

VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET

ACADEMIC COMMITTEE

**MONDAY,
October 14, 2019**

2:30 p.m.

**Rose Room
University Center**

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

ACADEMIC COMMITTEE
AGENDA
October 14, 2019

1. Minutes of the September 9, 2019 meeting. (pages 1-3) were approved by email September 12, 2019.
2. **COLLEGE OF THE ARTS**
 - a. Revised course description MUSC 1210, 1220, 1240, 1410, 1420, 1440, 1610, 1620, 1640, 1910, 1920, 1940, 2310, 2320, 2340, 2410, 2411, 2420, 2440, 3220, 3240, 3420, 3440, 3610, 3620, 3640, 3710, 3800, 3810, 3820, 3820, 3840, 3850, 3860, 3861, 3870, 3880, 3890, 3920, 4320, 4340, 4420 4440, 4850, 4870, and 4900 (pages 4-6)
3. **COLLEGE OF SCIENCE AND MATHEMATICS**
 - a. New course MATH 0996 (pages 7-14)
 - b. New course MATH 0997 (pages 15-22)
4. **COLLEGE OF NURSING AND HEALTH SCIENCES**
 - a. Revised course title, and description HSEP 3650 (pages 23-24)
 - b. Revised course title, and description HSEP 4050 (pages 25-26)
 - c. Revised senior curriculum for the BSEP (pages 27-28)
5. **COLLEGE OF HUMANITIES AND SOCIAL SCIENCES**
 - a. New course HIST 3270/5270 (pages 29-38)
 - b. New course HSIT 3280/5280 (pages 39-44)
 - c. Revised credit hours and description FREN 4980 (pages 45-47)
 - d. Revised credit hours and description SPAN 4980 (pages 48-50)
 - e. Revised course description SPAN 6220 (pages 51-53)
 - f. Revised course title for SOCI 3000 (pages 54-55)
 - g. Revised course title and description SOCI 3510 (pages 56-57)
 - h. Revised course description SOCI 4690 (pages 58-59)
6. **COLLEGE OF EDUCATION AND HUMAN SERVICES**
 - a. Deactivation of the BAS in Human Capital Performance (pages 60-61)
 - b. Revised degree requirements MED in Counselor Education – School Counseling Concentration (pages 62-63)
 - c. Revised degree requirements for the MED in Educational Leadership – Higher Education Leadership Option
 1. Revised course prefix for LEAD 7650, 7800, 7810, 7820, 7840, 7850, 7921, 8300, 8710, SAHE 7860, 7870, 7880, and 7890 – change to HEDL
 2. Deactivate SAHE 7870 – pages (64-71)
 - d. New course HEDL 7865 (pages 72-85)
 - e. New course HEDL 7870 (pages 86-100)
 - f. New course HEDL 8700 (pages 101-106)
 - g. Deactivation SAHE 7870 – see page 64 – (pages 107-108)
 - h. Revised degree requirements for the MED in Instructional Technology – Technology Applications Concentration (pages 109-111)
7. **MISCELLANEOUS**
 - a. Determination of Credit Hours Policy (pages 112-115)

VALDOSTA STATE UNIVERSITY
ACADEMIC COMMITTEE MINUTES
September 9, 2019

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Rose Room on Monday, September 9, 2019. Dr. Sharon Gravett, Associate Provost for Academic Affairs, presided.

Members Present: Dr. Michele Blankenship, Ms. Catherine Bowers, Ms. Gabrielle Stellmacher, Dr. Candace Witherspoon, Dr. Diane Wright, Mr. Joe Mason, Dr. Nicole Cox, Mr. Brian Nelson, Dr. Eric Chambers, Dr. Ray Elson, Dr. Ellis Heath, Dr. Yunseon Choi, Dr. Colette Drouillard, Mr. Chuck Conner, Dr. Vicki Wetter, Ms. Laura Wright, and Ms. Amy Chew.

Members Absent: Dr. Corey Anderson, Dr. Brian Sowa, Dr. Fleming Bell, and Dr. Ben Wescoatt.

Catalog Editor: Dr. Jane Kinney.

Visitors Present: Dr. Deb Briehl, Dr. Bob Gannon, Dr. Barney Rickman, Dr. Mark Kasper, and Dr. Mark Smith.

The Minutes of the April 8, 2019 meeting were approved by email on April 12, 2019. (pages 1-6).

A. College of Education and Human Services

1. Revised requirements for the minor in Reaction and Leisure was approved effective Spring Semester 2020 with the effective date changed for Fall 2019 to Spring 2020, and the word “complete” changed to “completion” in minor narrative. (pages 7-8).
2. Revised transfer credit policy for the MLIS was approved effective Spring Semester 2020 with the effective date changed from Fall 2019 and in bullet 3 and 4 “were” was changed to “must have been”. (pages 9-11).

B. College of Science and Mathematics

1. Revised credit hours, and co-requisite, Mathematics (MATH) 0998, “Support for Mathematical Modeling”, (SUPPORT FOR MATHEMATICAL MODELING – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Spring Semester 2020. (pages 12-13).
2. Revised credit hours, and co-requisite, Mathematics (MATH) 0999, “Support for College Algebra”, (SUPPORT FOR COLLEGE ALGEBRA – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Spring Semester 2020. (pages 14-15).
3. Revised course title and description, Biology (BIOL) 1010, “Introduction to Biology: The Evolution and Diversity of Life”, (BIOL EVOLUTION AND DIVERSITY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2020. (pages 16-17).
4. Revised course title and description, Biology (BIOL) 1020L, “Biodiversity Lab”, (BIODIVERSITY LAB – 1 credit hour, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Spring Semester 2020. (pages 18-19).
5. Revised course title and description, Biology (BIOL) 1030, “Introduction to Biology: Organismal Biology”, (ORGANISMAL BIOLOGY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2020. (pages 20-21).
6. Revised course title and description, Biology (BIOL) 1040L, “Organismal Biology Lab”, (ORGANISMAL BIOLOGY LAB – 1 credit hour, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Spring Semester 2020. (pages 22-23).

C. College of Humanities and Social Science

1. Revised selected outcomes for the minor in African American Studies was approved effective Fall Semester 2020 with effective date changed from 2019 to 2020. (pages 24-25).
2. Revised department name for Psychology was removed from the packet – does not require Academic Committee approval. (pages 26-28).

3. Deactivation of the minor in Health Psychology and PSYC 3350 was approved effective Spring Semester 2020 with the effective date changed from Fall 2019. (pages 29-30).
4. Deactivation of the minor in Addiction Studies and PSYC 3460 was approved effective Spring Semester 202 with the effective date changed from Fall 2019. (pages 31-32).
5. Revised prerequisites, Psychology (PSYC) 3900, "Tests and Measurements", (TEST AND MEASUREMENTS – 3 credit hours, 3 lecture hours, 3 lab hours, and 6 contact hours), was approved effective Spring Semester 2020. (pages 33-34).
6. Revised prerequisites, History (HIST) 3000, "Study of History", (STUDY OF HISTORY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2020. (pages 35-36).
7. Revised course title, History (HIST) 4302/6302, "Modern Latin America", (MODERN LATIN AMERICA – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2020. (pages 37-38).
8. New course, History (HIST) 4405, "History of China since 1800", (MODERN LATIN AMERICA – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2020 with the description changed to read ...diplomatic, and military... . (pages 39-43).
9. Revised catalog copy for the Accelerated undergraduate-to-graduate track History was approved effective Fall Semester 2020. (pages 44-48).
10. Reactivation, History (HIST) 4210/6210, "History of Georgia", (HISTORY OF GEORGIA – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2020. (pages 50-51).
11. Deactivation was noted on the following – HIST 3301/5301, 3302/5302, 4219/6219, 4220/6220, 4250/6250, 4270/6270, 4280/6280, 4304/6304, 4305/6305, 4306/6306, 4320/6320, 4401/6401, 4402/6402, 4403/6403, 4511/6511, 4512/6512 was approved effective Fall Semester 2020. (pages 52-53).
12. Revised application deadlines for the MA in History was approved effective Spring Semester 2020. (pages 54-55).
13. Revised admission requirements for the MA in History was approved effective Spring Semester 2020. (pages 56-58).

D. College of Nursing and Health Sciences

1. Catalog narrative – BSN-DNP Program MSN Opt-Out was TABLED – (pages 59-61).
2. Degree requirements for the BSN-DNP Program MSN Opt-Out was TABLED - (pages 62-64).
3. Deactivation of the RN-BSN Track was approved effective Spring Semester 2020. (pages 65-66).
4. Revised prerequisite, Health Science (HSHS) 3000, "Introduction to Healthcare Professional Practice", (INTRO HEALTH PRO PRACTICE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2020. (pages 67-68).
5. Revised prerequisite, Health Science (HSHS) 3100, "Structural Kinesiology", (STRUCTURAL KINESIOLOGY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2020. (pages 69-70).
6. Revised prerequisite, Health Science (HSHS) 3300, "Health Assessment and Promotion", (HLTH ASSESSMENT AND PROMOTION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2020. (pages 71-72).
7. Revised prerequisite, Health Science (HSHS) 3350, "Medical Disease and Illness", (MED DISEASE AND ILLNESS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2020. (pages 73-74).
8. Revised prerequisite, Health Science (HSHS) 3600, "Documentation, Terminology, and Coding in Healthcare", (DOC, TERM, CODE IN HEALTHCARE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved

effective Spring Semester 2020. (pages 75-76).

9. Revised prerequisite, Health Science (HSHS) 3700, “Principles of Pharmacology and Diagnostic Testing”, (PRIN PLARM DIAG TEST – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2020. (pages 77-78).
10. Revised prerequisite, Health Science (HSHS) 3800, “Evidence Based Practice in Healthcare”, (EVIDENC BASED PRAC IN HLTHCARE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2020. (pages 79-80).
11. Revised prerequisite, Health Science (HSHS) 3900, “Current Trends and Issues in Healthcare”, (CUR TREND ISSUE HEALTHCARE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2020. (pages 81-82).
12. Revised prerequisite, Health Science (HSHS) 4050, “Principles of Musculoskeletal Examination”, (PRINC MUSCULOSKELETAL EXAM – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2020. (pages 83-84).
13. Revised prerequisite, Health Science (HSHS) 4100, “Fitness and Strength and Conditioning Techniques”, (FITNSS/STRNGTH/CONDITION TECH – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2020. (pages 85-86).
14. Revised prerequisite, Health Science (HSHS) 4300, “Professionalism and Healthcare”, (PROFESSIONAL HEALTHCARE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2020. (pages 87-88).
15. Revised prerequisite, Health Science (HSHS) 4500, “Communication and Cultural Competence in Healthcare”, (COMM CULTUR COMP HEALTH – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2020. (pages 89-90).
16. Revised prerequisite, Health Science (HSHS) 4650, “Exercise Programming”, (EXERCISE PROGRAMMING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2020. (pages 91-92).
17. Revised prerequisite, Health Science (HSHS) 4800, “Principles of Therapeutic Intervention”, (PRINC OF THERAPEUTIC INTERVENT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2020. (pages 93-94).

Respectfully submitted,

Stanley Jones
Registrar



Valdosta State University Curriculum Form

- Request for a REVISED COURSE

Date of Submission:

09/8/2019

**Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.*

College:	College of the Arts	Dept. Initiating Request:	Music
Requestor's Name:	Kenneth Kirk	Requestor's Role:	Faculty

CURRENT: (list only items to be changed)		REQUESTED: (list only items to be changed)	
Course Prefix and Number:	*See attached list of courses	Course Prefix and Number:	*See attached list of courses
Course Title:		Course Title:	
<i>Lecture Hours:</i>		<i>Lecture Hours:</i>	
<i>Lab/Contact Hours:</i>		<i>Lab/Contact Hours:</i>	
<i>Credit Hours:</i>		<i>Credit Hours:</i>	
Pre-requisites:		Pre-requisites:	

CURRENT Course Description:	NEW Course Description: (hover over for instructions)
<i>PHYS 111</i>	Add to the current course description: May be repeated for credit.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2019	Every Semester

Justification: (select one or more of the following and provide appropriate narrative below:)

- | | |
|---|---|
| <input type="checkbox"/> Improving student learning outcomes | <input checked="" type="checkbox"/> Mandate of State/Federal/Accrediting Agency |
| <input type="checkbox"/> Adopting current best practice(s) in field | <input checked="" type="checkbox"/> Other: NASM standard |

Please see attachment for list of courses that may be repeated for credit but are not so listed in the Catalog. This change is requested in order to bring the VSU Department of Music into compliance with accrediting agencies, state and federal policy, and Federal Financial Aid policy; and to facilitate Banner registration.

Many courses in the Department of Music are ensembles, private lessons, performance groups (marching band, concert band, concert choir, opera, spot-lighters etc.), which are (and need to be) repeatable.

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Source of Data to Support Change (select one or more of the following):

Indirect Measures; SOIs, student/employer/alumni surveys, etc.

Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)


Plans for assessing course effectiveness/meeting program learning outcomes

(select one or more of the following and provide appropriate narrative below):

Indirect Measures; SOIs, student/employer/alumni surveys, etc.


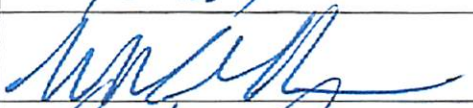

Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Other Data Source Descriptions –



Valdosta State University - REVISED COURSE Form

- Request for a REVISED COURSE

Approvals:	Print:	Signature:	Date:
Department Head	Doug Farwell		9/19/19
College/Division Executive Committee	Micahel Sumner		9-23-19
Dean/Director	A Blake Pearce		9-23-19
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?** No Yes [select college & indicate department(s)]

College:	Select One.	Department(s):	
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REVISED COURSE REQUEST
DEPARTMENT OF MUSIC
MARCH 25, 2019
ATTACHMENT--UNDERGRADUATE

MUSC 1210. Private Piano	MUSC 3610. Applied Music for Minors
MUSC 1220. Private Piano	MUSC 3620. Private Brass
MUSC 1240. Private Piano	MUSC 3640. Private Brass
MUSC 1410. Private Voice	MUSC 3710. Upper Division Secondary Applied Music
MUSC 1420. Private Voice	MUSC 3800. Musical Union
MUSC 1440. Private Voice	MUSC 3810. Chamber Singers
MUSC 1610. Private Brass	MUSC 3820. Concert Choir
MUSC 1620. Private Brass	MUSC 3830. The Spotlighters
MUSC 1640. Private Brass	MUSC 3840. Opera and Musical Theatre
MUSC 1910. Private Woodwinds	MUSC 3850. Concert Band
MUSC 1920. Private Woodwinds	MUSC 3860. Orchestra
MUSC 1940. Private Woodwinds	MUSC 3861. String Ensemble
MUSC 2310. Private Percussion	MUSC 3870. Jazz Ensemble
MUSC 2320. Private Percussion	MUSC 3880. Marching Band
MUSC 2340. Private Percussion	MUSC 3890. Instrumental Ensembles
MUSC 2410. Private Strings	MUSC 3920. Private Woodwinds
MUSC 2411. Secondary Class Guitar	MUSC 3940. Private Woodwinds
MUSC 2420. Private Strings	MUSC 4320. Private Percussion
MUSC 2440. Private Strings	MUSC 4340. Private Percussion
MUSC 3220. Private Piano	MUSC 4420. Private Strings
MUSC 3240. Private Piano	MUSC 4440. Private Strings
MUSC 3420. Private Voice	MUSC 4850. Wind Ensemble
MUSC 3440. Private Voice	MUSC 4870. Jazz Combo
	MUSC 4900. Directed Study in Music



Valdosta State University Curriculum Form

- Request for a NEW COURSE

Date of Submission:

09/16/2019

*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.

College:	College of Science and Mathematics	Dept. Initiating Request:	Math
Requestor's Name:	Shaun Ault	Requestor's Role:	Department Head

Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	MATH	NEW Course Number: <i>(Consult #s in the catalog)</i>	0996
Proposed NEW Course Title:	Support for Elementary Statistics		
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	Support for Elem. Statistics		
Prerequisite(s):	Pre-requisite: Placement into course by University guidelines. Co-requisite: MATH 1401		
Lecture Hours:	2	Lab/Contact Hours:	0
		Credit Hours:	2

Proposed NEW Course Description: *(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)**

Corequisite support to provide essential quantitative skills needed to be successful in MATH 1401. Pre-requisite: Placement into course by University guidelines. Co-requisite: MATH 1401

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2020	Every Semester

Justification: *(select one or more of the following and provide appropriate narrative below:)*

- | | |
|--|--|
| <input type="checkbox"/> Improving student learning outcomes | <input type="checkbox"/> Mandate of State/Federal/Accrediting Agency |
| <input checked="" type="checkbox"/> Adopting current best practice(s) in field | <input type="checkbox"/> Other – |

Mathematics remediation in the USG is done using the "co-requisite" model.

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**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

Source of Data to Support Change (select one or more of the following):

- Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)


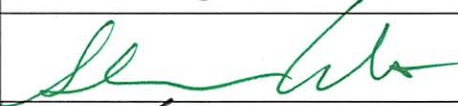


Plans for assessing course effectiveness/meeting program learning outcomes

(select one or more of the following and provide appropriate narrative below):

- Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
- Other Data Source Descriptions –

To determine if course is effective and it is meeting the program learning outcomes, DFW rates in MATH 1401 will be analyzed.

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

 Valdosta State University – NEW COURSE Form • Request for a NEW COURSE			
Approvals:	Print:	Signature:	Date:
Department Head	Shaun Ault		9/17/19
College/Division Executive Committee	Keith Walters		9/17/19
Dean/Director	Keith Walters		9/17/19
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			
*Will this change impact another college/department?		<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Academic Division	Department(s):	Any student who takes this course

**MATH 0996
Support for Elementary Statistics
Departmental Course Syllabus**

Information for the instructor

****This course is designed to be taken concurrently with MATH 1401, as co-requisite remediation.**

-:Course Outline:-

**Course Outline: (based on 30 sessions, 2 days per week)
Topics parallel those of MATH 1401. MATH 0996 is intended to provide essential quantitative skills needed to be successful in MATH 1401. Format: MATH 0996 meets Tuesdays and Thursdays, to complement the MATH 1401 meeting days of MWF (5-day model).**

Monday	Tuesday	Wednesday	Thursday	Friday
MATH 1401	MATH 0996	MATH 1401	MATH 0996	MATH 1401

****Listed below is information for the syllabus**

****Information for the Academic Integrity section:**

Academic Integrity: Instructors should provide a statement explaining their expectations for academic integrity and detailing how incidents of cheating and plagiarism will be handled in the class.

From VSU's Academic Integrity Code (the full code is available at <http://www.valdosta.edu/academics/academic-affairs/vp-office/academic-honesty-policies-and-procedures.php> "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."

****Information for the SOI Statement:**

Sample SOI Syllabus statement

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

****Information about withdrawals:**

Undergraduate students are limited to 5 course withdrawals during their enrollment at VSU, and may withdraw “passing” before Midterm. Students must initiate the withdrawal using Banner. 6 or more withdrawals will be changed to WF – withdraw failing and is calculated in the student’s GPA as an “F”. Students cannot withdraw after Midterm unless the student is leaving school entirely, which is referred to as a “hardship withdrawal.” The student needs to see the Dean of Students to initiate a hardship withdrawal.

A student can continue in Math 0996 even after withdrawing from Math 1401 during the semester. An attempt is defined as taking an institutional credit course in which a student receives any grade or symbol except “W” or “WF”. A student, registered in Math 0996, will exit the course by passing Math 1401 successfully in first attempt. After a second attempt if the student is not successful in passing Math 1401, she or he will be suspended for a calendar year. Students cannot withdraw themselves from Math 0996. They must contact Centralized Advising to withdraw.

Additional Instructor Information
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Drop versus Withdraw: At VSU, a “drop” is part of the normal registration process. Students can register for their classes as they desire when Banner is open for registration. The last registration period for Fall and Spring generally ends on the fifth day of the semester (Friday), so students can add and drop courses up until that point with no help needed from anyone. If a student drops a course, then she/he does not have to pay fees for that course. For students who attend class beyond the first week of class, a withdraw is appropriate, not a drop. Students can use Banner to withdraw from class up until midterm without anyone’s permission. When a student withdraws, they do not get a reimbursement of fees, and the withdraw counts toward the student’s five-withdraw maximum.

Of course, that's the ideal. Now the Registrar's Office also has a Late Registration Add/Drop Form that it provides students to add/drop a course from their schedule after the online registration period. This seems like mixed signals, but the paper form is only supposed to be used in extenuating circumstances. If a student brings a drop/add form for you to sign as the instructor of the course being added or dropped, then please carefully read the instructions on the form. According to the drop instructions on the form, if a student has attended class "beyond the online registration period," which ends on the fifth day of the semester (Friday), then we are not supposed to allow the student to drop at this point. Generally, if a student has an extenuating reason on the form and you wrote "N" to state that the student has not attended the class, then the department head signs the form and the form successfully makes it through the bursary and registrar's.

For more information, see the "Drop versus Withdrawal" document on the network V: drive in the Math\Syllabi folder.

Academic Calendar: For important dates for each semester (last day for drop/add, proof rolls, midterm, exam schedule) <http://www.valdosta.edu/about/events/>

This departmental syllabus provides required information for creating your Math 0996 syllabus. You can use your own preferred formatting style. Please fill in the areas highlighted in red and delete any optional items that you do not use.

Math 0996 Support for Elementary Statistics
{Semester, year} {CRN #} {Section}
2 Credit Hours {meeting dates/times}
Nevins Hall {room #}
Mathematics Department
Valdosta State University

Instructor Information:

Name: {Your name}

VSU email address: {email address}

Math Department Phone: 333-5778

Office # {location}

Office Hours: {list hours available}

Instructor's office phone: {ph #}

Pre-requisites: Placement into course by University guidelines.

Co-requisite: MATH 1401.

Required Text: {Recommendation: No required materials – students will be expected to use the same materials as in their concurrent MATH 1401 course. If additional materials (such as workbooks) are required, then these materials will need to be specified here.}

Other Required Resources: {That which you are requiring your students to have like calculators, notebooks, MyMathLab, Blazeview, etc...}

Out of class activities: {optional}

Assessments:

Assessments in MATH 0996 are the same as those in the main course, with additional assessments given at the discretion of the instructor.

Course Description:

Corequisite support to provide essential quantitative skills needed to be successful in MATH 1401.

Student Learning Outcomes:

Same as the Learning Outcomes for MATH 1401.

The student will:

1. Students will produce and interpret descriptive statistics, graphically, numerically, and in tabular format.

2. Students will calculate and interpret probability using union, intersection, and compliment rules.
3. Students will compute and interpret expected value, variance, and standard deviation for discrete random variables.
4. Students will use technology to calculate probabilities for the normal and binomial distributions.
5. Students will produce and interpret confidence interval, and hypothesis testing for one and two populations' means using technology.
6. Students will produce and interpret confidence interval, and hypothesis testing for one population's proportion using technology.
7. Students will use correlation analysis to determine the strength of a linear relationship between bivariate data and apply linear regression to describe this relationship.

Grading:

Discretion of the instructor

Grading Scale:

A - F

Withdrawal from classes: Students cannot withdraw from Math 0996 without assistance from Centralized Advising. {see instructor information on previous page}

Attendance & Tardiness: Attendance is expected. A student who misses more than 4 of the classes will be subject to receiving an unsatisfactory grade in the course.

{List how you count tardies and whether you excuse absences or not as well as the number of absences you allow. Also, state how tardies and/or absences affect the final grade, if this is part of your grading procedure.}

Classroom Conduct: {Include your expectations of students' behavior in the classroom. Be sure to include a statement of what electronic devices (ex. Cell phones, calculators, etc) are allowed. If classroom conduct can affect the final grade, then state your policy.}

Academic Integrity: {Include your policy concerning cheating on tests and exams and the consequences. See the paragraph on Academic Integrity on the second page of this document.}

SOI Statement: {Optional. See sample on the second page}

Accommodations Statement: Students requiring classroom accommodations or modification because of a documented disability should discuss this need with me at the beginning of the semester. Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in Farber Hall. The phone numbers are 245-2498 (voice) and 219-1348 (tty).

Academic Support Center: The Academic Support Center (ASC) provides free peer tutoring in core curriculum courses, including sciences, math, writing, social sciences, humanities, and foreign languages. The ASC also provides supplemental instruction (tutor-led study group sessions) for historically difficult courses like biology, chemistry, geosciences, psychology and sociology, as well as academic success workshops. Call 229-333-7570 to make an appointment, email us at asc@valdosta.edu, or visit our website: www.valdosta.edu/asc. Located in Odum Library, on the 2nd floor.

****Additional items you wish to add:** {Share additional items that you think will help students be successful in your class.}



Valdosta State University Curriculum Form

- Request for a **NEW COURSE**

Date of Submission:

09/16/2019

*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.

College:	College of Science and Mathematics	Dept. Initiating Request:	Mathematics
Requestor's Name:	Shaun Ault	Requestor's Role:	Department Head

Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	MATH	NEW Course Number: <i>(Consult #s in the catalog)</i>	0997
Proposed NEW Course Title:	Support for Quantitative Reasoning		
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	Support for Quant. Reasoning		
Prerequisite(s):	Pre-requisite: Placement into course by University guidelines. Co-requisite: MATH 1001		
Lecture Hours:	2	Lab/Contact Hours:	0
		Credit Hours:	2

Proposed NEW Course Description: *(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)**

Corequisite support to provide essential quantitative skills needed to be successful in MATH 1001. Pre-requisite: Placement into course by University guidelines. Co-requisite: MATH 1001

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2020	Every Semester

Justification: *(select one or more of the following and provide appropriate narrative below:)*

- | | |
|--|--|
| <input type="checkbox"/> Improving student learning outcomes | <input type="checkbox"/> Mandate of State/Federal/Accrediting Agency |
| <input checked="" type="checkbox"/> Adopting current best practice(s) in field | <input type="checkbox"/> Other – |

Mathematics remediation in the USG is done using the "co-requisite" model.

RECEIVED

SEP 19 2019

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VALDOSTA STATE UNIVERSITY

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

Source of Data to Support Change (select one or more of the following):

Indirect Measures; SOIs, student/employer/alumni surveys, etc.

Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):

Indirect Measures; SOIs, student/employer/alumni surveys, etc.





Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Other Data Source Descriptions –

Improved student outcomes (including DFW rates)

To determine if course is effective and it is meeting the program learning outcomes, DFW rates in MATH 1001 will be analyzed.

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

 Valdosta State University – NEW COURSE Form • Request for a NEW COURSE			
Approvals:	Print:	Signature:	Date:
Department Head	Shaun Ault		9/17/19
College/Division Executive Committee	Keith Walter		9/17/19
Dean/Director	Keith Walter		9/17/19
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			
*Will this change impact another college/department?		<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Academic Division	Department(s):	Any student who takes this course

**MATH 0997
Support for Quantitative Reasoning
Departmental Course Syllabus**

Information for the instructor

****This course is designed to be taken concurrently with MATH 1001, as co-requisite remediation.**

-:Course Outline:-

Course Outline: (based on 30 sessions, 2 days per week)
Topics parallel those of MATH 1001. MATH 0997 is intended to provide essential quantitative skills needed to be successful in MATH 1001. Format: MATH 0997 meets Tuesdays and Thursdays, to complement the MATH 1001 meeting days of MWF (5-day model).

Monday	Tuesday	Wednesday	Thursday	Friday
MATH 1001	MATH 0997	MATH 1001	MATH 0997	MATH 1001

****Listed below is information for the syllabus**

****Information for the Academic Integrity section:**

Academic Integrity: Instructors should provide a statement explaining their expectations for academic integrity and detailing how incidents of cheating and plagiarism will be handled in the class.

From VSU's Academic Integrity Code (the full code is available at <http://www.valdosta.edu/academics/academic-affairs/vp-office/academic-honesty-policies-and-procedures.php> "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."

****Information for the SOI Statement:**

Sample SOI Syllabus statement

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

****Information about withdrawals:**

Undergraduate students are limited to 5 course withdrawals during their enrollment at VSU, and may withdraw "passing" before Midterm. Students must initiate the withdrawal using Banner. 6 or more withdrawals will be changed to WF – withdraw failing and is calculated in the student's GPA as an "F". Students cannot withdraw after Midterm unless the student is leaving school entirely, which is referred to as a "hardship withdrawal." The student needs to see the Dean of Students to initiate a hardship withdrawal.

A student can continue in Math 0997 even after withdrawing from Math 1001 during the semester. An attempt is defined as taking an institutional credit course in which a student receives any grade or symbol except "W" or "WF". A student, registered in Math 0997, will exit the course by passing Math 1001 successfully in first attempt. After a second attempt if the student is not successful in passing Math 1001, she or he will be suspended for a calendar year. Students cannot withdraw themselves from Math 0997. They must contact Centralized Advising to withdraw.

Additional Instructor Information
--

Drop versus Withdraw: At VSU, a "drop" is part of the normal registration process. Students can register for their classes as they desire when Banner is open for registration. The last registration period for Fall and Spring generally ends on the fifth day of the semester (Friday), so students can add and drop courses up until that point with no help needed from anyone. If a student drops a course, then she/he does not have to pay fees for that course. For students who attend class beyond the first week of class, a withdraw is appropriate, not a drop. Students can use Banner to withdraw from class up until midterm without anyone's permission. When a student withdraws, they do not get a reimbursement of fees, and the withdraw counts toward the student's five-withdraw maximum.

Of course, that's the ideal. Now the Registrar's Office also has a Late Registration Add/Drop Form that it provides students to add/drop a course from their schedule after the online registration period. This seems like mixed signals, but the paper form is only supposed to be used in extenuating circumstances. If a student brings a drop/add form for you to sign as the instructor of the course being added or dropped, then please carefully read the instructions on the form. According to the drop instructions on the form, if a student has attended class "beyond the online registration period," which ends on the fifth day of the semester (Friday), then we are not supposed to allow the student to drop at this point. Generally, if a student has an extenuating reason on the form and you wrote "N" to state that the student has not attended the class, then the department head signs the form and the form successfully makes it through the bursary and registrar's.

For more information, see the "Drop versus Withdrawal" document on the network V: drive in the Math\Syllabi folder.

Academic Calendar: For important dates for each semester (last day for drop/add, proof rolls, midterm, exam schedule) <http://www.valdosta.edu/about/events/>

This departmental syllabus provides required information for creating your Math 0997 syllabus. You can use your own preferred formatting style. Please fill in the areas highlighted in red and delete any optional items that you do not use.

Math 0997 Support for Quantitative Reasoning
{Semester, year} {CRN #} {Section}
2 Credit Hours {meeting dates/times}
Nevins Hall {room #}
Mathematics Department
Valdosta State University

Instructor Information:

Name: {Your name}

VSU email address: {email address}

Math Department Phone: 333-5778

Office # {location}

Office Hours: {list hours available}

Instructor's office phone: {ph #}

Pre-requisites: Placement into course by University guidelines.

Co-requisite: MATH 1001.

Required Text: {Recommendation: No required materials – students will be expected to use the same materials as in their concurrent MATH 1001 course. If additional materials (such as workbooks) are required, then these materials will need to be specified here.}

Other Required Resources: {That which you are requiring your students to have like calculators, notebooks, MyMathLab, Blazeview, etc...}

Out of class activities: {optional}

Assessments: Assessments in MATH 0997 are the same as those in the main course, with additional assessments given at the discretion of the instructor.

Course Description: Corequisite support to provide essential quantitative skills needed to be successful in MATH 1001.

Student Learning Outcomes:

Same as the Learning Outcomes for MATH 1001.

By the end of the course, students should be able to:

1. Recognize the impact of quantitative reasoning and mathematics on society and their academic disciplines.
2. Make informed decisions after engaging in mathematical reasoning.

3. Interpret numbers by grounding their meaning in reality.
4. Solve multi-step problems using different modes of reasoning.
5. Model quantitative information by interchangeably using symbolic, visual, numerical, or verbal representations.
6. Construct logical arguments based on the rules of inference and develop strategies for solving quantitative problems.
7. Engage in proportional reasoning to solve real-world problems.
8. Understand the basic concepts of probability.
9. Appropriately use the concepts of central tendency, variation, and distribution, and engage in statistical reasoning in order to make sense of data.
10. Utilize technology in order to model, analyze, and interpret data.
11. Discern and appreciate the usefulness of mathematics in domains such as the arts, finance, social decisions, and management science.

Grading:

Discretion of the instructor

Grading Scale:

A - F

Withdrawal from classes: Students cannot withdraw from Math 0997 without assistance from Centralized Advising. {see instructor information on previous page}

Attendance & Tardiness: Attendance is expected. A student who misses more than 4 of the classes will be subject to receiving an unsatisfactory grade in the course.

{List how you count tardies and whether you excuse absences or not as well as the number of absences you allow. Also, state how tardies and/or absences affect the final grade, if this is part of your grading procedure.}

Classroom Conduct: {Include your expectations of students' behavior in the classroom. Be sure to include a statement of what electronic devices (ex. Cell phones, calculators, etc) are allowed. If classroom conduct can affect the final grade, then state your policy.}

Academic Integrity: {Include your policy concerning cheating on tests and exams and the consequences. See the paragraph on Academic Integrity on the second page of this document.}

SOI Statement: {Optional. See sample on the second page}

Accommodations Statement: Students requiring classroom accommodations or modification because of a documented disability should discuss this need with me at the beginning of the semester. Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in Farber Hall. The phone numbers are 245-2498 (voice) and 219-1348 (tty).

Academic Support Center: The Academic Support Center (ASC) provides free peer tutoring in core curriculum courses, including sciences, math, writing, social sciences, humanities, and foreign languages. The ASC also provides supplemental instruction (tutor-led study group sessions) for historically difficult courses like biology, chemistry, geosciences, psychology and sociology, as well as academic success workshops. Call 229-333-7570 to make an appointment, email us at asc@valdosta.edu, or visit our website: www.valdosta.edu/asc. Located in Odum Library, on the 2nd floor.

****Additional items you wish to add:** {Share additional items that you think will help students be successful in your class.}



Valdosta State University Curriculum Form

• Request for a REVISED COURSE

Date of Submission:

10/3/2019

**Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.*

College:	College of Nursing and Health Sciences	Dept. Initiating Request:	School of Health Sciences (Exercise Physiology)
Requestor's Name:	Mark J. Kasper	Requestor's Role:	Faculty

CURRENT: (list only items to be changed)		REQUESTED: (list only items to be changed)	
Course Prefix and Number:	HSEP 3650	Course Prefix and Number:	
Course Title:	Resistance and Training Program Development	Course Title:	Resistance Training and Program Development I
Lecture Hours:		Lecture Hours:	
Lab/Contact Hours:		Lab/Contact Hours:	
Credit Hours:		Credit Hours:	
Pre-requisites:		Pre-requisites:	

CURRENT Course Description:	NEW Course Description: (<u>hover over for instructions</u>)
A study of scientific basis and development, of health and sports related muscular fitness and flexibility programs for diverse populations and settings using a variety of training modalities. Based upon competencies required for ACSM, and MSCA certifications.	A study of scientific basis and development of health and sports related muscular fitness and flexibility programs for diverse populations and settings using a variety of training modalities. Based upon competencies required for ACSM and NSCA certifications.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2020	Twice per Year

Justification: (select one or more of the following and provide appropriate narrative below:)

- Improving student learning outcomes
- Adopting current best practice(s) in field
- Mandate of State/Federal/Accrediting Agency
- Other –

The course title reflects that this course is the first of two courses in sequence dealing with resistance training (the other being HSEP 4050 Resistance Training and Program Development II -- course title being revised / proposed). The title should read Resistance Training and Program Development I not Resistance AND Training Program Development. The course description had some comma errors (after development and after ACSM) and MSCA should be NSCA.

Source of Data to Support Change (select one or more of the following):

Indirect Measures; SOIs, student/employer/alumni surveys, etc.


Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

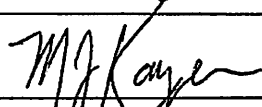
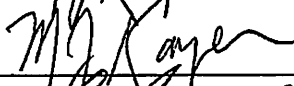
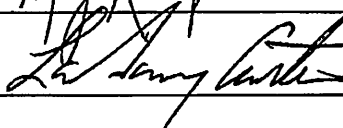
Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):

Indirect Measures; SOIs, student/employer/alumni surveys, etc.

Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Other Data Source Descriptions –

 **Valdosta State University - REVISED COURSE Form**
 • Request for a REVISED COURSE

Approvals:	Print:	Signature:	Date:
Department Head	Mark J. Kasper		10/3/2019
College/Division Executive Committee	Mark J. Kasper		10/3/2019
Dean/Director	LaGary Carter		10/3/2019
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?** No Yes *[select college & indicate department(s)]*

College:	Select One.	Department(s):	
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Valdosta State University Curriculum Form

• Request for a REVISED COURSE

Date of Submission:

10/3/2019

**Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.*

College:	College of Nursing and Health Sciences	Dept. Initiating Request:	School of Health Sciences (Exercise Physiology)
Requestor's Name:	Mark J. Kasper	Requestor's Role:	Faculty

CURRENT: (list only items to be changed)		REQUESTED: (list only items to be changed)	
Course Prefix and Number:	HSEP 4050	Course Prefix and Number:	
Course Title:	Applied Resistance Training for Specific Populations	Course Title:	Resistance Training and Program Development II
Lecture Hours:		Lecture Hours:	
Lab/Contact Hours:		Lab/Contact Hours:	
Credit Hours:		Credit Hours:	
Pre-requisites:		Pre-requisites:	

CURRENT Course Description:	NEW Course Description: (<u>hover over for instructions</u>)
Specific program design and facilitation for sport, occupation, and health including the tactical athlete. Special emphasis on needs analysis, periodization, energy balance, and injury prevention. The course based upon competencies required for ACSM and NSCA certifications.	<u>A continuation of HSEP 3650, with emphasis on exercise technique instruction of various training modalities, conducting needs analysis, and training program design and facilitation for specific populations.</u> The course is based upon competencies required for ACSM and NSCA certifications.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2020	Twice per Year

Justification: (select one or more of the following and provide appropriate narrative below:)

Improving student learning outcomes Mandate of State/Federal/Accrediting Agency
 Adopting current best practice(s) in field Other –

The course title reflects that the course is a continuation of HSEP 3650 Resistance Training I. The description does a better job of describing the course content.

Source of Data to Support Change (select one or more of the following):

Indirect Measures; SOIs, student/employer/alumni surveys, etc.

Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)


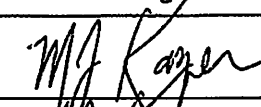

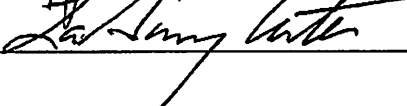
Plans for assessing course effectiveness/meeting program learning outcomes

(select one or more of the following and provide appropriate narrative below):

Indirect Measures; SOIs, student/employer/alumni surveys, etc.

Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Other Data Source Descriptions –

 Valdosta State University - REVISED COURSE Form • Request for a REVISED COURSE			
Approvals:	Print:	Signature:	Date:
Department Head	Mark J. Kasper		10/3/2019
College/Division Executive Committee	Mark J. Kasper		10/3/2019
Dean/Director	LaGary Carter		10/3/2019
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>[select college & indicate department(s)]</i>	
College:	<i>Select One.</i>	Department(s):	



Valdosta State University Curriculum Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission:

10/3/2019

**Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.*

College:	College of Nursing and Health Sciences	Dept. Initiating Request:	School of Health Sciences (Exercise Physiology)
Requestor's Name:	Mark J. Kasper	Requestor's Role:	Faculty

Check One Option:	<input type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>	<input type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>
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Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2020

Degree/Program Name:	B.S. Exercise Physiology
----------------------	--------------------------

Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/nursing-health-sciences/bs-exercise-physiology/
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Present Requirements:	Proposed Requirements: <i>(hover over for instructions)</i>
HSEP 3010 Exercise Testing and Prescription I HSEP 3020 Fitness and Performance Testing in Exercise Physiology HSEP 3420 Exercise Physiology HSEP 3430 Structural Kinesiology HSEP 4160 Exercise Psychology HSEP 3011 Exercise Testing and Prescription II HSEP 3200 Nutrition for Health and Human Performance HSEP 3650 Resistance and Training Program Development HSEP 4070 Exercise Cardiopulmonary Physiology HSEP 4080 Exercise Electrocardiography HSEP 3050 Prevention of Exercise Related Injuries and Conditions HSEP 4050 Applied Resistance Training for Specific Populations HSEP 4140 Professional Practices in Exercise Physiology HSEP 4210 Clinical Exercise Physiology HSEP 4510 Exercise Physiology Practicum HSEP 4550 Exercise Physiology Internship	HSEP 3010 Exercise Testing and Prescription I HSEP 3020 Fitness and Performance Testing in Exercise Physiology HSEP 3420 Exercise Physiology HSEP 3430 Structural Kinesiology HSEP 4160 Exercise Psychology HSEP 3011 Exercise Testing and Prescription II HSEP 3200 Nutrition for Health and Human Performance <u>HSEP 3650 Resistance Training and Program Development I</u> HSEP 4070 Exercise Cardiopulmonary Physiology HSEP 4080 Exercise Electrocardiography HSEP 3050 Prevention of Exercise Related Injuries and Conditions <u>HSEP 4050 Resistance Training and Program Development II</u> HSEP 4140 Professional Practices in Exercise Physiology HSEP 4210 Clinical Exercise Physiology HSEP 4510 Exercise Physiology Practicum HSEP 4550 Exercise Physiology Internship

Justification: *(select one or more of the following and provide appropriate narrative below:)*

Improving student learning outcomes Mandate of State/Federal/Accrediting Agency
 Adopting current best practice(s) in field Other –



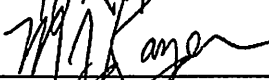
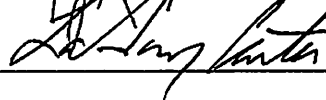
New course titles reflect that the two resistance training courses are taken in sequence and are part I and part II of content that is covered for program accreditation and professional certifications.

Source of Data to Support Change (select one or more of the following):

- Indirect Measures; SOIs, student/employer/alumni surveys, etc.
 Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):

- Indirect Measures; SOIs, student/employer/alumni surveys, etc.
 Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
 Other Data Source Descriptions –

 Valdosta State University – Curriculum Change or Revised Catalog Copy Form • CURRICULUM CHANGE OR REVISED CATALOG COPY			
Approvals:	Print:	Signature:	Date:
Department Head	Mark J. Kasper		10/3/2019
College/Division Executive Committee	Mark J. Kasper		10/3/2019
Dean/Director	LaGary Carter		10/3/2019
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	



Valdosta State University Curriculum Form

• Request for a NEW COURSE

Date of Submission:

09/11/2019

**Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.*

College: College of Humanities and Social Sciences

Dept. Initiating Request:

History

Requestor's Name: Sebastian Bartos

Requestor's Role:

Faculty

Proposed NEW Course Prefix:
(Consult abbreviations in the catalog)

HIST

NEW Course Number:
(Consult #s in the catalog)

3270/5270

Proposed NEW Course Title:

Culture and Ethnicity in Pre-Modern East Europe

NEW Course Title Abbreviation:
(Limit to 30 character spaces)

Cult/Ethn Pre-Mod East Europe

Prerequisite(s):

Lecture Hours: 3

Lab/Contact Hours:

Credit Hours: 3

Proposed NEW Course Description: *(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)**

An examination of the multitude of cultural, religious, and ethnic identities within Eastern Europe, with a special focus on Poland, Bohemia and Russia, from the 15th to the late 18th centuries. This course will explore the close relations between those identities and the diversity of original political traditions in the region.

Program Level:

Course Classification:

Semester to be Effective:

Year to be Effective:

Estimated Frequency of Course Offering:

- Undergraduate
- Graduate

- Core (Area A-E)
- Major Requirement
- Elective

- Fall
- Spring
- Summer

2020

Every other Year

Justification: *(select one or more of the following and provide appropriate narrative below:)*

- Improving student learning outcomes
- Adopting current best practice(s) in field
- Mandate of State/Federal/Accrediting Agency
- Other –

Dr. Bartos has taught this course as a Special Topics HIST course in the past and it can be used in the major as European History.

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

Source of Data to Support Change (select one or more of the following):

- Indirect Measures; SOIs, student/employer/alumni surveys, etc.
 Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes

(select one or more of the following and provide appropriate narrative below):

- Indirect Measures; SOIs, student/employer/alumni surveys, etc.
 Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
 Other Data Source Descriptions –

SOIs and faculty peer observations will be our main tools of assessing the effectiveness of the course.

The BA and MA in History is assessed under a plan approved by VSU's assessment bodies and in accordance with SACS guidelines.

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****



Valdosta State University – NEW COURSE Form

- Request for a NEW COURSE

Approvals:	Print:	Signature:	Date:
Department Head	Barney J. Rickman	<i>Barney J. Rickman</i>	9-17-19
College/Division Executive Committee	Approved by CoHSS Executive Committee on 9-17-2019	<i>J. T. LaPlant</i>	9-19-19
Dean/Director	James T. LaPlant	<i>J. T. LaPlant</i>	9-19-19
Graduate Executive Committee (for graduate course)	Approved by Graduate Executive Committee on		
Graduate Dean (for graduate course)	Becky K. da Cruz	<i>Becky K. daCruz</i>	9/30/19
Academic Committee			

***Will this change impact another college/department?**

- No Yes [select college & indicate department(s)]

College:

Select One.

Department(s):

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

HIST 3270/5270 – Culture and Ethnic Diversity in Pre-Modern Eastern Europe

Spring 2018
T Th: 5:00-6:15
West Hall 1207

Dr. Sebastian Bartos

Office: Ashley Hall, Room 2116
Tel: 229-219-3278 (x. 3278 on campus)
E-mail: spbartos@valdosta.edu
Office hours: T Th: 2:00-3:15 and by appointment

Course description

An examination of the multitude of cultural, religious, and ethnic identities within Eastern Europe, with a special focus on Poland, Bohemia and Russia, from the 15th to the late 18th centuries. This course will explore the close relations between those identities and the diversity of original political traditions in the region.

Students will be also familiarized with the Byzantine and Latin influences on the shaping of particular cultural identities and paths of political development, as well as the effects of the nobility on relations between formal governing bodies and ethnic and religious minorities.

Course objectives

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

By the end of this course, students will

(A) demonstrate knowledge of major political and social developments in history. To be assessed using exams, papers, and instructor questioning during class discussions. [Department Outcomes 1 & 2; VSU Area E Outcome]

(B) utilize reading, listening, & writing/oral expression. To be assessed using exams, papers, and instructor questioning during class discussions. [Department Outcome 3]

(C) utilize critical analysis (the ability to evaluate WHY a historical development occurred). To be assessed using exams, papers, and instructor questioning during class discussions. [Department Outcome 4].

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

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

Books

- Janet Martin. *Medieval Russia, 980-1584*. Cambridge University Press, 2008
- Adam Zamoyski. *Poland, A History*. Hippocrene Books, 2012.

Grading

- active participation and attendance – 10%
- in-class 15-minute oral presentation on research paper – 10%
- map test - 10% (January 16)
- test– 15% (January 30)
- mid-term examination– 15% (February 27)
- final examination– 20% (May 3)
- paper proposal orally presented to the instructor and submitted online – Pass/Fail (Fail = paper grade reduced by 15%) – March 27
- twelve-page term paper submitted online – (due April 28, voluntary early draft by April 13) – 20%

Graduate Students will be asked to additionally provide a summary of four articles (2 pages for each article) chosen from the reading assignments. The fifteen-page term paper will be a small research project and must be submitted with graduate standards of scholarship and documentation (Chicago/Turabian Style). The grade for the first paper draft is Pass/Fail. Failure to submit a first draft carries a 20% penalty for the final paper grade. The grade distribution for graduate students will be as follows:

- active participation and attendance – 10%
- three in-class 20-minute oral presentations summarizing reading assignments – 10%
- in-class 20-minute oral presentation on research paper – 10%
- map test – 10% (January 16)
- midterm examination – 15% (February 27)
- final examination – 15% (May 3)
- paper proposal – paper proposal (accompanied by hard copies of the sources) orally presented to the instructor – Pass/Fail (Fail = paper grade reduced by 15%) – March 27
- 2 articles/book chapters written reports (six pages) – 10% (due March 3)
- twenty-page term paper – 20% (mandatory early draft of at least 10 pages - April 8, final draft due April 28)

In-class oral presentation general requirements and expectations:

- The presentation has a formal character – professional appearance, demeanor and delivery are expected
- The presentation must be in PowerPoint or similar format and contain a written outline.
- The duration of the presentation should be no less than 10 minutes and no more than 15 minutes.
- The presenter must identify the main thesis of the assigned text, narrate the author's arguments and then present his/her own critical opinions.

Term paper general requirements and expectations:

- General thematic subjects to be considered for the term paper: The Church and Political Power, Preserving Ethnic Identities in a Diverse Society, Religious Conflicts
- Student will choose one topic from the thematic subjects. The suitability of a specific topic within a general subject elected from the list needs to be consulted with the instructor no later than **February 23** (topic must be based on relevant primary source materials found by the student).
- Student is expected to present ALL the sources read, studied and directly utilized for the term paper on the day of the proposal presentation to the instructor.
- The final bibliography must include at least two secondary sources, excluding the course textbook, and two primary sources.
- Chicago/Turabian documentation style is required.
- Term paper must be submitted online through TurnItIn via BlazeView
- Late submission of the paper carries a penalty of 10% for each additional day of lateness.

Course Policies:

- The intensity of a survey course in history requires exceptionally extensive, comprehensive and fast reading as well as the ability to take solid notes.

- Neither the textbook nor the lectures cover the entire material. In order to secure a good grade students must both attend every lecture and do the reading assignments.
- 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.
- 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.
- 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 quiz/test 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.
- Absence or cheating on a test will result in the student's failure of the test and 0 points in the category of "active participation and attendance."
- 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. In such cases the student will receive 0 points in the category of "active participation and attendance."
- 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.
- Questions that can be answered by consulting the syllabus will not be responded to by the instructor

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

JANUARY (7 sessions, Map Test on January 16, Test 1 on January 30)

WEEK 2 (of the month)

Introduction. Geographical and Chronological Framework

Ethnicity and Religion of Early Slavs

- * P. M. Barford, *The Early Slavs* (Cornell University Press, 2001) 27-34, 210-226 – accessible on BLAZEVIEW

WEEK 3

Forming New Religious Identities on the Frontiers of Christian Europe: Moravians, Bulgarians, Serbs

- * Barford, 227-232– BLAZEVIEW
- * Nora Berend, Przemyslaw Urbanczyk, Przemyslaw Wiszewski. *Central Europe in the High Middle Ages, c. 900 – c. 1300* (Cambridge Medieval Textbooks, 2013) 52-61- BLAZEVIEW

The Rise of Kievan Rus in the Orbit of Byzantine Civilization

- * Martin, 1-15
- * The Founding of the City of Kiev
<http://www.dur.ac.uk/a.k.harrington/kievcity.html>
- * The Christianization of Russia
<http://www.dur.ac.uk/a.k.harrington/christin.html>

WEEK 4

Christian Orthodoxy in the Kievan Principalities and the Golden Age of Rus

- * Martin, 24-27, 46-53, 81-99
- * Prince Oleg's Campaign Against Constantinople
<http://www.dur.ac.uk/a.k.harrington/olegcamp.html>

Latin Christianity and Statehood, Part I: Premyslid Bohemia, Arpad Hungary and Piast Poland, Part I

- * Barbara Rosenwein, *A Short History of the Middle Ages*, 304-306 – BLAZEVIEW
- * Berend, Urbanczyk, Wiszewski, 110-124 - BLAZEVIEW

WEEK 5

Latin Christianity and Statehood, Premyslid Bohemia, Arpad Hungary and Piast Poland, Part II

- * Berend, Urbanczyk, Wiszewski, 125-137- BLAZEVIEW

FEBRUARY (8 sessions, Midterm on February 27)

WEEK 1 (of the month)

Ethnic and Political Distinctions in Jagiellonian Poland-Lithuania

- * Zamoyski, 58-77, 120-122

WEEK 2

Religious Conflicts and National Identities in Bohemia

* Leonard E. Scales "At the Margin of Community: Germans in Pre-Hussite Bohemia" *Transactions of the Royal Historical Society* 9 (1999), 327-352.

* Modern History Sourcebook: Jan Hus: Final Declaration, July 1, 1415

<http://www.fordham.edu/halsall/mod/1415janhus.asp>

Orthodoxy, Dynastic Identity and Political Primacy: The Rise of Muscovy 1

* Martin, 197-200, 206-219

* Moscow: The Third Rome

<http://www.dur.ac.uk/a.k.harrington/3rdrome.html>

* Medieval Russian Icons:

<http://www.abcgallery.com/I/icons/icons.html>

* Yury Bobov: Meaning and History of Icons:

http://www.britishmuseum.org/research/publications/online_research_catalogues/russian_icons/catalogue_of_russian_icons/meaning_and_history_of_icons.aspx

WEEK 3

Orthodoxy, Dynastic Identity and Political Primacy: The Rise of Muscovy 2

* Martin, 281-297

Religion and Autocracy in Sixteenth-Century Moscow

* Sergei Bogatyrev, "Reinventing the Russian Monarchy in the 1550s: Ivan the Terrible, the Dynasty, and the Church," *The Slavonic and East European Review* 85 (2007), 271-293.

WEEK 4

Ethnicity and Religion in the Political Practice of the Polish-Lithuanian Commonwealth 1

* Zamoyski, 125-138

* Graduate Student Presentation: Paul W. Knoll, "Poland as "Antemurale Christianitatis" in the Late Middle Ages," *The Catholic Historical Review* 60 (1974), 381-401

Ethnicity and Religion in the Political Practice of the Polish-Lithuanian Commonwealth 2

* Zamoyski, 138-151

WEEK 5

Midterm Examination (February 27)

MARCH (7 sessions; Last Day to Withdraw: March 10; Spring Break March 12-16)

WEEK 1 (of the month)

Religious and Ethnic Minorities in Poland-Lithuania: The Jews

Case Studies: Jews in the City of Krakow, the City of Zamosc and the Town of Tykocin

* Jews in the Polish-Lithuanian Commonwealth – an overview

<http://jewishhistory.research.wesleyan.edu/i-jewish-population/3-jews-in-the-polish-lithuanian-commonwealth/>

* Daniel Stone, "Jews and the Urban Question in Late Eighteenth Century Poland," *Slavic Review* 50 (1991), 531-541.

WEEK 2

Religious and Ethnic Minorities in Poland-Lithuania: The Eastern Orthodox and the Uniates

Case Studies: The Monastery of St. John the Theologian in Suprasl, the Chapel of the Holy Trinity in Lublin, the Ruthenian Legacy in Przemysl and Jaroslaw

* Judith Kalik, "The Orthodox Church and the Jews in the Polish-Lithuanian Commonwealth," *Jewish History* 17 (2003), 229-237.

* Antoni Mironowicz, Faculty of History and Sociology University of Bialystok:

Orthodox culture in Poland to the end of the XVIII century

http://repozytorium.uwb.edu.pl/jspui/bitstream/11320/3024/1/BTH_12_2014_Mironowicz.pdf

* Pippa Couch and Rachel Ropeik, *Icons and Christian Orthodoxy*:

<https://smarthistory.org/icon-with-the-triumph-of-orthodoxy/>

* The British Museum, *Meaning and history of the icon*:

http://www.britishmuseum.org/research/publications/online_research_catalogues/russianicons/catalogue_of_russian_icons/meaning_and_history_of_icons.aspx

WEEK 3

Spring Break (March 12-16)

WEEK 4

Religious and Ethnic Minorities in Poland-Lithuania 4: The Muslims

Case Studies: Tartar Communities in Bohoniki and Kruszyniany

* L. Bohdanowicz, "The Muslims in Poland: Their Origin, History, and Cultural Life," *The Journal of the Royal Asiatic Society of Great Britain and Ireland* 3 (1942), 163-180

Religious and Ethnic Minorities in Poland-Lithuania 4: The Germans

Case Studies: German Settlement in the Cities of Gdansk and Krakow

* Piotr Górecki, "Parishes, Tithes and Society in Earlier Medieval Poland c. 1100-c. 1250," *Transactions of the American Philosophical Society* 83 (1993), iix+1-146 (excerpt: pages 21-48)

WEEK 5

Student Proposal Submission and Presentations, group 1 (March 27)

Student Proposal Submission and Presentations, group 2 (March 29)

APRIL (8 sessions)

WEEK 1 (of the month)

The Legacy of Religious and Ethnic Minorities in Poland-Lithuania 5: Polish Protestants

Case Studies: Calvinist Arians in the Towns of Rakow and Pinczow

* James Miller, "The Origins of Polish Arianism," *The Sixteenth Century Journal* 16 (1985), 229-256

Struggle for Ethnic and Religious Self-Preservation in South-Eastern Europe: The Turkish Conquests in the Balkans

* Gregory, 351, 358-361, 368-372 – BlazeVIEW

* The Battle of Kosovo: Early Reports of Victory and Defeat by Thomas A. Emmert
<https://cmes.arizona.edu/sites/cmes.arizona.edu/files/Background%20-Battle%20of%20Kosovo%20poetry.pdf>

WEEK 2

Forging Ethnic and Political Distinctions in Pre-Modern Ukraine

* Frank E. Sysyn, "Recovering the Ancient and Recent Past: The Shaping of Memory and Identity in Early Modern Ukraine," *Eighteenth-Century Studies* 35 (2001), 77-84.

* Graduate Student Presentation: Frank E. Sysyn, "The Khmel'Nyts'kyi Uprising: A Characterization of the Ukrainian Revolt," *Jewish History* 17 (2003), 115-139

The Strength of Uniformity and Autocracy – The Weakness of Diversity and Liberty: Russia's Empire and the Demise of the Polish State, Part 1

* Zamoycki, 395-408

* Modern History Sourcebook: The Division of Poland, 1772, 1793, 1795
<http://www.fordham.edu/Halsall/mod/1795Poland-division.asp>

WEEK 3

The Strength of Uniformity and Autocracy – The Weakness of Diversity and Liberty: Russia's Empire and the Demise of the Polish State, Part 2

* Oswald P. Backus, "The Problem of Unity in the Polish-Lithuanian State," *Slavic Review* 22 (1963), 411-431

The Strength of Uniformity and Autocracy – The Weakness of Diversity and Liberty: Russia's Empire and the Demise of the Polish State, Part 3

* Valerie Kivelson, "Merciful Father, Impersonal State: Russian Autocracy in Comparative Perspective," *Modern Asian Studies* 31, Special Issue: The Eurasian Context of the Early Modern History of Mainland South East Asia, 1400-1800 (1997), 635-663

* Modern History Sourcebook: Catherine the Great
<http://www.fordham.edu/Halsall/mod/18catherine.asp>

WEEK 4

Russian Cultural Identity and Historical Memory. Film: *Russian Ark* (2002)

Modern and Contemporary Implications of Pre-Modern Ethnic and Religious Differences – Summary and Discussion

MAY (final exam May 1)



Valdosta State University Curriculum Form

• Request for a NEW COURSE

Date of Submission:

09/11/2019

**Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.*

College:	College of Humanities and Social Sciences	Dept. Initiating Request:	History
Requestor's Name:	Sebastian Bartos	Requestor's Role:	Faculty

Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	HIST	NEW Course Number: <i>(Consult #s in the catalog)</i>	3280/5280
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Proposed NEW Course Title:	War and Romance in the Middle Ages
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NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	War & Romance in Middle Ages
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Prerequisite(s):	
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Lecture Hours:	3	Lab/Contact Hours:		Credit Hours:	3
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Proposed NEW Course Description: *(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)**

An examination of the socio-political aspects of medieval warfare and medieval understanding of love and romance as powerful forces shaping people's religious and social experience, often in a parallel dimension to violence and bloodshed. The spiritual approach to violence, new models of masculine prowess, and the moral code of warfare and carnal desires flamboyantly displayed in chivalric culture and courtly love will also be studied.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2020	<i>Every other Year</i>

Justification: *(select one or more of the following and provide appropriate narrative below:)*

- Improving student learning outcomes
- Adopting current best practice(s) in field
- Mandate of State/Federal/Accrediting Agency
- Other –

Dr. Bartos has taught this course as a Special Topics HIST course in the past and it can be used in the major as European History.

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

Source of Data to Support Change (select one or more of the following):

- Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes

(select one or more of the following and provide appropriate narrative below):

- Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
- Other Data Source Descriptions –

SOIs and faculty peer observations will be our main tools of assessing the effectiveness of the course. The BA and MA in History is assessed under a plan approved by VSU's assessment bodies and in accordance with SACS guidelines.

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****



Valdosta State University – NEW COURSE Form

• Request for a NEW COURSE

Approvals:	Print:	Signature:	Date:
Department Head	Barney J. Rickman	<i>Barney J. Rickman</i>	9-17-19
College/Division Executive Committee	Approved by CoHSS Executive Committee on 9-17-2019	<i>J. T. LaPlant</i>	9-19-19
Dean/Director	James T. LaPlant	<i>J. T. LaPlant</i>	9-19-19
Graduate Executive Committee (for graduate course)	Approved by Graduate Executive Committee on		
Graduate Dean (for graduate course)	Becky K. da Cruz	<i>Becky K. da Cruz</i>	9/30/19
Academic Committee			

*Will this change impact another college/department?

No Yes [select college & indicate department(s)]

College:

Select One.

Department(s):

Valdosta State University
College of Arts and Sciences
Department of History

Maymester 2018

M-F: 11.00-1:50

Dr. Sebastian Bartos

Office: Ashley Hall, Room 2116

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

E-mail: spbartos@valdosta.edu

Office hours: Monday 2:00-3:00 and by appointment

HIST 3280/5280: War and Romance in the Middle Ages

Course Description and Objectives

An examination of the socio-political aspects of medieval warfare and medieval understanding of love and romance as powerful forces shaping people's religious and social experience, often in a parallel dimension to violence and bloodshed. The spiritual approach to violence, new models of masculine prowess, and the moral code of warfare and carnal desires flamboyantly displayed in chivalric culture and courtly love will also be studied.

The course will also familiarize students with the late medieval romantic notion of the warrior's quest for love and fame as expressed in chivalric culture and courtly love. Dynastic wars will be explored in conjunction with the mystical understanding of relations between the individual and Christ.

Critical analysis of human motivation in historical context and familiarity with basic facts through the reading of primary and secondary sources are the course's main objectives.

Students will be expected to discuss the reading assignments and to closely follow lectures.

Reading

- Relevant reading for each topic, primary and secondary sources, directly accessible through Blazevue or a link provided on the syllabus.

Grading

- active participation and attendance – 20%
- 2 in-class oral presentations on reading assignments – 20%
- 2 five-page response papers – 20%
- test 1 – 20%
- test 2 – 20%

Graduate Students will be required to additionally provide a summary of three articles (10 pages)

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.
- 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 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.
- 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.
- Cheating on tests 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. In such cases the student will receive 0 points in the category of "active participation and attendance."
- Questions that can be answered by consulting the syllabus will not be responded to by the instructor

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.

WEEK ONE

1. Introduction. Terminology and historical concepts of the Middle Ages.
2. WAR AND THE FORMATION OF GERMANIC EUROPE
 - Helen Nicholson, *Medieval Warfare* (New York, 2004)
“The Theory of War” 13-38
 - A. Daniel Franforter, *The Medieval Millennium*, an Introduction (Prentice Hall, 2003), 52-64.

WEEK TWO

1. WAR AND THE FORMATION OF GERMANIC EUROPE – primary sources and discussion
 - Jordanes, *The Origin and Deeds of the Goths*
- Attila the Hun, The Battle of the Catalaunian Fields, Books XXXV-XLIII
<http://people.ucalgary.ca/~vandersp/Courses/texts/jordgeti.html>
 - Gregory of Tours, *History of the Franks*
Book II, 19, 27-32 – student presentation
Book IV, 1-3, 14, 25-29, 41-42.
<https://sourcebooks.fordham.edu/basis/gregory-hist.asp>
2. ANGLO-SAXON WARS OF CONQUESTS IN BRITAIN
 - Edward Peters, *Europe and the Middle Ages* (Upper Saddle River, NJ 2004)
“Angles and Angels” 136-139 – student presentation
 - Gildas, Concerning the Ruin of Britain
<https://sourcebooks.fordham.edu/source/gildas.asp>
 - Bede, *Ecclesiastical History of the English People*
Book I, XII-XVI – student presentation
<https://sourcebooks.fordham.edu/basis/bede-book1.asp>
3. POPULAR CULTURE’S VIEW OF HISTORY
Film: Boewulf
4. RELIGION AND GENDER IN EARLY MEDIEVAL EUROPE
 - Boewulf – discussion
 - Edward Peters, *Europe and the Middle Ages* (Upper Saddle River, NJ 2004)
“Gender and Power”, 148-151 – student presentation
“Religion as the Framework of Culture”, 148-154 – student presentation
5. TEST

WEEK THREE

Summery Paper Due (May 21)

1. CAROLINGIAN AND OTTONIAN RULERS AGAINST VIKINGS, ARABS AND MAGYARS

- Frankforter, 122-130, 146-148, 173-176
- The Battle of Poitiers, 732
<https://sourcebooks.fordham.edu/source/arab-poitiers732.asp>
- Einhard
The Wars of Charlemagne, c 770-814
<https://sourcebooks.fordham.edu/source/einhard-wars1.asp>
Summons to Army
<https://sourcebooks.fordham.edu/source/carol-sum1.asp>

2. VIOLENCE AND LORDSHIP

- H.E.J. Cowdrey, "The Peace and the Truce of God in the Eleventh Century," *Past and Present* 46 (1970), 42-67.

3. LORDS AND THE JUST COUSE

- Thomas Head, "The Development of the Peace of God in Aquitaine (970-1005)," *Speculum* 74 (1999), 656-686

4. LEGITIMIZING WAR: THE CRUSADES

- Bernard of Clairvaux, *In Praise of the New Knighthood*

5. CHRISTIANIZING WARRIOR CODE OF ETHICS – discussion

WEEK FOUR

1. COURTLY LOVE AND ROMANCE

- Andreas Capellanus: The Art of Courtly Love
https://web.cn.edu/kwheeler/rules_of_love.html

2. THE EROTIC AND THE QUEST FOR SALVATION

- Aldo S. Bernardo, "Sex and Salvation in the Middle Ages: From the Romance of the Rose to the Divine Comedy," *Italica* 67 (1990), 305-318.

3. CHIVALRLY

- Garhild S. Williams, "License to Laugh: Making Fun of Chivalry in Some Medieval Texts," *Monatshefte* 78 (1986), 26-37.

4. ROMANTICIZED VIOLENCE

- Kathryn Faulkner, "The Transformation of Knighthood in Early Thirteenth-Century England," *English Historical Review* 111 (1996), 1-23.

5. REVIEW AND FINAL QUESTIONS



Valdosta State University Curriculum Form

• Request for a REVISED COURSE

Date of Submission:

09/9/2019

**Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.*

College: College of Humanities and Social Sciences

Dept. Initiating Request:

MCL

Requestor's Name: Ofélia R. Nikolova

Requestor's Role:

Department Head

CURRENT: *(list only items to be changed)*

REQUESTED: *(list only items to be changed)*

Course Prefix and Number: FREN 4980

Course Prefix and Number:

Course Title: Community Practicum

Course Title:

Lecture Hours: 1

Lecture Hours: 1-3

Lab/Contact Hours:

Lab/Contact Hours:

Credit Hours: 1

Credit Hours: 1-3

Pre-requisites:

Pre-requisites:

CURRENT Course Description:

NEW Course Description: *(hover over for instructions)*

Graded "Satisfactory" or "Unsatisfactory." A practical application of students' skills in French. Students will either tutor students enrolled in public or private schools or complete a research project that requires extensive use of all language skills. This course may be repeated for up to 4 credit hours. Field trips comprise 70% of the final grade.

Experiential learning course consisting of supervised volunteer activities in schools, libraries, community organizations, or businesses. Students apply language and / or culture skills in helping their community. Practicum activities develop specialized vocabulary and / or cultural skills appropriate to their areas of work. Weekly reports and conferences with the supervising instructor are required. Course can be repeated for credit for up to 3 credits.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	2020	Every Semester

Justification: *(select one or more of the following and provide appropriate narrative below:)*

- Improving student learning outcomes
- Mandate of State/Federal/Accrediting Agency
- Adopting current best practice(s) in field
- Other—

This course will fulfill an experiential learning requirement for French majors and minors at 3 credit hours and is a requirement for French majors in the Language and Culture Track at 1 credit hour. The variable credit designation gives it the needed flexibility.

Source of Data to Support Change (select one or more of the following):

Indirect Measures; SOIs, student/employer/alumni surveys, etc.


Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):

Indirect Measures; SOIs, student/employer/alumni surveys, etc.

Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Other Data Source Descriptions –

 Valdosta State University - REVISED COURSE Form • Request for a REVISED COURSE			
Approvals:	Print:	Signature:	Date:
Department Head	Ofélia R. Nikolova	<i>Ofélia R. Nikolova</i>	9-22-19
College/Division Executive Committee	<i>James T. Lappas</i>	<i>J. T. Lappas</i>	9-24-19
Dean/Director	<i>James T. Lappas</i>	<i>J. T. Lappas</i>	9-24-19
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	



Valdosta State University Curriculum Form

• Request for a REVISED COURSE

Date of Submission: 09/9/2019

*Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.

College:	College of Humanities and Social Sciences	Dept. Initiating Request:	MCL
Requestor's Name:	Ofélia R. Nikolova	Requestor's Role:	Department Head

CURRENT: (list only items to be changed)		REQUESTED: (list only items to be changed)	
Course Prefix and Number:	SPAN 4980	Course Prefix and Number:	
Course Title:	Community Practicum	Course Title:	
Lecture Hours:	1	Lecture Hours:	1-3
Lab/Contact Hours:		Lab/Contact Hours:	
Credit Hours:	1	Credit Hours:	1-3
Pre-requisites:		Pre-requisites:	

CURRENT Course Description:	NEW Course Description: (hover over for instructions)
<p>Supervised volunteer interpreting/translating activities in community schools, service or law enforcement agencies, or business firms. Students will learn basic interpreting/translating skills before beginning their Practicum activities and will develop specialized vocabulary appropriate to their areas of work. Weekly reports and conferences with the supervising instructor are required. Course will be repeated for credit. Course will be graded S/U. Field visits comprise 70% of the final grade.</p>	<p>Experiential learning course consisting of supervised volunteer activities in schools, libraries, community organizations, or businesses. Students apply language and / or culture skills in helping their community. Practicum activities develop specialized vocabulary and / or cultural skills appropriate to their areas of work. Weekly reports and conferences with the supervising instructor are required. Course can be repeated for credit for up to 3 credits.</p> <p style="text-align: center;">RECEIVED</p> <p style="text-align: center;">SEP 25 2019</p> <p style="text-align: center;">OFFICE OF THE REGISTRAR VALDOSTA STATE UNIVERSITY</p>

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	2020	Every Semester

Justification: (select one or more of the following and provide appropriate narrative below:)

Improving student learning outcomes Mandate of State/Federal/Accrediting Agency
 Adopting current best practice(s) in field Other-

This course will fulfill an experiential learning requirement for Spanish majors and minors at 3 credit hours and is a requirement for Spanish majors in the Language and Culture Track at 1 credit hour. The variable credit designation gives it the needed flexibility.

Source of Data to Support Change (select one or more of the following):

Indirect Measures; SOIs, student/employer/alumni surveys, etc.


Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes
 (select one or more of the following and provide appropriate narrative below):

Indirect Measures; SOIs, student/employer/alumni surveys, etc.

Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Other Data Source Descriptions –

 **Valdosta State University - REVISED COURSE Form**
 • Request for a REVISED COURSE

Approvals:	Print:	Signature:	Date:
Department Head	Ofélia R. Nikolova	<i>Ofélia R. Nikolova</i>	9-22-19
College/Division Executive Committee	<i>James T. LePiet</i>	<i>J. T. LePiet</i>	9-24-19
Dean/Director	<i>James T. LePiet</i>	<i>J. T. LePiet</i>	9-24-19
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?** No Yes [select college & indicate department(s)]

College:	Select One.	Department(s):	
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Valdosta State University Curriculum Form

• Request for a REVISED COURSE

Date of Submission:

08/21/2019

**Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.*

College: College of Humanities and Social Sciences

Dept. Initiating Request:

MCL

Requestor's Name: Ofélia R. Nikolova

Requestor's Role:

Department Head

CURRENT: (list only items to be changed)

REQUESTED: (list only items to be changed)

Course Prefix and Number: SPAN 6220

Course Prefix and Number:

Course Title: Hispanic Women Writers

Course Title:

Credit Hours: 3

Credit Hours:

Lecture Hours: 3

Lecture Hours:

Lab Hours:

Lab Hours:

Pre-requisites:

Pre-requisites:

CURRENT Course Description:

NEW Course Description: (hover over for instructions)

Exploration of the way in which Hispanic women writers have created voices and identities through a variety of textual strategies. A study of the development of feminist discourse through these works will also be covered. Readings may include works from Sor Juana Ines de la Cruz, Isabel Allende, Julia de Burgos, Luisa Valenzuela, Angeles Maestretta, Rosario Castellanos, Merce Rodoreda, Ester Tusquets, Santa Teresa de Avila, Ana Maria Matute, Carmen Martin Gaité, and Rosa Montero.

Exploration of the way in which Hispanic women writers have created voices and identities through a variety of textual strategies. A study of the development of feminist discourse through these works will also be covered.
Class may be repeated for credit up to 6 credits.

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VALDOSTA STATE UNIVERSITY

Indicate Course Obligation:

Program Level:

Semester to be Effective:

Year to be Effective:

Estimated Frequency of Course Offering:

Major Requirement

Select One.

Spring

Select One.

Twice per Year

*[Describe Course Obligation]:

Elective for the MAT in FLED (Spanish) and the Undergraduate to Graduate Accelerated Track in the BA in Spanish to the MAT in FLED (Spanish).

Justification: (select one or more of the following and provide appropriate narrative below:)

- Improving student learning outcomes
- Adopting current best practice(s) in field

- Mandate of State/Federal/Accrediting Agency
- Other -

The possibilities in this course to discuss the work of different Hispanic women writers at each iteration, the sustained interest in the topic, and the abundant expertise in this topic in the department makes the course a perfect candidate for repetition for credit. As the mention of particular writers may be perceived as limiting, the course needs also a more general description.


Source of Data to Support Change (select one or more of the following):

- Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes

(select one or more of the following and provide appropriate narrative below):

- Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
- Other Data Source Descriptions –

 Valdosta State University - REVISED COURSE Form • Request for a REVISED COURSE			
Approvals:	Print:	Signature:	Date:
Department Head	Ofelia R. Nikolova	<i>Ofelia R. Nikolova</i>	08-23-2019
College/Division Executive Committee	<i>James T. LaPlant</i>	<i>J T LaPlant</i>	9-4-19
Dean/Director	<i>James T. LaPlant</i>	<i>J T LaPlant</i>	9-4-19
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	<i>Becky K. deCruz</i>	<i>Becky K. deCruz</i>	9/30/19
Academic Committee			



Valdosta State University Curriculum Form

• Request for a REVISED COURSE

Date of Submission:

9/11/2019

**Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.*

College: College of Humanities and Social Sciences

Dept. Initiating Request:

Sociology, Anth. & CJ

Requestor's Name: Chet Ballard

Requestor's Role:

Faculty

CURRENT: (list only items to be changed)

REQUESTED: (list only items to be changed)

Course Prefix and Number: SOCI 3000

Course Prefix and Number: SOCI 3000

Course Title: Sociological Analysis and Statistical Applications

Course Title: *Sociological Analysis and Statistical Applications* [Social Statistics](#)

Lecture Hours: 3

Lecture Hours: 3

Lab/Contact Hours: 0

Lab/Contact Hours: 0

Credit Hours: 3

Credit Hours: 3

Pre-requisites: SOCI 1101 or SOCI 1160

Pre-requisites: SOCI 1101 or SOCI 1160

CURRENT Course Description:

NEW Course Description: [\(hover over for instructions\)](#)

Program Level:

Course Classification:

Semester to be Effective:

Year to be Effective:

Estimated Frequency of Course Offering:

Undergraduate
 Graduate

Core (Area A-E)
 Major Requirement
 Elective

Fall
 Spring
 Summer

2020

Twice per Year

Justification: (select one or more of the following and provide appropriate narrative below:)

Improving student learning outcomes

Mandate of State/Federal/Accrediting Agency
 Other –

This request for revision changes the title of the course to align with course titles for similar sociology courses at comparable institutions.

Source of Data to Support Change (select one or more of the following):


Indirect Measures; SOIs, student/employer/alumni surveys, etc.

Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes

(select one or more of the following and provide appropriate narrative below):

- Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
- Other Data Source Descriptions –

 Valdosta State University - REVISED COURSE Form • Request for a REVISED COURSE			
Approvals:	Print:	Signature:	Date:
Department Head	Darrell K. Ross	Darrell K. Ross	9/24/19
College/Division Executive Committee	James T. LePlat	J. T. LePlat	9-24-19
Dean/Director	James T. LePlat	J. T. LePlat	9-24-19
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	



Valdosta State University Curriculum Form

- Request for a REVISED COURSE

Date of Submission:

09/19/2019

**Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.*

College:	College of Humanities and Social Sciences	Dept. Initiating Request:	Sociology, Anth. & CJ
Requestor's Name:	Chet Ballard	Requestor's Role:	Faculty

CURRENT: (list only items to be changed)		REQUESTED: (list only items to be changed)	
Course Prefix and Number:	SOCI 3510	Course Prefix and Number:	SOCI 3510
Course Title:	Research Methods	Course Title:	Social Research Methods
<i>Lecture Hours:</i>	3	<i>Lecture Hours:</i>	3
<i>Lab/Contact Hours:</i>	0	<i>Lab/Contact Hours:</i>	0
<i>Credit Hours:</i>	3	<i>Credit Hours:</i>	3
Pre-requisites:		Pre-requisites:	

CURRENT Course Description:	NEW Course Description: (hover over for instructions)
<p>An introduction to social research techniques with an emphasis on firsthand data collection. Project work introduces students to issues in research design, ethical concerns, conceptualization, sampling, data analysis, interpretation of research results, report writing, and application of research findings. We will taught in electronic classrooms, as facility availability permits.</p>	<p>Prerequisite: SOCI 1101 or SOCI 1160 or permission of the instructor. An introduction to social research techniques with an emphasis on firsthand data collection. Project work introduces students to issues in research design, ethical concerns, conceptualization, sampling, data analysis, interpretation of research results, report writing, and application of research findings. <i>We will To be</i> taught in electronic classrooms, as facility availability permits.</p>

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	2020	<i>Twice per Year</i>

Justification: (select one or more of the following and provide appropriate narrative below:)

<input type="checkbox"/> Improving student learning outcomes	<input type="checkbox"/> Mandate of State/Federal/Accrediting Agency
<input type="checkbox"/>	<input checked="" type="checkbox"/> Other –

This request for revision 1) replaces a prerequisite that was inadvertently dropped in the last round of revisions in 2017, 2) corrects a grammatical error, and 3) changes the course title to align with course titles for similar sociology courses at comparable institutions.

Source of Data to Support Change (select one or more of the following):

- Indirect Measures; SOIs, student/employer/alumni surveys, etc.
 Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes

(select one or more of the following and provide appropriate narrative below):

- Indirect Measures; SOIs, student/employer/alumni surveys, etc.
 Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
 Other Data Source Descriptions –



Valdosta State University - REVISED COURSE Form

- Request for a REVISED COURSE

Approvals:	Print:	Signature:	Date:
Department Head	Darrell K. Ross	<i>[Signature]</i>	9/24/19
College/Division Executive Committee	James T. LaPlante	<i>[Signature]</i>	9-24-19
Dean/Director	James T. LaPlante	<i>[Signature]</i>	9-24-19
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**

- No Yes [select college & indicate department(s)]

College:	Select One.	Department(s):	
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Valdosta State University Curriculum Form

• Request for a REVISED COURSE

Date of Submission:

09/19/2019

**Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.*

College: College of Humanities and Social Sciences

Dept. Initiating Request:

Sociology, Anth. & CJ

Requestor's Name: Chet Ballard

Requestor's Role:

Faculty

CURRENT: (list only items to be changed)

REQUESTED: (list only items to be changed)

Course Prefix and Number: SOCI 4690

Course Prefix and Number: SOCI 4690

Course Title: Sociology of Queer and LGBT Communities

Course Title: Sociology of Queer and LGBT Communities

Lecture Hours: 3

Lecture Hours: 3

Lab/Contact Hours: 0

Lab/Contact Hours: 0

Credit Hours: 3

Credit Hours: 3

Pre-requisites:

Pre-requisites:

CURRENT Course Description:

NEW Course Description: [\(hover over for instructions\)](#)

A sociological examination of lesbian, gay, bisexual, and transgender and queer communities, including the historical and social contexts of personal, cultural, and political aspects of LGBTQ life, and LGBT and Queer liberation movements in relation to families, religion, education, laws, and society using intersectional lenses that consider gender, ethnicity, race, class, and ability.

[Prerequisite: SOCI 1101 or SOCI 1160 or permission of the instructor.](#) A sociological examination of lesbian, gay, bisexual, *and* transgender and queer communities, including the historical and social contexts of personal, cultural, and political aspects of LGBTQ life, and LGBT and Queer liberation movements in relation to families, religion, education, laws, and society using intersectional lenses that consider gender, ethnicity, race, class, and ability.

Program Level:

Course Classification:

Semester to be Effective:

Year to be Effective:

Estimated Frequency of Course Offering:

Undergraduate
 Graduate

Core (Area A-E)
 Major Requirement
 Elective

Fall
 Spring
 Summer

2020

Every other Year

Justification: (select one or more of the following and provide appropriate narrative below:)

Improving student learning outcomes

Mandate of State/Federal/Accrediting Agency
 Other –

Sociology faculty are seeking consistency in how students register for classes in this program. This adds SOCI 1101 or 1160 prerequisite that is standard for all upper level elective courses. It corrects a grammatical error.

Source of Data to Support Change (select one or more of the following):

- Indirect Measures; SOIs, student/employer/alumni surveys, etc.
 Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes

(select one or more of the following and provide appropriate narrative below):

- Indirect Measures; SOIs, student/employer/alumni surveys, etc.
 Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
 Other Data Source Descriptions –



Valdosta State University - REVISED COURSE Form

- Request for a REVISED COURSE

Approvals:	Print:	Signature:	Date:
Department Head	Jarrell Ross	Jarrell Ross	9/24/19
College/Division Executive Committee	James T. LePier	J. T. LePier	9-24-19
Dean/Director	James T. LePier	J. T. LePier	9-24-19
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?** No Yes [select college & indicate department(s)]

College:	Select One.	Department(s):	
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Valdosta State University Curriculum Form

• Request to DEACTIVATE/ACTIVATE a Course/Program

Date of Submission: 09/25/2019

College: College of Education and Human Services

Dept. Initiating Request: ACED

Requestor's Name: C. Keith Waugh

Requestor's Role: Department Head

List of Courses (or the program or track)

Bachelor of Applied Science (BAS), Human Capital Performance (HCP) major (online and on-campus)

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VALDOSTA STATE UNIVERSITY

Deactivate Course(s)

Reactivate Course(s)

Program Level:

Course Classification:

Semester to be Effective:

Year to be Effective:

Estimated Frequency of Course Offering:

Undergraduate

Graduate

Core (Area A-E)

Major Requirement

Elective

Fall

Spring

Summer

2020

Select One.

Justification: (select one or more of the following and provide appropriate narrative below):

Improving student learning outcomes

Mandate of State/Federal/Accrediting Agency

Adopting current best practice(s) in field

Other -

Low Graduation Rates

Source of Data to Support Change (select one or more of the following and provide appropriate narrative below):

Indirect Measures; SOIs, student/employer/alumni surveys, etc.

Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Graduation rates show an average of 13.3 students/year during FY 2016-2018. Such a low number does not justify continuing this program. The department has transitioned to offering new concentrations within the BS.Ed Workforce Education and Development degree program. Current students in the BAS - HCP major will be given the option of continuing through completion of the BAS degree or changing major/concentration to the BS.Ed WED program.



Valdosta State University – DEACTIVATE/ACTIVATE a Course/Program

• Request to DEACTIVATE/ACTIVATE a Course/Program

Approvals:	Print:	Signature:	Date:
Department Head	KEITH WAUGH	<i>[Signature]</i>	9/25/19
College/Division Executive Committee	Bernard Olive	<i>[Signature]</i>	10/2/10
Dean/Director			
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>[select college & indicate department(s)]</i>	
College:	Select One.	Department(s):	



Valdosta State University Curriculum Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission: 08/15/2019

*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.

College:	College of Education and Human Services	Dept. Initiating Request:	Human Services
Requestor's Name:	Katharine Adams	Requestor's Role:	Faculty

Check One Option:	<input checked="" type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>	<input checked="" type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>		
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core <input checked="" type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective	<input type="checkbox"/> Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer	2020	Every Semester
Degree/Program Name:	M.Ed. Counselor Education Concentration: School Counseling			
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/psychology-counseling/med-school-counseling/			

Present Requirements:	Proposed Requirements: <i>(hover over for instructions)</i>
<p>Requirements for the M.Ed. Degree with a Major in Counselor Education: School Counseling Concentration</p> <p>Required Courses 27 hours</p> <p>COUN 7400 Counseling Theories 3 COUN 7800 Orientation to Counseling as a Profession 3 COUN 7820 Career Counseling 3 COUN 7450 Group Counseling 3 COUN 7470 Counseling Culturally Diverse Populations 3 COUN 7900 Counseling Skills and Techniques 3 PSYC 7030 Measurement and Evaluation 3 PSYC 8250 Developmental Psychology 3 RSCH 7100 Research Methodology in Education 3</p> <p>School Counseling Concentration 27 hours</p> <p>COUN 7430 Ethics 3 COUN 7010 Comprehensive Developmental School Counseling 3 PSYC 7020 Principles of Learning and Classroom Management 3 COUN 7420 Counseling Children and Adolescents 3 COUN 7930 College and Career Readiness 3 COUN 7830 Consultation and Advocacy 3 COUN 7981 Practicum 3 COUN 7991 Internship I 3 COUN 7992 Internship II 3</p> <p>Electives choose 6 hours PSYC 7200 Psychopathology 3 COUN 7850 Clinical Mental Health Counseling 3</p>	<p>Requirements for the M.Ed. Degree with a Major in Counselor Education: School Counseling Concentration</p> <p>Required Courses 27 hours</p> <p><u>EDUC 5999 Professional Orientation 0</u> COUN 7400 Counseling Theories 3 COUN 7800 Orientation to Counseling as a Profession 3 COUN 7820 Career Counseling 3 COUN 7450 Group Counseling 3 COUN 7470 Counseling Culturally Diverse Populations 3 COUN 7900 Counseling Skills and Techniques 3 PSYC 7030 Measurement and Evaluation 3 PSYC 8250 Developmental Psychology 3 RSCH 7100 Research Methodology in Education 3</p> <p>School Counseling Concentration 27 hours</p> <p>COUN 7430 Ethics 3 COUN 7010 Comprehensive Developmental School Counseling 3 PSYC 7020 Principles of Learning and Classroom Management 3 COUN 7420 Counseling Children and Adolescents 3 COUN 7930 College and Career Readiness 3 COUN 7830 Consultation and Advocacy 3 COUN 7981 Practicum 3 COUN 7991 Internship I 3 COUN 7992 Internship II 3</p> <p>Electives choose 6 hours PSYC 7200 Psychopathology 3</p>



Valdosta State University Curriculum Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission:

08/21/2019

*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.

College:	College of Education and Human Services	Dept. Initiating Request:	CLT
Requestor's Name:	Dr. Jamie Workman, Dr. James Archibald	Requestor's Role:	Faculty

Check One Option:	<input checked="" type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>	<input checked="" type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>	
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2020
Degree/Program Name:	Higher Education Leadership		
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/curriculum-leadership-technology/med-educational-leadership/		

Present Requirements:	Proposed Requirements: (hover over for instructions)
<p>Present Requirements:</p> <p>Core Courses (9 hours)</p> <p>LEAD 7840 (3) *</p> <p>RSCH 7100 (3)</p> <p>LEAD 7650 (3) *</p> <p>Academic Concentration (24 hours)</p> <p>LEAD 7800 (3) *</p> <p>LEAD 7810 (3) *</p> <p>LEAD 7820 (3) *</p> <p>SAHE 7860 (3)</p> <p>SAHE 7870 (3)</p> <p>SAHE 7880 (3)</p> <p>LEAD 8300 (3)</p> <p>LEAD 8710 1-3</p> <p>Guided Elective (3 hours)</p> <p>Field Experiences (internships) (3 hours)</p> <p>LEAD 7921 (3)</p> <p>Total Hours Required for the Degree: 39 hours</p>	<p>Change courses listed as LEAD or SAHE to HEDL.</p> <p>Deactivate SAHE 7870.</p> <p>Include newly created courses as elective options.</p> <p>Core Courses (33 hours)</p> <p>HEDL 7650 (3) *</p> <p>HEDL 7800 (3) *</p> <p>HEDL 7810 (3) *</p> <p>HEDL 7820 (3) *</p> <p>HEDL 7840 (3) *</p> <p>HEDL 7860 (3)</p> <p>HEDL 7865 (3)</p> <p>HEDL 7870 (3)</p> <p>HEDL 7880 (3)</p> <p>HEDL 8300 (3)</p> <p>RSCH 7100 (3) *</p> <p>Guided Elective (3 hours)</p> <p>HEDL 7830 (3) or HEDL 7850 (3) or HEDL 8700 (3) or HEDL 7890 (3) or HEDL 7922 (3) or Guided Elective approved by Advisor (3)</p> <p>Field Experiences (internships) (3 hours)</p> <p>HEDL 7921</p> <p>Total Hours Required for the Degree: 39 hours</p>

604

Justification: (select one or more of the following and provide appropriate narrative below:)

- Improving student learning outcomes
 Mandate of State/Federal/Accrediting Agency
 Adopting current best practice(s) in field
 Other –

The Higher Education Leadership program wishes to change all courses offered in its program from having a LEAD or SAHE designation to a HE² designation. The new curriculum reflects newly added courses and deactivated course. The changes help align the Higher Education Leadership curriculum with not only programs in which we directly compete in the state of Georgia and regionally, but also with programs nationwide.

Source of Data to Support Change (select one or more of the following):

- Indirect Measures; SOIs, student/employer/alumni surveys, etc.
 Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes

(select one or more of the following and provide appropriate narrative below):

- Indirect Measures; SOIs, student/employer/alumni surveys, etc.
 Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
 Other Data Source Descriptions –

N/A



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head	JAMES L. PATE	<i>[Signature]</i>	8/19/19
College/Division Executive Committee	Bernard Oliver	<i>[Signature]</i>	
Dean/Director	Bernard Oliver	<i>[Signature]</i>	
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. da Cruz	<i>[Signature]</i>	9/30/19
Academic Committee			

***Will this change impact another college/department?**

No Yes [select college & indicate department(s)]

College:

Select One.

Department(s):

Effective Fall 2017

Program Sheet and Plan of Study Work Sheet
M.Ed. in Professional Counseling: College Student Affairs
 Counselor Education Program

COLLEGE STUDENT AFFAIRS PROGRAM				
CORE CURRICULUM	HRS	GR	SEMESTER PLANNED	SUB
First Fall Semester				
CEPD 6140 Introduction to Counseling Practice	3			
CEPD 6170 Foundations of College Student Affairs	3			
CEPD 6172 Theories of College Student Development	3			
First Spring Semester				
CEPD 6131 Counseling Theories	3			
CEPD 6177 Theory and Assessment of Educational Environments	3			
CEPD 6175 Practicum: Student Affairs	3			
First Summer Semester				
CEPD 7145 Advocacy and Leadership	3			
CEPD 6175 Practicum: Student Affairs	3			
Second Fall Semester				
CEPD 6178 The American College Student	3			
CEPD 6174 Higher Education Administration	3			
CEPD 6160 Group Counseling	3			
Second Spring Semester				
CEPD 6176 Campus Crisis, Ethical and Legal Issues	3			
CEPD 7152 Research and Program Evaluation	3			
CEPD 6179 Capstone Seminar: Student Affairs	3			
Total Hours	42			
COMMENTS:				

666

UGA College Student Affairs Administration M.Ed.

Program of Study

First Fall Semester		
ECHD 7400	Foundations of College Student Affairs Administration	3 hours
ECHD 6030	Interpersonal Facilitation & Intervention I	4 hours
ECHD 7090	Structured Group Interventions	3 hours
ECHD 7420	Theories of College Student Development	3 hours
ECHD 7000	Masters Research (seminar- incoming cohort)	2 hours
**ECHD 7005	Graduate Student Seminar	3 hours
First Spring Semester		
ECHD 6040	Interpersonal Facilitation & Intervention II	3 hours
ECHD 7430	Student Development Theories II	3 hours
ECHD 7460	Issues in Student Affairs Administration (topics vary)	1 hour
ECHD 7740	Practicum in College Student Affairs	3 hours
ECHD 7000	Masters Research (seminar)	2 hours
**ECHD 7005	Graduate Student Seminar	3 hours
Summer Semester		
ECHD 7840	Student Affairs Internship	9 hours
**ECHD 7005	Graduate Student Seminar	3 hours
Second Fall Semester		
ECHD 7410	College Student Affairs Interventions	3 hours
ECHD 7060	Multicultural Practice in Student Affairs	3 hours
ECHD 7460	Issues in Student Affairs Administration (topics vary)	1 hour
ECHD 7920	Research Methods	3 hours
ECHD 7000	Masters Research (seminar – comps prep)	2 hours
**ECHD 7005	Graduate Student Seminar	3 hours
Second Spring Semester		
ECHD 7440	Administration in College Student Affairs	3 hours
ECHD 8000	Legal Issues in Student Affairs	3 hours
ECHD 7770	Program Evaluation and Outcomes Assessment	3 hours
ECHD 7460	Issues in Student Affairs Administration	1 hour
ECHD 7000	Masters Research (seminar)	2 hours
**ECHD 7005	Graduate Student Seminar	3 hours

** Must register for these hours if you are on assistantship.

Georgia Southern University
Higher Education Administration M.Ed.

Degree Requirements: 36 Credit Hours

	Credit Hours
Professional Education Core Requirements	9
<u>EDUF 7130</u> Learning Theories and Applications	
<u>EDUR 7130</u> Educational Research	
<u>ITEC 7539</u> Technology for Higher Education Leaders	
Higher Education Administration Core	18
<u>EDLD 7430</u> American Higher Education	
<u>EDLD 7431</u> Higher Education Administration	
<u>EDLD 7432</u> History of American Higher Education	
<u>EDLD 8431</u> Higher Education Law	
<u>EDLD 8535</u> College Student Development	
<u>EDLD 8735</u> Higher Education Practicum (Must be taken in final semester)	
Specialized Content Courses	9
Select three of the following in consultation with advisor	
<u>EDLD 7331</u> Foundations of Student Affairs in Higher Education	
<u>EDLD 8432</u> Higher Education Finance	
<u>EDLD 8433</u> Higher Education Governance	
<u>EDLD 8434</u> The Community College	
<u>EDLD 8439</u> Politics of Higher Education	

EDLD 8536

Assessment and Evaluation in Higher
Education

EDUF 7235

Multicultural Education

ITEC 7430

Instructional Design

ITEC 7530

Instructional Technology Foundations

Total Credit Hours

36

Course List

University of North Florida

Major: Higher Education Administration

Concentration: Student Affairs (36 Credit Hours)

Core Courses-(6 Credit Hours) All Students

Course	Course Name	Credit Hours
EDH 6069	Foundations of Higher Education	3
EDF 6480	Foundations of Educational Research	3

Required Major Courses-(18 Credit Hours) All Students

Course	Course Name	Credit Hours
EDH 6405	Higher Education Law	3
EDH 6505	Higher Education Finance	3
EDH 6401	Higher Education Policy	3
EDH 6635	Organization & Leadership in Higher Education	3
EDH 6020	Foundations of Student Affairs	3
EDH 6050	Diversity in Higher Education	3

Electives: Student Affairs Track-(12 Credit Hours)

Select 9 hours from:

Course	Course Name	Credit Hours
EDH 6045	Student Development in Higher Education	3
EDH 6031	Leadership of Student Affairs	3
EDH 6946	Practicum in Higher Education	3
EDA 6930	Grants Development & Program Design	3
EDH 6058	Comparative Higher Education	3
EDH 6041	College Student Counseling	3
EDH 6648	Outcomes Assessment in Higher Education	3
EDH 6416	Career Services in Higher Education	3

University of West Florida

College Student Affairs Administration Course Requirements

<u>EDF 6481</u>	Educational Research	3
<u>EDH 5040</u>	The American College Student: Trends in Higher Education	3
<u>EDH 5070</u>	Assessment Issues in College Student Affairs	3
<u>EDH 6045</u>	Theories of College Student Development	3
<u>EDH 6368</u>	Multicultural Competence in Student Affairs	3
<u>EDH 6369</u>	Capstone Seminar in Student Affairs	3
<u>EDH 6405</u>	Legal Issues in Higher Education	3
<u>EDH 6505</u>	Budgeting & Financial Management in Higher Education	3
<u>EDH 6634</u>	Introduction to College Student Affairs	3
<u>EDH 6948</u>	Internship in Higher Education	6
<u>SDS 6647</u>	Foundations of Counseling Principles for Student Affairs Administration	3
Choose two of the following:		6
<u>COM 6207</u>	Advanced Communication Leadership	
<u>COM 6129</u>	Assessing Organizational Dynamics	
<u>INP 6385</u>	Group Dynamics in Organizations	
<u>MAN 5116</u>	Management of Diversity	
<u>MAN 6156</u>	Management and Organizational Behavior	
<u>SDS 6345</u>	Educational and Vocational Guidance	
Other appropriate graduate level coursework approved by advisor		
Total Hours		42



Valdosta State University Curriculum Form

• Request for a NEW COURSE

Date of Submission: 08/21/2019

**Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.*

College:	College of Education and Human Services	Dept. Initiating Request:	CLT
Requestor's Name:	Dr. Jamie Workman	Requestor's Role:	Faculty

Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	HEDL	NEW Course Number: <i>(Consult #s in the catalog)</i>	7865
Proposed NEW Course Title:	Collegiate Environments		
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	Collegiate Environments		
Prerequisite(s):	None		
Lecture Hours:	3	Lab/Contact Hours:	
		Credit Hours:	3

Proposed NEW Course Description: *(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)**

Focuses on collegiate environments and campus ecology theory. Students will study the pattern of relationships among students and the college campus's social and physical environments.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2020	Once per Year

Justification: *(select one or more of the following and provide appropriate narrative below:)*

- Improving student learning outcomes
- Mandate of State/Federal/Accrediting Agency
- Adopting current best practice(s) in field
- Other –

This course will provide student learning in areas not currently covered in the Higher Education Leadership program, particularly in the areas of campus ecology theory as it applies to both 4-year and community/technical colleges.

Please see included syllabus for more information on Learning Outcomes.

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

Source of Data to Support Change (select one or more of the following):

- Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)


Plans for assessing course effectiveness/meeting program learning outcomes

(select one or more of the following and provide appropriate narrative below):

- Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
- Other Data Source Descriptions –

Please see attached syllabus for direct measures of assessing course effectiveness and student learning.

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

 Valdosta State University – NEW COURSE Form • Request for a NEW COURSE			
Approvals:	Print:	Signature:	Date:
Department Head	JAMES L. PATE	<i>[Signature]</i>	8/19/19
College/Division Executive Committee	Bernard Oliver	<i>[Signature]</i>	8/30
Dean/Director	Bernard Oliver	<i>[Signature]</i>	8/30
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Betty K. deCruz	Betty K. deCruz	9/30/19
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

**Dewar College of Education
Valdosta State University
Department of Curriculum, Leadership, & Technology**

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**COLLEGIATE ENVIROMENTS
HEDL 7865
Mondays, 9:00am – 11:45am, LOCATION**

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.

INSTRUCTOR

Name: Dr. Jamie L. Workman, Assistant Professor
Office Location: 2050 CLT
Telephone: 229.333.5633
E-mail Address: jworkman@valdosta.edu
Office Hours:

*The above office hours are subject to change based upon the instructor's conference travel and meeting schedules.

COURSE DESCRIPTION

The course focuses on collegiate environments and campus ecology theory. Students will study the pattern of relationships among students and the college campus's social and physical environments.

REQUIRED TEXTS

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th Edition). Washington, D.C., American Psychological Association.

Strange, C., & Banning, J. (2015). *Designing for learning: Creating campus environments for student success* (2nd ed.). San Francisco, CA: Jossey-Bass.

ADDITIONAL READINGS

This course will include the use of supplemental text relevant to course material. Required and/or beneficial learning materials can access these additional readings on BlazeVIEW.

COURSE OBJECTIVES & OUTCOMES

Through regular class participation and conscientious completion of assignments, students will be able to:

- Objective 1: Identify and describe campus ecology, frameworks, models, and best practices.
 - Outcome: Students will be able to list and explain major campus ecology theories
- Objective 2: Develop knowledge of community colleges
 - Outcome: Students will be able to describe various functions of a community college
- Objective 3: Develop knowledge of professional organizations
 - Outcome: Students will develop a plan and/or engage in professional organizations

COURSE REQUIREMENTS

Late Assignments, Incompletes, and Extra Credit

The instructor will not accept late assignments for credit. In addition, incompletes will not be issued for this class unless there are major emergencies (e.g., hospitalization) and only after consultation and mutual agreement upon a contract specifying a timeline for completion of all required work. The instructor will not offer an incomplete for the class simply because the student desires more time to complete course requirements. Finally, as a matter of sound pedagogical practice, there will be no extra credit assignments.

Assignment Format

The assessments in this course are designed to measure acquisition of knowledge, skills, and cognition while developing students' intellectual curiosity. It is my goal that these will result in understanding and wisdom. All formal writing assignments should be completed following the guidelines for style and citation outlined in the APA 6 manual – evaluation of proper formatting will be included in the grading of all assignments. All assignments should be typed in *Times New Roman, 12 pt. font with one-inch margins on all sides*. Please do not use alternative fonts or sizes, or adjust the margins. If an assignment has obviously not been proofread or APA 6 Style is not followed, the instructor reserves the right to reduce the assignment by one letter grade.

COURSE ASSIGNMENTS

Professional Association Paper (40 pts).

Course Objective 3

Option 2: Professional Association Paper

While ACPA & NASPA meet the needs of a wide variety of student affairs/higher education professionals, they are just a few of the professional organizations we call “home”. As an emerging professional, it is important that you find the organization that meets your professional development needs.

Conduct a search of professional organizations in which you are interested in (or may already be involved with). Determine one organization in which are most interest in engaging in. In a 3-5 page paper, provide an overview of the organization *and a plan for your personal engagement with it*. Content could include, but is not limited to:

- What functional area is this organization most closely aligned?
- “Who else” does this association serve?
- What professional development opportunities are provided throughout the year?
- What types of publications does the organization publish?
- What type of presence does the organization have on social media?
- Are there ways undergraduates can engage with this association? If so, how?
- Are there unique opportunities for graduate students? If so, what?

This paper will include “I” statements and does not have to follow APA format, but should be well written and include a reference list with the organization’s web address and any other references used.

Due to BV at 8am on DATE

Workplace Analysis (80 points)

Course Objective 1

Synthesize knowledge of the four environments (physical, human aggregate, organizational, constructed) to describe and assess the person-environment interaction of your current assistantship (or internship, if you currently have one) workplace. The following is the general outline for the paper’s structure; including the major points of the outline (underlined>, guiding questions (A, B, C, etc.), and length of each major portion of the paper. Further, theoretical constructs from the literature are to be used to frame the description and assessment of the workplace within each of the major portions of the paper.

- I. **Introduction:** Describe your workplace; i.e., site name, purpose/role, place in the larger organization, how it “fits” into the larger institution, and its mission, specific goals, and objectives.
- II. **Physical:** Describe the physical space of your workplace.
 - A. What does your workplace look like (i.e., describe the synthetic environment-- diagram/floor plan appendixes may help you explain the key points); what are the amenities; is it crowded or have unusable space?
 - B. What influences do the amenities, proxemics, and other aspects of the physical environment have on your behavior, the behavior of the employees, the clientele the office is to serve?
 - C. How could the physical space positively and/or negatively impact student learning and success?
- III. **Human aggregate:** Describe the human aggregate of your workplace
 - A. What are the dominant demographic, personality, and other characteristics of the group of co-workers?
 - B. How do those types influence the intern site behavior?
 - C. To what extent is the human aggregate you choose to discuss differentiated and consistent?
 - D. What influences do these aspects of environment have on your behavior, behavior of the other employees, on the clientele the office intends to serve?
 - E. How could the human aggregate positively and/or negatively impact student learning and success?
- IV. **Structural/Organizational:** Discuss the organization of your workplace: Use organizational descriptors discussed in readings and class.
 - A. Does the organizational structure facilitate or inhibit the goals of the environment? How so?
 - B. To what extent is your setting dynamic or static? Does it tend to encourage or discourage innovation?
 - C. What about other organizational dynamics?
 - D. What influences do these aspects of environment have on your behavior, on the behavior of the other employees you work with, on the clientele the office is intended to serve?
 - E. How could the structural/organizational environment positively and/or negatively impact student learning and success?
- V. **Constructed:** What sort of "climate" or environmental personality is evident at your workplace?
 - A. Do your perceptions differ from those of your coworkers or your clientele?
 - B. Do different demographic groups experience your site similarly?
 - C. What are the key cultural artifacts of your setting and how do they shape what is valued or done there?

- D. What influences do these aspects of environment have on your behavior, behavior of the other employees, on the clientele the office intends to serve?
 - E. How could the constructed environment positively and/or negatively impact student learning and success?
- VI. Analysis:** Evaluate how you interact with the above features. Given yourself, how do the above affect your attraction, satisfaction, and stability when interacting in that setting?

This paper will be between 9-10 pages. Although an outline has been provided for you, the paper should still “read like a paper” - it should flow well, and not read exactly like the outline.

Be prepared to give a 5-minute overview of what you learned in class!

Due at 8am on BV on DATE

Midterm Exam (40 points)

You will complete an in-class mid-term exam to assess your understanding of and ability to apply the concepts learned in this class. The mid-term exam will be given during class on **DATE**.

Final Exam (40 points)

You will complete an in-class final exam to assess your understanding of and ability to apply the concepts learned in this class. The exam will be given during class on **DATE**.

EXPECTATIONS FOR THE CLASS:

Because of the interactive nature of this course and program, class participation is essential. Knowledge will be co-constructed. Students are expected to play a major role in their own learning; therefore, initiative, class participation, and regular attendance are expected.

Assignments are to be completed and turned in on the date assigned. Late work will result in a grade reduction for that assignment. If there are significant medical or family emergencies, you are responsible for contacting the instructor to make arrangements in advance for the assignment. In all cases, it is the instructor’s decision to determine if alternate arrangements are necessary or will be provided.

1. Be prepared!

Not just an often heard motto but a key to success. I expect that you will not only complete the readings before class, but thought about them in terms of the guiding questions posed below and coming to class with questions, thoughts, and comments to share.

- What are the most important ideas and issues raised in the readings?

- What surprises me about what I've read? What do I think about what I've read?
- What questions do I have as a result of what I've read?
- How can I use these readings to further my development as a professional and in my work with students?

2. Be present in the moment!

Engaging is far more than being physically present. This class, as well as other classes in the program will be what you make of them! To engage in class means coming with a ready to contribute to the conversation and dialogue. Active engagement also entails careful listening to other points of view, challenge that point appropriately, and a willingness to change one's mind in light of more compelling evidence. Because some students feel more comfortable than others in group discussions, we will have a variety of formats for engagement. That said, I encourage you to move beyond your comfort zone and engage in a way that expands your horizons.

Additionally, in this age of technology it is important to note my thoughts/feelings on the use of electronics. Students may use laptops or tablets to take notes and enhance their learning. If you choose to bring a device, please do not use it for personal purposes during class time. Also, refrain from the use of cell phones during class. If you need to respond to a student/personal emergency, please step out and return when appropriate.

3. Attend class!

I do not do a formal "points counting" system for class attendance and participation. As graduate students, I expect you to be here and be ready to engage in your learning experience. If you need to miss a class due to a professional commitment, please let me know. I allow one professional commitment absence per semester. If you have more than one professional commitment that will cause you to miss class, it will impact your overall grade in the course. If you are ill or have another reason that will cause you to miss class, please try to let me know in advance.

4. Turn in your best work on time!

This means taking the time to think, write and revise before turning something in. Formal papers are written following APA 6 formatting. Assignments are to be completed using 12-point Times New Roman font, with one inch margins on all sides. Please follow other APA 6 guidelines for assignments as well.

I grade using Word's "Review" function. So, please turn in electronic versions of your assignments via BlazeVIEW as a Word document. Unless otherwise noted, assignments are due at **8am on the due date**.

I recognize that "crises" pop up which may make it seem impossible to complete an assignment. I strongly urge you, however, to plan accordingly to get your work done on time. It is a critical attribute for your professional success. It is your responsibility to turn in all assignments on time unless you have made other arrangements with me well in advance of deadlines. I maintain the discretion to deduct points from or refuse to accept any late assignments.

COURSE EVALUATION

You will be asked to provide the instructor with informal feedback regarding aspects of the course. At the conclusion of the class, you will have the opportunity to evaluate the course and the instructor. Grades and quality points represent the instructor's final estimate of the student's performance in a course. The following letters denote course grades:

92-100% = A (Excellent; 4 quality pt/hr)

65-73% = D (Passing; 1 quality pt/hr)

83-91% = B (Good; 3 quality pt/hr)

≤ 65% = F (Failing; 0 quality pt/hr)

74-82% = C (Satisfactory; 2 quality pt/hr)

WF = Withdrew Failing (0 quality pt/hr)

I assign an "A" for work that is excellent – very strong overall. It represents thoughtful, detailed, creative and critical work, shows complex thinking and insight, and is well written and has minimal to no errors (typos, grammar, APA, etc...). A "B" represents good work. It has some weaknesses in one or more areas but displays good work overall. A "B" is a reasonable grade for graduate level work, one you should be proud of! While some students in the class may earn an "A", do not expect to earn one for work that is not outstanding.

OTHER:

Recognition of Religious Pluralism

Accommodations will be made for students in need of alternative assignment due dates, or who need to miss class time in observance of religious holidays. It is important to notify me of your needs for extension at least three weeks prior to these occasions.

Safe Space

In order to facilitate participation and help all students feel comfortable sharing their thoughts and ideas in the classroom, it is important that we create a respectful, open environment where everyone is valued. It is more than okay to express strong feelings or disagree with classmates' ideas, but I ask it is done respectfully. Bullying behaviors or actions that create a hostile learning environment will not be tolerated. Please be thoughtful about your words and actions, and focus on critiquing ideas rather than an individual's qualities as a person. Finally, I ask that you regard personal matters shared in classroom discussions as confidential.

Electronic Mail Student Notification Policy

Official communication with students in this class will be conducted via VSU e-mail. Course announcements and updates will be posted on BlazeVIEW. Students are expected to check e-mail on a frequent and regular basis in order to stay current on class activities and assignments. Unless otherwise notified, the instructor will use the e-mail provided to the University as the official address.

DEWAR COLLEGE OF EDUCATION AND HUMAN SERVICES 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 and the policy will be followed <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>

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

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policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

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

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available through SmartEvals. 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 and administrators, and they will be able to access results only after they have submitted final grades. Before final grade submission, instructors will not be able to see any responses, but they can see the percentage of students who have or have not completed their SOIs. While instructors will not be able to see student names, an automated system will send a reminder email to those who have yet to complete their SOIs. Students who withdraw or drop a course will also be sent invitations to complete the Dropped Course Survey. Complete information about the SOIs, including how to access the survey, is available on the [SOI Procedures webpage](#).

Course Calendar & Assignment Deadlines

Date	Topics & Readings
Week 1	<p>Welcome & Course Overview</p> <p>Topic(s): Review Syllabus;</p> <p>Prepared Readings & Video:</p> <ul style="list-style-type: none"> • Ecological Models of Human Development (BV) • Designing for Learning video (BV) <p>Assignment Due: None</p>
Week 2	<p>Topic(s): Physical Environments</p> <p>Prepared Readings</p> <ul style="list-style-type: none"> ○ Strange & Banning – Part 1 Introduction (p. 1) and Ch. 1 ○ Kenney, Dumont, & Kenney – Ch 7 (BV)
Week 3	<p>No Class, Labor Day Holiday</p>
Week 4	<p>Topic(s): Physical Environments Cont.</p> <p>Prepared Readings: Kenney, Dumont, & Kenney – Ch. 2 & 8 (BV) Conroy – How Green Can You Go? (BV) VSU Master Plan 2015 (Link on BV)</p> <p>Assignment Due: Professional Association Engagement Paper due to BV.</p>
Week 5	<p>Topic(s): Human Aggregate</p> <p>Prepared Readings: Strange & Banning, Ch. 2 & 7 Moos, Ch. 9 – Human Aggregate (BV)</p> <p>Assignment Due: None</p>
Week 6	<p>Topic(s): Organizational Environment</p> <p>Prepared Readings: Strange & Banning, Ch 3 Berger, Organizational Behavior at Colleges (BV)</p> <p>Assignment Due: None</p>
Week 7	<p>Topic(s) In-Class Midterm Exam</p> <p>Prepared Readings: None</p> <p>Assignment Due: None</p>
Week 8	<p>No class, Fall Break</p>

Week 9	<p>Topic(s): Community and Technical Colleges Prepared Readings: Cohen, Brawer, Kisker, Ch. 1, 2, & 4 (ebook available via Odum Library)</p> <p>Assignment Due: None</p>
Week 10	<p>Topic(s). Community and Technical Colleges Cont. Prepared Readings: Cohen, Brawer, Kisker, Ch. 7 & 11 (ebook) Technical College System of GA (Link on BV) <i>(note: review and familiarize yourself with this website)</i></p> <p>Assignment Due: None</p>
Week 11	<p>Wiregrass Visit! Class meets in the Connell Board Room, Lowndes Hall, Valdosta Wiregrass Campus. See BV for more info!</p>
Week 12	<p>Topic(s): Working on a multi-location campus, guest: Gary Ballinger Prepared Readings: TBA Assignments Due: Done</p>
Week 13	<p>Topic(s): Community and Technical College Finances Prepared Readings: Bers, Head, & Palmer, Ch. 1, 2, 3 (ebook available via Odum Library)</p> <p>Assignments Due: None</p>
Week 14	<p>Topic(s): Crisis Intervention on College Campuses Prepared Readings: Strange & Banning, Ch. 5 Myer, Ch. 1 & 2 (BV)</p> <p>Assignment Due: None</p>
Week 15	<p>Topic(s): Crisis Intervention on College Campuses, Workplace Analysis Overviews Prepared Readings: Myer, Ch. 3 (BV) Some Campus Carry Laws Don't Make Sense (BV) Campus Crime & Concealed Carry</p> <p>Assignment Due: Workplace Analysis Paper</p>

Week 16	Topic(s): Becoming a Student-Ready College Prepared Readings: McNair Ch. 1 & 2 (ebook available via Odum Library) Assignment Due: None
Finals Week	In Class Final Exam



Valdosta State University Curriculum Form

• Request for a NEW COURSE

Date of Submission:

08/21/2019

*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.

College:	College of Education and Human Services	Dept. Initiating Request:	CLT
Requestor's Name:	Dr. Jamie Workman, Dr. James Archibald	Requestor's Role:	Faculty

Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	HEDL	NEW Course Number: <i>(Consult #s in the catalog)</i>	7870
Proposed NEW Course Title:	Introduction to Higher Education Leadership		
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	Introduction to HEDL		
Prerequisite(s):	None		
Lecture Hours:	3	Lab/Contact Hours:	
		Credit Hours:	3

Proposed NEW Course Description: *(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)**

Introduction to higher education and student affairs. It addresses both theoretical and practical aspects working in higher education. It provides an overview of historical, philosophical, legal, and cultural foundations of student personnel work with attention to professional standards, competencies, and ethics and principle values.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2020	Once per Year

Justification: *(select one or more of the following and provide appropriate narrative below:)*

- | | |
|---|--|
| <input checked="" type="checkbox"/> Improving student learning outcomes | <input type="checkbox"/> Mandate of State/Federal/Accrediting Agency |
| <input type="checkbox"/> Adopting current best practice(s) in field | <input type="checkbox"/> Other – |

Please see attached syllabus for more information on Learning Outcomes.

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

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Source of Data to Support Change (select one or more of the following):

- Indirect Measures; SOIs, student/employer/alumni surveys, etc.
 Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes

(select one or more of the following and provide appropriate narrative below):

- Indirect Measures; SOIs, student/employer/alumni surveys, etc.
 Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
 Other Data Source Descriptions –

Please see attached syllabus for direct measures of assessing course effectiveness and student learning.

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****



Valdosta State University – NEW COURSE Form

- Request for a NEW COURSE

Approvals:	Print:	Signature:	Date:
Department Head	JAMES L. PATE	<i>JLP</i>	8/19/19
College/Division Executive Committee	<i>Bernard Owoer</i>	<i>Bernard Owoer</i>	8/30
Dean/Director	<i>Bernard Owoer</i>	<i>Bernard Owoer</i>	8/30/19
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	<i>Betty K. deCruz</i>	<i>Betty K. deCruz</i>	9/30/19
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

**Dewar College of Education
Valdosta State University
Department of Curriculum, Leadership, & Technology**

**Introduction to Higher Education Leadership
HEDL 7870
3 Semester Hours
Day, Time, Location**

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.

INSTRUCTOR

Name:

Office Location:

Telephone:

E-mail Address:

Office Hours:

*The above office hours are subject to change based upon the instructor's conference travel and meeting schedules. I highly encourage students to set up an appointment rather than dropping by.

COURSE DESCRIPTION

This course is designed as an introduction to higher education and student affairs. It addresses both theoretical and practical aspects working in higher education. It provides an overview of historical, philosophical, legal, and cultural foundations of student personnel work with attention to professional standards, competencies, and ethics and principle values.

REQUIRED TEXTBOOKS

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

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

Hirt, J. B. (2006). *Where you work matters: Student affairs administration at different types of institutions*. Lanham, MD: University Press of America.

Schuh, J. H., Jones, S. R., Harper, S. R., & Komives, S. R. (2011). *Student services: A handbook for the profession*. San Francisco: Jossey-Bass.

Supplemental Learning Resources

This course will include the use of supplemental text relevant to course material. Required and/or beneficial learning materials can access these additional readings on BlazeVIEW

COURSE OBJECTIVES & OUTCOMES

Through regular class participation and conscientious completion of assignments, students are expected to achieve the following designated learning outcomes:

- Objective 1: Show increased knowledge of leadership practices in higher education through course readings, assignments, and periodic assessments.
 - Outcome: Students will read and analyze historical/foundational documents to help develop understanding of how our field has progressed through time.
 - Outcome: Students will identify multiple positions and pathways to leadership within higher education and student affairs and identify how particular competencies related to these positions.
- Objective 2: Critique educational research and synthesize multiple literatures into a cohesive review of literature.
 - Outcome: Students will demonstrate the practical skill of gathering and synthesizing multiple literatures for effective use in decision making.
- Objective 3: Demonstrate effective communication and presentation skills.
 - Outcome: Students will be able to lead and facilitate discussions and seminars to on campus administrative units and all stakeholders.
 - Objective: Recognize and discern how student affairs and higher education differs at different college/university types.
 - Outcome: Students will work in teams to present a chapter outlining student affairs work at different types of institutions

EXPECTATIONS FOR THE CLASS

Because of the interactive nature of this course and program, class participation is essential. Knowledge will be co-constructed. Students are expected to play a major role in their own learning; therefore, initiative, class participation, and regular attendance are expected.

Assignments are to be completed and turned in on the date assigned. Late work will result in a grade reduction for that assignment. If there are significant medical or family emergencies, you are responsible for contacting the instructor to make arrangements in advance for the assignment. In all cases, it is the instructor's decision to determine if alternate arrangements are necessary or will be provided.

1. Be prepared!

Not just an often heard motto but a key to success. I expect that you will not only complete the readings before class, but thought about them in terms of the guiding questions posed below and coming to class with questions, thoughts, and comments to share.

- What are the most important ideas and issues raised in the readings?
- What surprises me about what I've read? What do I think about what I've read?
- What questions do I have as a result of what I've read?
- How can I use these readings to further my development as a professional and in my work with students?

2. Be Present in the moment!

Engaging is far more than being physically present. This class, as well as other classes in the program will be what you make of them! To engage in class means coming with a ready to contribute to the conversation and dialogue. Active engagement also entails careful listening to other points of view, challenge that point appropriately, and a willingness to change one's mind in light of more compelling evidence. Because some students feel more comfortable than others in group discussions, we will have a variety of formats for engagement. That said, I encourage you to move beyond your comfort zone and engage in a way that expands your horizons.

Additionally, in this age of technology it is important to note my thoughts/feelings on the use of electronics. Students may use laptops or tablets to take notes and enhance their learning. If you choose to bring a device, please do not use it for personal purposes during class time. Also, refrain from the use of cell phones during class. If you need to respond to a student/personal emergency, please step out and return when appropriate.

3. Attend class!

I do not do a formal "points counting" system for class attendance and participation. As graduate students, I expect you to be here and be ready to engage in your learning experience. If you need to miss a class due to a professional commitment, please let me know. I allow one professional commitment absence per semester. If you have more than one professional commitment that will cause you to miss class, it will impact your overall grade in the course. If you are ill or have another reason that will cause you to miss class, please try to let me know in advance.

4. Turn in your best work on time!

This means taking the time to think, write and revise before turning something in. Formal papers are written following APA 6 formatting. Assignments are to be completed using 12 point Times New Roman font, with one inch margins on all sides. Please follow other APA 6 guidelines for assignments as well.

I grade using Word's "Review" function. So, please turn in electronic versions of your assignments via BlazeVIEW's Dropbox as a Word document. Unless otherwise noted, assignments are due at **8am on the due date**.

I recognize that "crises" pop up which may make it seem impossible to complete an assignment. I strongly urge you, however, to plan accordingly to get your work done on time. It is a critical attribute for your professional success. It is your responsibility to turn in all assignments on time unless you have made other arrangements with me well in advance of deadlines. I maintain the discretion to deduct points from or refuse to accept any late assignments.

COURSE ASSIGNMENTS

APA Cheat Sheet (5 points) – Due DATE

Course Objective 2

Compose a "cheat sheet" using a 6th Edition APA Manual. Do not use the internet or another source to complete this assignment.

Let's assume you have a test coming up. On that test, you are to write a brief research article in APA 6th edition format. You will not be allowed to use the Internet or a print version of an APA manual for help. However, you are allowed to use a one-page (1 inch margins, 12 pt. font, single sided) reference sheet. For this assignment, you are to create that sheet. Completely fill the page to earn maximum points. Think about what information is most important for YOU to include on the sheet. You may select the format for this sheet based on your needs, but please submit it as a Word document.

Documents Critique Assignment (20 points each) – Due DATE (Set One) & DATE (Set Two)

Course Objectives 1, 2

Each student is required to read, review and provide their reaction to the documents in the Weeks 4 & 5 folders in the BlazeVIEW:

Set One

- The Student Personnel Point of View (1937)
- The Student Personnel Point of View (1949)
- The Student Learning Imperative

Set Two

- Learning Reconsidered
- Learning Reconsidered 2

For each document, please complete a 1-2 page critique. The critique will include (but is not

limited to) your overall reaction to the document, strengths, weaknesses, implications for Student Affairs and/or Higher Education today. To get into good practice of doing so, please use proper APA formatting for this assignment. This means a title page with a running head, abstract and using levels of headers. Each document will be a separate level of header. You do not need to include a reference list.

Note: some of these documents are lengthy, make sure you allow yourself time to read them thoroughly and critique them well!

Adapted From: Hughey, A. W. (2014, Fall). [CNS 571: Introduction to Student Affairs. Western Kentucky University, Bowling Green, KY.] Retrieved from ACPA Syllabus Clearinghouse, Washington, DC.

Competencies Presentation (30 points) – Due DATE (all files and group presentations 1- #) & DATE (group presentations # - #)
Course Objectives 1,3

Working in groups of two or three, students will select one of the ACPA/NASPA Competencies (available via BlazeVIEW) and develop a workshop style presentation covering the competency. The presentation should discuss the importance of the competency for higher education and student affairs practice, specific examples of how members of the group (or their co-workers) have employed the competency in their daily work, and practical strategies for entry-level professionals in meeting this competency area. Each presentation should last 20 – 30 minutes. Groups are expected to identify and utilize information beyond selected course readings, including research articles and other scholarly materials (3-5 additional resources). Presentation format should be appropriate for conferences in our field. In addition to the presentation, your group should provide class members with a one-page professional handout summarizing the content of the presentation and a reference list. All essential presentation and handout files are due **September 26** via the appropriate Assignments Folder in BlazeVIEW by 8am.

Where You Work Matters – Teach Us Session (20 points) – Various dates throughout the semester. Submit your presentation in the *Where You Work Matters* Assignments Folder.
Course Objectives 1,3

Students will work in teams of two or three to teach a selected chapter (2-8) of the *Where You Work Matters* text. These chapters are optional readings for students, so the session should give a detailed overview of the chapter. The presentation is approximately 30 minutes and include the following:

- Key points, implications for practice, etc...from the chapter
- Pop Topic – Pop Topics are *current* issues, news stories, etc...that are effecting an institution or higher education as a whole. The chosen Pop Topic must be relevant to the institution type. It may be related to 1 institution, or multiple.
- Discussion – students should allow ample time to discuss the chapter and Pop Topic, as well as answer questions other students may have.

- Supplemental Activity – students may create an optional activity (case study, small group activity) if they believe time will allow. Please be cognizant of the 30-minute timeframe. Slightly over time is OK, but not much more.

Online Learning Sessions (OLS) – (10 points each)

Course Objective 1

This semester, we will have 2 class sessions that will only meet online. Below are the assignments for each of these sessions:

- **Pick Your Podcast – Due DATE**
Select a podcast or webinar from higheredlive.com or breakdrink.com that interests you. Watch or listen to it, and write a 1-2 page reflection on what you learned from it and how you can use the information learned in the future. Web links to HigherEdLive and Breakdrink are available on BV. Students may choose a podcast or webinar from a different source with prior approval from Dr. Workman.
- **In the News – Due DATE**
Select a news article/blog post/etc...from an online higher education periodical such as the *Chronicle of Higher Education*, *Inside Higher Ed*, or something similar. The publication should be a news source, not a peer-reviewed journal. Read it (including any comments posted by users) and write a 1-2 page reflection on what you learned and how you can use what you learned in the future. Access information for the *Chronicle of Higher Education* and *Inside Higher Ed* are posted in BV. Students may chose a piece from another source without prior approval from Dr. Workman as long as it is relevant to higher education.

Functional Area Presentation (35 points) - Due DATES

Course Objectives 1,2,3

The purpose of this assessment is to learn and to teach others about a particular student affairs area within a campus community. The particular service may be housed in more than one office. Our focus is on the service that student affairs/higher education professionals provide to students, not on the actual organizational chart of the institution. You will research a particular student affairs unit, culminating in a presentation of your findings to the class.

In addition to focusing on the service (not the office on an organizational chart), it is important that you seek information on how this service exists on many different campuses. For example, the provision of student health services at a liberal arts college may differ from the service at a religiously-affiliated institution and may differ still from the service provided at a research university with a university hospital on site.

The goal is to become experts on how student affairs/higher education professionals provide this service to students across a wide range of institutions. As experts, you will teach the rest of the

class about this service area. This is a learning experience: challenge yourself to learn something new!

The presentation should be a synthesis and an integration of your research. Your research should include reviews of written material, website(s), etc....for 3 different institutions. VSU may be one of them, but does not have to be. Because of the variety of options, my preference is that all students choose a different functional area. If there must be overlap, students that are doing the same functional area may not use the same institutions.

Questions you might consider pursuing include:

- What is the relationship of the service to the university mission? To the academic mission? To the mission of the student affairs division?
- What are the assumptions, values, and perspectives of this service area?
- What is the background (education, past professional experience, etc.) of those in this service area?
- What competencies are most used in this service area; in what ways are they put to use?
- What trends or legal issues affect the work in this area?
- To what professional organizations does the staff of this service belong?
- Are there specific professional or ethical standards that guide the specific practice?
- How do those involved in this service area measure success? How do they determine the desired outcomes for students who use the service? How do they evaluate their efforts?
- In what ways are these services:
 - Remedial (correcting deficits or negative elements)
 - Preventative (interceding to prevent potentially negative results)
 - Developmental (enhancing or enriching persons and their environments)
- Are provisions made to meet the needs of all students?
- How does this service meet the needs of the “whole student”?
- What are the current issues faced by student affairs professionals within this service area?
- Other questions as you determine

The presentation will be approximately 20 minutes in length. You may use any resources you think are appropriate to make your presentation interesting, meaningful, and educational (e.g., video clips, on-site observations, role plays, etc.) The only restriction is that YOU should be the expert on this topic. Do not invite someone else into the classroom as a part of the presentation.

Possible Units:

- | | |
|----------------------------|----------------------------------|
| • Counseling Center | • Student Union |
| • Health Services | • Office of Career Opportunities |
| • Financial Aid | • Campus Recreation |
| • Registrar | • Dining |
| • Veteran’s Affairs | • Wellness Services |
| • Dean of Students Office | • Centralized Advising |
| • Office of Orientation | • Student Success Center |
| • Housing & Residence Life | |
| • Admissions | |

- International Student Services
- Access Office
- Fraternity and Sorority Life
- LGBTQ Student Services
- Other

COURSE EVALUATION

You will be asked to provide the instructor with informal feedback regarding aspects of the course. At the conclusion of the class, you will have the opportunity to evaluate the course and the instructor. Grades and quality points represent the instructor's final estimate of the student's performance in a course. The following letters denote course grades:

90-100% = A (Excellent; 4 quality pt/hr)	≤ 65% = F (Failing; 0 quality pt/hr)
80-89% = B (Good; 3 quality pt/hr)	WF = Withdrew Failing (0 quality pt/hr)
70-79% = C (Satisfactory; 2 quality pt/hr)	
65-69% = D (Passing; 1 quality pt/hr)	

I assign an "A" for work that is excellent – very strong overall. It represents thoughtful, detailed, creative and critical work, shows complex thinking and insight, and is well written and has minimal to no errors (typos, grammar, APA, etc...). A "B" represents good work. It has some weaknesses in one or more areas but displays good work overall. A "B" is a reasonable grade for graduate level work, one you should be proud of! While some students in the class may earn an "A", do not expect to earn one for work that is not outstanding.

OTHER:

Recognition of Religious Pluralism

Accommodations will be made for students in need of alternative assignment due dates, or who need to miss class time in observance of religious holidays. It is important to notify me of your needs for extension at least three weeks prior to these occasions.

Safe Space

In order to facilitate participation and help all students feel comfortable sharing their thoughts and ideas in the classroom, it is important that we create a respectful, open environment where everyone is valued. It is more than okay to express strong feelings or disagree with classmates' ideas, but I ask it is done respectfully. Bullying behaviors or actions that create a hostile learning environment will not be tolerated. Please be thoughtful about your words and actions, and focus on critiquing ideas rather than an individual's qualities as a person. Finally, I ask that you regard personal matters shared in classroom discussions as confidential.

Electronic Mail Student Notification Policy

Official communication with students in this class will be conducted via VSU e-mail. Course announcements and updates will be posted on BlazeVIEW. Students are expected to check e-mail on a frequent and regular basis in order to stay current on class activities and assignments.

Unless otherwise notified, the instructor will use the e-mail provided to the University as the official address.

DEWAR COLLEGE OF EDUCATION AND HUMAN SERVICES 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/academics/academic-affairs/academic-honesty-policies-and-procedures.php>

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

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a [Valdosta State University Report of Academic Dishonesty](#).

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 [Valdosta State University Report of Academic Dishonesty](#). 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."

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for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

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Course Calendar & Assignment Deadlines

Date	Topic, Readings, & Assignments
Week 1	<p>Introductions, Course Overview, Grad School “Bootcamp” 1 Review Syllabus Prepared Readings</p> <ul style="list-style-type: none"> ○ Fischer, B. A. and Zigmond, M. J. (1998), Survival Skills for Graduate School and Beyond. <p>Assignment Due: None</p>
Week 2	<p>Grad School “Bootcamp” 2 - Library Instruction Session Reading and Writing in Graduate School Meet at ROOM Odum Library Prepared Readings: None Assignment Due: None</p>
Week 3	<p>Grad School “Bootcamp” 3 - APA Overview Student Affairs Foundations and Principles Prepared Readings</p> <ul style="list-style-type: none"> ○ Schuh, et al. (2011) Chapter 4, 5, 6 ○ APA readings - BV <p>Assignments Due:</p> <ul style="list-style-type: none"> ○ APA Online tutorial (link on BV) ○ APA Cheat Sheet
Week 4	<p>Historical Foundations of Student Affairs Prepared Readings:</p> <ul style="list-style-type: none"> ○ Document Critique Readings (Set 1) ○ Hirt (2006), Chapter 1 <p>Assignment Due: Document Critique (Set 1) Presentation: <i>Where You Work Matters</i>- Chapter 2</p>
Week 5	<p>Historical Foundations of Student Affairs (cont.) Prepared Readings:</p> <ul style="list-style-type: none"> ○ Document Critique Readings (Set 2) <p>Assignment Due: Document Critique (Set 2) Presentation: <i>Where You Work Matters</i> – Chapter 3</p>
Week 6	<p>Professional Development & Developing Your Professional Identity Prepared Readings</p> <ul style="list-style-type: none"> ○ Cooper et al. (1999) Professional Development Advice... ○ Ortiz & Shintaku (2004) Professional & Personal Identities... ○ Justyna (2014) Developing a Professional Identity <p>Assignment Due: None Presentation: <i>Where You Work Matters</i> – Chapter 4</p>

Week 7	<p>Professional Competencies: Part I</p> <p>Prepared Readings</p> <ul style="list-style-type: none"> o ACPA/NASPA Competencies o Schuh et al. (2011) Part 5 and others (Review as Needed) <p>Assignment Due: None</p> <p>Presentations: Competencies Presentations (1-4)</p>
Week 8	<p>Professional Competencies: Part II</p> <p>Prepared Readings</p> <ul style="list-style-type: none"> o Schuh et al. (2011) Part 5 and others (Review as Needed) <p>Assignment Due: None</p> <p>Presentations: Competencies (5-8)</p>
Week 9	No Class: Fall Break
Week 10	<p>Supervision in Higher Education Leadership</p> <p>Mid-Semester Check In</p> <p>Prepared Readings:</p> <ul style="list-style-type: none"> o Schuh et al. (2011) Chap. 21 o Campbell (2011) Leadership and its Impact... o Shupp and Armino (2012) Synergistic Supervision... o Hoggerson & Rehwaldt (1993) Supervisor's Dilemma ...Case Study (be prepared to discuss in depth) <p>Assignment Due: None</p> <p>Presentation: <i>Where You Work Matters</i>- Chapter 5</p>
Week 11	<p>Advising and Helping Skills</p> <p>Prepared Readings:</p> <ul style="list-style-type: none"> o Schuh et al. (2011) 23 – 24 o Strayhorn (2015) Reframing Academic Advising o Young et al. (2013) Academic advising: Does it really <p>Assignment Due: None</p> <p>Presentation: <i>Where You Work Matters</i> – Chapter 6</p>
Week 12	<p>OLS: Pick Your Podcast</p> <p>Prepared Readings: None, but listen to/watch your podcast!</p> <p>Assignment Due: Pick Your Podcast Reflection</p>

Week 13	<p>The changing face of Higher Education</p> <p>Prepared Readings:</p> <ul style="list-style-type: none"> o Schuh et al. (2011) Chapter 3, 19 o Chun-Mei et. al (2005) A Comparison of International Student o Kirchner (2015) Supporting Student Veterans o Gilardi & Guglielmetti (2011) University Life of Non Trad Students <p>Assignment Due: None</p> <p>Presentation: <i>Where You Work Matters</i> – Chapter 7</p>
Week 14	<p>OLS: In the News</p> <p>Prepared Readings: Your chosen piece</p> <p>Assignment Due: In the News reflection</p>
Week 15	<p>Functional Areas 1</p> <p>Prepared Reading: None</p> <p>Assignment Due: None</p> <p>Presentations: <i>Where You Work Matters</i> – Chapter 8</p> <p>Functional Areas 1-#</p>
Week 16	<p>Functional Areas 2</p> <p>Prepared Readings: None</p> <p>Assignment Due: None</p> <p>Presentations: Functional Areas # - #</p>
Finals Week	<p>Functional Areas 3 and Course Wrap Up</p> <p>Prepared Readings: None</p> <p>Assignment Due: None</p> <p>Functional Area Presentations # - #</p>



Valdosta State University Curriculum Form

- Request for a NEW COURSE

Date of Submission: 08/21/2019

**Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.*

College:	College of Education and Human Services	Dept. Initiating Request:	CLT
Requestor's Name:	Dr. Jamie Workman, Dr. James Archibald	Requestor's Role:	Faculty

Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	HEDL	NEW Course Number: <i>(Consult #s in the catalog)</i>	8700
Proposed NEW Course Title:	Special Topics in Higher Education Leadership		
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	Special Topics in HEDL		
Prerequisite(s):			
Lecture Hours:	3	Lab/Contact Hours:	
		Credit Hours:	3

Proposed NEW Course Description: *(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)**

Allows intensive study of a specialized topic related to working in higher education. Can be taken two times for credit.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2020	Once per Year

Justification: *(select one or more of the following and provide appropriate narrative below:)*

- | | |
|---|--|
| <input checked="" type="checkbox"/> Improving student learning outcomes | <input type="checkbox"/> Mandate of State/Federal/Accrediting Agency |
| <input type="checkbox"/> Adopting current best practice(s) in field | <input type="checkbox"/> Other – |

In the fields of higher education and student affairs it is national practice to provide students with practical knowledge of the various aspects in of working in higher education. The course will provide opportunity to develop curriculum around a specialized topic not currently covered in depth in the current Higher Education Leadership program.

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

Source of Data to Support Change (select one or more of the following):

- Indirect Measures; SOIs, student/employer/alumni surveys, etc.
 Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes

(select one or more of the following and provide appropriate narrative below):

- Indirect Measures; SOIs, student/employer/alumni surveys, etc.
 Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
 Other Data Source Descriptions –

Please see attached syllabus. Data collected will vary based on the topic, but will include elements such as tests, papers, and/or presentations.

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****



Valdosta State University – NEW COURSE Form

- Request for a NEW COURSE

Approvals:	Print:	Signature:	Date:
Department Head	JAMES L. PATE	<i>[Signature]</i>	8/19/19
College/Division Executive Committee	Bernard Oliver	<i>[Signature]</i>	8/30/19
Dean/Director	Bernard Oliver	<i>[Signature]</i>	8/30/19
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. daCruz	<i>[Signature]</i>	9/30/19
Academic Committee			

*Will this change impact another college/department?

- No Yes [select college & indicate department(s)]

College: *Select One.*

Department(s):

HEDL 8700
Special Topics in Higher Education
Leadership
3 SEMESTER HOURS

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

Conceptual Framework: Guiding Principles

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

Positively Impacting Learning through Evidence-Based Practices

INSTRUCTOR

TBA

OFFICE HOURS

TBA

REQUIRED TEXTBOOKS

Will vary based on specific topic of course.

COURSE DESCRIPTION

This course allows intensive study of a specialized topic related to working in higher education.

COURSE OBJECTIVES

Objectives and performance-based activities will be jointly determined based on the specific topic of the course.

COURSE REQUIREMENTS

Requirements for this course will vary depending on specific topic. Typical course requirements of in the Higher Education Leadership program include elements such as tests, research papers, and/or presentations.

OTHER

Recognition of Religious Pluralism

Accommodations will be made for students in need of alternative assignment due dates, or who need to miss class time in observance of religious holidays. It is important to notify me of your needs for extension at least three weeks prior to these occasions.

Safe Space

In order to facilitate participation and help all students feel comfortable sharing their thoughts and ideas in the classroom, it is important that we create a respectful, open environment where everyone is valued. It is more than okay to express strong feelings or disagree with classmates' ideas, but I ask it is done respectfully. Bullying behaviors or actions that create a hostile learning environment will not be tolerated. Please be thoughtful about your words and actions, and focus on critiquing ideas rather than an individual's qualities as a person. Finally, I ask that you regard personal matters shared in classroom discussions as confidential.

Electronic Mail Student Notification Policy

Official communication with students in this class will be conducted via VSU e-mail. Course announcements and updates will be posted on BlazeVIEW. Students are expected to check e-mail on a frequent and regular basis in order to stay current on class activities and assignments. Unless otherwise notified, the instructor will use the e-mail provided to the University as the official address.

DEWAR COLLEGE OF EDUCATION AND HUMAN SERVICES

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 and the policy will be followed <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>
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

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

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

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available through SmartEvals. 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 and administrators, and they will be able to access results only after they have

submitted final grades. Before final grade submission, instructors will not be able to see any responses, but they can see the percentage of students who have or have not completed their SOIs. While instructors will not be able to see student names, an automated system will send a reminder email to those who have yet to complete their SOIs. Students who withdraw or drop a course will also be sent invitations to complete the Dropped Course Survey. Complete information about the SOIs, including how to access the survey, is available on the [SOI Procedures webpage](#).



Valdosta State University Curriculum Form

• Request to DEACTIVATE/ACTIVATE a Course/Program

Date of Submission:

08/21/2019

College:

College of Education and Human Services

Dept. Initiating Request:

CLT

Requestor's Name:

Dr. Jamie Workman, Dr. James Archibald

Requestor's Role:

Faculty

List of Courses (or the program or track)

*(Example: CLASS 1111 Introduction to Class)

SAHE 7870: Student Personnel Services

Deactivate Course(s)

Reactivate Course(s)

Program Level:

- Undergraduate
- Graduate

Course Classification:

- Core (Area A-E)
- Major Requirement
- Elective

Semester to be Effective:

- Fall
- Spring
- Summer

Year to be Effective:

2020

Estimated Frequency of Course Offering:

Once per Year

Justification: (select one or more of the following and provide appropriate narrative below:)

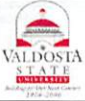
- Improving student learning outcomes
- Mandate of State/Federal/Accrediting Agency
- Adopting current best practice(s) in field
- Other –

The pre-existing curriculum of this course has been modified and will be part of a newly requested course in the Higher Education Leadership curriculum (HEDL 7870: Introduction to Higher Education Leadership)

Source of Data to Support Change (select one or more of the following and provide appropriate narrative below):

- Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

The faculty of the Higher Education Leadership program believe the newly requested course will enhance student learning. The curriculum has been updated to include current best practices and relevant topics in the field of higher education.



Valdosta State University – DEACTIVATE/ACTIVATE a Course/Program

- Request to DEACTIVATE/ACTIVATE a Course/Program

Approvals:	Print:	Signature:	Date:
Department Head	JAMES L. PATE	<i>J L Pate</i>	8/19/19
College/Division Executive Committee	Bernard Oliver	<i>Bernard Oliver</i>	8/20
Dean/Director	Bernard Oliver	<i>Bernard Oliver</i>	8/30
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. deCruz	<i>Becky K. deCruz</i>	9/30/19
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	



Valdosta State University Curriculum Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission:

4/23/2019
Select Date.

*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.

College:	Education and Human Services	Dept. Initiating Request:	Curriculum, Leadership, & Technology
Requestor's Name:	Lars Leader	Requestor's Role:	Associate Professor

Check One Option:	<input checked="" type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>	<input type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>
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Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	2020

Degree/Program Name:	M.Ed. Degree with a Major in Instructional Technology Technology Applications Concentration (for Non P-12 Public School Personnel)
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Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/curriculum-leadership-technology/med-instructional-technology/
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Present Requirements:	Proposed Requirements: <i>(hover over for instructions)</i>
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EDUC 5999 is a zero-hour required course.

~~EDUC 5999 is a zero-hour required course.~~

Justification: *(select one or more of the following and provide appropriate narrative below:)*

- | | |
|---|--|
| <input type="checkbox"/> Improving student learning outcomes | <input type="checkbox"/> Mandate of State/Federal/Accrediting Agency |
| <input type="checkbox"/> Adopting current best practice(s) in field | <input checked="" type="checkbox"/> Other – |

EDUC 5999 needs to be removed because the College of Education has made P-12 certification a requirement for taking the course. A non-credit orientation workshop has replaced EDUC 5999 for Non P-12 candidates.

Source of Data to Support Change (select one or more of the following):

- Indirect Measures; SOIs, student/employer/alumni surveys, etc.
 Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes

(select one or more of the following and provide appropriate narrative below):

- Indirect Measures; SOIs, student/employer/alumni surveys, etc.
 Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
 Other Data Source Descriptions –



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	JAMES L. PATE	<i>J. L. Pate</i>	4/4/19
College/Division Executive Committee	Bernard Oliver	<i>Bernard Oliver</i>	8/30/19
Dean/Director	Bernard Oliver	<i>Bernard Oliver</i>	8/30/19
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Betty K. deCruz	<i>Betty K. deCruz</i>	9/30/19
Academic Committee			



***Will this change impact another college/department?** No Yes [select college & indicate department(s)]

College:	Select One.	Department(s):	
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MEMORANDUM

TO: Members of the VSU Academic Committee

FROM: Michael M. Black, Ed.D., Institutional Effectiveness

DATE: September 23, 2019

RE: Determination of Credit Hours Policy

Federal Regulations and our regional accreditor, SACSCOC, require that VSU have a published institutional policy on awarding academic credit. The purpose of the policy is to ensure we award credit for courses and programs that conform to commonly accepted practice in higher education and SACSCOC policy. VSU's policy has been posted online for several years, and periodically, I bring it to the Academic Committee to request:

- 1) review of the policy; and
- 2) notation in the minutes that the document was reviewed.

Although I do not believe there are any changes needed at this time, the committee's feedback is always appreciated. Please let me know if there are any questions.

Valdosta State University's Determination of Credit Hours for Courses Policy:

- 1) defines a credit hour,
- 2) provides direction for determining credit hours for courses, and
- 3) ensures credit hours are properly applied and assigned to courses to conform with commonly accepted practices in higher education.

VSU's academic operations continuously demonstrate compliance with Federal Regulation Program Integrity Rules,¹ University System of Georgia (USG) Policy 3.4, Southern Association of Colleges and Schools Commission on Colleges Standard 10.7, and the guidance in Southern Association of Colleges and Schools Commission on Colleges *Policy Statement on Credit Hours*.²

FEDERAL DEFINITION OF THE CREDIT HOUR:

Part 600, Institutional Eligibility under the Higher Education Act of 1965, as amended, provides the following definition:

"A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than--

(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours." (34 CFR Part 600.2).

The U.S. Department of Education National Center for Education Statistics (NCES) defines a credit hour as "A unit of measure representing the equivalent of an hour (50 minutes) of instruction per week over the entire term. It is applied toward the total number of credit hours needed for completing the requirements of a degree, diploma, certificate, or other formal award."

UNIVERSITY SYSTEM OF GEORGIA DEFINITIONS FOR THE ACADEMIC CALENDAR:

"The academic calendar for each USG institution shall consist of two semesters, each with at least 15 weeks of instructional time, as defined by federal regulations issued by the United States Department of Education. The 15 weeks of instructional time shall not include registration or final examinations....A minimum of 750 minutes of instruction or equivalent is required for each semester credit hour. A course offered in fewer than 15 instructional weeks shall contain the same total hours (contact hours, preparation time, content, and requirements) as the same course offered in the standard 15-week semester." (USG Policy Manual Section 3.4³)

¹ Program Integrity Rules, Federal Register Vol. 75 Number 209, page 66831 (October 29, 2010, effective July 1, 2011).

² <http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf>

³ <https://www.usg.edu/policymanual/section3/C339>

POLICY:

This credit hour policy applies to all courses at all levels (undergraduate, graduate, and professional) that award academic credit on an official transcript regardless of the mode of delivery including, but not limited to, fully online, hybrid, lecture, seminar, laboratory, studio, directed study, or study abroad. Academic units are responsible for ensuring that credit hours are awarded only for work that meets the requirements outlined in this policy.

Valdosta State University utilizes the federal definition of the credit hour as a basis for determining the amount of credit assigned for student work. The VSU Academic Committee of the Faculty Senate is responsible for ensuring that credit hours are appropriately approved for course work, and the VSU Registrar's Office ensures that credit hours are accurately attached to courses in the student information system. The Registrar's Office ensures that the number of class minutes for lecture- and laboratory-based courses have been accounted for during the scheduling of courses. The following methodology guides credit hours assignments.

Lecture Courses:

Traditional lecture-based courses that meet only in a face-to-face format must meet for 750 minutes for each semester credit hour, whether offered in a full-semester, half-semester, or 5-week format. In addition, it is expected that students will spend a **minimum** of two hours in out-of-class preparation for every hour spent in class. Therefore, a one credit hour course must require a minimum of 750 class meeting minutes and 1500 out-of-class preparation minutes. All courses will require a **minimum** of 2250 engaged minutes per semester hour.

When courses are offered in hybrid or fully online format, 2250 engaged minutes are still required and expected for each hour of credit. Because it is difficult to measure engaged minutes for courses offered in hybrid or online formats, course content and learning outcomes should be matched to those established in face-to-face sections of the same courses. Face-to-face courses may be conducted through in-person delivery or through electronic delivery whether synchronous or asynchronous.

Laboratory/Studio/Clinical Courses:

Standard academic practice specifies that a **minimum** of 2250 engaged minutes must be required for each semester credit hour. In the case of laboratory, studio, or clinical courses, most of these engaged minutes will be spent in the actual execution of the laboratory, studio, or clinical exercises. Students may also be expected to spend out-of-class time preparing for laboratory, studio, or clinical exercises. In all cases, class time plus expected out-of-class preparation time must add up to a **minimum** of 2250 engaged minutes per semester credit hour for the specified course.

Courses that blend activity/laboratory/studio/clinical and lecture components:

Courses that blend lecture components with laboratory, studio, or clinical components pose challenges in making the correct credit hour determination. The standard remains that a **minimum** of 2250 engaged minutes must be required for each semester credit hour. There are four components in this type of course:

- Lecture component
- Out-of-class preparation for the lecture component

Determination of Credit Hours for Courses Policy



- Activity/laboratory/studio/clinical component
- Out-of-class preparation for the activity/laboratory/studio/clinical component

In general, it is appropriate to expect that students will spend a **minimum** of two hours in out-of-class preparation for every one hour spent in the lecture component of the class. The activity/laboratory/studio/clinical component may exist with or without an expectation of out-of-class preparation. In determining whether the requirement for a minimum of 2250 engaged minutes per semester hour of credit has been met, minutes expected to be spent in class lectures, out-of-class preparation for the lecture component, the activity/laboratory/studio/clinical component, and out-of-class preparation for the activity/laboratory/studio/clinical component should be summed. For internships, the minimum engaged minutes required for awarding academic credit should adhere to the Internship Guidelines section of the *Undergraduate Catalog*.

Although infrequent, deviations may exist from the prescribed formulas; however, the institution must still account for the expectation that a **minimum** of 2250 engaged minutes will be required for every semester hour of credit assigned to the course.

The hour designation, X-Y-Z, is located in the VSU *Undergraduate Catalog* or *Graduate Catalog*, Courses of Instruction section. X is the number of lecture contact hours (or equivalent) per week; Y is the number of laboratory or studio contact hours per week; Z is the number of semester hours credit.

POLICY REVISIONS:

Proposed revisions to this policy should be submitted in writing to the Chairperson of the Academic Committee of the Faculty Senate by way of the Office of Academic Affairs or Office of the Registrar.

APPROVAL DATE:

Prepared by Institutional Effectiveness:	November 6, 2012
Graduate Executive Committee Review:	November 29, 2012
Deans' Council Endorsement:	December 12, 2012
Department Heads' Council Information Item:	November 27, 2012
Academic Committee Information Item:	January 14, 2013
Provost and VPAA Approval:	January 31, 2013
Forwarded to Catalog Editor:	March 11, 2013

Sources: Federal Register; USG Policy Manual; SACSCOC Credit Hours Policy; Dr. Barbara L. Brown, GPC.

Revisions

09/12/2018: Updated policy reference numbers to SACSCOC Standard 10.7; updated section of quoted text directly from BOR Policy 3.4; added footnote URL to SACSCOC Policy Statement on Credit Hours; added footnote URL to BOR Policy 3.4