VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET

ACADEMIC COMMITTEE

MONDAY,
September 14, 2020

2:30 p.m.

Microsoft Teams

Stanley Jones
Registrar/Secretary of the Academic Committee

ACADEMIC COMMITTEE
AGENDA
September 14, 2020

1. Minutes of the April 13, 2020 meeting. (pages 1-3) were approved by email April 24, 2020.

2. **COLLEGE OF SCIENCE AND MATHEMATICS**
   a. Reactivation MATH 6085 – was given administrative approval for SUM20 (pages 4-11)

3. **HONORS COLLEGE**
   a. Revised prerequisites HONS 3990 (pages 12-13)
   b. Revised prerequisites HONS 4990 (pages 14-15)

4. **COLLEGE OF EDUCATION AND HUMAN SERVICES**
   a. New certificate in Community and Technical College Leadership (pages 16-19)
   b. New course HEDL 7700 (pages 20-29)

5. **COLLEGE OF BUSINESS ADMINISTRATION**
   a. Revised Learning Goals and Objectives for all BBA's (pages 30-32)
   b. Revised Learning Goals and Objectives for the BBA in Accounting (pages 33-35)
   c. Revised prerequisite for MKTG 4010 (pages 36-37)
   d. Revised prerequisite for MKTG 4020 (pages 38-39)
   e. Revised prerequisite for MKTG 4030 (pages 40-41)
   f. Revised prerequisite for MKTG 4040 (pages 42-43)
   g. Revised prerequisite for MKTG 4050 (pages 44-45)

6. **COLLEGE OF HUNANITIES AND SOCIAL SCIENCE**
   a. Deactivation of the BA in Legal Assistant Studies (pages 46-47)
   b. Revised credit hours for JOUR 2510 (pages 48-49)
   c. New course NAIS 3640
      1. Revised course title and description for PHIL 3640 (pages 50-52)
   d. New course AFAM 4235 (pages 53-54)
   e. New course HIST 4227 (pages 55-62)
   f. New course HIST 6235 (pages 63-66)
   g. New course HSIT 4235 (pages 67-68)
   h. Revised requirements for the BA in Political Science – Pre-Law Track (pages 69-72)
   i. New course POLS 4861 (pages 73-84)
   j. New course POLS 4862 (pages 85-98)
   k. New course POLS 4863 (pages 99-116)
   l. New course POLS 4864 (pages 117-130)
   m. New course POLS 4865 (pages 131-142)
   n. New course POLS 4866 (pages 143-148)
   o. New course POLS 4867 (pages 149-160)
   p. New course POLS 4868 (pages 161-166)

The Academic Committee of the Valdosta State University Faculty Senate met virtually Monday, April 13, 2020. Dr. Sharon Gravett, Associate Provost for Academic Affairs, presided.

Members Present: met virtually.

Members Absent: met virtually.

Catalog Editor: Dr. Jane Kinney.

Visitors Present: met virtually.

The Minutes of the March 9, 2020 meeting were approved by email on March 12, 2020. (pages 1-3).

A. College of Humanities and Social Science

1. New course, Native American and Indigenous Studies (NAIS) 5500, "Special Topics in NAIS", (SPEC TOPICS NAIS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2020 with the description changed to - Topics vary. An intensive study in a current topic relevant to Native American and Indigenous Studies. This course may be repeated for credit twice. . (pages 4-11).

2. Revised degree requirements for the MAT in Foreign Language Education (Spanish and French) was approved effective Fall Semester 2020. (pages 12-14).

3. Revised degree requirements for the MAT in English to Speakers of Other Languages was approved effective Fall Semester 2020. (pages 15-17).

4. Revised requirements for the Spanish for Professional Certificate was approved effective Fall Semester 2020. (pages 129-130).

5. New course, Experiential (EXPL) 3000, "Internship Preparation for Nonprofits", (INTERN PREP FOR NONPROFITS - 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 – Preparation for an internship with a non-profit agency… . (pages 131-132).

6. New course, Experiential (EXPL) 3010, "College of Humanities and Social Science Internship", (COL HUMN/SOC SCI INTERNSHP – 3-12 credit hours, 0 lecture hours, 3-12 lab hours, and 3-12 contact hours), was approved effective Fall Semester 2020. (pages 133-134).

B. College of the Arts

1. New course, Art (ART) 5210, "Design Thinking", (DESIGN THINKING– 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2020 with the description changed to - An introduction to creative problem-solving that prepares students to address personal and professional challenges by empathizing, defining problems, ideating solutions, and prototyping and testing these solutions. . (pages 18-20).

2. Deactivation and removal of the MMED in Music Education was approved effective Fall Semester 2020. (pages 21-22).

3. Revised admission requirements for the MAT in Music Education was approved effective Fall Semester 2020. (pages 23-24).

4. Revised degree requirements for the MAT in Music Education was approved effective Fall Semester 2020 with "Must pass a piano" to "Must successfully complete a piano" and "Complete the Georgia" to "Completion of Georgia". (pages 25-26).

5. New course, Dance (DANC) 3950, "Dance for Camera", (DANCE FOR CAMERA – 2 credit hours, 1 lecture hours, 2 lab hours, and 3 contact hours), was approved effective Fall Semester 2020. (pages 27-35).

6. Revised degree requirements for the BFA in Theatre – Production Track was approved effective Fall Semester 2020. (pages 36-38).

7. Revised degree requirements for the BFA in Theatre – Elective Studies in Theatre Management was approved effective Fall

Semester 2020. (pages 39-41).

8. Revised degree requirements for the BFA in Theatre – Musical Theatre Track was approved effective Fall Semester 2020. (pages 42-44).

9. Revised degree requirements for the BFA in Theatre – Performance Track was approved effective Fall Semester 2020. (pages 45-47).

C.   College of Education and Human Services

1. Revised degree requirements for the EDS in School Counseling was approved effective Fall Semester 2020. (pages 48-49).

2. Revised degree requirements for the EDS in Educational Leadership – Tier II Certification was approved effective Fall Semester 2020. (pages 50-51).

3. Revised degree requirements for the MED in Adult and Career Education was approved effective Fall Semester 2020. (pages 52-53).

4. Revised course prerequisite, Adult and Career Education (ACED) 7990, "Analysis of Research in Adult and Career Education", (ANALYSIS RSRCH ADLT/CAREER EDU – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2020. (pages 54-55).

5. Revised degree requirements for the MAT in Health and Physical Education was approved effective Fall Semester 2020. (pages 56-57).

6. Revised catalog copy for the MAT in Education was approved effective Fall Semester 2020. (pages 58-60).

7. New course, Middle/Secondary Education (MSED) 5840, "Teaching Context for Career, Technical, and Agricultural Educators", (TEACH CONTEXT CTAE EDUCATORS – 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 - ...2999. Pre or Corequisite: MSED 6020 or 6200. Candidates.... (pages 61-67).

8. Revised graduate school website – graduation requirements was approved effective Fall Semester 2020. (pages 68-71).

9. Revised degree requirements for the MED in Middle Grades Education Math/Science was approved effective Fall Semester 2020. (pages 72-73).

10. Revised graduate school website for the MAT in Agriculture Education was approved effective Fall Semester 2020. (pages 74-78).

11. Revised degree requirements for the MAT in Agriculture Education was approved effective Fall Semester 2020. (pages 79-81).

12. Revised admission requirements for the MAT in Middle Grades Education or Secondary Education was approved effective Fall Semester 2020. (pages 82-84).

13. Revised degree requirements for the MAT in Middle Grades Education or Secondary Education was approved effective Fall Semester 2020. (pages 85-87).

14. Revised course prerequisites grading mode, and description, Elementary Education (ELED) 4690, "Elementary Education Practicum and Seminar: Grades 1-3", (ELED PRACTICUM/SEMINAR GR 1-3 – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Fall Semester 2020. (pages 88-89).

15. Revised course prerequisites, grading mode, and description, Elementary Education (ELED) 3690, "Elementary Education Practicum and Seminar: Grades 4-5", (ELED PRACTICUM/SEMINAR: GR 4-5 – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Fall Semester 2020. (pages 90-91).

16. Revised course prerequisites, grading mode, and description, Elementary Education (ELED) 3190, "Elementary Education Practicum and Seminar: PreK-K", (ELED PRACTICUM/SEMINAR: PREK-K – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Fall Semester 2020. (pages 92-93).

17. Revised admission requirements for the MAT in Special Education – Adapted Curriculum and General Curriculum was approved

effective Fall Semester 2020. (pages 94-96).

18. Revised degree name for the MAT in Special Education – Deaf and Hard of Hearing Education was approved effective Fall Semester 2020. (pages 97-99).

19. Revised admission requirements for the MAT in Special Education – Deaf and Hard of Hearing Education was approved effective Fall Semester 2020. (pages 100-101).

20. Revised graduate school website MAT in Special Education – Deaf and Hard of Hearing Education was approved effective Fall Semester 2020. (pages 102-104).

21. Revised degree requirements for the MAT in Special Education – Deaf and Hard of Hearing Education was approved effective Fall Semester 2020. (pages 105-106).

22. Revised degree requirements for the MED in Special Education – Deaf and Hard of Hearing Education was approved effective Fall Semester 2020. (pages 107-109).

23. Revised graduate school website MED in Special Education – Deaf and Hard of Hearing Education was approved effective Fall Semester 2020. (pages 110-112).

24. Revised admission requirements for the MED in Special Education – Deaf and Hard of Hearing Education was approved effective Fall Semester 2020. (pages 113-115).

25. Revised catalog copy for the MED in Special Education – Deaf and Hard of Hearing Education was approved effective Fall Semester 2020. (pages 116-119).

26. Revised graduate school website for the MAT in Education – admissions requirements was approved effective Fall Semester 2020. (pages 120-124).

27. Revised graduate school website narrative for the MAT in Education was approved effective Fall Semester 2020. (pages 125-126).

28. Revised graduate school website for the Retention, Dismissal, and Readmission for the MAT in Education was approved effective Fall Semester 2020. (pages 127-128).

D.   College of Business Administration

1. Revised course description, Business Administration (BUSA) 3999, "Experiential Learning", (EXPERIENTIAL LEARNING – 0 credit hours, 0 lecture hours, 0 lab hours, and 0 contact hours), was approved effective Fall Semester 2020. (pages 135-136).

Respectfully submitted,

Stanley Jones
Registrar

Valdosta State University Curriculum Form • Request to DEACTIVATE/ACTIVATE a Course/Program		Date of Submission:	03/23/2020
College:	College of Science and Mathematics	**Dept. Initiating Request:**	Mathematics
Requestor's Name:	Shaun Ault	**Requestor's Role:**	Department Head

List of Courses (or the program or track)	MATH 6085 - Applied Modern Algebra
☐ 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 –

Request to reactivate the graduate-level version of MATH 4085 to accommodate student requests. The course, Applied Modern Algebra, is a survey of algebraic structures and techniques and their real-world applications. It includes such topics as introductory cryptanalysis (RSA encryption, etc.) and analysis of musical tuning systems from the viewpoint of algebraic structures.

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.)

Reactivation of a previously deactivated course to accommodate student request for graduate math courses.

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Valdosta State University – DEACTIVATE/ACTIVATE a Course/Program
- **Request to DEACTIVATE/ACTIVATE a Course/Program**

Approvals:	Print:	Signature:	Date:
Department Head	Shaun V. Ault		
College/Division Executive Committee	James LaPlant	*James LaPlant* (DocuSigned by)	5/5/2020
Dean/Director	James LaPlant	*James LaPlant* (DocuSigned by)	5/5/2020
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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MATH 6085

Applied Modern Algebra

Department of Mathematics, College of Science and Mathematics, Valdosta State University

Instructor Information

- **Instructor:** Prof. Shaun V. Ault
- **Contact Info:** *Email:* svault@valdosta.edu – *Office:* Nevins Hall 2072A – *Phone:* 229.333.5778
- **Office Hours:** MWF 9:00am-11:00am

Course Information

- **Course Number and Section:** MATH 6085 A
- **CRN:** – **Credits:** 3 – **Semester:** Summer – **Year:** 2020
- **Location:** Nevins Hall 2072A
- **Meeting days and times:** TBD

Prerequisites and Course Materials

- **Prerequisite:** MATH 4081/6081 with a grade of "C" or higher
- **Required Textbook:** This course is based on the following texts; however purchasing a textbook is *not* required for this course. All lecture notes will be provided.
    - Gregory Bard, Algebraic Cryptanalysis, Springer, 2009.
    - Kyle Gann, The Arithmetic of Listening: Tuning Theory and History for the Impractical Musican. UI Press, 2019.
    - Dmitri Tymoczko, A Geometry of Music: Harmony and Counterpoint in the Extended Common Practice. Oxford University Press, 2011.

Course Description and Objectives

- **Catalog Description:** Lattices, Boolean algebras, semi-groups, binary group codes, binary relations, and graphs. Special emphasis is placed on applications.
- **Topics and Objectives**
    - Boolean algebras, semi-groups, binary group codes, and related algebraic structures will be presented via their application in cryptanalysis.
    - Lattices, binary relations, graphs, and related algebraic structures will be presented via their application in musical tuning theory. (This topic is presented from a *mathematical* viewpoint; you will not need to be a musician or know any music theory to understand this material.)

Assignments

- **Homework Sets:** Assignments will typically be given weekly.
- **Tests:** Two unit tests will be given during the semester.

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- **Project/Presentation:** Students must work to complete a substantial final project (including a written paper and oral presentation) based directly on one or more of the applications discussed in this course. A detailed rubric will be provided separately.

Assessment Policy

- The assignments contribute to your final course score as follows:
    - o Homework.. 10%
    - o Tests.. 40%
    - o Project/Presenation or Final Exam......................... 50%
- Your course grade will be calculated and the grade will be assigned according to University policy. Please note that 89.5 rounds up to a 90 (A), while 89.4 rounds down to an 89 (B). It is not my policy to give "extra points" for no reason – you will have to earn your grade in this course.

Technology

- **BlazeView:** All students should have access to the BlazeView site for this course. We will use BlazeView for the following:
    - o Course information, including this syllabus
    - o PDF copies of handouts, review material, supplemental links, etc.
    - o Class-wide announcements
    - o Calendar of events, including test dates
    - o Record of grades on assessments
    - o Online classroom, via Collaborate Ultra
- **SageMath/CoCalc:** Although not required for the course, you are highly encouraged to explore the mathematical concepts with the help of a computer algebra system (CAS). Instructions for using SageMath/CoCalc, which is entirely free, will be discussed in class.

Classroom Policies

- **Attendance and tardiness:** Attendance of every class meeting is expected for this course. If you need to be absent or tardy, **you must notify me by email ahead of time**.
- **Accommodations Statement:**[1] Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (Video Phone) and 229-219-1348 (TTY). For more information, please visit http://www.valdosta.edu/student/disability/ or email: access@valdosta.edu.
- **Title IX Statement:** Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic

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[1] From VSU's Access Office http://www.valdosta.edu/student/disability/faculty-and-staff-resources.php

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.

- **Academic Integrity:** In all cases of confirmed cheating on a test, the student's score for that test will be recorded as a 0. Further action may be taken if cheating occurs repeatedly. Cheating includes looking at other students' work, consulting outside sources using a phone or other device, using unauthorized "cheat sheets" during the test, etc.
  - o "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."[2]

- **Communication:** Please use VSU email, not BlazeView messages, to contact me.
- **SOI Statement:** At the end of the semester, it is very important for you to fill out the Student Opinion of Instruction (found online). Instructions for filling out the SOI will be emailed to you by the University in the last few weeks of the semester.
- **Academic Support Center:** The Academic Support Center (ASC) provides free peer tutoring in core courses, including math, 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.

Have a great semester!

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[2] 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

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Cover Sheet for Docusign.

This was approved at the 3/25/2020 College of Science & Mathematics Executive committee.

Please and approve and send to the next person in this order:

Shaun Ault svault@valdosta.edu approves.

James LaPlant jlaplant@valdosta.edu approves

Karen Shepard kshepard@valdosta.edu for academic committee

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From:	Robert T Smith
Sent:	Saturday, May 9, 2020 2:32 PM
To:	Sharon L Gravett
Cc:	Stanley Jones; Karen Marie Shepard; Becky da Cruz
Subject:	RE: Academic Committee

Sheri,

      I approve this.

           Bob

Robert T. Smith, Ph.D.
Provost and Vice President for Academic Affairs
Professor of Mathematics
Valdosta State University
1500 N. Patterson Street
Valdosta, GA 31698
229-333-5950 (voice), 229-333-7400 (fax)

From: Sharon L Gravett
Sent: Thursday, May 7, 2020 12:19 PM
To: Robert T Smith <rtsmith@valdosta.edu>
Cc: Stanley Jones <sjones@valdosta.edu>; Karen Marie Shepard <kshepard@valdosta.edu>; Becky da Cruz <bdacruz@valdosta.edu>
Subject: Fw: Academic Committee

Hi, Bob,

This request to reactivate a graduate course in Math came too late to go through the normal process. Shaun wants to use this course number this summer. Would you administratively approve this change? We can finish the approval process in the fall.

Thanks,
Sheri

****
Sharon L. Gravett, Ph.D.
Associate Provost for Academic Programs and Services and Professor of English
Valdosta State University

From: Karen Marie Shepard <kshepard@valdosta.edu>
Sent: Thursday, May 7, 2020 12:15 PM
To: Sharon L Gravett <sgravett@valdosta.edu>
Cc: Stanley Jones <sjones@valdosta.edu>
Subject: Academic Committee

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Hi,

Do we want to give this administrative approval so we can get in the catalog?

Karen

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Valdosta State University Curriculum Form

• **Request for a REVISED COURSE**

Date of Submission:	04/22/2020

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

College:	Academic Division	**Dept. Initiating Request:**	Honors
Requestor's Name:	Michael Savoie	**Requestor's Role:**	Dean

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	HONS 3990	**Course Prefix and Number:**	
Course Title:		**Course Title:**	
Lecture Hours:		*Lecture Hours:*	
Lab/Contact Hours:		*Lab/Contact Hours:*	
Credit Hours:		*Credit Hours:*	
Pre-requisites:	Prerequisite: HONS 1990 and twelve hours in the Honors Program	**Pre-requisites:**	Prerequisites: HONS 1990 and 2010.

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	2021	*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 –

Changes to the Honors program of study have meant fewer course credit hours and the 12-hour prerequisite was unattainable. Every student needed to be overridden into the course.

RECEIVED

JUL 2 2 2020

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

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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 –

The volume of overrides and student success in the course has been unaffected.

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head			
College/Division Executive Committee			
Dean/Director	*MIKE SAVOIE*	*[signature]*	4/21/20
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:	04/22/2020

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

College:	Academic Division	**Dept. Initiating Request:**	Honors
Requestor's Name:	Michael Savoie	**Requestor's Role:**	Dean

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	HONS 4990	**Course Prefix and Number:**	
Course Title:		**Course Title:**	
Lecture Hours:		*Lecture Hours:*	
Lab/Contact Hours:		*Lab/Contact Hours:*	
Credit Hours:		*Credit Hours:*	
Pre-requisites:	Prerequisites: HONS 1990, 2010, and twenty hours in the Honors Program.	**Pre-requisites:**	Prerequisites: HONS 1990 and 2010.

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	2021	*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 –

Changes to the Honors program of study have meant fewer course credit hours and the 20-hour prerequisite was unattainable. Every student needed to be overridden into the course.

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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 –

The volume of overrides and student success in the course has been unaffected.

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

Approvals:	Print:	Signature:	Date:
Department Head			
College/Division Executive Committee			
Dean/Director	*MIKE SAVOIE*	*M. Savoo*	4/21/20
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
• CURRICULUM CHANGE OR REVISED CATALOG COPY

		Date of Submission:	08/3/2020

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:	Leadership, Technology, and Workforce Development
Requestor's Name:	James G. Archibald, Ph.D.	Requestor's Role:	Faculty

Check One Option:	☐ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☐ Fall ☐ Spring ☒ Summer	2021

Degree/Program Name:	Graduate Certificate in Community and Technical College Leadership
Current Catalog URL:	N/A

Present Requirements:	Proposed Requirements: *(hover over for instructions)*
	Admission Requirements Must hold a bachelor's degree or higher from a regionally-accredited institution. For regular admission consideration, applicants must have a cumulative grade point average of at least 3.0 on a 4.0 scale for an undergraduate or graduate degree calculated on all work attempted in which letter grades are awarded. Provisional admission will be considered for applicants with a cumulative grade point average between 2.7 and 2.99 on a 4.0 scale for an undergraduate degree. A career goal statement which will serve as a writing sample. The statement must address the applicant's career goals, how the degree contributes to reaching these career goals, and why VSU was selected for this graduate work. Letters of recommendations or GRE/MAT are not required for admission. **Admission deadlines** November 15 for Spring Semester April 15 for Summer Semester **Required Courses**

	ACED 7530 Supervision and Mentoring in Adult and Career Education 3 hours
	HEDL 7650 Leadership Issues in Higher Education 3 hours
	HEDL 7700 The Community and Technical College 3 hours
	HEDL 7810 Finance and Budgeting in Higher Education 3 hours
	HEDL 8300 Social Context of Educational Leadership 3 hours
	Total hours required for certificate 15 semester hours

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 –

Although VSU'S higher education leadership programs is available to students interested in higher education, the program tend to focus distinctly on leadership preparation in the 4-year public and private institutional setting. Thorough emphasis is generally not given to the uniqueness and complexities of community and technical colleges. University-based community college leadership programs take many forms, including credit or noncredit, degree or certificate, institution based or national, and skill-based or theoretical. The certificate program would focus on developing for leaders in community college settings who oversee student services, academics, finance and budgeting, community relations and development, and faculty.

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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 –

SOIs will be provided for each course and alumni surveys will be given for each graduation year.

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE** OR **REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	C. KEITH WAUGH		8/9/2020
College/Division Executive Committee	Kate Warner	Kate	8/19/20
Dean/Director	Kate Warner	Kate	8/17/20
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	8/24/2020
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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CERTIFICATE NOTIFICATION FORM

Institution: Valdosta State University

College/Division: Dewar College of Education & Human Services/Division of Academic Affairs

Department: Department of Leadership, Technology, and Workforce Development

Name of Certificate: Community and Technical College Leadership

CIP Code: 13.0407

Certificate Acronym: CERG

Number of Credit Hours of Core Curriculum Courses: 0

Total Credit Hours for Certificate Completion: 15

Start Date: Summer of 2021

Approved by: _____
　　　　　　　　　Vice President for Academic Affairs/Provost

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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:**	Curriculum, Leadership, and Technology
Requestor's Name:	James G. Archibald, Ph.D., LPC	**Requestor's Role:**	Faculty

Proposed NEW Course Prefix: *(Consult abbreviations in the catalog)*	HEDL	**NEW Course Number:** *(Consult #s in the catalog)*	7700
Proposed NEW Course Title:	The Community and Technical College		
NEW Course Title Abbreviation: *(Limit to 30 character spaces)*	The Community and Technical College		
Prerequisite(s):	None		

Lecture Hours:	3	**Lab/Contact Hours:**	N/A	**Credit Hours:**	3

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

This course focuses on the philosophy, history, and development of community and technical colleges in America. Reviews the social, economic, and political forces affecting these institutions. It also explores the rationale and techniques for keeping instructional and organizational functions responsive to the changing educational and workforce needs of the community.

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	2021	*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 –

This course will provide student learning in areas not currently covered in depth in the Higher Education Leadership program; particularly in the areas campus ecology at 2-year institutions.

** 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	C. Keith Wang	*[signature]*	7/2/2020
College/Division Executive Committee	Karle Hull	*[signature]*	8/12/202.
Dean/Director	Karle Hull	*[signature]*	8/12/2020
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. da Cruz	*Becky K. da Cruz*	8/24/2020
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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■■

THE COMMUNITY AND TECHNICAL COLLEGE
HEDL 7700

CONCEPTUAL FRAMEWORK: GUIDING PRINCIPLES (DEPOSITS)
(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

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

<u>Equity</u> Principle: All learners deserve high expectations and support.

<u>Process</u> Principle: Learning is a lifelong process of development and growth.

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

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

<u>Impact</u> Principle: Effective practice yields evidence of learning.

<u>Technology</u> Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

<u>Standards</u> Principle: Evidence-based standards systematically guide professional preparation and development.

INSTRUCTOR
Name:
Office Location:
Telephone:
E-mail Address:
Office Hours:

COURSE DESCRIPTION
This course focuses on the philosophy, history, and development of community and technical colleges in America. Reviews the social, economic, and political forces affecting these institutions. It also explores the rationale and techniques for keeping instructional and organizational functions responsive to the changing educational and workforce needs of the community.

REQUIRED TEXTS

Cohen, A. M., & Brawer, F. B. (2014). *The American community college*, (6th 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:

- Explain the comprehensive mission of the community and technical college and articulate the philosophies influencing this mission.

- Describe the historical development of the community and technical college.

- Identify the various state structures for the organization and governance of community and technical colleges.

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

Application Assignments. Throughout the course, application assignments will be given to complement the specific topics being discussed and to further explore the subject area. These activities are mean to provide a means of enrichment for the information being discussed and shared in class. The assignments will be in the form of short papers, discussion boards, and short projects. For each assignment, detailed instructions will be given on how to complete the assignment prior to the deadline.

Critical Issue Paper. The critical issue paper provide the student the opportunity to demonstrate the knowledge and insights that have gained throughout the course. Select an issue that is covered in the course or closely related in regard to community and technical colleges. Students must have approval from the professor before initiating work on this topic. The paper should demonstrate clarity and organization of thought and adherence to APA guidelines and should be free of all spelling and grammatical errors. The paper should be a minimum of 12-13 pages (this does not include the title page or reference pages) with at least 12 sources (4 must be books and 5 must be peer reviewed journals). Students will provide a presentation of their chosen topic to the class. The presentation should demonstration strong oratorical skills demonstrating full understanding of the chosen topic.

Examinations. Two exams will be given in the course. The first exam will cover subject information presented during the first half of the semester. The final exam will be comprehensive and will cover the span of information presented and discussed throughout the entire course.

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. 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.

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:

A possible 320 points can be accumulated throughout the course.

Assignments	Total Points	Grading Scale
Application Assignments (5x10)	50 points	A = 305 or More
Critical Issue Paper	100 Points	B = 289 to 304
Exam I	70 points	C = 273 to 288
Final Exam	100 points	D = 257 to 272

		F = Less than 257

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

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

Second Offense:
1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form 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

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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		**Date of Submission:**	05/4/2020
	• **CURRICULUM CHANGE** OR **REVISED CATALOG COPY**			

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

College:	College of Business Administration	**Dept. Initiating Request:**	AoL Leadership Committee
Requestor's Name:	Raymond Elson	**Requestor's Role:**	Faculty

Check One Option:	☐ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2020

Degree/Program Name:	Undergraduate Programs (BBA)
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/business-administration/

Present Requirements:	**Proposed Requirements:** *(hover over for instructions)*
Students majoring in programs of the Langdale College of Business Administration will be: 1. able to effectively utilize analytical skills to solve business problems; 2. effective oral and written communicators and competent in the use of technology; 3. able to recognize and resolve business dilemmas in a legal and ethical manner; 4. aware of the global business environment; 5. competent in management-specific areas; 6. able to effectively utilize quantitative skills to solve business problems.	*Students majoring in programs of the Langdale College of Business Administration will be:* *1. able to effectively utilize analytical skills to solve business problems;* *2. effective oral and written communicators and competent in the use of technology;* *3. able to recognize and resolve business dilemmas in a legal and ethical manner;* *4. aware of the global business environment;* *5. competent in management-specific areas;* *6. able to effectively utilize quantitative skills to solve business problems.* BBA Learning Goals and Objectives The following are the learning goals and objectives for students majoring in the undergraduate programs of the Langdale College of Business: Learning Goal #1: Quantitative Skills: Students will apply quantitative skills to business problems. Objective 1.1: Students will construct and interpret tabular and graphical methods of presenting qualitative and quantitative data. Objective 1.2: Students will use spreadsheet software to evaluate and use the results of regression models. Objective 1.3: Students will solve and interpret quantitative business models using spreadsheet software. Learning Goal #2: Knowledge Acquisition: Students will possess a basic knowledge of accounting, economics,

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finance, the legal environment of business, management, and marketing.

Objective 2.1: Students will demonstrate a basic understanding of the fundamental knowledge of financial and managerial accounting.

Objective 2.2: Students will demonstrate a basic understanding of economic concepts and governmental policies.

Objective 2.3: Students will demonstrate finance concepts and principles.

Objective 2.4: Students will demonstrate a basic understanding of the legal environment and corporate social responsibility of business.

Objective 2.5: Students will demonstrate a basic understanding of management principles.

Objective 2.6: Students will demonstrate a basic understanding of marketing concepts.

Learning Goal #3: Technology Skills: Use information technology to solve business problems.

Objective 3.1: Students will use a spreadsheet program to convert data into business relevant information.

Objective 3.2: Students will utilize software to analyze and visualize data creating solutions to business problems.

Learning Goal #4: Ethics and Global Awareness: Students will demonstrate an understanding of how ethical decision-making and globalization affect organizations.

Objective 4.1: Students will demonstrate the ability to analyze issues and situations having ethical implications for business.

Objective 4.2: Students will demonstrate a basic knowledge of international economic and business concepts.

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 –

Changes are necessary in response to LCOBA's AACSB accreditation standards.

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 –

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Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE** OR **REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Committee Chair	Raymond Elson	*DocuSigned by:* Raymond Elson B22D0E2C25B5431...	5 May 2020
College/Division Executive Committee	Sanjay Gupta	*DocuSigned by:* Sanjay 2BEBAC0B63014DB...	5 May 2020
Dean/Director	L. Wayne Plumly, Jr.	*DocuSigned by:* Wayne Plumly 2D3586224B5A438...	5 May 2020
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 • CURRICULUM CHANGE or REVISED CATALOG COPY	Date of Submission:	05/4/2020

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

College:	College of Business Administration	Dept. Initiating Request:	Accounting
Requestor's Name:	Ron Stunda	Requestor's Role:	Department Head

Check One Option:	☐ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2020

Degree/Program Name:	BBA with a Major in Accounting
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/business-administration/accounting/bba-accounting/

Present Requirements:	Proposed Requirements: *(hover over for instructions)*
Upon completion of this degree, students should be able to: 1. demonstrate knowledge of the theory and application of financial accounting 2. use critical thinking and problem-solving skills 3. effectively communicate accounting information orally and in writing 4. apply computer technologies as they relate to the accounting profession	*Upon completion of this degree, students should be able to:* *1. demonstrate knowledge of the theory and application of financial accounting* *2. use critical thinking and problem-solving skills* *3. effectively communicate accounting information orally and in writing* *4. apply computer technologies as they relate to the accounting profession* The following are the learning goals and objectives for the accounting major. Goal 1: Knowledge Acquisition: Students shall develop competency in the functional areas of accounting. Objective 1.1: Demonstrate an appropriate mastery of the knowledge, skills and tools of financial accounting principles and managerial accounting principles Objective 1.2: Demonstrate an appropriate mastery of the knowledge, skills and tools of intermediate accounting topics Objective 1.3: Demonstrate an appropriate mastery of the knowledge, skills and tools of internal reporting Objective 1.4: Demonstrate an appropriate mastery of the knowledge, skills and tools of auditing and systems. Objective 1.5: Demonstrate an appropriate mastery of the knowledge, skills and tools of federal individual income taxation. Objective 1.6: Demonstrate an appropriate mastery of the laws surrounding business transactions

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| | Goal 2: Ethics, Legal, and Professional Responsibility: Students shall develop the ability to recognize and respond appropriately to professional, ethical, and regulatory issues in accounting.

Objective 2.1: Demonstrate the ability to analyze issues and situations having ethical and corporate social responsibility implications
Objective 2.2: Demonstrate the ability to identify ethical issues in individual taxation and apply the IRS code of ethics (principles and rules) to make ethical business and professional decisions.
Objective 2.3: Demonstrate the ability to identify ethical issues in auditing and apply the appropriate AICPA code of professional responsibility (including PCAOB principles and rules) to make ethical business and professional decisions.
Objective 2.4: Demonstrate the ability to identify and resolve legal issues as they relate to the profession

Goal 3: Research Skills: Students shall develop the ability to utilize financial and other authoritative databases and effectively present findings in written format.
Objective 3.1: Demonstrate competency in utilizing the Accounting Codification System (financial accounting resource data base) to search for authoritative answers to specific financial accounting issues.

Goal 4: Technology Skills: Students shall develop the ability to use professional information technology applications in the accounting environment
Objective 4.1: Demonstrate competency in utilizing technology applications as they relate to the accounting profession. |

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 –

To support the department's separate AACSB accreditation

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 –

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Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE** OR **REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Ron Stunda	*DocuSigned by:* Ronald A Stunda 9E8FE4E6DF42492...	06/11/2020
College/Division Executive Committee	Sanjay Gupta	*DocuSigned by:* 2BEBAC0B63014DB...	06/11/2020
Dean/Director	Wayne Plumly	*DocuSigned by:* Wayne Plumly 2D3586224B5A438...	06/11/2020
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 logo]	**Valdosta State University Curriculum Form** • **Request for a REVISED COURSE**	**Date of Submission:**	05/5/2020

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

College:	College of Business Administration	**Dept. Initiating Request:**	Marketing
Requestor's Name:	Leisa Flynn	**Requestor's Role:**	Department Head

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	MKTG 4010	**Course Prefix and Number:**	
Course Title:	Digital Marketing	**Course Title:**	
Lecture Hours:	3	*Lecture Hours:*	
Lab/Contact Hours:	0	*Lab/Contact Hours:*	
Credit Hours:	3	*Credit Hours:*	
Pre-requisites:	*MKTG 4000*	**Pre-requisites:**	MKTG 3050

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
MKTG 4010. Digital Marketing. 3 Hours. Prerequisites: MKTG 4000 with a grade of "C" or better.	MKTG 4010. Digital Marketing. 3 Hours. Prerequisites: *MKTG 4000* MKTG 3050 with a grade of "C" or better.

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

☐ Adopting current best practice(s) in field ☒ Other –

Error with previous prerequisite. It was mistakenly added and made it impossible for students to complete requirements.

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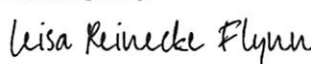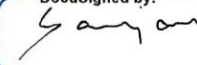
☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☒ 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	Leisa Flynn	*Leisa Reinecke Flynn*	06/11/2020
College/Division Executive Committee	Sanjay Gupta	*Sanjay*	06/11/2020
Dean/Director	Wayne Plumly	*Wayne Plumly*	06/11/2020
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:	05/5/2020

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

College:	College of Business Administration	Dept. Initiating Request:	Marketing
Requestor's Name:	Leisa Flynn	Requestor's Role:	Department Head

CURRENT:		REQUESTED: *(list only items to be changed)*	
Course Prefix and Number:	MKTG 4020	Course Prefix and Number:	
Course Title:	Social Media Marketing	Course Title:	
Lecture Hours:	3	Lecture Hours:	
Lab/Contact Hours:	0	Lab/Contact Hours:	
Credit Hours:	3	Credit Hours:	
Pre-requisites:	*MKTG 4000*	Pre-requisites:	MKTG 3050

CURRENT Course Description:	NEW Course Description: *(hover over for instructions)*
MKTG 4020. Social Media Marketing. 3 Hours. Prerequisites: MKTG 4000 with a grade of "C" or better.	MKTG 4020. Social Media Marketing. 3 Hours. Prerequisites: *MKTG 4000* MKTG 3050 with a grade of "C" or better.

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

☐ Adopting current best practice(s) in field

☐ Mandate of State/Federal/Accrediting Agency

☒ Other –

Error with previous prerequisite. It was mistakenly added and made it impossible for students to complete requirements.

38

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

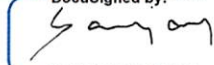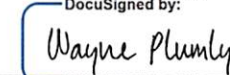☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☒ 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	Leisa Flynn	*DocuSigned by:* Leisa Reinecke Flynn	06/11/2020
College/Division Executive Committee	Sanjay Gupta	*DocuSigned by:* Sanjay	06/11/2020
Dean/Director	Wayne Plumly	*DocuSigned by:* Wayne Plumly	06/11/2020
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:	05/5/2020

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

College:	College of Business Administration	Dept. Initiating Request:	Marketing
Requestor's Name:	Leisa Flynn	Requestor's Role:	Department Head

CURRENT:		REQUESTED: *(list only items to be changed)*	
Course Prefix and Number:	MKTG 4030	Course Prefix and Number:	
Course Title:	Advertising Culture and Ethnography	Course Title:	
Lecture Hours:	3	Lecture Hours:	
Lab/Contact Hours:	0	Lab/Contact Hours:	
Credit Hours:	3	Credit Hours:	
Pre-requisites:	*MKTG 4000*	Pre-requisites:	MKTG 3050

CURRENT Course Description:

MKTG 4030. Advertising Culture and Ethnography. 3 Hours. Prerequisites: MKTG 4000 with a grade of "C" or better.

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

MKTG 4030. Advertising Culture and Ethnography. 3 Hours. Prerequisites: *MKTG 4000* MKTG 3050 with a grade of "C" or better.

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

☐ Adopting current best practice(s) in field   ☒ Other –

Error with previous prerequisite. It was mistakenly added and made it impossible for students to complete requirements.

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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	Leisa Flynn	*Leisa Reinecke Flynn*	06/11/2020
College/Division Executive Committee	Sanjay Gupta	*Sanjay*	06/11/2020
Dean/Director	Wayne Plumly	*Wayne Plumly*	06/11/2020
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 logo]	**Valdosta State University Curriculum Form** • **Request for a REVISED COURSE**	**Date of Submission:**	05/5/2020

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

College:	College of Business Administration	Dept. Initiating Request:	Marketing
Requestor's Name:	Leisa Flynn	Requestor's Role:	Department Head

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	MKTG 4040	Course Prefix and Number:	
Course Title:	Advertising and Society	Course Title:	
Lecture Hours:	3	Lecture Hours:	
Lab/Contact Hours:	0	Lab/Contact Hours:	
Credit Hours:	3	Credit Hours:	
Pre-requisites:	*MKTG 4000*	Pre-requisites:	MKTG 3050

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
MKTG 4040. Advertising and Society. 3 Hours. Prerequisites: MKTG 4000 with a grade of "C" or better.	MKTG 4040. Advertising and Society. 3 Hours. Prerequisites: *MKTG 4000* MKTG 3050 with a grade of "C" or better.

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

☐ Adopting current best practice(s) in field   ☒ Other –

Error with previous prerequisite. It was mistakenly added and made it impossible for students to complete requirements.

42

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):

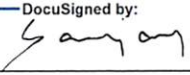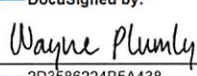☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☒ 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	Leisa Flynn	*Leisa Reinecke Flynn* (DocuSigned by)	06/11/2020
College/Division Executive Committee	Sanjay Gupta	*Sanjay* (DocuSigned by)	06/11/2020
Dean/Director	Wayne Plumly	*Wayne Plumly* (DocuSigned by)	06/11/2020
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:	05/5/2020

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

College:	College of Business Administration	Dept. Initiating Request:	Marketing
Requestor's Name:	Leisa Flynn	Requestor's Role:	Department Head

CURRENT:		REQUESTED: *(list only items to be changed)*	
Course Prefix and Number:	MKTG 4050	Course Prefix and Number:	
Course Title:	Creative Advertising Strategy	Course Title:	
Lecture Hours:	3	Lecture Hours:	
Lab/Contact Hours:	0	Lab/Contact Hours:	
Credit Hours:	3	Credit Hours:	
Pre-requisites:	*MKTG 4000*	Pre-requisites:	MKTG 3050

CURRENT Course Description:	NEW Course Description: *(hover over for instructions)*
MKTG 4050. Creative Advertising Strategy. 3 Hours. Prerequisites: MKTG 4000 with a grade of "C" or better.	MKTG 4050. Creative Advertising Strategy. 3 Hours. Prerequisites: *MKTG 4000* MKTG 3050 with a grade of "C" or better.

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

☐ Adopting current best practice(s) in field   ☒ Other –

Error with previous prerequisite. It was mistakenly added and made it impossible for students to complete requirements.

44

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	Leisa Flynn	*DocuSigned by:* Leisa Reinecke Flynn	06/11/2020
College/Division Executive Committee	Sanjay Gupta	*DocuSigned by:* Sanjay	06/11/2020
Dean/Director	Wayne Plumly	*DocuSigned by:* Wayne Plumly	06/11/2020
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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DEGREE AND/OR MAJOR DEACTIVATION FORM

Institution: Valdosta State University

Date Submitted:

Deactivation Effective Date: 08/17/2020

Degree Title and CIP Code: Legal Assistant Studies (LEAS)

Rationale:
(Note: Include a brief description of the reason the institution and department have made the decision to deactivate the program).

In spring 2018 the Political Science Department elected to phase out the Legal Assistant Studies program after the lone full-time faculty member in the program resigned in the middle of the semester. The program's enrollment was modest (around 30) and thus securing an additional hire for this program was unlikely. As of summer 2020, we have one student left in the program who will have completed their coursework by the end of the year and thus we submit the request to formally deactivate the program.

Name (President or VP for Academic Affairs typed):

Signature (President or VP for Academic Affairs):

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Valdosta State University Curriculum Form • Request for a REVISED COURSE		**Date of Submission:**	06/17/2020

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:**	English
Requestor's Name:	Pat Miller	**Requestor's Role:**	Faculty

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	JOUR 2510	**Course Prefix and Number:**	
Course Title:	Journalism Magazine Seminar	**Course Title:**	
Lecture Hours:	1	**Lecture Hours:**	2
Lab/Contact Hours:	0	**Lab/Contact Hours:**	0
Credit Hours:	1	**Credit Hours:**	2
Pre-requisites:	none	**Pre-requisites:**	
CURRENT Course Description:		**NEW Course Description:** *(hover over for instructions)*	
A practicum for students involved in the production of non-literary magazines and journals. Content, editing, and production (traditional and electronic) will be addressed. May be repeated for credit			

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 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 –

Tremendous changes in the magazine industry require that students be exposed to additional academic material to succeed in the field. This academic material may address digitalization, audience analysis, metrics, and freelancing, for example. This change in hours would also align JOUR 2510 with JOUR 2500 in that it would allow more experienced staff members to earn credit commensurate with the expectations of their positions.

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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	Donna N. Sewell	Donna N. Sewell	7/9/2020
College/Division Executive Committee	James T. LaPlant	J. T. LaPlant	7-28-20
Dean/Director	James T. LaPlant	J. T. LaPlant	7-28-20
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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Request for a Revised Course
Valdosta State University

Date of Submission: 06/24/2020 (mm/dd/yyyy)

Department Initiating Revision: Philosophy and Religious Studies/ Native American Studies	**Faculty Member Requesting Revision:** Lavonna L. Lovern, Ph. D.

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

PHIL/REL3640 Alternative Religions of the World

List Current and Requested Revisions:

Current:	**Requested:**
Course Prefix and Number: PHIL/REL 3640	Course Prefix and Number: PHIL/REL/NAIS 3640
Credit Hours: 3	Credit Hours: 3
Course Title: Alternative Religions of the World	Course Title: Alternative Religions of the World
Pre-requisites:none	Pre-requisites:none
Course Description: An examination of the religions of the world not typically counted among the major world religions. The course will include the religions of Africa, South America, the Pacific and Atlantic islanders, and Wiccan and Neo-Pagan religions. The focus will be on the traditions as they are expressed and experienced by the followers of the religions.	Course Description: An examination of the religions of the world not typically counted among the major world religions. The course will include the religions of Africa, South America, the Pacific and Atlantic islanders, and Wiccan and Neo-Pagan religions. The focus will be on the traditions as they are expressed and experienced by the followers of the religions.

Semester/Year to be Effective: Spring '21	**Estimated Frequency of Course Offering:** Annually

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

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

☒ Improving student learning outcomes:

☒ Adopting current best practice(s) in field:

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

☐ Other:

Plans for assessing the effectiveness of the course: This existing course will be changed only in that we request a crosslisting in NAIS. The course will be an elective for the NAIS minor. The course will be assessed in the same manner in which it is now assessed for Philosophy and Religious Studies.

Approvals:		
College/Division Exec. Comm.: *(signature)* J— T JdPly	Date:	7-28-20
Dept. Head: F. C. Knowles, Jr. *(signature)*	Date:	24 June 20
Dean/Director: *(signature)* J— J. JdPly	Date:	7-28-20
Graduate Exec. Comm.(if needed):	Date:	
Graduate Dean (if needed):	Date:	
Academic Committee:	Date:	

Form last updated: June 24, 2020

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![Valdosta State logo]	**Valdosta State University Curriculum Form** • **Request for a NEW COURSE**	Date of Submission:	06/17/2020

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:	Tom Aiello	Requestor's Role:	Faculty

Proposed NEW Course Prefix: (Consult abbreviations in the catalog)	AFAM	NEW Course Number: (Consult #s in the catalog)	4235
Proposed NEW Course Title:	Nazi Germany and the Jim Crow South		
NEW Course Title Abbreviation: (Limit to 30 character spaces)	Nazi Germany & Jim Crow South		
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.)**

A comparative analysis of racial theory and practices in both the Jim Crow South and Nazi Germany in the first half of the 1900s.

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	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 –

Dr. Aiello has taught this popular course as a Special Topics HIST/AFAM course a number of times in the past. Dr. Aiello is also able to offer this course in an online format. This course will also help with the proposed INDS concentration in Diversity Studies.

** 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 –

** 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	Caterina McHellen Orr	*DocuSigned by:* Caterina McHellen Orr `DD067C7EA7194B4`	7/29/2020
College/Division Executive Committee	Approved by Exec Committee, 07/14/2020	*DocuSigned by:* James LaPlant `CFD1633B1A51412`	7/29/2020
Dean/Director	James T. LaPlant	*DocuSigned by:* James LaPlant `CFD1633B1A51412`	7/29/2020
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		Date of Submission:	06/17/2020
• Request for a NEW COURSE			

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:	Tom Aiello	Requestor's Role:	Faculty

Proposed NEW Course Prefix: (Consult abbreviations in the catalog)	HIST	NEW Course Number: (Consult #s in the catalog)	4227
Proposed NEW Course Title:	History of American Sport		
NEW Course Title Abbreviation: (Limit to 30 character spaces)	History of American Sport		
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 history of American sports, their cultural context, and how culture and sport have acted on each other. By demonstrating the vital reciprocal relationship between sport and society, this course will argue that historians cannot understand the past without knowing what sports people were watching and playing.

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	2021	*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

☐ Adopting current best practice(s) in field   ☒ Other –

Dr. Aiello has taught this popular course as a Special Topics HIST course a number of times in the past and it can be used in the major as a U.S. History. This course will also help with the proposed INDS concentration in Sports Journalism. Dr. Aiello is also able to offer this course in an online format.

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

55

HIST 3090 A, Summer 2020
MTWR 11 10-12 35, West 304
Instructor: Thomas Aiello
taiello@valdosta.edu

Office Hours. MTWR 10 00-11 00
Or by appointment
Class West 304
Office. Ashley 1042

THE HISTORY OF AMERICAN SPORT

COURSE DESCRIPTION: The class will examine the history of American sport from its historical antecedents through the age of Sportscenter. This class focuses on a topic that you might normally use to escape from school. Therefore it is important to remember that this is a demanding, upper-level course that will require a bulk of reading. The purpose of the course is to teach you the sporting context under which your favorite contests now fall, as well as the cultural context of sport in general, and how both culture and sport have acted on each other over the years

There was a time when social history came along and successfully argued that historians really couldn't understand what was going on without knowing what poor people were doing. There was a time when women's history came along and successfully argued that historians really couldn't understand what was going on without knowing what women were doing. More recently, environmental historians have come along and successfully argued that historians really can't understand what was going on without knowing the people's relationship with their natural surroundings In the process of demonstrating the vital reciprocal relationship between sport and society, this course will argue that historians really can't understand what was going on without knowing what sports people were watching, playing, officiating, coaching, organizing...

CLASS ETIQUETTE: Turn off cellular telephones before class begins. The noises from these devices can only disrupt the proceedings Forgetting once can be forgiven, but consistent problems will constitute a serious breech of class etiquette. If you *answer* the phone, *use* one of those electronic devices, or *listen* to some form of walkman or ipod during class, this will constitute an even greater breech of class etiquette Such behavior problems, along with other disruptive behavior such as sleeping or talking, will result in the loss of possible points from the total 450 You will essentially lose points from your total score for poor behavior. Consistent problems will be reported to the proper administrative office (see your student handbook on probation and expulsion procedures)

CHEATING AND PLAGIARISM: Cheating and plagiarism will be reported to the proper administrative office (see your student handbook on probation and expulsion procedures) and the cheater/plagiarizer WILL IMMEDIATELY RECEIVE A ZERO FOR THE ENTIRE COURSE. THERE WILL BE NO EXCEPTIONS I will have no tolerance, and the University will have slightly more. You can save yourself and your academic standing by just *not cheating*. You should know that cheating is against school policy and unethical. Plagiarism, however, is *against the law* (Plagiarism is the uncited use of someone else's writing. You may not copy sentences or paragraphs from another source and use them as your own in your writing All of your words must be your own.)

INCLEMENT WEATHER POLICY: If the University closes entirely due to inclement weather, we will not have class Otherwise, rain or shine. class will take place.

SPECIAL ACCOMMODATIONS: If you have any sort of learning disability or special need for fairly completing the course as described in the syllabus, the Americans with Disabilities Act protects you. You must register with the Access Office. Once you do, I will try to accommodate you in any way I can, as long as your needs do not require fundamental alterations to the curriculum.

GRADE:

	Midterm Exam	= 150 points
	Final Exam	= 150 points
	Precis I	= 75 points
	Precis II	= 75 points
	Total Possible	= 450 points

Your grade will be based on two exams, a midterm and a final both worth 150 points, along with 2 precis worth 75 pts each, for a total of 450 points For the specific requirements for exams and précis. see below

EXAMS: 100 points of each exam will cover lectures and class readings. The final 50 points of each exam will cover your reading of one of the course's required texts. The midterm exam will cover Elliott J. Gorn and Warren Goldstein's *A Brief History of American Sports*. The final exam will cover Kathryn Jay's *More Than Just a Game: Sports in American Life Since 1945*. The exams will have an all-essay format and will require a blue book.

REQUIRED BOOKS

Elliott J Gorn and Warren Goldstein *A Brief History of American Sports*. 2nd edition Urbana University of Illinois Press, 2013
Kathryn Jay *More Than Just a Game: Sports in American Life Since 1945*. New York: Columbia University Press, 2004

REQUIRED ARTICLES: You won't be tested on these articles, but you can't understand sports without them, so read them just because you care about the subject. The first one is part of the syllabus The second is available at the site listed below

> *Elliot J Gorn and Michael Oriard "Taking Sports Seriously." *Chronicle of Higher Education* (24 March 1995) A52 (Attached SEE BELOW)
> *Clifford Geertz "Deep Play: Notes on the Balinese Cockfight." In *The Interpretation of Cultures* (New York: Basic Books, 1973), 412-454
> (available at www si umich edu/~rfrost/courses/MatCult/content/Geertz pdf)

PRECIS: Your précis will be based on your reading of one book or four articles for each assignment. Many of these articles are available at the database of the Amateur Athletic Foundation of Los Angeles, located at http://www.aafla.org/search/search.htm. Articles not available at the AAFLA are marked with an asterisk, and most will be available on JSTOR or in the library. For your précis, you will write 1000 words comparing and contrasting one article from each section (for a total of four):

PRECIS ONE
(choose one article from each section to include in your essay, or choose one book from List 1)

Sports in Colonial America
- Nancy L. Struna. "The Formalizing of Sport and the Formation of an Elite: The Chesapeake Gentry, 1650-1720s." *Journal of Sport History* 13

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(Winter 1986): 212-234.
- *Timothy H. Breen. "Horses and Gentlemen: The Cultural Significance of Gambling Among the Gentry of Virginia." *William and Mary Quarterly* 34 (April 1977): 329-347.
- Nancy Struna. "Puritans and Sport: The Irretrievable Tide of Change." *Journal of Sport History* 4 (Spring 1977) 1-21.
- Bonnie S. Ledbetter. "Sports and Games of the American Revolution." *Journal of Sport History* 6 (Winter 1979) 29-40

Sports in Antebellum America
- Peter Levine. "The Promise of Sport in Antebellum America." *Journal of American Culture* 2 (1980):623-634
- *Elliot J. Gorn. "Gouge and Bite, Pull Hair and Scratch': The Social Significance of Fighting in the Southern Backcountry." *American Historical Review* 90 (February 1985): 18-43.
- Melvin L. Adelman. "The First Modern Sport in America: Harness Racing in New York City, 1815-1870." *Journal of Sport History* 8 (Spring 1981). 5-32
- *George Moss. "The Long Distance Runners in Ante-Bellum America." *Journal of Popular Culture* 8 (1974) 370-382.
- *David K. Wiggins. "Sport and Popular Pastimes: Shadow of the Slavequarter." *Canadian Journal of American Culture* 2 (1980) 623-634
- Lawrence W. Fielding. "War and Trifles: Sport in the Shadows of Civil War Army Life." *Journal of Sport History* 4 (Summer 1977): 151-168.

Baseball, Bloodsports, and the Development of Organized Athletics
- *Ronald Story. "The Country of the Young: The Meaning of Baseball in Early American Culture." In *Cooperstown Symposium on Baseball* (1991): 324-342.
- Stephen Freedman. "The Baseball Fad in Chicago, 1865-1870: An Exploration of the Role of Sport in the Nineteenth Century City." *Journal of Sport History* 5 (Summer 1978): 42-64
- *Steven M. Gelber. "Working and Playing: The Culture of the Workplace and the Rise of Baseball." *Journal of Social History* 16 (June 1983) 3-20
- *John R. Betts. "The Technological Revolution and the Rise of Sport, 1850-1900." *Mississippi Valley Historical Review* XL (1953) 231-256
- Brailsford Dennis. "Morals and Maulers: The Ethics of Early Pugilism." *Journal of Sport History* 12 (Summer 1985): 126-142
- Harry Jebsen, Jr. "Public Acceptance of Sports in Dallas 1880-1930." *Journal of Sport History* 6 (Winter 1979) 5-19

Urbanism, Class, and Sport at the Turn of the Century
- Steven A. Riess "Sports and Machine Politics in New York City, 1890-1920." In *The Making of Urban America.* ed Raymond A Mohl (Newark, DE. Scholarly Resources, 1988): 102-118.
- Steven A. Riess. "From Pitch to Putt: Sport and Class in Anglo-American Sport." *Journal of Sport History* 21 (Summer 1994) 138-184
- J. Thomas Jable. "Cricket Clubs and Class in Philadelphia. 1850-1880." Journal of Sport History 18 (1991) 205-223
- Guy Lewis. "World War I and the Emergence of Sport for the Masses." *Maryland Historian* 4 (1973) 109-122
- Joseph D. Willis and Richard G. Wettan. "Social Stratification in New York City Athletic Clubs, 1865-1915." *Journal of Sport History* 3 (Spring 1976): 45-63.

LIST 1. BOOKS BY SPORT (Choose 1 from this list.)

Baseball
Cait Murphy. *Crazy '08: How a Cast of Cranks, Rogues, Boneheads, and Magnates Created the Greatest Year in Baseball History* New York: Collins, 2007
David McGimpsey. *Imagining Baseball: America's Pastime and Popular Culture*. Bloomington Indiana University Press, 2000
David Halberstam. *October 1964*. New York: Ballantine, 1994.
Eliot Asinof. *Eight Men Out: The Black Sox and the 1919 World Series*. New York: Owl, 1963
Lanctot, Neil. *Negro League Baseball: The Rise and Ruin of a Black Institution*. Philadelphia. University of Pennsylvania Press, 2004
Jules Tygiel. *Past Time: Baseball As History*. New York: Oxford University Press, 2000

Boxing
David Margolick. *Beyond Glory: Joe Louis vs. Max Schmeling, and a World on the Brink*. New York Vintage, 2006
Randy Roberts. *Papa Jack: Jack Johnson and the Era of White Hopes*. New York: Robeson, 1983
Bruce J Evensen. *When Dempsey Fought Tunney: Heroes, Hokum, and Storytelling in the Jazz Age* Knoxville University of Tennessee Press, 1996
Elliott J. Gorn. *The Manly Art: Bare-Knuckle Prize Fighting in America*. Ithaca: Cornell University Press, 1989.

Football
David Maraniss. *When Pride Still Mattered: A Life of Vince Lombardi*. New York: Simon and Schuster, 2000
John Sayle Watterson. *College Football: History, Spectacle, Controversy*. Baltimore The Johns Hopkins University Press, 2002
*Michael Oriard. *King Football: Sport and Spectacle in the Golden Age of Radio and Newsreels, Movies and Magazines, the Weekly and the Daily Press* Chapel Hill: University of North Carolina Press, 2003.
Michael Oriard. *Reading Football: How the Popular Press Created an American Spectacle*. Chapel Hill University of North Carolina Press, 1998
Sally Jenkins. *The Real All-Americans: The Team That Changed a Game, a People, a Nation* New York Doubleday, 2007

Golf
Curt Sampson and Dan Jenkins. *The Eternal Summer: Palmer, Nickalus, and Hogan in 1960, Golf's Golden Year* New York Villard, 2000
Charles Price. *A Golf Story: Bobby Jones, Augusta National, and the Masters Tournament* New York Triumph, 1987
Mark Frost. *The Greatest Game Ever Played: A True Story*. New York: Hyperion, 2002.
Mark Frost. *The Grand Slam: Bobby Jones, America, and the Story of Golf*. New York: Hyperion, 1980

Basketball
Mark Kriegel. *Pistol: The Life of Pete Maravich*. New York: Free Press, 2007.
Feinstein, John. *The Punch: One Night, Two Lives, and the Fight That Changed Basketball Forever*. New York: Back Bay Books, 2003
Robert W. Ikard. *Just For Fun: The Story of AAU Women's Basketball*. Fayetteville: University of Arkansas, 2005
James Naismith. *Basketball: Its Origin and Development*. New York: Bison Books, 1996 (Originally published 1941)
Jeffrey Lane. *Under the Boards: The Cultural Revolution in Basketball*. Lincoln: University of Nebraska Press, 2007.

Other Sports
Glenda Riley. *The Life and Legacy of Annie Oakley*. Norman: University of Oklahoma Press, 1994.
Andrei S. Markovits and Steven Hellerman. *Offside: Soccer and American Exceptionalism*. Princeton: Princeton University Press, 2001
*Eisenberg, John. *The Great Match Race: When North Met South in America's First Sports Spectacle*. Boston: Houghton Mifflin, 2006.
Tom Melville. *The Tented Field. A History of Cricket in America*. Bowling Green: Bowling Green University Popular Press, 1998.
Neal Thompson. *Driving With the Devil: Southern Moonshine, Detroit Wheels, and the Birth of NASCAR*. Pittsburgh: Three Rivers Press, 2006.

PRECIS 2
(choose one article from each section to include in your essay, or choose one book from List 2)

The 1920 and the Culture of Heroes
- *Roderick Nash "Sports Heroes of the 1920s." In *The Nervous Generation: American Thought, 1917-1930* (Chicago: Rand McNally, 1970), 126-132, 135-136.
- Mark Dyreson. "The Emergence of Consumer Culture and the Transformation of Physical Culture: American Sports in the 1920s " *Journal of Sport History* 61 (Winter 1989): 261-281.
- *Elliot J. Gorn. "The Manassa Mauler and the Fighting Marine: An Interpretation of the Dempsey-Tunney Fights." *Journal of American Studies* 19 (1983): 27-47.
- *Gerard O'Connor. "Where Have You Gone, Joe DiMaggio?" In *Heroes in Popular Culture*. Ray B. Browne, et al, eds (Bowling Green Bowling Green University Popular Press, 1972): 87-99.
- *Benjamin G. Rader "Compensatory Sport Heroes: Ruth, Grange, and Dempsey * *Journal of Popular Culture* 16 (1983) 11-22
- *John W. Ward "The Meaning of Lindbergh's Flight." *American Quarterly* 10 (Spring 1958) 3-16.
- *Michael Oriard "Muhammad Ali: The Hero in the Age of Mass Media." In *Muhammad Ali. The People's Champion*, Elliot Gorn ed (Urbana University of Illinois Press, 1995), 5, 8-22.
- Lowell D. Blaisdell. "Legends as an Expression of Baseball Memory." *Journal of Sport History* 19 (Winter 1992): 227-243

Sports and the Media, from the First Columnists to the Information Age
- *John R. Betts. "Sporting Journalism in Nineteenth Century America." *American Quarterly* 5 (Spring 1953): 39-56. {available on JSTOR}
- Bruce J. Evensen. "Jazz Age Journalism's Battle Over Professionalism, Circulation, and the Sports Page." *Journal of Sport History* 20 (Winter 1993): 229-246
- *David Halberstam. "Introduction." In *The Best American Sportswriting of the Century* (Boston: Houghton Mifflin, 1999), xix-xxxiii
- *Ring Lardner. "Eckie." *The Saturday Evening Post*, 22 October 1932.
- *Gay Telease "The Silent Season of a Hero." *Esquire*, July 1966.
- *Hunter S. Thompson. "The Kentucky Derby Is Decadent and Depraved." *Scanlan's Monthly*, June 1970.
- Jeff Neal-Lunsford. "Sport in the Land of Television: The Use of Sport in Network Primetime Schedules, 1946-1950." *Journal of Sport History* 19 (1992): 52-76
- Richard Crepeau and Daniel Nathan. "Two Views of ESPN: I. There Seems to Be No End 'n Sight; II Sometimes, ESPN Seems Ubiquitous." *Journal of Sport History* 27 (Fall 2000): 525-531.
- Steven Hardy. "Where Have You Gone, Jackie Robinson? Or, the End of History and the Age of Sport Infrastructure." *Sporting Traditions: Journal for the Australian Society for Sports History* 16 (November 1999): 85-100.

Race and Sport
- David K. Wiggins. "Peter Jackson and the Elusive Heavyweight Championship: A Black Athletes Struggle Against the Late Nineteenth Century Color-Line." *Journal of Sport History* 12 (Summer 1985): 143-168.
- Jeffrey T. Sammons. "Race and Sport: A Critical, Historical Examination." *Journal of Sport History* 21 (Fall 1994): 203-278.
- Gwendolyn Captain. "Enter Ladies and Gentlemen of Color: Gender, Sport and the Ideal of American Manhood and Womanhood During the Late Nineteenth and Early Twentieth Century." *Journal of Sport History* 18 (1990): 81-102.
- *David K. Wiggins. "Isaac Murphy: Black Hero in Nineteenth Century American Sport, 1861-1896." *Canadian Journal of History of Sport and Physical Education* 19 (1979): 15-32.
- Ronald E. Marcello "The Integration of Intercollegiate Athletics in Texas: North Texas State College as a Test Case, 1956." *Journal of Sport History* 14 (Winter 1987): 286-316.
- Thomas G. Smith. "Civil Rights and the Gridiron: The Kennedy Administration and the Washington Redskins." *Journal of Sport History* 14 (Summer 1987): 189-208.
- Thomas G. Smith. "The Exclusion of Blacks from Organized Professional Football, 1934-1946." *Journal of Sport History* 15 (Winter 1988): 255-281
- David Wallace Adams. "More Than a Game: The Carlisle Indians Take to the Gridiron, 1893-1917." *The Western Historical Quarterly* 32 (Spring 2001) 25-53 {available on JSTOR}

Women and Sport
- Nancy L. Struna. "Gender and Sporting Practice In Early America, 1750-1810." *Journal of Sport History* 18 (Spring 1991): 10-30.
- Roberta J. Park. "'Embodied Selves': The Rise and Development of Concern for Physical Education, Active Games and Recreation for American Women, 1776-1865." *Journal of Sport History* 5 (Summer 1978): 5-41.
- *Linda Borish. "Farm Females, Fitness and the Ideology of Physical Health in Antebellum New England." *Agricultural History* 64 (Summer 1990) 17-30
- Linda J. Borish. "The Robust Woman and the Muscular Christian: Catharine Beecher, Thomas Higginson, and Their Vision of American Society, Health and Physical Activities." *International Journal of the History of Sport* 4 (September 1987): 139-54.
- *Roberta J. Park. "Sport, Gender and Society in a Transatlantic Victorian Perspective " In *From "Fair Sex" to Feminism: Sport and the Socialization of Women in the Industrial and Post-Industrial Eras*, ed. Roberta Park and JA Mangan (London: Frank Cass, 1987): 58-93.
- *Ronald A. Smith. "The Rise of Basketball for Women in Colleges." *Canadian Journal of History of Sport and Physical Education* 1 (1970): 1-21.
- *Lindea Jean Carpenter. "The Impact of Title IX on Women's Intercollegiate Sports." In *Government and Sport: The Public Policy Issues*, Arthur T. Johnson and James H. Frey, eds. (Totowa, NJ: Rowan and Littlefield, 1985), 62-78
- *Merrie A. Fiddler. "The All-American Girls' Baseball League, 1943-1954." In *Her Story in Sport*, Reet Howell, ed. (West Point: Leisure Press,

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1982), 590-607.

- *Donald J. Mrozek. "The 'Amazon' and the American 'Lady': Sexual Fears of Women as Athletes." In *From "Fair Sex" to Feminism: Sport and the Socialization of Women in the Industrial and Post-Industrial Eras.* ed. Roberta Park and JA Mangan (London: Frank Cass, 1987): 282-298.
- Patricia Vertinsky. "Body Shapes: The Role of the Medical Establishment in Informing Female Exercise and Physical Education in Nineteenth-Century North America." In *From "Fair Sex" to Feminism: Sport and the Socialization of Women in the Industrial and Post-Industrial Eras.* ed. Roberta Park and JA Mangan (London: Frank Cass, 1987): 256-281.

LIST 2: BOOKS BY ORGANIZING CATEGORY (Choose 1 from this list.)

Gender and Sport
Susan K. Cahn. *Coming on Strong: Gender and Sexuality in Twentieth Century Women's Sports*
Jennifer Shahade. *Chess Bitch: Women In the Ultimate Intellectual Sport.*
Smith, Lisa, ed. *Nike is a Goddess: The History of Women in Sports.* Boston: Atlantic Monthly Press, 1999.
Susan E. Cayleff. *Babe: The Life and Legend of Babe Didrikson Zaharias.* Urbana: University of Illinois Press, 1996.
Sarah K. Fields. *Female Gladiators: Gender, Law, and Contact Sport in America.*
*Welch Suggs. *A Place On the Team: The Triumph and Tragedy of Title IX.* Princeton, 2006.
JA Mangan. *From 'Fair Sex' to Feminism: Sport and the Socialization of Women in the Industrial and Post-Industrial Eras.* New York: Frank Cass, 1987.

Sports Journalism
Charles Fountain. *Sportswriter: The Life and Times of Grantland Rice.* New York: Oxford, 1993
Dave Kindred. *Sound and Fury: Two Powerful Lives, One Fateful Friendship.* New York: Free Press, 2006.
Jim Reisler. *Black Writers/Black Baseball: An Anthology of Articles from Black Sportswriters Who Covered the Negro Leagues.* Jefferson, NC: McFarland & Co , 2007.
Brian Carroll. *When to Stop the Cheering? The Black Press, the Black Community, and the Integration of Professional Baseball.* New York: Routledge, 2007.
Jonathan Yardley. *Ring: A Biography of Ring Lardner.* New York: Rowan and Littlefield, 1977.

Foreign Affairs
*David Edmonds and John Eidinou. *Bobby Fischer Goes to War: How a Lone American Star Defeated the Soviet Chess Machine.* New York: Ecco, 2004
Thomas W. Zeiler. *Ambassadors in Pinstripes: The Spalding World Baseball Tour and the Birth of the American Empire.* New York: Rowan and Littlefield, 2006.
George R. Matthews. *America's First Olympics: The St. Louis Games of 1904.* Columbia: University of Missouri Press, 2005.
Stefan Szymanski and Andrew Zimbalist. *National Pastime: How Americans Play Baseball and the Rest of the World Plays Soccer.* New York: Brookings Institution Press, 2005.
C.L.R. James. *Beyond a Boundary.* New York: Pantheon, 1983. (This is about West Indies cricket, not US sport in particular, but it is the best sports book ever written, and is therefore on the list, an option for anyone who chooses to read it.)

Race and Sport
Patrick Miller. *Sport and the Color Line: Black Athletes and Race Relations In Twentieth Century America.* New York: Routledge, 2003.
David K. Wiggins. *The Unlevel Playing Field: A Documentary History of the African American Experience in Sport* Urbana: University of Illinois Press, 2005.
Brad Snyder. *A Well-Paid Slave: Curt Flood's Fight for Free Agency in Professional Sports.* New York: Viking, 2006.
Kenneth L. Shropshire. *In Black and White: Race and Sports in America.* New York: New York University Press, 1998.
John Hoberman. *Darwin's Athletes: How Sport Has Damaged Black America and Preserved the Myth of Race* New York: Mariner Books 1997.
Adrian Burgos, Jr. *Playing America's Games. Baseball, Latinos, and the Color Line.* Berkeley: University of California Press, 2007.
Jules Tygiel. *Baseball's Great Experiment: Jackie Robinson and His Legacy.* New York: Oxford University Press, 1983

Sport Literature
Tom Wolfe. *The Kandy-Kolored Tangerine-Flaked Streamline Baby.* New York: Bantam, 1965
Bernard Malamud. *The Natural.* New York: Farrar, Straus and Giroux, 2003.
Joyce Carol Oates. *On Boxing.* New York: Harper Perennial, 1995.
George Plimpton. *Paper Lion: Confessions of a Last-String Quarterback.* New York: The Lyons Press, 2003.
Frederick Exley. *A Fan's Notes.* New York: Harper and Row, 1965.
Norman Mailer. *The Fight.* New York: Vintage, 1997.
Michael Chabon. *Summerland.* New York: Miramax, 2002.
Roger Kahn. *The Boys of Summer.* New York: Harper Perennial, 1971.
Don Delillo. *End Zone.* New York: Penguin, 1986

Other Categories
Allen Guttmann. *From Ritual to Record: The Nature of Modern Sports.* New York: Columbia University Press, 1978.
Steven A. Riess. *City Games: The Evolution of American Urban Society and the Rise of Sports* Urbana: University of Illinois Press 1989.
Michael Mandelbaum. *The Meaning of Sports* New York: Public Affairs, 2004.
William Morgan. *Why Sports Morally Matter.* New York: Routledge, 2006.
Allen Guttmann. *A Whole New Ball Game: An Interpretation of American Sports.* Chapel Hill. University of North Carolina Press 1988
Bill Crawford. *All-American: The Rise and Fall of Jim Thorpe.* New York: Wiley, 2004.
Ronald A. Smith. *Sports and Freedom: The Rise of Big-Time College Athletics.* New York: Oxford University Press 1988

IMPORTANT DATES: Dates not listed here will be reserved for general lectures.

June 7: FIRST DAY OF CLASS
June 28: FIRST PRÉCIS DUE
July 3: MIDTERM EXAM

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July 20: SECOND PRÉCIS DUE
July 25 LAST DAY OF CLASS
July 26: FINAL EXAM (10:15 - 12:15)

TAKING SPORTS SERIOUSLY
Elliot J. Gorn and Michael Oriard. *The Chronicle of Higher Education*. 24 March 1995, A52.

THE WEST INDIAN SCHOLAR C.L.R. James's 1963 work, *Beyond a Boundary*, is a remarkable book of history and memory It is about the game of cricket. More it is about the West Indies, poverty, being black, and colonialism. Cricket is James's microscope, and through it he magnifies wholes of life and thought. He presents cricket as both sport and metaphor, the property of colonizers and colonized, in which struggles over culture, power, hegemony, and resistance are played out Many scholars consider Beyond a Boundary to be he most profound and moving book ever written about sports

So we were greatly interested when we received a brochure for a conference at New York University last month entitled "Beyond the Boundary" The conference was held in conjunction with the Whitney Museum of American Art, whose show "Black Male Representations of Masculinity in Contemporary American Art" had included some images of blacks engaged in sports. A conference on black masculinity. borrowing its title from James's book, looked promising for scholars in American studies who, like us, have tried to take the study of athletics seriously Yet as we looked at the program more closely, we found that it did not include a single session or paper concerning sports.

Of course, scholars can choose to discuss whatever they want to.. But how is it possible to understand American culture, particularly African-American culture, and ignore the role played by sports?

We see all around us team logos, images of athletes, and expensive clothing endorsed by famous athletes Michael Jordan's is perhaps the most recognized face in the world, just as Muhammad Ali's was a generation ago. Nor is there a lack of experts who might participate in scholarly discussions of sports Harry Edwards, a professor of sociology at Berkeley, opened up the academic study of blacks in sports 25 years ago His chief concern was the exploitation of black athletes by the sports establishment. He has been succeeded by other distinguished writers—including Gerald Early, a literary scholar at Washington University, and Jeffrey Sammons, a historian at New York University—who have broadened the inquiry into many other aspects of the relationship between race and sports.

Despite the obvious importance of sports in American life, only a small number of American academics have made a specialty of analyzing the relationship between athletics and culture, and their work remains ghettoized. Historians, sociologists, psychologists, anthropologists, and even philosophers and literary scholars have established subspecialties on sports, but their work hovers at the margins of their disciplines

Moreover, the booming field of cultural studies seems oblivious to the work done on athletics This is ironic because cultural studies—the interdisciplinary analysis of history, cultural expression, and power—is exactly where the study of sports is most needed Where is there a cultural activity more freighted with constructions of masculinity than football, more deeply inscribed with race than boxing, more tied in the public mind to the hopes and hopelessness of inner-city youths than basketball? Gender, race, and power are central theoretical and methodological concerns of cultural studies

Despite the continuing discussion in American studies of "the body" (of how human beings conceive of themselves physically), athletes' bodies remain curiously off-limits. Yet power and eroticism meet most conspicuously in the athletic body—Florence Griffith-Joyner's, Greg Louganis's, or Michael Jordan's

Is "the body" as conceived in cultural studies a rhetorical construction, while the bodies of athletes are too palpably real? Are we, as intellectuals just uncomfortable with physicality, because our own bailiwick is the life of the mind? Could it be that professors are creatures of words while the language of athletics is fundamentally non-verbal? Or are we simply playing out the long-standing faculty antagonism to the distorted priorities of universities with multimillion-dollar athletics programs?

Furthermore, although critical scholarship about television's place in American life is an important part of cultural studies, amazingly little of that scholarship is concerned with televised sports. Yet the mass media have always depended on athletics to reach large audiences. from the invention of the sports pages in the first large-circulation metropolitan newspapers in the 1880's and 1890's, to the first World Series radio broadcasts in the early 1920's, to the baseball and football games and boxing matches telecast at the beginning of the television age Today, international broadcast via satellite cable superstations, and pay-per-view television all thrive on sporting events. Sports have been the cash cow of the increasingly pervasive (some would say invasive) entertainment media.

In an age that (properly) embraces multiculturalism, athletics represent both our diversity and our common culture It is almost a cliche to mention that sports are the lingua franca of men talking across divisions of class and race. Sports also reveal just how interdependent particular subcultures and the larger consumer culture can be. Think, for example, of the symbiotic ties between inner-city playground basketball and the National Basketball Association championships

SPORTS keep bringing us back to the ever-shifting relationship between commercialized mass culture (the Olympics come immediately to mind) and subcultures of difference (the Gay Games, for example).

Sports also are clearly about gender, although, until recently, this often has been overlooked Certainly athletics have shaped American masculinity. One hundred years ago, in an essay called "The American Boy," Theodore Roosevelt exhorted young men to follow the same principles in life as in football: "Hit the line hard; don't foul and don't shirk, but hit the line hard."

For women, organized sports became available as feminism grew and they gained access to higher education and other areas from which they had previously been excluded. Even as Roosevelt wrote his essay. women at Vassar, Smith, Mount Holyoke, and Wellesley Colleges were playing baseball--not softball; baseball By the turn of the century, a particularly aggressive form of basketball had become a source of pride and passion at women's colleges and on countless playgrounds. We are just beginning to ask what such facts say about definitions of feminism and femininity

The general banishment of sports from cultural studies is not merely an omission of an important expressive form, leaving out sports distorts our view of culture Sports present unique challenges to theories about cultural power and personal freedom, which cultural-studies scholars discuss using such categories as "representation," "commodification," "hegemony," and "subversion." One of the challenges is that sports differ from movies, novels, music, and television shows, all of which scholars view as wholly "constructed." Sports however, are essentially "unscripted." They are real contests, in which many people have participated, at least at an amateur level.

This makes sports different from the other forms of entertainment, which are packaged by their creators. Knowledgeable fans can understand the games on their own terms and ignore the silly prattle of the "color" commentators. Baseball officials cannot script a "Cinderella season" on demand What sports "mean" to their vast audiences cannot be ordained by either owners or media pundits.

THE GREAT VIRTUE of cultural studies has been to take seriously the idea of "otherness," a concept that, in part relates to how a group defines itself by the images that it creates outsiders. But otherness is a slippery terrain. To many scholars—whose values are cosmopolitan, whose politics are progressive, and whose incomes are upper middle class—the "other" is not necessarily the same as for most Americans. Young verbally dexterous, and entrepreneurial rappers—modern-day rebels against a narrow-minded and prissy culture—may be far less alien to h.p young intellectuals than the gifted

and disciplined athlete "Otherness," for scholars, may reside even more in the polyester-clad fan who drinks with his buddies and roots for the home team, or in the middle-aged woman out bowling in her weekly league game. What, in the eyes of many in the academy, could be more unhip, uncool, "other" than American working-class pleasures?

Some scholars have suggested that, after Martin Luther King, Jr., Jackie Robinson may well have been the most influential black American of the past 50 years. Not everyone would agree with this proposition, but it is plausible, and it speaks volumes about American culture that the artistry, grade, fierce will, and embattled restraint of a baseball player could become a symbol of courage and strength to so many people. There is no getting around it. For African Americans, sports have been a fount of creativity, of art, of genius. Sports have also been a source of respect for black Americans among people of all races. Any list of the most culturally influential African Americans of the 20th century would have to include Robinson, as well as Jesse Owens, Joe Louis, Jack Johnson, Wilma Rudolph, and Muhammad Ali.

C. L. R. James was so convinced of the importance of sports that he declared cricket and soccer to be "the greatest cultural influences in 19th-century Britain." Although a bit hyperbolic, James's point is well taken. That athletics have remained so far beyond the boundary of most intellectual discourse is beyond belief. As James so brilliantly demonstrated, the study of sport can take us to the very heart of critical issues in the study of culture and society

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Valdosta State University Curriculum Form
- **Request for a NEW COURSE**

Date of Submission:	06/17/2020

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:	Tom Aiello	**Requestor's Role:**	Faculty

Proposed NEW Course Prefix: *(Consult abbreviations in the catalog)*	HIST	**NEW Course Number:** *(Consult #s in the catalog)*	6235
Proposed NEW Course Title:	Nazi Germany and the Jim Crow South		
NEW Course Title Abbreviation: *(Limit to 30 character spaces)*	Nazi Germany & Jim Crow South		
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.)*

A comparative analysis of racial theory and practices in both the Jim Crow South and Nazi Germany in the first half of the 1900s.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
☒ Undergraduate X Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☐ Fall ☐ Spring ☒ Summer	~~2011~~ 2021	*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 – _____

Dr. Aiello has taught this popular course as a Special Topics HIST course a number of times in the past and it can be used in the major as a European History or as a U.S. History. Dr. Aiello also offers an AFAM section of the class. Dr. Aiello is also able to offer this course in an online format. This course will also help with the proposed INDS concentration in Diversity Studies.

** 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 –

** 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 Jay Rickman	*[signature]*	8-10-20
College/Division Executive Committee	Mark Smith	*[signature]*	8-10-20
Dean/Director	Mark Smith	*[signature]*	8-10-20
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. da Cruz	*Becky K. da Cruz*	8/24/2020
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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NAZI GERMANY AND THE JIM CROW SOUTH

COURSE DESCRIPTION: Racism, including racial anti-Semitism, was a core element of Nazi ideology and a driving force behind the Holocaust. Racism also legitimized the continued subjugation and persecution of African Americans long after the end of slavery. Although different in many ways, the history of racism in Nazi Germany and the Jim Crow South sheds light on universal phenomena as well as historically specific experiences. This class will analyze the similarities, differences, and gray zones of racial theory and practice in Germany and the United States in the first half of the twentieth century, paying special attention to how these practices sharply diverged as Nazi anti-Semitic policies turned into widespread, state-sanctioned genocide in the 1940s, while in the United States, racism stopped short of genocide, but in doing so maintained a structural foothold in the national culture and government that still exists today.

CHEATING AND PLAGIARISM: Cheating and plagiarism will be reported to the proper administrative office (see your student handbook on probation and expulsion procedures) and the cheater/plagiarizer WILL IMMEDIATELY RECEIVE A ZERO FOR THE ENTIRE COURSE. THERE WILL BE NO EXCEPTIONS. I will have no tolerance, and the University will have slightly more. You can save yourself and your academic standing by just *not cheating*. You should know that cheating is against school policy and unethical. Plagiarism, however, is *against the law*. (Plagiarism is the uncited use of someone else's writing. You may not copy sentences or paragraphs from another source and use them as your own in your writing. All of your words must be your own.)

TITLE IX: Valdosta State University 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.

SPECIAL ACCOMMODATIONS: If you have any sort of learning disability or special need for fairly completing the course as described in the syllabus, the Americans with Disabilities Act protects you. You must register with the Access Office for Students with Disabilities in Farber Hall. Once you do, I will try to accommodate you in any way I can, as long as your needs do not require fundamental alterations to the curriculum. 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.

GRADE: Our class will not have exams. Instead, we will have nine (9) modules, eight (8) of them requiring assignments, and one (1) final project. Each module will include two fifty (50) point responses, one to lectures and videos, the other to a set of readings (with the exception of Module 8, which requires one 100-point response). The final project will be worth two hundred (200) points each, for a total of 1000 points. The total number of points you accrue out of that total will determine your grade.

REQUIRED BOOK: James Q. Whitman. *Hitler's American Model: The United States and the Making of Nazi Race Law*. Princeton University Press, 2018.

MODULE RESPONSES: While your final reading response will evaluate *Hitler's American Model*, the first seven will evaluate articles that are available to you on Blazeview. (Readings for each response are listed below the class schedule.) Each response will be five hundred (500) words and will be turned in on Blazeview. Your responses should determine the arguments of given articles and evaluate their strengths and weaknesses.

FINAL PROJECT: For your final project, you will choose two (2) oral histories from those living in the Jim Crow era and two (2) Holocaust survivor testimonies and write a one thousand (1000) word comparison essay documenting the consistencies and diversions between the groups. For your Jim Crow oral histories, you will use interviews from the Behind the Veil collection at Duke University, which can be found here: https://library.duke.edu/digitalcollections/behindtheveil/. For your Holocaust survivor testimonies, you will use interviews from the collection of the United States Holocaust Memorial Museum, which can be found here: https://collections.ushmm.org/search/?f%5Brecord_type_facet%5D%5B%5D=Oral+History. Like your reading responses, your final project will be turned in on Blazeview.

BONUS ASSIGNMENT: If you so choose, you will have the possibility of up to 50 bonus points by watching two seminal movies from the era and writing a response paper. See Bonus Assignment Module for more details.

DUE DATES FOR ASSIGNMENTS ARE LISTED ON EACH MODULE.

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![Valdosta State logo]	**Valdosta State University Curriculum Form** • **Request for a NEW COURSE**	**Date of Submission:**	06/17/2020

*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:	Tom Aiello	**Requestor's Role:**	Faculty

Proposed NEW Course Prefix: *(Consult abbreviations in the catalog)*	HIST	**NEW Course Number:** *(Consult #s in the catalog)*	4235
Proposed NEW Course Title:	Nazi Germany and the Jim Crow South		
NEW Course Title Abbreviation: *(Limit to 30 character spaces)*	Nazi Germany & Jim Crow South		
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.)**

A comparative analysis of racial theory and practices in both the Jim Crow South and Nazi Germany in the first half of the 1900s.

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	*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 –

Dr. Aiello has taught this popular course as a Special Topics HIST course a number of times in the past and it can be used in the major as a European History or as a U.S. History. Dr. Aiello also offers an AFAM section of the class. Dr. Aiello is also able to offer this course in an online format. This course will also help with the proposed INDS concentration in Diversity Studies.

** 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 –

** 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	*(signature)*	8-10-20
College/Division Executive Committee	M. Smith	N. Smith	8-10-20
Dean/Director	N. Smith	N. Smith	8-10-20
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 logo] **Valdosta State University** **Curriculum Form** • CURRICULUM CHANGE or REVISED CATALOG COPY		**Date of Submission:**	08/13/2020	

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:**	Political Science
Requestor's Name:	Joseph W. Robbins	**Requestor's Role:**	Department Head

Check One Option:	☒ Curriculum Change *(Changes to Program/Degree)*	☐ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*	
Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2021
Degree/Program Name:	Pre-Law track		
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/humanities-social-sciences/political-science/		

Present Requirements:	**Proposed Requirements:** *(hover over for instructions)*		
			Hours
	Core curriculum		60
	Core Curriculum Areas A-E		42
	Area F		18
	PHIL 2020	Prin. Of Logic and Argumentation	3
	POLS 2101	Introduction to Political Science	3
	POLS 2401	Introduction to Global Issues	3
	Foreign Languages and Cultures		9
This program does not currently exist as a track in our Political Science major.	Senior College Curriculum		60
	Required courses		15
	POLS 3100	Scope and Methods of Political Science	3
	POLS 3240	American Judicial Proc. And Beh.	3
	POLS 4100	Political Science Capstone	3
	POLS 4900	Internship in Political Science	3
	ENGL 3030	Writing for the Legal and Social Science Professions	3
	Select four of the following courses:		12

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POLS 4200	American Constitutional Law I	3
POLS 4202	American Constitutional Law II	3
POLS 4203	American Constitutional Law III	3
POLS 4220	Administrative Law and Government	3
POLS 4240	Politics and the Supreme Court	3
POLS 4390	Constitutional Law and Judicial Politics of the EU	3
POLS 4400	International Organizations and Law	3
POLS 4820	Special Topics in U.S. Government and Politics	3
Select three of the following courses:		**9**
BUSA 3110	Business Law	3
CRJU 3100	Criminal Law	3
CRJU 4700	Federal Indian Law	3
HIST 4101	American Legal History	3
HCAD 4000	Legal and Ethical Issues in Healthcare Admin.	3
MGNT 3500	Employment Law	3
ORGL 3220	Business Entities	3
ORGL 4280	Health Care Law	3
ORGL 4700	Criminal Law	3
Select two of the following courses:		**6**
POLS 3200	American State and Local Government and Politics	3
POLS 3210	United States Congress	3
POLS 3220	Elections, Voting Behavior, and Political Parties	3
POLS 3230	Political Psychology	3
POLS 3270	Public Opinion and Pol. Socialization	3
POLS 3280	African American Politics	3
POLS 3290	The American Presidency	3
POLS 3530	American Political Thought	3
POLS 4270	Southern Politics	3
POLS 4820	Special Topics in U.S. Government and Politics	3
POLS 4700	Directed Study in POLS	3
Select one of the following courses:		**3**
POLS 3300	Comparative Politics	3

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POLS 4300	European Politics	3
POLS 4310	Politics in Russia	3
POLS 4320	Latin American Politics	3
POLS 4330	African Politics	3
POLS 4350	Politics in Developing Nations	3
POLS 4370	Comparative Constitutional Law and Jud. Pol.	3
POLS 4390	Constitutional Law and Jud. Pol.	3
POLS 4450	Comparative Environmental Politics and Policy	3
POLS 4830	Special Topics in Comparative Politics	3

Select one of the following courses:		3
POLS 3400	International Relations	3
POLS 4300	European Politics	3
POLS 4301	The European Union	3
POLS 4400	International Org. and Law	3
POLS 4410	American Foreign Policy	3
POLS 4420	Global Security Policy	3
POLS 4430	National Security Administration and Policy	3
POLS 4440	Model United Nations	3
POLS 4442	Model United Nations II: Neg. and Diplomacy	3
POLS 4460	Terrorism and Counter-Terrorism	3
POLS 4831	Special Topics in EU Politics International Rel.	3
POLS 4840	Special Topics in International Politics	3
POLS 4700	Directed Study in Political Science	3

Minor/ General Electives		12

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

☐ Improving student learning outcomes   ☐ Mandate of State/Federal/Accrediting Agency

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☒ Adopting current best practice(s) in field   ☒ Other –

Political Science departments across the country regularly attract many students interested in pursuing careers as attorneys, judges, etc. Currently, our department does not have an academic path to recruit and support students interested in this path. This proposal looks to change this and capitalize on this growth opportunity.

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 –

Programmatic assessment will be included in the Political Science assessment. We also will use SOIs and student/alumni surveys to assess our performance in the future.

Valdosta State University – Curriculum Change or Revised Catalog Copy Form
- CURRICULUM CHANGE ᴏʀ REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head	Joseph Robbins	*DocuSigned by:* *Joseph Robbins*	8/26/2020
College/Division Executive Committee	James LaPlant	*James LaPlant*	8/26/2020
Dean/Director	James LaPlant	*James LaPlant* CFD1633B1A51412...	8/26/2020
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: College of Humanities and Social Sciences	**Department(s):** SACJ, History; also Business in COBA

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<table>
<tr><td rowspan="2"></td><td>**Valdosta State University Curriculum Form**</td><td rowspan="2">**Date of Submission:**</td><td rowspan="2">10/3/2019</td></tr>
<tr><td>• Request for a NEW COURSE</td></tr>
</table>

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:**	Political Science
Requestor's Name:	Joseph Robbins	**Requestor's Role:**	Department Head

Proposed NEW Course Prefix: *(Consult abbreviations in the catalog)*	POLS	**NEW Course Number:** *(Consult #s in the catalog)*	4861

Proposed NEW Course Title:	Public Economic Development
NEW Course Title Abbreviation: *(Limit to 30 character spaces)*	Public Economic Development
Prerequisite(s):	None

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

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

An examination of local economic development planning.

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	2021	*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 –

We have regularly offered many special topics classes for our ORGL students with the POLS 4860 designation. Economic Development is one example and has been run as a 4860 course previously. This course creation simply assigns a specific, permanent catalog number for an existing course.

** 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 –

We will evaluate this course as part of our regular assessment process. We will evaluate learning outcomes through course assessments and compare this with programmatic objectives.

** 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	Joseph Robbins	*(signature)*	9/12/19
College/Division Executive Committee	James T. LaPlant	*(signature)*	8-20-19
Dean/Director	James T. LaPlant	*(signature)*	8-20-19
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
College of Humanities and Social Sciences
Department of Political Science

POLS 4861 Public Economic Development
CRN 50887 - Section IC - Credit: Three (3) Semester Hours
June 12, 2019– July 31, 2019

Syllabus and Course Schedule

Instructor Name: Penelope Schmidt, DPA
Office Hours: Fridays 8am-10am or by appointment
E-Mail: Please use BlazeView email; if BlazeView is down, an alternative email is pschmidt@valdosta.edu
Phone: 229-292-5677

Table of Contents

Required Textbook

Leigh, N. G. and E. J. Blakely. 2017. *Planning Local Economic Development* (6th Edition). SAGE Publications, Inc; Thousand Oaks, CA. [ISBN: 9781506363998].

The text offers an overview of policies, theories, and strategies related to local economic development planning.

Required Technology

This course will require you to have equipment and skills allowing ready and constant access to a computer with Internet connection. You must utilize your university e-mail account on a regular basis, and have the resources and ability to create and open documents in Microsoft Word and ability to use the free Adobe Acrobat Reader. These individual requirements are not fulfilled by Valdosta State University but must be supplied by you at your home (preferably) or workplace. Links to some internet resources will be provided and if any websites have changed to questionable pages, please notify the instructor. All sites referenced in this course should be related to the course content and no offense is intended.

This course uses BlazeView Desire2Learn, a course management system. You must have access to BlazeView at least twice weekly and possibly more often at times, such as when group projects are underway. If you have problems using or accessing any of the materials on BlazeView, contact the Help Desk at https://D2LHelp.view.usg.edu/ or call toll free 1-855-772-0423. Technology issues may not be used as an excuse for not submitting or completing assignments so be sure to plan ahead. Considerations will be allowed when there are system-wide errors or issues that affect the entire class.

Catalog Description
An examination of local economic development planning.

Course Outcomes
Students will be able to:

1. Define economic development and its components.
2. Differentiate among types of economic development.
3. Identify components of an economic development profile.
4. Identify economic development strategies.
5. Demonstrate understanding of the link between economic development and workforce development.
6. Compare marketing tools to aid economic development.
7. Distinguish among types of economic development organizations.

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8. Analyze a local economic development agency's efforts.

Course Activities / Assignments / Requirements

This course serves as an introduction to economic development. Completing the readings and coursework in a timely fashion and regular online attendance are essential to your success in the class.

This course will include reading, writing, and comprehension exercises. Students must have reading and writing skills, general computer skills, ability to search via internet and use BlazeView, and ability to use Microsoft Word. Students will complete all coursework in accordance with the syllabus and course schedule. Student success will depend upon individual performance and participation through threaded discussions, quizzes and a written assignment.

Students will:

1. participate in threaded discussions to broaden their knowledge of economic development through collaboration with their classmates and relating discussions to assigned materials.
2. complete quizzes on assigned materials
3. prepare a paper analyzing a locality's economic development efforts

Course Evaluation

The grade will be based on participation in five (5) threaded discussions, three (3) quizzes and one (1) paper. Students must use proper grammar and citations.
Links for assistance with APA citation styles are included on BlazeView.

1. Discussions (50% of course grade; 10 points each; maximum 50 points): Each student will be required to participate in threaded discussion topics. See discussions within each module for specific topics and guidelines. (Course Outcomes 1, 3, 5)
2. Quizzes (30% of course grade; 10 points each; maximum 30 points): Students will complete quizzes related to assigned materials as described within the modules. (Course Outcomes 1, 2, 4, 6)
3. Written Paper (20% of course grade; 20 points; maximum 20 points): Students will prepare a paper related to local economic development. (Course Outcome 7)

Grading Scale

Quality is expected in all work. Given the percentage totals above and the accumulated point ranges shown below, final grades will be assigned accordingly.

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

Course work is due as designated on the Course Schedule unless otherwise announced by the instructor or changed through prior arrangements made between

instructor and student. A late penalty, consisting of a loss of 10% of the available points for each 24-hour period the assignment is late, may be imposed by the instructor on all work for which no prior permission for late submission was obtained. There is no final exam; the final work will be due in the final module (module 8).

Grading Rubric

Grades will be assigned based on the following general guidelines. For work valued at 20 points, the grades are based on these guidelines but doubled. A specific rubric will be posted with each assignment and discussion.

A (9-10 points)	B (8-8.9 points)	C (7-7.9 points)	D (6-6.9 points)	F (5.9 points or less)
Response answers the question thoroughly	Response answers the question	Response minimally answers the question	Response minimally answers the question	No response or one that does not answer the question
Response incorporates reading or other required materials	Response incorporates reading or other required materials	Response minimally incorporates reading or other required materials	Response does not incorporate reading or other required materials	
Has very few or no grammatical and/or spelling errors	Has some grammatical and/or spelling errors	Has many grammatical and/or spelling errors	Has grammatical and/or spelling errors which hinder readability and/or understanding	
Discussion includes a reply to at least one other student's response with something more substantial than a basic "I agree," "I disagree," or "Good post" type of comment				
Uses APA format for citations and references	Uses incomplete format for citations and references	Provides minimal references such as a link only	No/few citations or references	Plagiarism

Course Work Submission Protocol
All course work must:

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1. be submitted on time—all threaded discussions and other assignments must be in by the date and time indicated on the schedule in order to receive up to the maximum credit, unless other arrangements have been made.
2. be submitted according to the instructions on BlazeView
3. have properly named attachments, if attachments are allowed. Any attachment sent to the instructor must include the sender's name as part of the file name—for example, if John Smith is sending me a paper as an attachment it should be named: Doe_J_POLS4860_Paper.docx. Any attachment without the name of the student sending it may not be considered as having been submitted. All attachments submitted for grading must be using the software specified by the instructor for a particular assignment (ie, Word).

Turnaround time for feedback will typically be within ten days after the due date of the work. For late work, turnaround time will be within ten days of submission.

Communication Protocol

Contact between student and instructor in this course will be via e-mail or the pager within BlazeView. Students can also communicate with one another through these tools as needed.

All communication must:

1. be through the course e-mail—your instructor will not normally respond to e-mail relating to the course if it comes from dsmith@yahoo.com,
2. have a subject line which reflects the content of the message and any attachments (if using email)
3. be properly addressed with a name and utilize proper grammar and composition
4. follow proper "Netiquette"—proper language, tone, etc.

Messages to the instructor will normally be answered within two working days (weekends and holidays are not working days). The instructor will notify the class if she will be unavailable due to a conference or other reason.

Participation Policy

Students are expected to maintain a regular and frequent presence in the online course, particularly when involved in online discussions. You are required to complete all first week assignments on time or risk being dropped for non-attendance. It is your responsibility to make sure you have adequate equipment and access to maintain this online presence. Because you are being prepared to accept professional duties and responsibilities, attendance decisions are viewed as critical to developing professionalism.

If you are compelled for any reason to be absent from or unable to participate in class, you should immediately notify the instructor. The undergraduate catalog states that whether online or face-to-face, a student who misses or does not participate in more than 20% of the scheduled course or course activities could be subject to receiving a failing grade in the course.

Online work is conducted asynchronously, and does not require students to be online at scheduled times. Each participant is expected to be engaged in all discussions wih an original response to the topic and a substantive reply to at least one classmate. Magnitude of participation does not imply quality; however, the two indicators are often correlated positively. We expect that participants are well prepared and share insightful comments, criticism, and perspective with the class.

General Course Policies

Undergraduate Student Handbook: Each student is expected to be familiar with and abide by the rules and regulations governing the undergraduate program.

Policy Statement on Plagiarism and Cheating

Each student is required to read and be familiar with the VSU Plagiarism Policy. Plagiarism will result in a failing grade for the assignment, and in some cases, for the course. In extreme cases, plagiarism will result in dismissal from the program.

Below is information directly quoted from the Academic Integrity Code:

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 Integrity Code is available on the Academic Affairs website. Plagiarism is prohibited, and may result in a failing grade for the assignment or for the course, and in extreme cases suspension or dismissal from the program." Each student is required to read and be familiar with the section on plagiarism.

By taking this course, you agree that all required course work may be subject to submission for textual similarity review to Turnitin, a tool within the course management system. For more information on the use of this tool at VSU see "Turnitin

for Students" (http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitin-for-students.php).

Professionalism

Within your coursework and fieldwork, you are expected to respect intellectual property, complete assignments with consistent punctuality, regularly attend class (log in to the course at least twice weekly), make an effort to complete assignments completely and correctly, pay careful attention to detail in following instructions, show willingness to revise based on instructor or peer feedback, strive for creativity in devising products and processes, demonstrate enthusiasm in the online environment, be helpful to peers, show self-reliance to enable independent progress/ completion of your work, display courtesy in written and oral communications, and exhibit cooperation in any discussions or group work situations.

All participants will treat each other with respect at all times. During discussions, there may be disagreements -- professional, not personal; a fundamental premise underlying both academic freedom and public administration is respect for the individual. Disagree with respect, not contempt.

Accommodations Statement

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

Title IX Statement

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, 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: the Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31698, 229-333-5463.

Student Opinion of Instruction

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available 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/administrators. Instructors will be able to view only a summary of all responses 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 using the SmartEvals platform.

Instructor

See biographical and contact information in the Course Overview in BlazeView for this course.

Course Schedule

The Course Schedule is subject to change by the instructor. Students will be notified within BlazeView of any changes. Please log into your course at least twice weekly. It is best to check email more frequently in case there are any changes in the weekly assignments.

COURSE SCHEDULE
POLS4860 Economic Development
June 12, 2019 – July 31, 2019
It is highly recommended that you add the due dates for course work to your calendar.
Course Schedule is subject to change and changes will be announced on BlazeView

Required work is due at the time and date designated on the Course Schedule unless otherwise announced by the instructor, or changed through prior arrangements made between instructor and student. A lateness penalty, consisting of a 10% deduction for each 24 hour period of lateness may be imposed by the instructor. This penalty will be waived if prior permission for the late submission was obtained from the instructor. It is the student's responsibility to initiate this conversation. All due dates/times are based on Eastern Daylight Saving Time.

Modules, Due Dates, and Objectives	Outcomes	Readings and Activities	Assignments and Discussions to Post
Module 1 **Work Due: 6/15/19 at 11:59pm** Students will begin to define economic Development.	The student will participate in a discussion of the definition of economic development. (Course Outcome 1)	Read the syllabus and ask any questions by email or on the Course Questions discussion board. Read Chapter 1 and any other items posted on Blazeview. Complete the Discussion.	Complete the discussion for this module (10 pts). **Note: For all discussions, reply to at least one other classmate with a substantive response, not simply "good job," "I agree," etc.**
Module 2 **Work Due: 6/22/19 at 11:59pm** Students will compare theories of economic development.	Students will complete a quiz on components and theories of economic development. (Course Outcomes 1 and 2)	Read Chapters 2 and 3 and any other items posted on Blazeview. Complete the Quiz.	Complete the Quiz for this module (10 pts).
Module 3 **Work Due: 6/29/19 at 11:59pm** Students will identify	Students will participate in a discussion of the components of an economic profile	Read Chapters 4, 5 and 6 and any other readings on BlazeView. Complete the Discussion.	Complete the discussion for this module (10 pts).

components of the economic profile.	(Course Outcome 3)		
Module 4 **Work Due:** 7/6/19 at 11:59pm Students will identify strategies for economic development.	Students will complete a quiz about economic development strategies. (Course Outcome 4)	Read Chapters 7 and 8 and any other readings on BlazeView. Complete the Quiz.	Complete the quiz for this module (10 points).
Module 5 **Work Due:** 7/13/19 at 11:59pm Students will explain the link between economic development, business development, and workforce development.	In a class discussion, students will explain the link between economic development, business development, and workforce development. (Course Outcome 5)	Read Chapters 9 and 10 any other readings on BlazeView. Complete the Discussion.	Complete the discussion for this module (10 points).
Module 6 **Work Due:** 7/20/19 at 11:59pm Students will compare marketing tools for economic development activities.	Students will participate in a quiz comparing marketing tools for economic development. (Course Outcome 6)	Read Chapters 11 and 12 any other readings on BlazeView. Complete the Quiz.	Complete the quiz for this module (10 points).
Module 7 **Work Due:** 7/27/19 at 11:59pm	Students will participate in a discussion of types of economic development	Read Chapters 13 and 14 any other readings on BlazeView. Complete the Discussion.	Complete the discussion for this module (10 points).

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Valdosta State University Curriculum Form ● **Request for a NEW COURSE**		Date of Submission:	06/21/2019

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:	Political Science
Requestor's Name:	Joseph Robbins	**Requestor's Role:**	Department Head

Proposed NEW Course Prefix: *(Consult abbreviations in the catalog)*	POLS	NEW Course Number: *(Consult #s in the catalog)*	4862
Proposed NEW Course Title:	Effective Writing in Public Administration		
NEW Course Title Abbreviation: *(Limit to 30 character spaces)*	Eff. Writing in PADM		
Prerequisite(s):	None		

Lecture Hours:	3	Lab/Contact Hours:	0	Credit Hours:	3

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

An overview of types of written communications in public administration and effective writing techniques for preparing those documents.

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	2021	*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 –

We have regularly offered many special topics classes for our ORGL students with the POLS 4860 designation. This course creation simply assigns a specific, permanent catalog number for an existing course.

** 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 –

We will evaluate this course as part of our regular assessment process. We will evaluate learning outcomes through course assessments and compare this with programmatic objectives.

** 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	Joseph Robbins	Joseph R	9/12/19
College/Division Executive Committee	James T. LePlant	J. T. LPlt	8-20-20
Dean/Director	James T. LePlant	J. T. LPlt	8-20-20
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
College of Humanities and Social Sciences - Department of Political Science
POLS 4862 Effective Writing in the Public Sector / Section IC2 / CRN 21525
Three (3) Semester Hours Credit

Syllabus and Course Schedule

Instructor Name: Penelope Schmidt, DPA
Office Hours: By Appointment / Phone: 229-292-5677
E-Mail: Please use BlazeVIEW email; if BlazeVIEW is down, use pschmidt@valdosta.edu
Syllabus and Course Schedule are subject to change. Changes will be announced on BlazeView.

Contents

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Required Textbooks

Swain, John W. and Kathleen Dolan Swain. 2014. *Effective Writing in the Public Sector.* New York: Taylor & Francis. [ISBN: 9780765641502].

The text offers an overview of effective writing in public administration. Topics include English language skills and preparation of documents such as memos, newsletters, and various reports.

Required Technology

This course will require you to have equipment and skills allowing ready and constant access to a computer with Internet connection. You must utilize your university e-mail account on a regular basis, and have the resources and ability to create and open documents in Microsoft PowerPoint and Word, and ability to use the free Adobe Acrobat Reader. These individual requirements are not fulfilled by Valdosta State University but must be supplied by you at your home (preferably) or workplace. You will also need a microphone and speakers to record and listen to PowerPoint presentations.

This course uses BlazeView, a course management system. You must have access to BlazeView at least twice weekly and possibly more often at times based on your needs. If you have problems using or accessing any of the materials on BlazeView, contact the Help Desk at https://D2LHelp.view.usg.edu/ or call toll free 1-855-772-0423. Technology issues may not be used as an excuse for not submitting or completing coursework so be sure to plan ahead. Considerations will be allowed when there are system-wide errors or issues that affect the entire class.

Catalog Description

An overview of types of written communications in public administration and effective writing techniques for preparing those documents.

Course Outcomes

Students will be able to:

1. Compare public sector writing with private sector writing.
2. Identify four preliminary steps to effective writing.
3. Recognize and correct mechanical errors in writing.
4. Prepare and/or identify proper formats and writing for communications such as memos, letters, media releases, and public service announcements for a public audience.
5. Prepare and/or identify important aspects of written communications such as reports and rules for internal and technical audiences.
6. Distinguish among four types of budget justifications.

Course Activities / Assignments / Requirements

This course serves as an introduction to effective writing for the public sector. Completing the readings in a timely fashion and regular class attendance are essential to success in the class.

This course will include reading, writing, comprehension, and presentation exercises. Students must have reading and writing skills, general computer skills, ability to search via internet and use BlazeView, and ability to use Microsoft Word. The students will complete all assignments in accordance with the syllabus schedule. Student success will depend upon individual performance and participation, as well as threaded discussions, written assignments, and a paper.

Students will:

1. participate in threaded discussions to broaden their skills with public sector writing for internal and external audiences
2. complete quizzes to demonstrate their skills in identifying and correcting errors in written public sector communications
3. complete a quiz to demonstrate the ability to distinguish between four types of budget justifications

Course Evaluation

The grade will be based on class participation via threaded discussions and quizzes. Instructions are in each module. Links for assistance APA citation styles and English grammar are included on BlazeView.

1. Discussions (50% of course grade; up to 10 points each; maximum 50 points): Each student will be required to participate in five (d) threaded discussion topics. (Course Outcome 1, 4, 5, 6)
2. Quizzes (50% of course grade; three at up to 10 points each and a final one at up to 20 points; maximum 50 points): Each student will be required to participate in four quizzes. (Course Outcomes 1-6)

Grading Scale

Quality is expected in all work. Given the percentage totals above and the accumulated point ranges shown below, final grades will be assigned accordingly.

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

Course work is due as designated on the Course Schedule unless otherwise announced by the instructor or changed through prior arrangements made between instructor and student. A late penalty, consisting of a loss of 10% of the available points for each 24-hour period the assignment is late, may be imposed by the instructor on all work for which no prior permission for late submission was obtained. Work that is more than five days late may receive a grade of 0. Makeup work is not available. The final

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module is due on May 6, 2019, the last day of class and includes a cumulative final quiz and final discussion.

Grading Rubric

A specific rubric is provided for each assignment/discussion on Blazeview based on the following general guidelines:

A (9-10 points)	B (8-8.9 points)	C (7-7.9 points)	D (6-6.9 points)	F (5.9 points or less)
Response answers the question thoroughly	Response answers the question	Response minimally answers the question	Response minimally answers the question	No response or one that does not answer the question
Response incorporates reading or other required materials	Response incorporates reading or other required materials	Response minimally incorporates reading or other required materials	Response does not incorporate reading or other required materials	
Has very few or no grammatical and/or spelling errors	Has some grammatical and/or spelling errors	Has many grammatical and/or spelling errors	Has grammatical and/or spelling errors which hinder readability and/or understanding	
Discussion includes a reply to at least one other student's response with something more substantial than a basic "I agree," "I disagree," or "Good post" type of comment				
Uses APA format for citations and references	Uses incomplete format for citations and references	Provides minimal references such as a link only	No/few citations or references	Plagiarism

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Course Work Submission Protocol

All course work must:

1. be submitted on time—all threaded discussions and other assignments must be in by the date and time indicated on the schedule in order to receive up to the maximum credit, unless other arrangements have been made.
2. be submitted according to the instructions on BlazeView
3. have properly named attachments, if attachments are allowed. Any attachment sent to the instructor must include the sender's name as part of the file name—for example, if John Smith is sending me a presentation as an attachment it should be named: Doe_J_POLS4860_Presentation.ppt. Any attachment without the name of the student sending it may not be considered as having been submitted. All attachments submitted for grading must be using the software specified by the instructor for a particular assignment (ie, Word or PowerPoint)

Turnaround time for feedback will typically be within ten days after the due date of the work. For late work, turnaround time will be within ten days after submission.

Communication Protocol

Contact between student and instructor in this course will be via e-mail within BlazeView. Students should also be communicating with one another through the course tools as needed.

All communication must:

1. be through the course e-mail system—your instructor will not normally respond to e-mail relating to the course if it comes from dsmith@yahoo.com,
2. have a subject line which reflects the content of the message and any attachments (if using email)
3. be properly addressed with a name and utilize proper grammar and composition
4. follow proper "Netiquette"—proper language, tone, etc.

Messages to the instructor will normally be answered within two working days (weekends and holidays are not working days). The instructor will notify the class if he/she is going to be out-of-touch.

Participation Policy

Students are expected to maintain a regular and frequent presence in the online course, particularly when involved in online discussion groups. You are required to complete all first week assignments on time or risk being dropped for non-attendance. It is your responsibility to make sure you have adequate equipment and access to maintain this online presence. Because you are being prepared to accept professional duties and responsibilities, attendance decisions are viewed as critical to developing professionalism.

Online work is conducted asynchronously, and does not require students to be online at scheduled times. Each participant is expected to be engaged in all discussions. Magnitude of participation does not imply quality; however, the two indicators are often correlated positively. We expect that participants are well prepared and share insightful comments, criticism, and perspective with the class.

Students are responsible for knowing the specific attendance/participation requirements as prescribed by their instructors and for the satisfactory make-up of missed work. When students are compelled for any reason to be absent form or unable to participate in class, they should immediately contact the instructor. The undergraduate catalog states that a student, whether/ online or face-to-face, a student who misses or does not participate in more than 20% of the scheduled course or course activities could be subject to receiving a failing grade in the course.

General Course Policies

Undergraduate Student Handbook: Each student is expected to be familiar with and abide by the rules and regulations governing the undergraduate program.

Policy Statement on Plagiarism and Cheating

Each student is required to read and be familiar with the VSU Plagiarism Policy. Plagiarism may result in a failing grade for the assignment, and in some cases, for the course. In extreme cases, plagiarism will result in dismissal from the program.

Below is information directly quoted from the Academic Integrity Code:

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 Integrity Code is available on the Academic Affairs website. Plagiarism is prohibited, and may result in a failing grade for the assignment or for the course, and in extreme cases suspension or dismissal from the program." Each student is required to read and be familiar with the section on plagiarism.

By taking this course, you agree that all required course work may be subject to submission for textual similarity review to Turnitin, a tool within the course management system. For more information on the use of this tool at VSU see "Turnitin for Students" (http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitin-for-students.php).

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Professionalism

Within your coursework and fieldwork, you are expected to respect intellectual property, complete assignments with consistent punctuality, regularly attend class (log in to the course at least twice weekly), make an effort to complete assignments completely and correctly, pay careful attention to detail in following instructions, show willingness to revise based on instructor or peer feedback, strive for creativity in devising products and processes, demonstrate enthusiasm in the online environment, be helpful to peers, show self-reliance to enable independent progress/ completion of your work, display courtesy in written and oral communications, and exhibit cooperation in group work situations.

All participants will treat each other with respect at all times. During discussions, there may be disagreements -- professional, not personal; a fundamental premise underlying both academic freedom and public administration is respect for the individual. Disagree with respect, not contempt.

Accommodations Statement

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

Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office located in Farber Hall - South. The phone numbers are 229-245-2498 (voice) and 229-219-1348 (tty).

Valdosta State University (VSU) complies fully with the requirements of the Americans with Disabilities Act (ADA). If you believe you are covered under this act, and if you have need for special arrangements to allow you to meet the requirements of this course, please contact the personnel at the Access Office (www.valdosta.edu/ssp/). Also, please discuss this with the instructor during the first week of class.

Title IX Statement

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, 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

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coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: the Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31698, 229-333-5463.

SOI 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 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. 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 SOI Procedures and Timelines(located at http://www.valdosta.edu/academics/academic-affairs/sois/welcome.php).

Instructor

See biographical and contact information in the Course Overview in BlazeView for this course.

Course Schedule

The Course Schedule is subject to change by the instructor. Students will be notified within BlazeView of any changes. Please log into your course at least twice weekly. It is best to check email more frequently in case there are any changes in the weekly assignments.

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COURSE SCHEDULE
POLS 4860 Effective Writing for the Public Sector
March 11, 2019 – May 6, 2019
Course Schedule is subject to change and changes will be announced on BlazeView

Required work is due at the time and date designated on the Course Schedule unless otherwise announced by the instructor, or changed through prior arrangements made between instructor and student. A lateness penalty, consisting of a 10% deduction for each 24 hour period of lateness will be imposed by the instructor. Work that is more than five days late may receive a grade of 0. This penalty will be waived if prior permission for the late submission was obtained from the instructor. It is the student's responsibility to initiate this conversation. Makeup work is not available. Due dates/times are based on Eastern Daylight Time.

Modules, Due Dates, and Objectives	Outcomes	Readings and Activities	Assignments and Discussions to Post
Module 1 **Work Due: 3-16-19 at 11:59pm** Students will distinguish the differences in public and private sector writing and identify steps for effective writing.	In a discussion, students will compare public and private sector writing. (Course Outcome 1)	Read the syllabus and ask any questions by email or on the Course Questions discussion board. Read the Introduction in the textbook (read part of the Introduction free on Amazon.com if you don't have a book yet). Complete the discussion.	On the discussion board, introduce yourself, including any experience with public, private, or nonprofit sector writing. Based on the Introduction in the text, there are at least six differences in public and private sector writing. Choose two of these to discuss. (10 pts) **Notes:** **(1) For all discussions, reply to at least one other classmate with a substantive response (not simply "good job," "I agree," etc.).** **(2) Never copy the words of others on <u>any</u> work. Either paraphrase or use quotation marks around their words and cite your source (including page number) in both situations. Always include a reference in your discussion posts in APA style even if it is only the text that you use.**

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Module 2 **Spring Break is March 18-22.** **Work Due:** **3-30-19 at 11:59pm** Students will be able to identify steps to effective writing and correct errors in writing.	In a quiz, students will identify the following: steps to effective writing, errors in writing, and corrections to errors. (Course Outcomes 2 and 3)	Read Chapters 1 - 4. Read any items posted for this module in Blazeview. Complete the quiz.	Complete the quiz (10 pts).
Module 3 **Work Due:** **4-6-19 at 11:59pm** Students will be able to prepare documents for the public.	Students will prepare a memo, letter, or email for the public and discuss the various documents posted by other students. (Course Outcome 4)	Read Chapters 5 and 6. Read any items posted for this module in Blazeview. Complete the discussion.	On the discussion board, post your answer to the topic based on the materials for this module and respond to at least one other person's remarks (10 pts).
Module 4 **Work Due:** **4-13-19 at 11:59pm** Students will be able to identify correctly prepared media releases, public service announcements (PSAs), and newsletters and identify corrections if needed.	In a quiz, students will identify correctly prepared media releases, public service announcements (PSAs), and newsletters and identify corrections if needed. (Course Outcome 4)	Read Chapters 7 and 8. Read any items posted for this module in Blazeview. Complete the quiz.	Complete the quiz (10 pts).

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| Module 5

Work Due:
4-20-19 at
11:59pm

Students will
recognize and
prepare
documents for
internal or
technical
audiences. | In a class
discussion,
students will
prepare and
discuss a brief
formal report
intended for an
internal
audience.
(Course
Outcome 5) | Read
Chapters 9
and 10.

Read any
items posted
for this
module in
Blazeview.

Complete
the
discussion. | On the discussion board, post your
answer to the topic and respond to at
least one other person's remarks (10 pts). |
|---|---|---|---|
| Module 6

Work Due:
4-27-19 at
11:59pm

Students will
distinguish
among four
approaches to
budget
justification. | Students will
distinguish
among four
types of budget
justifications in
a quiz.
(Course
Outcome 6) | Read
Chapters 11
and 12.

Complete
the quiz. | Complete the quiz (10 pts). |
| Module 7

Work Due:
5-4-19 at
11:59pm

Students will
recognize and
prepare a
document for
an internal
audience. | Students will
prepare a set of
rules for an
internal
audience.
(Course
Outcome 5) | Read
Chapter 13.

Complete
the
discussion.

Prepare for
the final quiz
in module 8. | On the discussion board, post your
answer to the topic based on the
materials for this module and respond to
at least one other person's post (10 pts). |

q7

| Module 8

Work Due:
5-6-19 at
11:59pm

Students will complete a quiz to assess their skills in writing and correcting documents utilized in the public sector. | Students will complete a quiz about the topics covered in this course (Course outcomes 1-6) | Complete the Quiz.

Complete the Discussion. | Complete the quiz (20 pts).

Complete the discussion (10 pts). |
|---|---|---|---|

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Valdosta State University Curriculum Form
- **Request for a NEW COURSE**

Date of Submission:	06/21/2019

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:**	Political Science
Requestor's Name:	Joseph Robbins	**Requestor's Role:**	Department Head

Proposed NEW Course Prefix: *(Consult abbreviations in the catalog)*	POLS	**NEW Course Number:** *(Consult #s in the catalog)*	4863
Proposed NEW Course Title:	Writing and Managing Grants in the Public Sector		
NEW Course Title Abbreviation: *(Limit to 30 character spaces)*	Writ. and Man. Grants in Pub. Sec.		
Prerequisite(s):	None		

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

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

A study of the different grant types and grant requirements. Students will identify an organization consult with the leadership on a grant opportunity. Students will demonstrate their acquired knowledge through the completion of a grant.

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	2021	*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 –

We have regularly offered many special topics classes for our ORGL students with the POLS 4860 designation. Grant Writing and Management is one example and has been run as a 4860 course previously. This course creation simply assigns a specific, permanent catalog number for an existing course.

** 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 –

We will evaluate this course as part of our regular assessment process. We will evaluate learning outcomes through course assessments and compare this with programmatic objectives.

** 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	Joseph Robbins	*[signature]*	9/12/19
College/Division Executive Committee	James T. LaPlant	*[signature]* T. LaPlant	8-20-20
Dean/Director	James T. LaPlant	*[signature]* T. LaPlant	8-20-20
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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POLS 4863
Writing and Managing Grants in the Public Sector
Bonnie Peterson, DPA
bepeterson@valdosta.edu
Cell: 229-292-4447

SPRING 2019

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PADM 7860
Grant Writing and Management
Bonnie Peterson, DPA
bepeterson@valdosta.edu
Cell: 229-292-4447

SPRING 2019

Course Syllabus

TEXT:

Bauer, David G. 2015. *The "How To" Grants Manual: 8th Edition*. Maryland: Rowman and Littlefield. ISBN: 978-1-4758-1010-3

Browning, Beverly. 2008. *Perfect Phrases for Writing Grant Proposals*. Wisconsin: McGraw-Hill. ISBN 978-0-07-149584-4

CATALOG DESCRIPTION

A study of the different grant types and grant requirements. Students will identify an organization consult with the leadership on a grant opportunity. Students will demonstrate their acquired knowledge through the completion of a grant.

COURSE OVERVIEW

All students must come to the class prepared to write a grant proposal.

You can use your current organization, but if you are not affiliated with a nonprofit (501c3) you will need to find one to work with during this course.

This course is grounded in the interplay of business, education, government, and nonprofits. It is a *very fast-paced, project-oriented class* with the emphasis placed on grant writing. Students will gain knowledge of grant writing and management through the text, assigned readings and classroom participation (threaded discussions). However, the best way to learn about grant writing is to do it. During this course students will learn about the different types of grants and grant requirements. Students will identify an organization, ask the leadership of the organization if the student might be able to help in a grant project, and then get information from the organization to do the project. Some organizations may have a specific grant for the student to complete. For other organizations, the student may need to locate a grant specific to the agency's needs. Students will demonstrate their acquired knowledge through the actual completion of a grant.

COURSE GOALS

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This course will provide a comprehensive study of grant writing and an overview of grant administration. Upon successful completion of this course students should:

1. Know the different types of grants available and how to search for each;
2. Know the importance of planning, data gathering, and organizing in grant writing;
3. Have the ability to recognize and understand the requirements as specified in requests for proposals and in grant writing;
4. Know the importance of following the instructions in grant writing;
5. Be able to write a grant; and
6. Know the various aspects and importance of grant administration.

CORE COMPETENCIES

Completion of the Grant Writing and Management course will aid students in their ability to:

1. Lead and manage in public governance;
2. Participate in and contribute to the policy process;
3. Analyze, synthesize, think critically, solve problems and make decisions;
4. Articulate and apply a public service perspective; and
5. Communicate and interact productively with a diverse and changing workforce and citizenry.

OVERVIEW OF ASSIGNMENTS

Your major assignment for the semester is to write a grant. You will work together in groups of 2 (unless you prefer to work alone). Before you panic and think..." I can't do this...I don't know anything about how to write a grant" ...let me reassure you that I'm not expecting you to come into the class knowing it all. If you did, why take the class? (Well, there is the minor issue of credit...☺) However, if you look through the topics of your reading assignments each week that precede the submission of your grant at the end of the semester, you will see that we discuss the nuts and bolts of writing grants- from budgets to needs assessments to final submissions. We also cover the three major types of grant: federal grants, foundation grants, and corporation grants.

IF YOU WOULD LIKE TO FIND YOUR OWN PARTNER (OR PREFER TO WORK ALONE), YOU MUST LET ME KNOW BEFORE SUN., JAN. 27, 11:59 PM. I REALIZE THAT MANY OF YOU MAY NOT KNOW OTHERS IN THE CLASS. I WILL ASSIGN PARTNERS AFTER MON. JAN. 28, FOR ANY WHO DO NOT HAVE ONE.

EVALUATION

ASSIGNMENT	VALUE
Threaded Discussions (3) [#1]	15%
Preproposal Summary [#2]	15%
Cost Benefit Analysis [#3]	15%
Budget [#4]	15%
Grant [#5]	40%
TOTAL:	100%

A DESCRIPTION OF EACH PROJECT FOLLOWS BELOW.

IF THERE IS EVER A PROBLEM IN MEETING A DEADLINE, _PLEASE LET ME KNOW IN ADVANCE_!

ASSIGNMENTS

1. Threaded Discussions (due 1/27/19, 2/24/19, 3/31/19)

Each threaded discussion will cover an aspect of the grant. You will write the post following the assigned directions. You are required to respond to the posts of a minimum of 3 people (other than your own) with constructive advice/criticism (see below). Beyond the minimum, I would encourage you to respond to as many of your classmates as you can as well as replying to students who have posted on your thread. When grades are borderline, it's class activity that tips the balance!

EACH POST WILL NEED TO BE UP BY THURSDAY DURING THE WEEK IN WHICH THE DISCUSSION THREAD IS ASSIGNED. ALL RESPONSES TO POSTS MUST BE MADE BY SUNDAY OF THE SAME WEEK.

Responses to Unit VI and Unit XI posts must follow these guidelines: For each response, you should give **constructive advice/criticism** to help grant writers focus and hone their topics. It could be that something they wrote is confusing and needs to be clarified. Maybe you know of another source of information they could pursue on a topic. Do you know other points related to their topic that they could address that would strengthen their position? Be creative. If you've never done a constructive criticism before, you might find the guidelines

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posted under the Supplemental Material unit to be helpful. You want to help the student who wrote the post to write the best grant possible. NO ONE SHOULD TAKE THE SUGGESTIONS MADE AS CRITICISM. This is more a form of brainstorming. The intent of the comments is to provide a constructive critique to enable you to write the best grant possible. Rarely can one or two people envision every different solution to a problem. This is your chance to have multiple reviewers before you even write your grant!

THREADED DISCUSSIONS ARE TO BE DONE INDIVIDUALLY.
THEY ARE NOT A GROUP PROJECT.

Rubric for Grading Threaded Discussions

A	B	C	D
Meet criteria for a grade of B and in addition:	Post all threaded discussions by deadline.	Post all threaded discussions by deadline.	Not evident that readings were understood and/or not incorporated into discussion comments
Respond to all questions.	Bring in material from readings.	Discussion postings have questionable relation to reading material.	
Demonstrate ability to analyze and evaluate material presented in readings	Demonstrate correct factual knowledge of concepts and theories from readings.		
Read at least 3 other students' responses (unless otherwise instructed) and discuss their answers with them.			

2. Prepoposal Summary (Due 2/10/19)

NOTE: YOUR PREPROPOSAL SUMMARY MUST BE SUBMITTED AND APPROVED BEFORE YOU CONTINUE WITH THE GRANT.

By the end of the first week of the semester, each student (or team) should identify an organization that has a need for a grant. The student(s) should ask the leadership of the organization if he or she might be able to help in a grant project. Some organizations may have a specific grant for the student(s) to complete. For other organizations, the student(s) may need to locate a grant specific to the agency's needs. **By the end of the fourth week of the semester, 2/10/19,** EACH STUDENT MUST SUBMIT A PREPROPOSAL SUMMARY. YOU MAY DISCUSS THIS FORM WITH YOUR PARTNER, <u>BUT EVERYONE IS REQUIRED TO COMPLETE THEIR OWN FORM.</u>

The best source for information will be the executive director or staff who work in the organization. It is possible that members of the board of directors will also have information if they are easily accessible for interviews. NOTE: ALL OF THESE PEOPLE ARE EXTREMELY BUSY. Do not wait until the week this assignment is due to attempt to complete it. Contact the agency or organization to get answers to your questions by the end of the second week. This will allow time for them to work answering your questions into their schedule.

The Prepoposal summary form that you are to complete can be found under the "SUPPLEMENTAL MATERIAL" module under Contents. You will find information about it on pages 95-97 in the Bauer text.

3. Cost-Benefit Analysis (due 3/10/19)

Complete a Cost-Benefit Analysis. The form can be found under the "SUPPLEMENTAL MATERIAL" module under Contents. Select 3 solutions that present different approaches to your problem. You will find information about how to complete it on pages 54-56 in the Bauer text. EACH TEAM SHOULD SUBMIT 1 COMPLETED COST-BENEFIT ANALYSIS FORM.

4. Budget (due 4/7/19)

Complete the Budget form found under the "SUPPLEMENTAL MATERIAL" module under Contents. Please be sure to read the information on how to complete a budget that is posted under Unit XI *prior* to doing your budget form. Also, make sure that you read the footnotes at the bottom of the form. They will help you understand how to complete the form. A sample budget can be found on pages 190-191 in the Bauer text. EACH TEAM SHOULD SUBMIT 1 COMPLETED BUDGET FORM.

5. Grant (due 4/28/19)

Your major project for the semester is to write a grant. You'll work in **groups of 2** (unless you prefer to work alone) to locate, research, and write the grant. All your prior assignments have been focused on helping you assemble the best data possible to use in writing your grant. The grant is the completed document that accomplishes the delivery of information, forms, and documents, etc., outlined in the Preproposal Summary that you submit at the end of the fourth unit.

Directions for the Grant:

a. If you would like to form your own group (or you want to work alone), you must let me know by 11:59 pm on Sunday, Jan. 27, 2019. If you are going to work with a partner, I'll need both of your names. I realize that many of you may not know others in the class. After Sept. 4th, I will assign partners.

b. You must submit a grant that includes a minimum of 10 pages, double-spaced, a majority of which are paragraph answers (i.e., not fill in the blank). *Short form, fill in the blank grants are not acceptable (such as a Walmart local store grant). If you are unsure whether your grant meets the minimum requirements, please ask me!*

Your grant should not be more than 20 pages, double spaced (not including supporting documents) unless the grant form itself requires more. All supporting documents should be included as one attachment labeled Appendix A and should accompany each grant.

c. EVERY GRANT THAT IS SUBMITTED HAD SOME ORIGINAL INSTRUCTIONS THAT TOLD YOU WHAT WAS REQUIRED. IT MAY HAVE EVEN HAD A BLANK FORM TO COMPLETE. IT COULD HAVE BEEN AN APPLICATION PROVIDING THE GUIDELINES FOR THE GRANT OR A FORM THAT WAS TO BE COMPLETED WITH SUPPLEMENTAL MATERIALS ADDED OR A FEDERAL GRANT APPLICATION OR A CONSOLIDATED FORM OR AN INDIVIDUAL FOUNDATION APPLICATION OR SOME OTHER FORM OF INSTRUCTIONS THAT TOLD YOU WHAT WAS REQUIRED FOR YOUR GRANT APPLICATION. *YOU ARE REQUIRED TO SUBMIT A COMPLETE COPY OF THE ORIGINAL INSTRUCTIONS/FORMS WITH YOUR GRANT APPLICATION.* BECAUSE THIS IS ESSENTIAL TO GRADING YOUR GRANT, GRANTS WITHOUT THESE DOCUMENTS WILL NOT BE GRADED AND WILL RECEIVE A ZERO. IF YOU ARE UNSURE OF WHAT NEEDS TO BE TURNED IN- PLEASE ASK ME. I CAN'T EVALUATE YOUR GRANT IF I DON'T KNOW WHAT WAS SUPPOSED TO BE IN IT! A copy of the original grant material must accompany the package and be labeled as Appendix B.

d. It is EXTREMELY important that you put at least one group member's name on the file name and an identifying title to distinguish the parts of your grant. Make sure that the first page of your grant includes **ALL** group members' names (You may add a cover sheet if you need to.) Sample file names:

B_Peterson_Grant.doc

B_Peterson_Appendix_A.doc

B_Peterson_Appendix_B.doc

YOU WILL DEVELOP AND COMPLETE YOUR GRANT AS A TEAM. ASSUMING EACH GROUP
MEMBER HAS PARTICIPATED EQUALLY, ALL GROUP MEMBERS WILL RECEIVE THE SAME
GRADE FOR THE GRANT.

**Only one copy of the grant needs to be submitted in the
assignment box for each group.**

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READING & ASSIGMENTS

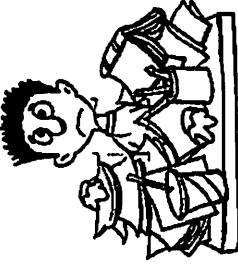**Bauer, David G. 2015. The "How To" Grants Manual: Seventh Edition.**
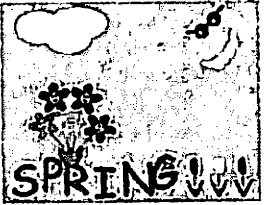**Browning, Beverly. 2008.** *Perfect Phrases for Writing Grant Proposals*
All other articles assigned for reading will be posted under the unit for the week that it is assigned.

Unit	Week	Topic	Reading	Value
I	1/14/19-1/20/19 Meet & Greet!	Getting Ready	Bauer Part I: Ch. 1-6 "An Overview of the Grantseeking Process" (pgs. 1-11) O'Neal-McElrath, T. (2013). *Winning Grants Step by Step (Fourth Edition)*. San Francisco: Jossey-Bass. Lecture **MEET & GREET** **(Optional)**	
II	1/21/19-1/27/19 Martin Luther King Holiday 1/21/19	Setting the Stage	Bauer Part I: Ch. 7-9 Browning Part One: Ch. 1 "Funders" (pgs. 32-43) Carr, C. E. (2015). *Nuts & Bolts of Grant Writing*. Los Angeles: Sage "Developing Relationships with Funders" (pgs. 21-29) O'Neal-McElrath, T. (2013). *Winning Grants Step by Step (Fourth Edition)*. San Francisco: Jossey-Bass. Lecture **DISCUSSION THREAD** **Must submit partners names by 1/27/19 (or will be assigned)**	5%

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Unit	Week	Topic	Reading	Value
III	1/28/19-2/3/19	Needs Assessment	Bauer Part I: Ch. 10-11 Browning Part Two: Ch. 6-9 Stokes, K. (2012). Writing Clear Statements of Needs and Goals for Grant Proposals. *American Medical Writers Association Journal, 27*(1): 25-29. "Selling Your Grant Application with Storytelling (133-142) Browning, B. (2014). *Grant Writing for Dummies: 5th Edition.* Hoboken, NJ: John Wiley & Sons. "Building a Strong Statement of Need" (pgs. 173-182) Browning, B. (2014). *Grant Writing for Dummies: 5th Edition.* Hoboken, NJ: John Wiley & Sons. O'Brien, S. R. (2011, November). Grant-Writing Tips for the Non-Grant-Writer. *Parks & Recreation,* November 11, 2011, 71-72. "Refining Your Design" (pgs. 97-107) Payne, M. A. (2011). *Grant Writing Demystified: Hard Stuff Made Easy.* New York: McGraw-Hill Companies, Inc. Lecture	
IV	2/4/19-2/10/19		**PREPROPOSAL SUMMARY DUE** **(2/10/19)**	15%

Unit	Week	Topic	Reading	Value
V	2/11/19-2/17/19	Why Me?	Browning Part One: Ch. 2-5 "Establishing Your Credibility" (pgs. 69-82) Payne, M. A. (2011). *Grant Writing Demystified: Hard Stuff Made Easy*. New York: McGraw-Hill Companies, Inc. "Documenting Your Org's History and Capabilities'(pgs. 161-172) Browning, B. (2014). *Grant Writing for Dummies: 5th Edition*. Hoboken, NJ: John Wiley & Sons. "Introduction to the Applicant Organization: Your Organization's Credibility" (pgs. 24-39) Kiritz, N.J. (2014). *Grantsmanship: Program Planning & Proposal Writing*. Los Angeles: The Grantsmanship Center. Lecture	
VI	2/18/19-2/24/19	Writing Government Grants	Bauer Part II: Ch. 12-13 Lecture **DISCUSSION THREAD**	5%

Unit	Week	Topic	Reading	Value
VII	2/25/19-3/3/19	Writing Government Grants (continued)	Bauer Part II: Ch. 14-20 No Lecture	
VIII	3/4/19-3/10/19 VSU Midterm 3/7/19		COST BENEFIT ANALYSIS DUE (3/10/19)	15%
IX	3/11/19-3/17/19	Writing Foundation Grants	Bauer Part III: Ch. 21-25 Lecture	

Unit	Week	Topic	Reading	Value
X	3/18/19-3/24/197 Spring Break 3/18/19-3/22/19	Evaluation & Follow-up	Browning: Part Two: Ch. 10 "Creating Relevant Evaluation" (pgs. 107-116) Payne, M. A. (2011). *Grant Writing Demystified: Hard Stuff Made Easy.* New York: McGraw-Hill Companies, Inc. "Familiarizing yourself with the three types of objectives" (pgs. 188-191) Browning, B. (2014). *Grant Writing for Dummies: 5th Edition.* Hoboken, NJ: John Wiley & Sons. "Connecting the Evaluation Plan to Your Program Design" (pgs. 196-203) Browning, B. (2014). *Grant Writing for Dummies: 5th Edition.* Hoboken, NJ: John Wiley & Sons. Lecture	
XI	3/25/19-3/31/19	Budgets	Browning Part Three: Ch. 11-12 "Creating the Budget and Budget Justification" (pgs. 84-103) Coley, S.M. & Scheinberg, C.A. (2017). *Proposal Writing: Effective Grantsmanship for Funding.* Thousand Oaks, CA: SAGE "Developing the Program Budget" (pgs. 71-84) O'Neal-McElrath, T. (2013). *Winning Grants Step by Step (Fourth Edition).* San Francisco: Jossey-Bass. Optional (but recommended): There are 2 links on how to do budgets that are posted under Unit XI. Lecture **DISCUSSION THREAD**	5%

Unit	Week	Topic	Reading	Value
XII	4/1/19-4/7/19		**BUDGET DUE** (4/7/19)	15%
XIII	4/8/19-4/14/19	Writing Corporate Grants Follow-up on Grants/ Peer Review	Bauer Part 4: Ch. 26-31 Lecture	
XIV	4/15/19-4/21/19	The Final Touches & Administration	Browning Part Three: Ch. 13 "Polishing and Formatting the Proposal" (pgs. 182-199) Carr, C. E. (2015). Nuts & Bolts of Grant Writing. Los Angeles: Sage "Managing Grant Awards" (pgs. 285-304) Kachinske, T. & Kachinske, J. (2010). *90 Days to Success in Grant Writing"*. Canada: Course Technology-Cengage Learning. "How To...Administer Grants: The Essentials. Eifrig, Jennifer. 2007. Illinois Association of Museum Spring, 2007 #43 Lecture	
XV	4/22/19-4/28/19		**GRANT DUE** (4/28/19)	40%

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Unit	Week	Topic	Reading	Value
XVI	4/29/19-5/6/19 SCHOOL'S OUT Last Day 5/6/19	Ethics in Grant Writing	"The Multiple Repercussions of a Fudged Grant Application." Malakoff, David. *Science, New Series*, Vol. 300, No. 5616 (Apr. 4, 2003), p. 40. Lecture	

CONGRATULATIONS!

CLASS OF 20 19

Valdosta State University Curriculum Form
- **Request for a NEW COURSE**

Date of Submission:	06/21/2019

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:**	Political Science
Requestor's Name:	Joseph Robbins	**Requestor's Role:**	Department Head

Proposed NEW Course Prefix: *(Consult abbreviations in the catalog)*	POLS	**NEW Course Number:** *(Consult #s in the catalog)*	4864
Proposed NEW Course Title:	Information Management in the Public Sector		
NEW Course Title Abbreviation: *(Limit to 30 character spaces)*	Info Mgmt. in Pub. Sector		
Prerequisite(s):	None		

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

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

Examination of management of information resources within the public sector and the role of e-Government at local, state, federal, and international levels. Students will gain an understanding of information technology aspects including hardware, software, and systems development.

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	2021	*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 –

We have regularly offered many special topics classes for our ORGL students with the POLS 4860 designation. Information Management is one example and has been run as a 4860 course previously. This course creation simply assigns a specific, permanent catalog number for an existing course.

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** 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 –

We will evaluate this course as part of our regular assessment process. We will evaluate learning outcomes through course assessments and compare this with programmatic objectives.

** 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	Joseph Robbins	*Joseph Robbins*	9/12/19
College/Division Executive Committee	James J. LaPlant	T. JPlt	8-20-20
Dean/Director	James J. LaPlant	T. JPlt	8-20-20
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
College of Humanities &
Social Sciences
Political Science Department

Instructor: Dr. Leigh R. Swicord
E-mail: lrswicord@valdosta.edu
Phone: (478) 718-2748

Class schedule: TBD

Please read the syllabus carefully and refer to it often. The instructor will announce any changes to the syllabus via GoVIEW email.

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Catalog Description

An examination of Information Technology and Information Management. Students will gain an understanding of information technology aspects including hardware, software, and systems development. Particular emphasis will be placed on management of information resources within the public sector and the role of e-Government at local, state, federal, and international levels.

Course Overview

An examination of Information Technology and Information Management. Students will gain an understanding of information technology aspects including hardware, software, and systems development. Particular emphasis will be placed on management of information resources within the public sector and the role of e-Government at local, state, federal, and international levels.

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Expected Outcomes

Students will participate in various course activities centering on Information Management skills and applying Information Technology issues to government and non-profit organizations. Upon completion of this course, students will be able to:

- Identify important trends in hardware and software development;
- Discuss both the benefits and limitations of information technology;
- Recognize and be able to apply alternative methods of acquiring and managing information technology;
- Identify the features of an effective government/non-profit website;
- Discuss the social, ethical, legal and political implications of information technology;
- Identify trends, successes, and failures in E-Government; and
- Conduct research, both traditional and web-based, on the topic of managing information technology.

Required Text

There are no required texts for this course. Readings will be made available in GoVIEW and include:

- o Information Management Manual
- o Supplemental Readings (which will be posted by the instructor)

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Required Technology
You must have equipment and skills allowing regular access to a computer with Internet connection. You must utilize your GoVIEW classroom and email account several times weekly and have the resources and ability to create and open documents in Microsoft PowerPoint, Word, and Excel, Adobe Acrobat Reader, and Adobe Flash. You must also be able to record and listen to audio files using D2L tools. These individual requirements are not fulfilled by Valdosta State University but must be supplied by you.

This course uses the GoVIEW course management system. If you need technical assistance, please contact the D2L Help Center at https://D2LHelp.view.usg.edu or toll free at 1-855-772-0423. **Technology issues may not be used as an excuse for failing to submit or complete assignments so plan ahead!** Considerations will be allowed when there are system-wide errors or issues that affect the entire class. Links to some internet resources may be provided and if any websites have changed to questionable or offensive pages, please notify the instructor. All sites referenced in this course should be related to the course content and no offense is intended.

E-Mail Protocol
The primary contact between the students and instructor in this course will be in GoVIEW D2L email. All email communication must:

- Be through the GoVIEW D2L email system—your instructor will not normally respond to email relating to the course if it comes from an outside source (such as smith@yahoo.com);
- Have a subject line which reflects the content of the message and any attachments;
- Be properly addressed—if I'm responding to Ms. Smith, I should begin my e-mail with "Ms. Smith," not just start responding; you should do the same; and
- Must follow proper "Netiquette"—proper language, tone, etc.

Emails to the instructor will normally be answered within two working days (weekends and holidays are not considered working days). The instructor will notify the class if she is going to be out-of-touch. If GoVIEW D2L is down, you may reach the instructor at lrswicord@valdosta.edu.

In the event of an emergency or time-sensitive question, the student should email the professor in GoVIEW and send a copy of the email to lrswicord@valdosta.edu.

Course Assignments/Requirements

Students will engage in a variety of graded activities including discussions, a current event, employment advertisement, and short essay. The following chart represents the assignments, point system, and weight of grade.

Course Assignments, Point System, and Grade Weight			
Activity	**Percentage of Course Grade**	**Maximum Possible Points**	**Total Points**
Discussions (Five total)	25%	5 points each	25 points
Current Event Case Study	25%	25 points	25 points
Analysis of Information Management/Higher Education	25%	25 points	25 points
Short Essay	25%	25 points	25 points
Total	**100%**		**100 points**

Grading Criteria

Grading Rubric Written Assignments	
A (90%-100% of available points)	Meets all assignment requirements (including length and content requirements) and is completed in a clear, comprehensive, and professional manner (including correct grammar, composition, and spelling). Citations and references are used appropriately.
B (80%-89% of available points)	Meets most of the above.
C (70%-79% of available points)	Meets some of the above.
D (60%-69% of available points)	Meets few of the above.
F (59% or less of available points)	Does not meet requirements and/or materials are plagiarized and/or other academic dishonesty is evident.

Grading Rubric Discussions	
A (90%-100% of available points)	Students actively participate in discussions; give meaningful insight and opinions supported by course material; and respond to at least two other student posts in addition to posting their original discussion on or before the due date. To receive full credit, students must bring in outside material in discussions and cite their source(s).
B (80%-89% of available points)	Students participate minimally in discussions; fail to demonstrate insight or respond to others; fail to bring in outside material to discussion; fail to respond to at least two other posts.
C (70%-79% of available points)	Responses are posted by deadline but are not supported by course materials; do not contribute to discussion, or have questionable relation to readings; fail to respond to at least two other posts; fail to bring in outside material.
D (60%-69% of available points)	Responses are not meaningful, argumentative or unprofessional; response not relative to subject and/or fails to address question/topic posted; fail to bring in outside material.
F (0% of available points)	Failed to participate in discussions.

Description of Assignments

Additional information regarding these assignments will be posted in both the Content and Assignment (Dropbox) areas of the course site in GoVIEW D2L.

Discussion Questions (25% of Grade): A key component of this course will be frequent discussions of Information Management topics. These discussions will take place in the form of threaded discussions. Students are required to participate by posting original responses to the discussion question and responding meaningfully to at least two discussions posted by their peers. Students are expected to log into the course several times weekly and actively participate in discussions in a consistent and ongoing manner. Please note that responses will only be considered for grading purposes if they are posted within the time period specified by the instructor.

Current Event Case Study (25% of Grade): Students will complete a case study on a national current event related to an Information Management topic. The current event should be detailed and the potential impacts of the event on public policy, security, etc. should be explored. Students should relate the current event to Public Administration and support theories, practices, etc. to empirical/academic literature. (In other words, be certain to incorporate outside resources into your paper – not just the article itself from a newspaper/internet source.) *Papers should include three discernible sections: 1) a detailed* overview *of the information management current event; 2) an* analysis *of the topic, such as the potential impacts of the event on public policy, security, etc.; and 3) a* conclusion *which relates the current event to Public Administration theories, practices, etc. citing empirical/academic literature. Papers should be 4 – 5 pages in length and should additionally include a cover page and resources (which do not count towards length requirements)*

Analysis of Information Management Relating to Higher Education (25% of Grade): The evolution of online studies has transformed higher education by affecting the student population, enticing students (particularly adult students) who would otherwise not return to college, provide online resources (such as library services and other scholarly works) through electronic means, and significantly change the delivery of course material by professors. There is a great deal of research regarding the online delivery of classes, performance of students taking those classes as opposed to traditional courses, and the retention of students taking online courses (versus those taking traditional classroom courses). Students are to provide an analysis of how the use of Information Management by universities has affected higher education given consideration to available research and your own personal experience (your personal experience should be documented to support or dispute the research). *Papers should be three to four pages in length (double spaced). Papers should contain discernible sections to include a cover page, short introduction, an analysis of IM on higher education, summary, and bibliography. (Cover pages and bibliographies do not count towards length requirements.)*

Short Essay (25% of Grade): Students will write a short essay on an Information Management topic relevant to the class (from the Information Management Manual) and apply it to a government or non-profit agency. Students should demonstrate a clear understanding of the application of Information Management on public policy and/or administration (which may include an organization modifying practices to incorporate modern technology (such as electronic document imaging), government regulations which require the retention of certain information, outsourcing technological operations of an agency/organization, electronic fundraising for a non-profit organization, etc). Essays must include a *cover sheet, introduction/overview of the information management topic, its application to a government or non-profit agency, a conclusion, and a resources/bibliography page. Papers should be between 6 – 8 pages in length,* not *including the cover page or resources/bibliography.*

Coursework Submission Requirements:

Assignments must be submitted on or before the due date reflected on the syllabus in order to receive up to the maximum credit, unless other arrangements have been approved based on specific circumstances. No credit will be awarded for any work submitted after the last day of the semester (July 25, 2014). All project files and assignments will be submitted as attachments in the designated assignment module and formatted as outlined below unless another format is negotiated with the instructor. These files will follow the formatting and file naming conventions listed and explained below:

- *Text documents* will be formatted as either Microsoft Word or Adobe Acrobat *(PDF) documents.
- *Format* should include "normal" margins (no greater than 1 inch top, bottom, and side margins) and should be Times New Roman 12 font.
- *Data files* (if needed) will be Excel files (for spreadsheet data) or Access files (if database information is required).
- *Presentations* will be PowerPoint files unless specific arrangements are made with the instructor.
- *Project File Names:* for the proposal, use "proposal.doc" as the project name; for the research paper reporting on the project, use "report.doc" for the file name.
- *Ownership of files:* to indicate your ownership of submissions, use your first and last names with an underscore *(_) between the parts. For example: leigh_swicord_proposal.doc and leigh_swicord_report.doc

Additionally, it is suggested that all written assignments must be peer reviewed (by another student in this class) prior to submission. Peer review is a valuable tool which benefits both the individual submitting the document and the student reviewer by improving the overall quality of the paper and meaningfulness of the project. The peer review process entails your submissions be reviewed by at least one of your cohorts for purposes of:

- Ensuring compliance with assignment requirements;
- Checking for grammar/typing errors; and
- Reviewing the methodology utilized

General Policies

Access/ADA Policy: Valdosta State University complies fully with the requirements of the Americans with Disabilities Act (ADA). If you believe that you are covered under this act, and if you have need for special arrangements to allow you to meet the requirements of this course, please contact the personnel at the VSU Access Office for Students with Disabilities. Also, please discuss this with the instructor (via e-mail) at the

time of the first class. You may contact the office at Welcome to the Access Office! - Valdosta State University or at 229-245-2498 (voice) or 229-219-1348 (tty).

Incomplete Policy: Students must file a request to be considered for an Incomplete Grade. See the Detailed Policy and Process on the VSU site at: http://www.valdosta.edu/academics/registrar/forms/request-for-incomplete-form.pdf. An incomplete grade (grade I) will only be assigned in cases in which the student had a lengthy illness or an unexpected obligation such as extended military service or jury duty. The grade of I will not be assigned because the student is not satisfied with a low grade. It will only be assigned in cases in which the student could not complete a substantial part of the course work due to factors beyond the student's control.

Academic Honesty and/or Misconduct: Plagiarism is prohibited and may result in a failing grade for the assignment or for the course, and in extreme cases, suspension or dismissal from the program. All assignments must be the original work of the student. If any items are submitted that are not the original work of the student, a failing grade for the assignment and the course will be given.

Each student is required to read and be familiar with VSU's Academic Honesty Policies and Procedures located at:

Academic Honesty Policies and Procedures - Valdosta State University

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. (VSU)

As noted in the VSU Student Handbook, "All material taken from any source-books, articles, newspapers, other student papers, professor's class notes, etc.—must be properly cited, and all sources identified." Plagiarism is prohibited, and may result in a failing grade for the assignment or for the course, and in extreme cases, suspension or dismissal from the program." Each student is required to read and be familiar with the section on plagiarism.

By taking this course, you agree that all required course work may be subject to submission for textual similarity review to Turnitin, a tool within the course management system. For more information on the use of Turnitin at VSU see Turnitin for Students (http://www.valdosta.edu/academic/trnitnstu.shtml).

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Professionalism

Within your coursework and fieldwork, you are expected to: respect intellectual property; complete assignments with consistent punctuality; regularly attend class (including online attendance); make an effort to complete assignments completely and correctly; pay careful attention to detail in following instructions; show willingness to revise based on instructor or peer feedback; and strive for creativity in devising products and processes. Students should demonstrate enthusiasm in the online environment, be helpful to your peers, show self-reliance to enable independent progress/ completion of your work, display courtesy in written and oral communications, and exhibit cooperation in group work situations.

Students shall treat each other with respect at all times. There may be disagreements during discussions and peer review; however, these should be viewed as professional rather than personal. A fundamental premise underlying both academic freedom and public administration is respect for the individual. Disagree with respect, not contempt.

University Attendance Policy from the VSU Catalog

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

Course Schedule

This schedule is subject to change by the instructor. Students will be advised by D2L email and announcements of any changes. Note that only work submitted on or before July 24, 2015, will be accepted for course credit.

Module/Week 1 6/1/15 – 6/7/15	**Historical Perspectives of Information Management** Readings: Course Syllabus, Schedule, Getting Started Informational Guide, and Chapters One and Two of the Information Management Manual Other: Complete D2L 10.2 Tutorial (for those students not familiar with GoVIEW) Discussion: *Student Introductions*
Module/Week 2 6/8/15 – 6/14/15	**Legal and Ethical Norms in Information Management** Readings: Information Management Manual, Chapter Three Graded Discussion One: *Technological Advances and Their Impact on Organizations and Employees*
Module/Week 3 6/15/15 – 6/21/15	**Digital Services** Readings: Information Management Manual, Chapter Four Graded Discussion Two: *Non-Internet Forms of Government* Assignment: **Current Event Case Study due 6/21/15 by midnight**
Module/Week 4 6/22/15 – 6/28/15	**Information Technology Security** Readings: Information Management Manual, Chapter Five Graded Discussion Three: *Security Threats, Vulnerabilities, and Exploits to Public/Non-Profit Organizations in the Digital World*

Module/Week 5 6/29/15 – 7/5/15	**Mobile Computing** _R_eadings: Information Management Manual, Chapter Six _Graded Discussion Four:_ _Examining the Insourcing and Outsourcing of Professional Informational Technology Services of Public/Non-Profit Organizations_
Module/Week 6 7/6/15 – 7/12/15	**Project Management** _R_eadings: Information Management Manual, Chapter Seven _Graded Discussion Five_: _Open Government and the Freedom of Information Act (FOIA)_ **Assignment: Analysis of Information Management Relating to Higher Education due 7/12/15 by midnight**
Module/Week 7 7/13/15 – 7/19/15	**Human Resource Considerations and Technology Lifecycle Management** _R_eadings: Information Management Manual, Chapter Eight **Assignment: Short Essays due 7/19/15 at midnight**
Module/Week 8 7/20/15 – 7/24/15	**Course Wrap-up**

Valdosta State University Curriculum Form

• **Request for a NEW COURSE**

Date of Submission:	06/21/2019

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:**	Political Science
Requestor's Name:	Joseph Robbins	**Requestor's Role:**	Department Head

Proposed NEW Course Prefix: (Consult abbreviations in the catalog)	POLS	**NEW Course Number:** (Consult #s in the catalog)	4865
Proposed NEW Course Title:	Nonprofit Organization Management		
NEW Course Title Abbreviation: (Limit to 30 character spaces)	Nonprofit Org. Mgmt.		
Prerequisite(s):	None		

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

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

Discussion of the vital role played by the nonprofit sector in society by addressing needs that neither business nor government are prepared to fulfill. Examines the scope, dimensions, and roles of nonprofit organizations, particularly those designated by the IRS as 501(c)(3), in order to understand their distinctive characteristics and functions.

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	2021	*Once 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 –

We have regularly offered many special topics classes for our ORGL students with the POLS 4860 designation. Nonprofit Management is one example and has been run as a 4860 course previously. This course creation simply assigns a specific, permanent catalog number for an existing course.

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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 –

We will evaluate this course as part of our regular assessment process. We will evaluate learning outcomes through course assessments and compare this with programmatic objectives.

** 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	Joseph Robbins	*Joseph Robbins*	9/12/19
College/Division Executive Committee	James T. LaPlant	*J. T. LaPlant*	8-20-20
Dean/Director	James T. LaPlant	*J. T. LaPlant*	8-20-20
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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Syllabus for POLS 4865 Nonprofit Organization Management

Dr. Patricia M. Hinton

This syllabus is available in Blazeview and may be updated. It is not a legal contract; the content of this course is subject to revision.

INSTRUCTOR CONTACT:

- Online Office Hours: I am online daily, except for those occasions I am out of town. If you want to schedule an online meeting, just let me know.
- Telephone: Cell 850-673-9474; 850-948-4189 Home.
- E-mail address: I prefer communication through GoVIEW and generally respond within 24 hours. In an emergency, you may contact me at pmhinton@valdosta.edu.

COURSE SPECIFIC INFORMATION

POLS 4860 Special Topics in POLS, Non Profit Management (3 credit hours).

Purpose
This introductory course is designed to provide knowledge, theory, and skills in the administrative/management aspects of nonprofit organizations.

Description
The nonprofit sector serves a vital role in society by addressing needs that neither business nor government are prepared to fulfill. Over the past decade, this sector has grown in size, sophistication, impact, and influence. Therefore, the management of nonprofit organizations has become an increasingly important field of study given the importance and role of nonprofit organizations within our society. This course presents a broad overview of the nonprofit sector, primarily in the United States and is an introductory course for students interested in learning about nonprofit organizations and management practices specific to nonprofits. The course examines the scope, dimensions, and roles of nonprofit organizations, particularly those designated by the IRS as 501(c)(3), in order to understand their distinctive characteristics and functions in society.

Through a combination of readings, individual research, case analysis, writings, and discussions, students gain an understanding of the challenges and opportunities of nonprofit management , as well as and functions within nonprofit organizations that work together to deliver value to individuals and society.

Objectives
Achievement of the following learning outcomes are expected for successful completion of the course. *Course outcomes also lead to achievement of objectives of the Organizational Leadership B.S. degree and Valdosta State University core curriculum noted in parentheses.*

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- Objective 1: Students will demonstrate an understanding of the role and significance of nonprofit organizations in civil society.
    - (ORGL degree outcomes 1- 4: VSU Core Curriculum objectives 1, 3, 6, 7, 8, 9,10)

- Objective 2: Students will demonstrate knowledge of history, theories, trends, functions and ethical standards of the nonprofit sector.
    - (ORGL degree outcomes 1- 4: VSU Core Curriculum objectives 1, 3, 5, 6, 7, 8, 9,10)

- Objective 3: Students will demonstrate critical thinking, effective communication and application of practical knowledge and skills for successful practice in the nonprofit sector.
    - (ORGL degree outcomes 1- 4: VSU Core Curriculum objectives 1, 3, 5, 6, 7, 8, 9,10)

- Objective 4: Students will experience and explore educational and personal career goals by examining and/or creating a nonprofit or nongovernmental organization.
    - (ORGL degree outcomes 1- 4: VSU Core Curriculum objectives 1, 3, 4, 5, 6, 7, 8, 9,10)

Required Text

Nonprofit Management: Principles and Practice (3rd Edition), Michael J. Worth (2014). SAGE Publications. ISBN: 9781452243092.   New: $90 – $110.   Used: $48 +/-.   Rent: <$20.   Ebook: $68

Supplemental Materials: Additional readings and videos are embedded in course Content.

Assignments and Grading The course is graded using the standard A, B, C, D, F scale. Assignments are explained in detail in the learning modules. A list of assignments and values follows:

Assignments	Course Objective(s) Met	Points	% of Grade
Case Study Discussions - 5 @ 10 pts each	Objectives 2, 3	50	50%
Favorite Nonprofit Organization Presentation	Objectives 1,2, 3,4	20	20%
Prospectus for Consulting Report or NPO Creation (EC to 3 pts)		S/U	•
Project: Consulting Report or NPO Creation	Objectives 1, 2, 3, 4	30	30%
Total		100	100%

Grading Rubrics

Student work is graded using specific criteria for assignments. Grading rubrics are available for student review in the learning modules and under Rubrics in the Assessments section. Criteria for all written work are content, analysis, and presentation. Analysis is generally given the greatest weight.
- Content: The material being presented including:
    - An introduction with a thesis statement
    - Inclusion of course materials (theories, terminology, data, etc.)
    - Utilization of data
- Analysis: The manner in which the content is applied and/or explained.
    - Ability to justify your position
    - Ability to weigh the advantages (pros) and disadvantages (cons) of a choice or recommendation.
    - Usefulness of examples.
- Presentation: Grammatical/writing style.

Assignment Descriptions follow (These are general descriptions. There may be minor adjustments in D2L):

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Discussions   5@10 pts - 50 points total

There are five (5) discussions valued at 10 points each related to course topics. Class discussions are a very important component of coursework and your grade. I encourage you to take discussion assignments seriously. Students will write at least two (2) to five (5) significant paragraphs on a given topic. All discussions require: Proper in-text citations and list of sources at end of discussion (APA, MLA or ASPA style). Substantive response to at least two (2) classmates (not merely, "I agree" or "good post").

- Discussion #1 involves locating an article or video related to nonprofit management (journal, periodical or news article, video), summarizing it, posting the URL, and explaining the item's significance in the study of nonprofit management. Cite sources, including the URL or a PDF attachment of a print article.
- Discussions #2 through #5 are case studies related to course topics.
  - Students will analyze various management and/or ethical dilemmas in the nonprofit sector as presented in the case study; demonstrate the ability to apply appropriate class concepts to the situation and offer a clear, concise, and compelling justification for positions argued.

Note: Work is graded on the student's ability to provide supporting evidence for his/her position or recommendations (i.e., ability to integrate concepts, theories, models, and best practices related to nonprofit management accurately). Acknowledge when you are making assumptions or predictions.

Presentation – My Favorite Nonprofit - 20 point value

Students will create a PowerPoint presentation introducing an organization in which they have a strong interest or involvement and post it as a PDF in the discussion area. The organization can be local, regional, national or international. The purpose is to introduce a variety of nonprofit organizations to the class, so feel free to discuss what you think is interesting to your classmates. In general, a student is expected to include the following information in the presentation:

- Title page (The organization's name, your name, class info, date)
- Organization's mission, contact information, website, etc.
- How this organization is related to you (You are working or have volunteered for it; you believe in its cause; or you would like to apply for the job there, etc.);
- Brief history of organization or structure;
- Major programs/services and target beneficiaries;
- Governance - board and management (executive compensation from IRS Form 990 if available)
- Financial information (If tax exempt, most recent info from IRS Form 990 – total revenues, expenditures); major sources of revenue
- Why you think people should support this organization
- Sources, properly cited. (Texts, online articles, websites, association information, etc.)

There is no requirement in terms of the number of slides, 8-10 should be sufficient. Most important is how well you research and organize the material. Screenshots and other graphics are welcome. You will select and identify your organization in advance in a discussion forum set up for this purpose (to avoid duplication). Selection of a nonprofit is on a first come, first selected basis.

Prospectus for Nonprofit Project – S/U

Students will submit a one-page prospectus for a final nonprofit management project, graded on a S/U scale, up to 3 points extra credit. The prospectus must be submitted and approved prior to commencing work on the final project. Include the following:

- Identification if an existing nonprofit or proposed nonprofit. Geographic reach of operation.
- Reason or rationale for your choice. (Why it is important or useful in the study of nonprofit management; Why you wish to create the nonprofit.)
- List of proposed research sources and/or methods (online, text, publications, personal experiences, interviews)
- Your name, class, date at top of page

Nonprofit Management Project (Consultation or NPO Creation) – 30 pts

Students will produce a final nonprofit management written paper. They will either
   A. Compose a consultation analysis of an existing nonprofit organization*
   B. OR Propose a new nonprofit organization.

[Note: The existing nonprofit* may be the same one presented in the My Favorite Nonprofit presentation assignment.] Papers should be based upon existing literature and data sources, text, journals, online sources, personal knowledge, and/or interviews or communication with key individuals in a nonprofit.

   A. The consultation paper should be written as though you are a consultant to a nonprofit charitable organization. After profiling the nonprofit, you will identify challenges and recommend solutions to the chief executive officer. Present this material in ten (10) to fifteen (15) pages; the title page, reference page, appendices are excluded. Include the following topics:
   - Title page
   - Executive summary
   - Overview and status of organization
      o Size and scope of organization; corporation description
      o Mission.
      o Board governance; management
      o Financing – revenue streams, trends
      o Programs, services. Those served
      o Staff and volunteer organization
      o Marketing & communication - Public perception, presence and influence
   - Identify three (3) challenges the organization currently faces, based upon your research.
   - What recommendations would you make to management to address the 3 challenges?
   - Describe plans for implementation and evaluation of your recommendations.
   - Conclusion: Argue for the adoption of your recommendations and ramifications if they are and are not followed.
   - Reference page

   B. Nonprofit proposal plan in which you design a new nonprofit charitable organization. It may be a social venture or community-based organization. You will conduct research to justify the organization's creation (Needs assessment - Research a societal need not currently being well met by existing nonprofits and which your organization will fulfill. Consider other organizations that serve similar beneficiaries to determine any unmet social need – waiting lists, overloaded case managers, etc.) Then, you will attempt to convince stakeholders (major funders) to endorse the creation of your nonprofit. Present this material in ten (10) to fifteen (15) pages; excluding title page, reference page, and appendices.
   Include the following topics:
   - Title page
   - Executive summary
   - Needs assessment
   - Overview and functions
      ▪ Identify type of organization; status for incorporation and tax exemption
      ▪ Write a mission statement
      ▪ Describe programs/services to be provided; identify beneficiaries
      ▪ Identify type governing board, management, staff
      ▪ Describe volunteers needed and outline ways to recruit them
      ▪ Describe a fundraising and/or earned income plan
      ▪ Describe a communication and/or advocacy plan
      ▪ Describe an evaluation plan of your organization
   - Conclusion: Argue for the establishment of the new organization based upon your research.

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- Reference page

Paper format: Double-spaced, ¾ to 1" margins, numbered pages. Produce as a Word document, upload to the Dropbox.

WRITTEN COMMUNICATION: You will write frequently in this class. You must write professionally, as is expected of upper division college students. Please use spellcheck, proper grammar and complete sentences. Frequent abbreviations and acronyms from text messaging are NOT acceptable. **Do not let sloppy writing hinder delivery of your message.** Take the time to compose posts and assignments, re-read and edit. If a narrative has more than a few writing errors, the work will be returned (time permitting) for revision prior to grading. For writing assistance, use the Smarthinking online tutoring services especially for eMajors embedded in the course. There are also student support services available on each USG college campus.

References/Citations
Properly citing and referencing sources are expected in all written work. You may use APSA, APA or MLA styles. Links to APSA, APA and MLA citation styles are embedded in Content: Nonprofit Management Resources. Caution: URLs alone are insufficient citations. [Credible sources: There are hundreds of online videos and websites about nonprofits and nonprofit management. Carefully review the source or parent company. A blog post from someone down the street hardly compares to resources from known, reputable organizations or publications. Just because something appears in print or on the Internet does not guarantee its credibility. Although you may use Wikipedia as a starting point to research a topic or person, please do not use it as a final source of information.]

Originality Reports
Originality Checking is enabled for student submissions. Detailed Originality Reports are visible for the instructor and the student. The Originality Report shows a percentage figure indicating the amount of matching content. A lower percentage rating indicates that most of the content is original; a higher percentage rating indicates that much or all of the content match content found in other sources. For this reason, students must properly cite their work.

Make-up work
The last day for accepting late work is noted in the weekly schedule below. Prior approval is required for late submissions. Expect deductions for late work.

<div style="background-color:#2b7bb9; color:white; padding:4px;">TECHNICAL INFORMATION</div>

This course uses Desire2Learn as a course management system. Affirm that your Internet browser works well with D2L by using the Browser checker under the *Support* tab on your GoVIEW homepage (top right navigation bar). Also, review the technology information provided in the Orientation and Welcome section in course Content.
eMajor students must be familiar with all features of D2L, as confirmed by the instructor. Technology issues are not an excuse for not submitting or completing assignments, so plan ahead. Considerations will be allowed when there are system-wide issues that affect the entire class.
Tech Help
If you have technical questions, you can access the D2L Help Center from the GoVIEW homepage under *Support* in the top navigation bar or use the contact information below.
- GeorgiaVIEW D2L Help Center https://d2lhelp.view.usg.edu available 24/7.
- CALL TOLL FREE 1-855-772-0423 to speak with an agent.

<div style="background-color:#2b7bb9; color:white; padding:4px;">RESOURCES</div>

EMajor Resources
- eMajor Website: https://emajor.usg.edu/
- Email emajor@westga.edu .

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- Telephone 678-839-6400 or 1-855-9EMAJOR (1-855-936-2567).
- **EMajor Student Guide.** For questions about policies/procedures related to your eMajor through the University System of Georgia, consult the Guide available at https://emajor.usg.edu/student_guide.pdf. The handbook covers everything from admissions to withdrawals. It is also available in course Content. For university specific information, consult your university's website.

Academic Calendar for eMajors

This is an eight week online course. It is important that students understand that certain deadlines differ from those for full semester or on-campus courses. The following is a table of important dates for this course. EMajor academic calendars are available online at https://emajor.usg.edu/degrees/calendar/index.php .

Event	Fall Semester 2015 Full Session	Fall Semester 2015 Short Session I	Fall Semester 2015 Short Session II
Classes Begin/End	August 17 - December 2	August 17 - October 2	October 12 - December 4
Late Registration/ Add Period	August 17 - 19	August 17 - 19	October 12 - 14
Participation Deadline	August 21 by 12:00 noon (EST)	August 21 by 12:00 noon (EST)	October 16 by 12:00 noon (EST)
Drop	August 17 - 21	August 17 - 21	October 12 - 16
Course Withdrawals Begin	August 22	August 22	October 17
Midterm Exam Period	October 2 - 3	September 12	November 4
Last Day to Withdraw with W	October 7	September 11	November 5
Final Exam Period	December 3 - 5	October 8 - 10	December 5 - 8
Holidays/Breaks	November 25 - 27	N/A	November 25 - 27

*Please note that your affiliate campus registration dates may differ from eMajor registration drop/add dates.

Smarthinking Online Tutoring
Smarthinking is a tutoring service available to eMajor students. The Smarthinking link is embedded in each page of the course – upper right corner of the top navigation bar. Smarthinking provides tutoring in Mathematics and Writing 24/7.

Library Resources
Extensive library resources are available via Galileo, the online repository of hundreds of online sources. Use the Library link embedded within each GoVIEW course (in the top navigation bar) or go to http://www.galileo.usg.edu/ .

GENERAL ACADEMIC POLICIES

Accessibility/ADA
The University System of Georgia complies fully with the requirements of the Americans with Disabilities Act (ADA). If you believe that you are covered under this act, and if you have need for special arrangements necessary to meet the requirements of this course, please contact the personnel at your university's disabilities office. Also, please discuss this with the instructor (via e-mail) at the time of the first class. If you cannot contact your home institution's disability office, contact the eMajor Student Success Manager by calling 678-839-6400 and/or send an email to the Student Success manager at srowland@westga.edu. For VSU, contact www.valdosta.edu/access/ or telephone 229-245-2498 (voice); 229-219-1348 (TTY).

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Incomplete Policy

Students must **file a request** to be considered for an Incomplete Grade. The grade of incomplete or "I" will only be assigned in cases in which students who, for nonacademic reasons beyond his/her control, cannot fulfill the full requirements of the course. Students must initiate the process by first receiving permission from the instructor, have a passing grade at the time and have completed most course assignments. An "I" will be removed once the student completes the work to the satisfaction of the instructor. See the policy at https://emajor.usg.edu/student_guide.pdf (page 36). Also, consult the incomplete policy and process information at your university's website. For VSU: http://www.valdosta.edu/academic/RequestforIncomplete.shtml.

Grade Appeals

Grade appeals must be made within thirty days after a grade is posted. Students initiate the process by completing the eMajor Student Grade Appeal Form located on the USG eMajor Website, (http://emajor.usg.edu/students/gradeappeal/).

Academic Honesty and/or Misconduct

Academic misconduct may be defined as: plagiarism, cheating on examinations, unauthorized collaboration, falsification, or multiple submissions. Plagiarism is prohibited, and may result in a failing grade for the assignment or for the course, and in extreme cases suspension or dismissal from the program. All assignments must be the original work of the student. The USG policy regarding academic honesty may be found on pages 28 - 33 of the eMajor Student Success Guide: https://emajor.usg.edu/student_guide.pdf . Also consult your home university's website for specific policies/procedures.

Attendance

You must login by the published participation date. You must also respond to an email sent by the instructor by the posted deadline. Access the course at least three times per week and participate in discussions, assignments and other activities assigned by the professor. A student who misses more than 20% of the scheduled classes of a course will be subject to receive a failing grade in the course.

Email

Students should contact the professor through the GoVIEW course area using the Mail or Classlist feature. USG policy mandates that all official communication by email take place through university email accounts or through the course Mail tool. For emergencies only, students may use my university email and telephone number provided in this syllabus.

Online Course Evaluations - SOIs

Student evaluations are extremely important in helping faculty members plan and revise their courses. Students can access SOI (Student Opinion of Instruction) forms via their university BANNER system and complete them during the last few weeks of class. Please take the time to complete this important evaluation (or opt out of providing an evaluation) during the designated period. We instructors count on your feedback to improve the courses and our instruction. SOIs are in Banner under Answer a Survey.

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SCHEDULE OF ACTIVITIES: The course runs from Aug. 17 through Oct 2nd, and is divided into seven (7) full week segments. Each week begins Monday and ends the following Sunday. All assignments are due by midnight EST of the date noted. The course schedule may be changed at the instructor's discretion.

PERIOD	TOPICS & READINGS	ASSIGNMENTS & DEADLINES

WEEK 1
Aug 17 - 23
	Introduction & Course Overview
	• Kick Off activities
	• **Unit 1: The BIG Nonprofit Picture PPT**
	  o REQUIRED VIDEO: Gleitsman Lecture Series - Bill Shore (31:32)
	  o OPTIONAL VIDEOS: Lester M. Salamon, The Johns Hopkins University. Part I: (7:31); Part II: (9:35); Part III: (9:32). NP & government relationship; global NPs. Salamon is one of the well-respected names in nonprofit studies.
		Respond to instructor email
		NLT Thur, Aug 20, midnight.
		
		Hello, I am... Discussion by Aug 23
		
		Discussion WK 1: Article, news clip or video posting and discussion by Sunday, Aug 23 midnight. 10 pts

WEEK 2 Aug 24 - 30	**Unit 2: The U.S. Nonprofit Sector & Philanthropy** • CHAPTERS 2, 3 (Worth); CH 2 and 3 PPTs • VIDEO Bill Gates Pushes Students Toward Philanthropy (1:50) • VIDEO President Clinton Talks B Corps (1:58) • RESOURCE. How to form a nonprofit organization PPT	**Discussion Wk 2** Case Study 3.2 – Sunday, August 30, midnight - 10 pts **Identify nonprofit for My Favorite Nonprofit presentation** – Select and post in discussion forum by Aug 30
WEEK 3 Aug 31 – Sept 6	**Unit 3: Nonprofit Governance and Leadership** • CHAPTERS 4, 5 (Worth); CH 4 and 5 PPTs • VIDEO: Geoffrey Canada: Lessons on Leadership (5:39) • VIDEO: Frances Hesselbein Definition of Leadership (2:50) • OPTIONAL VIDEO: Responsibilities of Nonprofit Boards – Series embedded in Unit 3 (30 +/- minutes total) • RESOURCE. IRS 990s – how to locate & use	**My Favorite NP Presentation** – post/comments by Sunday, Sept 6 midnight. – 20 pts

WEEK 4
Sept 7 – 13
 	
9/11 Last day to withdraw with W
 	
Labor Day 9/7
	Unit 4: Managing Nonprofit Organizations
	• CHAPTERS 6, 7, 9 (Worth); CH 6, 7, 9 PPTs
	• REQUIRED VIDEOS
	  o You Need a Strategy for Your Organization Harvard Prof. Taylor (6:43)
	  o Andrew Lockie - Non-profit efficiency and effectiveness are not the same thing (11:16)
	  o American Cancer Society Volunteer Orientation Video. (4:15)
	• OPTIONAL VIDEOS
	  o Jerry McGuire Mission Statement (2:39)
	  o Tuan Nguyen talks Voluntarism (11:09)
	  o Mario Morino's Leap of Reason (6:33)
		Discussion Wk 4 Case Study – Homeless Program or National Youth Organization Post/respond by Sunday, Sept 13, midnight - 10 pts
		
		Prospectus for NPM Project by Sunday, Sept 13, midnight (S/U) up to 3 extra credit points

WEEK 5 Sept 14 – 20	**Unit 5: Managing Public Standing and Influence** • CHAPTERS 10, 15 (Worth); CH 10 and 15 PPTs • Steve Jobs on Marketing. (6:55) • Why Branding Matters to Nonprofits (7:11) • Follow the Frog Campaign(3:10) So cool! • Roberta Flack ASPCA commercial: The First Time I Saw Your Face (Tough to watch.) (1:59) • What Is Lobbying?. (2:46) Human Services Council	**Discussion Wk 5** – Lobbying Case Study Post/respond by Sunday, Sept 20, midnight – 10 pts

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WEEK 6 Sept 21 – 27	**Unit 6: Obtaining and Managing Resources Part I** • **CHAPTERS 11, 12 (Worth) and CH 11 and 12 PPTs** • The Future of Fundraising (5:21) Excellent! • Katya Andresen - The Happy Circle and the Sea Monkey - The Truth About Why People Give (Starts (1:00:21, Andresen starts at 7:10) How to unleash people's giving tendencies. • Pioneer Human Services: Short Historical Overview. Down to earth story about earning funds. (7:05) • Marketing and Fundraising Trends for 2015 (13:40) Optional	**Discussion Wk 6 Case Study** Post/respond by Sunday, Sept 27, midnight - 10 pts
WEEK 7 - 8 Sept 28 – Oct 4	**Unit 7: Obtaining & Managing Resources Part II** • **CHAPTERS 13, 14 (Worth) and CH 13 and 14 PPTs** • Ann Arbor Area Community Foundation: Connections: Public, Private, and Nonprofit Partnerships (9:35) Quite good, with 4-5 success stories • Nonprofits Assistance Fund 5 webinars on financial management, accounting. (8 to 15 min ea.) Valuable, esp. View at least Balance Sheet basics & Income Statement basics. • Basic Financial Management for Nonprofit Organizations (first 21 or so minutes) A must view for finance novices. Start-up basics. Skip the sales pitch at the end. • Article: Five Tips to Better Manage Nonprofit Finances. Forbes Magazine.	**NPM Project Paper – Submit by Sunday Oct 4, midnight - 30 pts** Also post your paper topic and unique aspects of your project (up to 2 extra credit points) by Oct 4.
	All make-up work is due NLT Oct 4, midnight, EST. **Please complete the SOI.**	

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Valdosta State University Curriculum Form

• **Request for a NEW COURSE**

Date of Submission:	06/21/2019

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:**	Political Science
Requestor's Name:	Joseph Robbins	**Requestor's Role:**	Department Head

Proposed NEW Course Prefix: *(Consult abbreviations in the catalog)*	POLS	**NEW Course Number:** *(Consult #s in the catalog)*	4866
Proposed NEW Course Title:	Project Management in the Public Sector		
NEW Course Title Abbreviation: *(Limit to 30 character spaces)*	Proj. Mgmt. in Pub. Sec.		
Prerequisite(s):	None		

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

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

An overview of project management with a focus on public sector projects. Students will learn about project lifecycles including planning, executing, tracking, delivering, and project closure. Students will create their own project plans, engage in topical discussions each week, work on group project presentation, and write an analysis paper.

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	2021	*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 –

We have regularly offered many special topics classes for our ORGL students with the POLS 4860 designation. Project Management is one example and has been run as a 4860 course previously. This course creation simply assigns a specific, permanent catalog number for an existing course.

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** 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 –

We will evaluate this course as part of our regular assessment process. We will evaluate learning outcomes through course assessments and compare this with programmatic objectives.

** 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	Joseph Robbins	*[signature]* Joseph R	9/12/19
College/Division Executive Committee	James T. LaPlant	*[signature]* J. T. LPt	8·20-20
Dean/Director	James T. LaPlant	*[signature]* J. T. LPt	8-20-20
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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POLS 4866 – IA1 Project Management in the Public Sector

Fall 2016 Syllabus
Mark A. Holtzclaw, M.S.W, M.P.A
Work: (614) 670-1704
Virtual Office Hours (M,W,TH,F, 6pm to 8pm)
E-mail: maholtzclaw@valdosta.edu
http://www.valdosta.edu/orgl/
Course Description: (3 hours credit)

This is a guided course on the fundamentals of project management FOR Public Administration, a growing specialization in a variety of fields both academic and professional.

Valdosta State University complies fully with the requirements of the Americans with Disabilities Act (ADA). If you believe that you are covered under this act, and if you have need for special arrangements to allow you to meet the requirements of this course, please contact the personnel at the VSU Access Office for Students with Disabilities. Also, please discuss this with the instructor (via e-mail) at the time of the first class. You may contact the office at www.valdosta.edu/access/ or at 229-245-2498 (voice) or 229-219-1348 (tty).

Detailed Course Description:
The purpose of this course is to provide an overview of project management and the many applications with focus on public sector projects. Students will learn about project lifecycles including planning, execution, tracking, delivery, and post project closure. Students will create their own project plans, engage in topical discussions each week, work on group project presentation, and close with an analysis paper evaluating and reviewing a project. Topics will include:

- An Overview of Project Management
- The Role of the Project Manager
- Planning the Project
- Developing a Mission, Vision, Goals, and Objectives for the Project
- Creating the Project Risk Plan
- Using the Work Breakdown Structure to Plan a Project
- Scheduling Project Work
- Producing a Workable Schedule
- Project Control and Evaluation
- The Change Control Process
- Project Control Using Earned Value Analysis
- Managing the Project Team
- The Project Manager as Leader
- How to Make Project Management Work in Your Organization

Upon the end of this course, students will have an understanding of best practices in project management and the potential applications in academic and professional settings.

Course Outcomes: Upon completion of this course students will:

- Develop and complete a group presentation project on a project management topic
- Meet expectations for project, group, and discussion deadlines
- Complete a final analysis paper concerning a project
- Complete four short topic papers
- Ensure academic quality citation and format standards are met

Course Text

Fundamentals of Project Management 4th Edition, Joseph Heagney (Note: This book is available at the college bookstore, or order through book vendors, or as a Kindle eBook at Amazon for low cost. For those who do not have a Kindle, the free Kindle app for PC, iPAD, or Mac will work as well).

General Policies

Incomplete Policy: An incomplete grade (grade I) will only be assigned in cases where the student had a lengthy illness or an unexpected obligation such as extended military service or jury duty. The grade of I will not be assigned because the student is not satisfied with a low grade. It will only be assigned in cases where the student could not complete a substantial part of the course work due to factors beyond the student's control.

Academic Misconduct: Plagiarism is prohibited, and may result in a failing grade for the assignment or for the course, and in extreme cases suspension or dismissal from the program. All assignments must be the original work of the student. If any items are submitted that are not the original work of the student, a failing grade for the assignment and the course will be given.

Course Requirements

Team Project: The class will be divided into project teams at the end of week one. Each team will pick a project management topic from among the project management topical areas and be directed to develop a detailed power point presentation to present to the class at near end of term. Feedback from team members will be reviewed by the instructor as part of the grading of the course. Details of this project will emerge as the team agrees upon division of labor, schedule, and deliverables/milestones.

Project Analysis Paper: This will be a final analysis paper focused on a specific project that the student has chosen for their subject.

Discussions: Project management topical discussions will be conducted each week to engage students.

Assignments: Students will be assigned four exercises throughout the course to demonstrate their integration of knowledge from review of project management topics, such as scheduling, project charters and plans.

Evaluation/Grading Policies
Discussion Topics: 20%
Group Proposal/Presentation: 30%
4 Short Assignments: 20%
Final Project Analysis Paper: 30%
Total: 100.00%

Virtual Office Hours
I am generally available for online or phone course consults from 6pm to 8pm on Mon, Wed, Thur, and Friday, but can also make accommodations for other days and times to meet your scheduling needs.

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Reading Assignments and Class Outline: August 15 – Oct 6

Week 1: (Aug 15-21) An Overview of Project Management and the Role of Project Manager
Chapter One and Two – Text
2 Discussion Questions with responses due by Aug 22, noon.
Week 2: (Aug 22-28) Planning the Project and Mission, Vision, Goals, Objectives
Chapter Three and Four - Text
Team Assignments for Presentation Project
Individual Assignment 1 – Final Analysis Project Paper proposal due Aug 29, noon.
2 Discussion Questions due Aug 29, noon.
Week 3: (Aug 29 – Sept 4) Project Risk Plan and Work Breakdown Structure
Chapters Five and Six - Text
Group Assignment – Group Project Presentation Proposal due Sept 6, noon.
Individual Assignment 2 – Write your Mission statement and Vision Statement Sept 6, noon.
2 Discussion Questions due Sept 6, noon (Note: Sept 5th is a Holiday).
Week 4: (Sept 6-11) Scheduling Project Work and Producing a Workable Schedule
Chapters Seven and Eight – Text
2 Discussion Questions due Sept 12, noon.
Week 5: (Sept 12-18) Project Control, Evaluation, and the Change Control Process
Chapters Nine and Ten - Text
Individual Assignment 3 – Write a Project Plan due Sept 19, noon.
2 Discussion Questions due Sept 19, noon.
Week 6: (Sept 19-25) Project Control Using Earned Value Analysis and Managing the Project Team
Chapters Eleven and Twelve – Text
Individual Assignment 4 – Write a Project Manager Position Description due Sept 26, noon.
2 Discussion Questions due Sept 26, noon.
Week 7: (Sept 26 - Oct 2) The Project Manager as Leader and How to Make Project Management Work in Your Organization
Chapters Thirteen and Fourteen - Text
Group Presentations due Oct 3 noon.
2 Discussion Questions due Oct 3, noon.
Week 8: (Oct 3-6) Final Class Week
Final Project Analysis Paper Due on Tuesday, Oct 6, noon.
No Discussion Questions this Week
There is No Final Exam

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Valdosta State University Curriculum Form
- **Request for a NEW COURSE**

Date of Submission:	06/21/2019

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:**	Political Science
Requestor's Name:	Joseph Robbins	**Requestor's Role:**	Department Head

Proposed NEW Course Prefix: (Consult abbreviations in the catalog)	POLS	**NEW Course Number:** (Consult #s in the catalog)	4867
Proposed NEW Course Title:	Public Relations in Public Administration		
NEW Course Title Abbreviation: (Limit to 30 character spaces)	PR in PADM		
Prerequisite(s):	None		

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

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

Exploration of the importance of communication government and its constituents, which promotes the democratic process. Topics include the role of public information as a communication strategy; the impact of today's technology on public information; crisis and emergency communications; and ethical, legal and political aspects of public communication.

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	2021	*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 –

We have regularly offered many special topics classes for our ORGL students with the POLS 4860 designation. Public Relations for Public Administration is one example and has been run as a 4860 course previously. This course creation simply assigns a specific, permanent catalog number for an existing course.

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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 –

We will evaluate this course as part of our regular assessment process. We will evaluate learning outcomes through course assessments and compare this with programmatic objectives.

** 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	Joseph Robbins	*Joseph Robbins*	9/12/19
College/Division Executive Committee	James T. LaPlant	*J. T. LaPlant*	8-20-20
Dean/Director	James T. LaPlant	*J. T. LaPlant*	8-20-20
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
Political Science Department
POLS 4867 50E Public Relations in Public
Administration
Spring 2016 Syllabus
Session I January 11, 2016 – March 2, 2016

GENERAL INFORMATION

Contact
- Professor: Dr. Patricia M. Hinton
- E-mail: GoVIEW course email is preferred. In an emergency, please use pmhinton@valdosta.edu
- Telephone: 850.673.9474
- Online Office Hours: I will be online daily during the week and at various times over the weekend. Responses are usually within 24 hours. If you need to set up an online chat, let me know your best times.

Course Description (3 hours credit): An overview of public relations, particularly from the perspective of the public or government sectors. Many principles are also applicable to the private sector. The course explores the importance of communication between an organization and its constituents, especially in government where public relations enables government to connect with citizens and in so doing promotes the democratic process. Topics include the role of public information as a communication strategy; effective media relations; the impact of today's technology on public information; crisis and emergency communications; public information campaigns; and ethical, legal and political aspects of public communication.

Course Site: This online course is hosted by the University System of Georgia at https://go.view.usg.edu/. The learning platform is Desire2Learn (D2L).

Required Items:
1. Access to the Internet and GoVIEW.
2. Microsoft Word. (Please use Word or convert your narrative into a PDF to assure that I can open your submissions.)

Required Text: YOU MUST HAVE THIS TEXTBOOK
The Practice of Government Public Relations. 2012. Editors – Mordecai Lee, Grant Neeley, Kendra Stewart. CRC Press (271 pages). Print ISBN 978-1-4398-3465-7; eBook ISBN 978-1-4398-3466-4. A new hardcover is about $50; used about $46 +/-; Kindle edition about $25 - 50.

eMajor Information:
- Website: https://emajor.usg.edu/
- eMajor Helpline: Email emajor@westga.edu. Telephone: 678-839-6400 or 1-855-9EMAJOR (1-855-936-2567).
- The eMajor Student Guide is included in Course Content under Academic Policies or at https://emajor.usg.edu/student_guide.pdf.

GoVIEW and D2L Technology:
Students are expected to be familiar with all features of D2L. If you have problems with GoVIEW or D2L use the SUPPORT tab on your GoVIEW homepage or use the contact information below:

D2L Help Center (24/7 availability):
- https://D2LHelp.view.usg.edu
- TOLL FREE 1-855-772-0423
  - TOLL FREE FOR HEARING IMPAIRED 1-800-892-4315
    - Appropriate adaptive technology (hardware) necessary to use this number.

EMajor Spring 2016 Calendar

Event	Spring Semester (Short Session I)
Registration Begins	November 1
Classes Begin/End	January 11 - March 2
Late Registration/ Add Period	January 11 - 13
Participation Deadline	January 15 by 12:00 noon (EST)
Drop	January 11 - 15
Course Withdrawals Begin	January 16
Midterm Exam Period	January 30 - February 3
Last Day to Withdraw with W Grade	February 5
Final Exam Period	March 4
Holidays/Breaks	January 18

*Please note that your affiliate campus registration dates may differ from eMajor registration drop/add dates

GENERAL POLICIES

- **eMajor Student Guide:** For questions about policies/procedures related to your eMajor through the University System of Georgia, consult the Guide available at https://emajor.usg.edu/student_guide.pdf. The handbook covers everything from admissions to withdrawals. You should also be familiar with specific policies of your university.
- **Access/ADA:** The University System of Georgia complies fully with the requirements of the Americans with Disabilities Act (ADA). If you believe that you are covered under this act, and if you have need for special arrangements necessary to meet the requirements of this course, please contact the personnel at your university's disabilities office. Also, please discuss this with the instructor (via e-mail) at the time of the first class. If you cannot contact your home institution's disability office, contact the eMajor Student Success Manager by calling 678-839-6400 and/or send an email to the Student Success

manager at srowland@westga.edu. For VSU, contact www.valdosta.edu/access/ or telephone 229-245-2498 (voice); 229-219-1348 (TTY).

- **Incomplete Grade Policy:** Students must **file a request** to be considered for an Incomplete or "I" grade. Students who, for nonacademic reasons beyond his/her control, cannot fulfill the full requirements of the course may receive an Incomplete. Students must initiate the process by first receiving permission from the instructor, have a passing grade at the time and have completed most course assignments. An "I" will be removed once the student completes the work to the satisfaction of the instructor. See the policy at https://emajor.usg.edu/student_guide.pdf (page 36). Consult your university's specific policies. For VSU: http://www.valdosta.edu/academic/RequestforIncomplete.shtml.
- **Academic Honesty and/or Misconduct:** Academic misconduct may be defined as: plagiarism, cheating on examinations, unauthorized collaboration, falsification, or multiple submissions. Plagiarism is prohibited, and may result in a failing grade for the assignment or for the course, and in extreme cases suspension or dismissal from the program. All assignments must be the original work of the student. Turn-It-In Originality scanning is used in this course. The USG policy regarding academic honesty may be found on at the following website: https://emajor.usg.edu/faculty/honesty/policy.php. Also consult your home university's website for specific policies/procedures.
- **Originality Reports:** Your submissions are scanned through a software that checks for text matches and originality. Originality Reports show a percentage: A lower percentage rating indicates that most of the content is original; a higher percentage rating indicates that much of the content matches content found in other sources and may require further investigation. For more on how it works: https://www.submit.ac.uk/static/resources/documentation/turnitin/sales/Answers_to_Questions_Students_Ask.pdf. Students often use the system to catch inadvertent plagiarism before the final submission of their work. When I doubt, cite your sources!
- **Attendance Policy: You will receive an email from the professor the first day of class. In order to be counted present, you must respond by the deadline provided in the email.** Online students are expected to access the course regularly and participate in discussions, assignments and other activities assigned by the professor.
- **Library Resources:** Extensive library resources are available via Galileo, the online repository of hundreds of online sources. A Library link is in the top navigation bar of each GoVIEW course or at http://www.galileo.usg.edu/ .
- **Grade Appeals:** Grade appeals must be made within thirty days after a grade is posted. Students initiate the process by completing the eMajor Student Grade Appeal Form located on the USG eMajor Website, (http://emajor.usg.edu/students/gradeappeal/).
- **Smarthinking Online Tutoring:** Available 24/7 for eMajors. A link to the service is available in the top navigation bar of each GoVIEW course.
- **Questions/Concerns:** If in doubt, ASK!

COURSE INFORMATION

- **Outcomes/Learning Objectives**
  Outcomes can be achieved by successful completion of this course. The course also develops several objectives of the Organizational Leadership major (https://ww2.valdosta.edu/catalog/1314/ugrad/documents/UG_097-130.pdf). These are noted in parentheses following each course learning objective. VSU core learning goals are also noted.

  1. **Demonstrate an understanding of the purposes of public relations in the public sector and its relationship to democratic principles.** (ORGL – 1, 2, 3, 4; VSU – A1, E.) Discussion 1
  2. **Demonstrate an understanding of the relationship between government and media.** (ORGL – 1, 2, 3, 4; VSU – A1, B, C.) Discussion 2

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3. **Demonstrate an understanding of e-government and the use of social media by government.** (ORGL – 1, 2, 3, 4; VSU – A1, B, C). Discussion 3 and Twitter assignment.
4. **Demonstrate an understanding of crafting effective public communications.** Discussion 4.
5. **Demonstrate critical thinking and problem-solving abilities in emergency communications planning.** (ORGL 1, 2, 3, 4; VSU – A1, B, C.) Discussion 5
6. **Demonstrate critical thinking and problem-solving abilities in ethics and government public relations.** (ORGL – 1, 2, 3, 4; VSU A1, B, C). Discussion 6.

- **"PUBLIC RELATIONS" can be used as a singular or plural noun.** Most of the time, I use it as a singular...For instance, public relations IS, not public relations ARE.
- **Written Communication.** You will write frequently in this class. Please use spellcheck, proper grammar and complete sentences. Frequent abbreviations and acronyms from text messaging are NOT acceptable. Here is the point: sloppy writing hinders others' ability to understand your message. Take time to compose your initial posts and assignments, re-read and edit, check spelling, etc. If a narrative has more than a few writing errors, the work will be returned (time permitting) for revision prior to grading. If you need writing assistance, consult the Smarthinking online tutoring services especially for eMajors embedded in the course. There are also student support services available on each USG college campus.
- **References/Citations:** Full citations are required for discussions and all other written work. Proper citation use is an important research skill and vital in avoiding issues with plagiarism. Citations must be in American Political Science Association (APSA) format as found in *The Political Science Student Writer's Manual,* 5th or 6th edition, by Gregory Scott and Stephen Garrison. There are also numerous online sources and guides for using APSA citation format, for instance http://www.apsanet.org/files/APSAStyleManual2006.pdf.   Another source is from the University of Texas at San Antonio: http://libguides.utsa.edu/content.php?pid=82436&sid=612339 .
- **Participation Requirements:** This course requires that each student read/review the posted materials, participate in discussion threads, and complete various assignments. Details are posted in GoVIEW and may be modified by the professor.
- **Working Together:** Participants are encouraged to cooperate and share ideas, resources, and insights. Collaborations in work to be submitted must be approved by the instructor. Make certain the final product reflects your individual efforts, but help each other out. Learning, like almost everything, is more fun when it is a shared experience.
- **Learning Modules:** There are eight Modules, one for each week of the course, found in the course Content. Elements for each week may include the following:

  - Class Notes: Comments and observations by the professor for the Learning Module.
  - Readings/Materials: Readings may include text readings, journal articles, videos, webpages, online sources/links and other materials.
  - Discussion Questions: Students will respond to discussion questions related to the posted readings within the assigned time frame.
  - Assignments: Students will complete written assignments described below.
- **Class Communication:** Please use GoVIEW email for this course. The professor will check GoVIEW regularly to respond to concerns and questions. USG policy requires that all official communication be conducted through GoVIEW email accounts and not personal email accounts such as Gmail, AIM, Yahoo! Mail, Hotmail, or your Internet Service Provider account (like AT&T, cable company, etc.).
- **Late Submissions:** Plan ahead and submit work early in order to be better prepared for unexpected events such as Internet outages, computer crashes, illnesses, etc. Late submissions will be subject to point deductions or a "0." Students are expected to contact the instructor as soon as possible if work will be late.

- **Deadlines:** All times are Eastern Standard Time (EST).
- **Online Course Evaluations:** Student evaluations are extremely important in helping faculty members plan and revise their courses. Students can access SOI (Student Opinion of Instruction) forms via BANNER and complete them during the last few weeks of class. Please take the time to complete this important evaluation (or opt out of providing an evaluation) during the designated period. SOIs are in Banner under Answer a Survey.
- **Evaluation/Grading**
  Coursework is graded on a point/percentage scale with a possible cumulative total of 100 points or 100%. The grading scale is:

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

  Class activities have the following values.
  - Discussions   (6@10 points)   60 points or 60%
  - Social Media assignment   10 points or 10%
  - PR challenge paper   30 points or 30%

- **Discussion Threads** (60% of class grade.)
  Students should complete weekly discussions posted in GoVIEW. Written work must include citations as needed in APSA format and be professionally written.

  Discussion Expectations: Initial posts should answer the discussion question or take a position on the topic provided. Compose est. 250 words, with proper citations and be professionally written. Reference list is not included in word count. If you need to write more than 250 words to sufficiently answer the question, do so but within reason. **You must demonstrate knowledge of the reading material in relation to the discussion question.** Use examples - from the text, from headlines, from your own experience. Respond to at least one colleague in a substantive manner furthering the discussion or offering new insights. **"I agree" or "Good post" are not substantive responses.** Feel free to comment on additional posts.

  Discussions are graded based upon the following rubric.

A (9 - 10)	B (8 – 8.5)	C (7 – 7.5)	D (6 – 6.5)	F (below 6)
Response brings in multiple course materials (including sources), demonstrates ability to evaluate materials, shows insight, and replies to at least one other student's post substantively.	Response brings in material from readings (including sources), and demonstrates knowledge of concepts in readings.	Response has questionable relation to readings.	Responses do not incorporate readings or do not relate to readings.	No response or did not answer the question(s).
Proper references/citations. Appropriate length. Timely and error-free.	Appropriate length. Proper references/citations. Timely and mostly error-free.	Adequate references/citations. Some errors.	Poor or no references, citations. Many errors.	

- **Twitter Assignment – 10%**   https://twitter.com/vsuprforpa
  Instructions are included in the course materials. You will set up a Twitter account and "follow" me and this course.

- **PR challenge – 30%**
  Select ONE topic below and write an analytical essay:
     A. Analyze a Government Crisis Response.
     B. Develop a Public Information Mini-Campaign.
     C. Analyze the ethical considerations of a provided case study.

  Format: Approximately 1,000 word, double-spaced, numbered pages. Title page and reference page separate. Details and expectations provided in Course Content.

  Rubric for PR Challenge essay:

A	B	C	D	F
Addresses topic thoroughly; demonstrates comprehensive knowledge of course materials; exhibits keen analytical skills and insight; shows exceptional research skills, includes necessary citations, is well organized and free of errors	Addresses topic very well; demonstrates good knowledge of course materials; solid analytics and some insight; shows good research skills; includes necessary citations, is well organized and has few errors	Addresses topic sufficiently; demonstrates some knowledge of course materials; exhibits some analytics; shows average research skills, includes some citations, average organization; some errors.	Minimally addresses topic; demonstrates little or no knowledge of concepts and course materials; exhibits limited if any analytical abilities; shows minimal research skills, citations incomplete or incorrect, poorly organized; numerous errors	No submission or did not address topic.

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POLS 4860 - Weekly Course Schedule

The schedule below represents the time line for the course and may be modified with additional and/or alternative readings and activities by the professor. Each week begins on Monday and ends Sunday at midnight. Changes will be posted in GoVIEW.

Dates and Topics	Activities

WEEK 1
Jan 11 - 17
 	
Why is PR important in Public Administration?
	▪ Go through the "Orientation – Start Here" & review the syllabus
	  o APSA Citation protocol http://www.apsanet.org/files/APSAStyleManual2006.pdf.
	▪ Prof's Notes
	▪ Required Readings/Materials
	  1. Pages 1 – 28 in *The Practice of Government Public Relations*
	  2. PR Definitions.pdf
	  3. Should Government be Run Like a Business? Articles\Should Government Be Run Like a Business. 5 viewpts.pdf
	▪ Discussion 1 due January 17 midnight EST.
	▪ Introduce yourself in the Introduction forum
	▪ Use the *Questions?* Discussion forum for general inquiries or items not covered in the syllabus or the Overview.

WEEK 2
Jan 18 - 24
 	
Developing Effective Media Relations.
	▪ Prof's Notes
	▪ Required Readings/Materials
	  1. Pages 29-74 in *The Practice of Government Public Relations*
	  2. "Developing Media Relations." 1999. Research Exchange. http://www.ncddr.org/products/researchexchange/v04n03/mrelations.html.
	  OPTIONAL:
	  ▪ "Non Profit Advice and Tips." 2011. http://toolkit.prnewswire.com/nonprofit/tipsadvice.shtml. [How to write a press release, etc.]
	  ▪ Video - "Answering Questions from Media - public speaking media training presentation training." 2008. http://www.youtube.com/watch?v=jmY7MxoTQ0g&feature=related. 2:22 min.
	▪ Discussion 2: Due January 24, midnight EST.

WEEK 3
Jan 25 - 31
 	
E-Government: The Internet, Social Media and Government Communications
 	
Setting up a Twitter account
Following Patricia M. Hinton@VSUPRforPA
Deadline: Jan 31
	▪ Review Prof's Notes
	▪ Required Readings/Materials
	  o In *The Practice of Government Public Relations* –Government Websites pp 51 – 73 and Web 2.0 pp 125-142.
	  o Center for Technology in Government. 2014. "A Working Definition of E-Government." http://www.ctg.albany.edu/publications/reports/future_of_egov?chapter=2 [Check out the examples for best practices.]
	  OPTIONAL:
	  o Blumenthal, Mark. 2013. "Why Social Media Matters to Government." http://www.nextgov.com/technology-news/2009/04/why-social-media-matters-for-government/43592/.
	  o Pew Research Center. 2014. "Social Media Fact Sheet." http://www.pewinternet.org/fact-sheets/social-networking-fact-sheet/.

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	▪ ASSIGNMENT: Set up a Twitter Account and follow #VSUPRforPA o Instructions in GoVIEW ▪ Discussion 3: Due January 31, midnight EST.

WEEK 4
Feb 1-7
 	
Public Information Campaigns
To inform, persuade, modify behaviors
 	
PR Challenge Topics
	▪ Prof's Notes
	    1. Required Readings
	    2. In *The Practice of Government PR,* pages 75 – 100.
	    3. Turney, Michael. 2013. "Knowing Your Audience's KFD is your basis for a Plan." http://www.nku.edu/~turney/prclass/readings/plan_kfd.html
	 OPTIONAL:
	 ▪ National Governors Association. 2012. "Constituent Services." http://www.nga.org/files/live/sites/NGA/files/pdf/GOVOFFICEGUIDECONSTITUENT.PDF (about 10 pages of text)
	 ▪ "Nonprofit community relations." http://www.nonprofit.pro/community_relationships.htm.
	 ▪ Discussion 4. Due February 7, midnight EST.

WEEK 5
FEB 8 – 14
 	
Crisis Communications: OMG situations.
	▪ Prof's Notes
	 ▪ Required Readings/Materials
	    ▪ Pages 101-124 in *The Practice of Government Public Relations*
	 OPTIONAL:
	    ▪ Forbes Magazine. 2015. "How to Handle a PR Crisis." http://www.forbes.com/sites/iese/2015/05/07/how-to-handle-a-pr-crisis/.
	    ▪ Video: "7 Easy Steps to Crisis Communications Planning." 2011. http://www.youtube.com/watch?v=wy2ye9wsLmY.3:61 min.
	    ▪ Video: Friedman, Karen. "Managing the Media during a Crisis." http://www.youtube.com/watch?v=3wmACOxVDDw. 2:02 min.
	    ▪ Video: Baron, Gerald. 2011. "Social Media & Crisis Communication: It's a Whole New Game." http://www.youtube.com/watch?v=MFt7NXDhcmE 6:37 min.
	    ▪ Video: Phillips, Brad. 2011. Crisis Communications: The Right Way to Apologize. https://www.youtube.com/watch?v=QeA7HSl-bdI 3:37 min.
	 ▪ Discussion 5. Due February 14, midnight EST.

WEEK 6
Feb 15 - 21
 	
Ethics and Government PR
	▪ Prof's Notes
	 ▪ Required Readings/Materials
	    ▪ In *The Practice of Government PR,* Ethics pp 157-178 and Doing Right and Avoiding Wrong with the Law and Politicians pp 179-196.
	    ▪ VIDEO: Biola University. Ethics in Public Relations. (First 38-39 min only) https://www.youtube.com/watch?v=EB1MZj7BWrQ
	 OPTIONAL:
	    ▪ Graner, Alan. 2013. "PR vs. Propaganda: What's the Difference?" http://www.dsprel.com/pr-vs-propaganda-whats-difference/
	    ▪ VIDEO: Toxic Sludge is Good for You (5:40 min); https://www.youtube.com/watch?v=yaMh8KGfkTM&list=PL9242FED7D7A1681B&index=1 VIEW PLAYLIST 1 VIDEO
	 ▪ Discussion 6. Due February 21, midnight EST.

WEEK 7 **Feb 22 – 28** PR Challenge post	▪ Prof's Notes ▪ Post PR Challenge topic and thesis by February 28, midnight

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WEEK 8 **Feb 29 – Mar 2** Course Wrap Up PR challenge due	• Dropbox: PR Challenge paper, due Wednesday midnight EST, March 2 • Complete SOI for this course Enjoy the break!

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Valdosta State University Curriculum Form · Request for a NEW COURSE	Date of Submission:	06/21/2019

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:	Political Science
Requestor's Name:	Joseph Robbins	Requestor's Role:	Department Head

Proposed NEW Course Prefix: (Consult abbreviations in the catalog)	POLS	NEW Course Number: (Consult #s in the catalog)	4868
Proposed NEW Course Title:	Creating and Publishing Public Sector Websites		
NEW Course Title Abbreviation: (Limit to 30 character spaces)	Creating & Publish Pub Websites		
Prerequisite(s):	None		

Lecture Hours:	3	Lab/Contact Hours:	0	Credit Hours:	3

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

Examination of website content strategies used by leaders in government, education, nonprofits, and other organizations. Students will apply these concepts and develop websites using open source content management systems.

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	2021	*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 –

We have regularly offered many special topics classes for our ORGL students with the POLS 4860 designation. Website Administration for Public Administration is one example and has been run as a 4860 course previously. This course creation simply assigns a specific, permanent catalog number for an existing course.

** 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 –

We will evaluate this course as part of our regular assessment process. We will evaluate learning outcomes through course assessments and compare this with programmatic objectives.

** 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	Joseph Robbins	*[signature]*	9/12/19
College/Division Executive Committee	James T. LaPlant	*[signature]*	8-20-20
Dean/Director	James T. LaPlant	*[signature]*	8-20-20
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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Syllabus: POLS 4868 - E01
Creating and Publishing Public Sector Websites
Content Creation and Publishing

Valdosta State University

John R. Bennett
Phone: (912) 655-1637
Email: jobennett@valdosta.edu

Table of Contents

Course Description

Examines website content strategies used by leaders in business, government, education, nonprofits and other organizations. Students will apply these concepts and develop websites using open source content management systems.

Required Textbooks

Jones, Colleen. 2010. *Clout: The Art and Science of Influential Web Content.* 1st Ed. Berkeley: New Riders Press

ISBN-10: 0321733010 | ISBN-13: 978-0321733016

Sabin-Wilson, Lisa. 2014. *WordPress for Dummies*. 6th Ed. Hoboken: John Wiley and Sons, Inc.

Americans with Disabilities Act

Valdosta State University complies fully with the requirements of the Americans with Disabilities Act (ADA). If you believe that you are covered under this act, and if you have need for special arrangements to allow you to meet the requirements of this course, please contact the personnel at the VSU Access Office for Students with Disabilities. Also, please discuss this with the instructor (via e-mail) at the time of the first class. You may contact the office at www.valdosta.edu/access/ or at 229-245-2498 (voice) or 229-219-1348 (tty).

Detailed Course Description

In this course, students will learn and use website content creation strategies and organize and publish information on the Internet using open source content management systems. While students will work mainly with the WordPress CMS, they will also be acquainted with Drupal and Joomla. This is not a computer science or programming class, but rather is geared toward leaders who will be tasked with making information management and technology decisions for their organizations. Major assignments for this course will require students to use content management systems to develop individual professional / academic portfolio websites and collectively manage a course website. Students will also develop a website manual and style guide for an organization.

Course Outcomes

Upon completion of this course students will:

- Demonstrate in-depth understanding of how the concepts of context, rhetoric and psychology can be applied to website content creation.
- Use best practices and principles, create content individual professional / academic portfolio websites
- Demonstrate understanding of website planning and publishing strategies
- Use open source content management system software to organize and publish individual professional / academic websites
- Demonstrate familiarity with current information technology issues confronting organization leaders.

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General Policies

Incomplete Policy: Students must file a request to be considered for an Incomplete Grade. See the Detailed Policy and Process on the VSU site at: http://www.valdosta.edu/academic/RequestforIncomplete.shtml. An incomplete grade (grade I) will only be assigned in cases in which the student had a lengthy illness or an unexpected obligation such as extended military service or jury duty. The grade of I will not be assigned because the student is not satisfied with a low grade. It will only be assigned in cases in which the student could not complete a substantial part of the course work due to factors beyond the student's control.

Academic Honesty and/or Misconduct

Plagiarism is prohibited, and may result in a failing grade for the assignment or for the course, and in extreme cases suspension or dismissal from the program. All assignments must be the original work of the student. If any items are submitted that are not the original work of the student, a failing grade for the assignment and the course will be given. Be sure to access and read all of the information linked from our class site and from these pages:

- Academic Honesty at VSU
  http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml

- The importance of Academic Honesty in a University Community
  http://www.valdosta.edu/academic/TheImportanceofAcademicHone
  styinaUniversityCommunity.shtml

- Academic Honesty Policies and Procedures at VSU
  http://www.valdosta.edu/academic/AcademicHonestyPoliciesandPr
  ocedures.shtml

Note: The links above are provided on our class Web site to make it easier for students to review the important information on Academic Honesty.

Course Requirements

Professional / Academic Websites

Using material covered in class, students will use a content management system and best practices for content creation to develop a website that showcases their professional and/or academic accomplishments. Development of the sites will occur continuously throughout the course.

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Discussion Threads

Students will respond to discussion questions related to the weekly readings or complete assignments designed for discussion threads. Responses will be considered for grading purposes only if they are posted within the specified time period. Further details of class discussions will be given in GoVIEW.

Evaluation/Grading Policies

- Professional/Academic Website: 40 percent
- Discussion Threads: 60 percent

Schedule and Topics

Module 1: Aug. 18-24
Introduction to using WordPress as a content management system

Module 2: Aug. 25-31
WordPress administration basics

Module 3: Sept. 1-7
Using WordPress-hosted sites and WordPress self-hosted sites

Module 4: Sept. 8-14
User roles and workflow

Module 5: Sept. 15-21
Extending WordPress with plugins and themes

Module 6: Sept. 22-28
Website planning and implementation

Module 7: Sept. 29-Oct. 5
Advanced WordPress features, introduction to Drupal and Joomla

Module 8: Oct. 6-8
Course wrap up

Course Communications

All correspondence about the course should be sent within the course email system in GoVIEW. If GoVIEW is inaccessible, students may contact the instructor via the institutional email address and phone number provided. All assignments must be submitted using the GoVIEW assignment tool and must be named following conventions provided by the instructor.