (If students take COMM 1100 or MDIA 1500 in Area C of the Core Curriculum, they should take 3 additional hours of guided electives.  
 Total hours required for the degree  
 ..... 120 semester hours

**Proposed Requirements (Underline changes after printing this form:**

BFA Dance Dept.	Sr. Curriculum Course	60 Hours Hrs.
	DANC 1900 or 3300	(2)
	DANC 2600	(3)
	DANC 2700	(3)
	DANC 2910	(1)
	DANC 3000	(3)
	DANC 3100	(3)
	DANC 3200	(2)
	DANC 3200	(2)
	DANC 3200	(2)
	DANC 3410	(3)
	DANC 3420	(2)
	DANC 3500	(2)
	DANC 3600 or 3700	(3)
	DANC 3800	(3)
	DANC 4010	(3)
	DANC 4020	(3)
	DANC 4600 or 4700	(3)
	DANC 4800	(3)
	THEA 2750	(3)
	THEA 4790	(2)
	COMM 1100, MDIA 2000 or a Guided Elective	(3) *
	Guided Electives	(6)

**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: Providing more options in guided electives.
- Adopting current best practice(s) in field: Providing student choices to benefit success in the field.
- Meeting mandates of state/federal/outside accrediting agencies:
- Other: COMM 1100 & MDIA 2000 are also options in Area C; Clarity in Catalog

**Source of Data to Support Suggested Change:**

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

**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. Jr. Assessments
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Student portfolios and program evaluation assignments. Faculty assessment of degree program.

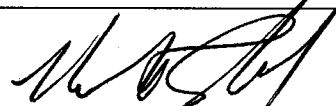
**Approvals:**

Department Head:



Date: 10/12/12

College/Division Exec. Committee:



Date: 10.31.12

Dean(s)/Director(s):



Date: 10/31/12

Grad. Exec. Committee:  
(for graduate course)

Date:

Graduate Dean:  
(for graduate course)

Date:

Academic Committee:

Date:

# REQUEST TO DEACTIVATE A COURSE/PROGRAM

Valdosta State University

**Date of Submission:** 8/13/12

**Department Initiating Deactivation:**

Communication Arts

**Semester & Year to be Effective:**

Spring 2013

**List of courses (or the program or track) to be deactivated:**

DANC 3400 Rhythmic and Recreational Dance

DANC 4000 Pointe and Variation

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

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other Courses have not been offered on a regular basis.

DANC 3400 remains from previous PE/Dance curriculum and is no longer taught.

DANC 4000 [Pointe] is included as part of DANC 3600 and DANC 4600 course work in Advanced Ballet.

**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.) Faculty assessment of BFA Dance curriculum.

Approvals:	
College/Division Exec. Comm.:	<i>[Signature]</i> Date: 10.31.12
Dept. Head:	<i>[Signature]</i> Date: 10/12/12
Dean/Director:	<i>[Signature]</i> Date: 10/31/12
Graduate Exec. Comm.: (for grad course/program)	Date:
Graduate Dean: (for grad course/program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010



# REQUEST FOR A 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:**  
263

**Proposed Effective Date for Curriculum Change:**  
(Month/Year): 8/13

**Degree & Program Name:**  
(e.g., BFA, Art): BFA in Theatre

## Present Requirements:

**SENIOR COLLEGE CURRICULUM. .40 hours**  
THEA 2730, THEA 2810 .....4 hours  
THEA 3700, THEA 3740, THEA 3750 .. 9 hours  
THEA 3710, THEA 3720 .....2 hours  
THEA 3950 .....3 hours  
THEA 3760 or THEA 3770 or THEA 3780 ... 3 hours  
THEA 3880 or THEA 3890 .....3 hours  
THEA 4790, DANC 1600, DANC 2800 ..6 hours  
Guided Electives .....10 hours

## Proposed Requirements (Underline changes after printing this form:

**SENIOR COLLEGE CURRICULUM. . 38 hours**  
THEA 2730, THEA 2810 ..... 4 hours  
THEA 3700, THEA 3740, THEA 3750.. 9 hours  
THEA 3710, THEA 3720.....2 hours  
THEA 3950 .....3 hours  
THEA 3760 or THEA 3770 or THEA 3780 3 hours  
THEA 3880 or THEA 3890 ..... 3 hours  
THEA 4790..... 2 hours  
DANC 1600 or DANC 2800 ..... 2 hours  
Guided Electives ..... 10 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: National Association for Schools of Theatre  
 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.) Senior program responses (which are included in THEA 4790); job placement of graduate

**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.) Senior program responses ( which are included in THEA 4790); job placement for graduates

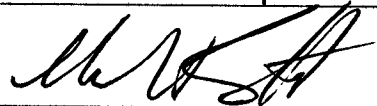
**Approvals:**

Department Head:



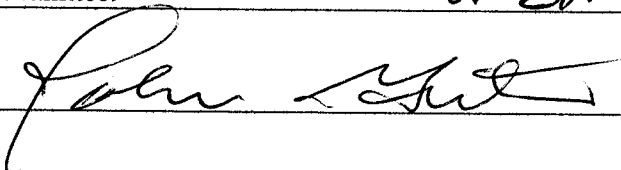
Date: 10/12/12

College/Division Exec. Committee:



Date: 10/31/12

Dean(s)/Director(s):



Date: 10/31/12

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:**  
264

**Proposed Effective Date for Curriculum Change:**  
(Month/Year): 8/13

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

**Present Requirements:**

Musical Theatre Track ..... 20 hours  
 MUSC 1000, DANC 1900 ..... 4 hours  
 DANC 3800 ..... 3 hours  
 THEA 3020, THEA 4020 ..... 4 hours  
 DANC 2910 and THEA 3200 ..... 2 hours  
 THEA 3021 and THEA 3031 ..... 2 hours  
 THEA 3710 ..... 2 hours  
 THEA 4810 ..... 3 hours

**Proposed Requirements (Underline changes after printing this form:**

Musical Theatre Track ..... 22 hours  
 MUSC 1000, DANC 1900 ..... 4 hours  
~~DANC 1600 or DANC 2800 ..... 2 hours~~  
 DANC 3800 ..... 3 hours  
 THEA 3020, THEA 4020 ..... 4 hours  
 DANC 2910 and THEA 3200 ..... 2 hours  
 THEA 3021 and THEA 3031 ..... 2 hours  
 THEA 3710 ..... 2 hours  
 THEA 4810 ..... 3 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: There is no substantive change in the Senior Curriculum. Hours have simply shifted from the Senior Curriculum to the Track in Musical Theatre

**Source of Data to Support Suggested Change:**

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.  
 **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) This change assists in accomodating the changes to the Production Track which are more substantive in nature.

**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.)

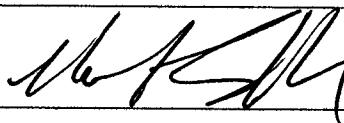
**Approvals:**

Department Head:



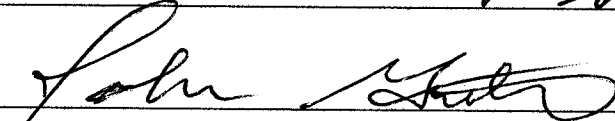
Date: 10/12/12

College/Division Exec. Committee:



Date: 10.31.12

Dean(s)/Director(s):



Date: 10/31/12

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:**  
264

**Proposed Effective Date for Curriculum Change:**  
(Month/Year): 8/2013

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

## Present Requirements:

Performance Track .....20 hours  
THEA 1710, THEA 3200 ..... 2 hours  
THEA 2110, THEA 3800, THEA 4800. 9 hours  
THEA 2840, THEA 3710 ..... 4 hours  
THEA 3880 or THEA 3890 .....3 hours  
THEA 3010 .....2 hours

## Proposed Requirements (Underline changes after printing this form:

Performance Track ..... 22 hours  
THEA 1710, THEA 3200 ..... 2 hours  
DANC 1600 or DANC 2800 ..... 2 hours  
THEA 2110, THEA 3800, THEA 4800 . 9 hours  
THEA 2840, THEA 3710 ..... 4 hours  
THEA 3880 or THEA 3890 ..... 3 hours  
THEA 3010 .....2 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: There is no substantive change in the Senior Curriculum. Hours have simply been shifted from the Senior Curriculum to the Track in Performance.

## Source of Data to Support Suggested Change:


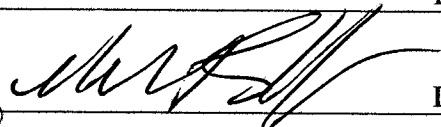
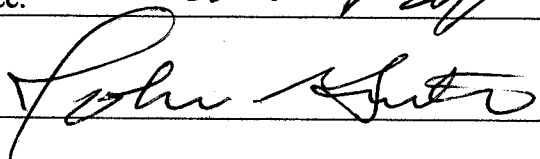
- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.  
 **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) This change assists in accomodating the changes to the Production track which are more substantive in nature.

**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: 10/12/12
College/Division Exec. Committee:		Date: 10-31-12
Dean(s)/Director(s):		Date: 10/31/12
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:**  
264

**Proposed Effective Date for Curriculum Change:**  
(Month/Year): 8/13

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

**Present Requirements:**

Production Track ..... 20 hours  
 THEA 2840 ..... 2 hours  
 THEA 3720 or THEA 3725 ..... 4 hours  
 THEA 3760 or THEA 3770 or THEA 3780 3 hours  
 THEA 3790 ..... 2 hours  
 THEA 3880 or THEA 3890 ..... 3 hours  
 THEA 4760, THEA 4770 ..... 6 hours

**Proposed Requirements (Underline changes after printing this form:**

Production Track ..... 22 hours  
 THEA 2840, THEA 3300 ..... 4 hours  
 THEA 3720 or THEA 3725 ..... 4 hours  
 THEA 3760 or THEA 3770 or THEA 3780 3 hours  
 THEA 3790 ..... 2 hours  
 THEA 3880 or THEA 3890 ..... 3 hours  
 THEA 4760, THEA 4770 ..... 6 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: The deletion of one dance class from the Senior curriculum and the addition of one production class (Costume Construction) to the Production Track follows the best practices in the field to allow focus on building specific technical skills needed in a BFA program.  
 Meeting mandates of state/federal/outside accrediting agencies: National Association of Schools of Theatre  
 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.)

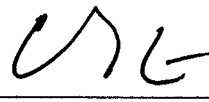
**Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).**

**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.) Senior Program Response (included in THEA 4790); job placement of graduates.

**Approvals:**

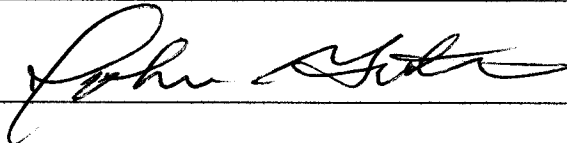
Department Head:

 Date: 10/12/12

College/Division Exec. Committee:

 Date: 10/31/12

Dean(s)/Director(s):

 Date: 10/31/12

Grad. Exec. Committee:  
(for graduate course)

Date:

Graduate Dean:  
(for graduate course)

Date:

Academic Committee:

Date:

Form last updated: January 6, 2010



# REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:**08/28/2012 (mm/dd/yyyy)

**Department Initiating Request:**

Communication Arts

**Faculty Member Requesting:**

Esther Iverson

**Proposed New Course Prefix & Number:**

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

THEA 1120

**Proposed New Course Title:**

Introduction to Theatrical Design

**Proposed New Course Title Abbreviation:**

(For student transcript, limit to 30 character spaces)  
Intro Thea Design

**Semester/Year to be Effective:**

Spring 2014

**Estimated Frequency of Course Offering:**

Every other Spring semester alternating with  
THEA 4770: Scene Painting

**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.) Introduction to the theatrical design process, including basic elements of theatrical design, rendering and collaboration techniques.

**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: Bridges the learning gap between the basic production class and design classes. Allows for additional development of techniques in the advanced classes. Allows for more focused learning in the Senior Curriculum.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies: Align with current NAST 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.)THEA 4790 Portfolio/Resume Presentation

**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?)


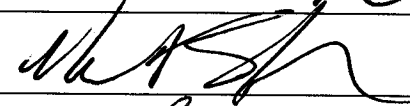
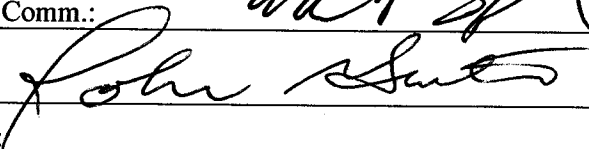
**Data Sources:**

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

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) THEA 4790 Portfolio/Resume Presentation

Other:

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

<b>Approvals:</b>	
Dept. Head: 	Date: 10/12/12
College/Division Exec. Comm.: 	Date: 10.31.12
Dean/Director: 	Date: 10/31/12
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Department of Communication Arts  
College of the Arts  
Valdosta State University  
**SYLLABUS**

**Introduction to Theatrical Design**

**COURSE NUMBER:** THEA 1120

**COURSE TITLE:** Introduction to  
Theatrical Design

**COURSE FORMAT:** This course carries 3 credit hours and meets for 3 lecture hours weekly.

**CATALOG DESCRIPTION:** An introduction to the theatrical design process. Covers basic elements of theatrical design as the foundation to 3000 level theatrical design courses. Explores technical elements including basic drafting, rendering, and collaboration techniques.

**REQUIRED TEXT:**

**COURSE OBJECTIVES:** Students who successfully complete this course will be able to:

1. Demonstrate knowledge of the basic fundamentals of design and their functions within theatrical design. (General Education Outcomes 4, 7; Theatre Major Educational Outcomes 1, 2, 3)
2. Demonstrate how the design team collaborates and each team members' functions and responsibilities within the group. (General Education Outcomes 4, 7; Theatre Major Educational Outcomes 1, 2, 3, 4)
3. Demonstrate knowledge of the basic techniques needed to complete a design package for costumes, scenery, and lighting for the theatre. (General Educational Outcomes 3, 4, 7; Theatre Major Educational Outcomes 1, 2, 3, 4)

**GENERAL EDUCATIONAL OUTCOMES**

1. Students will demonstrate understanding of the society of the United States and its ideals.
2. Students will demonstrate cross-cultural perspectives and knowledge of other societies.
3. Students will use computer and information technology when appropriate.
4. Students will express themselves clearly, logically, and precisely in writing and in speaking, and they will demonstrate competence in reading and listening.
5. Students will demonstrate knowledge of scientific and mathematical principles and proficiency in laboratory practices.
6. Students will demonstrate knowledge of diverse cultural heritages in the arts, the humanities, and the social sciences.
7. Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written, and visual materials.
8. Students will demonstrate knowledge of principles of ethics and their employment in the analysis and resolution of moral problems.

**THEATRE ARTS MAJOR EDUCATIONAL OUTCOMES**

1. Students will articulate "a cultural and historical perspective appropriate to their emphasis."
2. Students will demonstrate "the ability to interact and problem solve with colleagues as group participants and leaders."
3. Students will demonstrate "acting, technical, and design skills, based on the career goals of the individual student."
4. Students will demonstrate "knowledge of professional opportunities for employment."

**ACADEMIC DISHONESTY:** Academic dishonesty among students will not be tolerated in any of its forms. Academic dishonesty is defined as knowingly taking information from another student or other source during the course of completing any requirements in which these additional sources are not allowed by the instructor. Examples include plagiarism, use of another student's work (essays, papers, projects or speeches), cheating on exams by looking at another person's work or cheat sheets, and falsifying assignments. Penalties are imposed consistent with guidelines in the current *Faculty Handbook* and *Student Handbook*. By taking this course, you agree that all required course work may be subject to submission for textual similarity review to SafeAssign, a tool within BlazeVIEW. For more information on the use of SafeAssign at VSU see [SafeAssign for Students \(http://www.valdosta.edu/academic/SafeAssignforStudents.shtml\)](http://www.valdosta.edu/academic/SafeAssignforStudents.shtml).

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

**EVALUATION:** The course evaluation will be determined by the student's attendance and performance in class and on assignments, tests and projects.

The points available break down as follows:

Project #1,3,4,6,7,8, 9	50 points each	(CO 1-3, TAE0 1-4, GEO)
Projects 2, 5 and 10	100 points each	(CO 1-3, TAE0 1-4, GEO)
Final Portfolio	200 points	(CO 1-3, TAE0 1-4, GEO)
Lab work (In class participation/attendance)	150 points	(CO 1-3, TAE0 1-4, GEO)

**Total available points: 1000**

**Grading Scale:** The grading scale is as follows:

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

**ATTENDANCE:** Attendance will be taken at the beginning of each class period. Anyone coming into class more than 5 minutes late will be counted as absent for the day. **After 3 absences**, each additional absence will result in a **loss of 25 points**. Absences for doctor's appointments, family emergencies, severe illness, etc. must be accompanied by proper documentation. Exceptions will be made at the discretion of the instructor. Per University policy, a student who misses more than 20% of the class work will be subject to receiving a failing grade for this course.

**REQUEST FOR A NEW COURSE**  
Valdosta State University

**Date of Submission:** 08/28/2012 (mm/dd/yyyy)

**Department Initiating Request:**  
Communication Arts

**Faculty Member Requesting:**  
Dr. Jimmy Bickerstaff

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
THEA 2850

**Proposed New Course Title:**  
Acting for the Non-Theatre Major  
  
**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
Acting for Non-Majors

**Semester/Year to be Effective:**  
Spring 2014

**Estimated Frequency of Course Offering:**  
Once per academic year

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

**Lecture Hours:** 3

**Lab Hours:** 0

**Credit Hours:** 3

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Introduction for the non-Theatre Major to fundamental principles of acting. Emphasis on effective physical and vocal presentation, role playing, and the ability to interact and problem solve with others.

**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: See NAST document attached.
- Other: Coursework enhances physical and vocal communication skills for any number of fields including law, politics, teaching, sales, marketing, and management. It can also contribute to the development of future audience for theatre, garnering a greater appreciation for the craft of acting and the art of theatre.

**Source of Data to Support Suggested Change:**

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Frequency of students in majors other than theatre taking THEA 2800, Fundamentals of Acting, which is designed for BFA (i.e. pre-professional) students of acting.
- 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. SOIs and enrollment
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Materials presented and collected for evaluation including participation with in-class warm-ups and exercises, reading assignments, short written work, and the preparation and presentation of exercises, monologues, and a performed scene.
- Other:

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

<b>Approvals:</b>	
Dept. Head: <i>UKE</i>	Date: 10/12/12
College/Division Exec. Comm.: <i>WAK</i>	Date: 10.31.12
Dean/Director: <i>John [Signature]</i>	Date: 10/31/12
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010



- O. Theatre in General Education** (*policy recommending actions for development of the field through curricular and other efforts*). The Association encourages member institutions, as appropriate to their objectives and situation, to offer programs for non-majors toward the development of the future public for theatre. Opportunities should be afforded non-major students through courses in performance, design/production, history and criticism, and theatre appreciation.

Non-major students should be encouraged to develop an appreciation and knowledge of theatre by direct participation in classes and production activities. The objectives of course offerings in theatre appreciation should be to expose students to a broad range of styles and to develop critical skills that enable the individual to be knowledgeable and discriminating. Institutions are encouraged to experiment with various types of course offerings, and to be innovative in designing them, in order to meet the interests and needs of non-major students.

**THEA 2850     ACTING FOR NON-MAJORS**  
**Department of Communication Arts, Theatre & Dance • College of the Arts • Valdosta State University**  
**SYLLABUS**

**COURSE NUMBER:** THEA 2850

**COURSE TITLE:** ACTING FOR THE NON-THEATRE MAJOR

**COURSE FORMAT:** This course carries 3 credit hours and meets for 3 lecture hours weekly.

**COURSE PREREQUISITES AND DESCRIPTION:**

*Prerequisite:* None.

*Catalogue Description:* Introduction for the non-Theatre Major to fundamental principles of acting. Emphasis on effective physical and vocal presentation, role playing, and the ability to interact and problem solve with others.

**REQUIRED TEXTS, RESOURCES, AND MATERIALS:**

Acting Onstage and Off, 6th Edition, by Robert Barton.

Published plays & reference material, may be obtained from Odum Library or other sources, as assigned.

**COURSE OBJECTIVES** *Students who successfully complete this course will be able to:*

1. Demonstrate physical/vocal/psychological warm-ups through participation in class exercises. (GEO 4, 7; TME0 3)
2. Demonstrate increased physical, vocal, and personal awareness through class exercises and presentations. (GEO 4, 7; TME0 3)
3. Demonstrate increased vocal control and flexibility through class exercises and presentations. (GEO 4, 7; TME0 3)
4. Demonstrate greater spontaneity and ability to interact and problem solve with others through class exercises in improvisation. (GEO 4, 6, 7; TME0 2, 3)
5. Create characters through physical action, emotion memory, and the "Magic If" through class exercises and presentation. (GEO 3, 4, 6, 7; TME0 1, 2, 3)
6. Analyze characters in a playwright's text through class exercises, written assignments, and presentation. (GEO 3, 4, 6, 7; TME0 1, 2, 3)
7. Demonstrate a greater understanding and appreciation for the craft of acting through class discussions and written performance observation. (GEO 2, 3, 4, 6, 7; TME0 1)

**THEATRE MAJOR EDUCATIONAL OUTCOMES** *This course meets the following Educational Outcomes:*

1. Students will articulate "a cultural and historical perspective appropriate to their emphasis."
2. Students will demonstrate "the ability to interact and problem solve with colleagues as group participants and leaders."
3. Students will demonstrate "acting, technical, and design skills, based on the career goals of the individual student."
4. Students will demonstrate "knowledge of professional opportunities for employment."

**VSU GENERAL EDUCATION OUTCOMES**

1. Students will demonstrate understanding of the society of the United States and its ideals.
2. Students will demonstrate cross-cultural perspectives and knowledge of other societies.
3. Students will use computer and information technology when appropriate.
4. Students will express themselves clearly, logically and precisely in writing and in speaking, and they will demonstrate competence in reading and listening.
5. Students will demonstrate knowledge of scientific and mathematical principles and proficiency in laboratory practices.
6. Students will demonstrate knowledge of diverse cultural heritages in the arts, the humanities, and the social sciences.
7. Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written and visual materials.
8. Students will demonstrate knowledge of principles of ethics and their employment in the analysis and resolution of moral problems.

**ASSIGNMENTS:**

*Assignments will include* in-class warm-ups and exercises, reading assignments, short written work, and the preparation and presentation of exercises, monologues, and performed scenes. Like homework assigned in other classes, **the preparation of scenes and exercises will require work outside of class. All projects and assignments are due at the beginning of class on the due date.** Exceptions may be allowed if arrangements have been made with the instructor prior to the due date. Not being ready to present work is not an acceptable excuse.

**EVALUATION:**

Course evaluation will be based on the above assignments as well as on attendance and participation. ***Please note: Attendance does not equal participation. You must be prepared for and actively engaged in the activities of the class.*** Evaluation of projects and assignments will involve both objective and subjective criteria. All assignments will be graded on preparation, completeness of requirements, and integration of elements. Your overall grade will be determined as follows:

- Physical Life Project based on written assignment and presentation: 10 points  
(Addresses: VSU GEO 4, 7; TME0 3; CO 2)
  - Performance Response Paper based on written assignment 10 points  
(Addresses VSU GEO 3, 4, 6, 7; TME0 1; CO 5, 6)
  - Monologue based on written assignment and presentation: 15 points  
(Addresses: VSU GEO 4, 6, 7; TME0 1, 3; CO 3)
  - Open Scene Presentation based on written assignment and presentation: 20 points  
(Addresses: VSU GEO 4, 6, 7; TME0 1, 3; CO 3)
  - Duo or Trio Scene based on written assignment and presentation: 25 points  
(Addresses: VSU GEO 2, 4, 6, 7; TME0 1, 2, 3; CO 2, 3, 4, 5)
  - Attendance and Class participation based on criteria below: 20 points  
(Addresses: VSU GEO 4, 6, 7; TME0 2, 3)
- TOTAL POINTS 100 points

**Final Grading will be calculated as follows:**

- A = 90 – 100 points
- B = 80 – 89 points
- C = 70 – 79 points
- D = 60 – 69 points

**COURSE POLICIES:**

• **Attendance: Perfect attendance is your goal.** According to University policy, "The University expects that all students shall regularly attend all scheduled class meetings held for instruction or examination." Regular class attendance is crucial for success in this course. If a student is involved in university activities that necessitate class absences or will miss class for any reason, it is the student's responsibility to make specific arrangements with me in advance concerning those absences. **Each absence will result in the lowering of the student's final score by 5 points. Tardiness beyond 15 minutes will be considered an absence.** In keeping with VSU policy, "All students are held responsible for knowing the specific attendance requirements as prescribed by their instructors and for the satisfactory make-up work missed by absences. When students are to be absent from class, they should immediately contact the instructor. A student who misses more than 20% of the scheduled classes of a course will be subject to receive a failing grade in the course." For this class, 20% of 43 classes = 8.6, or 9 classes (**including the three allowed absences**).

• **Communication:** *If you find that you are going to be late or absent for any reason, you must contact me to let me know, either in person, by phone, or through email. Additionally,* I will be posting information and grades as they are administered on Blazeview. You must check there regularly. Email notices may be sent through your VSU email account. My email ([imactor@valdosta.edu](mailto:imactor@valdosta.edu)) and phone are listed on the first page of this syllabus. Contact me during school and office hours.

- **Plagiarism and Academic Honesty:** Academic integrity is the responsibility of all VSU faculty and students. 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. No student shall use or attempt to use unauthorized materials or devices to aid in achieving a better grade on a component of a class. No student shall engage in plagiarism, which is presenting the words or ideas of another person as if they were the student's own. By taking this course, you agree that all required course work may be subject to submission for textual similarity review to SafeAssign, within BlazeVIEW. For information on SafeAssign see SafeAssign for Students (<http://www.valdosta.edu/academic/SafeAssignforStudents.shtml>).
- **Conduct and Diversity:** As a community of diverse individuals with various backgrounds including those influenced by ethnicity, race, age, gender, physical abilities, religious and political beliefs, national origins, and sexual orientations, we will strive to learn from each other in an atmosphere of positive engagement and mutual respect. Because this public work can be very personal, we hope to create a safe, considerate, open environment that is sensitive to the concerns of everyone in the class. Please try to show your classmates the same understanding and respect you would like them to give you.
- **Electronic Devices:** *All electronic devices must be turned off and put away during class time.*
- **Make-up Work:** Make-up work or alternative assignments *will be determined by the professor and at the sole discretion of the professor. These assignments may or may not exactly duplicate the original and will not entitle other students to the same alternatives since they may not have experienced the same situations.*
- **Access Office For Students With Disabilities:** Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).
- **The Student Success Center (SSC):** The 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. Phone: 229-333-7570; email: [ssc@valdosta.edu](mailto:ssc@valdosta.edu); or on the web at <http://www.valdosta.edu/ssc/>
- **Student Opinion of Instruction (SOI):** *Completion of the online SOI will be expected for this course.* At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey 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/administrator. Instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** August 28, 2012 (mm/dd/yyyy)

**Department Initiating Request:**

Communication Arts

**Faculty Member Requesting:**

H. Duke Guthrie

**Proposed New Course Prefix & Number:**

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

THEA 3745

**Proposed New Course Title:**

Front of House Management

**Proposed New Course Title Abbreviation:**

(For student transcript, limit to 30 character spaces)  
Front of House Management

**Semester/Year to be Effective:**

Fall 2013

**Estimated Frequency of Course Offering:**

Biennially

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

**Lecture Hours:** 2

**Lab Hours:** 0

**Credit Hours:** 2

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: THEA 3740. An investigation of approaches and procedures in theatrical management concerning activities with audience interaction: box office management and house management including performance settlements, cash handling procedures and contracts.

**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: response of job opportunities in the discipline; responding to alumni currently holding management positions in the discipline

**Source of Data to Support Suggested Change:**

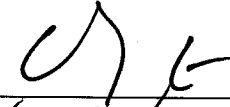
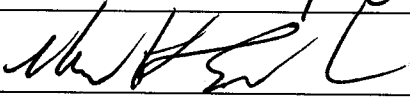
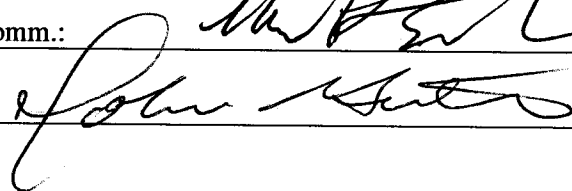
- Indirect Measures: SOIs, student, employer, or alumni surveys, etc.
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

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

**Data Sources:**

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

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

<b>Approvals:</b>	
Dept. Head: 	Date: 10/12/12
College/Division Exec. Comm.: 	Date: 10.8.12
Dean/Director: 	Date: 10/31/12
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Department of Communication Arts  
College of the Arts  
Valdosta State University

**SYLLABUS**

**FRONT OF HOUSE MANAGEMENT**

**COURSE NUMBER:** THEA 3745

**COURSE TITLE:** FRONT OF HOUSE MANAGEMENT

**COURSE FORMAT:** This course carries 2 credit hours and meets for 2 lecture hours weekly.

**CATALOG DESCRIPTION:** Prerequisite THEA 3740. An investigation of approaches and procedures in theatrical management concerning activities with audience interaction: box office management and house management including performance settlements, cash handling procedures and contracts.

**REQUIRED TEXT:** *The Theatre Management Handbook* by Richard E. Schneider and Mary Jo Ford.

**COURSE OBJECTIVES:** Students who successfully complete this course will be able to:

1. Demonstrate knowledge of the basic functions of a performing arts venue box office; including, but not limited to, cash handling, season memberships and single ticket transactions and nightly settlements. (General Education Outcomes 4, 7; Theatre Major Educational Outcomes 1, 2, 3, 4)
2. Demonstrate how the box office activity relates to royalty and/or percentage share stake holders in performing arts venues. (General Education Outcomes 4, 7; Theatre Major Educational Outcomes 1, 2, 3, 4)
3. Demonstrate knowledge of front of house activities associated with small performing arts facilities; these activities may include, but are not limited to, promotional displays, playbill assembly, volunteer supervision, concession and souvenir sales and house management. (General Educational Outcomes 4, 7; Theatre Major Educational Outcomes 1, 2, 3, 4)

**GENERAL EDUCATIONAL OUTCOMES**

1. Students will demonstrate understanding of the society of the United States and its ideals.
2. Students will demonstrate cross-cultural perspectives and knowledge of other societies.
3. Students will use computer and information technology when appropriate.
4. Students will express themselves clearly, logically, and precisely in writing and in speaking, and they will demonstrate competence in reading and listening.
5. Students will demonstrate knowledge of scientific and mathematical principles and proficiency in laboratory practices.
6. Students will demonstrate knowledge of diverse cultural heritages in the arts, the humanities, and the social sciences.
7. Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written, and visual materials.
8. Students will demonstrate knowledge of principles of ethics and their employment in the analysis and resolution of moral problems.

**THEATRE ARTS MAJOR EDUCATIONAL OUTCOMES**

1. Students will articulate "a cultural and historical perspective appropriate to their emphasis."
2. Students will demonstrate "the ability to interact and problem solve with colleagues as group participants and leaders."
3. Students will demonstrate "acting, technical, and design skills, based on the career goals of the



individual student.”

4. Students will demonstrate “knowledge of professional opportunities for employment.”

**ACADEMIC DISHONESTY:** Academic dishonesty among students will not be tolerated in any of its forms. Academic dishonesty is defined as knowingly taking information from another student or other source during the course of completing any requirements in which these additional sources are not allowed by the instructor. Examples include plagiarism, use of another student’s work (essays, papers, projects or speeches), cheating on exams by looking at another person’s work or cheat sheets, and falsifying assignments. Penalties are imposed consistent with guidelines in the current *Faculty Handbook* and *Student Handbook*. By taking this course, you agree that all required course work may be subject to submission for textual similarity review to SafeAssign, a tool within BlazeVIEW. For more information on the use of SafeAssign at VSU see SafeAssign for Students (<http://www.valdosta.edu/academic/SafeAssignforStudents.shtml>).

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

## REQUEST FOR A REVISED COURSE

Valdosta State University

**Date of Submission:** 08/28/2012 (mm/dd/yyyy)

**Department Initiating Revision:**  
Comm Arts

**Faculty Member Requesting Revision:**  
Jacque Wheeler

**Current Course Prefix, Title, & Number:**

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

THEA 3800 Scene Study

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

**Current:**

**Course Prefix and Number:**

**Credit Hours:**

**Course Title:**

**Prerequisites:** THEA 2800 or approval of department head.

**Co-requisites:**

**Course Description:**

**Requested:**

**Course Prefix and Number:**

**Credit Hours:**

**Course Title:**

**Prerequisites:** THEA 2800 or permission of instructor.

**Co-requisites:**

**Course Description:**

**Semester/Year to be Effective:**

Fall 2013

**Estimated Frequency of Course Offering:**

Annual

**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: To aid in the matriculation of students.

**Source of Data to Support Suggested Change:**

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. students registered for the course.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) to reflect consistency within the program for Outside Accrediting Agencies.

**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. number of students registered for the course.

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

<b>Approvals:</b>	
Dept. Head:	Date: 10/12/12
College/Division Exec. Comm.:	Date: 10.31.12
Dean/Director:	Date: 9/31/12
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:** 08/28/2012 (mm/dd/yyyy)

**Department Initiating Revision:**

Comm Arts

**Faculty Member Requesting Revision:**

Jacque Wheeler

**Current Course Prefix, Title, & Number:**

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

THEA 3880 Theatre History I

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

**Current:**

**Course Prefix and Number:**

**Credit Hours:**

**Course Title:**

**Prerequisites:** Completion of Area F or permission of department head.

**Co-requisites:**

**Course Description:**

**Requested:**

**Course Prefix and Number:**

**Credit Hours:**

**Course Title:**

**Prerequisites:** Completion of Area F or permission of instructor.

**Co-requisites:**

**Course Description:**

**Semester/Year to be Effective:**

Fall 2013

**Estimated Frequency of Course Offering:**

Annual

**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: To aid in the matriculation of students.

**Source of Data to Support Suggested Change:**

**Indirect measures:** SOIs, student, employer, or alumni surveys, etc. students registering for the course.

**Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) to reflect consistency within the program for Outside Accrediting Agencies.

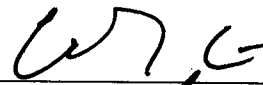
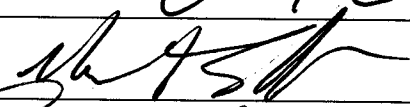
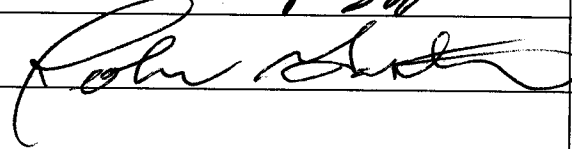
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**Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course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

**Data Sources:**

**Indirect measures:** SOIs, student, employer, or alumni surveys, etc. number of students registered for the course.

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

<b>Approvals:</b>	
Dept. Head: 	Date: 10/12/12
College/Division Exec. Comm.: 	Date: 10.31.12
Dean/Director: 	Date: 10/24/12
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:** 8/28/2012 (mm/dd/yyyy)

**Department Initiating Revision:**

Comm Arts

**Faculty Member Requesting Revision:**

Jacque Wheeler

**Current Course Prefix, Title, & Number:**

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

THEA 3890 Theatre History II

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

**Current:**

**Course Prefix and Number:**

**Credit Hours:**

**Course Title:**

**Prerequisites:** Completion of Area F or approval of department head.

**Co-requisites:**

**Course Description:**

**Requested:**

**Course Prefix and Number:**

**Credit Hours:**

**Course Title:**

**Prerequisites:** Completion of Area F or permission of instructor.

**Co-requisites:**

**Course Description:**

**Semester/Year to be Effective:**

Fall 2013

**Estimated Frequency of Course Offering:**

Annual

**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: To aid in the matriculation of students.

**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.) to reflect consistency within the program for Outside Accrediting Agencies



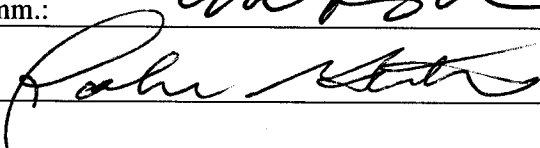


**Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).**

**Data Sources:**

**Indirect measures:** SOIs, student, employer, or alumni surveys, etc. number of students registered

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

<b>Approvals:</b>	
Dept. Head: 	Date: 10/12/12
College/Division Exec. Comm.: 	Date: 10, 31, 12
Dean/Director: 	Date: 10/31/12
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:** 08/28/2012 (mm/dd/yyyy)

**Department Initiating Revision:**

Comm Arts

**Faculty Member Requesting Revision:**

Jacque Wheeler

**Current Course Prefix, Title, & Number:**

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

THEA 4790 Portfolio and Resume Presentation

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

**Current:**

**Course Prefix and Number:**

**Credit Hours:**

**Course Title:**

**Prerequisites:** Senior standing with a major in Theatre.

**Co-requisites:**

**Course Description:**

**Requested:**

**Course Prefix and Number:**

**Credit Hours:**

**Course Title:**

**Prerequisites:** Senior standing with a major in Theatre or Dance.

**Co-requisites:**

**Course Description:**

**Semester/Year to be Effective:**

Fall 2013

**Estimated Frequency of Course Offering:**

Annual

**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: To aid in the matriculation of students; to reflect the cohesiveness of the Dance Degree Program.

**Source of Data to Support Suggested Change:**

**Indirect measures:** SOIs, student, employer, or alumni surveys, etc. frequency of students enrolling into the course.

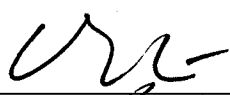
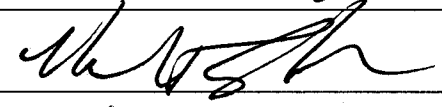
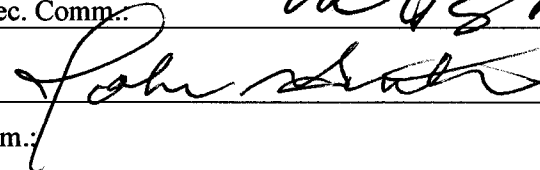
**Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

**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. number of students registered for the course.

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

<b>Approvals:</b>	
Dept. Head: 	Date: 10/12/12
College/Division Exec. Comm.: 	Date: 10.31.12
Dean/Director: 	Date: 10/31/12
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:** 08/28/2012 (mm/dd/yyyy)

**Department Initiating Revision:**

Comm Arts

**Faculty Member Requesting Revision:**

Jacque Wheeler

**Current Course Prefix, Title, & Number:**

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

THEA 4810 Musical Theatre Technique

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

**Current:**

**Course Prefix and Number:**

**Credit Hours:**

**Course Title:**

**Prerequisites:** THEA 2800 and THEA 3020  
or approval of department head.

**Co-requisites:**

**Course Description:**

**Requested:**

**Course Prefix and Number:**

**Credit Hours:**

**Course Title:**

**Prerequisites:** THEA 2800 and THEA 3020  
or permission of instructor.

**Co-requisites:**

**Course Description:**

**Semester/Year to be Effective:**

Fall 2013

**Estimated Frequency of Course Offering:**

Annual

**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: To aid in the matriculation of students.

**Source of Data to Support Suggested Change:**

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


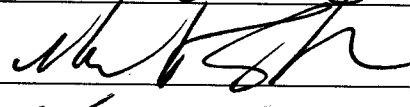
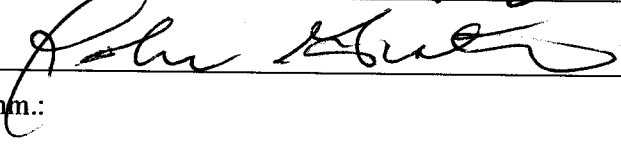
**Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) to reflect consistency within the program for Outside Accrediting Agencies.

**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. number of students registered for the course.

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

<b>Approvals:</b>	
Dept. Head: 	Date: 10/12/12
College/Division Exec. Comm.: 	Date: 10/31/12
Dean/Director: 	Date: 10/31/12
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 CATALOGUE COPY**  
**(New Learning Outcomes, Admissions, or Other Program Policies)**

Valdosta State University

**Area of Change:**     Core     Senior     Graduate

**Current Catalogue Page Number:** 223

**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 2013

**Degree and Program Name:** Bachelor of Science Degree with a Major in Office Administration and Technology

**Present Requirements:**  
(No grade requirement is mentioned after the listing of Area F courses)

**Proposed Requirements:** (highlight changes after printing)  
All courses in Area F must be completed with a grade of "C" or better

**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 Area F courses are foundation courses for subsequent courses in the Major. Passing the course with a "D" does not demonstrate satisfactory academic achievement to succeed in the Major courses and ultimately achieve the student learning outcomes for the program.

Adopting Current Best Practice(s) in Field

Meeting Mandates of State/Federal/Outside Accrediting Agencies

Other

**Source of Data to Support Suggested Change:**

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

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

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OCT 18 2012

OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

217

**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 achievement data in Major courses will be collected as part of the department and program annual reports as related to outcomes and assessments.**

<b>Approvals:</b>	
Department Head: <i>Reynolds L. Martin</i>	Date: 9/27/12
College/Division Exec. Committee: <i>DM</i>	Date: 9/27/12
Dean(s)/Director(s): <i>DM</i>	Date: 9/27/12
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 CATALOGUE COPY

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

Valdosta State University

Area of Change:  Core  Senior  Graduate

Current Catalogue Page Number: 222

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall 2013

Degree and Program Name: Bachelors of Science Degree with a Major in Workforce Education and Development (Workforce Training and Development Option)

**Present Requirements:**  
(No grade requirement is mentioned after the listing of Area F courses)

**Proposed Requirements:** (highlight changes after printing)  
All courses in Area F must be completed with a grade of "C" or better

**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 Area F courses are foundation courses for subsequent courses in the Major. Passing the course with a "D" does not demonstrate satisfactory academic achievement to succeed in the Major courses and ultimate achieve the student learning outcomes for the program.

Adopting Current Best Practice(s) in Field

Meeting Mandates of State/Federal/Outside Accrediting Agencies

Other

**Source of Data to Support Suggested Change:**

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

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

220

**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 achievement data in Major courses will be collected as part of the department and program annual reports as related to outcomes and assessments.**

<b>Approvals:</b>	
Department Head: <i>Reynold L. Matby</i>	Date: <i>9/27/12</i>
College/Division Exec. Committee: <i>DM</i>	Date: <i>9/27/12</i>
Dean(s)/Director(s): <i>DM</i>	Date: <i>9/27/12</i>
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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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

<b>Current Catalogue Page Number:</b> <a href="http://www.valdosta.edu/gradschool/aced_admiss.shtml">http://www.valdosta.edu/gradschool/aced_admiss.shtml</a>	<b>Proposed Effective Date for Revised Catalogue Copy:</b> (new or revised) Fall 2013
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**Degree and Program Name: Doctor of Education with a Major in Adult and Career Education**

**Present Requirements:**

- Minimum GRE Requirements:  
1000 combined Verbal plus Quantitative Score and an Analytical score of 4.5 or higher.

**Proposed Requirements:** (highlight changes after printing)

- \* Target GRE Requirements:  
Quantitative Reasoning: 146  
Verbal Reasoning: 148  
Analytical: 4.5

**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 We have been informed that it is no longer acceptable to combine test section scores for admission consideration. The scores proposed reflect the new GRE scoring system. The proposed scores are set at target levels taking percentile data into consideration.
- Other

**Source of Data to Support Suggested Change:**

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **Concordance tables of GRE Scores as Provided by the Educational Testing Service**
- 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 completion data will be gathered and analyzed to see if the proposed minimum target scores indicate any relationship to student success.**



<b>Approvals:</b>	
Department Head: <i>Reynaldo L. Martinez</i>	Date: 9/27/12
College/Division Exec. Committee: <i>DM</i>	Date: 9/27/12
Dean(s)/Director(s): <i>DM</i>	Date: 9/27/12
Graduate Exec. Comm.: (for grad program) <i>AP/ATL</i>	Date: 11-1-12
Graduate Dean: (for grad program) <i>AP/ATL</i>	Date: 11-1-12
Academic Committee:	Date:

Form last updated: January 6, 2010

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OCT 05 2012

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

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL ✓

Valdosta State University

**Area of Change:**  Core  Senior  Graduate

**Current Catalogue Page Number:**  
[http://www.valdosta.edu/gradschool/Workforce\\_grad\\_requirement.shtml](http://www.valdosta.edu/gradschool/Workforce_grad_requirement.shtml)

**Proposed Effective Date for Revised Catalogue Copy:** (new or revised)  
Fall 2013

**Degree and Program Name: Masters of Education with a Major in Adult and Career Education, Workforce Education and Development Option**

**Present Requirements:**

Program Graduation Requirements

1. Candidates must apply for graduation at least one semester before anticipated graduation date.
2. A 3.0 cumulative grade point average (GPA) is required for graduation. No grade below a "C" will be credited toward the degree.
3. Candidates are required to successfully complete an approved "capstone experience" as required in each option.

**Proposed Requirements:** (highlight changes after printing)

Program Graduation Requirements

1. Candidates must apply for graduation at least one semester before the anticipated graduation date.
2. A 3.0 cumulative grade point average (GPA) is required for graduation. No grade below a "C" will be credited toward the degree.
3. Candidates are required to successfully complete an approved "capstone experience" as required in each option.

Master's candidates must earn a "satisfactory" evaluation in the Comprehensive Examination option of the "capstone" in no more than two attempts. The maximum time between a first and second attempt is the following Fall or Spring semester after the first attempt. If the Comprehensive Examination is not passed after two attempts, the candidate will be dismissed from the 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
- Other Currently there is no policy in place establishing a limitation on the number times a Master's Candidate can take the Comprehensive Examination option of the Capstone project. Program faculty support this limitation in order to promote timely completion and validation of published outcomes of the program.

**Source of Data to Support Suggested Change:**

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **Establishing a**

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**limitation on the number of times a candidate can attempt comprehensive examinations is a common policy in similar Masters Degree programs.**

**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.) **Records of program dismissals due to two failed comprehensive examination attempts will be periodically reviewed to see if the policy has made a positive impact on program completion.**

<u>Approvals:</u>		
Department Head:	<i>Reynaldo L. Martinez</i>	Date: 9/27/12
College/Division Exec. Committee:	<i>DM</i>	Date: 9/27/12
Dean(s)/Director(s):	<i>DM</i>	Date: 9/29/12
Graduate Exec. Comm.: (for grad program)	<i>Alphus</i>	Date: 11-1-12
Graduate Dean: (for grad program)	<i>Alphus</i>	Date: 11-1-12
Academic Committee:		Date:

Form last updated: January 6, 2010

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VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

<b>REQUEST FOR A REVISED COURSE</b> Valdosta State University	
<b>Date of Submission:</b> 10/10/12 (mm/dd/yyyy)	
<b>Department Initiating Revision:</b> Adult and Career Education	<b>Faculty Member Requesting Revision:</b> .Reynaldo L. Martinez Jr.
<b>Current Course Prefix, Title, &amp; Number:</b> (See course description abbreviations in the catalog for approved prefixes) ACED 7950 - Directed Study in Adult and Career Education	
<b>List Current and Requested Revisions:</b> (only fill in items needing to be changed)	
<b>Current:</b> <b>Course Prefix and Number:</b> <b>Credit Hours:</b> <b>Course Title:</b> <b>Prerequisites:</b> <b>Co-requisites:</b> <b>Course Description:</b> An opportunity for intensive individual study on an approved topic.	<b>Requested:</b> <b>Course Prefix and Number:</b> <b>Credit Hours:</b> <b>Course Title:</b> <b>Prerequisites:</b> <b>Co-requisites:</b> <b>Course Description:</b> An opportunity for intensive individual study on an approved topic. The grade mode for this course is "U" or "S".
<b>Semester/Year to be Effective:</b> Fall/2013	<b>Estimated Frequency of Course Offering:</b> Every Fall and Spring semester
<b>Indicate if Course will be :</b> <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> Elective	
<b>Justification:</b> Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data. <input type="checkbox"/> Improving student learning outcomes: . <input checked="" type="checkbox"/> Adopting current best practice(s) in field: The course will be used as a "Capstone Project" course in which a project will be completed to meet established standards. Student work will either meet or not meet the criteria set for the "Capstone Project". <input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: <input type="checkbox"/> Other:	
<b>Source of Data to Support Suggested Change:</b> <input checked="" type="checkbox"/> <b>Indirect measures:</b> SOIs, student, employer, or alumni surveys, etc. Faculty experience and	

an informal survey of Master's programs reveal that a "unsatisfactory" or "satisfactory" grading mode is a more common measure rather than an "A-F" grading mode for this type of course.

**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.) The reporting of the "Capstone Project" is part of the assessment measures for the published degree outcomes.

<b>Approvals:</b>		
Dept. Head:	<i>Reynolds H. Martin</i>	Date: 9/27/12
College/Division Exec. Comm.:	<i>DM</i>	Date: 9/27/12
Dean/Director:	<i>DM</i>	Date: 9/27/12
Graduate Exec. Comm.: (for graduate course)	<i>Alf Butts</i>	Date: 11-1-12
Graduate Dean: (for graduate course)	<i>Alf Butts</i>	Date: 11-1-12
Academic Committee:		Date:

Form last updated: January 6, 2010

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OCT 03 2012

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

# REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

### Select Area of Change:

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

**Current Catalog Page Number:**  
126-127

**Proposed Effective Date for Curriculum Change:**  
(Month/Year): 05/2013

**Degree & Program Name:**  
(e.g., BFA, Art): Ed. S., C&I Teaching and Learning - Exemplary Teaching Track

### Present Requirements:

**Name:** Education Specialist Degree with a Major in Curriculum and Instruction/Teaching and Learning - Exemplary Teaching Track  
A Georgia ONMYLINE Program

#### Program of Study

Core Courses.....18 hours  
EDET 8010, EDET 8020, EDET 8030.....9 hours  
EDET 8040, EDET 8050, EDET 8880..9 hours

Specialization Courses.....9 hours  
(numbered 5000 & above)

Themes to select from, in consultation with advisor:

Special Education

Reading

Technology

Content

Leadership

ESOL

Any combination of above

**Total Required for the Degree - 27 semester hours**

### Proposed Requirements (Underline changes after printing this form:

**Name:** Education Specialist Degree with a Major in Teacher Leadership  
A Georgia ONMYLINE Program

#### Program of Study

Core Courses.....15 hours  
\*EDET 8020, EDET 8030, \*EDET 8040, \*EDET 8050, EDET 8880

Teacher Leadership Residency Courses.....3 hours

EDET 8001.....1 hour

EDET 8002.....1 hour

EDET 8003.....1 hour

Specialization Courses.....9 hours  
(numbered 5000 & above)

Themes to select from, in consultation with advisor, include but are not limited to:

Early Childhood Education

ESOL (endorsement)

Career and Technical Education

Gifted Education (endorsement)

Instructional Technology

Leadership (GaPSC pre-service courses)

Online Teaching (endorsement)

Physical Education

Reading (endorsement)

Special Education

Other Subject Area Content

Any combination of above

**Total Required for the Degree - 27 semester hours**

\*Work in course must focus on content of candidate's certification field.

All candidates must successfully complete EDET 5999, a zero credit hour professional orientation course, during the first semester of enrollment.

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**Justification:**

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

Improve student learning outcomes:

Adopting current best practice(s) in field: Teachers holding advanced degrees should be teacher leaders.

Meeting mandates of state/federal/outside accrediting agencies: The new Program of Study aligns with the recently implemented GaPSC Teacher Leadership Program Standards and Guidelines as well as with the GaPSC Educator. Preparation Rule 503-3-.53. The Teacher Leadership program will allow candidates to earn a certificate upgrade for the advanced degree.

Other:

**Source of Data to Support Suggested Change:**

**Indirect measures:** SOIs, student, employer, or alumni surveys, etc. The GaPSC has established new guidelines for initial and advanced certification at the Educational Specialist (Ed.S.) level. The current program is closely aligned with the Teacher Leadership Standards.

**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. The Advanced Graduate Survey for Program Improvement and SOIs will provide evidence of program effectiveness.

**Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) While there are multiple key assessments embedded within the Teacher Leadership Program, EDET 8001, EDET 8002, and EDET 8003 (residency sequence) fall within the broad measure, Clinical Practice. The key assessment associated with the residency courses is the Teacher Leadership Residency Assessment, and this assessment will provide data on program effectiveness.

**Approvals:**

Department Head:

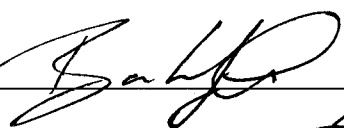
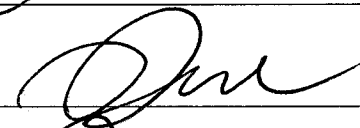



Date:

**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. The Advanced Graduate Survey for Program Improvement and SOIs will provide evidence of program effectiveness.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) While there are multiple key assessments embedded within the Teacher Leadership Program, EDET 8001, EDET 8002, and EDET 8003 (residency sequence) fall within the broad measure, Clinical Practice. The key assessment associated with the residency courses is the Teacher Leadership Residency Assessment, and this assessment will provide data on program effectiveness.

**Approvals:**

Department Head:		Date: 8/17/12
College/Division Exec. Committee:		Date: 9/27/12
Dean(s)/Director(s):		Date: 9/27/12
Grad. Exec. Committee: (for graduate course)		Date: 11-1-12
Graduate Dean: (for graduate course)		Date: 11-1-12
Academic Committee:		Date:

Form last updated: January 6, 2010

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OCT 03 2012  
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 Page

**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Summer 2013

**Degree and Program Name:** Ed.S., C&I Teaching and Learning-Exemplary Teaching Track

**Present Requirements:**

7. A letter of support from your current administrator. No form is required for this document. The letter should provide verification that your school administration:

- Is aware you are considering pursuing this degree,
- Supports your decision to pursue the degree, and
- Recommends you for participation in this program.

**Proposed Requirements:** (highlight changes after printing) Must submit a completed School Chief Administrator's Assurance Form.

**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 The Teacher Leadership program will allow candidates to earn a certificate upgrade for the advanced degree. The new GaPSC Teacher Leadership Preparation Rule 503-3-.53 and accompanying guidelines require school/system administrator approval for candidate admission.
- Other

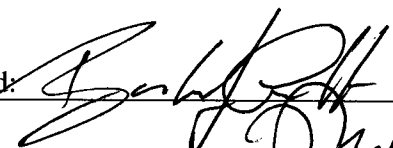




**Source of Data to Support Suggested Change:**

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. The GaPSC has established new guidelines for initial and advanced certification at the Educational Specialist (Ed.S.) level. The current program is closely aligned with the Teacher Leadership Standards.
- 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.) Program will be assessed through the key assessments reported annually to the GaPSC and the SACS IEP report.

<b>Approvals:</b>	
Department Head: 	Date: 9/17/12
College/Division Exec. Committee: 	Date: 9/27/12
Dean(s)/Director(s): 	Date: 9/27/12
Graduate Exec. Comm.: (for grad program) 	Date: 11-1-12
Graduate Dean: (for grad program) 	Date: 11-1-12
Academic Committee:	Date:

Form last updated: January 6, 2010

**School Chief Administrator's Assurance Form  
Teacher Leadership Program  
Education Specialist Level**

I understand \_\_\_\_\_ is a candidate in the Education Specialist program in  
(candidate's name)

Teacher Leadership at Valdosta State University (VSU) and that as such, the candidate will be required to participate in Teacher Leadership experiences to complete requirements for Initial Certification in that field. To successfully complete those experiences, the candidate must have a signed agreement for the approval and support of the school administration in order to be admitted to the program.

The activities of the Teacher Leadership candidate are designed to be valuable to the school and school community, and can include such activities as addressing curriculum issues, improving school climate, researching content problems or innovations, designing and implementing interventions to address problems, mentoring and coaching other faculty members, and providing research-based professional development to other teachers.

The following list is an overview of the Georgia Professional Standards Commission criteria for this degree that will require administrative participation and support. The administrator signing this document, or this administrator's designee at the system or school-based level, will serve as this candidate's leader mentor. The leader mentor assists in the following ways:

- agrees to be part of a Candidate Support Team composed of the candidate, VSU personnel, and the system or school-based leader mentor to provide needed and appropriate support in the field. That team will have three meetings during one school year, and those meetings may be electronic;
- supports the efforts of VSU program personnel and the activities of the candidate;
- provides time for the candidate to fulfill the responsibilities of the residencies;
- supports the candidate with access to serve as a mentor to a first-, second-, or third-year teacher; to gather data within the school; and to work with stakeholder groups;
- supports and helps to arrange cross-grade level and other opportunities for observations;
- supports the conduct of a professional learning project during which the teacher will provide professional learning for a group of teachers, assess that learning, and submit a report; and
- supports the carrying out of an action research project that includes other school personnel.

The school administration reserves the right to approve all work prior to implementation, and all activities will be planned and guided cooperatively by the institution and school district personnel. The activities will be carried out over a three-semester Residency period that can include the summer semester.

NOTE: The administrator's designee must have authority to (a) collaboratively support work in the field; (b) grant access as needed to students, faculty, and resources; and (c) communicate openly with university supervisors about the candidate's performance. The administrator's designee, *if different than self*, must also sign this document as an indication of support for the candidate, stating that he/she will collaborate as needed with the candidate and the University to maintain a field-based learning environment that is conducive to the implementation of Teacher Leadership practices.

I am willing to grant the above-named VSU candidate permission to carry out the required course activities as needed and specified in this document.

\_\_\_\_\_  
(Administrator's Name – Printed)

\_\_\_\_\_  
(Administrator's Signature)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Name of Administrator's Designee – Printed)

\_\_\_\_\_  
(Designee's Signature)

\_\_\_\_\_  
(Date)

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OCT 03 2012

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL ✓

**REQUEST FOR A NEW COURSE**

Valdosta State University

**Date of Submission:** 09/27/2012 (mm/dd/yyyy)

**Department Initiating Request:**

Middle Grades, Secondary, Reading, and Deaf Education

**Faculty Member Requesting:**

Dr. Ellice Martin

**Proposed New Course Prefix & Number:**

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

EDET 8001

**Proposed New Course Title:**

Teacher Leadership Residency I

**Proposed New Course Title Abbreviation:**

(For student transcript, limit to 30 character spaces)

Teacher Leader Residency I

**Semester/Year to be Effective:**

Summer 2013

**Estimated Frequency of Course Offering:**

Every Semester

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

**Lecture Hours:**

**Lab Hours:**

**Credit Hours: 1**

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Graded "Satisfactory" or "Unsatisfactory." Clinical practice related to Teacher Leadership Standards. Candidates complete residency requirements in the areas of school culture, mentoring and coaching, and interpersonal skills/problem solving in at least two school settings and with at least two stakeholder groups.

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

Improving student learning outcomes:

Adopting current best practice(s) in field: The residency experience will prepare educators to serve as teacher leaders, as well as employing skills of working with adult learners, facilitating and leading change, managing conflict, and coaching and mentoring teachers at all stages of their careers.

Meeting Mandates of State/Federal/Outside Accrediting Agencies: The course proposed aligns with the GaPSC Teacher Leadership Program Standards and Guidelines as well as with the GaPSC Educator Preparation Rule 503-3-.53.

Other:

**Source of Data to Support Suggested Change:**

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. The GaPSC has established new guidelines for initial and advanced certification at the Educational Specialist (Ed.S.) level. The current Ed.S. program is closely aligned with the Teacher Leadership

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Standards.

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

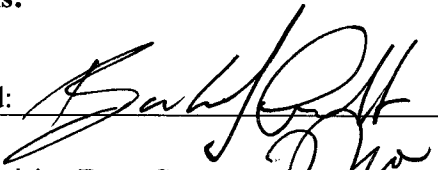




**Plans for assessing the effectiveness of the course in meeting program's learning outcomes** (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

**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.) While there are multiple key assessments embedded within the Teacher Leadership Program, EDET 8001, one of three residency courses, falls within the broad measure, Clinical Practice. Candidates will demonstrate the ability to design and implement professional learning, promote positive school culture, advance curriculum, design and implement assessment, and collaborate with stakeholders through successfully completing clinical practice in Teacher Leadership Residency I, II, and III. The key assessment associated with the residency courses is the Teacher Leadership Residency Assessment.
- Other:

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



Approvals:		
Dept. Head:		Date: 9/17/12
College/Division Exec. Comm.:		Date: 9/27/12
Dean/Director:		Date: 9/27/12
Graduate Exec. Comm.: (for graduate course):		Date: 11-1-12
Graduate Dean: (for graduate course):		Date: 11-1-12
Academic Committee:		Date:

Form last updated: January 6, 2010

**EDET 8001**  
**Teacher Leadership Residency I**  
**ONE SEMESTER HOUR**

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**Dewar College of Education**  
**Valdosta State University**  
**Department of Middle, Secondary, Reading, and Deaf Education**  
**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 life-long process of development and growth.

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

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

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

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

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

## **REQUIRED TEXTBOOKS**

A *LiveText* software account is required. Graduate students should purchase the three-year edition, and it must be purchased online.

American Psychological Association. (2010). *Publication Manual of the American Psychological Association (6<sup>th</sup> ed.)*. Washington, DC: Author

Hargreaves, A. & Fullan, M. (2012). *Professional Capital: Transforming Teaching in Every School*. New York: Teachers College Press.

## **COURSE DESCRIPTION**

Prerequisites: Clinical hours related to Teacher Leadership Standards 2, 4, and 7. Candidates complete clinical practice in the areas of school culture, mentoring and coaching, and interpersonal skills/problem solving in at least two school settings and with at least two stakeholder groups.

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

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

## **GaPSC TEACHER LEADERSHIP STANDARDS (TLS)**

1. Candidates who complete the program are teacher leaders who will facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs.
2. Candidates who complete the program are teacher leaders who work with stakeholders to promote the development of a school culture that fosters excellence and equity in teaching and learning and focuses on continuous improvement creating a sense of belonging and building a collaborative work environment.
3. Candidates who complete the program are teacher leaders who demonstrate a comprehensive understanding of curriculum and apply this knowledge to the alignment of curriculum, instruction, and assessment to standards.

4. Candidates who complete the program are teacher leaders who model best practices in pedagogy and serve as a mentor and coach for other educators.
5. Candidates who complete the program are teacher leaders who work with others to design and implement assessment practices and analyze data for monitoring and improving teaching and learning through data-informed decision making.
6. Candidates who complete the program are teacher leaders who access and conduct research, and apply research findings to improve teaching and learning.
7. Candidates who complete the program are teacher leaders who demonstrate the ability to collaborate with stakeholders to improve student learning and to guide positive change.

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

Upon completion of this course, the student will be able to

1. Work with stakeholders to promote a school culture fostering excellence and equity in teaching and learning (CFS II, III, IV, VI; TLS 2, 7)
2. Apply research related to change to engage colleagues in a collaborative learning community (CFS III, V, VI; TLS 2, 7)
3. Identify and model best practices in pedagogy (CFS I, II, III, IV, V, VI; TLS 4, 7)
4. Serve as a mentor and coach for other educators (CFS I, II, III, IV, V, VI; TLS 4, 7)
5. Exhibit strong interpersonal skills and effective working relationships in collaborations with stakeholders (CFS II, III, VI; TLS 2, 4, 7)
6. Promote effective communication and collaboration with diverse groups (CFS II, III, VI; TLS 2, 4, 7)
7. Facilitate dialogue supporting student achievement goals, including goals related to special needs populations and English Language Learners. (CFS I, II, III, IV, V, VI; TLS 2, 4, 7)

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

This course is evaluated with performance assessments and through documentation provided by the candidate. It is important that you view each assignment as an opportunity to demonstrate evidence that you understand important professional and pedagogical knowledge as outlined by the Conceptual Framework Standards and the Georgia Teacher Leadership Standards. You should demonstrate insight and depth of understanding and go well beyond a superficial “participation” assignment. You should also view each assignment as a potential artifact for inclusion in your electronic portfolio.

Assignments in this course have detailed guidelines provided within the course materials.

1. **School Culture:** After completing assigned readings and research related to school culture, identify with your Candidate Support Team an area of school culture related to the work and learning of colleagues and/or students for which you can suggest improvement. Document the need based on school/community data, and design a plan, based on change theory and best practice, that includes at least one stakeholder group (students, parents, or colleagues). Implement the plan, keep a log and any other documentation of work, and provide a report. (CO 1, 2, 5, 6)

2. **Professional Learning Collaboration:** Complete assigned readings related to professional collaboration. Develop a Professional Learning Collaboration with other teachers for the purpose of determining an instructional practice that could improve student learning. Collaborate with the colleagues to plan a method and timeline to implement the practice. Include your responsibilities as a mentor and coach in the process, and include how special needs students and English Language Learners will be addressed. Keep a log of all meetings and implementation, gather data on progress, and write an evaluation of the practice based on classroom data and on input from collaborators. (CO 2, 3, 4, 5, 7)
  
3. **Cross-Level Observation:** Arrange, with the approval and assistance of your Candidate Support Team, an observation at another school that houses a grade level not served in your school. The site choice should be one where exemplary mentoring, a professional learning collaboration, and/or other professional improvement processes may be occurring. Prepare and submit a narrative of the observation, relating practice in that school to course readings.

### EVALUATION

Evaluation of Teacher Leadership Residency Assignments: Each assignment must be evaluated as Proficient or higher for candidate to receive a grade of Satisfactory for the course.

Assessor: Each assignment will be evaluated collaboratively by the school-based member of the Candidate Support Team and the university member of the Candidate Support Team.

<b>Distinguished (3 pts)</b>	<b>Proficient (2 pts)</b>	<b>Developing (1 pt)</b>	<b>Emerging (0 pts)</b>
The candidate's work could be used as a model to teach others.	The candidate's work meets criteria and expectations. All desired behaviors were displayed and performed correctly.	The candidate's work indicates the need for additional practice. Some of the desired skills and behaviors were adequately displayed.	The candidate's work indicates the need for additional study and practice. Few or none of the desired behaviors were adequately displayed.

### PROFESSIONALISM

The following areas describe the professional expectations for all pre-service students in the Department of Middle Grades and Secondary Education

*Professionalism - Ethics*

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at <http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>).

Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a student's actions or attitudes are judged to be less than professional appropriate remedial action will be taken.

#### *Professionalism - Communication*

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2. Open your portfolio, and then open the page for the current assignment.
3. Upload your assignment file(s) in the appropriate section.
4. Complete the four-part description of your assignment as a portfolio artifact. Narrative in the last three sections should consist of a substantive paragraph.
  - a. The **Description** section can be very brief.
  - b. In the **Rationale** section, explain how the assignment provides evidence that you meet selected indicators for the standard. Each of the standards with indicators is included as a separate page within your portfolio.
  - c. In the **Impact** section, describe how the skills or knowledge you learned from this assignment will impact your students' learning.
  - d. In the **Reflection** section, describe what you have learned from the process of completing this artifact and how it will influence your professional practice.
5. Hide all other pages of the portfolio so the assessor sees only the single page of your portfolio.
  - a. Select **Manage Pages**.
  - b. Click on the box next to **Title** to select all pages.
  - c. Click on the box next to the current artifact page to unselect it.
  - d. Select **Hide Pages: Save and Finish**.
  - e. Note: Don't forget to unhide pages after you have submitted your assignment so you don't panic next time you open your portfolio.
6. Select **Submit Assignment** button (left side red button). (Note: This button will be visible only if the assignment has already been created for the course/semester – i.e. you can see it on your dashboard.)
7. Select the appropriate assignment from the list of available assignments that appear.
8. Select **Submit Assignment** (top right hand corner). Once your portfolio assignment has been submitted correctly, the assignment will show as yellow on your dashboard, indicating that it is ready for your instructor to assess.

9. If you made an error in your submission, you should email your instructor to request an opportunity to resubmit your assignment. Your instructor can allow you to resubmit, but each submission will be saved as a snapshot of what you sent. Your error is not erased or replaced.

INSTRUCTOR

Name:

Telephone:

Office:

Email:

Office Hours:

**RECEIVED**

OCT 03 2012

**REQUEST FOR A NEW COURSE**

Valdosta State University

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL ✓

**Date of Submission:** 09/27/2012 (mm/dd/yyyy)

**Department Initiating Request:**

Middle Grades, Secondary, Reading, and Deaf Education

**Faculty Member Requesting:**

Dr. Ellice Martin

**Proposed New Course Prefix & Number:**

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

EDET 8002

**Proposed New Course Title:**

Teacher Leadership Residency II

**Proposed New Course Title Abbreviation:**

(For student transcript, limit to 30 character spaces)

Teacher Leader Residency II

**Semester/Year to be Effective:**

Summer 2013

**Estimated Frequency of Course Offering:**

Every Semester

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

**Lecture Hours:**

**Lab Hours:**

**Credit Hours: 1**

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Graded "Satisfactory" or "Unsatisfactory." Prerequisite: EDET 8001. Clinical practice related to Teacher Leadership Standards. Candidates complete residency requirements in the areas of curriculum, assessment, and conducting and applying research. Residency hours are completed in at least two school settings and with at least two stakeholder groups.

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

Improving student learning outcomes:

Adopting current best practice(s) in field: The residency experience will prepare educators to serve as teacher leaders, as well as employing skills of working with adult learners, facilitating and leading change, managing conflict, and coaching and mentoring teachers at all stages of their careers.

Meeting Mandates of State/Federal/Outside Accrediting Agencies: The proposed course aligns with the GaPSC Teacher Leadership Program Standards and Guidelines as well as with the GaPSC Educator Preparation Rule 503-3-.53.

Other:

**Source of Data to Support Suggested Change:**

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. The GaPSC has established new guidelines for initial and advanced certification at the Educational Specialist (Ed.S.) level. The current Ed.S. program is closely aligned with the Teacher Leadership

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Standards.

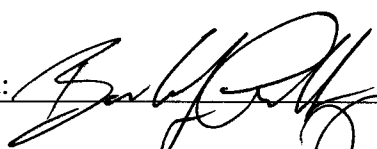

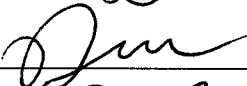
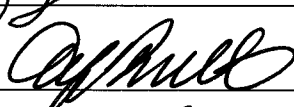
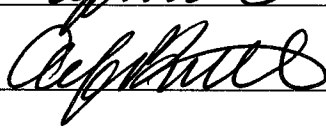
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

**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?)

**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.) While there are multiple key assessments embedded within the Teacher Leadership Program, EDET 8002, one of three residency courses, falls within the broad measure, Clinical Practice. Candidates will demonstrate ability to design and implement professional learning, promote positive school culture, advance curriculum, design and implement assessment, and collaborate with stakeholders through successfully completing clinical practice in Teacher Leadership Residency I, II, and III. The key assessment associated with the residency courses is the Teacher Leadership Residency Assessment.
- Other:

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

Approvals:	
Dept. Head: 	Date: 8/17/12
College/Division Exec. Comm.: 	Date: 9/27/12
Dean/Director: 	Date: 9/27/12
Graduate Exec. Comm.: (for graduate course): 	Date: 11-1-12
Graduate Dean: (for graduate course): 	Date: 11-1-12
Academic Committee:	Date:

Form last updated: January 6, 2010

**EDET 8002**  
**Teacher Leadership Residency II**  
**ONE SEMESTER HOUR**

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**Dewar College of Education**  
**Valdosta State University**  
**Department of Middle, Secondary, Reading, and Deaf Education**  
**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 life-long process of development and growth.

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

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

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

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

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

## **REQUIRED TEXTBOOKS**

A *LiveText* software account is required. Graduate students should purchase the three-year edition, and it must be purchased online.

American Psychological Association. (2010). *Publication Manual of the American Psychological Association (6<sup>th</sup> ed.)*. Washington, DC: Author

Hargreaves, A. & Fullan, M. (2012). *Professional Capital: Transforming Teaching in Every School*. New York: Teachers College Press.

## **COURSE DESCRIPTION**

Prerequisite: EDET 8001. Clinical hours related to Teacher Leadership Standards 3, 5, and 6. Candidates complete clinical practice in the areas of curriculum, assessment, and conducting and applying research. Residency hours are completed in at least two school settings and with at least two stakeholder groups.

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

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

## **GaPSC TEACHER LEADERSHIP STANDARDS (TLS)**

1. Candidates who complete the program are teacher leaders who will facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs.
2. Candidates who complete the program are teacher leaders who work with stakeholders to promote the development of a school culture that fosters excellence and equity in teaching and learning and focuses on continuous improvement creating a sense of belonging and building a collaborative work environment.
3. Candidates who complete the program are teacher leaders who demonstrate a comprehensive understanding of curriculum and apply this knowledge to the alignment of curriculum, instruction, and assessment to standards.

4. Candidates who complete the program are teacher leaders who model best practices in pedagogy and serve as a mentor and coach for other educators.
5. Candidates who complete the program are teacher leaders who work with others to design and implement assessment practices and analyze data for monitoring and improving teaching and learning through data-informed decision making.
6. Candidates who complete the program are teacher leaders who access and conduct research, and apply research findings to improve teaching and learning.
7. Candidates who complete the program are teacher leaders who demonstrate the ability to collaborate with stakeholders to improve student learning and to guide positive change.

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

Upon completion of this course, the student will be able to

1. Demonstrate an in-depth knowledge of the curriculum of his/her discipline across all grade levels (CFS I, II; TLS 3, 4)
2. Collaborate with colleagues in mapping and monitoring implementation of the curriculum (CFS I, III, IV, V, VI; TLS 1, 3, 4, 5, 6, 7)
3. Gather and analyze data for monitoring and improving teaching and learning (CFS II, IV, VI; TLS 2, 4, 5, 6)
4. Assist teachers in identifying resources and support services for specific student needs, including special needs students and English Language Learners (CFS II, III, IV, V, VI; TLS 1, 3, 4, 5, 6, 7)
5. Guide colleagues to relevant research to find appropriate methods and solutions to instructional problems and challenges (CFS I, II, IV, V, VI; TLS 5, 6, 7)

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

This course is evaluated with performance assessments and through documentation provided by the candidate. It is important that you view each assignment as an opportunity to demonstrate evidence that you understand important professional and pedagogical knowledge as outlined by the Conceptual Framework Standards and the Georgia Teacher Leadership Standards. You should demonstrate insight and depth of understanding and go well beyond a superficial “participation” assignment. You should also view each assignment as a potential artifact for inclusion in your electronic portfolio.

Assignments in this course have detailed guidelines provided within the course materials.

1. **Use of Data:** Identify, with the assistance of your Candidate Support Team, a first, second, or third year teacher as a partner in this data assignment. Have the teacher-partner choose a learning outcome for analysis. Help the teacher to do the following: determine appropriate formative and summative assessments of the outcome, gather the appropriate data, analyze the data, determine student progress, and consider any



necessary action steps in terms of both instruction and assessment. Document all activities, provide copies of related materials, and write a summary report of the activities and results, addressing reliability and validity of the assessments. (CO 3, 4, 5)

2. **Research-Based Teacher Support:** Interview a teacher in a content discipline other than yours, or if an elementary teacher, at a grade level other than yours. Determine at least one area where the teacher wants instructional resources and/or support services to assist with an instructional problem or challenge. Research the issue, provide potential solutions to the problem/challenge (including the research basis for the solutions), and provide access to resources supporting the teachers' chosen solutions. Include your responsibilities as a mentor and coach in the process, and include how special needs students and English Language Learners will be addressed. Submit documentation of all meetings, a synopsis of all research provided as support, and a report on implementation, results, and fidelity to implementation. Provide the teacher with a clearly and supportively written report on the project. (CO 2, 3, 4, 5)
  
3. **Cross-Level Curriculum:** Gather information about the curriculum of your content area (if in a self-contained classroom, choose one content area) over grades PK-12. Arrange, with the approval and assistance of your Candidate Support Team, an interview with at least one person with school level curriculum knowledge at each of the two school levels where you do not teach (PK-5, 6-8, and 9-12). The interviews will focus on curriculum concerns as students enter and leave those grade levels. Prior to the interviews, prepare an interview protocol to direct the questions. After the interviews, prepare a qualitative analysis of the interview results. The submitted assignment will include the interview protocol and the final analysis, including any recommendations. (CO 1, 2)

**EVALUATION**

Evaluation of Teacher Leadership Residency Assignments: Each assignment must be evaluated as Proficient or higher for candidate to receive a grade of Satisfactory for the course.

Assessor: Each assignment will be evaluated collaboratively by the school-based member of the Candidate Support Team and the university member of the Candidate Support Team.

<b>Distinguished (3 pts)</b>	<b>Proficient (2 pts)</b>	<b>Developing (1 pt)</b>	<b>Emerging (0 pts)</b>
The candidate's work could be used as a model to teach others.	The candidate's work meets criteria and expectations. All desired behaviors were displayed and performed correctly.	The candidate's work indicates the need for additional practice. Some of the desired skills and behaviors were adequately displayed.	The candidate's work indicates the need for additional study and practice. Few or none of the desired behaviors were adequately displayed.

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## **PROFESSIONALISM**

The following areas describe the professional expectations for all pre-service students in the Department of Middle Grades and Secondary Education

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2. Open your portfolio, and then open the page for the current assignment.
3. Upload your assignment file(s) in the appropriate section.
4. Complete the four-part description of your assignment as a portfolio artifact. Narrative in the last three sections should consist of a substantive paragraph.
  - a. The **Description** section can be very brief.
  - b. In the **Rationale** section, explain how the assignment provides evidence that you meet selected indicators for the standard. Each of the standards with indicators is included as a separate page within your portfolio.
  - c. In the **Impact** section, describe how the skills or knowledge you learned from this assignment will impact your students' learning.
  - d. In the **Reflection** section, describe what you have learned from the process of completing this artifact and how it will influence your professional practice.
5. Hide all other pages of the portfolio so the assessor sees only the single page of your portfolio.
  - a. Select **Manage Pages**.
  - b. Click on the box next to **Title** to select all pages.
  - c. Click on the box next to the current artifact page to unselect it.
  - d. Select **Hide Pages: Save and Finish**.
  - e. Note: Don't forget to unhide pages after you have submitted your assignment so you don't panic next time you open your portfolio.

6. Select **Submit Assignment** button (left side red button). (Note: This button will be visible only if the assignment has already been created for the course/semester – i.e. you can see it on your dashboard.)
7. Select the appropriate assignment from the list of available assignments that appear.
8. Select **Submit Assignment** (top right hand corner). Once your portfolio assignment has been submitted correctly, the assignment will show as yellow on your dashboard, indicating that it is ready for your instructor to assess.
9. If you made an error in your submission, you should email your instructor to request an opportunity to resubmit your assignment. Your instructor can allow you to resubmit, but each submission will be saved as a snapshot of what you sent. Your error is not erased or replaced.

### INSTRUCTOR

Name:

Telephone:

Office:

Email:

Office Hours:

**REQUEST FOR A NEW COURSE**

Valdosta State University

**RECEIVED**  
OCT 03 2012

**Date of Submission:** 09/27/2012 (mm/dd/yyyy)

**Department Initiating Request:**  
Middle Grades, Secondary, Reading, and Deaf Education

**Faculty Member Requesting:**  
Dr. Ellice Martin

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL ✓

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
EDET 8003

**Proposed New Course Title:**

Teacher Leadership Residency III

**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
Teacher Leader Residency III

**Semester/Year to be Effective:**  
Summer 2013

**Estimated Frequency of Course Offering:**  
Every Semester

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

**Lecture Hours:**

**Lab Hours:**

**Credit Hours: 1**

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Graded "Satisfactory" or "Unsatisfactory." Pre-requisites: EDET 8001 and EDET 8002. Clinical practice related to Teacher Leadership Standards. Candidates design and conduct professional learning that is data-driven and research-based. Results are analyzed quantitatively and qualitatively, and are presented to appropriate stakeholders.

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field: The residency experience will prepare educators to serve as teacher leaders, as well as employing skills of working with adult learners, facilitating and leading change, managing conflict, and coaching and mentoring teachers at all stages of their careers.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies: The proposed course aligns with the GaPSC Teacher Leadership Program Standards and Guidelines as well as with the GaPSC Educator Preparation Rule 503-3-.53.
- Other:

**Source of Data to Support Suggested Change:**

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. The GaPSC has established new guidelines for initial and advanced certification at the Educational Specialist (Ed.S.) level. The current Ed.S. program is closely aligned with the Teacher Leadership

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Standards.

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

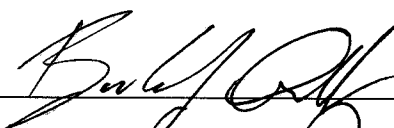


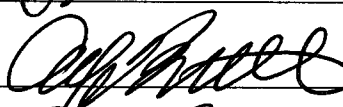

**Plans for assessing the effectiveness of the course in meeting program's learning outcomes** (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

**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.) While there are multiple key assessments embedded within the Teacher Leadership Program, EDET 8003, one of three residency courses, falls within the broad measure, Clinical Practice. Candidates will demonstrate ability to design and implement professional learning, promote positive school culture, advance curriculum, design and implement assessment, and collaborate with stakeholders through successfully completing clinical practice in Teacher Leadership Residency I, II, and III. The key assessment associated with the residency courses is the Teacher Leadership Residency Assessment.
- Other:

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



Approvals:		
Dept. Head:		Date: 9/17/12
College/Division Exec. Comm.:		Date: 9/27/12
Dean/Director:		Date: 9/27/12
Graduate Exec. Comm.: (for graduate course):		Date: 11-1-12
Graduate Dean: (for graduate course):		Date: 11-1-12
Academic Committee:		Date:

Form last updated: January 6, 2010

**EDET 8003**  
**Teacher Leadership Residency III**  
**ONE SEMESTER HOUR**

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**Dewar College of Education**  
**Valdosta State University**  
**Department of Middle, Secondary, Reading, and Deaf Education**  
**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 life-long process of development and growth.

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

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

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

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

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

## **REQUIRED TEXTBOOKS**

A *LiveText* software account is required. Graduate students should purchase the three-year edition, and it must be purchased online.

American Psychological Association. (2010). *Publication Manual of the American Psychological Association (6<sup>th</sup> ed.)*. Washington, DC: Author

Hargreaves, A. & Fullan, M. (2012). *Professional Capital: Transforming Teaching in Every School*. New York: Teachers College Press.

## **COURSE DESCRIPTION**

Prerequisite: EDET 8001 and EDET 8002. Clinical hours related to Teacher Leadership Standard 1. Candidates design and conduct professional learning that is data-driven and research-based. Results are analyzed quantitatively and qualitatively, and are presented to appropriate stakeholders.

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

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

## **GaPSC TEACHER LEADERSHIP STANDARDS (TLS)**

1. Candidates who complete the program are teacher leaders who will facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs.
2. Candidates who complete the program are teacher leaders who work with stakeholders to promote the development of a school culture that fosters excellence and equity in teaching and learning and focuses on continuous improvement creating a sense of belonging and building a collaborative work environment.

3. Candidates who complete the program are teacher leaders who demonstrate a comprehensive understanding of curriculum and apply this knowledge to the alignment of curriculum, instruction, and assessment to standards.
4. Candidates who complete the program are teacher leaders who model best practices in pedagogy and serve as a mentor and coach for other educators.
5. Candidates who complete the program are teacher leaders who work with others to design and implement assessment practices and analyze data for monitoring and improving teaching and learning through data-informed decision making.
6. Candidates who complete the program are teacher leaders who access and conduct research, and apply research findings to improve teaching and learning.
7. Candidates who complete the program are teacher leaders who demonstrate the ability to collaborate with stakeholders to improve student learning and to guide positive change.

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

Upon completion of this course, the student will be able to

1. Conduct a needs assessment to identify student and teacher needs (CFS I, II, III, IV, V, VI; TLS 1, 3, 5, 6, 7)
2. Design a needs-based and research-based professional learning experience that is aligned to state and national standards (CFS I, II, III, IV, V, VI; TLS 1, 2, 3, 4, 5, 6, 7)
3. Implement job-embedded, intensive professional learning that is sustained (CFS I, II, III, V, VI; TLS 1, 2, 4, 6, 7)
4. Utilize multiple methods to assess the effectiveness of professional learning activities (CFS II, IV, VI; TLS 1, 2, 4, 5, 6, 7)

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

This course is evaluated with performance assessments and through documentation provided by the candidate. It is important that you view each assignment as an opportunity to demonstrate evidence that you understand important professional and pedagogical knowledge as outlined by the Conceptual Framework Standards and the Georgia Teacher Leadership Standards. You should demonstrate insight and depth of understanding and go well beyond a superficial “participation” assignment. You should also view each assignment as a potential artifact for inclusion in your electronic portfolio.

The major assignment in this course, and its individual parts, have detailed guidelines provided within the course materials.

**Designing and Implementing Professional Learning:** Based on an identified professional learning need, as well as on knowledge of research-based practices and on state and national standards, you will design and implement professional learning, assess its effectiveness, and report and reflect on the process. This major project will be carried out in steps. (CO 1, 2, 3, 4)

1. **Design of Professional Learning:** Identify colleagues who will participate in a professional learning project with you and determine their professional learning needs related to the project. Based on the identified need, on research, and on state and national standards, design a plan to address the need that includes an initial professional learning activity carried out by you, a plan for implementation of the professional learning in the participants' classrooms, and a plan for both formative and summative evaluation of both the implementation and its effect on students and their learning. Have the plan approved by your Candidate Support Team. (CO 1, 2)
2. **Implementation of Professional Learning:** Implement the professional learning with the initial professional learning activity, conducting a short assessment of that activity at its conclusion. Implement and monitor the plan for classroom application. Conduct a formative assessment of the application at the midpoint, and a summative assessment at the end. Provide support for collaborators throughout the implementation. (CO 3)
3. **Assessment of Professional Learning:** Prepare an analysis of assessment data on the following items: Initial professional learning training, midterm formative assessment by teacher participants, final assessment by teacher participants, any measured effects on students and their learning. (CO 4)
4. **Culminating Report:** Present the analyses and findings, and write culminating conclusions about your design and other professional involvement in the Professional Learning, about the teachers' perceptions of effectiveness, and about measured effects on students and their achievement. (CO 4)

## EVALUATION

Evaluation of Teacher Leadership Residency Assignments: Each assignment must be evaluated as Proficient or higher for candidate to receive a grade of Satisfactory for the course.

Assessor: Each assignment will be evaluated collaboratively by the school-based member of the Candidate Support Team and the university member of the Candidate Support Team.

<b>Distinguished (3 pts)</b>	<b>Proficient (2 pts)</b>	<b>Developing (1 pt)</b>	<b>Emerging (0 pts)</b>
The candidate's work could be used as a model to teach others.	The candidate's work meets criteria and expectations. All desired behaviors were displayed and performed correctly.	The candidate's work indicates the need for additional practice. Some of the desired skills and behaviors were adequately displayed.	The candidate's work indicates the need for additional study and practice. Few or none of the desired behaviors were adequately displayed.

## **PROFESSIONALISM**

The following areas describe the professional expectations for all pre-service students in the Department of Middle Grades and Secondary Education

### *Professionalism - Ethics*

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at <http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>).

Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a student's actions or attitudes are judged to be less than professional appropriate remedial action will be taken.

### *Professionalism - Communication*

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

### *Professionalism - Assignments*

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

### *Professionalism - Diversity*

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

### *Professionalism - Technology*

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

## **DESCRIPTION OF ACADEMIC DISHONESTY**

To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

While students are likely to understand plagiarism as stealing someone's words as their own, there are many types of plagiarism.

- **Stealing Verbatim:** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism. **Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.**
- **Use of Professional Resources Without Acknowledgement.** Students may not use published professional resources, including lesson plans, learning activities, or PowerPoint presentations, without citing the source.
- **Misquoting:** If, when composing an assignment, students directly quote a source and cite it, but alter the author's words to strengthen their argument, they have committed plagiarism.
- **Paraphrasing or Summarizing Without Citing:** An allowable practice in academia is for students to take an author's words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author's words, students *must* cite that original source. If they do not cite the original source, they have effectively stolen the original author's idea and have committed plagiarism.
- **Duplicating Publication:** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. The instructors in the Master's Degree Program in Curriculum and Instruction do *not* allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.
- **Duplication of Peer Student Work:** Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student's express consent or knowledge.

## 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](mailto: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>.

## **DIRECTIONS FOR POSTING TO LIVETEXT**

### *How to Submit Portfolio Assignments in LiveText*

Note: These directions apply only to assignments visible on your dashboard AND required as part of your portfolio. The list of portfolio artifacts required for your program of study are available at <http://www.valdosta.edu/coe/sec/studentresources.shtml>

All portfolio submissions should follow a **basic process**:

1. Load your assignment into the appropriate page of your portfolio.
2. Complete the four-part description of your artifact, explaining how it provides evidence that you have met COE's Conceptual Framework Standards.
3. Hide all pages except the current assignment.
4. Submit the portfolio (single page visible).

### **Directions for submission:**

1. Click on **Documents** tab
2. Open your portfolio, and then open the page for the current assignment.
3. Upload your assignment file(s) in the appropriate section.
4. Complete the four-part description of your assignment as a portfolio artifact. Narrative in the last three sections should consist of a substantive paragraph.
  - a. The **Description** section can be very brief.
  - b. In the **Rationale** section, explain how the assignment provides evidence that you meet selected indicators for the standard. Each of the standards with indicators is included as a separate page within your portfolio.
  - c. In the **Impact** section, describe how the skills or knowledge you learned from this assignment will impact your students' learning.
  - d. In the **Reflection** section, describe what you have learned from the process of completing this artifact and how it will influence your professional practice.
5. Hide all other pages of the portfolio so the assessor sees only the single page of your portfolio.
  - a. Select **Manage Pages**.
  - b. Click on the box next to **Title** to select all pages.
  - c. Click on the box next to the current artifact page to unselect it.
  - d. Select **Hide Pages: Save and Finish**.
  - e. Note: Don't forget to unhide pages after you have submitted your assignment so you don't panic next time you open your portfolio.

6. Select **Submit Assignment** button (left side red button). (Note: This button will be visible only if the assignment has already been created for the course/semester – i.e. you can see it on your dashboard.)
7. Select the appropriate assignment from the list of available assignments that appear.
8. Select **Submit Assignment** (top right hand corner). Once your portfolio assignment has been submitted correctly, the assignment will show as yellow on your dashboard, indicating that it is ready for your instructor to assess.
9. If you made an error in your submission, you should email your instructor to request an opportunity to resubmit your assignment. Your instructor can allow you to resubmit, but each submission will be saved as a snapshot of what you sent. Your error is not erased or replaced.

### INSTRUCTOR

Name:

Telephone:

Office:

Email:

Office Hours:

# 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:**  
235

**Proposed Effective Date for Curriculum Change:**  
(Month/Year): January, 2013

**Degree & Program Name:**  
(e.g., BFA, Art): BS in Exercise Physiology

### Present Requirements:

Area F Requirements. .... 18 hours  
ACED 2400 ..... 3 hours  
BIOL 2651 and BIOL 2652 ..... 8 hours  
MATH 2620 ..... 3 hours  
Math or Science Elective ..... 4 hours

### Proposed Requirements (Underline changes after printing this form:

Area F Requirements. .... 18 hours  
ACED 2400 or CS 1000..... 3 hours  
BIOL 2651 and BIOL 2652 ..... 8 hours  
MATH 2620 ..... 3 hours  
Math or Science Elective ..... 4 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 CS 1000 course meets the parallel learning objectives. Enables students to have more flexibility in their scheduling.

### Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Numerous course substitutions processed for ACED 2400 and CS 1000.
- 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:

*M. Yull*

Date: *10/25/12*

College/Division Exec. Committee:

*DM*

Date: *10/25/12*

Dean(s)/Director(s):

*DM*

Date: *10/25/12*

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

F

**Current Catalog Page Number:**  
239

**Proposed Effective Date for Curriculum Change:**  
(Month/Year): January, 2013

**Degree & Program Name:**  
(e.g., BFA, Art): BS in Athletic Training

## Present Requirements:

\*Area F Requirements. .... 18 hours  
BIOL 2651, BIOL 2652 ..... 8 hours  
ACED 2400, PSYC 2700 ..... 6 hours  
KSPE 2151, KSPE 2050 ..... 4 hours  
\*All courses in Area F must be completed with a grade of "C" or better.

## Proposed Requirements (Underline changes after printing this form:

\*Area F Requirements. .... 18 hours  
BIOL 2651, BIOL 2652 ..... 8 hours  
ACED 2400 or CS 1000 ..... 3 hours  
PSYC 2700 ..... 3 hours  
KSPE 2151, KSPE 2050 ..... 4 hours  
\*All courses in Area F must be completed with a grade of "C" or better.

## 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 CS 1000 course meets the parallel learning objectives. Enables students to have more flexibility in their scheduling.

## Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Numerous course substitutions processed for ACED 2400 and CS 1000.  
 **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:



Date:

10/25/12

College/Division Exec. Committee:



Date:

10/25/12

Dean(s)/Director(s):



Date:

10/25/12

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:**  
236-239

**Proposed Effective Date for Curriculum Change:**  
(Month/Year): Fall/2013

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

### Present Requirements:

#### Professional Program Requirements:

KSPE 3200, KSPE 3420, KSPE 3430....9 hours  
KSPE 4300, KSPE 4350, KSPE 4360,  
KSPE 4400, KSPE 4490.... 20 hours  
KSPE 3440, KSPE 3441, KSPE 4440,  
KSPE 4441.... 8 hours  
KSPE 4250, KSPE 4450, KSPE 3020,  
KSPE 4600, KSPE 4491 .... 15 hours  
KSPE 4700 .... 2 hours  
KSPE 4430 .... 12 hours

**Total hours required for degree: 124 hours.**

**(The proposed requirements (listed above) are in addition to the changes made in spring 2012)**

### Proposed Requirements (Underline changes after printing this form:

Professional Program Requirements:  
KSPE 3200, KSPE 3420, KSPE 3430....9 hours  
KSPE 4300, KSPE 4350, KSPE 4360,  
KSPE 4400, KSPE 4490.... 20 hours  
KSPE 3440, KSPE 3441, KSPE 4440,  
KSPE 4441, KSPE 4442, KSPE 4443.... 12 hours  
KSPE 4250, KSPE 4450, KSPE 3020,  
KSPE 4600, KSPE 4491 .... 15 hours  
KSPE 4700 .... 3 hours  
KSPE 3500 .... 2 hours

**Total hours required for degree: 124 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 program is discontinuing KSPE 4430 (12 credit hours) after Spring 2013. The additional courses (KSPE 4442, KSPE 4443, and KSPE 3500) will fill some of the credit hours left over after discontinuing KSPE 4430. KSPE 4442 and KSPE 4443 will allow students to have clinical education opportunities during the fall and spring semester of their senior year. KSPE 3500 will allow for a special topics course that will cover current events within the profession and potentially allow for our students to interact with other allied health professionals. (The proposed requirements are in addition to the changes made in spring 2012)

**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.) specific assignments within KSPE 4442 and 4443 to allow students to continue the required clinical education components of the curriculum.

**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 program currently has 4 courses that directly relate to the clinical education component. The additional clinical courses will allow for the required clinical education component to be incorporated in each of the student's six semesters.

**Approvals:**

Department Head: *M. Hall* Date: 9-27-12

College/Division Exec. Committee: *DM* Date: 9/27/12

Dean(s)/Director(s): *DM* Date: 9/27/12

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

Graduate Dean:  
(for graduate course) Date:

Academic Committee: Date:



## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 09/17/2012 (mm/dd/yyyy)

**Department Initiating Request:**  
Kinesiology and Physical Education

**Faculty Member Requesting:**  
Chuck Conner

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

**Proposed New Course Title:**  
Athletic Training Special Topics

**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
AT Special Topics

**Semester/Year to be Effective:**  
Spring/2013

**Estimated Frequency of Course Offering:**  
Once per year

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

**Lecture Hours:** 1

**Lab Hours:** 2

**Credit Hours:** 2

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisites: Admission to the Athletic Training Education Program. A flexible course of study dealing with current events or special topics in athletic training.

**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: Provide students with the opportunity to discuss and potentially interact with other allied health professionals. Create the potential to allow students to interact with orthopedic physicians through patient office visits as well as surgical opportunities. Create the potential to allow students to expand their understanding of the musculoskeletal system by incorporating cadaver dissection learning opportunities and case studies.

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, surveys

Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) tests, case studies, evidence-based practice research article and journal presentations

**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, surveys
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) tests, case studies, evidence-based practice research article and journal presentations
- Other:

This course will allow students to take a course that allows for discussion and presentation of case studies and current research article and journal presentations. The course will be flexible so that it allows for discussion of current issues related to athletic training and the athletic training profession. Data will be collected from the results of case study and article and journal presentations. The data will help determine a student's understanding of current information regarding the athletic training profession and the need to continue to research evidence-based practice options so that they can be made a part of patient's healthcare plans.

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

<b>Approvals:</b>	
Dept. Head: <i>M. Huff</i>	Date: <i>9-27-12</i>
College/Division Exec. Comm.: <i>Dun</i>	Date: <i>9/27/12</i>
Dean/Director: <i>Dun</i>	Date: <i>9/29/12</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

KSPE 3500

**Athletic Training Special Topics**  
2 SEMESTER HOURS

.....

**Dewar College of Education**  
**Valdosta State University**  
**Department of Kinesiology and Physical Education**  
**Spring**

**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**

There will not be a required textbook.

**COURSE DESCRIPTION**

A flexible course of study dealing with current events or special topics in athletic training. Opportunities to interact with other allied health professionals may be possible.

**LEARNING OUTCOMES FOR VSU'S CORE CURRICULUM**

All learning outcomes in the major continue to build upon those in VSU's Core Curriculum listed at <http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml>.

**COURSE OBJECTIVES (CO)**

A. The student will understand the following performance domains:

1. Evidence-Based Practice (EBP)
2. Prevention and Health Promotion (PHP)
3. Acute Care of Injuries and Illnesses (AC)

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4. Healthcare Administration (HA)
5. Professional Development and Responsibility (PD)

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

1. Journal
2. Class attendance/participation
3. Must follow the behavior/dress code provided in the ATEP Policy and Procedure Manual. Failure to comply will result in removal from the course.
4. Additional costs: There may be additional cost related to certain components of the course. Cost will be kept to a minimum and the student will be provided with cost estimates prior to registering for the course.

1. The Journal will involve the student documenting each learning component of the course to include how the learning component will help the student become more knowledgeable and skilled, as well as provide a detailed description of each learning component that was provided. The instructor will indicate the learning components that will require you to document in the journal. Failure to provide the journal documentation by the date and time provided by the instructor will result in the student scoring a 0% for the journal.

2. Class attendance/participation is an absolute requirement. See attendance policy.

### **COURSE EVALUATION**

1. Journal	50%
2. Class attendance/participation	50%
<hr/>	
	100 % total

### **Grading Scale**

100% = Pass

Less than 100% = Fail

### **ATTENDANCE POLICY**

Students are expected to attend class. Because of the nature of the course, students must attend and participate. If the student is ill/injured then the student must provide documentation from a physician. If there is an emergent situation that prevents you from attending, documentation must be provided. Understand that if you are unable to attend/participate for more than two days and if you have documentation of the circumstances provided above, then you will be removed from the course, given an incomplete grade for the course and will have to retake the course the next time that the course is offered. If you are unable to attend/participate for more than two days due to non-documentable reasons, you will receive a 0% for class attendance/participation.

### **PROFESSIONALISM**

The student is expected to communicate with the instructor in a professional manner no matter what type of communication is used. Unprofessional communication will be identified and the student will be expected to correct unprofessional communications. The student is expected to interact with the instructor, peers, and the teaching assistant in a professional manner. Last the student's appearance must meet the ATEP professional appearance policy found in the ATEP policy and Procedure manual: please be sure you have reviewed it. The VSU ATEP uniform is NOT allowed to be worn in this class. If you wear it to class you will be asked to leave class or lab. Students who exhibit repeated unprofessional behavior, dress or communication will be written up with a COE Concern Form.

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

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

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

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

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

### **FIRST OFFENSE:**

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

### **SECOND OFFENSE:**

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

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

## **SPECIAL NEEDS STATEMENT**

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

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

## **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

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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**

TBA

Office: TBA

Office Phone: TBA

E-mail: TBA

Department Phone: TBA

Office Hours: To Be Posted On Office Door

## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 09/17/2012 (mm/dd/yyyy)

**Department Initiating Request:**  
Kinesiology and Physical Education

**Faculty Member Requesting:**  
Chuck Conner

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
KSPE 4442

**Proposed New Course Title:**  
Athletic Training Clinical Competencies V  
**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
AT Clinical V

**Semester/Year to be Effective:**  
Fall/2013

**Estimated Frequency of Course Offering:**  
Once per year

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

**Lecture Hours:** 0

**Lab Hours:** 4

**Credit Hours:** 2

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: Admission to the Athletic Training Education Program and successful completion and a grade of "C" or better in Athletic Training Education Program courses taken the previous semester. A study of manipulative and motor skills required to perform athletic training techniques in clinical settings. Techniques reflect those presented in lecture/lab courses that were taught the previous semester. The course also involves a semester-long clinical education component.

**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: Clinical education experiences must be directly related to an academic course as per the Athletic Training Education Program's accrediting agency, the Commission on the Accreditation of Athletic Training Education (CAATE) programs.
- Other:

**Source of Data to Support Suggested Change:**

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

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

**Data Sources:**

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

This course will be the fifth clinical education course within the program. It will follow the same format as the previous four clinical education courses. Based on our accrediting body, all clinical education must be linked to an academic course. This course will allow that to occur. Assessments within this course are will primarily involve an extensive mid-term and end of semester evaluation of the student. The components of the evaluations are based on the skills and knowlegde that the student has been instructed on over previous semesters. Data indicating if a student is considered competent, proficient, etc., will be made avaiable through the use of the mid-term and end of semester evaluations.

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

<b>Approvals:</b>	
Dept. Head: <i>M. Hall</i>	Date: <i>9-27-12</i>
College/Division Exec. Comm.: <i>Dun</i>	Date: <i>9/27/12</i>
Dean/Director: <i>Dun</i>	Date: <i>9/27/12</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

**KSPE 4442  
Clinical V  
2 SEMESTER HOUR**

**Dewar College of Education  
Valdosta State University  
Department of KSPE  
Fall 2013**

**Conceptual Framework: Guiding Principles**

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

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

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

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

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

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

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

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

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

**REQUIRED TEXT**

Textbooks from KSPE 4400 and KSPE 4491

**COURSE DESCRIPTION**

A study of manipulative and motor skills required to perform athletic training techniques in clinical settings. Techniques reflect those presented in lecture/lab courses that were taught the previous semester. The course also involves a semester-long clinical education component.

**LEARNING OUTCOMES FOR VSU'S CORE CURRICULUM**

All learning outcomes in the major continue to build upon those in VSU's Core Curriculum listed at <http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml>.

**COURSE OBJECTIVES (CO)**

**\*NOTE: Mid-Term and End of Semester Evaluations WILL include the competencies/skills learned from previous semesters.**

**Competencies**

<b>KSPE 4442 - Athletic Training Clinical Competencies V</b>			
<b>Code</b>	<b>Description</b>	<b>Instructed</b>	<b>Evaluated</b>
CIP-4	<input type="checkbox"/> Perform a comprehensive clinical examination of a patient with an upper ... extremity, lower extremity, head, neck, thorax, and/or spine injury or condition. This exam should incorporate clinical reasoning in the selection of assessment procedures and interpretation of findings in order to formulate a differential diagnosis and/or diagnosis, determine underlying impairments, and identify activity limitations and		

	participation restrictions. Based on the assessment data and consideration of the patient's goals, provide the appropriate initial care and establish overall treatment goals. Create and implement a therapeutic intervention that targets these treatment goals to include, as appropriate, therapeutic modalities, medications (with physician involvement as necessary), and rehabilitative techniques and procedures. Integrate and interpret various forms of standardized documentation including both patient-oriented and clinician-oriented outcomes measures to recommend activity level, make return to play decisions, and maximize patient outcomes and progress in the treatment plan.		
CIP-4a	upper extremity		
CIP-4b	lower extremity		
CIP-4c	head		
CIP-4d	neck		
CIP-4e	thorax		
CIP-4f	spine		

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

1. **Tentative Agenda:** TBA
2. Complete mid semester clinical/field experience performance.
3. Complete end of semester clinical/field experience performance.
4. Students can expect to complete an average of 20-25 clinical education hours per week.
5. Students will be evaluated on each CIP once throughout the semester by the ACI. Students that score below a "4" will be required to reassess the CIP with either the Clinical Education Coordinators and/or the Program Director (note: The CIP may not involve the same situation as the first one). Reassessment will not change your grade. The CIP score(s) will be a part of the "end of semester" evaluation form.
6. Students are **REQUIRED** to participate in the clinical education component of this class throughout the entire semester. You will be provided with a schedule for the semester/throughout the semester that due to the nature of the clinical education setting may change. You are expected to complete the scheduled clinical education components as assigned by the ACI/CI. Students should not miss more than five clinical education days. Students that miss a clinical education day should follow the procedures listed in the policy and procedure manual regarding attendance in the clinical education component of the class. Missing more than 3 days (extenuating circumstances would need to be discussed with the Program Director and Clinical Education Instructor) could result in an "F" for the course. Failure to participate in the clinical education component of this class throughout the entire semester will result in the student receiving an "F" for the course, regardless of what the assessment results are for the graded portions of the course.
7. If the supervising ATC, general medical supervisors, or any other faculty member, including graduate assistants feels that your appearance or behavior violates the policy and procedure manual, you will be dismissed from the rotation for one day. A second violation in appearance or behavior will result in dismissal for one week and will result in a drop in letter grade. A third violation in appearance or behavior will involve permanent dismissal from the rotation for the semester requiring the rotation to be repeated and will result in an "F" for your clinical grade. If the supervising ATC feels that they can no longer have you at a site because of your actions, you will be dismissed from the site and will receive a grade of "F" for the course.

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8. Requirements for completion: all of the aforementioned course activities, course assignments, and course activities, as well as the assessment components must be completed and a "Completion of Clinical Education Experience" form must be signed by the course instructor and /or the ACI or CI. As per the university catalog, the student must earn a "C" or better for the overall grade of the course.

### COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. Mid-Term Evaluation	35%
2. End of Semester Evaluation	45%
3. Professional Development/AT Practice	15%
4. Class Attendance/Participation	5%

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100%

### Grading Scale:

A = 100 – 90    B = 89 – 80    C = 79 – 70    D = 69 – 60    F = 59 – below

### Clinical Experience Violation Policy:

First violation: The student will be dismissed from the rotation with a loss of 5% of applicable evaluation period grade (midterm or end of semester). The length of dismissal time is left to the discretion of the supervisor. A COE Concern Form will be documented per established guidelines.

Second violation: results in the student's dismissal from the rotation with a loss of 10% of the applicable evaluation period grade. This violation along with the first violation will result in a total of 15% point loss in the evaluation grade. The length of dismissal time is left to the discretion of the supervisor. In order to resume a clinical rotation, the student must first meet with the clinical supervisor and the Program Director. A COE Concern Form will be documented per established guidelines.

Third violation: Permanent dismissal from the rotation for the semester requires the rotation to be repeated and will result in an "F" for the student's clinical grade. The student will not be allowed to return to their clinical rotation, nor will another rotation or supervisor be assigned to the student for the remaining time period.

\*Note: Refer to Section "B" in the policy and procedure manual for specific information regarding the clinical education experience.

### PROFESSIONAL DEVELOPMENT/AT PRACTICE

A portion of the class will be devoted to practicing skills. The amount of time allotted for practice is at the discretion of the instructor. Students will also be asked to complete various assignments for the class (i.e. case study, best practices/outcome assessments, evidence-based outcome assessments, etc.) as assigned by the instructor. There will also be an opportunity to discuss current AT profession issues. Further details will be provided to you by the course instructor.

### ATTENDANCE POLICY

Students are expected to attend class. It is the student's responsibility to make up any missed class work or information discussed in class. All assignments are due at the beginning of the class period on the due date. Students need to turn in assignments on or before the due date to avoid penalty. Students turning assignments in after the due date will have 10 points deducted for each day that the assignment is late. Make up work or alternative assignments will be determined by the professor and at the sole discretion of the professor. These assignments may or may not

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exactly duplicate the original and will not entitle other students to the same alternatives since they may not have experienced the same situation. Being late to class on two occasions will result in one absence. After being tardy on two occasions, each subsequent tardy will be counted as an absence. Missing more than 3 class meeting days will result in the student receiving a failing grade (F) for the class.

### **PROFESSIONALISM**

The student is expected to communicate with the instructor in a professional manner no matter what type of communication is used. Unprofessional communication will be identified and the student will be expected to correct unprofessional communications. The student is expected to interact with the instructor, peers, and the teaching assistant in a professional manner. Last the student's appearance must meet the ATEP professional appearance policy found in the ATEP policy and Procedure manual: please be sure you have reviewed it. Students who exhibit repeated unprofessional behavior, dress or communication will be written up with a COE Concern Form.

### **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."

Positively Impacting Learning Through Evidence-Based Practices

**COE CONCERN FORM****Dewar College of Education Concern Form Policy****Purpose:**

The purpose of the Concern Form process is for faculty to identify students who may need remediation or intervention to successfully complete the professional requirements for their program of study.

**Process Steps:**

- A. Faculty member discusses the concern with the department head.
- B. Faculty member completes a concern form and discusses it with the student.
- C. Student, faculty member submitting the concern form, and the department head meet to discuss the concern and to develop an action plan. If no action plan is warranted, the concern form is not formalized.
- D. If a warranted action plan is not completed to the satisfaction of all parties, an automatic review by the Undergraduate and Initial Teacher Preparation Policies Committee will occur. Based on this review, the student may be dismissed from his/her program of study.
- E. If the Concern Form is a result of academic dishonesty, the faculty member is encouraged to submit a Report of Academic Dishonesty to the Student Conduct Office in the Dean of Student's Office. In addition to being part of the student's departmental advising folder, this report will also be made part of the student's disciplinary record and shall remain on file with the student Conduct Office in the Dean of Student's Office in accordance with the Board of Regents record retention policy.

*If the student refuses to sign the consent form and/or the action plan, the student may be dismissed*

*from his/her program of study.*

**Examples of concerns that should result in completion of a concern form include, but are not limited to:**

- o Student who is excessively absent or late for class (see University policy and course syllabus).
- o Student who does not exhibit professional dress or demeanor when interacting with other students, P-12 students, clients, or faculty as defined by students' major department.
- o Student who exhibits disruptive behavior toward members of the faculty or staff. This includes classroom disruptive behavior.
- o Student who does not demonstrate an ability to contribute effectively in a group setting.
- o Student who exhibits a lack of proficiency in written and/or oral language skills.
- o Student who exhibits a lack of content knowledge in any content area he/she is or will be teaching.
- o Student who is removed from a field experience or clinical experience.
- o Plagiarism or cheating on any graded activity (Use University policy).
- o Blatant dishonesty or breach of confidentiality.
- o Purposefully compromising the well-being of a student/client.
- o Harassment of students/clients or faculty or staff.

Upon receiving three concern forms that are deemed warranted, or any incident considered a significant violation of ethical or professional behavior, the student will be removed from his or her Program of Study. This removal will result in an automatic review by the Undergraduate and Initial Preparation Policies Committee.

Concern forms deemed unwarranted should be destroyed.

**DEWAR COLLEGE OF EDUCATION**

**Concern Form**

**Valdosta State University**

Student Name: ID No.

Major: Advisor:

Name of Instructor Initiating Concern Form:

**Complete the following:**

- 1. Give evidence for area(s) of concern. Attach copies of documentation.
- 2. Student response to the completion of the concern form (student writes response below):
- 3. Meet with department head, faculty member, and student. Complete the following:

\_\_\_\_\_ No action plan warranted. (Department head reports decision of no action taken to faculty member filing the concern form).

\_\_\_\_\_ Action plan warranted (see next page)

- 4. The department head, faculty member, and student must sign the appropriate statement below.

**Department Head:** Statement: I have met with the student and faculty member to discuss this concern.

Department Head Signature \_\_\_\_\_ Date \_\_\_\_\_

Met \_\_\_\_\_

**Faculty statement:** I have met with the student and discussed the concern(s).

VSU Faculty Signature \_\_\_\_\_ Date Met \_\_\_\_\_

**Student statement:** I have met with the faculty member and discussed the concern(s).

Student Signature \_\_\_\_\_ Date Met \_\_\_\_\_

- 5. Distribute copies of this form and the Action Plan only if warranted to the Student Advising Folder; Department Head, and Faculty Member. If not, this form should be destroyed.

**DEWAR COLLEGE OF EDUCATION**

Action Plan as a result of a Concern Form

Valdosta State University

Student Name: ID No.:

Major: Advisor:

Faculty Member: \_\_\_\_\_ Dept.: \_\_\_\_\_

(Signature)

Required

Department Head: \_\_\_\_\_ Completion Date: \_\_\_\_\_

(Signature)

(Attach additional pages if necessary).

I understand that failure to comply with this action plan may result in my not completing my program of study.

Student: \_\_\_\_\_ Date: \_\_\_\_\_

This action plan has been completed to the satisfaction of all parties.

Department Head Signature \_\_\_\_\_

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### **ACCESSIBILITY STATEMENT**

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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](mailto: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>.

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TBA

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**WebCT/Blazeview Testing recommendations and guidelines**

1. It is the student's responsibility to check WebCT/Blazeview for online assessments. Announcements about upcoming assessments will be given in class and/or via email, and the instructors expect the student to be responsible for regularly checking assessment dates and times. There will be no makeup assessments for students who failed to complete the assessment in the 24 hour window it is available.
2. It is recommended that assessments are taken on a VSU computer laboratory or library to minimize difficulty in taking assessments (IE you have slow service at home and time out, power failure at your apartment, etc). Using AOL as a browser does not work with Blazeview.
3. If you chose to use your own computer then be sure you have followed the instructions from Distance Learning regarding the supported browser, cleaning the browser cache, pop up windows, and plug ins, etc.
4. Assessments will be available for a 24 hour period starting at 6pm. Give yourself adequate time before the assessment window closes to complete the exam.
5. Read the instructions prior to starting the assessment. The instructions to the assessment will indicate if you can return to a previous question or not, the time limit, etc.
6. Read the question(s) and make sure you are answering what is asked.
7. Write in complete sentences with punctuation. If you are listing items then use complete sentence form and numbering EX 1) the glenohumeral joint is a ball and socket joint. 2) The labrum is made of fibrocartilage.
8. Be sure to save your answer after each question if that option is available to you. If you have not saved your answers and you run out of time WebCT/Blazeview will not store any of your answers and you will not be allowed to re-take the assessment.
9. In order to receive full credit for an answer, it must be spelled correctly.
10. Do not email answers to the instructor if you have difficulty with WebCT/Blazeview. This answer will not be accepted as a response.

## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 09/17/2012 (mm/dd/yyyy)

**Department Initiating Request:**  
Kinesiology and Physical Education

**Faculty Member Requesting:**  
Chuck Conner

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
KSPE 4443

**Proposed New Course Title:**  
Athletic Training Clinical Competencies VI  
**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
AT Clinical VI

**Semester/Year to be Effective:**  
Fall/2013

**Estimated Frequency of Course Offering:**  
Once per year

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

**Lecture Hours:** 0

**Lab Hours:** 4

**Credit Hours:** 2

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: Admission to the Athletic Training Education Program and successful completion and a grade of "C" or better in Athletic Training Education Program courses taken the previous semester. A study of manipulative and motor skills required to perform athletic training techniques in clinical settings. Techniques reflect those presented in lecture/lab courses that were taught the previous semester. The course also involves a semester-long clinical education component.

**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: Clinical education experiences must be directly related to an academic course as per the Athletic Training Education Program's accrediting agency, the Commission on the Accreditation of Athletic Training Education (CAATE) programs.
- Other:

**Source of Data to Support Suggested Change:**

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

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

**Data Sources:**

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

This course will be the sixth clinical education course within the program. It will follow the same format as the previous five clinical education courses. Based on our accrediting body, all clinical education must be linked to an academic course. This course will allow that to occur. Assessments within this course are will primarily involve an extensive mid-term and end of semester evaluation of the student. The components of the evaluations are based on the skills and knowlegde that the student has been instructed on over previous semesters. Data indicating if a student is considered competent, proficient, etc., will be made avaiable through the use of the mid-term and end of semester evaluations.

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

<b>Approvals:</b>	
Dept. Head: <i>M. Hall</i>	Date: <i>9-27-12</i>
College/Division Exec. Comm.: <i>Dra</i>	Date: <i>9/27/12</i>
Dean/Director: <i>DM</i>	Date: <i>9/27/12</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

**KSPE 4443  
Clinical VI  
2 SEMESTER HOUR**

**Dewar College of Education  
Valdosta State University  
Department of KSPE  
Spring 2014**

**Conceptual Framework: Guiding Principles**

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

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

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

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

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

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

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

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

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

**REQUIRED TEXT**

Textbooks from KSPE 4600 and KSPE 3020

**COURSE DESCRIPTION**

A study of manipulative and motor skills required to perform athletic training techniques in clinical settings. Techniques reflect those presented in lecture/lab courses that were taught the previous semester. The course also involves a semester-long clinical education component.

**LEARNING OUTCOMES FOR VSU'S CORE CURRICULUM**

All learning outcomes in the major continue to build upon those in VSU's Core Curriculum listed at <http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml>.

**COURSE OBJECTIVES (CO)**

**\*NOTE: Mid-Term and End of Semester Evaluations WILL include the competencies/skills learned from previous semesters.**

**Competencies**

KSPE 4443 - Athletic Training Clinical Competencies VI			
Code	Description	Instructed	Evaluated
CIP-7	<input checked="" type="checkbox"/> Select and integrate appropriate ... psychosocial techniques into a patient's treatment or rehabilitation program to enhance rehabilitation adherence, return to play, and overall outcomes. This includes, but is not limited to, verbal motivation, goal setting, imagery, pain management, self-talk, and/or relaxation.		

CIP-8	<input checked="" type="checkbox"/> Demonstrate the ability to ... recognize and refer at-risk individuals and individuals with psychosocial disorders and/or mental health emergencies. As a member of the management team, develop an appropriate management plan (including recommendations for patient safety and activity status) that establishes a professional helping relationship with the patient, ensures interactive support and education, and encourages the athletic trainer's role of informed patient advocate in a manner consistent with current practice guidelines.		
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### COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. **Tentative Agenda:** TBA
2. Complete mid semester clinical/field experience performance.
3. Complete end of semester clinical/field experience performance.
4. Students can expect to complete an average of 20-25 clinical education hours per week.
5. Students will be evaluated on each CIP once throughout the semester by the ACI. Students that score below a "4" will be required to reassess the CIP with either the Clinical Education Coordinators and/or the Program Director (note: The CIP may not involve the same situation as the first one). Reassessment will not change your grade. The CIP score(s) will be a part of the "end of semester" evaluation form.
6. Students are **REQUIRED** to participate in the clinical education component of this class throughout the entire semester. You will be provided with a schedule for the semester/throughout the semester that due to the nature of the clinical education setting may change. You are expected to complete the scheduled clinical education components as assigned by the ACI/CI. Students should not miss more than five clinical education days. Students that miss a clinical education day should follow the procedures listed in the policy and procedure manual regarding attendance in the clinical education component of the class. Missing more than 3 days (extenuating circumstances would need to be discussed with the Program Director and Clinical Education Instructor) could result in an "F" for the course. Failure to participate in the clinical education component of this class throughout the entire semester will result in the student receiving an "F" for the course, regardless of what the assessment results are for the graded portions of the course.
7. If the supervising ATC, general medical supervisors, or any other faculty member, including graduate assistants feels that your appearance or behavior violates the policy and procedure manual, you will be dismissed from the rotation for one day. A second violation in appearance or behavior will result in dismissal for one week and will result in a drop in letter grade. A third violation in appearance or behavior will involve permanent dismissal from the rotation for the semester requiring the rotation to be repeated and will result in an "F" for your clinical grade. If the supervising ATC feels that they can no longer have you at a site because of your actions, you will be dismissed from the site and will receive a grade of "F" for the course.
8. Requirements for completion: all of the aforementioned course activities, course assignments, and course activities, as well as the assessment components must be completed and a "Completion of Clinical Education Experience" form must be signed by the course instructor and /or the ACI or CI. As per the university catalog, the student must earn a "C" or better for the overall grade of the course.

**COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

1. Mid-Term Evaluation	35%
2. End of Semester Evaluation	45%
3. Professional Development/AT Practice	15%
4. Class Attendance/Participation	5%

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100%

**Grading Scale:**

A = 100 – 90    B = 89 – 80    C = 79 – 70    D = 69 – 60    F = 59 – below

**Clinical Experience Violation Policy:**

First violation: The student will be dismissed from the rotation with a loss of 5% of applicable evaluation period grade (midterm or end of semester). The length of dismissal time is left to the discretion of the supervisor. A COE Concern Form will be documented per established guidelines.

Second violation: results in the student's dismissal from the rotation with a loss of 10% of the applicable evaluation period grade. This violation along with the first violation will result in a total of 15% point loss in the evaluation grade. The length of dismissal time is left to the discretion of the supervisor. In order to resume a clinical rotation, the student must first meet with the clinical supervisor and the Program Director. A COE Concern Form will be documented per established guidelines.

Third violation: Permanent dismissal from the rotation for the semester requires the rotation to be repeated and will result in an "F" for the student's clinical grade. The student will not be allowed to return to their clinical rotation, nor will another rotation or supervisor be assigned to the student for the remaining time period.

\*Note: Refer to Section "B" in the policy and procedure manual for specific information regarding the clinical education experience.

**PROFESSIONAL DEVELOPMENT/AT PRACTICE**

A portion of the class will be devoted to practicing skills. The amount of time allotted for practice is at the discretion of the instructor. Students will also be asked to complete various assignments for the class (i.e. case study, best practices/outcome assessments, evidence-based outcome assessments, etc.) as assigned by the instructor. There will also be an opportunity to discuss current AT profession issues. Further details will be provided to you by the course instructor.

**ATTENDANCE POLICY**

Students are expected to attend class. It is the student's responsibility to make up any missed class work or information discussed in class. All assignments are due at the beginning of the class period on the due date. Students need to turn in assignments on or before the due date to avoid penalty. Students turning assignments in after the due date will have 10 points deducted for each day that the assignment is late. Make up work or alternative assignments will be determined by the professor and at the sole discretion of the professor. These assignments may or may not exactly duplicate the original and will not entitle other students to the same alternatives since they may not have experienced the same situation. Being late to class on two occasions will result in one absence. After being tardy on two occasions, each subsequent tardy will be counted as an



absence. Missing more than 3 class meeting days will result in the student receiving a failing grade (F) for the class.

### **PROFESSIONALISM**

The student is expected to communicate with the instructor in a professional manner no matter what type of communication is used. Unprofessional communication will be identified and the student will be expected to correct unprofessional communications. The student is expected to interact with the instructor, peers, and the teaching assistant in a professional manner. Last the student's appearance must meet the ATEP professional appearance policy found in the ATEP policy and Procedure manual: please be sure you have reviewed it. Students who exhibit repeated unprofessional behavior, dress or communication will be written up with a COE Concern Form.

### **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."

**COE CONCERN FORM****Dewar College of Education Concern Form Policy****Purpose:**

The purpose of the Concern Form process is for faculty to identify students who may need remediation or intervention to successfully complete the professional requirements for their program of study.

**Process Steps:**

- A. Faculty member discusses the concern with the department head.
- B. Faculty member completes a concern form and discusses it with the student.
- C. Student, faculty member submitting the concern form, and the department head meet to discuss the concern and to develop an action plan. If no action plan is warranted, the concern form is not formalized.
- D. If a warranted action plan is not completed to the satisfaction of all parties, an automatic review by the Undergraduate and Initial Teacher Preparation Policies Committee will occur. Based on this review, the student may be dismissed from his/her program of study
- E. If the Concern Form is a result of academic dishonesty, the faculty member is encouraged to submit a Report of Academic Dishonesty to the Student Conduct Office in the Dean of Student's Office. In addition to being part of the student's departmental advising folder, this report will also be made part of the student's disciplinary record and shall remain on file with the student Conduct Office in the Dean of Student's Office in accordance with the Board of Regents record retention policy.

*If the student refuses to sign the consent form and/or the action plan, the student may be dismissed*

*from his/her program of study.*

**Examples of concerns that should result in completion of a concern form include, but are not limited to:**

- o Student who is excessively absent or late for class (see University policy and course syllabus).
- o Student who does not exhibit professional dress or demeanor when interacting with other students, P-12 students, clients, or faculty as defined by students' major department.
- o Student who exhibits disruptive behavior toward members of the faculty or staff. This includes classroom disruptive behavior.
- o Student who does not demonstrate an ability to contribute effectively in a group setting.
- o Student who exhibits a lack of proficiency in written and/or oral language skills.
- o Student who exhibits a lack of content knowledge in any content area he/she is or will be teaching.
- o Student who is removed from a field experience or clinical experience.
- o Plagiarism or cheating on any graded activity (Use University policy).
- o Blatant dishonesty or breach of confidentiality.
- o Purposefully compromising the well-being of a student/client.
- o Harassment of students/clients or faculty or staff.

Upon receiving three concern forms that are deemed warranted, or any incident considered a significant violation of ethical or professional behavior, the student will be removed from his or her Program of Study. This removal will result in an automatic review by the Undergraduate and Initial Preparation Policies Committee.

Concern forms deemed unwarranted should be destroyed.

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**Concern Form**

**Valdosta State University**

Student Name: ID No.

Major: Advisor:

Name of Instructor Initiating Concern Form:

**Complete the following:**

**1. Give evidence for area(s) of concern. Attach copies of documentation.**

**2. Student response to the completion of the concern form (student writes response below):**

**3. Meet with department head, faculty member, and student. Complete the following:**

\_\_\_\_\_ No action plan warranted. (Department head reports decision of no action taken to faculty member filing the concern form).

\_\_\_\_\_ Action plan warranted (see next page)

**4. The department head, faculty member, and student must sign the appropriate statement below.**

**Department Head:** Statement: I have met with the student and faculty member to discuss this concern.

Department Head Signature \_\_\_\_\_ Date \_\_\_\_\_

Met \_\_\_\_\_

**Faculty statement:** I have met with the student and discussed the concern(s).

VSU Faculty Signature \_\_\_\_\_ Date Met \_\_\_\_\_

**Student statement:** I have met with the faculty member and discussed the concern(s).

Student Signature \_\_\_\_\_ Date Met \_\_\_\_\_

**5. Distribute copies of this form and the Action Plan only if warranted to the Student Advising Folder; Department Head, and Faculty Member. If not, this form should be destroyed.**

**DEWAR COLLEGE OF EDUCATION**

Action Plan as a result of a Concern Form

Valdosta State University

Student Name: ID No.:

Major: Advisor:

Faculty Member: \_\_\_\_\_ Dept.: \_\_\_\_\_

(Signature)

Required

Department Head: \_\_\_\_\_ Completion Date: \_\_\_\_\_

(Signature)

(Attach additional pages if necessary).

I understand that failure to comply with this action plan may result in my not completing my program of study.

Student: \_\_\_\_\_ Date: \_\_\_\_\_

This action plan has been completed to the satisfaction of all parties.

Department Head Signature \_\_\_\_\_

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**INSTRUCTOR**

TBA

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Office Phone: TBA

E-mail: TBA

Department Phone: TBA

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2. It is recommended that assessments are taken on a VSU computer laboratory or library to minimize difficulty in taking assessments (IE you have slow service at home and time out, power failure at your apartment, etc). Using AOL as a browser does not work with Blazeview.
3. If you chose to use your own computer then be sure you have followed the instructions from Distance Learning regarding the supported browser, cleaning the browser cache, pop up windows, and plug ins, etc.
4. Assessments will be available for a 24 hour period starting at 6pm. Give yourself adequate time before the assessment window closes to complete the exam.
5. Read the instructions prior to starting the assessment. The instructions to the assessment will indicate if you can return to a previous question or not, the time limit, etc.
6. Read the question(s) and make sure you are answering what is asked.
7. Write in complete sentences with punctuation. If you are listing items then use complete sentence form and numbering EX 1) the glenohumeral joint is a ball and socket joint. 2) The labrum is made of fibrocartilage.
8. Be sure to save your answer after each question if that option is available to you. If you have not saved your answers and you run out of time WebCT/Blazeview will not store any of your answers and you will not be allowed to re-take the assessment.
9. In order to receive full credit for an answer, it must be spelled correctly.
10. Do not email answers to the instructor if you have difficulty with WebCT/Blazeview. This answer will not be accepted as a response.

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VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

# REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

**Select Area of Change:**

- Core Curriculum     
  Senior Curriculum     
  Graduate Curriculum     
  Other Curriculum

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

**Current Catalog Page Number:**  
111-112

**Proposed Effective Date for Curriculum Change:**  
(Month/Year): 1/2013

**Degree & Program Name:**  
(e.g., BFA, Art): EDS,  
Coaching Pedagogy in  
Physical Education

**Present Requirements: 27 hrs**

KSPE 8100, KSPE 8200, KSPE 8300  
.....9 hours

KSPE 8400  
..... 4  
hours

KSPE 8500, KSPE 8600, KSPE 8700  
.....9 hours

KSPE 8800  
..... 3  
hours

KSPE 8900  
..... 2  
hours

**Proposed Requirements (Underline changes after printing this form): 27 hrs**

KSPE 8100, KSPE 8200, KSPE 8300  
.....9 hours

KSPE 8400  
..... 3  
hours

KSPE 8500, KSPE 8600, KSPE 8700  
.....9 hours

KSPE 8800  
..... 3  
hours

KSPE 8900  
..... 3  
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: The changes in credit hours for the two courses were necessary based on the need for more time to offer feedback during the KSPE 8900 capstone course.
- 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. Student and faculty comments and suggestions.
- 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. Faculty will informally survey students.

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

**Approvals:**

Department Head:



Date: 9-27-12

College/Division Exec. Committee:



Date: 9/27/12

Dean(s)/Director(s):



Date: 9/27/12

Grad. Exec. Committee:  
(for graduate course)



Date: 11-1-12

Graduate Dean:  
(for graduate course)



Date: 11-1-12

Academic Committee:

Date:

Form last updated: January 6, 2010

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VALDOSTA STATE UNIVERSITY  
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**REQUEST FOR A REVISED COURSE**  
Valdosta State University

**Date of Submission:** 09/20/2012 (mm/dd/yyyy)

**Department Initiating Revision:**  
Kinesiology & Physical Education

**Faculty Member Requesting Revision:**  
Mike Griffin

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
KSPE 8400 Workplace Coaching Analysis and Evaluation

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

**Current:**

**Course Prefix and Number:**

**Credit Hours:** 04

**Course Title:**

**Prerequisites:**

**Co-requisites:**

**Course Description:**

**Requested:**

**Course Prefix and Number:**

**Credit Hours:** 03

**Course Title:**

**Prerequisites:**

**Co-requisites:**

**Course Description:**

**Semester/Year to be Effective:**  
Spring 2013

**Estimated Frequency of Course Offering:**  
1/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: The original requirement for 4 credit hours was not necessary to present the content. Program faculty believed the additional hour would be better served in KSPE 8900.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

**Source of Data to Support Suggested Change:**

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

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Faculty reported that 3 credit hours was sufficient to cover the material in the course and the additional hour in the capstone course would



allow for more student - faculty interactions related to the final project.

**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. Faculty will survey students to determine whether this change positively impacts the program.

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

Approvals:		
Dept. Head:	<i>M. G. [Signature]</i>	Date: 9-27-12
College/Division Exec. Comm.:	<i>[Signature]</i>	Date: 9/27/12
Dean/Director:	<i>[Signature]</i>	Date: 9/27/12
Graduate Exec. Comm.: (for graduate course)	<i>[Signature]</i>	Date: 11-1-12
Graduate Dean: (for graduate course)	<i>[Signature]</i>	Date: 11-1-12
Academic Committee:		Date:

Form last updated: January 6, 2010

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VALDOSTA STATE UNIVERSITY  
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<b>REQUEST FOR A REVISED COURSE</b> Valdosta State University	
<b>Date of Submission:</b> 09/20/2012 (mm/dd/yyyy)	
<b>Department Initiating Revision:</b> Kinesiology & Physical Education	<b>Faculty Member Requesting Revision:</b> Mike Griffin
<b>Current Course Prefix, Title, &amp; Number:</b> (See course description abbreviations in the catalog for approved prefixes) KSPE 8900 Professional Seminar in Coaching Pedagogy	
<b>List Current and Requested Revisions:</b> (only fill in items needing to be changed)	
<b>Current:</b> <b>Course Prefix and Number:</b> <b>Credit Hours:</b> 02 <b>Course Title:</b> <b>Prerequisites:</b> <b>Co-requisites:</b> <b>Course Description:</b>	<b>Requested:</b> <b>Course Prefix and Number:</b> <b>Credit Hours:</b> 03 <b>Course Title:</b> <b>Prerequisites:</b> <b>Co-requisites:</b> <b>Course Description:</b>
<b>Semester/Year to be Effective:</b> Spring 2013	<b>Estimated Frequency of Course Offering:</b> 1/year
<b>Indicate if Course will be :</b> <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> Elective	
<b>Justification:</b> Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data. <input checked="" type="checkbox"/> Improving student learning outcomes: The increased content and requirements now associated with this course warranted the increased hour based on the time needed for the final project coupled with the reduction in the credit hours associated with the proposed change in KSPE 8400. <input type="checkbox"/> Adopting current best practice(s) in field: <input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: <input type="checkbox"/> Other:	
<b>Source of Data to Support Suggested Change:</b> <input type="checkbox"/> <b>Indirect measures:</b> SOIs, student, employer, or alumni surveys, etc. <input checked="" type="checkbox"/> <b>Direct measures:</b> Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Faculty reported the need to increase credit hours in this course based on the amount of content and requirements associated with it and the reduction in	

credit hours proposed for KSPE 8400.

**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. Faculty will survey students to determine whether this change positively impacts the program.

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

Approvals:		
Dept. Head:	<i>M. [Signature]</i>	Date: 9-27-12
College/Division Exec. Comm.:	<i>[Signature]</i>	Date: 9/27/12
Dean/Director:	<i>[Signature]</i>	Date: 9/27/12
Graduate Exec. Comm.: (for graduate course)	<i>[Signature]</i>	Date: 11-1-12
Graduate Dean: (for graduate course)	<i>[Signature]</i>	Date: 11-1-12
Academic Committee:		Date:

Form last updated: January 6, 2010



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VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**MEMORANDUM**

To: Brian Gerber, Ph.D., Dean

College of Education

From: Jackson Rainer, Ph.D., Department Head *JR*

Psychology and Counseling

Re: Course reactivation – PSYC 8020

Please reactivate PSYC 8020, Advanced Educational Psychology, which last appeared in the 2009-2010 Graduate Catalog.

Thank you for your consideration.

*Approved: [Signature] 10/19/2012*