

# **VALDOSTA STATE UNIVERSITY**

**ACADEMIC COMMITTEE PACKET**

**ACADEMIC COMMITTEE**

**MONDAY,  
February 11, 2008**

**2:30 p.m.**

**ROSE ROOM  
UNIVERSITY CENTER**

**Charles L. Hudson  
Registrar/Secretary of the Academic Committee**

ACADEMIC COMMITTEE  
AGENDA  
February 11, 2008

1. Minutes of the November 12, 2007 meeting. (pages 1-9)
2. **DIVISION OF SOCIAL WORK**
  - a. Revised curriculum and admission requirements for the MSW (pages 10-14)
  - b. Revised course title SOWK 7700 (pages 15-16)
3. **COLLEGE OF NURSING**
  - a. New course NURS 7231L (pages 17-22)
  - b. Revised course description and credit hours NURS 7231 (pages 23-28)
  - c. Revised curriculum for the MSN (pages 29-30)
4. **COLLEGE OF EDUCATION**
  - a. Revised curriculum for the EDS in School Psychology (pages 31-32)
  - b. Revised course description and hours PSYC 7000 (pages 33-43)
  - c. New course PSYC 8500 (pages 44-54)
  - d. Revised Core Area F and senior curriculum for the BSED in Special Education – Deaf and Hard of Hearing (pages 55-56)
  - e. Revised Core Area F and senior curriculum for the BSED in American Sign Language/Interpreting (pages 57-58)
  - f. Revised course description MSED 7650 (pages 59-60)
  - g. Revised course description MSED 7800 (pages 61-62)
  - h. Revised requirements for the Reading Endorsement (pages 63-64)
  - i. Revised course description and credit hours MGMS 7650 (pages 65-66)
  - j. Revised curriculum for the MED in Middle Grades Education (pages 67-68)
  - k. Revised curriculum for the MED in Middle Grades or Secondary Education – Alternative Certification Track (pages 69-70)
  - l. Revised course description and credit hours MSED 7005 (pages 71-72)
  - m. Revised prefix for the following COMD courses to CSD – 2999, 3010, 3020, 3030, 3040, 3060, 3070, 3080, 3090, 4020, 4040, 4050, 4060, 4070, 4080, 4090, 4110, 4120, 4130, 4140, 4150, 4151, 4320, 5010, 5020, 5030, 5040, 5050, 5060, 5070, 5080, 5090, 5100, 5110, 5120, 5130, 5140, 5150, 5160, 5170, 5180, 5190, 5200, 5210, 5220, 5230, 5450, 8010, 8020, 8030, and 8080 (pages 73-74)
  - n. Revised core curriculum for the AAS in Dental Hygiene (pages 75-78)
  - o. Revised name for the EDS in Early Childhood Education, Middle Grades Education, or Secondary Education – to EDS in Teaching and Learning (pages 79-80)
  - p. Revised curriculum for the MED in Special Education – Deaf and Hard of Hearing (pages 81-82)
  - q. Revised admission requirements for the MED in School Counseling (pages 83-88)
  - r. Information item – department name changes (pages 89-90)
5. **COLLEGE OF ARTS AND SCIENCES**
  - a. Revised course description for SOCI 7100 (pages 91-92)
  - b. Revised requirements for Admission, Retention, and Graduation for the MS in Sociology (pages 93-95)
  - c. Revised course title WGST 4400 (pages 96-97)
  - d. Revised course title WGST 3000 (pages 98-99)
  - e. New course WGST 4300 (pages 100-107)
  - f. New course WGST 3100 (pages 108-115)
  - g. New course WGST 4000 (pages 116-117)
  - h. New course WGST 4600 (pages 118-119)
  - i. Revised requirements for the Women's and Gender Studies Minor (pages 120-123)
  - j. Revised requirements for the English to Speakers of other Languages (ESOL) Endorsement – undergraduate (pages 124-125)
  - k. Revised requirements for the English to Speakers of other Languages (ESOL) Endorsement – graduate (pages 126-127)
  - l. Letter of intent to offer a BA in Biology (pages 128-133)
  - m. Revised requirements for the minor in Environmental Geosciences (pages 134-135)
  - n. New course PERS 2730H (pages 136-144)
  - o. New course POLS 3280 (pages 145-152)
  - p. Revised course description AFAM 3600 (pages 153-154)
  - q. Revised requirements for the minor in African American Studies (pages 155-156)
  - r. Revised requirements for the minor in Religious Studies (pages 157-158)
  - s. Revised course description MATH 2008 (pages 159-160)
  - t. Revised course description MATH 2620 (pages 161-162)
  - u. Revised course description MATH 4621 (pages 163-164)
  - v. Revised course description MATH 6621 (pages 165-166)
  - w. Revised requirements for the minor in Mathematics and deactivation of the minor in Mathematics (Statistics Track) (pages 167-168)
  - x. Revised curriculum for the BS in Applied Mathematics (pages 169-171)
  - y. Revised curriculum for the BS in Computer Information Systems (pages 172-174)
  - z. Revised curriculum for the BS in Computer Science (pages 175-179)
  - aa. Revised Outcomes Assessments for Mathematics and Computer Science (pages 180-182)
  - bb. Revised credit hours for HIST 7999 (pages 183-184)
  - cc. Deactivation of CIT 3010, 3020, 3030, 3320, and 4120 (page 185)
6. **COLLEGE OF THE ARTS/COLLEGE OF EDUCATION**

- a. New track for the MED in Secondary Education – Art Education (pages 186-188)
- b. New track for the MED in Middle Grades Education – Art Education (pages 189-191)

**7. COLLEGE OF THE ARTS**

- a. Revised curriculum for the BFA in Art Education (pages 192-193)
- b. Revised course title, number and description ARED 3000 (pages 194-195) Deactivation ARED 3050.
- c. Revised course title, and description ARED 3010 (pages 196-197)
- d. Revised course title, and description ARED 3012 (pages 198-199)
- e. Revised course description ARID 1120 (pages 200-201)
- f. Revised course description ARID 2111 (pages 202-203)
- g. Revised course description ARID 2310 (pages 204-205)
- h. Revised course description ARID 2112 (pages 206-207)
- i. Revised course description ARID 3112 (pages 208-209)
- j. Revised course description ARID 3211 (pages 210-211)
- k. Revised course description ARID 3212 (pages 212-213)
- l. Revised course description ARID 3320 (pages 214-215)
- m. Revised course description ARID 3350 (pages 216-217)
- n. Revised course description ARID 3411 (pages 218-219)
- o. Revised course description ARID 4000 (pages 220-221)
- p. Revised course description ARID 4010 (pages 222-223)
- q. Revised course description ARID 4111 (pages 224-225)
- r. Revised course description ARID 4112 (pages 226-227)
- s. Revised course description ARID 4310 (pages 228-229)
- t. Revised course description ARID 4610 (pages 230-231)
- u. Revised course description ART 4094 (pages 232-233)
- v. Revised course description ART 4171 (pages 234-235)
- w. Revised course description ARED 7450 (pages 236-237)
- x. Revised course description ARED 7500 (pages 238-239)
- y. Deactivation of the Master of Art Education (page 240)
- z. Revised course description ART 4094 (pages 241-242)
- aa. Revised course description ART 4171 (pages 243-244)
- bb. New course MUSC 7777 (pages 245-247)
- cc. New course MUSC 7778 (pages 248-250)
- dd. Revised curriculum for the Masters in Music Performance (pages 251-252)
- ee. Revised curriculum for the Masters in Music Performance (pages 253-254)
- ff. Revised Special Graduation requirements for the Masters in Music Performance (pages 255-256)
- gg. Revised Applied Music requirements for the Masters in Music Performance (pages 257-258)
- hh. Revised course title, and description MDIA 4240K (pages 259-260)
- ii. Revised course description MDIA 2050 (pages 261-262)
- jj. Revised course description COMM 3090 (pages 263-264)
- kk. Revised Outcome Assessments for the BFA in Speech Communication (pages 265-266)

Proposals for the March meeting are due February 25<sup>th</sup>, and the March meeting is March 10<sup>th</sup> if needed.

VALDOSTA STATE UNIVERSITY  
ACADEMIC COMMITTEE MINUTES  
November 12, 2007

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Rose Room on Monday, November 12, 2007. Dr. Sharon Gravett, Assistant Vice President for Academic Affairs, presided.

Members Present: Mr. Eric Nielsen, Dr. Marvin Smith, Dr. Bruce Caster, Dr. Yahya Mat Som, Mr. Alan Bernstein, Dr. William Faux, Mr. Eric Nielsen (proxy for Mr. Mike Savoie), Dr. Kathe Lowney (proxy for Dr. Frank Flaherty), Dr. Kathe Lowney, Dr. Bruce Caster (proxy for Dr. Ray Elson), Dr. Bill Buchanan, Dr. Yahya Mat Som (proxy for Ms. Iris Ellis), Dr. Deborah Weaver, Mr. Cliff Landis, and Dr. Diane Holliman.

Members Absent: Dr. Selen Lauterbach, Mr. Mike Savoie, Dr. Frank Flaherty, Dr. Ray Elson, Dr. James Ernest, Ms. Iris Ellis, and Dr. James Humphrey.

Visitors Present: Dr. Karla Hull, Dr. Erin Huskey, Dr. Ellen Wiley, Dr. Mike Griffin, Dr. Phil Gunter, Dr. Reynaldo L. Martinez, Jr., Dr. Paul Riggs, Dr. Brian Adler, Dr. Mike Meachem, Ms. Marsha Walden, Dr. Barbara Stanley, Dr. Christine James, Dr. Jane Kinney, Dr. Leon Pate, and Mr. Lee Bradley.

The Minutes of the October 8, 2007, Academic Committee meeting were approved. (pages 1-4)

**A. Miscellaneous**

1. Revised course and curriculum proposal forms – were presented for discussion and suggestions for updates to the form should be submitted to Dr. Jane Kinney or Dr. Sherri Gravett. (pages 5-12).

**B. College of the Arts**

1. Change of effective date for DANCE 2700, 3000, 3100, 3200, 3600, 3700, 4020, and 4700 were approved to be changed to Spring Semester 2008. (page 13).

**C. College of Nursing**

1. Revised core area D.2.B requirements for the BSN was approved effective Fall Semester 2008. (pages 14-15). Pending the BOR – General Education Committee approval

**D. Division of Social Work**

1. Revised letter of intent for the Doctor of Social Work was approved (pages 16-29).
2. Waiver of Admission requirements for the MSW program was approved (page 29A).

**E. College of Arts and Sciences**

1. Revised degree requirements for the BS in Environmental Geosciences – Geography Track was approved effective Fall Semester 2008. (pages 30-31).
2. Revised degree requirements for the BS in Environmental Geosciences – Geology Track was approved effective Fall Semester 2008. (pages 32-33).
3. Revised course description, and credit hours, Geography (GEOG) 4860, “Senior Thesis I”, (SENIOR THESIS I – 1 credit hour, 1 lecture hour, 0 lab hours, and 1 contact hour), was approved effective Fall Semester 2008. (pages 34-35).
4. Revised course description, and credit hours, Geology (GEOL) 4860, “Senior Thesis I”, (SENIOR THESIS I – 1 credit hour, 1 lecture hour, 0 lab hours, and 1 contact hour), was approved effective Fall Semester 2008. (pages 36-37).
5. Revised course description, Geography (GEOG) 4861, “Senior Thesis II”, (SENIOR THESIS II – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Fall Semester 2008 with the last sentence of the description deleted. (pages 38-39).
6. Revised course description, Geology (GEOL) 4861, “Senior Thesis II”, (SENIOR THESIS II – 2 credit hours, 2 lecture

hours, 0 lab hours, and 2 contact hours), was approved effective Fall Semester 2008 with the last sentence of the description deleted. (pages 40-41).

7. New course, Geography (GEOG) 4862, "Thesis Presentation", (THESIS PRESENTATION – 1 credit hour, 1 lecture hour, 0 lab hours, and 1 contact hour), was approved effective Fall Semester 2008. (pages 42-45).
8. New course, Geology (GEOL) 4862, "Thesis Presentation", (THESIS PRESENTATION – 1 credit hour, 1 lecture hour, 0 lab hours, and 1 contact hour), was approved effective Fall Semester 2008. (pages 46-49).
9. Revised course description, English (ENGL) 2120, "World Literature II: The Age of Discovery", (WRLD LIT II:THE AGE OF DISCVRY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008. (pages 50-51).
10. Revised course description, English (ENGL) 2120H, "Honors World Literature II: The Age of Discovery", (HON WRLD LIT II:THE AGE OF DISCVRY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008. (pages 52-53).
11. Revised requirements for the minor in History was approved effective Fall Semester 2008. (pages 54-55).
12. Revised requirements for Core Area F for the BA in History was approved effective Fall Semester 2008. (pages 56-57).
13. Revised requirements for Core Area F for the BGS in General Studies – Track Two was approved effective Fall Semester 2008. (pages 58-59).
14. Deactivation of REL 3370 was noted effective Spring Semester 2008. (pages 60-61).

#### **F. College of Education**

1. Revised degree requirements for the EDD in Adult and Career Education was approved effective Fall Semester 2008. (pages 62-63).
2. Revised degree requirements for the EDD in Curriculum and Instruction was approved effective Fall Semester 2008. (pages 64-65).
3. Revised name for the EDD in Educational Leadership to Leadership was approved effective Fall Semester 2008. (pages 66-67). Pending BOR approval.
4. Revised degree requirements for the EDD in Leadership was approved effective Fall Semester 2008. (pages 68-69).
5. Revised credit hours, Education Leadership (LEAD) 9010, "Instructional Leadership for School Administrators", (INST LEADERSHIP SCHL ADMIN – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008. (pages 70-71).
6. Revised credit hours, Education Leadership (LEAD) 9020, "Planning for Instructional Leaders", (PLN FOR INST LEADERS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008. (pages 72-73).
7. Revised credit hours, Education Leadership (LEAD) 9030, "Leadership Problems: Interdisciplinary Analysis", (LDRSHP PRB INTRDSCPLNRYANALYS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008. (pages 74-75).
8. Revised requirement and name for the Instructional Supervision Endorsement – change to Teacher Leadership Endorsement was approved effective Fall Semester 2008. (pages 76-77).
9. Revised prerequisite, Instructional Technology (ITED) 7203, "Administering School Media Centers", (ADMINISTERING SCH MEDIA CTRS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008. (pages 78-79).
10. New endorsement – Online Teaching Endorsement was approved effective Fall Semester 2008. (pages 80-81). Pending PSC approval.

11. New course, Curriculum and Instruction (CIED) 7601, "Course Management Systems for E-Learning", (COURSE MGT SYSTEMS E-LEARNING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2008. (pages 82-91).
12. New course, Curriculum and Instruction (CIED) 7602, "Resources and Strategies for E-Learning", (RESOURCES STRATEGY E-LEARNING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2008. (pages 92-100).
13. New course, Curriculum and Instruction (CIED) 7603, "Design and Delivery of Instruction for E-Learning", (DESIGN DELIVERY E-LEARNING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008. (pages 101-108).
14. Revised degree requirements for the MED in Educational Leadership was approved effective Fall Semester 2008. (pages 109-110).
15. New course, Education Leadership (LEAD) 7020, "Developing Leadership Capacity in Schools and Communities", (DEV/LDRSHIP/CAP IN SCH/COMM – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008. (pages 111-119).
16. New course, Education Leadership (LEAD) 7310, "Leadership for Community and Public Relations", (LDRSHIP COMM/PUBLIC RELATIONS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008. (pages 120-131).
17. New course, Education Leadership (LEAD) 7110, "Inquiry Based Approaches to Curriculum Development, Revision, and Instructional Improvement", (CURR DEV/INSTR IMPROVEMENT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008. (pages 132-140).
18. New course, Education Leadership (LEAD) 7120, "Instructional Leadership and Supervisory Practices for Improved Teaching and Learning", (SUPERVISORY PRAC FOR ED LDRS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008. (pages 141-149).
19. Revised course number, Education Leadership (LEAD) 7130, "Technology Leadership for School Improvement", (LEADERSHIP TECHNOLOGY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008. (pages 150-151). Deactivation of LEAD 7600.
20. New course, Education Leadership (LEAD) 7230, "School and System Fiscal Management and Budgeting", (FISCAL/FAC MGMT & BUDGETING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008. (pages 152-162).
21. New course, Education Leadership (LEAD) 7420, "Ethical and Legal Issues for Leadership", (ETHICAL/LEGAL ISS FOR LDRSHIP – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008. (pages 163-172).
22. New course, Education Leadership (LEAD) 7220, "Human Resource Leadership for School Improvement", (HUMAN RES LDRSHIP FOR SCH IMP – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008 with the description changed to read ...supervision; and administration... (pages 173-182).
23. New course, Education Leadership (LEAD) 7920/7930, "Leadership Field Experiences I & II", (LDRSHIP FIELD EXPERIENCES I/II – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008 with graded satisfactorily or unsatisfactorily added to the course description. (pages 183-189).
24. Revised degree requirements for the EDS in Educational Leadership – Track – Building and System Level was approved effective Fall Semester 2008. (pages 190-191).
25. New course, Education Leadership (LEAD) 8140, "Leadership for Creating an effective Learning Environment", (LEAD EFFECTIVE LRNG ENVIRONMNT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008 with the description changed to read ...to candidate's demonstration... (pages 192-202).
26. New course, Education Leadership (LEAD) 8030, "School Culture, Change and Organizational Dynamics", (CULTURE/CHANGE ORG DYNAMICS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was

approved effective Fall Semester 2008 with the description changed to read ...create high-performing... (pages 203-210).

27. Revised prerequisite, Research (RSCH) 8000, "Advanced Research Methodology", (ADV RESEARCH METHODOLOGY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2008. (pages 211-212).
28. New course, Education Leadership (LEAD) 8510, "Building Leadership for the 21<sup>st</sup> Century", (BUILDING LDRSHIP FOR 21<sup>ST</sup> CENT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008 with the description changed to read ...building-level... (pages 213-227).
29. New course, Education Leadership (LEAD) 8520, "Executive Leadership for the 21<sup>st</sup> Century", (EXEC LDRSHIP FOR 21<sup>ST</sup> CENT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008 with the description changed to read ...systems. Includes preparation for becoming and executive leader; planning and decision making; financial issues; employment processes;... (pages 228-240).
30. New course, Education Leadership (LEAD) 8620, "Leading a Professional Learning Community", (LEADING PROF LRNG COMM – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008 with candidates' changed to candidate's in the description . (pages 241-251).
31. Revised title and course description, Education Leadership (LEAD) 8410, "Ethical and Legal Issues for Special Populations", (LEGAL ISSUES/SPEC POPULATIONS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008 with the description changed to read ...law, administrative regulations pertaining to special populations, and supervised... (pages 252-261).
32. New course, Education Leadership (LEAD) 8630, "Coaching and Mentoring for High-Performing Schools", (COACHING AND MENTORING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008 with a hyphen added between high and performing in the title and description . (pages 262-269).
33. New course, Education Leadership (LEAD) 8230, "Financing and Managing Educational Facilities", (FINANCING/MANAGING ED FACILIT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008. (pages 270-279).
34. New course, Education Leadership (LEAD) 8240, "Managing Resources for School Improvement", (RESOURCE MGMT SCH IMPROVEMENT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008 with a hyphen added between "performance" and "based" in the description . (pages 280-291).
35. Revised course number, Education Leadership (LEAD) 8710, "Directed Study in Educational Leadership", (DIRECTED STUDY IN EDUC LDRSHP – 1-3 credit hours, 1-3 lecture hours, 0 lab hours, and 1-3 contact hours), was approved effective Fall Semester 2008. (pages 292-293). Deactivation of LEAD 8850.
36. New course, Education Leadership (LEAD) 8920/8920/8940, "Advanced Leadership Field Based Experiences I, II, & III", (ADV LDRSHIP FIELD EXP I/II/III – 6 credit hours, 6 lecture hours, 0 lab hours, and 6 contact hours), was approved effective Fall Semester 2008 with "Graded Satisfactorily or Unsatisfactorily" added to the coursed description. (pages 294-304).
37. Renaming of the MED in Special Education – General Curriculum to Master of Arts in Teaching (MAT) in Special Education – General Curriculum, and the MED in Special Education – Adapted Curriculum to MAT in Special Education – Adapted Curriculum was approved effective Fall Semester 2008. (pages 305-307). Pending BOR approval.
38. Revised prefix for SPEC 6010, 5140, 6040, 6000, 6020, 6030, 6100, 6110 to SEGC numbers remain the same and SPEC 6010, 5140, 5190, 5500, 5510, 5520, 5530, 5540, 5550, 6100, 6110 to SEAC numbers remain the same and SEEC 5050 to SEAC numbers remain the same was approved effective Spring Semester 2008. (pages 308-310).
39. Deactivation of the MED in Special Education – Mild Disabilities, BSED in Special Education – Mild Disabilities, MED in Special Education – Mental Retardation, BSED in Special Education – Mental Retardation, and MED in Special Education – Early Childhood Special Education (for students who have completed a BSED in Special Education – Mild Disabilities or Mental Retardation) – Deactivation of SPEC 5040, 5050, 5120, 5350, 5360, 5450, 5460, and 7630 was approved effective Fall Semester 2008. (pages 310-313)

40. Deactivation of the EDS in Special Education was approved effective Spring Semester 2008. (pages 314-315)
41. Revised course prefix, Deaf Education (DEAF) 5290, "Audiological Considerations for Teachers", (AUDIOLOGICAL CONS TCHRS – 4 credit hours, 4 lecture hours, 0 lab hours, and 4 contact hours), was approved effective Fall Semester 2008. (pages 316-317). Deactivation of SPEC 5290.
42. Revised course prefix, Deaf Education (DEAF) 5310, "Methods of Teaching Reading and Writing to Deaf Students", (METH TEACH READ, WRITE DEAF – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008. (pages 318-319). Deactivation of SPEC 5310.
43. Revised course prefix, Deaf Education (DEAF) 5370, "Teaching Thinking Skills", (TEACHING THINKING SKILLS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008. (pages 320-321). Deactivation of SPEC 5370.
44. Revised course prefix, Deaf Education (DEAF) 5380, "Curriculum Development Instruction for Deaf Students", (CURR DEV INSTRUCTION FOR DEAF – 4 credit hours, 4 lecture hours, 0 lab hours, and 4 contact hours), was approved effective Fall Semester 2008. (pages 322-323). Deactivation of SPEC 5380.
45. Revised course prefix, Deaf Education (DEAF) 5450, "Auditory/Oral Methods for Teachers of the Deaf", (AUDITORY ORAL METH FOR TEACHER – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008. (pages 324-325). Deactivation of COMD 5450.
46. Revised course prefix, American Sign Language Studies (ASLS) 2110, "American Sign Language I", (AMERICAN SIGN LANGUAGE I – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008. (pages 326-327). Deactivation of SPEC 2110.
47. Revised course prefix, American Sign Language Studies (ASLS) 2120, "American Sign Language II", (AMERICAN SIGN LANGUAGE II – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008. (pages 328-329). Deactivation of SPEC 2120.
48. Revised course prefix, American Sign Language Studies (ASLS) 3140, "Linguistics of American Sign Language", (LINGUISTICS AMER SIGN LANG – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008. (pages 330-331). Deactivation of SPEC 3140.
49. Revised course prefix, American Sign Language Studies (ASLS) 3170, "American Sign Language III", (AMERICAN SIGN LANGUAGE III – 4 credit hours, 3 lecture hours, 2 lab hours, and 5 contact hours), was approved effective Fall Semester 2008. (pages 332-333). Deactivation of SPEC 3170.
50. Revised course prefix, American Sign Language Studies (ASLS) 3180, "American Sign Language IV", (AMERICAN SIGN LANGUAGE IV – 4 credit hours, 3 lecture hours, 2 lab hours, and 5 contact hours), was approved effective Fall Semester 2008. (pages 334-335). Deactivation of SPEC 3180.
51. Revised course prefix, Deaf Education (DEAF) 3110, "Orientation to Deafness", (ORIENTATION TO DEAFNESS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008. (pages 336-337). Deactivation of SPEC 3110.
52. Revised course prefix, Deaf Education (DEAF) 3120, "Learning, Cognition, and Social Development in Deaf Children", (LEARNING COG & SOC DEV DEAF – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008. (pages 338-339). Deactivation of SPEC 3120.
53. Revised course prefix, Deaf Education (DEAF) 3130, "Overview of Language Learning in Deaf Children", (LANGUAGE LRNG IN DEAF CHILDREN – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008. (pages 340-341). Deactivation of SPEC 3130.
54. Revised course prefix, Deaf Education (DEAF) 4050, "Manual Communication", (MANUAL COMMUNICATION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008. (pages 342-343). Deactivation of SPEC 4050.
55. Revised degree requirements for the BAS in Technical Studies was approved effective Fall Semester 2008. (pages 344-345).



56. Revised degree requirements and option name for the MED in Adult and Career Education – Training and Development Option to Workforce Education & Development Option was approved effective Fall Semester 2008. (pages 346-347).
57. Revised degree requirements and option name for the MED in Adult and Career Education – Technical, Trade, and Industrial Education Option to Career and Technical Education Option was approved effective Fall Semester 2008. (pages 348-349).
58. New option for the MED in Adult and Career Education – Business Education & Information Technology Option was approved effective Fall Semester 2008. (pages 350-351).
59. Revised course description, Adult and Career Education (ACED) 7620, “Evaluation of Adult & Career Education Programs”, (EVAL ADULT/CAREER ED PROGRAMS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008 with the description changed to read ...evaluation to improve the adult and career education settings. Emphasis is placed... . (pages 352-353).
60. Revised course description, Adult and Career Education (ACED) 7990, “Evaluation and Analysis of Research in Business Education”, (EVAL/ANALYSIS RSRCH BUS EDUC – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008 with the description changed to read – Development and enhancement of students’... - also Adult and Career Education was changed to lower case. (pages 354-355).
61. Revised course description, Adult and Career Education (ACED) 7530, “Supervision of Adult and Career Education Programs”, (SUPERVISION ADULT/CAREER EDUC – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008. (pages 356-357).
62. Revised course number, title, and description, Adult and Career Education (ACED) 7510, “Communication in Adult and Career Education”, (COMM IN ADULT & CAREER ED – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008. (pages 358-359). Deactivation of ACED 8310.
63. Revised course description, Adult and Career Education (ACED) 7220, “Improvement of Instruction in Computer Technology”, (IMPROVEMENT INSTR CPTR TECH – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008. (pages 360-361).
64. Revised course description, Adult and Career Education (ACED) 7230, “Improvement of Instruction in Accounting and Basic Business Subjects”, (IMPRVMNT INSTR ACC/BS BUS SUB – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008 with the “/” in the description changed to “and”. (pages 362-363).
65. New course, Adult and Career Education (ACED) 7420, “Creating and Delivering Online Instruction”, (CREATE/DELIVER ONLINE INSTR – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008 with the description changed to read – Procedures, best practices, and learning theories related to using the Internet to deliver instruction. The course includes preparation ... . (pages 364-370).
66. New course, Adult and Career Education (ACED) 7810, “Computer Programming for Educators”, (COMP PROG FOR EDUCATORS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008 with the second and last sentence of description deleted. (pages 371-377).
67. New course, Adult and Career Education (ACED) 7820, “Diverse Learners in Adult and Career Education”, (DIV LEARNERS IN ACED – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008 with the description changed to read – A study of learning needs... , ..products, and assessments. Emphasis is placed on... . (pages 378-383).
68. Revised course description, Adult and Career Education (ACED) 7020, “History and Philosophy of Adult and Career Education”, (HIS AND PHIL ADULT/CAREER ED – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008. (pages 384-385).
69. Revised course title and description, Adult and Career Education (ACED) 7100, “Current Practices in Workforce Education and Development”, (CURRENT PRACTS IN WKF ED & DEV – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008. (pages 386-387).
70. Revised course title, Adult and Career Education (ACED) 7030, “Contemporary Curricular Approaches in Adult and

Career Education”, (CONTEMP CURR APPROACH IN ACED – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008. (pages 388-389).

71. New course, Adult and Career Education (ACED) 7710, “Managing the Classroom and Laboratory Learning Environment”, (MANAGING CLASS LAB LRN ENVIRON – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008. (pages 390-395).
72. Revised Core Area F and Senior College Curriculum for the BSED in Middle Grades Education was approved effective Fall Semester 2008. (pages 396-397).
73. New course, Reading Education (READ) 4570, “Integrating Reading Assessment and Instruction in the Classroom”, (RDG ASSESSMENT & INSTRUCTION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008 with the description changed to read ... ways of recording, and analyzing, using... . (pages 398-406).
74. New course, Reading Education (READ) 4560, “Reading Theory and Current Issues”, (RDG THEORY & CURRENT ISSUES – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008 with the description changed to read ... theories, and current... . (pages 407-412).
75. Renaming the MED in Middle Grades or Secondary Education – Alternative Certification Track and the Fifth-Year Certification Track to Master of Arts in Teaching (MAT) in Middle Grades or Secondary Education – Alternative Certification Track and the Fifth-Year Certification Track was approved effective Fall Semester 2008. (pages 413-414).
76. Renaming of EDS in Early Childhood, Middle Grades, and Secondary Education to EDS in Teaching and Learning was approved effective Fall Semester 2008. (pages 415-416).
77. Admission requirements for the MED in Accomplished Teaching was approved effective Spring Semester 2008. (pages 417-418).
78. New track for the MED in Middle Grades Education – online collaborative with North Georgia College & State University was approved effective Spring Semester 2008. (pages 419-420).
79. New course, Middle Grades Math Science (MGMS) 7200, “Conceptualizing Middle Level Learning & Diversity in Context”, (MID LEVEL LEARN & DIVERSITY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2008 with the description changed to read ... issues, and generate... . (pages 421-427).
80. New course, Middle Grades Math Science (MGMS) 7240, “Instructional Leadership & Assessment”, (INSTRUCT LEADERSHIP & ASSESSMENT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2008 with the description changed to read – Advanced knowledge... . (pages 428-434).
81. New course, Middle Grades Math Science (MGMS) 7300, “Collaboration & Professionalism”, (COLLABORATION & PROFESSIONALISM – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2008 with the description changed to – Collaborative skills... . (pages 435-441).
82. New course, Middle Grades Math Science (MGMS) 7400, “Physical Science for Middle Grades”, (PHYSICAL SCIENCE FOR MG – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2008 with the description changed to read ... solving, including... . (pages 442-447).
83. New course, Middle Grades Math Science (MGMS) 7401, “Chemistry, Earth Science and Astronomy for Middle Grades”, (CHEM, EARTH SCI & ASTR FOR MG – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2008 with the description changed to read ... earth science, and astronomy, including a study of physical chemistry, earth processes, and... . (pages 448-453).
84. New course, Middle Grades Math Science (MGMS) 7402, “Life Science & Natural History for Middle Grades”, (LIFE SCI & NAT HIST FOR MG – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2008 with the description changed to read ... trees, and evolution and natural selection, including... . (pages 454-458).
85. New course, Middle Grades Math Science (MGMS) 7000, “Professional Development Seminar I”, (PROF DEVELOP SEMINAR I – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester

2008. (pages 459-460).

86. New course, Middle Grades Math Science (MGMS) 7100, "Research Methodology in Education", (RESEARCH METHODOLOGY IN EDUC – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2008. (pages 461-462).
87. New course, Middle Grades Math Science (MGMS) 7650, "Teaching Practicum", (TEACHING PRACTICUM – 2-3 credit hours, 2-3 lecture hours, 0 lab hours, and 2-3 contact hours), was approved effective Fall Semester 2008. (pages 463-464).
88. Revised course description MATH 5190 – WITHDRAWN (pages 465-466).
89. Revised course description MATH 5180 – WITHDRAWN (pages 467-468).
90. Revised course description MATH 6161 – WITHDRAWN (pages 469-470).
91. Revised Core Area F requirements for the BS in Sports Medicine/Athletic Training was approved Fall Semester 2008. (pages 471-472).
92. Deactivation of KSPE 3910 was noted effective Spring Semester 2008. (pages 473-474).
93. Revised course description, Kinesiology and Physical Education (KSPE) 1010, "Physical Fitness", (PHYSICAL FITNESS – 1 credit hour, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Fall Semester 2008 with the description changed to read ...interpretation, and ... (pages 475-476).
94. Revised course description, Kinesiology and Physical Education (KSPE) 1270, "Volleyball", (VOLLEYBALL – 1 credit hour, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Fall Semester 2008. (pages 477-478).
95. Revised course description, Kinesiology and Physical Education (KSPE) 2010, "Fitness and Team Activities", (FITNESS AND TEAM ACTIVITIES – 3 credit hours, 1 lecture hour, 4 lab hours, and 5 contact hours), was approved effective Fall Semester 2008. (pages 479-480).
96. Revised course description, Kinesiology and Physical Education (KSPE) 2020, "Lifetime Activities", (LIFE ACTIVITIES – 3 credit hours, 1 lecture hour, 4 lab hours, and 5 contact hours), was approved effective Fall Semester 2008. (pages 481-482).
97. Revised course number and description, Kinesiology and Physical Education (KSPE) 3101, "Foundations and Technology in Health and Physical Education", (FDNS & TECHNOL IN HTH & PE – 3 credit hours, 2 lecture hours, 2 lab hours, and 4 contact hours), was approved effective Fall Semester 2008. (pages 483-484). Deactivation of KSPE 2101.
98. Revised course description, Kinesiology and Physical Education (KSPE) 3420, "Exercise Physiology", (EXERCISE PHYSIOLOGY – 3 credit hours, 2 lecture hours, 2 lab hours, and 4 contact hours), was approved effective Fall Semester 2008. (pages 485-486).
99. Revised course description, Kinesiology and Physical Education (KSPE) 3450, "Comprehensive Health Education", (COMPREHENSIVE HEALTH EDUCATION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008 with the description changed to read ..setting, across elementary, middle, and secondary levels. Topics... (pages 487-488).
100. Revised course description, Kinesiology and Physical Education (KSPE) 3911, "Diversity in Sport and Physical Education", (DIVERSITY SPORT PHYS ED – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008 with description changed to read ... populations. The course provides an overview... (pages 489-490).
101. Revised course description, Kinesiology and Physical Education (KSPE) 4220, "Management and Physical Education Programs", (MANGMNT PHYSICAL EDUC PROG – 3 credit hours, 3 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2008 with description changed to read ...diversity, and socio-economics in sports are examined. (pages 491-492).

102. Revised course description, Kinesiology and Physical Education (KSPE) 4710, "Middle Grades and Secondary Education Methods and Content", (MD GRD/SEC PHY EDUC MTHD/CONT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008 with the description changed to read ...be met. Information related... (pages 493-494).
103. Revised course description, Kinesiology and Physical Education (KSPE) 4790, "Student Teaching in Health and Physical Education", (STUDENT TCHNG HTLH/PHYSICL ED – 10 credit hours, 0 lecture hours, 0 lab hours, and 10 contact hours), was approved effective Fall Semester 2008. (pages 495-496).
104. Revised course description, Kinesiology and Physical Education (KSPE) 4800, "Professional Practice Seminar", (PROFESSIONAL PRACTICE SEMINAR – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Fall Semester 2008. (pages 497-498).

Respectfully submitted,

Charles L. Hudson  
Registrar

Valdosta State University  
**Request for Curriculum Change**

Indicate area of change (by typing an 'X'):

\_\_\_\_\_ Core Curriculum (Area A, B, C, D, E, F)

\_\_\_\_\_ Senior Curriculum

X \_\_\_\_\_ Graduate Program

\_\_\_\_\_ Other: \_\_\_\_\_ Current Catalog page number 126-129

Effective Date for Curriculum Change August 2008  
Month Year

Degree & Program Name (e.g., BFA, Art) MSW, Social Work

Present Requirements or Present Outcomes & Assessment (Include latter only if changes are to be made):

PLEASE SEE ATTACHED PAGES: Division of Social Work Request for Curriculum Change Admission Requirements (p. 126-129)

Proposed Requirements or Proposed Outcomes & Assessments (Show changes in **BOLD**):

PLEASE SEE ATTACHED PAGES: Division of Social Work Request for Curriculum Change Admission Requirements (p. 126-129)

Justification

These changes clarify the explanation of admission requirements and program options.

Approvals:

Department Head \_\_\_\_\_ Date \_\_\_\_\_  
Dean (s)/Director(s) Martin M. Sweeney PhD Date Jan 25 2008  
College Executive Committee \_\_\_\_\_ Date \_\_\_\_\_  
Graduate Executive Committee \_\_\_\_\_ Date \_\_\_\_\_  
Academic Committee \_\_\_\_\_ Date \_\_\_\_\_

**DIVISION OF SOCIAL WORK  
REQUEST FOR CURRICULUM CHANGE  
COURSE REQUIREMENTS (P. 123)**

**Requirements for the Master of Social Work Degree**

**First Year - Foundation Courses..... 30 hours**

SOWK 6000: Orientation to Advanced Generalist Practice .....	(2 hours)*
<i>*Advanced Standing Only</i>	
SOWK 6004: Social Work Practice with Groups.....	2 hours
SOWK 6100: Introduction to Professional Social Work Education..	1 hour
SOWK 6201: Human Behavior in Social Environment I.....	3 hours
SOWK 6202: Human Behavior in Social Environment II .....	3 hours
SOWK 6301: Generalist Practice I .....	3 hours
SOWK 6302: Generalist Practice II .....	3 hours
SOWK 6303: Practice Skills Lab .....	1 hour
SOWK 6400: Social Welfare Policy, Problems & Services .....	3 hours
SOWK 6500: Research & Evaluation Methods in SW .....	3 hours
SOWK 6600: Practicum I .....	3 hours
SOWK 6610: Practicum Seminar I .....	1 hour
SOWK 6700: Practicum II .....	3 hours
SOWK 6710: Practicum Seminar II .....	1 hour

**Second Year - Concentration Courses..... 30 hours**

SOWK 7300: Adv. Practice in Rural Areas I .....	3 hours
SOWK 7310: Adv. Practice in Rural Areas II .....	3 hours
SOWK 7320: Adv. Practice in Organizations and Communities ...	3 hours
SOWK 7400: Policy in Rural Areas .....	3 hours
SOWK 7500: Adv. Research & Program Evaluation .....	3 hours
SOWK 7611: Adv. Social Work Practicum I .....	4 hours
SOWK 7612: Adv. Social Work Practicum II .....	4 hours
SOWK 7630: Professional Seminar .....	2 hours
<b>**Settings Electives: Choose one of the following .....</b>	<b>2 hours</b>
SOWK 7750, SOWK 7800, SOWK 7830, SOWK 7850	
<b>**General Practice Electives: Choose one of the following .....</b>	<b>3 hours</b>
SOWK 7000, SOWK 7700, SOWK 7810, SOWK 7820, SOWK 7840, SOWK 7860, SOWK 7870, SOWK 7880, SOWK 7890	

**\*\*Some elective courses are available in summer semester.**

**Total Hours Required for the Degree ..... 60 semester hours**

This program is accredited by the Council on Social Work Education. Students not enrolled in the MSW program may take elective courses with the permission of the division head, but required courses are restricted to MSW students.

The MSW program is cohort-based, and the order of courses is strictly determined by selection of program. Program cohort options and detailed programs of study are available at the Division of Social Work office and website <[www.valdosta.edu/sowk](http://www.valdosta.edu/sowk)>.

Students are admitted to one of the following cohort options: Full-Time (2 year); Part-Time (3 or 4 year); Web-Based (3 year) or Advanced Standing (1 year).

The Advanced Standing option is available to students who received a B.S.W. from a CSWE accredited program in the last five years. Additional admission requirements apply.

**Requirements for the Master of Social Work Degree**

**Foundation Year Courses..... 30 hours**

SOWK 6000: Orientation to Advanced Generalist Practice .....	(2 hours)*
<i>*Advanced Standing Only</i>	
SOWK 6004: Social Work Practice with Groups.....	2 hours
SOWK 6100: Introduction to Professional Social Work Education..	1 hour
SOWK 6201: Human Behavior in Social Environment I.....	3 hours
SOWK 6202: Human Behavior in Social Environment II .....	3 hours
SOWK 6301: Generalist Practice I .....	3 hours
SOWK 6302: Generalist Practice II .....	3 hours
SOWK 6303: Practice Skills Lab .....	1 hour
SOWK 6400: Social Welfare Policy, Problems & Services .....	3 hours
SOWK 6500: Research & Evaluation Methods in SW .....	3 hours
SOWK 6600: Practicum I .....	3 hours
SOWK 6610: Practicum Seminar I .....	1 hour
SOWK 6700: Practicum II .....	3 hours
SOWK 6710: Practicum Seminar II .....	1 hour

**Concentration Year Courses..... 30 hours**

SOWK 7300: Adv. Practice in Rural Areas I .....	3 hours
SOWK 7310: Adv. Practice in Rural Areas II .....	3 hours
SOWK 7320: Adv. Practice in Organizations and Communities ...	3 hours
SOWK 7400: Policy in Rural Areas .....	3 hours
SOWK 7500: Adv. Research & Program Evaluation .....	3 hours
SOWK 7611: Adv. Social Work Practicum I .....	4 hours
SOWK 7612: Adv. Social Work Practicum II .....	4 hours
SOWK 7630: Professional Seminar .....	2 hours
<b>**Settings Electives: Choose one of the following .....</b>	<b>2 hours</b>
SOWK 7750, SOWK 7800, SOWK 7830, SOWK 7850	
<b>**General Practice Electives: Choose one of the following .....</b>	<b>3 hours</b>
SOWK 7000, SOWK 7700, SOWK 7810, SOWK 7820, SOWK 7840, SOWK 7860, SOWK 7870, SOWK 7880, SOWK 7890	

**\*\*Some elective courses are available in summer semester.**

**Total Hours Required for the Degree ..... 60 semester hours**

This program is accredited by the Council on Social Work Education. Students *who are* not enrolled in the MSW program may take elective courses with the permission of the division head, but required courses are restricted to MSW students.

The MSW program is cohort-based, and the order of courses is strictly determined by selection of program. Program cohort options and detailed programs of study are available at the Division of Social Work office and website <[www.valdosta.edu/sowk](http://www.valdosta.edu/sowk)>.

Students are admitted to one of the following cohort options:

**1. On-campus option: Full-time (2 year); Part-Time (3 or 4 year) 2. Web-Based (3 year) or 3. Advanced Standing. Advanced Standing students may request either the on-campus or web-based option, and may elect to attend classes full or part-time.**

The Advanced Standing option is available *only* to students who received a B.S.W. from a CSWE accredited program in the last five years. Additional admission requirements apply. **Enrollment is extremely competitive and space is limited.**

DIVISION OF SOCIAL WORK  
REQUEST FOR CURRICULUM CHANGE  
ADMISSION REQUIREMENTS (P. 126)

Present

The Division of Social Work offers a Master of Social Work degree. Social Work is a profession committed to improving the quality of life for all people. Social workers perform a variety of roles in many settings and are eligible for professional certifications and licensing. The Master of Social Work degree program at Valdosta State University is designed to prepare students for advanced generalist practice in rural and small communities.

Social workers in advanced generalist practice use their skills as direct service providers in interventions with individuals, families, groups, organizations and in communities as supervisors, managers, administrators, researchers and social planners.

**MASTER OF SOCIAL WORK**  
**Division Requirements in addition to**  
**University Requirements for Admission,**  
**Retention, and Graduation**  
**Special Admission Requirements**

Admission is based on student's overall achievement. Application to the Master's of Social Work degree program requires:

1. An undergraduate degree with a liberal arts base
2. Grades of "C" or better in 6 semester hours of humanities, 3 semester hours of mathematics, 6 semester hours of social sciences, and 7 semester hours of natural science. (Exposure to the scientific method is required, and a course with content in human biology is strongly encouraged.)
3. 3.0 grade point average in the last two years of the undergraduate major
4. 2.5 overall undergraduate grade point average
5. Graduate Record Exam (GRE) combined score of 800 on the verbal and quantitative sections or 400 on verbal and 3.5 on the analytical writing section. (If taken prior to October 2002, a combined score of 800 on the verbal and either the quantitative or analytical sections is needed.) OR Miller Analogies Test score of 400. (If taken prior to October 2004, a score of 44 is needed.)
6. A MSW Supplemental Application
7. Three letters of recommendation specifically addressing qualifications for Social Work.

Proposed

The Division of Social Work offers a Master of Social Work degree. Social Work is a profession committed to improving the quality of life for all *individuals*. Social workers perform a variety of roles in many settings and are eligible for professional *certification and state licensure*. The Master of Social Work degree program at Valdosta State University is designed to prepare students for advanced generalist practice in *rapidly changing environments*.

Social workers in advanced generalist practice use their skills as direct service providers in interventions with individuals, families, groups, organizations *as well as in communities in the role of* supervisors, managers, administrators, researchers and social planners.

**MASTER OF SOCIAL WORK**  
**Division Requirements in addition to**  
**University Requirements for Admission,**  
**Retention, and Graduation**  
**Special Admission Requirements**

Admission is based on student's overall achievement. Application to the *Master* of Social Work degree program requires:

1. An undergraduate degree with a liberal arts base
2. Grades of "C" or better in 6 semester hours of humanities, 3 semester hours of mathematics, 6 semester hours of social sciences, and *3 semester hours of a course containing human biology content*.
3. 3.0 grade point average in the last two years of the undergraduate major
4. 2.5 overall undergraduate grade point average
5. Graduate Record Exam (GRE) combined score of 800 on the verbal and quantitative sections or 400 on verbal and 3.5 on the analytical writing section. (*If taken prior to October 2002, a combined score of 800 on the verbal and either the quantitative or analytical sections is needed.*) OR Miller Analogies Test score of 400. (If taken prior to October 2004, a score of 44 is needed.)
6. A MSW Supplemental Application
7. Three letters of recommendation specifically addressing qualifications for Social Work



**Additional Admission Requirements for  
Advanced Standing Students**

1. Applicant must have a B.S.W. degree received within the last five years from an undergraduate program accredited by the Council on Social Work Education.
2. Two of the three letters of recommendation must be from B.S.W. faculty members.
3. Applicants must have excelled academically and professionally in their B.S.W. class.
4. Applicants must be available to take summer classes.

Enrollment is limited. Deadline for applications is March 15 of each year. Applications received after the deadline will be considered on a space available basis. Classes start in June or August for regular students and in June for Advanced Standing students (B.S.W.).

Academic credit will not be given for life experience or previous work experience.  
Students are not admitted to the program on probationary status.

**Additional Admission Requirements for  
Advanced Standing Students (AS)**

1. Applicant must have a B.S.W. degree received within the last five years from an undergraduate program accredited by the Council on Social Work Education.
2. Two of the three letters of recommendation must be from B.S.W. faculty members.
3. Applicants must have excelled academically and *professionally* in their B.S.W. class.
4. Applicants must be available to take summer classes.

*5. Applicants may apply for full or part-time status, and may apply for either the on-campus or web-based cohort.*

Enrollment is limited. Deadline for applications is March 15 of each year. Applications received after the deadline will be considered on a space available basis. Classes start in *May* or August for regular students and in *May* for Advanced Standing students (B.S.W.).

Academic credit will not be given for *life experience or previous work experience*. Students are not admitted to the program on probationary status.

# Request for A Revised Course

Valdosta State University

Date of Submission:

Department Initiating Request:

Faculty Member Requesting Revision:

Current Course Prefix and Number:  Current Credit Hours:

Current Course Title:

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective:

Estimate Frequency of Course Offering:

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

=====**For the following items, type an 'X' and complete only those items being revised.**=====

Revised Course Prefix and Number:   
(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

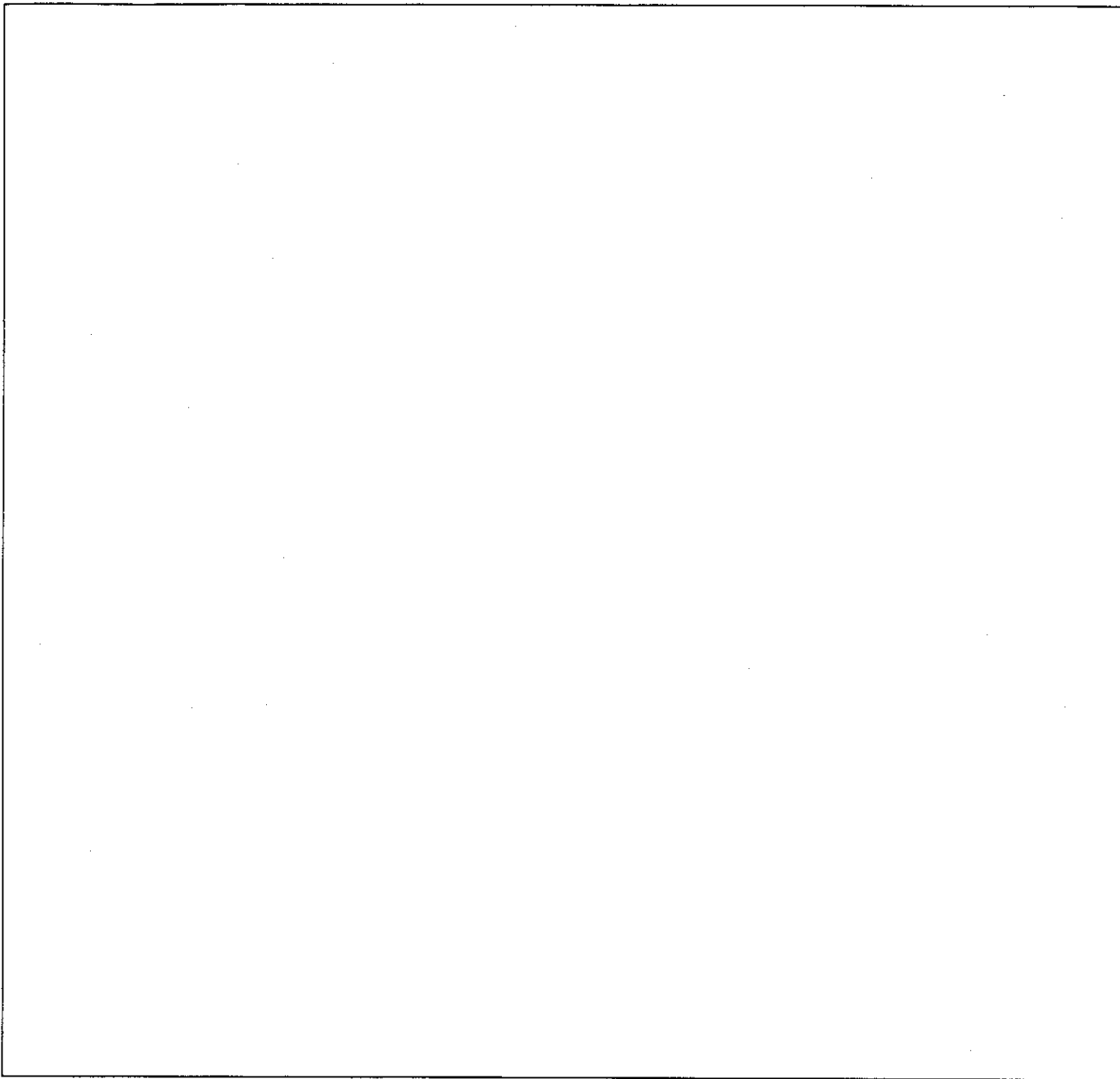
Revised Lecture Hours:   Revised Lab Hours:   Revised Credit Hours:

## Revised Course Description & Justification

Justification: Faculty wishes to change name to link gerontological content more closely with social work practice. Course will be offered as elective to non-social work majors, but course content will focus social work practice with the elderly.

Continue with Justification on the back if necessary.

Approvals are to be noted on the back.



Approvals:

Department Head(s)	<input type="text"/>	Date	<input type="text"/>
Dean(s)/Director(s)	<i>Thomas M. Giddings</i>	Date	<i>Jan. 8, 2008</i>
College Executive Committee	<input type="text"/>	Date	<input type="text"/>
Graduate Executive Committee	<input type="text"/>	Date	<input type="text"/>
Academic Committee	<input type="text"/>	Date	<input type="text"/>

# Request for a New Course

## Valdosta State University

Date of Submission: November 1, 2007

Department Initiating Request: College of Nursing

Faculty Member Requesting: Maria Whyte ARNP

Proposed New Course Prefix & Number: 7231 L

(See Course Description Abbreviations in the Catalog for approved prefixes.)

Proposed New Course Title: Advanced Health Promotion of Adults: Lab

Proposed New Course Title Abbreviation (for Student Transcript): Adv Health Promo NP Lab  
(Limit to 30 characters and spaces)

Semester/Term/Year to be effective: Spring 2008

Estimate Frequency of Course Offering: Twice annually

Indicate (by typing 'X') if Course will be:  Requirement for Major or  Elective Course

\*\*\*If this new course is to be included in the curriculum, be sure to initiate a Curriculum change form.\*\*\*

Total Contact Hours: 135

Lecture Hours: 0

Lab Hours: 3

Credit Hours: 3

Proposed Course Description:

Clinical experiences focus on the application of advance practice theory related to wellness and health promotion and lifestyle modification within specific clinical settings.

**Justification**

Current course in MSN curriculum fails to meet the current standards required for Adult Nurse Practitioner students to be eligible to sit for licensure examination.

Previous course failed to:

1. Provide the ANP student opportunities to demonstrate competence in the management of patient health /illness status.
2. Provide opportunities to demonstrate competence in the professional role for the ANP student.
3. Provide opportunities for the ANP student to demonstrate competence in managing and negotiating health care delivery systems.

The proposed course addresses these issues by:

1. Clearly identifying the difference between the role and practice expectations for the Masters Adult Health Student and the Masters Adult Nurse Practitioner student.
2. Providing clinical experiences and seminars with professional advance practice nurses in the areas of health and illness status.
3. Completion of clinical requirements, which meet the objectives identified specific for the ANP.

**Approvals:**

Department Head(s) \_\_\_\_\_ Date \_\_\_\_\_

Dean(s)/Director(s) Avita H. Nuyt Date 11-20-07

College Executive Committee Marisa White Date 11-20-07

Graduate Executive Committee \_\_\_\_\_ Date \_\_\_\_\_

Academic Committee \_\_\_\_\_ Date \_\_\_\_\_

**VALDOSTA STATE UNIVERSITY  
COLLEGE OF NURSING  
MASTERS IN NURSING PROGRAM**

**COURSE NUMBER**           NURS 7231L

**COURSE TITLE**             Advanced Health Promotion of Adults- NP Lab

**COURSE CREDITS**         0-3-3

**CONTACT HOURS**         9 hours of clinical lab x 15 weeks = 135 hours

**PLACEMENT IN THE CURRICULUM**

**PREREQUISITES** Completion of MSN Core and **CO-REQUISITES** 7231

**COURSE DESCRIPTION**

Clinical experiences focus on the application of advanced practice theory related to wellness and health promotion and lifestyle modification within role specific settings.

**COURSE FACULTY**

Maria D Whyte ARNP-BC  
Martin Hall Room 248  
[mwhyte@valdosta.edu](mailto:mwhyte@valdosta.edu)  
(229) 333-7198  
Office hours by appointment.

**COURSE OBJECTIVES**

Upon completion of the course the learner will be able to:

Course Objective	Program Outcome to which the objective relates	AACN Essentials of Masters Nursing standard to which the objective relates
utilize new knowledge to analyze outcomes of nursing interventions, to initiate change, and to improve nursing and health care practice;	1, 2, 3, 4, 7, 8, 9	Graduate Core: I, III, IV, V, VI, VII Advance Practice Nursing: Core: I
assess a selected community to develop a plan for community wellness and health promotion;	1, 2, 3, 4, 5, 7, 8, 9	Graduate Core: IIA, IIB, IIC, IV, VI, VII Advance Practice Nursing: Core: I,
evaluate the wellness and health promotion of adult clients;	1, 3, 4, 7, 9	Graduate Core: IV, V, VI, VII,
communicate and collaborate	1, 3, 4, 7, 9	Graduate Core: I, III, IV, V,

effectively and appropriately through written and verbal mechanisms with consumers, health care providers, and others		VII
use epidemiological, social, ethical and environmental data to draw inferences regarding the health status of client populations	1, 3, 4, 7, 8, 9	Graduate Core: IIA, IIB, III, V, VI, VII
analyze adult health care issues for wellness and health promotion.	1, 2, 3, 4, 7, 9	Graduate Core: IIA, IIB, IV, VI, VII Advance Practice Nursing: Core: I
demonstrate sound critical thinking and clinical decision making through comprehensive data bases (functional assessments, health histories, complete physical examinations, mental status	1, 2, 3, 4, 7, 8, 9	Graduate Core: IIA, III, IV, VII Advance Practice Nursing: Core: I, II, III
implement the advanced nursing practice roles of educator, researcher, advocate, clinician, consultant, collaborator, leader, and manager of systems	1, 2, 3, 4, 5, 7, 9	Graduate Core: I, IIA, III, IV, VII Advance Practice Nursing: Core: I, II, III

### **TOPICAL OUTLINE**

- I. Introduction and Orientation to Advanced Nursing for Health Promotion of Adolescents and Adults
- II. Theories for Health Promotion
- III. Concepts of and Considerations in Advanced Nursing Practice (Emphasis on Nursing Consultation in Communities and Role and Skill Development in Advanced Nursing Practice)
- IV. Concepts of Wellness and Health Promotion
- V. Advanced Nursing for Health Promotion in Multicultural Populations
- VI. Advanced Nursing Study of Pathophysiological Phenomena in Nursing (Alterations in Regulation, Cognition, Sensation, Protection, and Motion)
- VII. Advanced Nursing Collaborative Practice in Primary Care for Adolescence through Adulthood (Emphasis on Health Promotion and Maintenance)
- VIII. Assessment for and Planning and Evaluation of Health Promotion Programs
- IX. Strategies for Promoting Nutrition, Exercise and Physical Wellness, Stress Reduction, and Social Support
- X. Lifestyle Changes, Motivation, and Implementation
- XI. Evaluating Health Promotion Programs
- XII. Alternative/Complementary/Integrative Healing and Traditional Healing Methods and Strategies in Adolescent and Adult Populations
- XIII. Integration of Advanced Nursing for Health Promotion in Adolescents and Adults

**TEACHING/LEARNING STRATEGIES THAT WILL BE USED IN THIS COURSE INCLUDE:**

**REQUIRED TEXT AND REFERENCES (in APA format)**

**EVALUATION METHODS**

**ADA STATEMENT**

Students requesting classroom accommodations or modifications because of a documented disability should contact the Access Office for Students with Disabilities located in room 1115 Nevins Hall. The phone numbers are 245-2498 (voice) and 219-1348 (tty).

**HIPAA STATEMENT:**

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) requires health care providers to abide by the regulations for privacy and confidentiality of protected health information and covers all individually identifiable health information whether the information is electronic, paper or spoken. All students are provided HIPAA guidelines and instructions for conduct regarding protection of patient/client information in each course and are responsible for implementing HIPAA standards and procedures as specified in each clinical setting in which student are placed. Violation of HIPAA may result in dismissal for the nursing program.

**SPECIFIC STUDENT EXPECTATIONS (OPTIONAL)**

Clinical requirements will be a minimum of 135 hours of high quality experiences in advanced nursing practice. Students will be involved in the following experiences:

1. Primary Care Collaboration Clinical Practice with an Emphasis on Health Promotion and Maintenance and Illness/Disease/Injury Prevention in Individual Adolescents and Adults, Families, Aggregates, and Communities. Students will be mentored by registered professional nurses with masters' or doctoral preparation in the following potential clinical sites:
  - A. General or Specialty Clinics
  - B. Urgent Care/Primary Care Centers
  - C. Internal Medicine Centers
  - D. Family Practice Centers
  - E. Specialty Adult Care Centers
  - F. Wellness Centers
  - G. Occupational Health



- H. School Health
- I. Integrative Health Care Centers\*
- J. College Student Health Centers\*
- K. Community Health Departments
- L. Sports Physicals
- M. Presurgical Clearance Centers
- N. Support Groups for Adolescent or Adult Health Care\*
- O. Prison Health Centers
- P. Nursing Consultation in the Community\*

\*Some clinical experiences in these areas required of all students among their other clinical experiences in advanced nursing practice.

2. Journaling of All Clinical Experiences with Evidence of High Quality Critical Thinking and Analysis and Decision Making
3. Satisfactory completion of all clinical objectives representative of advanced nursing practice with an emphasis on health promotion and illness prevention of adolescents, adults, families, aggregates, and communities.

# Request for a Revised Course

Valdosta State University

Date of Submission:

Department Initiating Request:

Faculty Member Requesting Revision:

Current Course Prefix and Number:  Current Credit Hours:

Current Course Title:

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective:

Estimate Frequency of Course Offering:

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

\*\*\*\*\*For the following items, type an 'X' and complete only those items being revised\*\*\*\*\*

Revised Course Prefix and Number:

(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

Revised Lecture Hours:

Revised Lab Hours:   Revised Credit Hours:

Revised Course Description & Justification

Focuses on holistic and comprehensive nursing care of multicultural adult population utilizing current research and theoretical concepts related to health promotion and disease prevention.

Continue with Justification on the back if necessary.

Approvals are to be noted on the back.

The nurse practitioner program was reactivated in the spring of 2007. The return of the Nurse Practitioner program required a revision back to separate clinical and didactic courses for the Master's in Adult health students and the Nurse practitioner students. The Adult Nurse Practitioner students have clinical requirements dictated by the National Organization of Nurse Practitioner Faculties, the American Nurses Credentialing Center, the American Association of Colleges of Nursing and the American Association of Nurse Practitioners, which are specific and separate from those of the Adult Health student.

Approvals:

Department Head(s)  Date

Dean(s)/Director(s)  Date

College Executive Committee  Date

Graduate Executive Committee  Date

Academic Committee  Date

## MASTERS OF SCIENCE IN NURSING PROGRAM

SPRING, 2008

**COURSE NUMBER** NURS 7231

**COURSE TITLE** Advanced Health Promotion of Adults

**COURSE CREDITS** 3-0-3

**CONTACT HOURS** 3 hours of lecture x 15 weeks= 45 hours  
Web-enhanced course meeting on Weekend College  
schedule and Via WebCT Vista Platform

**PLACEMENT IN THE CURRICULUM****PREREQUISITES** Completion of MSN Core**CO-REQUISITES** 7231L or 7291

**COURSE DESCRIPTION** Focuses on holistic and comprehensive nursing care of multicultural adult populations utilizing current research and theoretical concepts related to health promotion and disease prevention.

**COURSE FACULTY**

Maria D. Whyte, MSN, DHSc (c), ARNP-BC  
Martin Hall 248  
[mwhyte@valdosta.edu](mailto:mwhyte@valdosta.edu)  
(229) 333-7198

Office hours: Web CT Vista: assigned  
chat room weekly  
Campus: by appointment  
Skype/Phone: by appointment

**COURSE OBJECTIVES**

Upon completion of the course the learner will be able to:

Course Objective	Program Outcome to which the objective relates	AACN Essentials of Masters Nursing standard to which the objective relates	NONPF Critical Core Competencies
utilize advanced knowledge and skills to	1, 2, 3, 4, 7, 8, 9	Graduate Core: I, III, IV; V, VI, VII	Domain: 1, 2, 4, 6, 7,

promote client strengths necessary for wellness and health promotion;		Advance Practice Nursing: Core: I	ANP: I
assess a selected community to develop a plan for community wellness and health promotion;	1, 2, 3, 4, 5, 7, 8, 9	Graduate Core: IIA, IIB, IIC, IV, VI, VII Advance Practice Nursing: Core: I,	Domain: 1, 3, 5, 6, 7, ANP: I
evaluate the wellness and health promotion of adult clients;	1, 3, 4, 7, 9	Graduate Core: IV, V, VI, VII,	Domain: 1, 2, 4, 6, ANP: I
utilize research and an appropriate theoretical framework for assessment and planning of wellness and health promotion activities for adults;	1, 3, 4, 7, 9	Graduate Core: I, III, IV, V, VII	Domain: 1, 3, 4, 5, ANP: I,
explicate the legal and ethical foundations of advanced nursing practice;	1, 3, 4, 7, 8, 9	Graduate Core: IIA, IIB, III, V, VI, VII	Domain: 1, 4, 5, ANP: I
analyze adult health care issues for wellness and health promotion.	1, 2, 3, 4, 7, 9	Graduate Core: IIA, IIB, IV, VI, VII Advance Practice Nursing: Core: I	Domain: 1, 3, 4, 6, ANP: I
refer, to other health professionals, adults with health concerns that exceed the scope of practice of a beginning nurse practitioner offering clinical services;	1, 2, 3, 4, 7, 8, 9	Graduate Core: IIA, III, IV, VII Advance Practice Nursing: Core: I, II, III	Domain: 1, 2, 4, 5, 6, ANP: I, IV, V, VI,
demonstrate integration of medical and nursing management of health concerns of adults;	1, 2, 3, 4, 5, 7, 9	Graduate Core: I, IIA, III, IV, VII Advance Practice Nursing: Core: I, II, III	Domain: 1, 2, 4, 5, 6, ANP: I, IV, V, VI,

**TOPICAL OUTLINE (Broad concepts and topics that must be included in the course)**

I. Introduction and Orientation to Advanced Nursing for Health Promotion of

This course syllabus was last updated on:  
Course author:

- Adolescents and Adults
- II. Theories for Health Promotion
- III. Concepts of and Considerations in Advanced Nursing Practice (Emphasis on Nursing Consultation in Communities and Role and Skill Development in Advanced Nursing Practice)
- IV. Concepts of Wellness and Health Promotion
- V. Advanced Nursing for Health Promotion in Multicultural Populations
- VI. Advanced Nursing Study of Pathophysiological Phenomena in Nursing (Alterations in Regulation, Cognition, Sensation, Protection, and Motion)
- VII. Advanced Nursing Collaborative Practice in Primary Care for Adolescence through Adulthood (Emphasis on Health Promotion and Maintenance)
- VIII. Assessment for and Planning and Evaluation of Health Promotion Programs
- IX. Strategies for Promoting Nutrition, Exercise and Physical Wellness, Stress Reduction, and Social Support
- X. Lifestyle Changes, Motivation, and Implementation
- XI. Evaluating Health Promotion Programs
- XII. Alternative/Complementary/Integrative Healing and Traditional Healing Methods and Strategies in Adolescent and Adult Populations
- XIII. Integration of Advanced Nursing for Health Promotion in Adolescents and Adults

**TEACHING/LEARNING STRATEGIES THAT WILL BE USED IN THIS COURSE INCLUDE:**

Lecture/Discussions (synchronous and asynchronous), computer-assisted instruction, seminars, workshops, demonstrations, guest and student presentations, audiovisual assistance, clinical laboratory experience, individual assignments, concept maps, portfolios.

**REQUIRED TEXT AND REFERENCES (in APA format)**

- American Nurses Association. (2003). *Code of ethics for nurses with interpretive statements* (3<sup>rd</sup> printing). Washington: American Nurses Publishing.
- American Nurses Association. (2003). *Nursing's social policy statement* (2<sup>nd</sup> ed.). Washington: American Nurses Publishing.
- American Nurses Association. (2004). *Nursing scope & standards of practice*. Washington: American Nurses Publishing.
- Buttaro, T., Trybulski, J., Bailey, P., & Sandberg-Cook, J. (2008). *Primary care: A collaborative practice* (3<sup>rd</sup> ed.). St. Louis: Mosby Elsevier.
- Pender, N., Murdaugh, C., & Parsons, M. (2006). *Health promotion in nursing practice* (5th ed.). Upper Saddle River, NJ: Prentice Hall.

Porth, C. M. (2005). *Pathophysiology: Concepts of altered health states* (7<sup>th</sup> ed.). Philadelphia, PA: Lippincott Williams & Williams. ISBN 0-7817-4988-3.

### **EVALUATION METHODS**

Students will be evaluated in a variety of ways, as appropriate to the course level and type. Evaluation methods may be selected from the following possibilities: class participation, group discussion (asynchronous and synchronous), presentations, written and online examinations, case studies, article critiques, concept maps and portfolios.

### **ADA STATEMENT**

**Students requesting classroom accommodations or modifications because of a documented disability should contact the Access Office for Students with Disabilities located in room 1115 Nevins Hall. The phone numbers are 245-2498 (voice) and 219-1348 (tty).**

### **HIPAA STATEMENT:**

**The Health Insurance Portability and Accountability Act of 1996 (HIPAA) requires health care providers to abide by the regulations for privacy and confidentiality of protected health information and covers all individually identifiable health information whether the information is electronic, paper or spoken. All students are provided HIPAA guidelines and instructions for conduct regarding protection of patient/client information in each course and are responsible for implementing HIPAA standards and procedures as specified in each clinical setting in which student are placed. Violation of HIPAA may result in dismissal for the nursing program.**

Valdosta State University  
**Request for Curriculum Change**

Indicate area of change (by typing an 'X'):

Core Curriculum (Area A, B, C, D, E, F)

Senior Curriculum

Graduate Program

Other: \_\_\_\_\_ Current Catalog page number: 125

Effective Date for Curriculum Change November 2007  
Month Year

Degree & Program Name (e.g., BFA, Art) Master's, Adult Nurse Practitioner

Present Requirements or Present Outcomes & Assessment (Include latter only if changes are to be made):

Proposed Requirements or Proposed Outcomes & Assessments (Show changes in **BOLD**):

**Institute 7231L as the clinical requirement for the required course NURS 7231.**



Justification

Master's degree students currently do not have a clinical course on the books that serves as a co-requisite for NURS 7321 Advanced Health Promotion of Adults. They require a clinical component for certification, by the American Association of Colleges of Nursing and the National Organization of Nurse Practitioner Faculties

Approvals:

Department Head \_\_\_\_\_

Date \_\_\_\_\_

Dean (s)/Director(s) Anita K. Nuyft

Date 11/20/07

College Executive Committee Maria Whyte

Date 11/20/07

Graduate Executive Committee \_\_\_\_\_

Date \_\_\_\_\_

Academic Committee \_\_\_\_\_

Date \_\_\_\_\_

# Request for Curriculum Change

Indicate area of change (by typing an 'X'):

Core Curriculum (Area A, B, C, D, E, F):

Senior Curriculum

Graduate Program

Other

Current Catalog page number

Pg 100

Effective Date for Curriculum change

January

2008

(month)

(year)

Degree & Program Name

(e.g., BFA, Art)

Ed.S.

School Psychology

*Harry D. Helgeson*

**Present Requirements or Present Outcomes & Assessments**

(Include the latter only if changes are to be made)

**FOUNDATION COURSES – 8 HOURS**

- 2.0 PSYC 7000– Methods in School Psychology
- 3.0 PSYC 7020– Conditions of Learning (or)
- 3.0 PSYC 8600– Theories of Learning
- 3.0 PSYC 8250– Developmental Psychology

**ASSESSMENT FOR INTERVENTION – 13 HOURS**

- 4.0 PSYC 7100 – Intellectual Assessment
- 4.0 PSYC 7110 – Personality Assessment
- 4.0 PSYC 7120 – Academic & Behavioral
- 1.0 PSYC 8140 – Emerging Technologies for Intervention-based Assessment

**CLINICAL PRACTICE: TRANSITION AND BEHAVIOR CHANGE – 18 HOURS**

- 3.0 PSYC 7200 – Psychopathology
- 3.0 PSYC 8200 – Child & Adolescent Psychopathology
- 3.0 PSYC 7420 – Counseling Children and Adolescence
- 3.0 PSYC 7400 – Counseling Theory and Practice
- 3.0 PSYC 8150 – Behavioral Health Care Systems
- 3.0 PSYC 8610 – Behavior Modification (or)
- 3.0 SPEC 5100 – Non-Aversive Behavior Management

**PRACTICUM(5 hrs.) / INTERNSHIP(4 hrs.) – 9 HOURS**

- 5.0 PSYC 7791-5 – School Psychology
- 4.0 PSYC 8891-4 – School Psychology Internship I-IV

**Proposed Requirements or Proposed Outcomes & Assessments**

(Show changes in BOLD)

**FOUNDATION COURSES – 9 HOURS**

- 3.0 PSYC 7000**– Methods in School Psychology
- 3.0 PSYC 7020– Conditions of Learning (or)
- 3.0 PSYC 8600– Theories of Learning
- 3.0 PSYC 8250– Developmental Psychology

**ASSESSMENT FOR INTERVENTION– 9 HOURS**

- 4.0 PSYC 7100 – Intellectual Assessment
- 4.0 PSYC 7120 – Academic & Behavioral
- 1.0 PSYC 8140 – Emerging Technologies for Intervention-based Assessment

**CLINICAL PRACTICE: TRANSITION AND BEHAVIOR CHANGE – 21 HOURS**

- 3.0 PSYC 7200 – Psychopathology
- 3.0 PSYC 8200 – Child & Adolescent Psychopathology
- 3.0 PSYC 7420 – Counseling Children and Adolescence
- 3.0 PSYC 7400 – Counseling Theory and Practice
- 3.0 PSYC 8150 – Behavioral Health Care Systems
- 3.0 PSYC 8610 – Behavior Modification (or)
- 3.0 SPEC 5100 – Non-Aversive Behavior Management (or) **3.0 SPEC 5540 – Positive Behavior Support**

**PRACTICUM(5 hrs.) / INTERNSHIP(4 hrs.) – 9 HOURS**

- 5.0 PSYC 7791-5 – School Psychology
- 4.0 PSYC 8891-4 – School Psychology Internship I-IV

**Justification**

Although there is a 100% pass rate for students over the past three years on the Praxis II, curricular changes are proposed in order to address relatively weaker subtest scores on the Praxis II in the area of Diagnosis & (especially) Fact Finding; and Academic Foundations. In addition, weaker ratings for the area of research from practica data, and concerns related to topics of prevention and intervention from student portfolios and the initial review by NASP are addressed by these curricular changes in the School Psychology program. In response to these data, three specific adjustments will be made in the School Psychology curriculum within the department and more appropriate curriculum-based educational psychology courses will be selected. With regard to the intradepartmental changes that address these concerns, PSYC 7000, Methods in School Psychology, will explore the practical aspects of practice in greater depth and introduce the student to the prevention of learning disabilities and other disorders to address foundations and NASP comments. PSYC 7000 will also incorporate RTI and systems-level assessment with the school psychology program's accreditation management system to address fact-finding and model data-based decision making to candidates. One semester hour will be added to the PSYC 7000 course to help accomplish this first adjustment. A second adjustment to the Ed.S. curriculum will be the introduction of a new course, PSYC 8500, Change and Change Measurement. Since PSYC 8500 has a fact finding and research-based focus, the course will

**Present Requirements or Present Outcomes & Assessments**

(Include the latter only if changes are to be made)

RESEARCH METHODOLOGY – 9 HOURS  
 3.0 PSYC 5500 – Statistical Methods in Psychology  
 3.0 RSCH 8000 – Educational Research  
 3.0 PSYC 8999 – Thesis

CURRICULUM AND PROGRAMS – 6 HOURS  
 3.0 SPEC 5120–Issues & Trends in Special Education  
 3.0 SPEC 5140 – Collaborative Roles in Education (or)  
 3.0 PSYC 8020– Advanced Educational Psychology

CULTURAL AND LEGAL ASPECTS – 6 HOURS  
 3.0 PSYC 8800 – Legal and Ethical Issues in Psychology  
 3.0 SCHC 7470 – Counseling Culturally Diverse Populations

ELECTIVES – 3 HOURS

**Proposed Requirements or Proposed Outcomes & Assessments**

(Show changes in BOLD)

RESEARCH METHODOLOGY – 12 HOURS  
 3.0 PSYC 5500 – Statistical Methods in Psychology  
 3.0 RSCH 8000 – Educational Research  
**3.0 PSYC 8500 – Change and Change Measurement**  
 3.0 PSYC 8999 – Thesis

CURRICULUM AND PROGRAMS – 6 HOURS  
 3.0 SPEC 5140 – Collaborative Roles in Education  
**3.0 PSYC 8020– Advanced Educational Psychology**

CULTURAL AND LEGAL ASPECTS – 6 HOURS  
 3.0 PSYC 8800 – Legal and Ethical Issues in Psychology  
 3.0 SCHC 7470 – Counseling Culturally Diverse Populations

ELECTIVES – 3 HOURS

**Justification**

be placed under the research methodology to modify this curricular area (from 9 to 12 hours). PSYC 8500 will also examine, in greater detail, the research and ethical basis for making change decisions; especially in the area of prevention and intervention. A third departmental curricular change relates to the removal of a course: PSYC 7110, Personality Assessment. Removing PSYC 7110 from the curriculum provides for the one hour added to PSYC 7000 course and the 3-hours for PSYC 8500, the new Change and Change Measurement course. PSYC 7110 will be removed since it is a course that is the least related to the practice of school psychology at the specialist level, especially since PSYC 7120, Academic and Behavioral Assessment was introduced. Also, for the past four years, without exception, school psychology majors have taken the PSYC 7100 (Intellectual Assessment) written section of the comprehensive exams instead of the PSYC 7110, Personality Assessment, written section. Lastly, PSYC 7110, Personality Assessment course content primarily addresses adult level of assessment and not childhood and adolescence; thus removing PSYC 7110 (4 hours) should keep the same number of total credit hours in the school psychology program without losing essential content. Follow-up survey results support perceived strengths in diagnostics (but not necessarily fact-finding), so personality diagnostics in the current curriculum would also be less affected by a decrease in credit hours. Perceived weaknesses on alumni survey are also in the area of Academic Foundations (supported by Praxis II subtest results). In addition to Praxis II, and alumni and student survey data, practica and internship data also point to educational programming as a relative weakness. The Advanced Educational Psychology class remains as a course to help address this area. Course changes in the special education curriculum are outside of the department and have also been used in the past to help address this curricular area. Recent changes to the special education curriculum make the previous curricular listing of School Psychology courses in the Graduate Catalogue obsolete and are addressed in curricular changes outlined herein. Such changes outside include a revision of course number/focus from SPEC 5100, Non-Aversive Behavior Management, which has been revised to also include a new course listing: SPEC 5540, Positive Behavior Support.

**Approvals:**

Department Head(s)

*Robert Bauer*

Date

*24 September 2004*

Dean(s) / Director(s)

Date

College Executive Committee

Date

Graduate Executive Committee

Date

Academic Committee

Date

# Request for a Revised Course

Valdosta State University

Date of Submission:

Department Initiating Request:

Faculty Member Requesting Revision:

Current Course Prefix and Number:  Current Credit Hours:

Current Course Title:

Type an 'X' for all that apply:  Revised Title  Revised Course Number  
 Other  Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective:

Estimate Frequency of Course Offering:

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

\*\*\*\*\*For the following items, type an 'X' and complete only those items being revised\*\*\*\*\*

Revised Course Prefix and Number:

(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

Revised Lecture Hours:

Revised Lab Hours:   Revised Credit Hours:

Revised Course Description & Justification

An introduction to the modern role of school psychologists to include Response to Intervention strategies and current special education law. Historical, current, and future status of psychological services in the schools will be explored. Professional, ethical, and cultural issues will be presented for discussion with particular attention to recent developments in federal and state laws that affect the delivery of services in the school.

Continue with Justification on the back if necessary.

Approvals are to be noted on the back.

PSYC 7000, Methods in School Psychology, will now also explore the practical aspects of practice in greater depth and introduce the student to the prevention of learning disabilities and other disorders to address foundations and NASP comments. PSYC 7000 will also incorporate Response to Intervention (RTI) methodologies and related systems-level assessment with the school psychology program's accreditation management system to address fact-finding and model data-based decision making to candidates. In addition new special education laws must be introduced in this course as they relate to RTI (now a state requirement) One semester hour will be added to the PSYC 7000 course to help accomplish this first adjustment.

Approvals:

Department Head(s)

*Robert Bauer*

Date

*24 September 2007*

Dean(s)/Director(s)

Date

College Executive Committee

Date

Graduate Executive Committee

Date

Academic Committee

**PSYC 7000**  
**Methods in School Psychology**  
**Fall 2008**  
**3 Semester Hours**

\*\*\*\*\*

**Dewar College of Education**  
**Valdosta State University**  
**Department of Psychology and Counseling**  
**Conceptual Framework: Guiding Principles**  
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

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

**Equity Principle:** All learners deserve high expectations and support.

**Process Principle:** Learning is a life-long process of development and growth.

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

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

**Impact Principle:** Effective practice yields evidence of learning.

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

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

**COE/NCATE Standards Addressed in this Course**

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

III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage

*"Positively Impacting Learning Through Evidence-Based Practices"*

## **REQUIRED TEXTBOOKS**

Merrell, K.W., Ervin, R.A., & Gimple, G.A. (2006). *School psychology for the 21<sup>st</sup> century: Foundations and practices (1st ed.)*. New York, NY: Guilford Press.

Valdosta State University, Department of Psychology and Counseling. (2007). *Student handbook 2008-2009*. Valdosta, GA: Author.

Valdosta State University, Department of Psychology and Counseling. (2008). *School psychology practicum and internship manual*. Valdosta, GA: Author.

LiveText, Inc. (2008). *College LiveText edu solutions [computer software from livetext.com]*. La Grange, IL: Author.

Georgia Department of Education. (2007). *Rules of the Georgia Board of Education Division for Exceptional Students: Special education regulations and procedures (Chapter 160-4-7)*. Atlanta: Author.

## **SUGGESTED READINGS**

Fagan, T. K., & Wise, P. S. (2000). *School psychology: Past, present, and future (2nd ed.)*. Washington, DC: National Association of School Psychologists.

Thomas, A., & Grimes, J. (Eds.). (2002). *Best practices in school psychology IV*. Washington, DC: National Association of School Psychologists.

National Association of School Psychologists. (2000). *Professional conduct manual*. Silver Springs, MD: Author.

## **COURSE DESCRIPTION**

**Prerequisite: Admission to Graduate School** an introduction to the modern role functions of school psychologists to include Response to Intervention strategies and current special education law. Historical, current, and future status of psychological services in the schools will be explored. Professional, ethical, and cultural issues will be presented for discussion with particular attention to recent developments in federal and state laws that affect the delivery of services in the school.

<b>M.S. CLINICAL COUNSELING OBJECTIVES</b>	
<b>No.</b>	<b>Students will demonstrate:</b>
<b>8</b>	active and skillful consultation with other professionals and consumers
<b>9</b>	ethical decision-making and resolution of moral dilemmas

## ED.S. SCHOOL PSYCHOLOGY OBJECTIVES

No.	NASP Objective
2.1	<p>School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring needs and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically based decisions about service delivery, and evaluate the outcomes of services. Data based decision-making permeates every aspect of professional practice.</p>
2.2	<p>School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.</p>
2.5	<p>School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.</p>
2.6	<p>School psychologists have knowledge of general education, special education and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.</p>
2.10	<p>School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.</p>
4.2	<p>Demonstrate self-reflection, constantly examining interactions with children, parents, teachers, &amp; other service providers concerned with the psychological and educational needs of youth.</p>



## COURSE REQUIREMENTS

1.	Weekly readings are assigned from required and suggested texts as well as other sources listed in the schedule.
2.	Weekly reviews may consist of 20 multiple-choice items and 1 short answer essay pertaining to the assigned readings. The exam may be web-based and administered through WebCT Vista
3.	All students will review and be prepared to discuss all assigned work during the semester. During the second half, students will be assigned two readings ( <i>Best Practices in School Psychology IV</i> ) and written summaries (3-5 double-spaced, typed pages). See WebCT Vista for the due date of each assignment. Each review will receive a pass/fail grade.
4.	Since attendance and timeliness are prerequisites to learning, absences will be excused only in extreme and unusual circumstances.
5.	A final exam (review) will consist of 100 multiple-choice items and 2 short answer questions pertaining to the assigned readings. The exam will be web-based and administered through WebCT Vista

## COURSE EVALUATION

20% of Final Grade = Log (7791 Supervisor's Ratings)

20% of Final Grade = Weekly review (May be Web-based)

20% of Final Grade = Final Exam (Semester review)

20% of Final Grade = Oral & Text Summaries (*copies go to class members*)

20% of Final Grade = Discussion (may include WebCT Sessions )

**Grade Criterion**  $\geq 90\%$ =A, 80-89%=B, 70-79%=C, 60-69%=D, below 60%=F

**CLASS ATTENDANCE POLICY** VSU policy requires class attendance. Class attendance is important in doing well. Changes to the schedule topics may be announced in class, and students will be expected to be aware of them.

Additionally, **quizzes cannot be made up if missed for any reason**

A student absent for more than **10** class hours beginning **January 25, 2006**, can receive a FAILING grade. On the positive side, a student missing only **THREE** class sessions (less than **4** hours), beginning **September 25, 2007** (inclusive), will automatically receive 2 EXTRA points on the FINAL exam score. Also on the positive side, a student missing **TWO** class sessions or less, beginning **September 25, 2006** (inclusive), will automatically receive 2 additional EXTRA points (total of 4 EXTRA points) added to the FINAL EXAM score.

## COURSE WITHDRAWAL POLICY

Students withdrawing from the course BEFORE mid-term will be assigned a nonpunitive W. After midterm, a W or punitive WF, based on course performance, is assigned by the instructor and forwarded to the Registrar's Office for processing. **Please note that if you stop attending class, this does not constitute withdrawing from the course.**

## PLAGIARISM AND CHEATING POLICY:

Students are required to be familiar with Valdosta State University's Policy on plagiarism and cheating (see *VSU 2005-06 Student Handbook*, Appendix A, p. 39). Excerpts from this policy follow:

1. No student shall receive or give or attempt to receive or give assistance not authorized by the instructor in the preparation of any essay, laboratory report, examination, or other assignment included in any academic course.
2. No student shall take or attempt to take, steal, or otherwise procure in an unauthorized manner any material pertaining to the conduct of a class, including but not limited to tests, examinations, laboratory equipment, and roll books.
3. No student shall sell, give, lend, or otherwise furnish to any unauthorized person material which can be shown to contain the questions or answers to any examinations scheduled to be given at any subsequent date in any course of study offered by the University, without authorization from the University.
4. Plagiarism is prohibited. Themes, essays, term papers, tests, and other similar requirements must be the work of the student submitting them. When direct quotations are used, they must be indicated, and when the ideas of another are incorporated in the paper they must be appropriately acknowledged.

Academic dishonesty is taken very seriously and the range of academic actions that can be taken range from a much lower letter grade to expulsion. The full text of this policy is also available in the College of Education Dean's Office, EC room 227. The following penalties will be enforced, as stated in the Policy:

- |                 |  |
|-----------------|--|
| First Offense:  | The student will earn "0" on the assignment, test, project, etc.   |
| Second Offense: | The student will earn the letter grade "F" for the course.   |
| Third Offense:  | The student will earn the letter grade "F" for the course, and further action involving referral of the matter (with documentation) to the appropriate college (university) officials within the administrative structure will be taken. |

## **SPECIAL NEEDS STATEMENT**

[http://www.valdosta.edu/catalog/0506/ugrad/ungrad\\_whole\\_catalog.pdf](http://www.valdosta.edu/catalog/0506/ugrad/ungrad_whole_catalog.pdf)

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin, handicap, veteran status, or sexual orientation 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 Title IX and Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities, 1115 Nevins Hall [<http://www.valdosta.edu/ssp/>]. Telephone 229-245-2498 (voice) and 229-219-1348 (TTY).

### **INSTRUCTOR:**

Larry Hilgert, Ph.D., Associate Professor,

Department of Psychology and Counseling

Office: *Psychology Building, Room 1*

Voice: 333-5616 or 333-5930

Office Hours: *By Appointment*

**E-MAIL: [lhilgert@valdosta.edu](mailto:lhilgert@valdosta.edu)**

### **M.S. CLINICAL COUNSELING OBJECTIVES (Outcome Measures)**

<b>No.</b>	<b>Students will demonstrate:</b>	<b>Activity</b>	<b>Evaluation</b>
<b>8</b>	active and skillful consultation with other professionals and consumers ethical decision-making and resolution of moral dilemmas	Lecture/Discussion Presentations Supplemental Readings	Exams and Discussion Presentation (oral) Reviews
<b>9</b>	ethical decision-making and resolution of moral dilemmas	Presentations	Presentation (oral)

**ED.S. SCHOOL PSYCHOLOGY OBJECTIVES (Outcome Measures)**

No.	NASP Objective	Activity	Evaluation
2.1	<p>School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring needs and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically based decisions about service delivery, and evaluate the outcomes of services. Data based decision-making permeates every aspect of professional practice.</p>	<p>Lecture/Discussion Presentations Supplemental Readings</p>	<p>Exams Discussion Presentation (oral) Written Reviews</p>
2.2	<p>School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.</p>	<p>Lecture/Discussion Presentations Supplemental Readings</p>	<p>Exams Discussion Presentation (oral) Written Reviews</p>
2.5	<p>School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.</p>	<p>Podcast Presentations</p>	<p>Presentation (oral)</p>

2.6	<p><b>School psychologists have knowledge of general education, special education and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.</b></p>	Presentations	Presentation (oral)
2.10	<p><b>School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.</b></p>	Lecture/Discussion	Exams Presentation (oral)
4.2	<p><b>Demonstrate self-reflection, constantly examining interactions with children, parents, teachers, &amp; other service providers concerned with the psychological and educational needs of youth.</b></p>	Lecture/Discussion Presentations	Exams Discussion Presentation (oral)

COURSE SCHEDULE			
Class	Date	Topic (5-8pm)	
1		Introductions - Syllabus – LiveText – Scheduling	
2		Introductions - <u>WebCT</u> – <u>LiveText</u> – <u>School Psychology at VSU</u>	
3		Historical Development of School Psychology e-Mapping and the shift to research-based Interventions (and Prevention) On-line Assignments/Podcasts Review	
4		Roles and Functions of School Psychologists	
5		Special Education and the Employment Context of School Psychologists A review of the Special Education Laws in Georgia	
6		<u>Professional Conduct: NASP's Ethical Standards</u>	
7		Perspectives on the Future of School Psychology	
8		<u>School Psychologists as Health-Care Providers in the 21<sup>st</sup> Century</u>	
9		Fall Break	
10		Certification in Georgia and the PSC	Topic TBA
11		<u>The Present and Future Status of School Psychology in the United States</u> <b>Changes related to process models/decision making and SLD/Autism Spectrum Disorder/TBI: Brain-based interventions that show efficacy</b>	
12		Topic TBA	Topic TBA
13		Introduction to Disaster Relief Services	ARC and Student Group One
14		Advanced Disaster Relief Services Topics	ARC and Student Group Two
15		Class Summary	
99		Final Exam	
*Web-links provided by instructor			

**THE RIGHT TO VARY FROM THIS SYLLABUS IS RESERVED.**

# Request for A New Course

Valdosta State University

Date of Submission: September 24, 2007

Department Initiating Request: Psychology and Counseling

Faculty Member Requesting: Dr. Kerry Hinkle

Proposed New Course Prefix & Number: PSYC 8500

See Course Designation Abbreviations in the Catalog for approved prefixes.

Proposed New Course Title: Change and Change Measurement

Proposed New Course Title Abbreviation (for Student Transcript)

Limited to 30 characters and spaces: Change and Change Measurement

Semester/Term/Year to be effective: Spring, 2008

Estimate Frequency of Course Offering: Biannually

Indicate (by typing an 'X') if Course will be: XX Requirement for Major \_\_\_ Elective Course

\*\*\*If this new course is to be included in the curriculum, be sure to initiate a Curriculum Change form.

Total Contact Hours:03    Lecture Hours:03    Lab Hours:00    Credit Hours:03

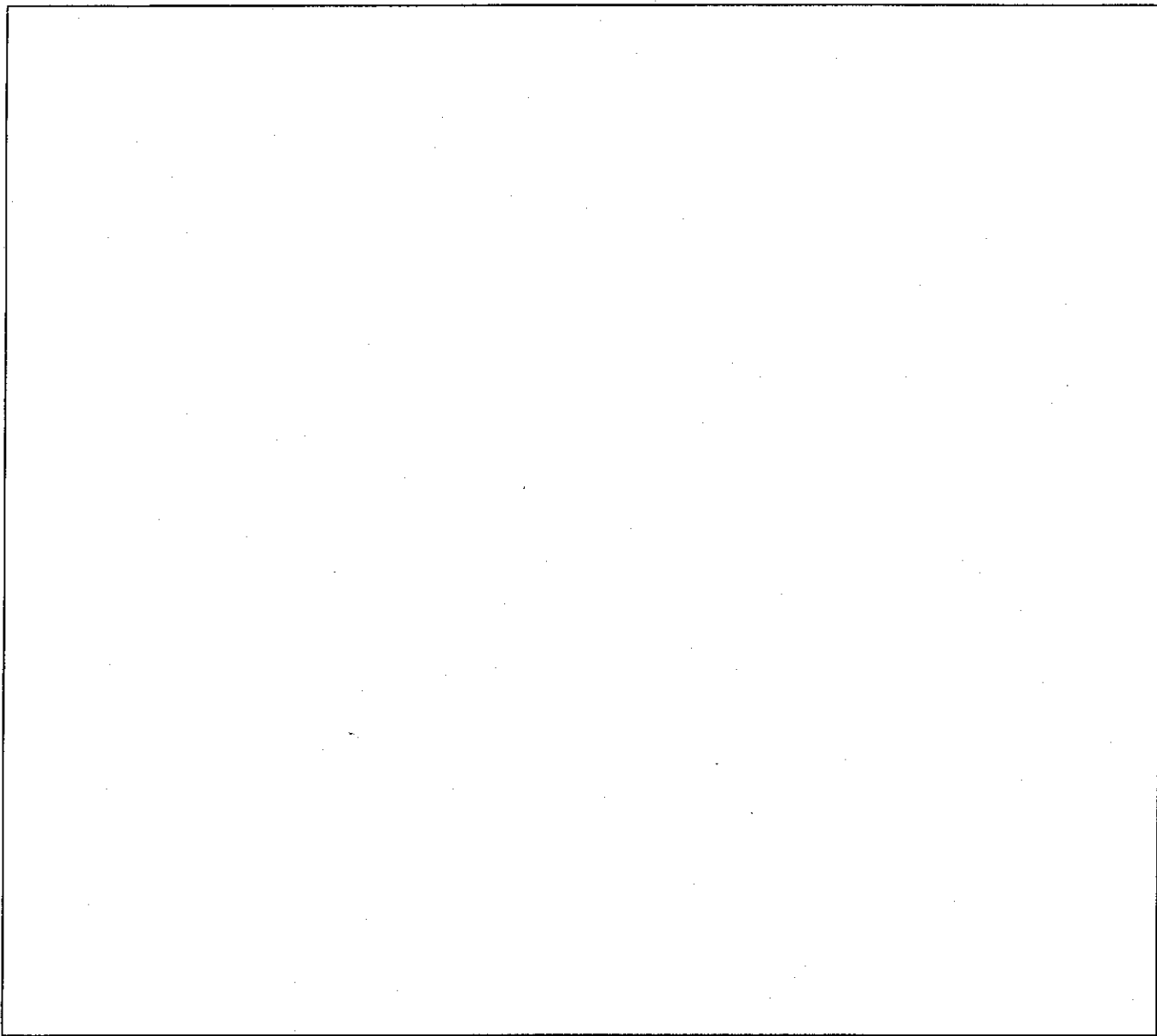
## Proposed Course Description

Implementation and evaluation of personal and professional change. The course approaches change as a process rather than an event. Issues concerned with planning, implementing, and measuring change will be addressed. Course assignments are designed to examine questions concerning the justification for change, factors which facilitate change, and methods used to support positive change at both the individual and program levels.

## Justification (continue on back if necessary)

PSYC 8500, *Change and Change Measurement*, is designed in response to slightly weaker Praxis II scores for school psychology students in the area of Prevention and Intervention. The need for additional intervention coursework is likewise reflected by a 3-hour increase from 18 to 21 hours of content in the behavioral change area (see curriculum change form). Data collected through the school psychology program assessment system supports the need for such a course and as such an addition of another intervention course will help address concerns related to the NASP approval process.

NOTE: ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.



Approvals:

Department Head(s)

*Robert Bauer*

Date

24 September 2008

Dean(s)/Director(s)

Date

College Executive Committee

Date

Graduate Executive Committee

Date

Academic Committee

Date



**PSYC 8500**  
**Change and Change Measurement**  
**Spring 2008**  
**3 Semester Hours**

\*\*\*\*\*

Dewar College of Education  
Valdosta State University  
Department of Psychology and Counseling  
Conceptual Framework: Guiding Principles  
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

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

**Equity Principle:** All learners deserve high expectations and support.

**Process Principle:** Learning is a life-long process of development and growth.

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

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

**Impact Principle:** Effective practice yields evidence of learning.

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

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

**COE/NCATE Standards Addressed in this Course**

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

III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage

*Positively Impacting Learning Through Evidence-Based Practices*

**REQUIRED TEXTBOOK**

Hall, G. E., & Hord, S. M. (2006). *Implementing change: Patterns, principles, and potholes*. Needham Heights, MA: Allyn and Bacon.

Selected readings from annual research conference proceedings – Annual System of Care for Children’s Mental Health Research Conference sponsored by Louis de la Parte Florida Mental Health Institute, University of South Florida.

**COURSE DESCRIPTION**

Implementation and evaluation of personal and professional change. The course approaches change as a process rather than an event. Issues concerned with planning, implementing, and measuring change will be addressed. Course assignments are designed to examine questions concerning the justification for change, factors which facilitate change, and methods used to support positive change at both individual and program levels.. (Course Call Number: )

<b>ED.S. SCHOOL PSYCHOLOGY OBJECTIVES</b>	
<b>No.</b>	<b>NASP Objective</b>
<b>2.1</b>	<b>School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring needs and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically based decisions about service delivery, and evaluate the outcomes of services. Data based decision-making permeates every aspect of professional practice.</b>
<b>2.2</b>	<b>School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.</b>
<b>2.3</b>	<b>School psychologists have knowledge of human learning processes, techniques to asses these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but</b>

	are not limited to, instructional interventions and consultation.
2.5	School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.
2.6	School psychologists have knowledge of general education, special education and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.
2.7	School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.
2.8	School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.
2.9	School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.
2.10	School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.

4.2

**Demonstrate self-reflection, constantly examining interactions with children, parents, teachers, & other service providers concerned with the psychological and educational needs of youth.**

### SPECIFIC COURSE OBJECTIVES

1. To increase student awareness of basic patterns, and principles of change within any organizational system.
2. To broaden student awareness of historical, current, and future development of System of Care Services.
3. To provide practical information and experience in the facilitation, implementation, and measurement of change in children's mental health services.

### Student Outcomes:

Students should be able to achieve the outcomes listed below. These outcomes are assessed based on products developed and responses to questions and scenarios posed.

1. Demonstrate knowledge of organizations, administration, and operation of children's mental health service, interdisciplinary teams and related community services.
2. Demonstrate knowledge of systems of care and relationships among and between state and community systems, families, schools, and how they interface with children and with each other.
3. Demonstrate best practices which may include, but not limited to, academic and behavioral intervention/remediation, counseling, and primary prevention.
4. Design systems-level interventions used to resolve behavioral and academic issues with school-aged youth, bringing children of diverse backgrounds to higher levels of social, emotional, and/or academic performance

### COURSE REQUIREMENTS/ASSIGNMENTS

There is a total number of points that can be achieved by completing all of the unit assignments by the due dates indicated and completing each in a high quality fashion (see Course Schedule for due dates). When each assignment is submitted, the instructor will indicate the number of points that have been achieved for that assignment. If additional work is needed on an assignment, participants may then revise the assignment and resubmit it to achieve additional points. This resubmission for additional points should occur within one week of receiving feedback. The following percentages will be utilized to compute the letter grade assigned for the course based on the percentage of the total possible points achieved at the completion of the course:

#### Course Evaluation:

- a. Short answer chapter quizzes will be given to assess mastery of assigned readings (20 pts).

- b. Students will be asked to assess their local System of Care using a prescribed format (60 pts).
- c. Experiential log will be utilized to provide a list of Activities and Time spent on class assignments (100pts).
- d. Two major exams (Midterm and Final) will be administered (200 pts).

<b>Evaluation (based upon criteria below):</b>	
<b>Requirement</b>	<b>Approximate Percentage</b>
<b>1. Chapter Quizzes</b>	<b>10 %</b>
<b>2. System of Care Assignment</b>	<b>15 %</b>
<b>3. Log</b>	<b>25 %</b>
<b>4. Midterm Examination</b>	<b>25 %</b>
<b>5. Final Examination</b>	<b>25 %</b>
<b>TOTAL</b>	<b>100 %</b>

**Grading Criteria:** 90 - 100% = A, 80 - 89% = B, 70 - 79% = C, < 69% = Failing

### **CLASS ATTENDANCE POLICY**

VSU policy requires class attendance. Class attendance will be important in doing well and will be documented. Since it is imperative that you attend class discussion/ chapter quiz assignments, it is important that you pay close attention to the attendance policy for this class as it is stated in this section of the syllabus. No exceptions will be made, since this is a policy based on the Georgia Board of Regents standards. If you miss too many classes before midterm, you will be dropped from the class. If you miss too many classes throughout the semester, you will receive a "WF" for your grade, so pay close attention in class and do your best to adhere to the class schedule. Changes to the class calendar may be announced in class and you will be expected to be aware of them. In addition, **quizzes will not be made up**; if you miss more than 10 CLASS HOURS beginning JANUARY 21 2008 will receive a FAILING grade.

### **COURSE WITHDRAWAL POLICY**

Students withdrawing from the course BEFORE mid-term will be assigned a nonpunitive W. After midterm, a W or punitive WF, based on course performance, is assigned by the instructor and forwarded to the Registrar's Office for processing. **Please note that if you stop attending class, this does not constitute withdrawing from the course.**

## **PLAGIARISM AND CHEATING POLICY**

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3. No student shall sell, give, lend, or otherwise furnish to any unauthorized person material which can be shown to contain the questions or answers to any examinations scheduled to be given at any subsequent date in any course of study offered by the University, without authorization from the University.
4. Plagiarism is prohibited. Themes, essays, term papers, tests, and other similar requirements must be the work of the student submitting them. When direct quotations are used, they must be indicated, and when the ideas of another are incorporated in the paper they must be appropriately acknowledged.

Academic dishonesty is taken very seriously and the range of academic actions that can be taken range from a much lower letter grade to expulsion. The full text of this policy is also available in the College of Education Dean's Office, EC room 227. The following penalties will be enforced, as stated in the Policy:

- |                 |  |
|-----------------|--|
| First Offense:  | The student will earn "0" on the assignment, test, project, etc.   |
| Second Offense: | The student will earn the letter grade "F" for the course.   |
| Third Offense:  | The student will earn the letter grade "F" for the course, and further action involving referral of the matter (with documentation) to the appropriate college (university) officials within the administrative structure will be taken. |

### **Special Needs Statement:**

Valdosta State University, in accordance with the Americans with Disabilities Act, will make arrangements for students who require special assistance due to a disability. If you require some assistance, do not hesitate to advise the instructor. Additionally, if you are not registered with Special Services Program, you must contact the Special Services Office in Nevens Hall, or call 245-2498.

**Instructor:** Dr. Kerry T. Hinkle

Office Hours:

Phone: 229-249-8729

Email: [hinkle@internetloggingsystem.com](mailto:hinkle@internetloggingsystem.com)

**CLASS SCHEDULE:**

<u>Week</u>	<u>Assignments</u>	<u>Quiz/Test</u>
1	Read Syllabus & History of Children's Public MH Services	Lyons pp. 1-28
2	Problems with the Current System: Tensions and Syndromes	Lyons pp. 29-70
3	Implementing Change: Patterns, Themes and Principles	Hall & Hord pp. 2-17
4	Developing the Vision: Finding the Balance	Lyons pp. 71-100
5	Different Perspectives for Understanding the Big Picture of Change	Hall & Hord pp. 38-60
6	Building Healthy Communities	Lyons pp. 101-126
7	Organization Development: Problem Solving and Process Consultants	Hall & Hord pp. 82-105
8	The Measurement and management of Outcomes in a Total Clinical Outcomes Management Approach	Lyons pp. 127-178
9	The Imperative for Leadership in Change	Hall & Hord pp. 182-203
10	The Role of Existing Programs and Services in an Evolving System	Lyons pp. 179-198
11	Describing What Change Facilitators Do: Interventions	Hall & Hord pp. 184-203
12	Defining Change Facilitator Style: Different Approaches Produce Different Results	Hall & Hord pp. 207-228
13	Creating Solutions across the System of Care	Lyons pp. 190-216
14	Implementing Change: Applications, Implications, and Reflections	Hall & Hord pp. 254-278)

**Web-Based Delivery of this course:**

Taking a course on the World Wide Web offers many advantages to the student including being able to work on course assignments and completing the required readings, and reviewing projects largely when you choose to do so, working at your own pace in the comfort of your home or office, and not having to drive to campus and searching for a parking space, etc.

There are also several disadvantages. These include the lack of interaction with the instructor and with fellow participants. Interaction with the instructor has been included within the course by requiring periodic online submissions to the instructor with responses to questions posed or progress updates and by the instructor reading and reacting to your work posted on the course website throughout the semester. Interaction with fellow course participants is built in through the of participants posting questions, responses and observations on the

Class Discussions feature of the course web site and reacting to the postings of others.

A second disadvantage of a Web-based course is the lack of structure inherent in a course that meets live on a regular schedule. Please be aware that it is very easy to fall behind in making normal progress toward completing the course by the end of the semester. **Please make every effort to complete each unit assignment by the due date.** These due dates have been included to aid you in pacing yourself, maintaining progress and avoiding the "last minute rush" that might occur otherwise!

<b>ED.S. SCHOOL PSYCHOLOGY OUTCOME MEASURES</b>		
<b>No.</b>	<b>NASP Objective</b>	<b>Measure</b>
2.1	School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring needs and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically based decisions about service delivery, and evaluate the outcomes of services. Data based decision-making permeates every aspect of professional practice.	System Project Class Quizzes Class Discussion Final Exam
2.2	School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.	System Project Class Quizzes Midterm Exam
2.3	School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.	System Project Class Discussion Final Exam
2.5	School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to	Class Quizzes Class Discussion Midterm Exam



	implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.	
No.	NASP Objective	Measure
2.6	School psychologists have knowledge of general education, special education and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.	System Project Class Quizzes Log
2.7	School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.	System Project Class Discussion Final Exam
2.8	School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.	System Project Class Quizzes Midterm Exam
2.9	School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.	System Project Logs/Project Discussions Class Quizzes Exams
2.10	School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.	Class Quizzes Class Discussions Midterm Exam
4.2	Demonstrate self-reflection, constantly examining interactions with children, parents, teachers, & other service providers concerned with the psychological and educational needs of youth.	Logs/Project Discussions Class Quizzes Final Exam

Valdosta State University  
Request for Curriculum Change

Indicate area of change (by typing an 'X'):

Core Curriculum (Area A, B, C, D, E, F)

Senior Curriculum

Graduate Program

Other: \_\_\_\_\_ Current Catalog page number p. 229-230

Effective Date for Curriculum Change August 2008  
Month Year

Degree & Program Name (e.g., BFA, Art) B.S. Ed. with a major in Special Education (Deaf and Hard of Hearing)

Present Requirements or Present Outcomes & Assessment (Include latter only if changes are to be made):

Area F Requirements.....	18 hours
EDUC 2110, EDUC 2120, EDUC 2130.....	9 hours
SPEC 2110, SPEC 2120.....	6 hours
Elective.....	3 hours
SPEC 2999.....	0 hours
All Area F courses must be completed with a grade of "C" or better.	
Professional Education.....	62 hours
SPEC 3000, SPEC 3040, SPEC 3020, SPEC 3130.....	12 hours
SPEC 3170, SPEC 3180.....	8 hours
SPEC 3110, SPEC 3120, SPEC 4110.....	9 hours
ECED 3000, READ 3500, READ 4100.....	9 hours
MATH 3161, READ 3200, READ 4550.....	9 hours
SPEC 4050, SEEC 3400, SEEC 3410.....	9 hours
SEEC 4690, SEEC 3190, SEEC 3690, SEEC 4140.....	4 hours
SEEC 3300.....	2 hours
Total hours required for the degree.....	128 hours

Proposed Requirements or Proposed Outcomes & Assessments (Show changes in **BOLD**):

Area F Requirements.....	18 hours
EDUC 2110, EDUC 2120, EDUC 2130.....	9 hours
ASLS 2110, ASLS2120.....	6 hours
<b>ISCI 2001 or ISCI 2002</b> .....	3 hours
SPEC 2999.....	0 hours
All Area F courses must be completed with a grade of "C" or better.	
Professional Education.....	62 hours
SPEC 3000, SPEC 3040, SPEC 3020, <b>DEAF 3130</b> .....	12 hours
ASLS 3170, ASLS 3180.....	8 hours
<b>DEAF 3110, DEAF 3120</b> , SPEC 4110... ..	9 hours
<b>READ 3500, READ 4100</b> .....	6 hours
MATH 3161, READ 3200, READ 4550.....	9 hours
<b>DEAF 4050, SEEC 3400, SEEC 3410</b> .....	9 hours
SEEC 4690, SEEC 3190, SEEC 3690, SEEC 4140.....	4 hours
<b>SEED 4010</b> .....	1 hour
<b>MGED 3991</b> .....	4 hours
Total hours required for the degree.....	128 hours

Justification

Course prefix changes (ASLS and DEAF) reflect course revisions that have previously been approved. Other changes have been selected to help students graduating with a BS. Ed. Degree in Deaf and Hard of Hearing Education have knowledge of and experiences with students in a wide range of content areas and grade levels. Thus, a science course in area F, Differentiated Instruction (MGED 3991), and Integrating Technology in Secondary Education (SEED 4010) have been added to the program of study, deleting ECED 3000 and SEEC 3300.

Approvals:

Department Head *Brian K. Staley* Date 1/24/08  
 Dean (s)/Director(s) *[Signature]* Date 1/24/08  
 College Executive Committee *[Signature]* Date 1/27/08  
 Graduate Executive Committee \_\_\_\_\_ Date \_\_\_\_\_  
 Academic Committee \_\_\_\_\_ Date \_\_\_\_\_

Valdosta State University  
**Request for Curriculum Change**

Indicate are of change (by typing an 'X'):

Core Curriculum (Area A, B, C, D, E, F)

Senior Curriculum

Graduate Program

Other: \_\_\_\_\_ Current Catalog page number p. 230

Effective Date for Curriculum Change August 2008  
Month Year

Degree & Program Name (e.g., BFA, Art) B.S. Ed. with a major in American Sign Language/Interpreting

Present Requirements or Present Outcomes & Assessment (Include latter only if changes are to be made):

Area F Requirements.....	18 hours
EDUC 2110, EDUC 2120, EDUC 2130.....	9 hours
SPEC 2110, SPEC 2120.....	6 hours
ACED 2400 .....	3 hours
SPEC 2999.....	0 hours
All Area F courses must be completed with a grade of "C" or better.	
Professional Education.....	60 hours
SPEC 3170, SPEC 3180.....	8 hours
SPEC 3100, SPEC 3110, SPEC 3120, SPEC 3130, SPEC 3140.....	15 hours
INTP 3010, 3150, 4010, 4030, 4040, 4050, 4060, 4070.....	24 hours
INTP 4020 (4 hours) and INTP 4080 (6 hours).....	10 hours
Guided Elective.....	3 hours
Total hours required for the degree.....	126 hours

Proposed Requirements or Proposed Outcomes & Assessments (Show changes in **BOLD**):

Area F Requirements.....	18 hours
EDUC 2110, EDUC 2120, EDUC 2130.....	9 hours
<b>ASLS 2110, ASLS 2120</b> .....	6 hours
ACED 2400.....	3 hours
SPEC 2999.....	0 hours
All Area F courses must be completed with a grade of "C" or better.	
Professional Education.....	60 hours
<b>ASLS 3170, ASLS 3180</b> .....	8 hours
SPEC 3100, <b>DEAF 3110, DEAF 3120, DEAF 3130, ASLS 3140</b> .....	15 hours
INTP 3010, 3150, 4010, 4030, 4040, 4050, 4060, 4070.....	24 hours
INTP 4020 (4 hours) and INTP 4080 (6 hours).....	10 hours
Guided Elective.....	3 hours
Total hours required for the degree.....	126 hours

Justification

Course prefix changes (ASLS and DEAF) reflect course revisions that have previously been approved. Prefix changes are more descriptive of content in required course in Deaf Education (DEAF) and American Sign Language (ASLS) for students graduating with a BS. Ed. Degree with a major in American Sign Language/Interpreting.

Approvals:

Department Head	<u>Barbara K Stanley</u>	Date	<u>1/24/08</u>
Dean (s)/Director(s)	<u>[Signature]</u>	Date	<u>1/24/08</u>
College Executive Committee	<u>[Signature]</u>	Date	<u>1/24/08</u>
Graduate Executive Committee	_____	Date	_____
Academic Committee	_____	Date	_____

# Request for a Revised Course

Valdosta State University

Date of Submission:

Department Initiating Request:

Faculty Member Requesting Revision:

Current Course Prefix and Number:  Current Credit Hours:

Current Course Title:

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective:

Estimate Frequency of Course Offering:

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

\*\*\*\*\*For the following items, type an 'X' and complete only those items being revised\*\*\*\*\*

Revised Course Prefix and Number:   
(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

Revised Lecture Hours:

Revised Lab Hours:   Revised Credit Hours:

Revised Course Description & Justification

Change Prerequisite: MSED 7010 to Prerequisite: MSED 7000  
It is not necessary that students complete MSED 7010 before enrolling in MSED Practicum.  
MSED 7000 is the first course that students are required to have.

Continue with Justification on the back if necessary.

Approvals are to be noted on the back.

**Approvals:**

Department Head(s)  Date

Dean(s)/Director(s)  Date

College Executive Committee  Date

Graduate Executive Committee  Date

Academic Committee  Date

# Request for a Revised Course

Valdosta State University

Date of Submission:

Department Initiating Request:

Faculty Member Requesting Revision:

Current Course Prefix and Number:  Current Credit Hours:

Current Course Title:

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective:

Estimate Frequency of Course Offering:

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

\*\*\*\*\*For the following items, type an 'X' and complete only those items being revised\*\*\*\*\*

Revised Course Prefix and Number:

(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

Revised Lecture Hours:

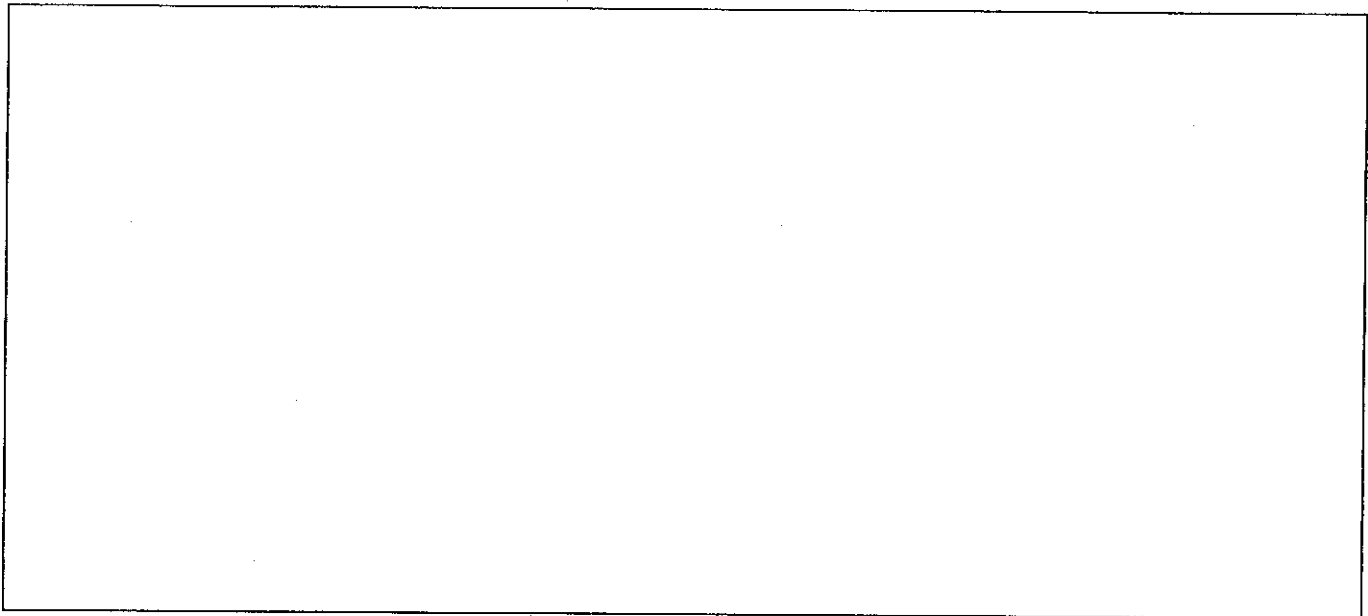
Revised Lab Hours:   Revised Credit Hours:

Revised Course Description & Justification

Change Prerequisite: MSED 7650 to Prerequisite: MSED 7000, MSED 7010, and 7650. Capstone course to be taken within last two semesters of program of study. Analysis of an individual's teaching plan in relationship to National Board Standards, master's program outcomes, and school improvement plans.

As the capstone course for the master's degree program of study, the other 3 courses should be completed prior to enrolling in this class. Course also needs to be identified as the capstone course for completion of final project(s).





Approvals:

Department Head(s)	<input type="text" value="Richard Stanley"/>	Date	<input type="text" value="1/24/08"/>
Dean(s)/Director(s)	<input type="text" value="J. Cor"/>	Date	<input type="text" value="1/24/08"/>
College Executive Committee	<input type="text" value="J. Cor"/>	Date	<input type="text" value="1/24/08"/>
Graduate Executive Committee	<input type="text"/>	Date	<input type="text"/>
Academic Committee	<input type="text"/>	Date	<input type="text"/>

Valdosta State University  
Request for Curriculum Change

Indicate area of change (by typing an 'X'):

\_\_\_\_\_ Core Curriculum (Area A, B, C, D, E, F)

\_\_\_\_\_ Senior Curriculum

\_\_\_\_\_  Graduate Program

\_\_\_\_\_  Other: Reading Endorsement Current Catalog page number p. 79 \_\_\_\_\_

Effective Date for Curriculum Change August \_\_\_\_\_ 2008 \_\_\_\_\_  
Month Year

Degree & Program Name (e.g., BFA, Art) \_\_\_\_\_ Reading Endorsement (Reading Graduate Courses) \_\_\_\_\_

Present Requirements or Present Outcomes & Assessment (Include latter only if changes are to be made):

Reading Endorsement Core.....	8 hours
READ 7100* Trends & Issues in the Teaching of Reading..	2 hours
READ 7130* Comprehension and Study Strategy Instr.	3 hours
READ 7160* Diagnosing Reading Difficulties	3 hours

Proposed Requirements or Proposed Outcomes & Assessments (Show changes in **BOLD**):

Reading Endorsement Core.....	8 hours
READ 7100* Trends & Issues in the Teaching of Reading..	2 hours
READ 7130* Comprehension and Study Strategy Instr.	3 hours
<b>READ 7010* Diagnosis and Correction of Reading</b>	<b>3 hours</b>
<b>Difficulties</b>	

Justification

Incorrect course number has been listed with Reading Endorsement. Expanded course description matches course description in catalog.

Approvals:

Department Head	<u>Barbara K. Stanley</u>	Date	<u>1/24/08</u>
Dean (s)/Director(s)	<u>J. Cor</u>	Date	<u>1/24/08</u>
College Executive Committee	<u>J. Cor</u>	Date	<u>1/24/08</u>
Graduate Executive Committee	_____	Date	_____
Academic Committee	_____	Date	_____

# Request for a Revised Course

Valdosta State University

Date of Submission: January 14, 2008

Department Initiating Request: Middle, Secondary, Reading, & Deaf Ed

Faculty Member Requesting Revision: Barbara Stanley

Current Course Prefix and Number: MGMS 7650 Current Credit Hours: 2-3

Current Course Title: Teaching Practicum

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective: Fall 2008

Estimate Frequency of Course Offering: Once a year

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

\*\*\*\*\*For the following items, type an 'X' and complete only those items being revised\*\*\*\*\*

Revised Course Prefix and Number:

(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours: 3

Revised Lecture Hours:

Revised Lab Hours:  Revised Credit Hours:

Revised Course Description & Justification

Omit Prerequisite: MSED 7010 from the course description. The course description followed has been applied to the new course MGMS. The On-Line program has no prerequisite courses listed and MSED 7010 is not part of that course sequence.

Continue with Justification on the back if necessary.

Approvals are to be noted on the back.

Approvals:

Department Head(s)  Date

Dean(s)/Director(s)  Date

College Executive Committee  Date

Graduate Executive Committee  Date

Academic Committee  Date

Valdosta State University  
Request for Curriculum Change

Indicate area of change (by typing an 'X'):

\_\_\_\_\_ Core Curriculum (Area A, B, C, D, E, F)

\_\_\_\_\_ Senior Curriculum

X Graduate Program

\_\_\_\_\_ Other: \_\_\_\_\_ Current Catalog page number p. 85

Effective Date for Curriculum Change August 2008  
Month Year

Degree & Program Name (e.g., BFA, Art) M.Ed. in Middle Grades Education  
Present Requirements or Present Outcomes & Assessment (Include latter only if changes are to be made):

College of Education Core Courses.....	7 hours
LEAD 7210.....	1 hour
PSYC 7010 and RSCH 7100.....	6 hours
MSED Specialization Courses.....	11 hours
MSED 7000, MSED 7010.....	6 hours
MSED 7650.....	2 hours
MSED 7800.....	3 hours
Content courses.....	18 hours
Primary Content Area.....	9 hours
Secondary Content Area.....	9 hours
*primary and secondary content areas: appropriate graduate language arts, math, science, or social studies courses selected from College of Arts and Sciences and READ courses.	
Total Hours Required for Degree.....	36 hours

Proposed Requirements or Proposed Outcomes & Assessments (Show changes in **BOLD**):

College of Education Core Courses.....	7 hours
LEAD 7210.....	1 hour
PSYC 7010 and RSCH 7100.....	6 hours
MSED Specialization Courses.....	11 hours
MSED 7000, MSED 7010.....	6 hours
MSED 7650.....	2 hours
MSED 7800.....	3 hours
Content courses.....	18 hours
<b>Primary Content Area.....</b>	<b>9 hours (omit this)</b>
<b>Secondary Content Area.....</b>	<b>9 hours (omit this)</b>
* <b>Content areas:</b> appropriate graduate language arts, math, science, <b>art</b> , or social studies courses selected from College of Arts & Sciences, <b>College of the Arts</b> , and READ courses.	

Justification

In Middle Grades Education graduate students need to be able to have more flexibility selecting their content courses due to availability, prerequisites, current or future teaching position, and professional certification decisions.

Approvals:

Department Head	<u>Barbara K Staley</u>	Date	<u>1/24/08</u>
Dean (s)/Director(s)	<u>B. Col</u>	Date	<u>1/24/08</u>
College Executive Committee	<u>B. Col</u>	Date	<u>1/24/08</u>
Graduate Executive Committee	_____	Date	_____
Academic Committee	_____	Date	_____

Valdosta State University  
Request for Curriculum Change

Indicate area of change (by typing an 'X'):

\_\_\_\_\_ Core Curriculum (Area A, B, C, D, E, F)

\_\_\_\_\_ Senior Curriculum

  X   Graduate Program

\_\_\_\_\_ Other: \_\_\_\_\_ Current Catalog page number   p. 87  

Effective Date for Curriculum Change   August     2008    
Month Year

Degree & Program Name (e.g., BFA, Art)   M.Ed. in Middle Grades or Secondary Education (Alternative Certification Track)  

Present Requirements or Present Outcomes & Assessment (Include latter only if changes are to be made):

College of Education Core Courses.....	7 hours
LEAD 7210.....	1 hour
PSYC 7010 and RSCH 7100.....	6 hours
MGED 2999 or SEED 2999.....	0 hours
MSED Specialization Courses.....	11 hours
MSED 7000, MSED 7010, MSED 7800.....	9 hours
MSED 7650.....	2 hours
Alternative Certification Courses.....	18 hours
MSED 7001, 7002, 7003, 7004, 7006.....	15 hours
MSED 7005.....	2 hours
MSED 7007.....	1 hour
<b>Total Hours Required for Degree.....</b>	<b>36 hours</b>

Proposed Requirements or Proposed Outcomes & Assessments (Show changes in **BOLD**):

College of Education Core Courses.....	7 hours
LEAD 7210.....	1 hour
PSYC 7010 and RSCH 7100.....	6 hours
MGED 2999 or SEED 2999.....	0 hours
MSED Specialization Courses.....	11 hours
MSED 7000, MSED 7010, MSED 7800.....	9 hours
MSED 7650.....	2 hours
Alternative Certification Courses.....	18 hours
MSED 7001, 7002, 7003, 7004, 7006.....	15 hours
<b>MSED 7005.....</b>	<b>3 hours</b>
<b>MSED 7007.....</b>	<b>1 hour (omit this course)</b>
<b>Total Hours Required for Degree.....</b>	<b>36 hours</b>

**There are additional requirements (to the above) that candidates must complete before being recommended for certification including SPEC 3000 (or equivalent) and InTech certification (maybe completed through public school certification, SEED 4010, ACED 3400, or ACED 3600).**



Justification

There are several options for demonstrating technology competency (a PSC certification requirement) available for teachers seeking alternative certification. Most teachers use the option provided by the employing school system. Therefore, we would like MSED 7007 removed from the program of study sheet and internship MSED 7005 increased to 3 hours (making it in line with internship MSED 7006 which is 3 hours). Students who complete the program of study culminating in a M.Ed. would graduate with 36 hours.

Professional Standards Commission (PSC) requires all teachers to meet state requirements for teaching students with diverse needs (SPEC 3000 at VSU) and integrating technology into instruction (InTech or equivalent course at VSU). These courses are included in undergraduate initial certification programs for teacher education, but not included in other undergraduate degree programs for those seeking alternative certification. All candidates must meet these requirements prior to being recommended for certification.

Approvals:

Department Head	<u>Barbara K. Stealy</u>	Date	<u>1/24/08</u>
Dean (s)/Director(s)	<u>[Signature]</u>	Date	<u>1/24/08</u>
College Executive Committee	<u>[Signature]</u>	Date	<u>1/24/08</u>
Graduate Executive Committee	_____	Date	_____
Academic Committee	_____	Date	_____

# Request for a Revised Course

Valdosta State University

Date of Submission: January 14, 2008

Department Initiating Request: Middle, Secondary, Reading, & Deaf Ed.

Faculty Member Requesting Revision: Barbara Stanley

Current Course Prefix and Number: MSED 7005 Current Credit Hours: 2

Current Course Title: Teaching Internship I

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective: Fall 2008

Estimate Frequency of Course Offering: Once a year

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

\*\*\*\*\*For the following items, type an 'X' and complete only those items being revised\*\*\*\*\*

Revised Course Prefix and Number: [ ]

(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title: [ ]

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

[ ]

Revised Total Contact Hours: 3

Revised Lecture Hours: [ ]

Revised Lab Hours: [ ]

Revised Credit Hours: [ ]

### Revised Course Description & Justification

Increasing credit hours from 2 to 3 for Teaching Internship I MSED 7005 will be more representative of work required for the internship and align it with hours in Teaching Internship II MSED 7006. The internships are similar in length of time, requirements, and evaluation. Eliminating MSED 7007 from our program of study will enable students to complete a 36 hour M.Ed. degree.

Continue with Justification on the back if necessary.

Approvals are to be noted on the back.

Approvals:

Department Head(s)  Date

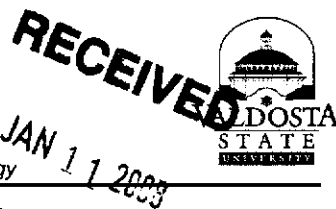
Dean(s)/Director(s)  Date

College Executive Committee  Date

Graduate Executive Committee  Date

Academic Committee  Date

Communication Sciences and Disorders/Speech & Hearing Clinic  
1500 North Patterson Street • Valdosta, GA 31698-0102  
229-219-1301 Phone/229-219-1335 Fax  
Accredited by The Council of Academic Accreditation in Audiology and Speech-Language Pathology



**Memorandum:**

**Proposed change of the prefix of the academic discipline for the new Department of Communication Sciences and Disorders**

The current prefix of the academic discipline of Communication Sciences and Disorders, which was previously the Program of Communication Disorders within the Department of Special Education and Communication Disorders, is COMD. To better reflect the change from the Program of Communication Disorders to the new Department of Communication Sciences and Disorders, we are proposing a change to the prefix CSD. Additionally, this would help alleviate some of the current confusion with the prefix COMM that VSU uses for Communication Arts. Other departments that have a prefix of three letters or less include: Art: Art Studio and Art Appreciation, AS: Aerospace Studies, CIT: Computer Information Technology, CS: Computer Science, Fin: Finance, MUE: Music Education, REL: Religious Studies, and SCI: Science for Education Majors.

**This would affect the following UG courses:**

**Current Courses Prefixes**

**Proposed Courses Prefixes**

COMD 2999	CSD 2999
COMD 3010	CSD 3010
COMD 3020	CSD 3020
COMD 3030	CSD 3030
COMD 3040	CSD 3040
COMD 3060	CSD 3060
COMD 3070	CSD 3070
COMD 3080	CSD 3080
COMD 3090	CSD 3090
COMD 4020	CSD 4020
COMD 4040	CSD 4040
COMD 4050	CSD 4050
COMD 4060	CSD 4060
COMD 4070	CSD 4070
COMD 4080	CSD 4080
COMD 4090	CSD 4090
COMD 4110	CSD 4110
COMD 4120	CSD 4120
COMD 4130	CSD 4130
COMD 4140	CSD 4140
COMD 4150	CSD 4150
COMD 4151	CSD 4151
COMD 4320	CSD 4320




This would affect the following graduate level courses:

Current Courses Prefixes

Proposed Courses Prefixes

COMD 5010	CSD 5010
COMD 5020	CSD 5020
COMD 5030	CSD 5030
COMD 5040	CSD 5040
COMD 5050	CSD 5050
COMD 5060	CSD 5060
COMD 5070	CSD 5070
COMD 5080	CSD 5080
COMD 5090	CSD 5090
COMD 5100	CSD 5100
COMD 5110	CSD 5110
COMD 5120	CSD 5120
COMD 5130	CSD 5130
COMD 5140	CSD 5140
COMD 5150	CSD 5150
COMD 5160	CSD 5160
COMD 5170	CSD 5170
COMD 5180	CSD 5180
COMD 5190	CSD 5190
COMD 5200	CSD 5200
COMD 5210	CSD 5210
COMD 5220	CSD 5220
COMD 5230	CSD 5230
COMD 5450	CSD 5450
COMD 8010	CSD 8010
COMD 8020	CSD 8020
COMD 8030	CSD 8030
COMD 8080	CSD 8080

Approved COE Exec. Comm. 7/10/08 

Valdosta State University  
Request for Curriculum Change

**RECEIVED**

JAN 11 2008

OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

Indicate area of change (by typing an 'X'): D1

- Core Curriculum (Area A,B,C,D,E,F):  
 Senior Curriculum  
 Graduate Program  
 Other

Major

Current Catalog page number 205

Effective Date for Curriculum change August

2008  
(year)

Degree & Program Name AAS  
(e.g., BFA, Art)

Dental Hygiene

**Present Requirements or Present Outcomes & Assessments**

(Include the latter only if changes are to be made)

University Requirements:	
Area A .....	9 hours
ENGL 1100, ENGL 1102 .....	6 hours
MATH 1101 or MATH 1111 ..	3 hours
Area D .....	20 hours
BIOL 2651, BIOL 2652, BIOL 2900..	12 hours
CHEM 1151K, CHEM 1152 K ....	8 hours
Area E .....	6 hours
POLS 1101 .....	3 hours
HIST 2111 or HIST 2112 .....	3 hours
Total Semester Hours .....	35 hours

continue on the back if necessary

continue on the back if necessary

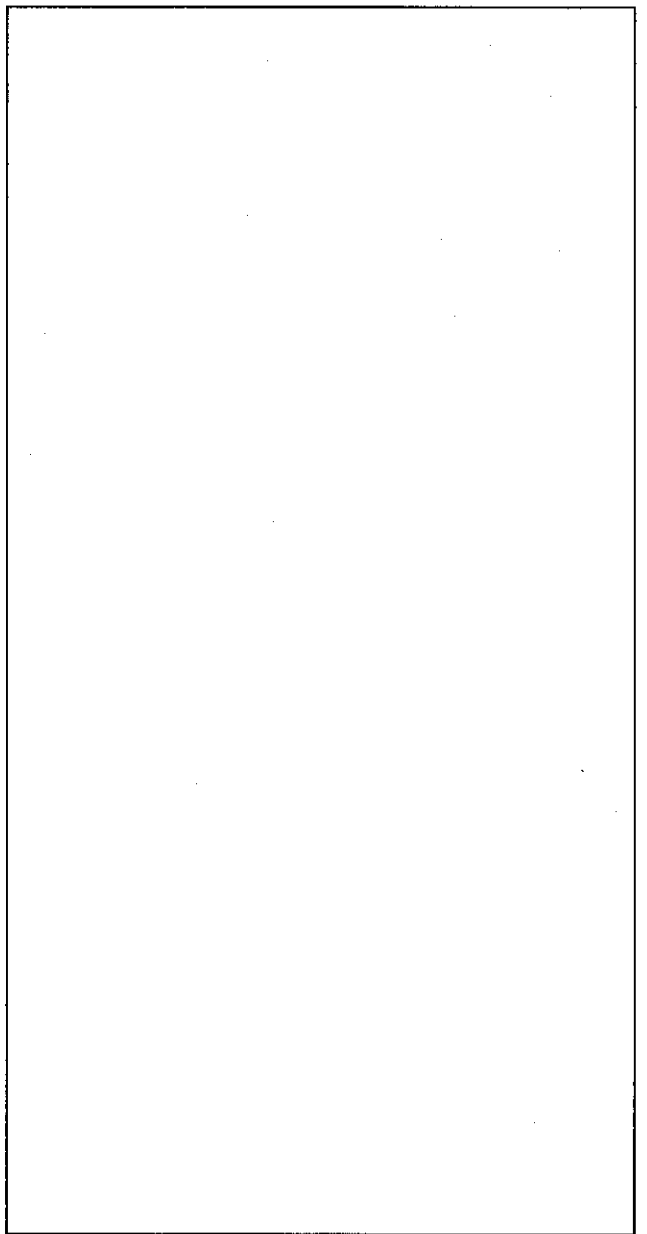
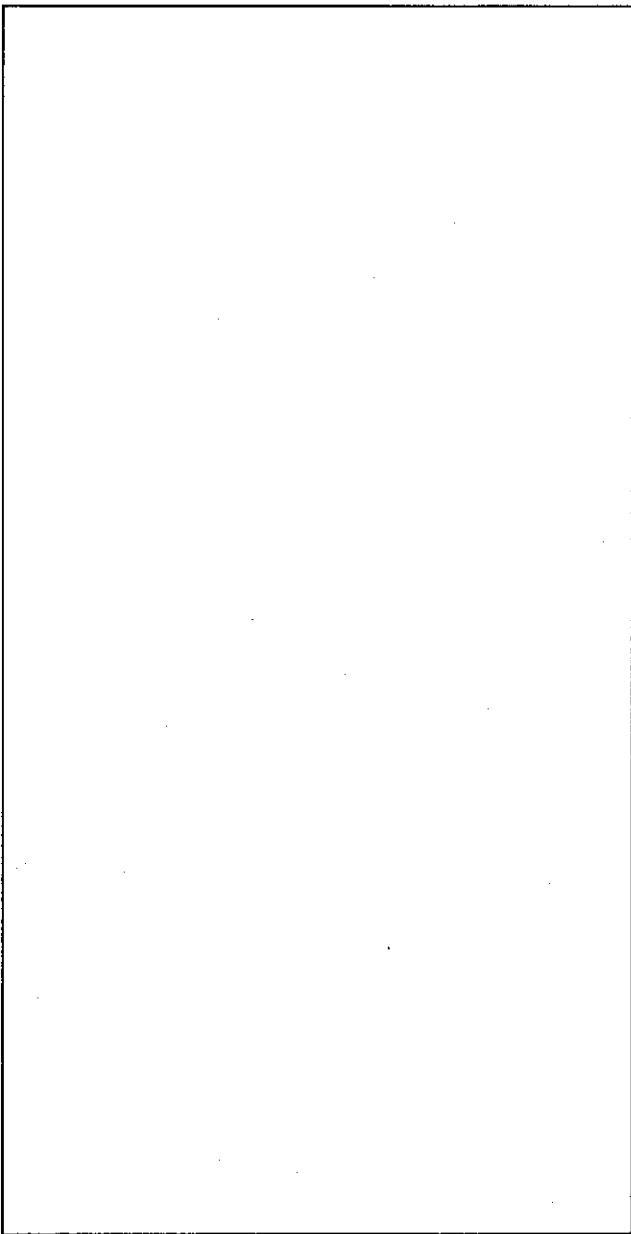
**Justification**

**Proposed Requirements or Proposed Outcomes & Assessments**

(Show changes in BOLD)

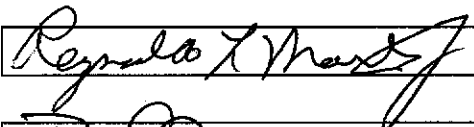
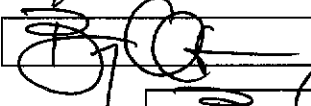
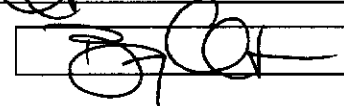
University Requirements:	
Area A .....	9 hours
ENGL 1100, ENGL 1102 .....	6 hours
MATH 1101 or MATH 1111 ..	3 hours
Area D .....	20 hours
BIOL 2651, BIOL 2652, BIOL 2900..	12 hours
CHEM 1151K, CHEM 1152 K ....	8 hours
Area E .....	<b>12 hours</b>
POLS 1101 .....	3 hours
HIST 2111 or HIST 2112 .....	3 hours
<b>SOCI 1101, PSYC 2500 .....</b>	<b>6 hours</b>
Major .....	3 hours
<b>ACED 2050 .....</b>	<b>3 hours</b>
Total Semester Hours .....	44 hours

The AAS in Dental Hygiene is a Cooperative Degree Program between Valdosta State University (VSU) and Valdosta Technical College (VTC). VTC's Dental Hygiene Program recently received reaccreditation from the American Dental Association and the Commission of Dental Accreditation. One recommendation resulting from the accreditation review was that the "general education content must include oral and written communications, psychology and sociology". We therefore request to add ACED 2050 – Communications for the Workplace, PSYC 2500 – Fundamentals of Psychology, and SOCI 1101 – Introduction to Sociology to the degree program. USG Academic Policy 303.05 specifies a general operating policy #4 that says, "...students in such programs will not be required to complete more general education than the minimum standards set by the Southern Association of Colleges and Schools for credits to be taught by the degree-granting institution, unless professional accreditation standards for the particular program require additional related academic studies". Please see attached email confirming the appropriateness of these courses by the VTC Dental Hygiene Degree Coordinator.



Approvals are to be noted on the back.

Approvals:

Department Head(s)		Date	<input type="text" value="1/10/08"/>
Dean(s)/Director(s)		Date	<input type="text" value="1/10/08"/>
College Executive Committee		Date	<input type="text" value="1/10/08"/>
Graduate Executive Committee	<input type="text"/>	Date	<input type="text"/>
Academic Committee	<input type="text"/>	Date	<input type="text"/>

Date: Wed, 07 Nov 2007 16:02:45 -0500  
From: "Woodward, Sandi" <swoodward@valdostatech.edu> **Block Address**  
Subject:

To: rlmartinez@valdosta.edu  
Cc: "Arnold, Hope" <harnold@valdostatech.edu>,  
"Frailey, Margaret" <mfrailey@valdostatech.edu>,  
"Johnson, Brenda" <bjohnson@valdostatech.edu>, "Ross, Paula" <pross@valdostatech.edu>,  
"Smith, Randall" <rsmith@valdostatech.edu>,  
"Woodward, Sandi" <swoodward@valdostatech.edu>

 Reply |  Reply All |  Forward |  Print |  Delete

-->

Dr. Martinez,

I have researched the communication competency. It is shown below. Dr. Smith and I believe that along with other DHYG course work the competency will be more than satisfied with the ACED 2050. Please proceed with the appropriate paperwork and notify me when you need additional information form us here at VTC.

Thanks so much for your time and effort with our dental hygiene students.

Sincerely,

Sandi Woodward

## **DHYG Standard**

**2-11 General education content must include oral and written communications, psychology, and sociology.**

### **Intent:**

*These subjects provide prerequisite background for components of the curriculum, which prepare the students to communicate effectively, assume responsibility for individual oral health counseling, and participate in community health program.*

## **VSU Course Description ACED 2050 Communications for the Workplace**

**Prerequisite: ENGL 1102.** Principals of effective oral and written communications. A thorough review of grammar, sentence and paragraph construction, punctuation and writing techniques. Emphasis on the job-getting process



**Sandi Woodward**

**Dental Programs Director**

**Valdosta Technical College**

**229-259-5533**



 Reply |  Reply All |  Forward |  Print |  Delete

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[Top](#)

**SUNGARD**  
HIGHER EDUCATION

Valdosta State University  
**Request for Curriculum Change**

Indicate area of change (by typing an 'X'):

Core Curriculum (Area A, B, C, D, E, F)

Senior Curriculum

Graduate Program

Other: \_\_\_\_\_ Current Catalog page number 77 & pp. 88-89

Effective Date for Curriculum Change August 2008  
Month Year

Degree & Program Name (e.g., BFA, Art) Ed. S. Education Specialist Degree with a major in Early Childhood Education and Education Specialist Degree with a major in Middle Grades Education or a major in Secondary Education.

Present Requirements or Present Outcomes & Assessment (Include latter only if changes are to be made):

Degree names:  
Education Specialist Degree with a major in Early Childhood Education  
Education Specialist Degree with a major in Middle Grades Education or a major in Secondary Education.  
  
Requirements for Admission: none listed

Proposed Requirements or Proposed Outcomes & Assessments (Show changes in **BOLD**):

Change the names of the Ed.S. Degrees in EC, MG, and SED (cited above) to an **ED.S. Degree in Teaching and Learning.**

**Requirements for Admission:**

1. **Recommendations from two people knowledgeable of candidate's professional abilities**
2. **Letter of support from current administrator**
3. **Candidate's written statement of educational /leadership abilities and goals.**

Justification

Name change:

There are no proposed changes to coursework or requirements of the programs. Admission to the program and advising will be the responsibility of the Department of Middle, Secondary, Reading, and Deaf Education. We currently offer Ed.S. programs in Early Childhood Education, Middle Grades Education, and Secondary Education. However, the programs offered and approved for each of these majors reflect a single program; that is, students in all of the programs take the same courses and follow the same program of study. We would like to change the name of the major to better reflect the program students are completing.

Addition of program admission requirements:

The candidate is currently informed of these items for admission in a letter and receipt of forms must be recorded manually. Once formalized as an admission policy, these items can be recorded on an admissions evaluation form specifically for the Ed.S program, added to Banner, and/or included in a packet listing of items. Graduate admissions will be able to determine the most efficient manner to request these items and record receiving them.

Approvals:

Department Head	<u>Bulan K Stanley</u>	Date	<u>1/24/08</u>
Dean (s)/Director(s)	<u>[Signature]</u>	Date	<u>1/24/08</u>
College Executive Committee	<u>[Signature]</u>	Date	<u>1/24/08</u>
Graduate Executive Committee	_____	Date	_____
Academic Committee	_____	Date	_____

Valdosta State University  
**Request for Curriculum Change**

Indicate area of change (by typing an 'X'):

\_\_\_\_\_ Core Curriculum (Area A, B, C, D, E, F)

\_\_\_\_\_ Senior Curriculum

X \_\_\_\_\_ Graduate Program

X \_\_\_\_\_ Other: Change of Course Prefixes Current Catalog page number p. 105

Effective Date for Curriculum Change August 2008  
Month Year

Degree & Program Name (e.g., BFA, Art) M.Ed. with a Major in Special Education-Deaf and Hard of Hearing

Present Requirements or Present Outcomes & Assessment (Include latter only if changes are to be made):

Requirements for candidates completing a VSU B.S.Ed. degree with a major in Special Education - Deaf and Hard of Hearing	
College of Education Core Courses.....	16 hours
RSCH 7100.....	3 hours
LEAD 7210.....	1 hour
SPEC 5010.....	10 hours
SPEC 5020.....	2 hours
Concentration for Deaf & Hard of Hearing Education.....	20 hours
SPEC 5310, SPEC 5370, SPEC 5290, SPEC 5140.....	12 hours
COMD 5450.....	3 hours
SPEC 5380.....	4 hours
SPEC 5230.....	1 hour
Total Hours Required for the Degree.....	36 semester hours

Proposed Requirements or Proposed Outcomes & Assessments (Show changes in **BOLD**):

Requirements for candidates completing a VSU B.S.Ed. degree with a major in Special Education - Deaf and Hard of Hearing	
College of Education Core Courses.....	16 hours
RSCH 7100.....	3 hours
LEAD 7210.....	1 hour
SPEC 5010.....	10 hours
SPEC 5020.....	2 hours
Concentration for Deaf & Heard of Hearing Education.....	20 hours
<b>DEAF 5310, DEAF 5370, DEAF 5290, SPEC 5140</b> .....	12 hours
<b>DEAF 5450</b> .....	3 hours
<b>DEAF 5380</b> .....	4 hours
SPEC 5230.....	1 hour
Total Hours Required for the Degree.....	36 semester hours

Justification

Prefix changes have already been approved for these courses to better represent courses in the major. This curriculum change is to align the new course prefixes with the curriculum.

Approvals:

Department Head	<u><i>Burton K Stanley</i></u>	Date	<u>1/24/08</u>
Dean (s)/Director(s)	<u><i>Bjork</i></u>	Date	<u>1/24/08</u>
College Executive Committee	<u><i>Bjork</i></u>	Date	<u>1/24/08</u>
Graduate Executive Committee	_____	Date	_____
Academic Committee	_____	Date	_____

Valdosta State University  
Request for Curriculum Change

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JAN 28 2008

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

Indicate area of change (by typing an 'X'):

\_\_\_\_\_ Core Curriculum (Area A, B, C, D, E, F)

\_\_\_\_\_ Senior Curriculum

X  Graduate Program

X  Other:  M.Ed. Admissions Procedures  Current Catalog page number  94-95

Effective Date for Curriculum Change  August   2008   
Month Year

Degree & Program Name (e.g., BFA, Art)  M.Ed. in School Counseling

Present Requirements or Present Outcomes & Assessment (Include latter only if changes are to be made):

**None listed**

Proposed Requirements or Proposed Outcomes & Assessments (Show changes in **BOLD**):

**M. Ed. Degree in School Counseling**  
**Valdosta State University**  
**Admission Guidelines**

Admission and Program Information

The School Counseling program requires a minimum of 48 hours of course work. Applicants who do not have competencies in curriculum and computer technology will be required to complete courses in those areas. In addition, certification in school counseling by the Georgia Professional Standards Commission requires the completion of a special education course.

A. To be considered for admission, the applicant must submit the following items listed below. Although meeting these minimum standards, admission to the program is not guaranteed.

1. Hold an appropriate undergraduate degree from an accredited university.
2. Meet GPA and Aptitude Test Score requirements of other College of Education M.Ed. applicants.
3. Submit three letters of recommendation from professionals acquainted with the applicant's academic and/or vocational background and interests. These letters must reflect the ability, interest, and motivation of the applicant to be successful in the program of study and the career field.

4. Complete an admission interview with faculty and members of the school counseling program advisory committee. This interview will focus on the assessment of factors such as emotional maturity, professional experience, readiness for the program, life experiences, dispositions, compatibility with department goals, and communication/interpersonal skills.

a. Only those applicants who have submitted all admission materials will be able to attend the interview.

b. Meetings will take place once per semester prior to the final date the graduate school has set for applications to be submitted. Admission interviews for summer and fall will be conducted during the spring semester. Dates will be posted on the department's webpage.

c. During this meeting applicants will be required to complete a written statement of 250-500 words describing the applicant's interest in this program and their plans post-degree. This statement must demonstrate articulation, writing skill, and aims consistent with the mission of the degree program.

Justification

Currently there are no admission requirements listed in the catalog for this program, although other department graduate programs have them listed. These admission guidelines have been approved by the Program Advisory Committee and are necessary to meet BOR, PSC, Ed Trust, and CACREP accreditation requirements.

Approvals:

Department Head *Robert Bauer*

Date 24 January 2008

Dean (s)/Director(s) \_\_\_\_\_

Date \_\_\_\_\_

College Executive Committee \_\_\_\_\_

Date \_\_\_\_\_

Graduate Executive Committee \_\_\_\_\_

Date \_\_\_\_\_

Academic Committee \_\_\_\_\_

Date \_\_\_\_\_

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VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**M. Ed. Degree in School Counseling  
Valdosta State University  
Admission Guidelines**

*Currently there are no admission requirements listed in the catalog for this program, although department graduate programs have them listed. These admission guidelines have been approved by the Program Advisory Committee and are necessary to meet BOR, PSC, Ed Trust, and CACREP accreditation requirements.*

**Admission and Program Information**

The School Counseling program requires a minimum of 48 hours of course work. Applicants who do not have competencies in curriculum and computer technology will be required to complete courses in those areas. In addition, certification in school counseling by the Georgia Professional Standards Commission requires the completion of a special education course.

A. To be considered for admission, the applicant must submit the following items listed below. Although meeting these minimum standards, admission to the program is not guaranteed.

1. Hold an appropriate undergraduate degree from an accredited university.
2. Meet GPA and Aptitude Test Score requirements of other College of Education M.Ed. applicants.
3. Submit three letters of recommendation from professionals acquainted with the applicant's academic and/or vocational background and interests. These letters must reflect the ability, interest, and motivation of the applicant to be successful in the program of study and the career field.
4. Complete an admission interview with faculty and members of the school counseling program advisory committee. This interview will focus on the assessment of factors such as emotional maturity, professional experience, readiness for the program, life experiences, dispositions, compatibility with department goals, and communication/interpersonal skills.
  - a. Only those applicants who have submitted all admission materials will be able to attend the interview.
  - b. Meetings will take place once per semester prior to the final date the graduate school has set for applications to be submitted. Admission interviews for summer and fall will be conducted during the spring semester. Dates will be posted on the department's webpage.
  - c. During this meeting applicants will be required to complete a written statement of 250-500 words describing the applicant's interest in this program and their plans post-degree. This statement must demonstrate articulation, writing skill, and aims consistent with the mission of the degree program.

Approval of Department Head(s): *Robert Bauer* Date: *24 January 2008*

Approval of Dean(s)/Director(s): *Julie Nole* Date: *1/24/08*

Approval of Executive Committee: *Julie Nole* Date: *1/24/08*

Action of Graduate Executive Committee: \_\_\_\_\_ Date: \_\_\_\_\_

Action of Academic Committee: \_\_\_\_\_ Date: \_\_\_\_\_



Valdosta State University  
Request for Curriculum Change

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JAN 28 2008

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

Indicate area of change (by typing an 'X'):

Core Curriculum (Area A, B, C, D, E, F)

Senior Curriculum

Graduate Program

Other: Remediation Process Current Catalog page number 94-95

Effective Date for Curriculum Change August 2008  
Month Year

Degree & Program Name (e.g., BFA, Art) M.Ed. in School Counseling

Present Requirements or Present Outcomes & Assessment (Include latter only if changes are to be made):

**None.**

Proposed Requirements or Proposed Outcomes & Assessments (Show changes in **BOLD**):

**M. Ed. Degree in School Counseling  
Valdosta State University**

Steps 1-3 constitute "due process" – the student is advised of the areas that need improvement and the actions needed to improve these areas, is given an opportunity to correct the problems he or she is experiencing, and is made aware of the possible consequences of failure to make improvements in the areas in which he or she is experiencing difficulty.

Step 1: Faculty regularly confer about the progress of each student in the School Counseling Program. When a student is experiencing difficulties, the student's advisor gathers relevant documentation identifying any particular problems the student is experiencing. Students are informed that this information is being gathered. The written documentation gathered includes grades, coursework, semester reports, and information from the student's advisor, instructors, site supervisors, and other school personnel who have had contact with the student.

Step 2: The faculty advisor then meets with the student summarizing the documentation gathered and discusses the problem with the student.

- Step 3: When appropriate a written remediation plan will be approved by the advisor and two other program faculty members. This plan will clearly state:
- a. a statement of specific areas needing improvement.
  - b. specific changes that are expected.
  - c. the steps needed to make the outlined changes.
  - d. the time frame that the changes must be made within.
  - e. a statement indicating that failure to remediate may result in termination from the program.
  - f. the appeals process

Justification

A Formal Remediation Process statement is required by the Counsel for the Accreditation of Counseling and Related Programs (CACREP). During the initial review of the VSU M.Ed. Self-Study reviewers said this statement should be added.

Approvals:

Department Head	<u>Robert Bauer</u>	Date	<u>24 January 2008</u>
Dean (s)/Director(s)	_____	Date	_____
College Executive Committee	_____	Date	_____
Graduate Executive Committee	_____	Date	_____
Academic Committee	_____	Date	_____

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JAN 23 2008

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**M. Ed. Degree in School Counseling  
Valdosta State University**

**Formal Remediation Process requested by CACREP**

Steps 1-3 constitute "due process" – the student is advised of the areas that need improvement and the actions needed to improve these areas, is given an opportunity to correct the problems he or she is experiencing, and is made aware of the possible consequences of failure to make improvements in the areas in which he or she is experiencing difficulty.

Step 1: Faculty regularly confer about the progress of each student in the School Counseling Program. When a student is experiencing difficulties, the student's advisor gathers relevant documentation identifying any particular problems the student is experiencing. Students are informed that that this information is being gathered. The written documentation gathered includes grades, coursework, semester reports, and information from the student's advisor, instructors, site supervisors, and other school personnel who have had contact with the student.

Step 2: The faculty advisor then meets with the student summarizing the documentation gathered and discusses the problem with the student.

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- a. a statement of specific areas needing improvement.
- b. specific changes that are expected.
- c. the steps needed to make the outlined changes.
- d. the time frame that the changes must be made within.
- e. a statement indicating that failure to remediate may result in termination from the program.
- f. the appeals process

Approval of Department Head(s):

*Robert Bauer*

Date:

*24 January 2008*

Approval of Dean(s)/Director(s):

*Jules M. Lee*

Date:

*1/24/08*

Approval of Executive Committee:

*Jules M. Lee*

Date:

*1/24/08*

Action of Graduate Executive Committee:

Date:

Action of Academic Committee:

Date:



RECEIVED  
OCT 25 2007  
OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

**To:** Dr. Louis Levy, Vice President  
Academic Affairs  
Academic Committee Members

**From:** ✓ Philip L. Gunter, Dean *Philip L. Gunter*  
Dewar College of Education

**Date:** August 27, 2007

**Re:** Departmental Names for Reconfigured Departments

The new departments have forwarded the following names for consideration to identify their new configurations:

- Department of Middle, Secondary, Reading, and Deaf Education
- Department of Early Childhood and Special Education
- Department of Communication Sciences and Disorders.

These names reflect programs housed within each department and will provide students with guidance regarding the location of the programs in which they are interested or enrolled.

Based on information provided at [www.capcsd.org](http://www.capcsd.org) (Council of Academic Programs in Communication Sciences and Disorders), accredited program names were listed using the following designations:

**Communication Disorders:** All of the programs that listed "Communication Disorders" or "Communicative Disorders" in the title, including titles such as the "Department of Communication Disorders" or the "Program in Communication Disorders" – **N = 78, representing 30.7% of US accredited programs.**

**Communication Sciences and Disorders or Speech and Hearing Sciences and Disorders:** All of the programs that listed "Science" in the title. Most were "Communication Science and Disorders" or "Speech and Hearing Science." If "Science" was in the title, the name was counted – **N = 105, representing 41.34% of the programs.**

*Approved  
Flynn  
Approved  
as outlined  
M. Zaccari  
9-20-07*

**Office of the Dean**  
College of Education

**Address** 1500 N. Patterson St. • Valdosta, GA 31698-0085  
**Phone** 229.333.5925 • **Fax** 229.333.7167 • **Web** <http://education.valdosta.edu/>  
A Regional University of the University System of Georgia & an Equal Opportunity Institution

**Speech Language Pathology:** All programs that listed "Speech Language Pathology" and/or "Audiology" (or similar – such as "Speech Pathology"). (No use of the words Communication Disorders or Communication Science.) – **N = 58, representing 22.83% of the programs.**

**Others** All programs listed that were names something other than above (e.g., Program in Public Health, or Speech and Deafness) and none of the above titles were present – **N = 13, representing approximately 5% of the programs.**

The list of all programs may be accessed at [http://www.capcsd.org/cgi-bin/caplist.exe/Programs\\_By\\_Name](http://www.capcsd.org/cgi-bin/caplist.exe/Programs_By_Name); a hard copy of this information is attached.

Members of the COE Executive Committee have voted to accept these names.

If approved, we would remove the following department names/configurations:

Department of Special Education and Communication Disorders  
Department of Middle Grades and Secondary Education  
Department of Early Childhood and Reading Education

Thank you for your consideration.

# Request for A Revised Course

Valdosta State University

**RECEIVED**

NOV 19 2007

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

Date of Submission:

Department Initiating Request:

Faculty Member Requesting Revision:

Current Course Prefix and Number:  Current Credit Hours:

Current Course Title:

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective:

Estimate Frequency of Course Offering:

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

=====**For the following items, type an 'X' and complete only those items being revised.**=====

Revised Course Prefix and Number:   
(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

Revised Lecture Hours:   Revised Lab Hours:   Revised Credit Hours:

Revised Course Description & Justification

Old Description:  
Intense study of issues which occur in applied settings, such as power, authority, leadership, social stratification, etc. May be repeated no more than times for credit.

New Description:  
Intense study of issues which occur in applied settings, such as power, authority, leadership, social stratification, etc. May be repeated no more than **five** times for credit, **though only three of which may count toward the degree.**

Continue with Justification on the back if necessary.

Approvals are to be noted on the back.

Justification:

There is a word missing from the current catalog copy (it is supposed to say "May be repeated no more than three times for credit), so in part this change is our attempt to clarify what this course description ought to say. Then, coupled with the changes to the Readmission after Dismissal for Academic Deficiencies, which we are also proposing, means we are requesting that SOCI 7100 can be taken no more than five times.

Most students will take the three electives (9 semester hours) for the degree program under this course rubric (SOCI 7100: Subtitle). The subtitle changes each semester with the specialized topic. Approximately 95% of the MS Sociology electives are taught under this rubric.

However, since normally most students take SOCI 7100 three times in order to meet graduation requirements, we are allowing students readmitted after dismissal for academic deficiencies to enroll in SOCI 7100 up to five times. While five times seems high, this allows for the possibility that the student was dismissed for low grades in SOCI 7100 twice (which has happened), and then if readmitted, would re-enroll in that course three times (with different course content) to meet the 9 semester hours of electives.

Approvals:

Department Head(s)	<input type="text" value="Allen F. Anderson"/>	Date	<input type="text" value="11/18/07"/>
Dean(s)/Director(s)	<input type="text" value="Linda Casavilla"/>	Date	<input type="text" value="11/13/07"/>
College Executive Committee	<input type="text" value="Linda Casavilla"/>	Date	<input type="text" value="11/13/07"/>
Graduate Executive Committee	<input type="text"/>	Date	<input type="text"/>
Academic Committee	<input type="text"/>	Date	<input type="text"/>

Valdosta State University  
Request for Curriculum Change

**RECEIVED**

DEC 12 2007

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

Indicate area of change (by typing an 'X'):

\_\_\_\_\_ Core Curriculum (Area A, B, C, D, E, F)

\_\_\_\_\_ Senior Curriculum

X Graduate Program

\_\_\_\_\_ Other: \_\_\_\_\_ Current Catalog page number: 43-44

Effective Date for Curriculum Change      Summer      2008  
Month      Year

Degree & Program Name (e.g., BFA, Art)    Master of Science with a degree in Sociology

Present Requirements or Present Outcomes & Assessment

**Departmental Requirements in addition to the University  
Requirements for Admission, Retention, and Graduation**

To be considered for admission to the M.S. degree program in sociology, students must meet the admission requirements of the Graduate School and present a minimum combined score of 800 on the verbal and quantitative sections of the Graduate Record Examination (GRE) or a minimum score of 389 on the Miller Analogies Test (MAT). In addition, applicants must submit a copy of a sample of written work submitted for credit in an upper division or graduate level course in Sociology or their current major field. Also, two letters of recommendations written by faculty members who have taught the candidate in an academic class must be submitted. An undergraduate degree in sociology is not mandatory. However, students without an undergraduate degree in sociology should show evidence via an official transcript of the successful completion of an undergraduate sociological theory course, and undergraduate statistics course, and an undergraduate social science research methods course. If the students cannot show such evidence, the sociology faculty shall meet and discuss the candidate's likely success. If necessary the candidate will be asked to enroll in these courses at VSU.

The writing sample and letters of recommendation should all be sent to the Coordinator of M.S. degree program in Sociology in the Department of Sociology, Anthropology, and Criminal Justice, following the established admission timelines of the Graduate School.

**Readmission After Dismissal for Academic Deficiencies**

A student must apply for readmission. Readmission is not guaranteed. A student must wait a minimum of two semesters before applying for readmission. If readmitted, the student must retake only courses that have deficiencies until the number of deficiency points is fewer than or equal to two. A student cannot take a class more than three times or apply for readmission more than twice.



**Departmental Requirements in addition to the University Requirements for Admission, Retention, and Graduation**

To be considered for admission to the M.S. degree program in sociology, students must meet the admission requirements of the Graduate School and present a minimum combined score of 800 on the verbal and quantitative sections of the Graduate Record Examination (GRE) or a minimum score of 389 on the Miller Analogies Test (MAT). In addition, applicants must submit a copy of a sample of written work submitted for credit in an upper division or graduate level course in Sociology or their current major field. Also, two letters of recommendation written by faculty members who have taught the candidate in an academic class must be submitted. An undergraduate degree in sociology is not mandatory. However, students without an undergraduate degree in sociology should show evidence via an official transcript of the successful completion of an undergraduate sociological theory course, and undergraduate statistics course, and an undergraduate social science research methods course. If the students cannot show such evidence, the sociology faculty shall meet and discuss the candidate's likely success. If necessary the candidate will be asked to enroll in these courses at VSU.

**If an applicant cannot locate a sample of written work which was submitted for credit, then the applicant shall contact the M.S. Sociology Coordinator for directions on writing a personal goal statement. This personal goal statement will serve as an acceptable substitute for the sample of written work.**

The writing sample (**or personal goal statement**) and letters of recommendation should all be sent to the Coordinator of M.S. degree program in Sociology in the Department of Sociology, Anthropology, and Criminal Justice, following the established admission timelines of the Graduate School.

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**Readmission After Dismissal for Academic Deficiencies**

A student must apply for readmission. Readmission is not guaranteed. A student must wait a minimum of two semesters before applying for readmission. **If the student has deficiencies in core courses (SOCI 7011, 7012, 7021, 7022, or 7050), the student must retake only those core courses that have deficiencies until the number of deficiency points is fewer than or equal to two. A student cannot apply for readmission more than twice, nor can a student take a core course more than three times. Additionally, if the student has deficiencies in elective hours (whether Sociology courses or courses from any other program), the student shall take only SOCI electives until the deficiency points is fewer than or equal to two. A student who has been readmitted after dismissal for academic deficiencies involving elective hours in the major may take SOCI 7100 no more than five times, with only three times counting for the degree. No elective hours outside of Sociology will be accepted to make up deficiency points.**

Justification

**About the Departmental Requirements:** An increasing number of applicants are applying several years after completing their undergraduate degree programs and are unable to find a copy of written work submitted for credit. The Sociology faculty has decided that these applicants can submit a statement of personal goals instead. We desire a sample of their professional writing and feel this will be an acceptable substitute for the writing sample.

**About the Readmission Change:** The current degree program requires students to enroll in 9 semester hours of electives; all are to be SOCI courses. About 95% of the electives in the program are taught as SOCI 7100: Issues in Applied Sociology: Subtitle. There are two or three other free-standing courses that could count as electives that are offered on a two-year cycle. Most students therefore fulfill their elective hours by enrolling in SOCI 7100 three times, but with different course content, as reflected in the subtitle.

However, some former students had taken classes outside of Sociology, without permission from the Graduate Coordinator, and failed the courses. The current policy meant they had to repeat these non-Sociology courses. We believe these students, if readmitted, would be better served if they enrolled only in Sociology courses, following the degree program requirements that elective hours should only be taken in Sociology, since that is their major. However, since normally most students take SOCI 7100 three times in order to meet graduation requirements, we are allowing students readmitted after dismissal for academic deficiencies to enroll in SOCI 7100 up to five times, with only three counting toward the degree. While five times seems high, this allows for the possibility that the student was dismissed for low grades in SOCI 7100 twice (which has happened), and then if readmitted, would re-enroll in that course three times (with different course content) to meet the 9 semester hours of electives.

Approvals:

Department Head	<u>Allen F. Anderson</u>	Date	<u>12/04/07</u>
Dean (s)/Director(s)	<u>Linda Cardwell</u>	Date	<u>12/4/07</u>
College Executive Committee	<u>Linda Cardwell</u>	Date	<u>12/4/07</u>
Graduate Executive Committee	_____	Date	_____
Academic Committee	_____	Date	_____

# Request for A Revised Course

Valdosta State University

RECEIVED  
JAN 18 2008  
OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

Date of Submission: January 7, 2008

Department Initiating Request: Women's & Gender Studies

Faculty Member Requesting Revision: Dr. Tracy Woodard-Meyers

Current Course Prefix and Number: WGST 4400 Current Credit Hours: 3

Current Course Title: Women's Studies Seminar

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective: Fall 2008

Estimate Frequency of Course Offering: Fall, Spring, & Summer

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

For the following items, type an 'X' and complete only those items being revised.

Revised Course Prefix and Number:   
(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title: Women's and Gender Studies Seminar

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:  
WGST Seminar

Revised Total Contact Hours:

Revised Lecture Hours: Revised Lab Hours: Revised Credit Hours:

Continue with Justification on the back if necessary. Approvals are to be noted on the back.

## Justification:

The program changed its name from Women's Studies to Women's and Gender Studies so the name of the course needs to be revised to reflect the current status of the program.

Approvals:

Department Head(s)  Date

Dean(s)/Director(s)  Date

College Executive Committee  Date

Graduate Executive Committee  Date

Academic Committee  Date

# Request for A Revised Course

Valdosta State University

RECEIVED  
JAN 18 2008  
OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

Date of Submission:

Department Initiating Request:

Faculty Member Requesting Revision:

Current Course Prefix and Number:  Current Credit Hours:

Current Course Title:

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective:

Estimate Frequency of Course Offering:

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

====For the following items, type an 'X' and complete only those items being revised.====

Revised Course Prefix and Number:   
(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

Revised Lecture Hours:   Revised Lab Hours:   Revised Credit Hours:

Continue with Justification on the back if necessary.

Approvals are to be noted on the back.

## Justification:

The program changed its name from Women's Studies to Women's and Gender Studies so the name of the course needs to be revised to reflect the current status of the program.

Approvals:

Department Head(s)  Date

Dean(s)/Director(s)  Date

College Executive Committee  Date

Graduate Executive Committee  Date

Academic Committee  Date

# Request for a New Course

## Valdosta State University

**Date of Submission:** January 3, 2008

**Department Initiating Request:** Women's and Gender Studies

**Faculty Member Requesting:** Tracy Woodard-Meyers

**Proposed New Course Prefix & Number:** WGST 4300

**See Course Designation Abbreviations in the Catalog for approved prefixes.**

**Proposed New Course Title:** Global Feminism

**Proposed New Course Title Abbreviation (for Student Transcript)**

**Limited to 30 characters and spaces:** Global Feminism

**Semester/Term/Year to be effective:**

Fall 2008

**Estimate Frequency of Course Offering:**

Annually

**Indicate (by typing an 'X') if Course will be:**  Requirement for Major  Elective Course

**\*\*\*If this new course is to be included in the curriculum, be sure to initiate a Curriculum Change form.**

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

### **Proposed Course Description**

An examination of the historical, political, economic, and social spaces women inhabit in various parts of the world. The course will expose students to different theories of women's organizing. It will analyze the conditions that promote and inhibit activism around women's lives taking into account how gender is defined, deployed, and deconstructed.

### **Justification (continue on back if necessary)**

This course will expand students' awareness of feminism around the world. It will expose students to different approaches to and theories of the phenomena of women's organizing and struggles and of feminist/feminine solidarity. It will cultivate critical thinking and the interrelated ability to articulate ideas with clarity. It will also bring the WGST program in line with other WGST programs throughout the country.

**NOTE: ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.**

**Approvals:**

**RECEIVED**  
**JAN 18 2008**  
**OFFICE OF THE REGISTRAR**  
**VALDOSTA STATE UNIVERSITY**

Department Head(s) Tracy Woodard-Meyers Date 1/17/08

Dean(s)/Director(s) Linda Casdell Date 1/17/08

College Executive Committee Linda Casdell Date 1/15/08

Graduate Executive Committee \_\_\_\_\_ Date \_\_\_\_\_

Academic Committee \_\_\_\_\_ Date \_\_\_\_\_



## Global Feminism WGST 4300

### **COURSE DESCRIPTION:**

An examination of the historical, political, economic, and social spaces women inhabit in various parts of the world. The course will expose students to different theories of women's organizing. It will analyze the conditions that promote and inhibit activism around women's lives taking into account how gender is defined, deployed, and deconstructed. An emphasis will be placed on women in both emerging and developing countries.

### **COURSE OBJECTIVES:**

1. Analyze the definition of feminism from various geographic and cultural locales
2. Examine the multiple forms of women's activism
3. Develop an understanding of the relationship between local and global forms of women's activism
4. Comprehend the relationship between political and economic structures to women's lives and their responses to these structures
5. Demonstrate a comprehension of how indigenous women's activism complicates and extends the concept of "global feminism"
6. Become self-reflective regarding our own views/relationships to local and global issues affecting women's lives and the various forms of feminist activism.

### **TEXT:**

Naples, N. A. & Manisha, D. (Eds.). (2002). Women's Activism and Globalization: Linking local struggles and transnational politics. New York: Routledge.

Reserved Readings in Odum Library

### **OFFICE HOURS:**

I have identified five hours per week as "office hours." This is a time when students can expect me to be in my office and available to them. Please use this time to ask questions concerning assignments, grades, tests, your status in the class, etc. Although I will be in my office at other times, I may be busy with other tasks and not available for students. Your best time to see me is to utilize my office hours. If you can not visit during my office hours please call or e-mail me for an appointment.

### **ATTENDANCE POLICY:**

Absences from class seriously undermine student progress therefore, students are expected to attend each class. **LATE ARRIVALS** as well as **EARLY DEPARTURES** from class can count as an absence. As per University policy (Undergraduate Catalog, page 83), *"a student who misses more than 20% (n=6) of the scheduled classes of a course will be subject to receiving a failing grade ('F') in the course."* The instructor will keep a record of all student absences from class. At the end of the semester, the number of absences will be reported to the Registrar's Office.

### **Tardiness:**

Class begins promptly and everyone is expected to be on time. If students come in late, they are expected to enter the room in a non-disruptive manner. If late comers become disruptive to the class and instructor, they will be asked to leave.

### **Class Norms:**

Expression of individual opinions and free discussion is encouraged in this course. This demands tolerance (and respect) on your part for those opinions with which you do not agree. Tolerance for opinions does not refer to acceptance of prejudicial or demeaning remarks. **Personally demeaning remarks will not be tolerated.** This includes remarks that are racially and/or sexually offensive. Students who become disruptive in class will be asked

to leave the class. It is expected that everyone will be respectful and conduct themselves in an orderly and professional fashion.

**Assignment Policy:**

All assignments are expected to be turned in on time. If you have a problem turning the assignment in on time you must talk to the instructor **BEFORE the project is due**. The instructor determines the adequacy of the student's justification for the late assignment and will assess a late penalty of **5 points per day** each day the assignment is late. **Assignments not submitted by the due date and NOT EXCUSED by the instructor will result in an automatic grade of "0"**.

**Cheating Policy:**

Cheating involves violation of integrity and the Academic Code of Ethics. Examples include, but are not limited to the following:

- a) Using unauthorized notes on an exam, test, or class exercise.
- b) Plagiarizing on a paper or class exercise.

**Definition of Plagiarism:**

- (1) you cannot use another writer's exact words without using quotation marks and giving a complete citation, which indicates the source of the quotation such that your reader could locate that quotation in its original context. As a rule of thumb, taking a passage of eight or more words without citation is a violation of federal copyright laws;
  - (2) it is not acceptable to edit or paraphrase another's words and present the revised version as your own work;
  - (3) it is not even acceptable to present another's ideas as your own-even if you use totally different words to express those ideas.
- c) Taking or procuring or attempting to take or procure an unauthorized copy of a test, exam.
  - d) Taking or modifying an instructor's grade book.
  - e) Copying from another student's exam, test, or class exercise.
  - f) Communicating with others during an exam, test, or exercise.

Whether the student involved is an active participant in the above, or the passive agent to the above makes no difference. In other words, assisting with and allowing the above to occur is also a violation of the Code of Ethics. The act of student cheating dishonors the student, the student's peers, the faculty, and the entire academic enterprise. According to the departmental policy on cheating, "faculty feel strongly that academic cheating violates the integrity of the classroom environment." **Also, as outlined in the VSU Student Handbook, students who cheat will receive "a grade of "F" in the course."** Also, the instructor may decide that further action is warranted, and the case may "be referred to the Dean of Students where [more severe] official charges may be drawn up." Students should consult with the instructor if there are any questions regarding academic honesty or dishonesty.

Please see VSU's Academic Honesty Policy. This site stresses the importance of academic honesty, outlines VSU's current policies and procedures, and provides links to resources to assist faculty and students. It is your responsibility to understand the Academic Honesty Policy:

<http://romulus.valdosta.edu/academic/AcademicHonestyatVSU.shtml>

**Incomplete Grades Policy:**

A grade of "I" indicates that a student was doing satisfactory work but for nonacademic reasons beyond her or his control, was unable to meet full requirements of the course. A report of "I" requires the subsequent completion of all course requirements within a time limit specified by the instructor, not to exceed one calendar year from the end of the term in which the grade of incomplete is assigned, regardless of the student's enrollment status during the period specified for completion. **Students are responsible for making arrangements with their instructor for completion of course requirements within the time specified**, in accordance with this regulation. If an "I" is not changed to a letter grade within one calendar year, it will be **changed to the grade "F."** The **instructor must be contacted prior to the final exam** for consideration for an "I" grade. The instructor determines the adequacy of the student's justification for the "I" grade.

**Access Office for Students with Disabilities:**

The Access Office is responsible for coordination of services for students with disabilities. The primary objectives are to provide reasonable accommodations and assure that campus programs and activities are accessible to students

with disabilities. Some of the services available to meet the needs of students include classroom and testing accommodations, textbooks in alternate formats, instruction in learning strategies, access to adaptive technology, and referral to other services.

Eligibility for provision of services requires students to provide current documentation of disability that meets criteria established by the University System of Georgia Board of Regents. All services are provided at no charge. If you have a learning disability, are visually impaired, hearing impaired, mobility impaired, or have other health-related disabilities which could impact your ability to meet course requirements, you are entitled to assistance at VSU. To receive services, the Access Office at VSU requires that you register in 1115 Nevins Hall. The phone number is 245-2498 (voice), 219-1348 (TTY). Students requiring classroom accommodations or modification because of a documented disability should discuss this need with professor at the beginning of the semester (first week of class).

#### **Student Success Center:**

The Student Success Center (SSC) provides students with free peer tutoring in core courses. The center is located in Langdale Residence Hall with a satellite office located in Centennial Hall.

#### **MIDTERM:**

All students have the right to an evaluation of his/her grade prior to the end of the withdrawal period. If you are concerned about your standing in class, you should schedule an appointment with me to discuss your grade. The last day to withdraw without penalty is **midterm**.

#### **ASSIGNMENTS AND EXPECTATIONS:**

##### **Exams: (100 points each)**

There will be **three required**, in class, examinations. These exams will not be comprehensive; also, there will be no exemptions. Exams will be based on the assigned readings and class lectures. The instructor will review the basic types of items which students can expect on these examinations. **ARRIVE ON TIME AS NO STUDENT WILL BE ALLOWED TO TAKE AN EXAM AFTER THE FIRST PERSON FINISHES.**

##### **Make Up Exams:**

If you miss an exam (for any reason), make up day will be 12/4/07 at 9:00am. Make up exams will be essay tests and will include readings from the book as well as lecture notes. **No exceptions.**

##### **Homework Guidelines: (6 assignments x 25 points each = 150 points)**

Students have six homework assignments that are due throughout the semester (additional information and instructions will be given in class). Late assignments will be penalized as listed above in the "Assignments Policy."

Approximately 40% of your homework assignment grades will be based on **how** (organization of paper, spelling, punctuation, grammar, overall readability) you write your paper, with the remaining 60% based on **what** you write. The papers should be well structured and should demonstrate your ability to analyze the problems you are addressing. Please see attached format and grading guides for homework assignments.

#### **METHODS OF EVALUATION:**

In general, a course grade of "C" represents an acceptable level of work. A course grade of "B" represents a substantial effort and achievement. It is clearly a grade for the better than average product and effort. An "A" is awarded only in cases of both outstanding efforts and quality in the required products.

Grades will be awarded on the following basis:

##### **Percentage of Points**

A = 90% to 100% of possible points  
B = 80% to 89% of possible points  
C = 70% to 79% of possible points  
D = 60% to 69% of possible points  
F = 59% and below of possible points

##### **Scale**

A= 450-405  
B= 404-360  
C= 359-315  
D= 314-270  
F= 269 and below

Evaluation for course grades will be computed according to the following formula:

TEST #1.....	100 points
TEST #2.....	100 points
TEST #3.....	100 points
Homework.....	<u>150 points</u>
Total.....	<b>450 points</b>

**GRADES WILL NOT BE POSTED. GRADES WILL NOT BE GIVEN OUT OVER THE PHONE OR VIA E-MAIL.**

## TENTATIVE SCHEDULE

### Introduction: What is Global Feminism?

WEEK 1

**Reading:** Uma Narayan (1997): "Contesting Cultures"  
**On Reserve in Library**

WEEK 2

**Reading:** Chapter 1: "Changing the Terms: Community Activism, Globalization, & Dilemmas of Transnational Feminist Praxis"

WEEK 3

**Reading:** Chapter 2: "Transnational Solidarity: Women's Agency, Structural Adjustment and Globalization"

WEEK 4

**Reading:** Chapter 3 "Women's Local and Translocal Responses"

### Organizing Across Borders

WEEK 5

**Reading:** Chapter 4: "Women to Women: Dissident Citizen Diplomacy in Nicaragua"

WEEK 6

**Reading:** Chapter 5: "From Mothers' Rights to Equal Rights: Post Soviet Grassroots Women's Associations"

WEEK 7

**Reading:** Chapter 6: "Las Mujeres Invisibles/The Invisible Women"

WEEK 8

**Reading:** Chapter 7: "Contesting Multiple Margins: Asian Indian Community Activism in the Early and Late Twentieth Century"

### Localizing Global Politics

WEEK 9

**Reading:** Chapter 8: "Transnational Organizing for Maquila Workers' in Central America"

WEEK 10

**Reading:** Chapter 9: "Context, Strategy, Ground: Rural Women Organizing to Confront Local/Global Economic Issues"

WEEK 11

**Reading:** Chapter 10: "Linking Local Efforts with Global Struggles: Trinidad's National Union of Domestic Employees"

WEEK 12

**Reading:** Chapter 11: "Women Activists in Mali: Global Discourse on Human

Rights”

WEEK 13

**Reading:** Chapter 12: “Activism in and Against the Transnational State: The Limits of Microcredit Transnational Feminism and USAID Activities in the US & Morocco”

WEEK 14

**Reading:** Chapter 13: “No Discrimination Whatsoever: Women’s Transnational Activism and the Evolution of EU Sex Equality Policy”

WEEK 15

**Reading:** Chapter 14: “Redefining Security: Okinawa Women’s Resistance to US Militarism”

# Request for a New Course

Valdosta State University

**Date of Submission:** January 3, 2008

**Department Initiating Request:** Women's and Gender Studies

**Faculty Member Requesting:** Tracy Woodard-Meyers

**Proposed New Course Prefix & Number:** WGST 3100

**See Course Designation Abbreviations in the Catalog for approved prefixes.**

**Proposed New Course Title:** Feminist Theory

**Proposed New Course Title Abbreviation (for Student Transcript)**

**Limited to 30 characters and spaces:** Feminist Theory

**Semester/Term/Year to be effective:**

Fall 2008

**Estimate Frequency of Course Offering:**

Fall and Spring Semester

**Indicate (by typing an 'X') if Course will be:**  Requirement for Major  Elective Course

**\*\*\*If this new course is to be included in the curriculum, be sure to initiate a Curriculum Change form.**

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

### **Proposed Course Description**

An examination of the development of feminist thought. Historical and contemporary feminist theoretical perspectives will be critically examined. Local and global perspectives on how race, ethnicity, class, nationality, and sexuality intersect with gender to shape women's situations and identities will also be addressed.

### **Justification (continue on back if necessary)**

Feminist theory aims to understand the nature of inequality and focuses on gender politics, power relations and sexuality. While generally providing a critique of social relations, much of feminist theory also focuses on analyzing gender inequality and the promotion of women's rights, interests, and issues. Because feminist theory is such an essential component in a Women's and Gender Studies program, we would like to have a course devoted to this topic.

**NOTE: ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.**

**Approvals:**

**RECEIVED**  
**JAN 18 2008**  
**OFFICE OF THE REGISTRAR**  
**VALDOSTA STATE UNIVERSITY**

Department Head(s) Tracy Woodard-Meyers Date 1/17/08

Dean(s)/Director(s) Linda Coonville Date 1/17/08

College Executive Committee Linda Coonville Date 1/15/08

Graduate Executive Committee \_\_\_\_\_ Date \_\_\_\_\_

Academic Committee \_\_\_\_\_ Date \_\_\_\_\_



## Feminist Theory WGST 3100

### COURSE DESCRIPTION:

An examination of the development of feminist thought. Historical and contemporary feminist theoretical perspectives will be critically examined. Local and global perspectives on how race, ethnicity, class, nationality, and sexuality intersect with gender to shape women's situations and identities will also be addressed

### COURSE OBJECTIVES:

1. Explore the development of feminist theory.
2. Analyze historical and contemporary feminist theoretical perspectives.
3. Analyze the differences among women and the intersecting identities and dominations that shape women's lives.
4. Analyze gender inequality and women's oppression in the United States and globally from feminist theoretical perspectives.
5. Analyze the relationship between feminist theory and women's movements in the United States and around the globe.
6. Recognize feminist theory as an intellectual tool by which one can build arguments to support particular demands for change.

### TEXT:

McCann, C. R. & Seung-Kyung, K. (Eds.). (2003). Feminist Theory Reader: Local and Global Perspectives. New York: Routledge.

### OFFICE HOURS:

I have identified five hours per week as "office hours." This is a time when students can expect me to be in my office and available to them. Please use this time to ask questions concerning assignments, grades, tests, your status in the class, etc. Although I will be in my office at other times, I may be busy with other tasks and not available for students. Your best time to see me is to utilize my office hours. If you can not visit during my office hours please call or e-mail me for an appointment.

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- (2) it is not acceptable to edit or paraphrase another's words and present the revised version as your own work;
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#### **ASSIGNMENTS AND EXPECTATIONS:**

##### **Exams: (100 points each)**

There will be **three required**, in class, examinations. These exams will not be comprehensive; also, there will be no exemptions. Exams will be based on the assigned readings and class lectures. The instructor will review the basic types of items which students can expect on these examinations. **ARRIVE ON TIME AS NO STUDENT WILL BE ALLOWED TO TAKE AN EXAM AFTER THE FIRST PERSON FINISHES.**

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Approximately 40% of your homework assignment grades will be based on **how** (organization of paper, spelling, punctuation, grammar, overall readability) you write your paper, with the remaining 60% based on **what** you write. The papers should be well structured and should demonstrate your ability to analyze the problems you are addressing. Please see attached format and grading guides for homework assignments.

**METHODS OF EVALUATION:**

In general, a course grade of "C" represents an acceptable level of work. A course grade of "B" represents a substantial effort and achievement. It is clearly a grade for the better than average product and effort. An "A" is awarded only in cases of both outstanding efforts and quality in the required products.

Grades will be awarded on the following basis:

**Percentage of Points**

A = 90% to 100% of possible points  
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F = 59% and below of possible points

**Scale**

A= 450-405  
B= 404-360  
C= 359-315  
D= 314-270  
F= 269 and below

Evaluation for course grades will be computed according to the following formula:

TEST #1.....100 points  
TEST #2.....100 points  
TEST #3.....100 points  
Homework.....150 points  
Total.....450 points

**GRADES WILL NOT BE POSTED. GRADES WILL NOT BE GIVEN OUT OVER THE PHONE OR VIA E-MAIL.**

## TENTATIVE SCHEDULE

<b>Week</b>	<b>Topic</b>	<b>Reading</b>
1	Feminist Theory: Local and Global Perspective	Introduction: pgs. 1-9
2, 3, & 4	Definitions and Movements	1-14: pgs. 12-145
5, 6, & 7	Theorizing Intersecting Identities Race and Nation Class Sexuality	15-28: pgs. 148-276
8, 9, & 10	Theorizing Feminist Agency and Politics Standpoints	29-33: pgs. 278-361
11, 12, & 13	Theorizing Feminist Agency and Politics Poststructuralist Theories	34-39: pgs. 364-436
14 & 15	Locations and Coalitions	40-43: pgs. 438-476

\*See attached pages for details of readings

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# Request for a New Course

## Valdosta State University

**Date of Submission:** January 3, 2008

**Department Initiating Request:** Women's and Gender Studies

**Faculty Member Requesting:** Tracy Woodard-Meyers

**Proposed New Course Prefix & Number:** WGST 4000

**See Course Designation Abbreviations in the Catalog for approved prefixes.**

**Proposed New Course Title:** Masculinity Studies

**Proposed New Course Title Abbreviation (for Student Transcript)**

**Limited to 30 characters and spaces:** Masculinity Studies

**Semester/Term/Year to be effective:**

Fall 2008

**Estimate Frequency of Course Offering:**

Annually

**Indicate (by typing an 'X') if Course will be:** \_\_Requirement for Major \_\_Elective Course

**\*\*\*If this new course is to be included in the curriculum, be sure to initiate a Curriculum Change form.**

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

### **Proposed Course Description**

An examination of the topic of masculinity in a variety of social arenas. This course explores the interconnectedness of masculinity to other relevant social constructs, with particular attention to the constructs of race, class, and sexuality. Topics will be approached from a social constructionist paradigm and will examine the social forces, processes and structures that create and sustain notions of masculinity and "manhood."

### **Justification (continue on back if necessary)**

The Women's and Gender Studies program focuses on gender as a fundamental category of social and cultural analysis. Gender—the social meaning of the distinction between the sexes—is critically explored, with particular attention to the ways that it intersects with class, race, ethnicity, nationality, and transnational movements. Masculinity studies, a relatively new field of study, is a correlate to or part of larger Women's and Gender Studies programs throughout the nation. Because masculinity studies is such an essential component of WGST programs, we would like to have a course devoted to this topic.

**NOTE: ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.**

**RECEIVED**  
**JAN 18 2008**  
**OFFICE OF THE REGISTRAR**  
**VALDOSTA STATE UNIVERSITY**

**Approvals:**

Department Head(s) Turney Date 1/11/08

Dean(s)/Director(s) Linda C. Caudill Date 1/15/08

College Executive Committee Linda C. Caudill Date 1/15/08

Graduate Executive Committee \_\_\_\_\_ Date \_\_\_\_\_

Academic Committee \_\_\_\_\_ Date \_\_\_\_\_



# Request for A Revised Course

Valdosta State University

RECEIVED  
JAN 18 2008  
OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

Date of Submission: January 7, 2008

Department Initiating Request: Women's & Gender Studies

Faculty Member Requesting Revision: Dr. Tracy Woodard-Meyers

Current Course Prefix and Number: WGST 4600 Current Credit Hours: 3

Current Course Title: Special Topics in Women's Studies

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective: Fall 2008

Estimate Frequency of Course Offering: Annually

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

For the following items, type an 'X' and complete only those items being revised.

Revised Course Prefix and Number:   
(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title: Special Topics in Women's and Gender Studies

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:  
Special Topics in WGST

Revised Total Contact Hours:

Revised Lecture Hours:  Revised Lab Hours:  Revised Credit Hours:   
Continue with Justification on the back if necessary. Approvals are to be noted on the back.

## Justification:

The program changed its name from Women's Studies to Women's and Gender Studies so the name of the course needs to be revised to reflect the current status of the program.

Approvals:

Department Head(s)  Date

Dean(s)/Director(s)  Date

College Executive Committee  Date

Graduate Executive Committee  Date

Academic Committee  Date

Valdosta State University  
**Request for Curriculum Change**

**RECEIVED**  
**JAN 18 2008**  
OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

Indicate area of change (by typing an 'X'):

\_\_\_\_\_ Core Curriculum (Area A, B, C, D, E, F)

\_\_\_\_\_ Senior Curriculum

\_\_\_\_\_ Graduate Program

X \_\_\_\_\_ Other: Minor Requirements \_\_\_\_\_ Current Catalog page number 175

Effective Date for Curriculum Change August \_\_\_\_\_ 2008 \_\_\_\_\_  
Month Year

Degree & Program Name (e.g., BFA, Art) Women's and Gender Studies Program

Present Requirements or Present Outcomes & Assessment (Include latter only if changes are to be made):

The Minor in Women's and Gender Studies.....	15 hours
WGST 3000, WGST 4400.....	6 hours
Elective courses.....	9 hours
No more than two courses from the same department may be taken to satisfy the requirements of the minor	
WGST/HIST 3010	WGST/HIST 3020
WGST/HIST 4261	WGST/HIST 4262
WGST/HIST 4270	WGST/HIST 4280
WGST/REL 3600	WGST/SPAN 4220
WGST/NURS/NUTR 3030	WGST 4600
WGST 4500	ARTH 4130
FREN 3610	FREN 4900
HONS 3990	HONS 4000
NURS 3130	NURS 3211
NURS 4122	SPAN 4900
POLS 4850	PSYC 3710
SOCI 4100	SOCI 4680
SOCI 4900	SOCI 4800 (Domestic Violence)

Proposed Requirements or Proposed Outcomes & Assessments (Show changes in **BOLD**):

The Minor in Women's and Gender Studies.....15 hours

**Required Courses:** WGST 3000, **WGST 3100**, WGST 4400.....**9** hours

Elective Courses.....**6** hours

**Choose 9 hours from the following courses:**

ARTH 4130

WGST/ENGL 3330

WGST/HIST 3010

WGST/HIST 3020

WGST/HIST 4261

WGST/HIST 4262

WGST/HIST 4270

WGST/HIST 4280

FREN 3610

GRMN 4420

WGST/SPAN 4220

WGST/REL 3600

PSYC 3710

SOCI 4100

SOCI 4680

SOCI 4800/4810 (Domestic Violence, **Human Sexuality**)

**WGST 4000**

**WGST 4300**

WGST 4500

WGST 4600

121-

## Justification

### **Justification for Increasing Required Course Hours:**

By increasing the hours of the required courses students will be required to take a feminist theory course. Currently, theory is taught in various courses in a "piece meal" fashion and as a result students are not able to truly comprehend feminist epistemology. Making theory a required course will provide the theoretical background students need to fully comprehend and analyze Women's and Gender Studies. To keep the required hours for the minor at 15, the requirement for elective courses was changed from 9 to 6.

### **Justification for Removing Elective Courses:**

The following Special Topic courses were removed as WGST electives because course content does not always pertain to Women and Gender Studies issues:

ENGL 4300  
PHIL 4800  
POLS 4850  
PSYC 4500  
SOCL 4900

The following Capstone Seminar course was removed as WGST electives because course content does not always pertain to Women and Gender Studies issues and a Capstone course needs to be taught in the WGST program:

HONS 3990

The following Independent Study and Senior Seminar/Project courses were removed as WGST electives because course content does not always pertain to Women and Gender Studies issues and these types of courses need to be taught in the WGST program:

HONS 4000  
HONS 4990  
FREN 4900  
SPAN 4900

The following Nursing courses were removed as WGST electives because course content does not pertain to Women and Gender Studies issues and the courses are only available to those students who have been admitted to the Nursing Program:

NURS 3130  
NURS 3211  
NURS 4122  
NURS 4112

WGST/NURS/NURS 3030 is being deactivated by the Nursing program and needs to be removed as an elective course

### **Justification for Adding Course:**

SOCL 4800/4810 (Human Sexuality) was added as an elective because the WGST program focuses on gender and sexuality as fundamental categories of social and cultural analysis. Sexuality—sexual identities, discourses, and institutions—are critically explored, with particular attention to the ways that they intersect with class, race, ethnicity, nationality, and transnational movements. The addition of this course allows our students to analyze human sexuality through this feminist lens.

Approvals:

*Allen F. Anderson* 01/17/08

Department Head *Tracy Woodard-Meyers*

Date *1/17/08*

Dean (s)/Director(s) *Linda Cresswell*

Date *1/17/08*

College Executive Committee *Linda Cresswell*

Date *1/15/08*

Graduate Executive Committee \_\_\_\_\_

Date \_\_\_\_\_

Academic Committee \_\_\_\_\_

Date \_\_\_\_\_

Valdosta State University  
**Request for Curriculum Change**

**RECEIVED**  
 'JAN 1 6 2008'  
 OFFICE OF THE REGISTRAR  
 VALDOSTA STATE

Indicate area of change (by typing an 'X'):

Core Curriculum (Area A,B,C,D,E,F):

Senior Curriculum

Graduate Program

Other ESOL Endorsement

Current Catalog page number

Pages 121-122, 100, 472

Effective Date for Curriculum change August

2008

Degree & Program Name ESOL

English to Speakers of Other Languages (ESOL) Endorsement

(e.g., BFA, Art)

**Present Requirements or Present Outcomes & Assessments**

(Include the latter only if changes are to be made)

Delete the following language from page 121-122 of the Undergraduate Catalog:

**ESOL ENDORSEMENT**

The English to Speakers of Other Languages (ESOL) Endorsement provides credentials to teach English as a second Language in Georgia. An ESOL endorsement can be pursued by undergraduate or graduate students working toward possessing certification in a teaching field (T-4 certification) or in speech and language pathology or by students working toward possession certification in school counseling, provided that a teaching field has been established. Students add the ESOL endorsement by completing the following courses: LING 4000/ ENGL 6000 (Elements of Linguistics), LING 4160 / ENGL 6000 (Sociolinguistics), and FLED 4600/6800 (Methods and Materials for Teaching ESOL).

University Course Designation Abbreviations

ENSL English for International Students

FIN Finance

INDEX

English Language Proficiency.....74

Enrollment at Other Institutions.....92

**Proposed Requirements or Proposed Outcomes & Assessments**

(Show changes in BOLD)

The following language should appear as a stand alone item in the Undergraduate Catalog on page 126:

**ENGLISH TO SPEAKERS OF OTHER LANGUAGES  
(ESOL) ENDORSEMENT**

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

Dr. Victoria Soady, Head, Department of Modern and  
 Classical Languages  
 Room 128, West Hall

The English to Speakers of Other Languages (ESOL) endorsement provides credentials to teach English as a second Language in Georgia. An ESOL endorsement can be pursued by undergraduate or graduate students working toward or possessing certification in any teaching field or in the service field of Communication Disorders (Speech and Language Pathology). An individual in any other service field or in the leadership field must have established a teaching field in order to pursue the ESOL endorsement. An individual with a Permit in Foreign Language is also eligible to add the ESOL endorsement.

**Requirements for the ESOL Endorsement**

ESOL 4010 Applied Linguistics for ESOL Teachers....3 hours  
 ESOL 4020 Cultural Perspectives for ESOL Teachers...3 hours  
 ESOL 4030 Methods and Materials for Teaching ESOL.3 hours

**Total Required for the Endorsement.....9 hours**

University Course Designation Abbreviations

ENSL English for International Students

**ESOL English to Speakers of Other Languages  
 Endorsement**

FIN Finance

INDEX

English Language Proficiency.....74

**English to Speakers of Other Languages  
 Endorsement.....126**

Enrollment at Other Institutions.....92

continue on the back if necessary

**Justification**

This request for curriculum change was approved in the late spring/early summer of 2007 by Academic Committee (the original justification appears below). This request for curriculum change is being resubmitted because more detailed language has been provided (at the request of the College of Education) on who is eligible to pursue the ESOL endorsement.

**Original Justification:**

Two new courses, ESOL 4010 and 4020, are now being introduced to replace LING 4000 and LING 4160 as courses that satisfy the ESOL endorsement. FLED 4600 has been renumbered to ESOL 4030 to follow in sequence.

Note: LING 4000 and LING 4160 are NOT being removed from the course bank, but they will no longer be deemed to satisfy the ESOL endorsement.

continue on the back if necessary

Approvals are to be noted on the back.

**Approvals:**

Department Head(s)	<i>M. Smith</i>	Date	<i>1-15-08</i>
Department Head(s)	<i>AW Somby</i>	Date	<i>1-15-08</i>
Dean(s)/Director(s)	<i>Linda Colendello</i>	Date	<i>1/15/08</i>
College Executive Committee	<i>Linda Colendello</i>	Date	<i>1/15/08</i>
Graduate Executive Committee		Date	
Academic Committee		Date	



# Request for Curriculum Change **RECEIVED**

Indicate area of change (by typing an 'X'):

JAN 18 2008

- Core Curriculum (Area A,B,C,D,E,F) :
- Senior Curriculum
- Graduate Program
- Other

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

Pages 26, 35, 289

ESOL Endorsement

Current Catalog page number

Effective Date for Curriculum change

August

2008

(month)

(year)

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

ESOL

English to Speakers of Other Languages (ESOL) Endorsement

**Present Requirements or Present Outcomes & Assessments**

(Include the latter only if changes are to be made)

Delete the following language from page 26 of the Graduate Catalog:

**ESOL CERTIFICATION**

The English to Speakers of Other Languages (ESOL) Endorsement provides credentials to teach English as a second Language in Georgia. An ESOL endorsement can be pursued by undergraduate or graduate students working toward possessing certification in a teaching field (T-4 certification) or in speech and language pathology or by students working toward possession certification in school counseling, provided that a teaching field has been established. Students add the ESOL endorsement by completing the following courses: LING 4000 / ENGL 6000 (Elements of Linguistics), LING 4160 / ENGL 6000 (Sociolinguistics), and FLED 4600/6800 (Methods and Materials for Teaching ESOL).

Delete the following language from page 35 of the Graduate Catalog:

**ENDORSEMENT IN ENGLISH AS A SECOND LANGUAGE**

This endorsement is intended for certified teachers whose students in grades P-12 are non-native speakers of English. The applicant must possess a professional certificate at the bachelors or higher certification level in a teaching field, or in the service field of school counselor (provided that a teaching field prerequisite has been established) or speech and language pathology.

**Requirements for the Endorsement in English as a Second Language**

ENGL 6000 Graduate Option: Intro. To Linguistics.....3 hours  
ENGL 6000 Graduate Option: Sociolinguistics .....3 hours  
FLED 6800 Methods and Materials for Teaching ESOL.....3 hours

**Total Required for the Endorsement.....9 hours**

**INDEX**

English to Speakers of Other Languages Endorsement....26, 35

**Proposed Requirements or Proposed Outcomes & Assessments**

(Show changes in BOLD)

The following language should appear just once in the Graduate Catalog as a stand alone item on page 30:

**ENGLISH TO SPEAKERS OF OTHER LANGUAGES (ESOL) ENDORSEMENT**

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

Dr. Victoria Soady, Head, Department of Modern and Classical Languages  
Room 128, West Hall

The English to Speakers of Other Languages (ESOL) endorsement provides credentials to teach English as a second Language in Georgia. An ESOL endorsement can be pursued by undergraduate or graduate students working toward or possessing certification in any teaching field or in the service field of Communication Disorders (Speech and Language Pathology). An individual in any other service field or in the leadership field must have established a teaching field in order to pursue the ESOL endorsement. An individual with a Permit in Foreign Language is also eligible to add the ESOL endorsement.

**Requirements for the ESOL Endorsement**

ESOL 6010 Applied Linguistics for ESOL Teachers.....3 hours  
ESOL 6020 Cultural Perspectives for ESOL Teachers ..... 3 hours  
ESOL 6030 Methods and Materials for Teaching ESOL .....3 hours

**Total Required for the Endorsement.....9 hours**

**INDEX**

English to Speakers of Other Languages Endorsement.....30

**Justification**

This request for curriculum change was approved in the late spring/early summer of 2007 by Academic Committee (the original justification appears below). This request for curriculum change is being resubmitted because more detailed language has been provided (at the request of the College of Education) on who is eligible to pursue the ESOL endorsement.

**Original Justification:**

Two new courses, ESOL 6010 and 6020, are now being introduced to replace ENGL 6000 as courses that satisfy the ESOL endorsement. FLED 6800 has been renumbered to ESOL 6030 to follow in sequence. Furthermore, this curriculum change eliminates repetitive language in the Graduate Catalog.

continue on the back if necessary

Approvals are to be noted on the back.

**Approvals:**

Department Head(s)	<input type="text" value="M. Smith"/>	Date	<input type="text" value="1-15-08"/>
Department Head(s)	<input type="text" value="A. Soudy"/>	Date	<input type="text" value="1-15-08"/>
Dean(s) / Director(s)	<input type="text" value="Linda Colendello"/>	Date	<input type="text" value="1/15/08"/>
College Executive Committee	<input type="text" value="Linda Colendello"/>	Date	<input type="text" value="1/15/08"/>
Graduate Executive Committee	<input type="text"/>	Date	<input type="text"/>
Academic Committee	<input type="text"/>	Date	<input type="text"/>




**VALDOSTA**  
**STATE**  
**UNIVERSITY**

*Building for Our Next Century*  
1906-2006

Memorandum

To: Linda Calendrillo  
Dean, College of Arts & Sciences

From: Robert Gannon   
Department Head, Biology

Subject: BA Biology

Date: Dec 3, 2007

Please find attached a Letter of Intent to offer the BA Biology degree here at VSU.

*Approved*  
*Linda Calendrillo*  
*12/4/07*

*Reviewed by CAS Exec. Committee*  
*12/4/07*

**Department of Biology**  
*College of Arts and Sciences*

**Address** 1500 N. Patterson St. • Valdosta, GA 31698-0015  
**Phone** 229.333.5759 • **Fax** 229.245.6585

A Regional University of the University System of Georgia & an Equal Opportunity institution

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## Letter of Intent

<b>Institution</b>	Valdosta State University	<b>Date</b>	December 3, 2007
<b>School/Division</b>	College of Arts and Sciences	<b>Department</b>	Biology
<b>Degree</b>	Bachelor of Arts	<b>Major CIP Code</b>	26.0101
<b>Starting Date</b>	Fall 2009		

### Institutional Mission

**1. Does this program further the mission of your institution?**

Yes. The new degree will help achieve part of the mission of VSU as we "prepare our students to meet global opportunities and challenges through excellence in teaching and learning".

**2. Will the proposed program require a significant alteration of the institutional mission?**

No. The BA Biology degree will offer an additional choice to existing and new biology majors and is consistent with the institutional mission.

**3. Will the program require the addition of a new organizational unit to the institution (e.g., college, school, division, or department)?**

No. The BA Biology degree will be housed in the Department of Biology.

**4. Is it likely that a SACS visit for substantive change will be necessary?**

No.

**5. How does the proposed program help meet the priorities/goals of your strategic plan?**

VSU has recently implemented a new strategic planning process and has implemented the following five goals, many of which this proposed program would enhance, including the following:

*Goal 1. Enrollment & Retention. Intentionally grow undergraduate and graduate enrollment (to 12,000 over the next 5 years) through additional new students and increased retention and graduation rates of existing students.*

The BA Biology degree will offer an additional choice of a science degree to prospective students who may not be attracted to the BS Biology degree. In addition, the design of the BA Biology degree is such that it will maximize course selection by the students and will enhance the retention and graduation rate of students.

The BA Biology degree will also allow students who are unable to complete certain requirements of the BS Biology degree to switch to the BA Biology degree and then graduate. This new degree is expected to increase graduation rates.

*Goal 3. Academic Programs. Develop programs in health-related professions; while continuing to offer, identify and develop programs which prepare students to be responsible, thoughtful and productive citizens.*

It can be argued that the BA Biology degree is related to the health professions. This degree is better suited for those students who wish to pursue advanced degrees in the allied health professions than the BS Biology degree.

**6. Will this proposal require an addition or change in your institution's strategic plan?**

No

**7. Will the program require an increase in state appropriation within the next five years?**

This new degree will only require an increase in state appropriation to match increases in undergraduate enrollment by biology majors.

**8. If this is a baccalaureate program, will you be asking for an exception to the 120 hour expectation or to the core curriculum?**

No.

**9. Are there program delivery formats that will be new or different for your institution?**

No.

## Need

**Provide a brief justification for why the state needs graduates from this program and for why the University System needs this program. Give a brief justification for why your institution should offer the program.**

The BA Biology degree will help meet the scientific and educational needs of the future workforce in Georgia. The BA Biology degree is substantially different from the existing BS Biology degree in that it allows for greater flexibility in choosing the courses for the degree. This allows students to better tailor their educational needs with future career plans. VSU needs this new degree program due to the rapid growth in the number of students enrolling as biology majors at VSU.

**If the program is applied or professional in nature, describe the kind of data you will use to support the need for the program.**

N/A

**Provide a brief description of whether and why students will enroll in the program. What kinds of data do you intend to use to show student demand for the program?**

Biology majors will enroll in this program if they do not intend to pursue doctoral programs in science or if they do not intend to pursue medical or dental school. This program is better suited for those students who wish to pursue careers in allied health, as public school teachers, or other fields that do not require an extensive background in chemistry and physics. We will track the number of students who enter this program after they have declared an interest to major in biology.

## Students

**Estimate the number of students who will graduate annually from the program in the steady state. What percentage will likely be from existing programs? Which programs will the students come from?**

Approximately 40 students will graduate from this program in the first cohort. There has not been a steady state in biology enrollments for the last seven years as enrollment continues to climb each year by as much as 15 %. Approximately half of the biology majors will choose the BA Biology and the other half the BS Biology. Many of the new students in the BA Biology program will come from the substantial number of undecided majors already at VSU. It is expected that the BA Biology degree will be more attractive to undecided majors than the BS Biology degree.

## Budget

- 1. Estimate the steady-state cost of the program (in current dollars) and indicate the percentages from reallocation, student fees, grants, and outside dollars.**

The cost of this program will be determined by the amount of student growth. There will not be any additional costs beyond that required to accommodate increases in undergraduate enrollment by biology majors.

The existing lab fee structure will cover the cost of supplies.

- 2. Estimate start-up costs for the program and indicate possible fund sources**

The start-up costs of the program are minimal (only advertising).

## Facilities

**If additional facilities are needed, how they will be acquired.**

Only renovations to rooms existing in the Hugh Bailey Science Center will be needed.

## Curriculum and Delivery

- 1. Are there special characteristics of the curriculum (as compared to similar programs)?**

No.

- 2. Will the program require new or special student services?**

No.

- 3. Will the program be attractive to underserved populations?**

Yes. The BS Biology degree program offered by the Department of Biology has a very successful track record of attracting underserved populations. There is every reason to expect that this accomplishment will continue with the addition of a BA Biology degree.

## Collaboration

**It should be noted here that efficient use of state resources is an essential ingredient in new program approval. If there is any doubt about how you will address the questions below, a conference is recommended.**

**1. If there are similar programs in your service area, how will the proposed program affect them?**

According to the USG website, only Columbus State University, the University of West Georgia, and Georgia Southern University offer the BA Biology degree. Those schools are not in our service area.

**2. Do you plan a collaborative arrangement with another institution or entity?**

Not at this time.

## Other

**Are there other elements of the proposed program that might give the staff greater insight into the overall value of this program to the University System strategic plan?**

Degree programs need to be as flexible as possible while still achieving their educational goals in order to increase graduation rates. The BA Biology will achieve this goal.



Valdosta State University  
**Request for Curriculum Change**

Indicate area of change (by typing an 'X'):

\_\_\_\_\_ Core Curriculum (Area A, B, C, D, E, F)

\_\_\_\_\_ Senior Curriculum

\_\_\_\_\_ Graduate Program

X  Other:  Minor in Environmental Geosciences  Current Catalog page number  164

Effective Date for Curriculum Change  Jan.   2008   
Month Year

Degree & Program Name (e.g., BFA, Art) \_\_\_\_\_

Present Requirements or Present Outcomes & Assessment (Include latter only if changes are to be made):

Minor in Environmental Geosciences	15-17 hours
Area F Courses	0-8 hours
GEOG 1112, if not taken in Area D	0-4 hours
GEOG 1113, if not taken in Area D	0-4 hours
Upper Division Courses	9-15 hours
GEOG 3010, GEOG 3051, GEOG 3100, GEOG 3150, GEOG 3210, GEOG 3300, GEOG 3310, GEOG 3320, GEOG 4700	

Proposed Requirements or Proposed Outcomes & Assessments (Show changes in **BOLD**):

Minor in Environmental Geosciences	15-17 hours
Area F Courses	0-8 hours
GEOG 1112, if not taken in Area D	0-4 hours
GEOG 1113, if not taken in Area D	0-4 hours
Upper Division Courses	9-15 hours
<b>At least 9 hours of GEOG at the 3000-level or higher</b>	

Justification

There is a wide range of upper-level geography classes available beside those listed in the previous curriculum. In addition, those classes were offered infrequently which has created difficulty for students to arrange their schedule to participate in those classes and to complete the minor in a reasonable amount of time. This change allows students to choose from a broader range of classes, which will allow students to select a set of classes more specific to their academic objectives, and enable them to complete the minor in a more timely manner.

Approvals:

Department Head	<u>Edward E. Chateau</u>	Date	<u>12/04/07</u>
Dean (s)/Director(s)	<u>Linda Coe</u>	Date	<u>12/4/07</u>
College Executive Committee	<u>Linda Coe</u>	Date	<u>12/4/07</u>
Graduate Executive Committee	_____	Date	_____
Academic Committee	_____	Date	_____

# Request for a New Course

Valdosta State University

**Date of Submission:** November 1, 2007

**Department Initiating Request:** Honors Department

**Faculty Member Requesting:** Cheri Tillman & Ofelia Nikolova

**Proposed New Course Prefix & Number:** Pers 2730H

See Course Designation Abbreviations in the Catalog for approved prefixes.

**Proposed New Course Title:** Honors Internet Technology

**Proposed New Course Title Abbreviation (for Student Transcript)**

Limited to 30 characters and spaces:

Honors Internet Technology

**Semester/Term/Year to be effective:**

Spring 2008

**Estimate Frequency of Course Offering:**

Annually

**Indicate (by typing an 'X') if Course will be:** \_\_Requirement for Major X Elective Course

\*\*\*If this new course is to be included in the curriculum, be sure to initiate a Curriculum Change form.

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

**Proposed Course Description**

An enhanced introduction to networking concepts, the Internet, and the World Wide Web including regional and global applications. Students will work with FTP, telnet, email Usenet, listservs, and internet-based electronic bulletin boards, search strategies, streaming video and web page construction. A seminar approach will be used to explore the world of work from a technological and philosophical perspective.

**Justification (continue on back if necessary)**

VSU's Honors Program and its Perspectives courses share a common interdisciplinary learning interest. Area B of the core curriculum only offers two Honors Perspectives courses (2170H Human Nature/Human Expression and 2315H Honors Narrative and Identity). This course will expand Area 7, Perspectives in the World of Work, of the Perspectives Curriculum by offering more options to our honors students in order to fulfill Area B requirements. The main differences between Pers 2730 and Pers 2730H is that the Honors students will create additional web pages about the Honors Program, academic work pages, and produce an Honors video (or another type of media) that will possibly be used during orientation. In his work, Joseph Renzulli writes about creating finished products which have potential for real life consumers as the ultimate route for boosting creativity and providing one of the best experiences for gifted and talented students. This Honors class will encourage student creativity and new ideas.

**NOTE: ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.**

## **VSU GENERAL EDUCATION OUTCOMES**

3. Students will use computer and information technology when appropriate.

Assessment: Students will demonstrate knowledge of computer concepts, terminology, basic working knowledge of a computer operating system, and be able to find information using computer searching tools by creating an electronic portfolio.

4. Students will express themselves clearly, logically, and precisely in writing and in speaking, and they will demonstrate competence in reading and listening.

Assessment: Students will display the ability to write coherently in the various pages of the Electronic Portfolio; to speak well during class presentations; to read, to understand, and to interpret the content of written materials in the pages of the Electronic Portfolio.

7. Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written, and visual materials.

Assessment: Students will be skilled in inquiry, logical reasoning, and critical analysis. They will be able to acquire and evaluate relevant information, analyze arguments, synthesize facts and information, and offer logical arguments leading to creative solutions to problems. These core components will be developed during the entire course through creating the Electronic Portfolio, producing a video, writing a resume, and etc.

**Approvals:**

Department Head(s) Oferon R. Nadeau Date 11-12-07

Dean(s)/Director(s) Trina C. Caudillo Date 12/4/07

College Executive Committee Trina Caudillo Date 12/4/07

Graduate Executive Committee \_\_\_\_\_ Date \_\_\_\_\_

Academic Committee \_\_\_\_\_ Date \_\_\_\_\_

## Course Template Sheet for a VSU Perspective Course

Please fill out the areas below, expanding the document as much as necessary. When completely filled out, please return this document along with a tentative syllabus/course outline to the OASIS Department, UC 1116, Attention Dr. Tillman.

1. Perspectives Category: Perspectives on the World of Work
2. Perspectives Area (1-7): 7
3. Full Course Title: Honors Internet Technology
4. Course Developers (must be at least two, form at least two different disciplines. If of the same department, please list the appropriate disciplines):

Dr. Cheri Tillman, Center for Advising and First Year Programs  
Dr. Ofelia Nikolova, Honors Program  
Dr. Jim Peterson, Political Science

5. What are the interdisciplinary aspects of this course that make it appropriate for a PERS listing as opposed to a departmental elective course?

This course will investigate the world of work from a computer technology perspective and a philosophical perspective. It will use the disciplinary traditions and perspectives of philosophy to examine regional and global connections of using the Internet, principles of critical reasoning, appraisals and analyses of basic beliefs and attitudes in the work and Internet environments, and examine ethical issues in the environments. It will address ethical issues related to information gathering and the right to privacy.

6. What are the objectives of the course (i.e., what do you want the students to get out of it)?

Each student will:

1. Construct an electronic portfolio containing a resume, co-curricular transcript, goals, courses completed, writing samples, PowerPoint presentation, a picture gallery, an honors page, and an academic page.
2. Conduct research using the World Wide Web and VSU's Galileo.
3. Develop an understanding of basic computer concepts including operating systems, hardware, and software.
4. Use the internet for video and chat conferencing.
5. Produce a video/presentation about the Honors Program.
6. Understand the importance of acceptable use policies, passwords, firewalls, virus protection programs, and constant vigilance while online.

7. Suggest some appropriate ways of determining whether the students have met those particular objectives:

1. *Construct an electronic portfolio containing a resume, co-curricular transcript, goals, courses completed, writing samples, PowerPoint presentation, a picture gallery, an honors page, and an academic page.* Each page of the electronic portfolio will be graded.
  2. *Conduct research using the World Wide Web and VSU's Galileo.* Students will be tested.
  3. *Develop an understanding of basic computer concepts including operating systems, hardware, and software.* Students will be tested to determine their understanding.
  4. *Use the internet for video streaming and chat conferencing.* Students will present a class presentation.
  5. *Produce a video/presentation about the Honors Program.* Students will produce a presentation to be loaded to the Internet.
  6. *Understand the importance of acceptable use policies, passwords, firewalls, virus protection programs, and constant vigilance while online.* Students will be tested to determine their understanding.
8. What are your suggestions as to how participating departments (or PERS) might evaluate the quality of an interdisciplinary course such as this one?

Departments will distribute and examine student evaluations for the instructors, informal student feedback, and general student interest. Instructors associated with the course will discuss successful pedagogical strategies and issues, as well as ideas to enhance the effectiveness of the course in reaching its objectives.

9. All core courses must incorporate at least three of the following: (A) critical thinking skills; (B) use of computer and information technology; (C) oral communication skills; (D) written communication skills. Indicate which you feel are appropriate for this course and how they might be incorporated.

Critical thinking skills will be developed in this course through the use of networking concepts, web-page construction, and web search strategies. Different needs for different users will be met in a web page construction which represents a real world problem.

The use of a computer and information technology is an integral part of this course. This course cannot be taught without both computers and Internet technology, since it is a course geared for the teaching of the basics of the Internet.

Oral communication will be demonstrated through class presentations and a student produced video about the Honors Program.

Written communication will be used in the various web pages and reports on various aspects of the Internet.

10. Describe general topics which you feel would be appropriate for inclusion in the course. Note that future instructors may have areas of expertise that differ from those of the original course developers; a topics list (and the course catalog description) should suggest a framework for the course but should not exclude the potential contributions of those with a different interdisciplinary "perspective".

Topics could include: web page construction, resume development, co-curricular transcript development, writing samples, PowerPoint, research using the World Wide Web and VSU's Galileo, basic computer, streaming video, Skype, and computer protection.

11. What other Perspectives courses present topics that might overlap with the material listed above? This question is asked to suggest other kinds of interdisciplinary interactions, not to preclude the development of any particular course.

There is not another Honors course that will overlap with the content. The Perspectives 2730 will have overlapping content with the Perspectives 2730H. The honors section will have additional assignments that relate specifically to the Honors Program.

12. Are you aware of other courses elsewhere in the VSU catalog that cover the same territory as your proposed course? If so, what are they and how does your course differ?

There is not another Honors course that covers the same information. There are courses that cover some of the computer applications such as CS 1000 and ACED 2000. This course will not go into the depth of information as the CS 1000 course does as related to hardware and software terminology, word processing, spreadsheets, the operating systems, and trends with computers. The ACED course focuses on keyboarding skills which this course does not.

13. Date submitted: 11-3-07

14. Signatures:

Chris Timman  
Developer

James H. Peterson  
Developer

Cherise R. Nikolay  
Developer

\_\_\_\_\_  
Developer

15. Date Received: 11-3-07

16. Signature of Reviewer: C. Timman



# PERSPECTIVES 2730H

## HONORS INTERNET TECHNOLOGY



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**Professor: Dr. Cheri Tillman**

**Office: 229-245-2493**

**Office Location: University Center, Room 1116**

**Office Hours: Monday/Wednesday 8:30-9:00 am and 10:00-11:00 am, Tuesday/ Thursday 10:00 - 11:00 am, and by appointment**

**Course Description:** An enhanced introduction to networking concepts, the Internet, and the World Wide Web including regional and global applications. Students will work with FTP, telnet, email Usenet, listservs, and internet-based electronic bulletin boards, search strategies, streaming video and web page construction. A seminar approach will be used to explore the world of work from a technological and philosophical perspective.

**Course Goals:** As a college student, you have probably spent quite a few hours on the Internet even if you don't own a computer. In 1999, over 90% of U.S. college students had access to the Internet, and 80% of graduating college students used it to search for a job or research a prospective employer. It's time to set aside all of the hype about how the Internet is changing everything - the ability of the Internet to transform our lives is a given. Now we need to get down to the serious business of really putting the Internet to work for us. The primary objective of this course is to make the internet work for you. As a tool, the internet is an invaluable resource. You can use your homepage as an electronic portfolio to market your skills and abilities. In addition, you can use the internet to conduct in-depth research for term papers or just to satisfy your own curiosity about a particular subject. Finally, the internet offers an unparalleled form of written, audio, and visual communication that spans the globe.

Each student will:

1. Construct an electronic portfolio containing a resume, co-curricular transcript, goals, courses completed, writing samples, PowerPoint presentation, a picture gallery, an honors page, and an academic page.
2. Conduct research using the World Wide Web and the VSU's Galileo.
3. Develop an understanding of basic computer concepts including operating systems, hardware, and software.

4. Understand the importance of acceptable use policies, passwords, firewalls, virus protection programs, and constant vigilance while online.
5. Use the internet for video streaming and chat conferencing.
6. Produce a video/presentation about the Honors Program.

**Course Requirements:**

- **General:** The basic requirements of this course include a mid-term exam, a final exam, development of an electronic portfolio, class presentation, attendance and an Honors video presentation. Attendance is very important to your success (*90% of success is just showing up*). Class attendance is required. You are allowed two absences during the semester. Three absences will cause the final grade to be dropped 10 points. Four absences will result in the drop of 20 points. Anyone having over four absences will fail the course. Please note: two tardy class arrivals will count as one absence. Class assignments must be completed on time. *No work will be accepted late without prior approval from the professor. If you miss a test because you are sick or due to an emergency, I will need documentation in order for you to make-up the exam/presentation.*
- **Special Needs:** Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in room 1115 Nevins Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).
- **Code of Conduct:** I expect every student to do his or her own work. Violations of the student code regarding honesty and plagiarism will result in an automatic "F" in the course. I encourage you to form study groups and support each other in legitimate collaboration.
- **Problems:** Anyone experiencing problems with exams, note taking, or anything else of a course-related nature is encouraged to consult with me during office hours. If illness or family related problems keep you from class for an extended period, the proper procedure is to inform Student Affairs (333-5941) who will, in turn, inform all of your instructors.
- **Overall Grade:** Grades for each component of the overall course will be computed based on a 100-point scale. These components will then be added together with the appropriate weighting to each to calculate the final course grade. The following scale will be used to decide the letter grade for the course:

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

### Required Textbook and Materials:

Access to Internet (Internet Explorer 6.0 or Netscape 4.73) – additional links will be provided in class. I recommend that you purchase a 64 MB USB flash drive.

ASSIGNMENT	POSSIBLE POINTS
Electronic Portfolio	40 points
Midterm Examination	10 points
Final Examination /Presentation	20 points
PowerPoint	10 points
Honors Video	20 points
<b>Total</b>	<b>100 points</b>

Save pages as:

- Portfolio index page (index.htm)
- Resume (resume.htm)
- Writing Sample (writing.htm)
- Co-Curricular Transcript (curricular.htm)
- Academic Goals (goals.htm)
- Courses Completed (courses.htm)
- PowerPoint (presentation.ppt)
- Academic Page (academic.htm)
- Honors Page (honors.htm)

[Index Page Sample](#)

[Co-Curricular Transcript](#)

[FrontPage Tutorial 1](#)

[FrontPage Tutorial 2](#)

[Learn the Internet](#)

[itools.com](#)

[VSU Home Page](#)

[Dr. Tillman's Home Page](#)

# Request for A New Course

Valdosta State University

**Date of Submission:** 4 December 2007

**Department Initiating Request:** Department of Political Science

**Faculty Member Requesting:** Dr. Christina Suthammanont

**Proposed New Course Prefix & Number:** POLS 3280

See Course Designation Abbreviations in the Catalog for approved prefixes.

**Proposed New Course Title:** Race, Ethnicity, and Politics

**Proposed New Course Title Abbreviation (for Student Transcript)**

Limited to 30 characters and spaces: Race, Ethnicity, and Politics

**Semester/Term/Year to be effective:** Fall 2008

**Estimate Frequency of Course Offering:** Once every two years.

**Indicate (by typing an 'X') if Course will be:** \_\_\_ Requirement for Major     Elective Course

\*\*\*If this new course is to be included in the curriculum, be sure to initiate a Curriculum Change form.

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

### Proposed Course Description

A consideration of the interaction of race, ethnicity, and politics in the United States. Students will learn various conceptualizations of race and ethnicity and the relevant issues that arise in a pluralistic society. Students will also learn the political implications of such conceptualizations and issues as well as the integral role of politics in addressing race- and ethnic-related issues. Major policy issues and debates are introduced within both historical and contemporary contexts.

### Justification (continue on back if necessary)

Some assert the study of race and ethnicity is important due to the increasing diversity in the United States. Others claim the study of race and ethnicity is important because it reaffirms democratic values. Still more claim that racial and ethnic divisions, as a common source of social turmoil, render study of the topic important. For all of these reasons, evaluating race and ethnicity in the political realm is particularly important because the root of each of these claims is the political system. Put another way, resolutions to the issues and dilemmas that arise as a result of racial and ethnic diversity are necessarily sought in the political arena.

**NOTE: ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.**

Thus, a course on race, ethnicity, and politics allows students to learn about the integral role of politics in addressing race- and ethnic-related issues.

Approvals:

Department Head(s)  Date

Dean(s)/Director(s)  Date

College Executive Committee  Date

Graduate Executive Committee  Date

Academic Committee  Date

# RACE, ETHNICITY, AND POLITICS

## POLS 3280

Fall 2008

Instructor: Dr. Christina Suthammanont  
E-mail: [csuthammanont@valdosta.edu](mailto:csuthammanont@valdosta.edu)  
Web: [www.csuth.com](http://www.csuth.com)

Phone: 229.219.1357  
Office #: West Hall 240  
Office Hours: MW TBA; or by appointment

Course Overview: This course introduces students to a wide array of theories, perspectives, and issues related to race and ethnicity and politics in the United States. Broadly stated, some assert that questions of race and ethnicity are important due to the increasing diversity of the U.S. population; and this is true. Others claim that addressing the issues of particular relevance to racial and ethnic groups is important for the affirmation of democratic values in a free and just society; and this, also, is true. Still more argue that racial and ethnic divisions, as a common source of social turmoil, merits its study; and, again, this is true. For all of these reasons, evaluating the nature of race and ethnicity in our society is important. But evaluating the nature of that relationship as it relates to politics is particularly important. It is "particularly" so because each of these mentioned reasons is debated, struggled over, and resolved (or not) in the political arena. Whether the issue is one of how racial minorities are to be categorized for census purposes today or how slaves were counted for reapportionment purposes in the past or the issue is one of social justice and principles, as in the case of affirmative action policies, or one of resolving racial and ethnic group conflict, the political system has been instrumental.

Thus, at the root of discussions of race and ethnicity lies politics. For this very important reason, students in this course will learn conceptualizations of race and ethnicity, issues that arise in a pluralistic society, and the political implications of each. In particular, the goals of the course are to gain an understanding of the:

- o Theoretical and conceptual foundations of race and ethnicity;
- o Social and political structural sources of group inequality;
- o Affirmative action policies and mass attitudes toward such policies and minorities
- o Individual-level attributes (both cognitive and social) influencing racial attitudes
- o Ways in which individuals' attitudes and actions and social structure influence political policy

Each of these course goals contributes to students' understanding of the broader American political system as well as to their ability to ask probing questions, think logically, critically analyze arguments, and synthesize facts and information.

### Required Text\* & Course Packet

*Issues in Race and Ethnicity: 3<sup>rd</sup> Edition.* 2007. Washington, D.C.: CQ Press. [ISBN: 1-933116-83-8]

*Race and Politics Course Packet.* Collection of works from sociology, anthropology, and political science that cover nearly 40 years of writings from top scholars in these fields and is essential for students of racial and ethnic group studies. NOTE: Students will be notified when the packet is ready and where they can purchase it.

\* These items are available at the VSU Bookstore. The text is available through the Internet (at potentially considerably reduced prices, I might add (e.g., <http://www.campusi.com/>)). NOTE: Do not purchase the 2<sup>nd</sup> edition of the CQ text since the 3<sup>rd</sup> is *substantially* revised.

# RACE, ETHNICITY, AND POLITICS

## POLS 3280

Fall 2008

### Grades and Requirements

*Grades:* Grades are assigned according to the following percentage distribution:

Attendance & Participation	10%
Test # 1	15%
Test # 2	15%
Test # 3	20%
Test # 4	20%
Topical Essay (12-15 pages):	<u>20%</u>
Total:	100

*Attendance & Participation, 10%.* On the one hand, at a most fundamental level I believe students should come to class of their own volition and motivation. On the other hand, those who come to class regularly should also be rewarded for such behavior. As such, attendance will be taken randomly throughout the semester. Each attendance day is worth 2 points. In addition, while attending class is crucial to your success in this course, so too is participation. Participation for points will be gauged via short, in-class quizzes and are worth up to 10 points.

Students who are absent from class due to intercollegiate athletics, class-related field trips, ensemble tours, interviews at graduate schools, or faculty-sponsored attendance at professional meetings; are absent due to illness or emergency; are absent due to cultural and religious observances (and who should notify me of the class period that conflicts with the observance no less than one week prior to the intended absence) will gladly be given the one point for attendance as well as the opportunity to do the participation quiz (although it may not be the same quiz as that given in class) or allowed to complete missed exams or other required work. However, please note: it is your responsibility to contact me about missed assignments, exams, etc.

*Tests, 15-20%:* Tests will be given in-class and will be comprised of any combination of the following: multiple-choice, fill-in-the blanks, short answers, short answer essay(s), and essay(s). The format is not a surprise; I will let you know the basic format prior to each test.

*Why so many tests?* It is essential that you learn each "part" of the course that is covered during the semester in order to develop and write your topical essay. To that end, tests are intended to help you identify areas of strength and weakness as well as to help me gauge where *you* and the *class* may need additional instruction. Thus, although tests are clearly designed to contribute to your overall course grade, they should also be viewed as tools to help you do better and ultimately succeed in the course rather than as instruments to "get you."

*Topical Essay, 20%:* Each student will select a topic of interest on which to write an original paper. Students have a great deal of latitude with respect to the topic and form of essay (e.g., thesis paper, research paper, literature review, etc.). However, with this latitude also comes parameters. The first parameter is that **I must approve the topic** *before* you commence your paper. If you fail to obtain my approval you run the risk of having your topic disapproved and having to start over. Second, **there are deadlines** noted on the reading schedule for submitting your topic and paper drafts. The purpose of these parameters is to help you develop the very best paper possible.

## RACE, ETHNICITY, AND POLITICS

### POLS 3280

Fall 2008

#### Other Policies & Suggestions

- Students are *required* to keep copies of their written work, including research/class notes, paper drafts, and exams in the event that there is any confusion about grades.
- Classroom conduct: The topic of race and ethnicity is, no doubt, a sensitive one in our society. As a result, emotions may surface that catch one off-guard. It is extremely important that each and every one of us respects what others have to say, whether we agree with it or not. It is equally important that we think about what we want to say before saying it. To these ends, the following rules of discussion exist:
  1. Listen to your peers. Follow what is being said and think about it for a moment.
  2. Do not interrupt. If someone is repeating themselves (or something) I will have the person move on. But cutting off a peer or otherwise interrupting (verbally, sighing, body language, etc.) is not appropriate.
  3. Follow a 3-second rule. Do not blurt out your reaction to a comment. Count to 3 and think about how you *want* to respond to something. This will go a long way toward avoiding misunderstandings or saying things we don't mean to say.
  4. Respect each other's experiences. For many, the only racial/ethnic information they have is from their families; what I call "dinner table socialization." As a result, people do not always control what they believe; they simply believe what they've been taught (often informally). This experience is important and must be respected. Thus, judging others is not going to get us very far and, as such, I request (though I cannot force) that you respect each others' familial experiences.
  5. Be on time. There is a unique environment in the classroom that is disrupted when people come in late. We will begin promptly and make use of every single minute of class. When you come in late, you interrupt the flow of the class.
- Dishonesty: Any form of dishonesty is a violation of personal integrity and is unworthy of an academic community. Examples of such dishonesty are as follows: (a) theft, (b) cheating, (c) lying, (d) plagiarism, (e) forgery, (f) falsification of University records, and (g) falsification of documentation (such as doctor's notes). Dishonesty violates the important student-student and student-instructor relationship and, as such, is taken very seriously. If you witness a form of dishonesty during class, on a test, or on a class assignment you should report it to me as soon as possible.
- Plagiarism is the submission of another's work as one's own without acknowledgment in the written work. There are basically four ways in which research papers use or incorporate written materials, and each of these requires citing the source of the material. 1. Direct quotations. You must place in quotation marks any striking word or phrase, or any sequence of four or more words that communicates a meaning developed by the author of your source. 2. Paraphrase. Where your own language follows closely the language of a written source, or where your line of argument follows a source, you need not use quotation marks. But you are obliged to cite the source. 3. General indebtedness. Where the ideas in your paper closely resemble and were suggested by the ideas in a source, a citation should be used to indicate this. 4. Background information. In any area of inquiry there are matters of fact commonly known to everyone with a serious interest. Such information need not be cited one fact at a time. Instead, a general footnote toward the beginning of the paper, naming the sources where such general information was obtained, is sufficient. **NOTE: this Political Science course will follow the citation format of the American Political**



## RACE, ETHNICITY, AND POLITICS

### POLS 3280

Fall 2008

Science Association by which sources are partially cited in text and a complete reference page is attached to the work being submitted. Footnotes are, in this case, reserved for comments that are not central to one's paper or argument but rather offer the reader supplemental information or are intended to convey general information, as noted in No. 4 above.

- Students requesting classroom accommodations or modifications due to a documented disability must contact the **Access Office for Students with Disabilities** located in room 1115 Nevins Hall. The phone numbers are 245.2498 (V/VP) and 219.1348 (TTY).

### CLASS AND READING SCHEDULE

#### PART I -- FOUNDATIONS: CONCEPTS & TERMINOLOGY

##### WEEK 1

- Session 1
  1. MacEachern, "The Concept of Race in Anthropology"
  2. Scupin, "Ethnicity"
- Session 2
  1. Ferrante and Brown, Jr. "Classifying People by Race"
- Session 3
  1. Alba "The Transformation of Ethnicity Among Americans of European Ancestries"
  2. Omi "The Changing Meaning of Race"

#### PART II -- THEORETICAL PERSPECTIVES ON RACE & ETHNICITY

##### WEEK 2

- Session 1
  1. Schuman, Steeh, and Bobo "Theoretical and Historical Perspectives"
  2. Winant "Race and Race Theory"
- Session 2
  1. Feagin and Feagin "Theoretical Perspectives in Race and Ethnic Relations"
- Session 3
  1. Lieberman "A Societal Theory of Race and Ethnic Relations"
  2. Bonacich "Class Approaches to Ethnicity and Race"
- Recommended Reading
  1. Gordon "Toward a General Theory of Racial and Ethnic Group Relations"

##### WEEK 3

- Session 1
  1. Test # 1 - Foundations & Theoretical Perspectives

#### PART III -- RACE, ETHNICITY, AND AMERICAN POLITICS

- Session 2
  1. "Race in America" in *Issues in Race and Ethnicity, 3<sup>rd</sup> Edition*.
- Session 3

## RACE, ETHNICITY, AND POLITICS

### POLS 3280

Fall 2008

1. Nagel "The Political Construction of Ethnicity"
  2. Berg "Race, Stratification, and Group-Based Rights"
- Recommended Readings
    1. "Race in American Politics" in *Racialized Politics: The Debate About Racism in America*
    2. "The Politics of Race" in *Racialized Politics: The Debate About Racism in America*

#### WEEK 4

- Session 1
  1. "Redistricting Disputes" in *Issues in Race and Ethnicity: 3<sup>rd</sup> Edition*.
- Session 2
  1. "School Desegregation" in *Issues in Race and Ethnicity: 3<sup>rd</sup> Edition*.
- Session 3
  1. "American Indians" in *Issues in Race and Ethnicity: 3<sup>rd</sup> Edition*.
  2. "Trudell," in-class video

#### WEEK 5

- Session 1
  1. "Latinos' Future" in *Issues in Race and Ethnicity: 3<sup>rd</sup> Edition*.
- Session 2
  1. Review Session for Test # 2
- Session 3
  1. Test # 2: Race, Ethnicity, and American Politics

#### PART IV-- CONTEXT AND VALUES

#### WEEK 6

- Session 1 (Paper topic proposals due by today)
  - Massey "The Residential Segregation of Blacks, Hispanics, and Asians, 1970 - 1990"
- Session 2
  1. Kirschenman and Neckerman "We'd Love to Hire Them, But...": The Meaning of Race for Employers"
- Session 3
  - TBD
- Recommended Readings

#### WEEK 7

- Session 1
  1. Bonilla-Silva "Rethinking Racism: Toward A Structural Interpretation"
- Session 2
  1. Waters and Eschbach "Immigration and Ethnic and Racial Inequality in the U.S."
- Session 3
  1. "Illegal Immigration" in *Issues in Race and Ethnicity: 3<sup>rd</sup> Edition*.
  2. Class Debate: *Do immigration policies reinforce social inequality beyond immigrants?*

## RACE, ETHNICITY, AND POLITICS

POLS 3280

Fall 2008

- Recommended Readings
  1. "Significance of Racial Context" in *Racialized Politics: The Debate About Racism in America*
  3. "Egalitarian Values and Contemporary Racial Politics" in *Racialized Politics...*
  4. "Individualism Reconsidered" in *Racialized Politics: The Debate About Racism in America*

### WEEK 8

- Session 1
  1. Test # 3: Context and Values
- Session 2
  1. TBA
- Session 3
  1. TBA

### PART V -- RACIAL POLICY ATTITUDES

#### WEEK 9

- Session 1
  1. Schuman, Steeh, and Bobo "Trends in White Racial Attitudes"
- Session 2
  1. Schuman, Steeh, and Bobo "Theoretical Interpretations of Changes in White Racial Attitudes"
- Session 3
  1. "Affirmative Action" in *Issues in Race and Ethnicity: 3<sup>rd</sup> Edition*.
- Recommended Readings
  1. "Race and Beliefs About Affirmative Action" in *Racialized Politics:...*
  2. "It's Not Affirmative Action, It's the Blacks" in *Racialized Politics:...*
  3. "How Beliefs About Poverty Influence Racial Policy Attitudes" in *Racialized Politics:...*

### PART VI -- THE ECONOMICS OF RACE & ETHNICITY

#### WEEK 10

- Session 1
  1. Neal and Johnson "The Role of Pre-market Factors in Black-White Wage Differences"
  2. D'Amico "The Economics of Discrimination Thirty Years Later: The Conceit of Labor Market Discrimination"
- Session 2
  1. Moss and Tilly "Why Opportunity Isn't Knocking: Racial Inequality and the Demand for Labor"
- Session 3
  1. Test # 4: Policy Attitudes and Economics

### WRAPPING THINGS UP

#### WEEK 11

- Finish writing papers. Arrange to see me, if necessary.
  1. Final Papers Due in my office by 1:30 PM. NOTE: SORRY, LATE PAPERS WILL NOT BE ACCEPTED UNLESS YOU HAVE A UNIVERSITY-APPROVED EXCUSE.

# Request for A Revised Course

Valdosta State University

Date of Submission:

Department Initiating Request:

Faculty Member Requesting Revision:

Current Course Prefix and Number:  Current Credit Hours:

Current Course Title:

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective:

Estimate Frequency of Course Offering:

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

=====**For the following items, type an 'X' and complete only those items being revised.**=====

Revised Course Prefix and Number:

(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

Revised Lecture Hours:   Revised Lab Hours:   Revised Credit Hours:

Revised Course Description and Justification (changes in bold)

Current Course Description:  
An in-depth study of selected special topics in African American Studies. May be repeated for credit.

Revised Course Description:  
An in-depth study of selected special topics in African American Studies. May ~~be repeated~~ <sup>NOV 26 2007</sup> for credit, but **only six hours may be counted toward the AFAM minor.**

**RECEIVED**  
**OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY**

**Justification:**

Currently, there are several approved courses offered under AFAM 3600: Special Topics in African American Studies (i.e. African Politics, A Philosophy of Anti-Racism, Cornel West's Pragmatism, Dissecting Race, Class and Gender, African Dictators, Anti-Colonialism in Africa, Contemporary African American Women's Novels, and the Harlem Renaissance). Students should be allowed to take two of these courses to satisfy the AFAM minor requirements. Moreover, this course revision further clarifies and supports the statement included on page 176 of the 2007-2008 VSU Undergraduate Catalog: "No more than two courses from the same department may be taken to satisfy the requirements for the minor." Finally, this revision will eliminate the problem students currently encounter when registering for a second AFAM 3600 course.

**Approvals:**

Department Head(s)	<input type="text" value="Shirley W. Hardin"/>	Date	<input type="text" value="11/13/07"/>
Dean(s)/Director(s)	<input type="text" value="Linda Colendullo"/>	Date	<input type="text" value="11/13/07"/>
College Executive Committee	<input type="text" value="Linda Colendullo"/>	Date	<input type="text" value="11/13/07"/>
Graduate Executive Committee	<input type="text"/>	Date	<input type="text"/>
Academic Committee	<input type="text"/>	Date	<input type="text"/>

Valdosta State University  
Request for Curriculum Change

Indicate area of change (by typing an 'X'):

Core Curriculum (Area A, B, C, D, E, F)

Senior Curriculum

Graduate Program

Other: AFAM Minor Current Catalog page number 167

Effective Date for Curriculum Change January 2008  
Month Year

Degree & Program Name (e.g., BFA, Art) Minor Certification in African American Studies

Present Requirements or Present Outcomes & Assessment (Include latter only if changes are to be made):

<b>The Minor in African American Studies</b> .....				<b>15 hours</b>
AFAM 3000, AFAM 4700 .....				6 hours
Elective courses from the following .....				9 hours
AFAM/ENGL 3220		AFAM/ENGL 3320		
AFAM/HIST 4231		AFAM/HIST 4232		
AFAM/HIST 4511		AFAM/HIST 4512		
AFAM/ANTH 3090		ANTH 4900	ARHS 4140	
COMM 3500	COMM 4600	ENGL 4300	THEA 4030	
ENGL 4310	HIST 3050	HIST 3060	HIST 3070	
HIST 4221	HIST 4222	HIST 4304	JOUR 3530	
MUSC 3430	MUSC 3450	PHIL 4800	POLS 4260	
POLS 4330	OLS 4820	REL 4700	SOCI 3060	
No more than two courses from the same department may be taken to satisfy the requirements				

Proposed Requirements or Proposed Outcomes & Assessments (Show changes in **BOLD**):

<b>The Minor in African American Studies</b> .....				<b>15 hours</b>
AFAM 3000, AFAM 4700 .....				6 hours
Elective courses from the following .....				9 hours
<b>AFAM 3600</b>				
AFAM/ENGL 3220		AFAM/ENGL 3320		
AFAM/HIST 4231		AFAM/HIST 4232		
AFAM/HIST 4511		AFAM/HIST 4512		
AFAM/ANTH 3090		ANTH 4900	ARHS 4140	
COMM 3500	COMM 4600	ENGL 4300	THEA 4030	
ENGL 4310	HIST 3050	HIST 3060	HIST 3070	
HIST 4221	HIST 4222	HIST 4304	JOUR 3530	
MUSC 3430	MUSC 3450	PHIL 4800	POLS 4260	
POLS 4330	OLS 4820	REL 4700	SOCI 3060	
No more than two courses from the same department may be taken to satisfy the requirements				

Justification

Currently there are several approved courses offered under **AFAM 3600: Special Topics in African American Studies** (i.e. African Politics, A Philosophy of Anti-Racism, Cornel West's Pragmatism, Dissecting Race, Class and Gender, African Dictators, Anti-Colonialism in Africa, Contemporary African American Women's Novels, and the Harlem Renaissance). Although **AFAM 3600: Special Topics in African American Studies** appears in the AFAM "Courses of Instruction" section of the *2007-2008 VSU Undergraduate Catalog* (page 277), it does not appear in the AFAM Minor list of electives.

Approvals:

Department Head	<u>Shirley A. Hardin</u>	Date	<u>November 6, 2007</u>
Dean (s)/Director(s)	<u>Linda Colendullo</u>	Date	<u>11/13/07</u>
College Executive Committee	<u>Linda Colendullo</u>	Date	<u>11/13/07</u>
Graduate Executive Committee	_____	Date	_____
Academic Committee	_____	Date	_____

Valdosta State University  
Request for Curriculum Change

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Indicate area of change (by typing an 'X'):

NOV 26 2007

\_\_\_\_\_ Core Curriculum (Area A, B, C, D, E, F)

\_\_\_\_\_ Senior Curriculum

\_\_\_\_\_ Graduate Program

OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

Other: Minor in Religious Studies Current Catalog page number 155

Effective Date for Curriculum Change August 2008  
Month Year

Degree & Program Name (e.g., BFA, Art) Minor in Religious Studies

Present Requirements or Present Outcomes & Assessment (Include latter only if changes are to be made):

<b>Minor in Religious Studies.....15 hours</b>		
At least four of these courses, 12 semester hours, must be taken in courses with an REL or REL/PHIL designation. Select from:		
REL 2020	REL 3300	REL/PHIL 3310
REL 3330	REL 3340	REL 3370
REL/PHIL 3400	REL/PHIL 3410	REL 3390
REL 3500	REL 3600	REL 4700
REL 4710	SOCI 3150	ANTH 3070
ENGL 3310	HIST 3203	

Proposed Requirements or Proposed Outcomes & Assessments (Show changes in **BOLD**):

<b>Minor in Religious Studies.....15 hours</b>	
<b>REL 2020 (if not taken to satisfy course work in Area C or F).....</b>	<b>0-3 hours</b>
<b>Choice of 3000/4000-level Religious Studies courses.....</b>	<b>12-15 hours</b>



Justification

The Minor in Religious Studies as currently listed is outdated and does not adequately reflect the new format of the Religious Studies curriculum which became effective in August 2007. The Minor as currently listed contains courses which we no longer teach, and does not include the new courses which have been added to the curriculum. The new approach suggested here will correct both issues, and will align the format of the Minor in Religious Studies with that of the Minor in Philosophy and will cut down on course substitutions.

Approvals:

Department Head	<u><i>Frederick [Signature]</i></u>	Date	<u>November 1, 2007</u>
Dean (s)/Director(s)	<u><i>Linda Cozzadelle</i></u>	Date	<u>11/13/07</u>
College Executive Committee	<u><i>Linda Cozzadelle</i></u>	Date	<u>11/13/07</u>
Graduate Executive Committee	_____	Date	_____
Academic Committee	_____	Date	_____

# Request for A Revised Course

Valdosta State University

NOV 26 2007

OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

Date of Submission:

Department Initiating Request:

Faculty Member Requesting Revision:

Current Course Prefix and Number:  Current Credit Hours:

Current Course Title:

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective:

Estimate Frequency of Course Offering:

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

=====**For the following items, type an 'X' and complete only those items being revised.**=====

Revised Course Prefix and Number:   
(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

Revised Lecture Hours:   Revised Lab Hours:   Revised Credit Hours:

Revised Course Description & Justification

**Current Course Description:**  
**Prerequisite:** Math 1101, Math 1111, or Math 1113. An introductory mathematics course for early childhood education majors. This course will emphasize the understanding and use of the major concepts of number and operations. As a general theme, strategies of problem solving will be used and discussed in the context of various topics.

**Proposed Course Description:**  
**Prerequisite:** Math 1101, Math 1111, or Math 1113 with a grade of "C" or higher. An introductory mathematics course for early childhood education majors. This course will emphasize the understanding and use of the major concepts of number and operations. As a general theme, strategies of problem solving will be used and discussed in the context of various topics.

Continue with Justification on the back if necessary.

Approvals are to be noted on the back.

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**Justification**

Students who have completed MATH 1101, MATH 1111, or MATH 1113 by demonstrating mastery of at least 70% of the course content will have the knowledge base to be successful in Math 2008. Students who demonstrate mastery below 70% will lack the knowledge base to be successful in Math 2008. Thus, requiring a "C or better" as a prerequisite ensures that at least the correct content mastery is present.

**Approvals:**

Department Head(s)	<input type="text" value="Mylan Redfern"/>	Date	<input type="text" value="11/3/07"/>
Dean(s)/Director(s)	<input type="text" value="Linda Colandrea"/>	Date	<input type="text" value="11/13/07"/>
College Executive Committee	<input type="text" value="Linda Colandrea"/>	Date	<input type="text" value="11/13/07"/>
Graduate Executive Committee	<input type="text"/>	Date	<input type="text"/>
Academic Committee	<input type="text"/>	Date	<input type="text"/>

# Request for A Revised Course

Valdosta State University

RECEIVED

Date of Submission:

Department Initiating Request:

Faculty Member Requesting Revision:

Current Course Prefix and Number:  Current Credit Hours:

Current Course Title:

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective:

Estimate Frequency of Course Offering:

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

=====For the following items, type an 'X' and complete only those items being revised.=====

Revised Course Prefix and Number:   
(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

Revised Lecture Hours:   Revised Lab Hours:   Revised Credit Hours:

NOV 26 2007

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X Revised Course Description & Justification

**Current Description:**

**MATH 2620 Statistical Methods 3-0-3**

**Prerequisite: MATH 1111 or MATH 1101.** An introductory course in statistics. Topics include descriptive statistics; basic notions of probability, random variables, probability distributions, simple random sampling, and sampling distributions; confidence intervals and hypothesis tests; and regression. The application of statistical methodology and the use of computer software are emphasized.

**New Description:**

**MATH 2620 Statistical Methods 3-0-3**

**Prerequisite: MATH 1101, MATH 1111, or MATH 1113.** An introductory course in statistics. Topics include descriptive statistics; basic notions of probability, random variables, probability distributions, simple random sampling, and sampling distributions; confidence intervals and hypothesis tests; and regression. The application of statistical methodology and the use of computer software are emphasized.

**Justification**

Many Students take MATH 1113 in Area A. This course is a sufficient prerequisite since it reviews the material covered in MATH 1111

Continue with Justification on the back if necessary.

Approvals are to be noted on the back.

**Approvals:**

Department Head(s)	<input type="text" value="Mylan Redfern"/>	Date	<input type="text" value="11/3/07"/>
Dean(s)/Director(s)	<input type="text" value="Linda Casendillo"/>	Date	<input type="text" value="11/13/07"/>
College Executive Committee	<input type="text" value="Linda Casendillo"/>	Date	<input type="text" value="11/13/07"/>
Graduate Executive Committee	<input type="text"/>	Date	<input type="text"/>
Academic Committee	<input type="text"/>	Date	<input type="text"/>

# Request for A Revised Course RECEIVED

Valdosta State University

Date of Submission: 8-15-07

NOV 26 2007

Department Initiating Request: Mathematics and Computer Science

OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

Faculty Member Requesting Revision: Dr. Andreas Lazari

Current Course Prefix and Number: Math4621 Current Credit Hours: 3

Current Course Title: Mathematical Statistics I

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective: Spring 2008

Estimate Frequency of Course Offering: Once a year

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

=====For the following items, type an 'X' and complete only those items being revised.=====

Revised Course Prefix and Number: \_\_\_\_\_

(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title: \_\_\_\_\_

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

\_\_\_\_\_

Revised Total Contact Hours: \_\_\_\_\_

Revised Lecture Hours: \_\_\_\_\_ Revised Lab Hours: \_\_\_\_\_ Revised Credit Hours: \_\_\_\_\_

Revised Course Description

**Present Course Description:**

Prerequisites: MATH 2263 and either MATH 2620 or MATH 3600. Distributions of random variables, conditional probability and stochastic independence, multivariate and some special distributions, and distributions of functions of random variables.

**New Course Description:**

Prerequisites: MATH 2263 and MATH 3600. Distributions of random variables, conditional probability and stochastic independence, multivariate and some special distributions, and distributions of functions of random variables.

**Justification**

MATH 4621 is the senior level statistics course. Students in this course need to know the material covered in MATH 3600, the sophomore/junior level statistics course.

The material in MATH 2620 is covered as part of MATH 3600 and so students will no longer need the MATH 2620 prerequisite.

**Approvals:**

Department Head(s)  Date

Dean(s)/Director(s)  Date

College Executive Committee  Date

Graduate Executive Committee  Date

Academic Committee  Date

# Request for A Revised Course

Valdosta State University

**RECEIVED**

NOV 19 2007

Date of Submission:

8-15-07

Department Initiating Request:

Mathematics and Computer Science

Faculty Member Requesting Revision:

Dr. Andreas Lazari

Current Course Prefix and Number:

Math 6621

Current Credit Hours:

3

Current Course Title:

Mathematical Statistics I

Type an 'X' for all that apply:

Revised Title

Revised Course Number

Other

Revised Credit Hours

Revised Course Description

Semester/Term/Year to be effective:

Spring 2008

Estimate Frequency of Course Offering:

Once a year

Indicate (by typing an 'X') if Revised Course will be

Requirement for Major

Elective Course

=====**For the following items, type an 'X' and complete only those items being revised.**=====

Revised Course Prefix and Number:

(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

Revised Lecture Hours:

Revised Lab Hours:

Revised Credit Hours:

Revised Course Description

**Present Course Description:**

Prerequisites: MATH 2263 and either MATH 2620 or MATH 3600/5600. Distributions of random variables, conditional probability and stochastic independence, multivariate and some special distributions, and distributions of functions of random variables.

**New Course Description:**

Prerequisites: MATH 2263 and MATH 3600/5600. Distributions of random variables, conditional probability and stochastic independence, multivariate and some special distributions, and distributions of functions of random variables.

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**Justification**

MATH 6621 is a graduate level statistics course. Students in this course need to know the material covered in MATH 3600, the sophomore/junior level statistics course.

The material in MATH 2620 is covered as part of MATH 3600/5600 and so students will no longer need the MATH 2620 prerequisite.

**Approvals:**

Department Head(s)  Date

Dean(s)/Director(s)  Date

College Executive Committee  Date

Graduate Executive Committee  Date

Academic Committee  Date

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Valdosta State University  
Request for Curriculum Change

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Indicate area of change (by typing an 'X'):

\_\_\_\_\_ Core Curriculum (Area A, B, C, D, E, F)

\_\_\_\_\_ Senior Curriculum

\_\_\_\_\_ Graduate Program

X Other: Minor in Mathematics Current Catalog page number 143

Effective Date for Curriculum Change August 2008  
Month Year

Degree & Program Name (e.g., BFA, Art) BA or BS in Mathematics

Present Requirements or Present Outcomes & Assessment (Include latter only if changes are to be made):

**Minor in Mathematics (Statistics Track)..... 17 hours**

The Minor in Mathematics (Statistics Track) may be earned by completing:  
MATH 2262, MATH 2263, MATH 3600, MATH 4621  
Plus one of the following courses:  
MATH 4622 or MATH 4630

**Minor in Mathematics..... 17 hours**

The Minor in Mathematics may be earned by completing:  
MATH 2262, MATH 2263, MATH 3040, and MATH 3600  
Plus one course from:  
MATH 3340, MATH 4150, MATH 4081, MATH 4082  
MATH 4651, MATH 4652, MATH 4910, MATH 4901  
Or MATH 4902

Proposed Requirements or Proposed Outcomes & Assessments (Show changes in **BOLD**):

**Minor in Mathematics..... 16-17 hours**

The Minor in Mathematics may be earned by completing the following courses:  
MATH 2262, MATH 3040..... 7 hours  
Plus **three** courses from: ..... 9-10 hours  
**MATH 2263, MATH 3340, MATH 3600, MATH 4150, MATH 4081,**  
**MATH 4082, MATH 4260, MATH 4300, MATH 4621, MATH 4622,**  
**MATH 4651, MATH 4652, MATH 4910, MATH 4901, or MATH 4902**

All courses for the minor must be completed with a grade of C or better.

Justification

This change allows individual students more flexibility in choosing which upper-level mathematics courses they want to take for the minor. Except for the two foundational courses of MATH 2262 and Math 3040, the structure of the minor should be determined by the interests of the student.

The Department felt that there was no need for a separate "Statistics Track Minor." All the courses in this track can be chosen from the above list by the student. Thus, the "Statistics Track Minor" will just be a special case of a minor in mathematics.

Approvals:

Department Head	<u>Mylan Redfern</u>	Date	<u>11/3/07</u>
Dean (s)/Director(s)	<u>Linda Colendello</u>	Date	<u>11/13/07</u>
College Executive Committee	<u>Linda Colendello</u>	Date	<u>11/13/07</u>
Graduate Executive Committee	_____	Date	_____
Academic Committee	_____	Date	_____



Proposed Requirements or Proposed Outcomes & Assessments (Show changes in **BOLD**):

<b>Senior College Curriculum</b> .....	<b>60 hours</b>
Courses Required for the Major .....	36 hours
MATH 2150, MATH 3600, MATH 4621 .....	9 hours
MATH 3040, MATH 3340 , MATH 4150 .....	9 hours
MATH 4081, MATH 4260 , MATH 4651 .....	9 hours
MATH 4901, MATH 4910 .....	6 hours
One of the following: .....	3 hours
<b>MATH 4622, MATH 4630,</b>	
<b>MATH 4652, MATH 4902, PHYS 3100, PHYS 4211, PHYS 4411</b>	
Supporting Courses .....	6-9 hours
CS 1301 "spillover" from Area F .....	3 hours
Foreign Language & Culture Requirement .....	3-6 hours
Electives .....	15-18 hours
Must include at least 6 hours of courses numbered 3000 or above in a single discipline outside the major.	

Justification

MATH 3900 has never been taught. To add some flexibility to the upper-level electives and appeal to Physics majors we added PHYS 3100, PHYS 4211, PHYS 4411. These courses contain quite a bit of mathematics and are truly applied math courses at the junior-senior level.

Physics majors must take quite a number of upper level mathematics courses and the additions to our list of upper level electives for the senior curriculum in mathematics might entice them to get a double major in Math and Physics.

Approvals:

Department Head Meghan Redfern

Date 11/3/07

Dean (s)/Director(s) Linda Cunniff

Date 11/13/07

College Executive Committee Linda Cunniff

Date 11/13/07

Graduate Executive Committee \_\_\_\_\_

Date \_\_\_\_\_

Academic Committee \_\_\_\_\_

Date \_\_\_\_\_

Valdosta State University  
Request for Curriculum Change

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Indicate area of change (by typing an 'X'):

\_\_\_\_\_ Core Curriculum (Area A, B, C, D, E, F)

X  Senior Curriculum

\_\_\_\_\_ Graduate Program

\_\_\_\_\_ Other: \_\_\_\_\_ Current Catalog page number  140 - 141

NOV 26 2007

OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

Effective Date for Curriculum Change  August   2008   
Month Year

Degree & Program Name (e.g., BFA, Art)  BS, Computer Information Systems

Present Requirements or Present Outcomes & Assessment (Include latter only if changes are to be made):

Senior College Curriculum.....	60 hours
Courses Required for the Major ...	33 hours
CS 3101, CS 3410, CS 4345 .....	9 hours
One of CS 3102, CS 3320, CS 3335.....	3 hours
One of CS 4330, CS 4500, CS 4820 .....	3 hours
CS 4121, CS 4321, CS 4721 .....	9 hours
One of CS 4122, CS 4322, CS 4722 ...	3 hours
Two of any CS 3000 -level or 4000-level course not required above (excluding CS 3000 and CS 3001...)	6 hours

Proposed Requirements or Proposed Outcomes & Assessments (Show changes in **BOLD**):

Senior College Curriculum.....	60 hours
Courses Required for the Major .....	33 hours
CS 3101, CS 3410, CS 4345 .....	9 hours
One of <b>CS 3300</b> , CS 3320, CS 3335, <b>CS 3340</b> .....	3 hours
CS 4121, CS 4321, CS4721 .....	9 hours
One of CS 4122, CS 4322, CS 4722 .....	3 hours
Two of any CS 3000 –level or 4000-level course not required above (excluding CS 3000 and CS 3001)...	6 hours
<b>One of any CS 4000-level course not required above ..</b>	<b>3 hours</b>

Justification

The field of computer information systems is dynamic and has changed significantly since our CS curriculum was designed a couple of decades ago. Particularly, in-depth knowledge and hands-on skills are needed in the computing environment, new languages and the special areas of networking and database. Knowing computer networks that make up the Internet, supporting enterprise and online databases, designing web pages and running scripts on UNIX computers have become absolutely indispensable skills for today's computer information systems majors.

On the other hand, the assembly language is used much less than 20 years ago, and the theory of programming languages in undergraduate curricula are replaced by actual knowledge of programming languages, such as Java, C++, C#, Visual Basic and Perl, which have been offered in our major courses and in the elective courses.

To reflect such changes in the field, the CS committee consulted the "ACM Computing Curricula 2005 – The Guide to Undergraduate Degree Programs in Computing" and recommends to replace the CS 3102 (Assembly Language), CS 4330 (Theory of Programming Languages) with CS 3300 (Unix and Web Programming), CS3340 (Web Programming), and to provide more choices to replace the theoretical courses (CS4500 and CS 4820).



Approvals:

Department Head Mylan Redfern

Date 11/3/07

Dean (s)/Director(s) Linda Calandullo

Date 11/13/07

College Executive Committee Linda Calandullo

Date 11/13/07

Graduate Executive Committee \_\_\_\_\_

Date \_\_\_\_\_

Academic Committee \_\_\_\_\_

Date \_\_\_\_\_

Valdosta State University  
Request for Curriculum Change

Indicate area of change (by typing an 'X'):

**RECEIVED**

Core Curriculum (Area A, B, C, D, E, F)

NOV 26 2007

Senior Curriculum

OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

Graduate Program

Other: \_\_\_\_\_ Current Catalog page number 138

Effective Date for Curriculum Change August 2008  
Month Year

Degree & Program Name (e.g., BFA, Art) BS, Computer Science

Present Requirements or Present Outcomes & Assessment (Include latter only if changes are to be made):

Senior College Curriculum.....	60 hours
Courses Required for the Major ...	36 hours
CS 3101, CS 3102, CS 3410.....	9 hours
CS 3520, CS 4345.....	6 hours
CS 4321, CS 4330, CS 4500, C S4900.....	12 hours
Additional 4000-level credits of Computer Science .....	9 hours
Supporting Courses .....	14-17 hours
D.II.a Laboratory Science .....	2 hours
("spillover" from Area F)	
MATH 2150 and MATH 3600, and MATH 4651 or MATH 4901 .....	9 hours
Foreign Language & Culture Requirement .....	3-6 hours
Electives .....	7 -10 hours

Proposed Requirements or Proposed Outcomes & Assessments (Show changes in **BOLD**):

Senior College Curriculum.....	60 hours
Courses Required for the Major.....	<b>39</b> hours
CS 3101, <b>CS 3300</b> , CS 3410.....	9 hours
CS 3520, CS 4345.....	6 hours
<b>CS 4121</b> , CS 4321, <b>CS 4721</b> , CS 4500, CS 4900.....	<b>15</b> hours
<b>Additional 3000 or 4000-level credits</b>	
<b>of Computer Science</b> .....	<b>3</b> hours
Additional 4000-level credits	
of Computer Science .....	<b>6</b> hours
Supporting Courses .....	<b>11</b> hours
D.II.a Laboratory Science.....	2 hours
("spillover" from Area F)	
MATH 2150 and MATH 3600, and	
MATH 4651 or MATH 4901 .....	9 hours
Electives .....	<b>10</b> hours

Justification

The field of computer science is dynamic and has changed significantly since our CS curriculum was designed a couple of decades ago. Particularly, in-depth knowledge and hands-on skills are needed in the computing environment, new languages and the special areas of networking and database. Knowing computer networks that make up the Internet, supporting enterprise and online databases, designing web pages and running scripts on UNIX computers have become absolutely indispensable skills for today's computer majors.

On the other hand, the assembly language is used much less than 20 years ago, and the theory of programming languages in undergraduate curricula are replaced by actual knowledge of programming languages, such as Java, C++, C#, Visual Basic and Perl, which have been offered in our major courses and in the elective courses. Most universities in University System of Georgia and in the nation do not require a foreign language in their computer science programs (see the attached sheet for more justifications for dropping the foreign language & culture requirement).

To reflect such changes in the field, the CS committee consulted the "ACM Computing Curricula 2005 – The Guide to Undergraduate Degree Programs in Computing" and recommends to replace the CS 3102 (Assembly Language), CS 4330 (Theory of Programming Languages) and the Foreign Language and Culture Requirement with CS 3300 (Unix and Web Programming), CS 4121 (Data Communications and Networks I), CS 4721 (Database Design I).

## Justifications of Removing the Foreign Language Requirement in the Computer Science Curriculum

Proficiency in a foreign language is a long-time traditional requirement for a B.A. degree at many institutions in the United States. With the transition to the semester system at VSU in 1998, the College of Arts & Sciences began requiring six to nine hours of foreign language course work for all but two of its degrees, the exceptions being the B.S. in Computer Information Systems and one track of the General Studies degree. Our purpose here is to argue for and request another exception, viz., the B.S. degree with a major in Computer Science.

As part and parcel of the CS curriculum, students must master two programming languages (Java and assembly language). In many cases students also gain mastery of a third language, usually C/C++. While it is true that computer languages possess a much higher level of semantic precision than human spoken/written languages, computer languages have all the syntactical complexity of any human language. For both human and computer languages the goal of the language is to provide a means of communication between two entities: two people on the one hand and a person and a computer on the other.

Computer Science, like Computer Information Systems, is a very diverse, extraordinarily complex, and rapidly evolving discipline. Graduates of our CS program must be proficient in, or at least have been exposed to, a large number of different computing topics, none of which is trivial and all of which will be important to their future careers. Sixteen out of the eighteen C.S. undergraduate degree programs in USG institutions do not have a foreign language requirement. Of the eleven CS graduate programs in Georgia, none require a foreign language for admission (see Table 1). Based on these observations, the Math and CS faculty believe that the hours currently spent on foreign language courses by the CS majors would be more beneficial if applied toward major coursework.

Two years of a foreign language at the high school level is a requirement for admission to VSU. Thus students enter VSU already possessing some knowledge of and are to some degree conversationally fluent in a foreign language. Moreover, high school foreign language courses quite typically include study not only of grammar and vocabulary but also of the history and culture associated with the language. VSU has a broad contingent of international faculty members in all academic disciplines. It also has a strong and vital international exchange program which brings to campus students from a diverse array of cultural backgrounds and languages from around the world. Our English-only students will unavoidably interact both academically and socially with our international faculty and students. In so doing, our "local" students will inevitably gain greater understanding of and tolerance for cultures much beyond their own, and be all the better for it.

Table 1: Summary of Foreign Language Requirements in USG Universities

	University	As a Undergraduate CS Curriculum Requirement	As a Graduate Admission Requirement
1	Albany State University	No	—
2	Armstrong Atlantic State University	No	No
3	Augusta State University	No	—
4	Clayton State University	No	—
5	Columbus State University	No	—
6	Fort Valley State University	No	—
7	Georgia College and State University	No	—
8	Georgia Institute of Technology	No	No
9	Georgia Southern University	No	No
10	Georgia Southwestern University	Yes	No
11	Georgia State University	No	No
12	Kennesaw State University	No	No
13	Macon State College	No	—
14	North Georgia College and State University	Yes	—
15	Savannah State University	No	—
16	Southern Polytechnic State University	No	No
17	State University of West Georgia	No	No
18	University of Georgia	No	No
19	Emory University	No	No
20	Mercer University	No	No

1. A — indicates that a graduate Computer Science program is not offered at this university.

2. Emory University and Mercer University are not in USG, but are included in this table because of the influence of their graduate CS programs.

Approvals:

Department Head Mylan Redfern

Date 11/3/07

Dean (s)/Director(s) Linda Calendullo

Date 11/13/07

College Executive Committee Linda Calendullo

Date 11/13/07

Graduate Executive Committee \_\_\_\_\_

Date \_\_\_\_\_

Academic Committee \_\_\_\_\_

Date \_\_\_\_\_

Valdosta State University  
Request for Curriculum Change

RECEIVED

Indicate area of change (by typing an 'X'):

\_\_\_\_\_ Core Curriculum (Area A, B, C, D, E, F)

\_\_\_\_\_ Senior Curriculum

\_\_\_\_\_ Graduate Program

Other: Outcomes Assessments Current Catalog page number 143

Effective Date for Curriculum Change August 2008  
Month Year

Degree & Program Name (e.g., BFA, Art) Mathematics and Computer Science

Present Requirements or Present Outcomes & Assessment (Include latter only if changes are to be made):

**Outcome Assessments**

The department assesses the extent to which the program requirements create the desired outcomes by using a variety of techniques. The assessment plan will feature a multi-faceted approach addressing two major areas of concern. Examples of these assessments include the following.

1. How well our graduates are prepared for their post-undergraduate endeavors, whether they choose immediate employment or graduate school; and
2. Collective student perceptions with respect to achievement of the program's stated educational outcomes.

In an effort to address concern (1), the department will examine alumni relation survey results of University graduates reported for the 1 and 5 year intervals after graduation. These results will furnish a snapshot of how well the respondents were prepared for future education or employment. These results will also relate student academic experiences in their major field of study. In addition, the University biannual "Summary Results of Students' Opinions..." will be examined to gather data that will offer feedback which is more program specific in nature. Our capstone course is designed to measure student progress since taking the Area-F mathematics courses in (a) mastering effective oral and written communication in mathematics, (b) acquiring critical-analysis skills, and (c) effectively using library and technological resources in solving non-routine problems.

Concern (2) will be addressed by administering a criterion referenced "program exit questionnaire" designed to measure student perceptions regarding accomplishment of program education outcomes within the framework of a five-option Likert scale. This survey will be administered to the student at the time of major coursework completion. In addition, student project work will be systematically evaluated to determine the degree of alignment between the performance of the program participants and the targeted educational outcomes.

Proposed Requirements or Proposed Outcomes & Assessments (Show changes in **BOLD**):

**Examples of Outcomes Assessments**

**The department assesses the extent to which the program requirements create the desired outcomes by a variety of techniques. Examples of these assessments include the following:**

- 1. The capstone courses are used to assess student progress since taking Area F courses. They determine if students have mastered effective oral and written communication skills, acquired critical analysis skills, and learned to use the library and technological resources in solving non-routine problems. Assessment methods include student projects and presentations.**
- 2. Student examinations and samples of student work are kept in the department and are examined by the faculty to assess student content knowledge.**
- 3. Available student and alumni survey data collected by the University will be examined to determine student satisfaction with their undergraduate preparation for further education or employment.**

Justification

The department felt that the proposed outcomes assessments are more in line with what is actually done and are more connected to our education outcomes listed in the catalog.

CS 4900 and MATH 4980 are the capstone courses. In these courses students do research papers and make presentations.

Students in CS 4900 submit a portfolio of their work. These include senior programming projects which are used to assess content gained from their coursework.

Examinations and samples of student work in MATH 4081 (Abstract Algebra), MATH 4260 (Mathematical Analysis), and MATH 4910 (Mathematical Models) are used to assess the content knowledge of Math majors.



Approvals:

Department Head Mylan Redfern

Date 11/3/07

Dean (s)/Director(s) Linda Calandullo

Date 11/13/07

College Executive Committee Linda Calandullo

Date 11/13/07

Graduate Executive Committee \_\_\_\_\_

Date \_\_\_\_\_

Academic Committee \_\_\_\_\_

Date \_\_\_\_\_

# Request for A Revised Course

Valdosta State University

**RECEIVED**

Date of Submission: 1 November 2007

NOV 19 2007

Department Initiating Request: Department of History

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

Faculty Member Requesting Revision: Chris Mevers

Current Course Prefix and Number: HIST 7999 Current Credit Hours: 6

Current Course Title: Thesis

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective: Fall 2008

Estimate Frequency of Course Offering: Every semester

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

=====For the following items, type an 'X' and complete only those items being revised.=====

Revised Course Prefix and Number: \_\_\_\_\_  
(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title: \_\_\_\_\_

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:  
\_\_\_\_\_

Revised Total Contact Hours: 3-6

Revised Lecture Hours: 3-6  Revised Lab Hours: \_\_\_\_\_  Revised Credit Hours: 3-6

### Revised Course Description & Justification

<u>Current:</u>		
HIST 7999	Thesis	6-0-6
<u>Revised:</u>		
HIST 7999	Thesis	3-0-3 to 6-0-6

Continue with Justification on the back if necessary.

Approvals are to be noted on the back.

Justification:

This is a request to revise the credit hours for HIST 7999 (Thesis). Currently graduate students writing a thesis are required to take all 6 Thesis hours in the same semester. The History Department wishes to give thesis track students greater flexibility in how they complete their thesis credit hours.

The credit hour notation currently reads "6-0-6." The revised credit hour notation would read "3-0-3 to 6-0-6."

Approvals:

Department Head(s)	<input type="text" value="PTTign"/>	Date	<input type="text" value="11/1/07"/>
Dean(s)/Director(s)	<input type="text" value="Linda Coenraets"/>	Date	<input type="text" value="11/13/07"/>
College Executive Committee	<input type="text" value="Linda Coenraets"/>	Date	<input type="text" value="11/13/07"/>
Graduate Executive Committee	<input type="text"/>	Date	<input type="text"/>
Academic Committee	<input type="text"/>	Date	<input type="text"/>

MEMORANDUM

TO: Dr. Louis Levy, Vice President  
Academic Affairs

THROUGH: Dr. Linda Calendrillo, Dean  
College of Arts and Sciences

FROM: Mylan Redfern, Head *MR*  
Mathematics and Computer Science

RE: Course Deactivations

DATE: January 24, 2008

RECEIVED

JAN 29 2008

OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

---

Credit for the courses below was awarded as part of the BASIT degree which no longer exists. Please deactivate these courses.

- CIT 3010 Web Programming I
- CIT 3020 Web Programming II
- CIT 3030 Applied Database Programming
- CIT 3320 Applied Visual Basic Programming
- CIT 4120 Applied Operating Systems Concepts

*approved  
Linda Calendrillo  
1/24/08*

---

*1/25/08  
Approved  
Jury*

*Copy to: Registrar  
F&I item for  
Academic Committee*

Valdosta State University  
**Request for Curriculum Change**

Indicate area of change (by typing an 'X'):

\_\_\_\_\_ Core Curriculum (Area A, B, C, D, E, F)

\_\_\_\_\_ Senior Curriculum

X \_\_\_\_\_ Graduate Program

\_\_\_\_\_ Other: \_\_\_\_\_ Current Catalog page number 113

Effective Date for Curriculum Change August 2008  
Month Year

Degree & Program Name (e.g., BFA, Art) Master of Education Secondary Education (Art Education Track)

Present Requirements or Present Outcomes & Assessment (Include latter only if changes are to be made):

<b>College of Education Core Courses. ....</b>	<b>7 hours</b>
LEAD 7210 .....	1 hour
PSYC 7010 and RSCH 7100 .....	6 hours
<b>MSED Specialization Courses. ....</b>	<b>11 hours</b>
MSED 7000 and MSED 7010 .....	6 hours
MSED 7650 .....	2 hours
MSED 7800 .....	3 hours
<b>Content Courses .....</b>	<b>18 hours*</b>
Primary Content Area .....	9 hours
Secondary Content Area.....	9 hours
*Primary and secondary content areas: appropriate graduate language arts, math, science, or social studies courses selected from College of Arts and Sciences and READ courses.	
<b>Total Required for the Degree .....</b>	<b>36 semester hours</b>

**Selected Educational Outcomes**

1. Program graduates will demonstrate a comprehensive understanding of the knowledge, research, reflective practices, and theories appropriate to middle grades or secondary education.
2. Program graduates will demonstrate efficacy and understanding of central ideas and processes through curriculum, instruction, and assessment.
3. Program graduates will demonstrate the ability to engage in focused inquiry by researching a topic, evaluating relevant literature, and writing research papers.

**Outcome Assessments**

1. Program graduates will demonstrate comprehensive understanding of the knowledge, research, reflective practices, and theories appropriate to middle grades and secondary education through exams, presentations, and portfolios using departmental criteria.
2. Program graduates demonstrate the ability to impact P-12 learning through a Teacher Work Sample and an electronic portfolio.
3. Program graduates will engage in focused inquiry through the electronic portfolio.

Proposed Requirements or Proposed Outcomes & Assessments (Show changes in **BOLD**):

College of Education Core Courses. ....	7 hours
LEAD 7210 .....	1 hour
PSYC 7010 and RSCH 7100.....	6 hours
MSED Specialization Courses. ....	11 hours
MSED 7000 and <b>ARED 7500</b> .....	6 hours
MSED 7650 .....	2 hours
MSED 7800 .....	3 hours
Content Courses .....	18 hours*
<b>Art Education Courses</b>	
<b>ARED 7450</b> .....	<b>3hours</b>
<b>ARED 7670</b> .....	<b>3hours</b>
<b>Art History Elective</b> .....	<b>3 hours</b>
<b>Art Studio / Art History / Art Education Electives</b> .....	<b>9hours</b>
<b>Total Required for the Degree</b> .....	<b>36 semester hours</b>

Selected Educational Outcomes for Advanced Teacher Education Programs:

1. Students in advanced teacher education programs have an in depth knowledge of the content that they teach.
2. Students in advanced teacher education programs select and use a broad range of instructional strategies and technologies that promote student learning and will clearly explain the choices they make in their practice.
3. Students in advanced teacher education programs reflect on their practice and are able to identify their strengths and areas of needed improvement.
4. Students in advanced teacher education programs analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching and learning so that all students learn.

Selected Program Assessments (Advanced Teacher Programs)

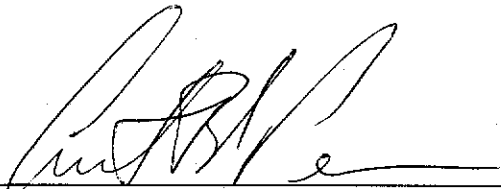
1. Majors in advanced teacher education programs will demonstrate the level of their content knowledge through performance on comprehensive examinations OR completion of capstone project.
2. Majors in advanced teacher education programs will demonstrate their use of instructional strategies and technologies through completion of a self-evaluation of a teaching episode.
3. Majors in advanced teacher education programs will document reflection, and will identify areas of strengths and areas for improvement through completion of the COE Advanced Teacher Self-Assessment Instrument
4. Majors in advanced teacher education programs will demonstrate their ability to positively impact P-12 learning through documentation of student performance and achievement in an electronic portfolio.

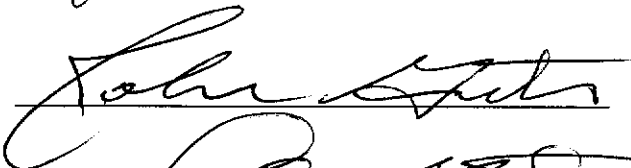
Justification

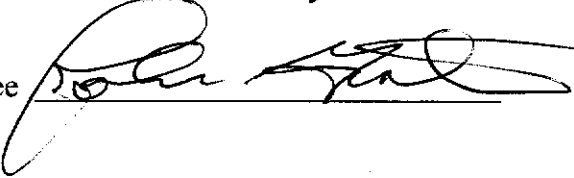
This is a new track within the MEd in Secondary Education. This new track will create an Art Education track within the existing program allowing interested art graduates an opportunity to earn an advanced degree in their area of expertise while also providing greater experience working with a diverse group of students from other program areas more closely resembling actual professional settings. The implementation of an art track within an existing program will more efficiently utilize existing program and university resources.

This description of the program will appear in the Art section of the graduate catalog.

Approvals:

Department Head  Date 1-14-05

Dean (s)/Director(s)  Date 1/16/08

College Executive Committee  Date 4/16/08

Graduate Executive Committee \_\_\_\_\_ Date \_\_\_\_\_

Academic Committee \_\_\_\_\_ Date \_\_\_\_\_

Valdosta State University  
**Request for Curriculum Change**

Indicate area of change (by typing an 'X'):

\_\_\_\_\_ Core Curriculum (Area A, B, C, D, E, F)

\_\_\_\_\_ Senior Curriculum

X \_\_\_\_\_ Graduate Program

\_\_\_\_\_ Other: \_\_\_\_\_ Current Catalog page number 113

Effective Date for Curriculum Change August 2008  
Month Year

Degree & Program Name (e.g., BFA, Art) Master of Education Middle Grades Education (Art Education Track)

Present Requirements or Present Outcomes & Assessment (Include latter only if changes are to be made):

<p><b>College of Education Core Courses</b> ..... 7 hours LEAD 7210 ..... 1 hour PSYC 7010 and RSCH 7100 ..... 6 hours <b>MSED Specialization Courses</b> ..... 11 hours MSED 7000 and MSED 7010 ..... 6 hours MSED 7650 ..... 2 hours MSED 7800 ..... 3 hours <b>Content Courses</b> ..... 18 hours* Primary Content Area ..... 9 hours Secondary Content Area ..... 9 hours *Primary and secondary content areas: appropriate graduate language arts, math, science, or social studies courses selected from College of Arts and Sciences and READ courses. <b>Total Required for the Degree</b> ..... 36 semester hours</p> <p><b>Selected Educational Outcomes</b></p> <ol style="list-style-type: none"><li>1. Program graduates will demonstrate a comprehensive understanding of the knowledge, research, reflective practices, and theories appropriate to middle grades or secondary education.</li><li>2. Program graduates will demonstrate efficacy and understanding of central ideas and processes through curriculum, instruction, and assessment.</li><li>3. Program graduates will demonstrate the ability to engage in focused inquiry by researching a topic, evaluating relevant literature, and writing research papers.</li></ol> <p><b>Outcome Assessments</b></p> <ol style="list-style-type: none"><li>1. Program graduates will demonstrate comprehensive understanding of the knowledge, research, reflective practices, and theories appropriate to middle grades and secondary education through exams, presentations, and portfolios using departmental criteria.</li><li>2. Program graduates demonstrate the ability to impact P-12 learning through a Teacher Work Sample and an electronic portfolio.</li><li>3. Program graduates will engage in focused inquiry through the electronic portfolio.</li></ol>
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Proposed Requirements or Proposed Outcomes & Assessments (Show changes in **BOLD**):

College of Education Core Courses .....	7 hours
LEAD 7210 .....	1 hour
PSYC 7010 and RSCH 7100.....	6 hours
MSED Specialization Courses.....	11 hours
MSED 7000 and <b>ARED 7500</b> .....	6 hours
MSED 7650 .....	2 hours
MSED 7800 .....	3 hours
Content Courses .....	18 hours*
<b>Art Education Courses</b>	
<b>ARED 7450</b> .....	<b>3hours</b>
<b>ARED 7670</b> .....	<b>3hours</b>
<b>Art History Elective</b> .....	<b>3 hours</b>
<b>Art Studio / Art History / Art Education Electives</b> .....	<b>9hours</b>
<b>Total Required for the Degree .....</b>	<b>36 semester hours</b>

Selected Educational Outcomes for Advanced Teacher Education Programs:

1. Students in advanced teacher education programs have an in depth knowledge of the content that they teach.
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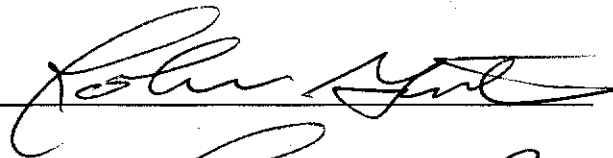
Justification

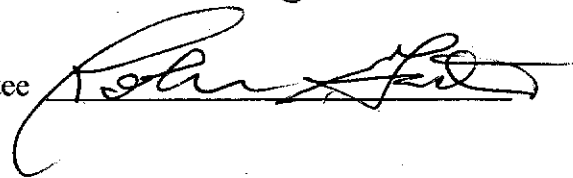
This is a new track within the MEd in Middle Grades Education. This new track will create an Art Education track within the existing program allowing interested art graduates an opportunity to earn an advanced degree in their area of expertise while also providing greater experience working with a diverse group of students from other program areas more closely resembling actual professional settings. The implementation of an art track within an existing program will more efficiently utilize existing program and university resources.

This description of the program will appear in the Art section of the graduate catalog.

Approvals:

Department Head  Date 1-4-08

Dean (s)/Director(s)  Date 1/16/08

College Executive Committee  Date 1/16/08

Graduate Executive Committee \_\_\_\_\_ Date \_\_\_\_\_

Academic Committee \_\_\_\_\_ Date \_\_\_\_\_

Valdosta State University  
**Request for Curriculum Change**

Indicate area of change (by typing an 'X'):

Core Curriculum (Area A, B, C, D, E, F)

Senior Curriculum

Graduate Program

Other: Art Education, Major Curriculum    Current Catalog page number: 236

**RECEIVED**  
JAN 14 2008  
OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

Effective Date for Curriculum Change: August, 2008

Degree & Program Name (e.g., BFA, Art): BFA with a Major in Art Education

Present Requirements or Present Outcomes & Assessment (Include latter only if changes are to be made):

Major Curriculum.....	68 hours
EDUC 2110, EDUC 2120, EDUC 2130.....	9 hours
SPEC 3000.....	3 hours
ARED 2010.....	3 hours
ART 3051 and either ART 3041 or ART 3111.....	6 hours
ART 3061, ART 3071, ART 3081.....	9 hours
ARTH 4120, ARTH 3121, ARTH 3122.....	9 hours
Guided Electives in ART or ARTH.....	8 hours
ARED 3010, ARED 3012, ARED 3050.....	9 hours
ARED 4070 and ARED 4090.....	12 hours

Proposed Requirements or Proposed Outcomes & Assessments (Show changes in **BOLD**):

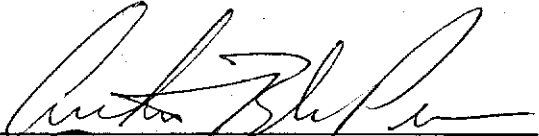
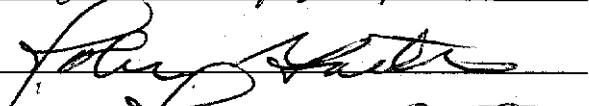
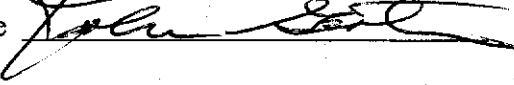
Major Curriculum.....	68 hours
EDUC 2110, EDUC 2120, EDUC 2130.....	9 hours
SPEC 3000.....	3 hours
ART 3051 and either ART 3041 or ART 3111.....	6 hours
ART 3061, ART 3071, ART 3081.....	9 hours
ARTH 4120, ARTH 3121, ARTH 3122.....	9 hours
<b>Guided Electives in ART or ARTH.....</b>	<b>11 hours</b>
ARED 3010, ARED 3012, <b>ARED 3000</b> .....	9 hours
ARED 4070 and ARED 4090.....	12 hours

Justification

ARED 2010, Introduction to Crafts, is being removed from the Senior Major Curriculum to allow opportunities for advanced work in one or more areas as required by N.A.S.A.D.

Proposed change in course number from ARED 3050 to ARED 3000 allows it to fit numerically into the professional sequence.

Approvals:

Department Head		Date	<u>1-4-08</u>
Dean (s)/Director(s)		Date	<u>1/19/08</u>
College Executive Committee		Date	<u>1/15/08</u>
Graduate Executive Committee	_____	Date	_____
Academic Committee	_____	Date	_____

# Request for A Revised Course

Valdosta State University

Date of Submission: 10/29/2007

Department Initiating Request: ART

Faculty Member Requesting Revision: I. Stephen Jahr

Current Course Prefix and Number: ARED 3050 Current Credit Hours: 3

Current Course Title: Issues and Trends in Curricular and Assessment for Art Education

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective: Fall 2008

Estimate Frequency of Course Offering: Once a Year

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

=====For the following items, type an 'X' and complete only those items being revised.=====

Revised Course Prefix and Number: ARED 3000  
(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title: Issues and Trends in Contemporary Art Education

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:  
Issues and Trends in Art Ed

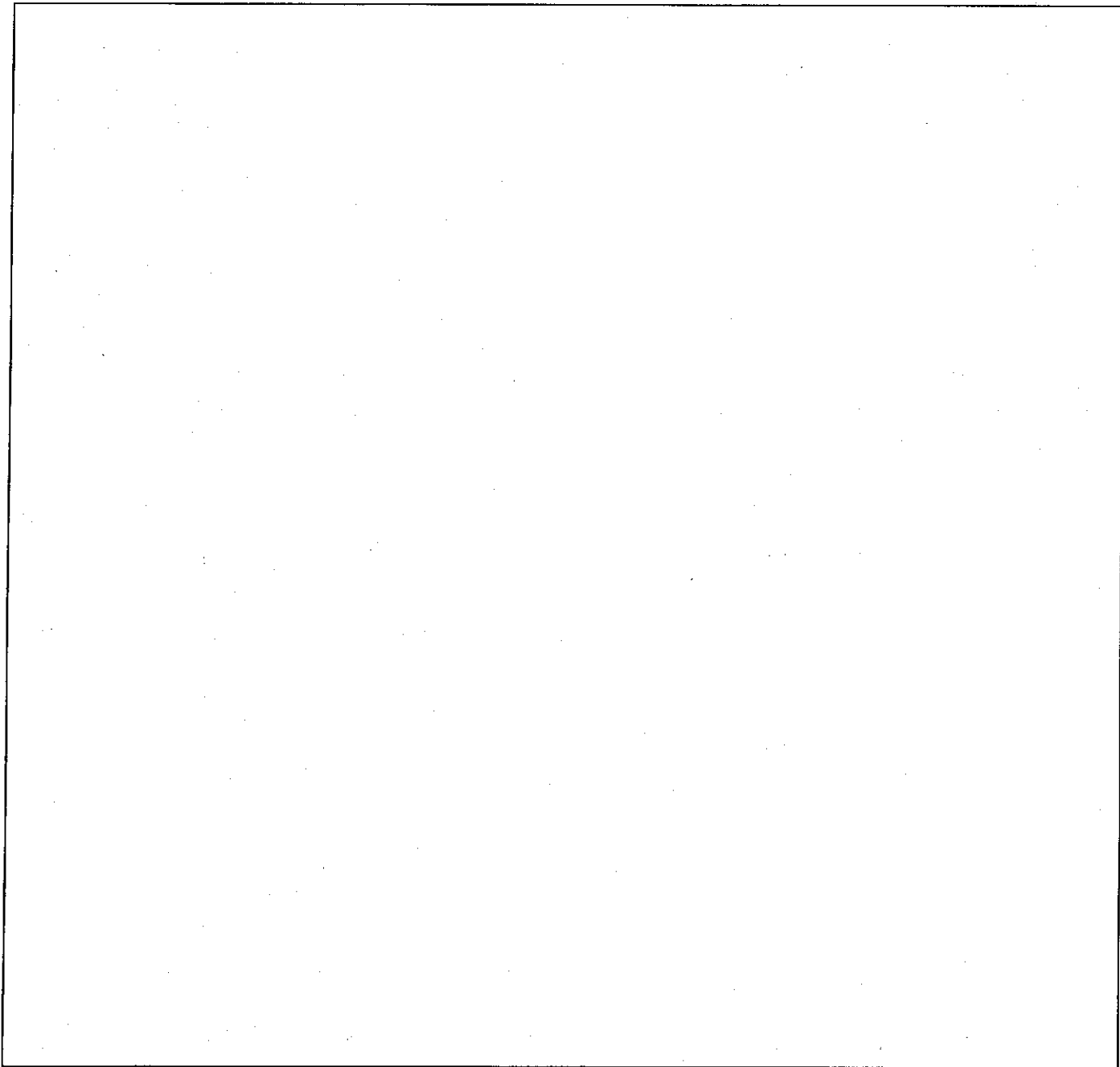
Revised Total Contact Hours:

Revised Lecture Hours:  Revised Lab Hours:  Revised Credit Hours:

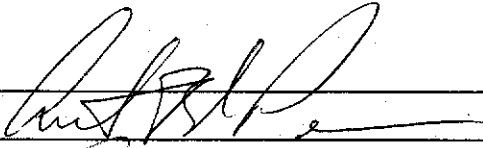
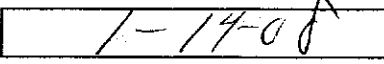
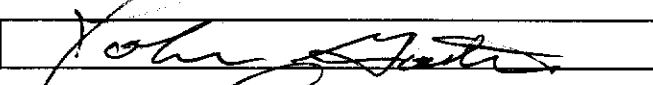


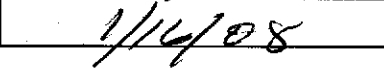




## Revised Course Description & Justification

Prerequisite: ARED 2999. The study of curricular frameworks, course content, and pedagogical strategies associated with best practice in the field of art education.

Justification: The requested change in course title and course description reflects course content. The change of the course number places it as the gateway course in the professional art education program sequence.



Approvals:

Department Head(s)		Date	
Dean(s)/Director(s)		Date	
College Executive Committee		Date	
Graduate Executive Committee		Date	
Academic Committee		Date	

# Request for a Revised Course

Valdosta State University

Date of Submission: 11/21/07

Department Initiating Request: ART

Faculty Member Requesting Revision: Paula L. McNeill

Current Course Prefix and Number: ARED 3010 Current Credit Hours: 3

Current Course Title: Elementary Art Methods, P-5

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective: Fall 2008

Estimate Frequency of Course Offering: Once a Year

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

\*\*\*\*\*For the following items, type an 'X' and complete only those items being revised\*\*\*\*\*

Revised Course Prefix and Number:

(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title: Elementary Art Methods

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Elementary Art Methods

Revised Total Contact Hours:

Revised Lecture Hours:

Revised Lab Hours:  Revised Credit Hours:

Revised Course Description & Justification

Prerequisite: ARED 3000. Instructional methods, curricular and programmatic structures, assessment strategies, and the appropriate and safe use of tools, media, materials, and equipment in elementary school art education programs.


Continue with Justification on the back if necessary.

Approvals are to be noted on the back.

Justification: the change in course title and course description accurately reflects what is required to meet standards for art education teacher preparation.

Approvals:

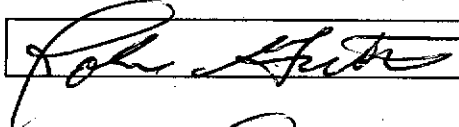
Department Head(s)



Date

1-9-00

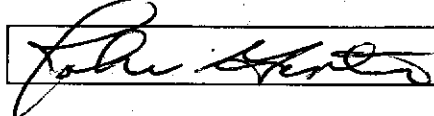
Dean(s)/Director(s)



Date

1/15/00

College Executive Committee



Date

1/15/00

Graduate Executive Committee

Date

Academic Committee

Date



# Request for A Revised Course

Valdosta State University

Date of Submission: 10/29/2007

Department Initiating Request: ART

Faculty Member Requesting Revision: J. Stephen Jahr

Current Course Prefix and Number: ARED 3012 Current Credit Hours: 3

Current Course Title: Secondary Art Education Methods and Curricula 6-12

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective: Fall 2008

Estimate Frequency of Course Offering: Once a year

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

=====**For the following items, type an 'X' and complete only those items being revised.**=====

Revised Course Prefix and Number:

(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title: Secondary Art Methods

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Secondary Art Methods

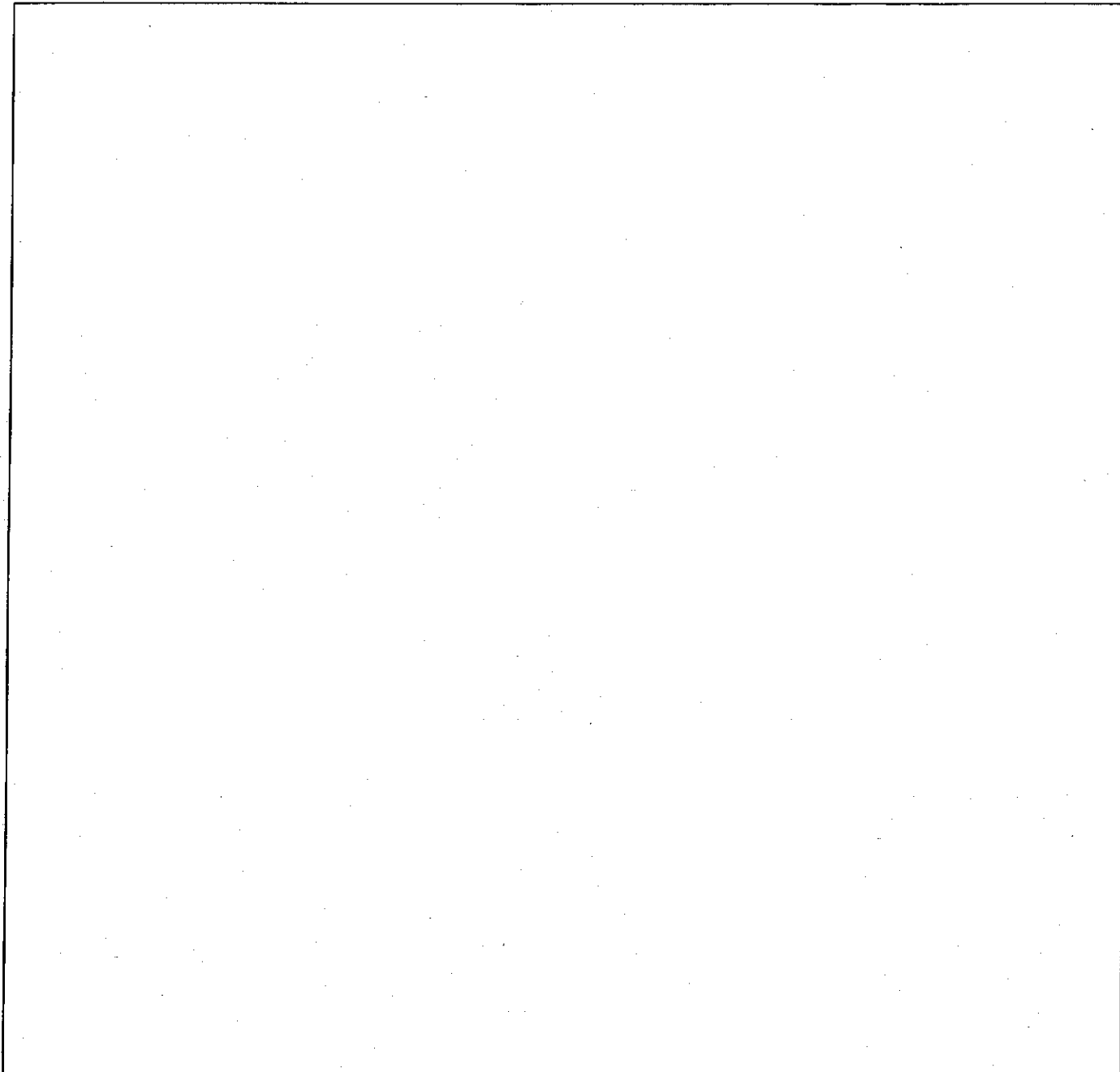
Revised Total Contact Hours:

Revised Lecture Hours:  Revised Lab Hours:  Revised Credit Hours:

## Revised Course Description & Justification

Prerequisite: ARED 3000. Instructional methods, curricular and programmatic structures, assessment strategies, and the appropriate and safe use of tools, media, materials, and equipment in middle and high school art education programs.

Justification: the change in course title and course description accurately reflects what is required to meet standards for art education teacher preparation.



**Approvals:**

Department Head(s)

*Arthur B. Pe...*

Date

1-4-08

Dean(s)/Director(s)

*John Gatto*

Date

1/15/08

College Executive Committee

*John Gatto*

Date

1/15/08

Graduate Executive Committee

Date

Academic Committee

Date

# Request for A Revised Course

Valdosta State University

RECEIVED  
JAN 14 2008  
OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

Date of Submission:   
Department Initiating Request:   
Faculty Member Requesting Revision:   
Current Course Prefix and Number:  Current Credit Hours:

Current Course Title:

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective:

Estimate Frequency of Course Offering:

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

=====**For the following items, type an 'X' and complete only those items being revised.**=====

Revised Course Prefix and Number:   
(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

Revised Lecture Hours:   Revised Lab Hours:   Revised Credit Hours:

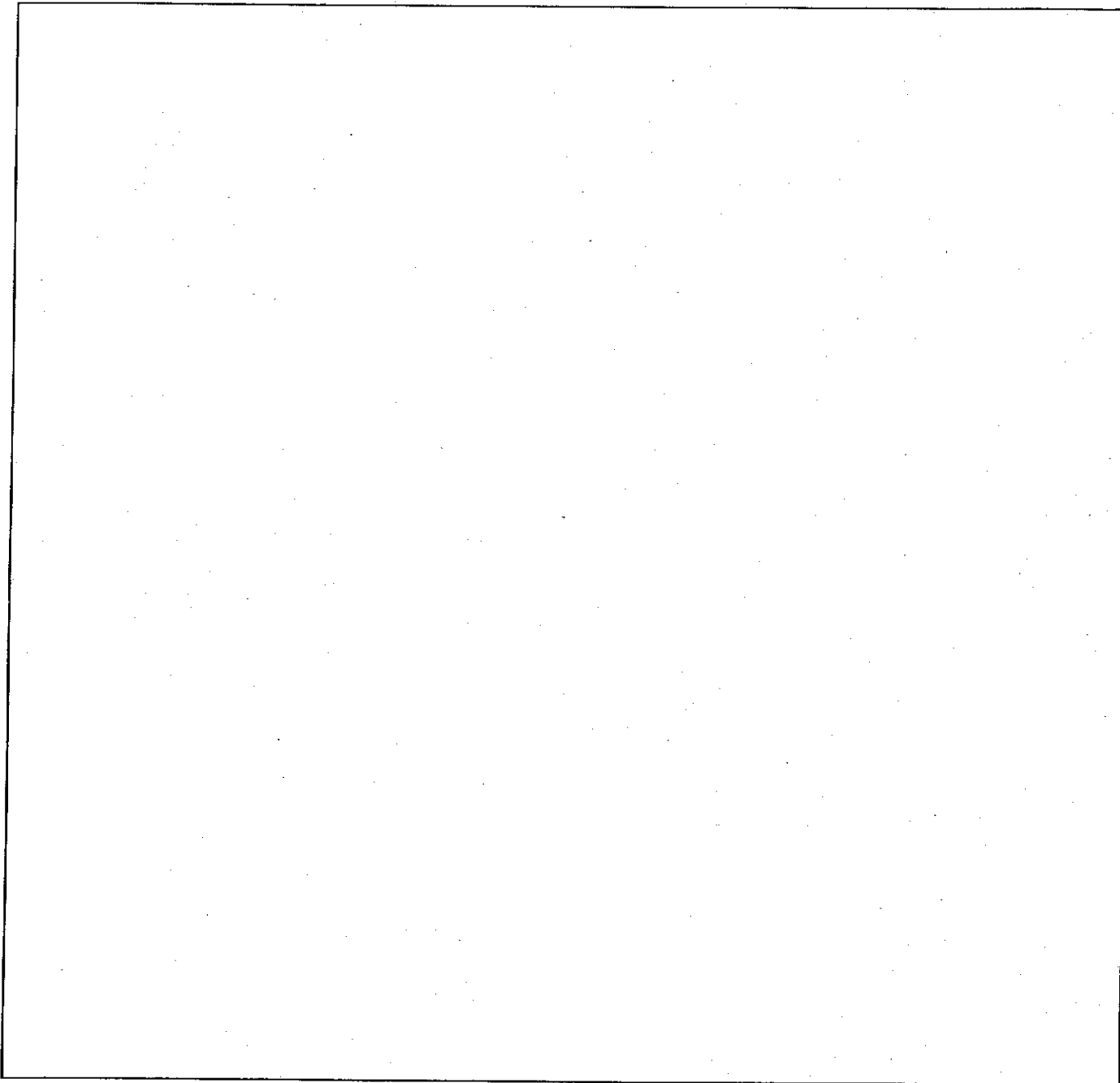
Revised Course Description & Justification

**New Course Description:**  
Prerequisite: Restricted to Interior Design majors. An introductory course focused on understanding elements and principles of interior design and art with an emphasis on relationships between behavior, the built environment, sustainability and green design.  
**Justification:**  
The new course description more accurately reflects course and program objectives and addresses accreditation standards.

Continue with Justification on the back if necessary.


Approvals are to be noted on the back.

200



**Approvals:**

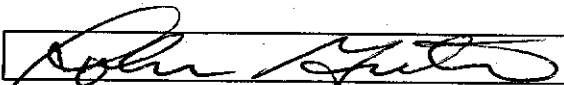
Department Head(s)



Date

1-4-08

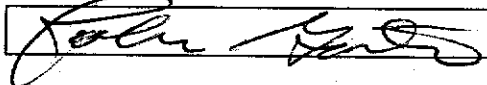
Dean(s)/Director(s)



Date

1/15/08

College Executive Committee



Date

1/15/08

Graduate Executive Committee

Date

Academic Committee

Date

# Request for A Revised Course

Valdosta State University

Date of Submission: 12/15/07  
Department Initiating Request: Art  
Faculty Member Requesting Revision: Dr. Selena Nawrocki  
Current Course Prefix and Number: ARID 2111 Current Credit Hours: 3

Current Course Title: Interior Design Studio I

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective: Fall 2008

Estimate Frequency of Course Offering: Once a Year

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

====For the following items, type an 'X' and complete only those items being revised.====

Revised Course Prefix and Number:

(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

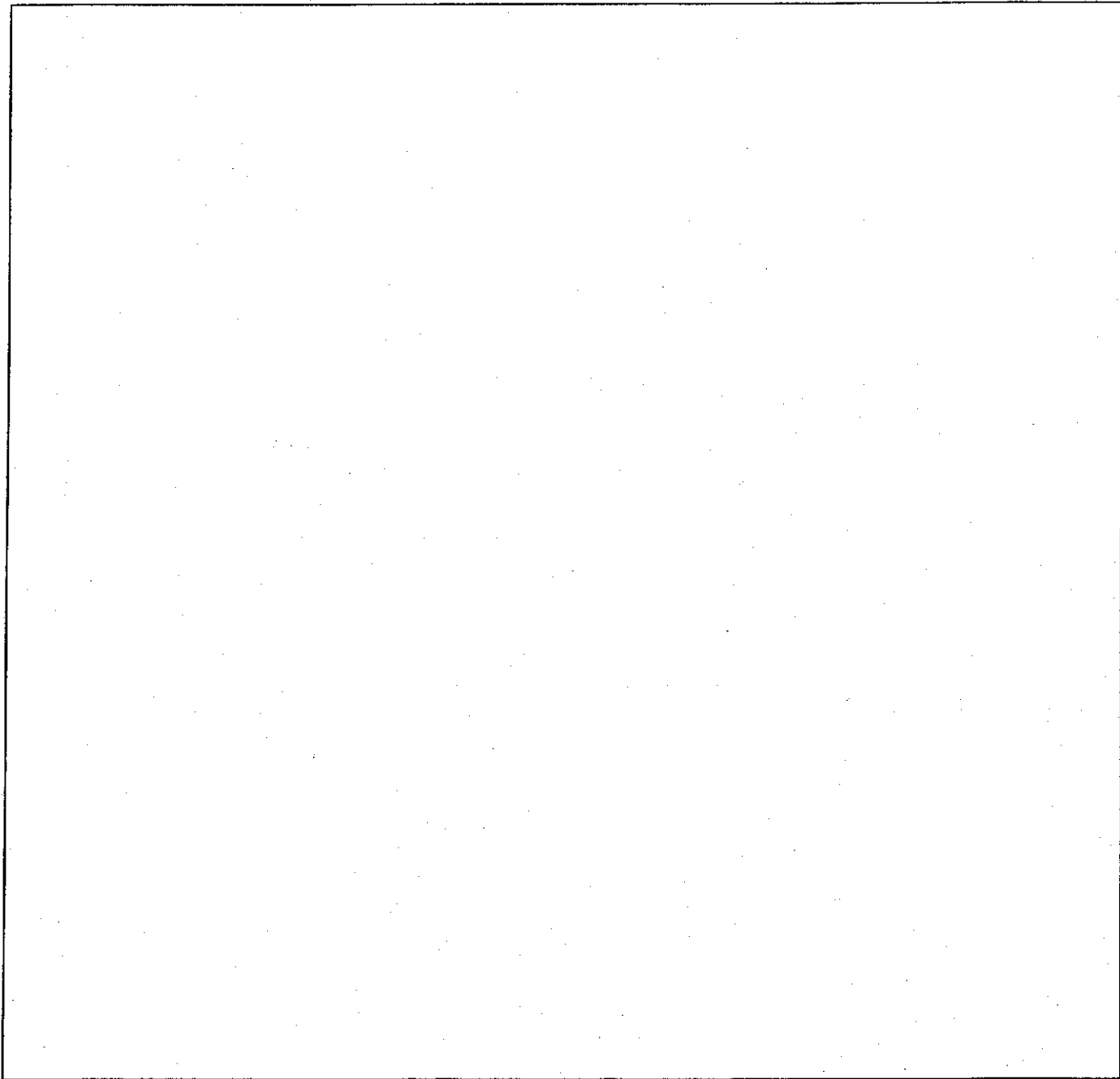
Revised Lecture Hours:  Revised Lab Hours:  Revised Credit Hours:

## Revised Course Description & Justification

**New Course Description:**  
Prerequisites: ART 1030, ART 1011, and ARID 1120 or permission of Department Head. Co-requisite: must be taken concurrently with ARID 2310. An introduction to residential design processes and space planning developed through manual architectural drafting skills. Field trips and site visits may be required.  
**Justification:**  
The new course description more accurately reflects course and program objectives and addresses accreditation standards.

Continue with Justification on the back if necessary.

Approvals are to be noted on the back.



**Approvals:**

Department Head(s)  Date

Dean(s)/Director(s)  Date

College Executive Committee  Date

Graduate Executive Committee  Date

Academic Committee  Date

# Request for A Revised Course

Valdosta State University

Date of Submission:

Department Initiating Request:

Faculty Member Requesting Revision:

Current Course Prefix and Number:  Current Credit Hours:

Current Course Title:

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective:

Estimate Frequency of Course Offering:

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

=====**For the following items, type an 'X' and complete only those items being revised.**=====

Revised Course Prefix and Number:

(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

Revised Lecture Hours:   Revised Lab Hours:   Revised Credit Hours:

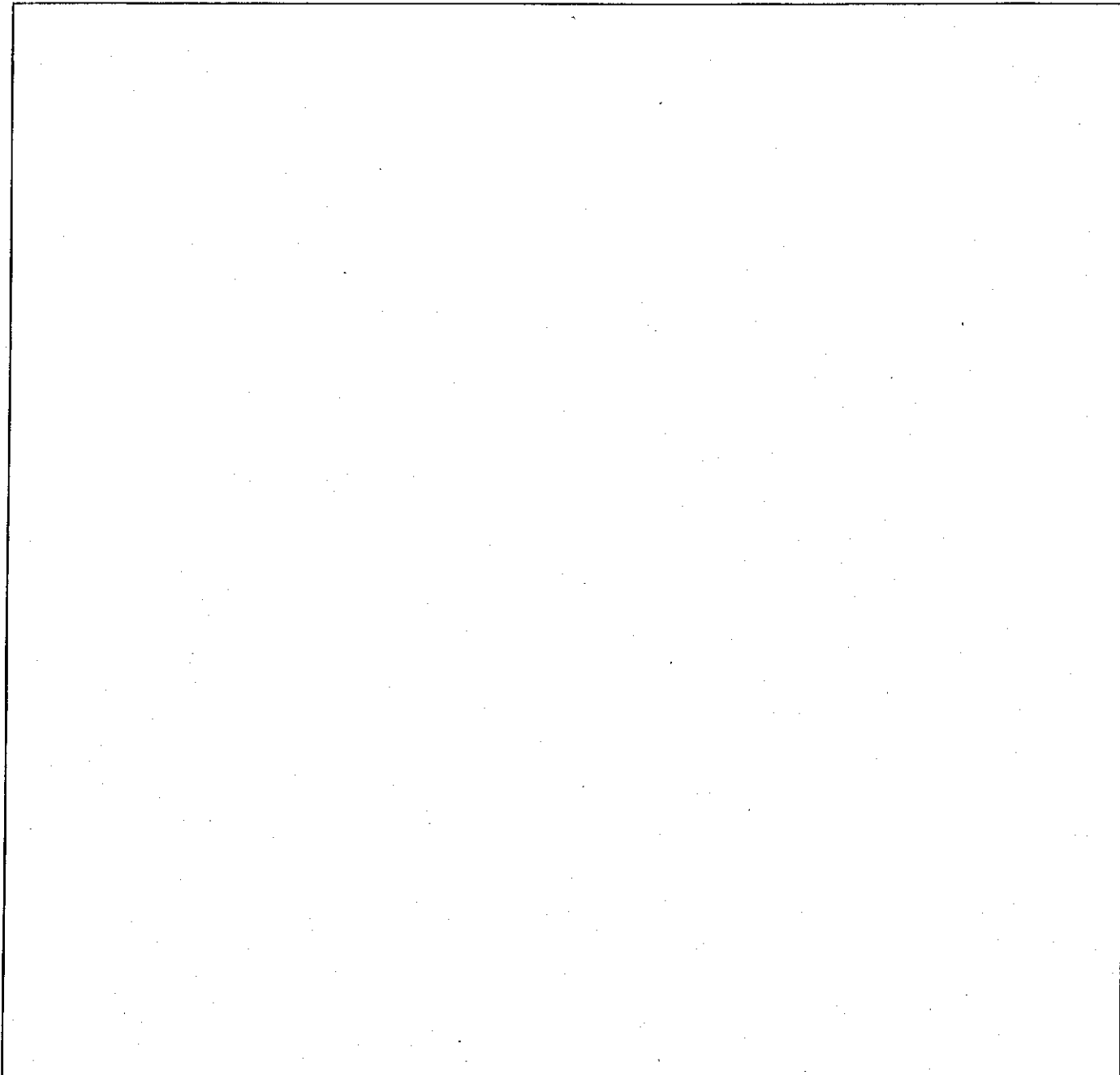
Revised Course Description & Justification

**New Course Description:**

Prerequisites: ART 1030, ART 1011. Co-requisite: ARID 2111 must be taken concurrently with ARID 2310. This course introduces freehand sketching, rendering techniques, axonometric projection, one-point and two-point perspective, color and black & white media applied to the needs of interior design communication.

**Justification:**

The new course description more accurately reflects course and program objectives and addresses accreditation standards.



**Approvals:**

Department Head(s)  Date

Dean(s)/Director(s)  Date

College Executive Committee  Date

Graduate Executive Committee  Date

Academic Committee  Date



# Request for A Revised Course

Valdosta State University

Date of Submission:

Department Initiating Request:

Faculty Member Requesting Revision:

Current Course Prefix and Number:  Current Credit Hours:

Current Course Title:

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective:

Estimate Frequency of Course Offering:

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

====For the following items, type an 'X' and complete only those items being revised.====

Revised Course Prefix and Number:

(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

Revised Lecture Hours:   Revised Lab Hours:   Revised Credit Hours:

## Revised Course Description & Justification

**New Course Description:**

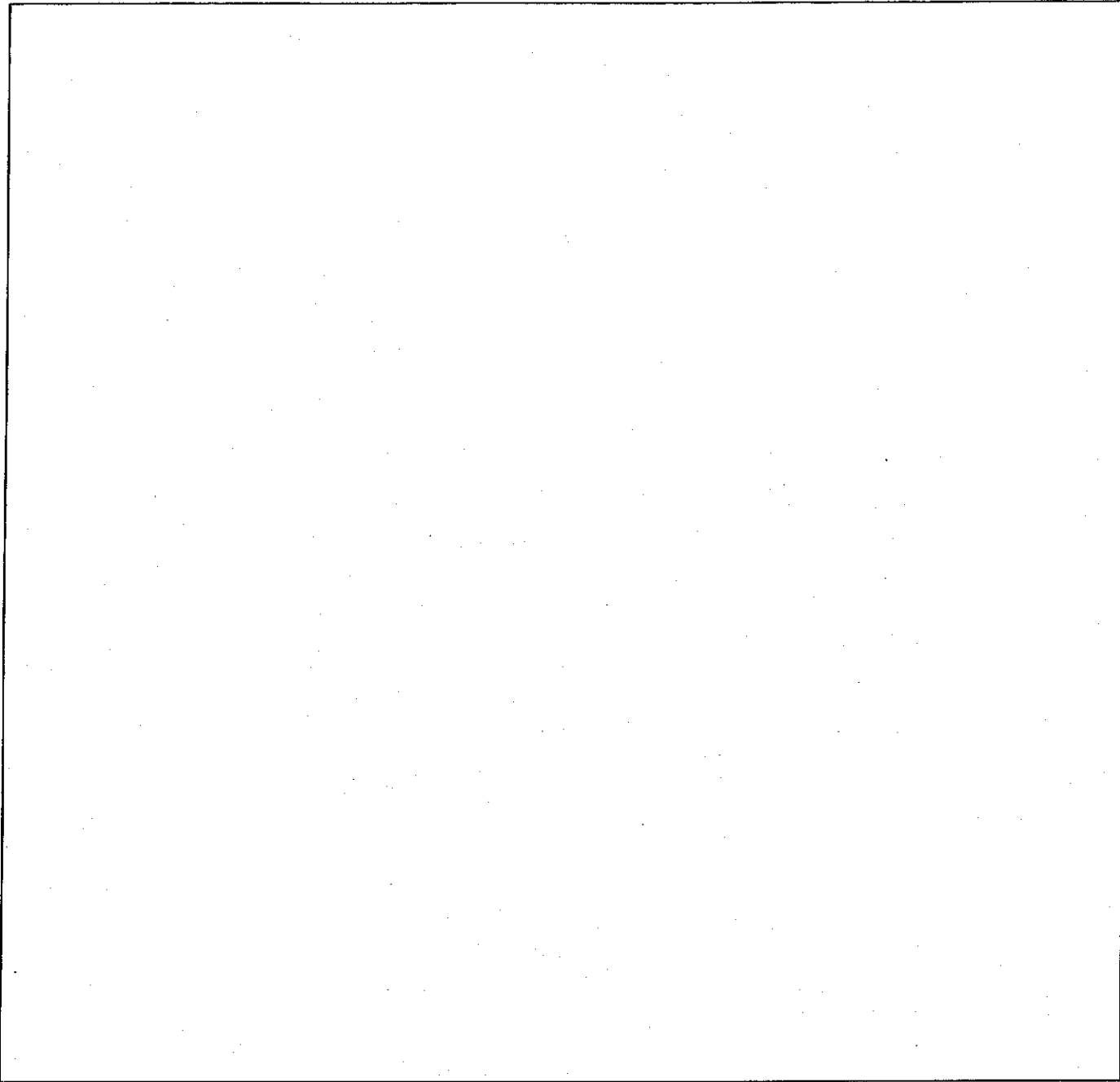
Prerequisite: ARID 2111. Further development of the fundamentals of interior design as applied to designing residential settings. Emphasis is placed on graphic presentation and oral communication. Field trips and site visits may be required.

**Justification:**

The new course description more accurately reflects course and program objectives and addresses accreditation standards.

Continue with Justification on the back if necessary.

Approvals are to be noted on the back.



**Approvals:**

Department Head(s)	<input type="text" value="Arthur Hobson"/>	Date	<input type="text" value="1-4-08"/>
Dean(s)/Director(s)	<input type="text" value="John Smith"/>	Date	<input type="text" value="1/15/08"/>
College Executive Committee	<input type="text" value="John Smith"/>	Date	<input type="text" value="1/15/08"/>
Graduate Executive Committee	<input type="text"/>	Date	<input type="text"/>
Academic Committee	<input type="text"/>	Date	<input type="text"/>

# Request for A Revised Course

Valdosta State University

Date of Submission:

Department Initiating Request:

Faculty Member Requesting Revision:

Current Course Prefix and Number:  Current Credit Hours:

Current Course Title:

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective:

Estimate Frequency of Course Offering:

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

=====**For the following items, type an 'X' and complete only those items being revised.**=====

Revised Course Prefix and Number:

(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

Revised Lecture Hours:   Revised Lab Hours:   Revised Credit Hours:

Revised Course Description & Justification

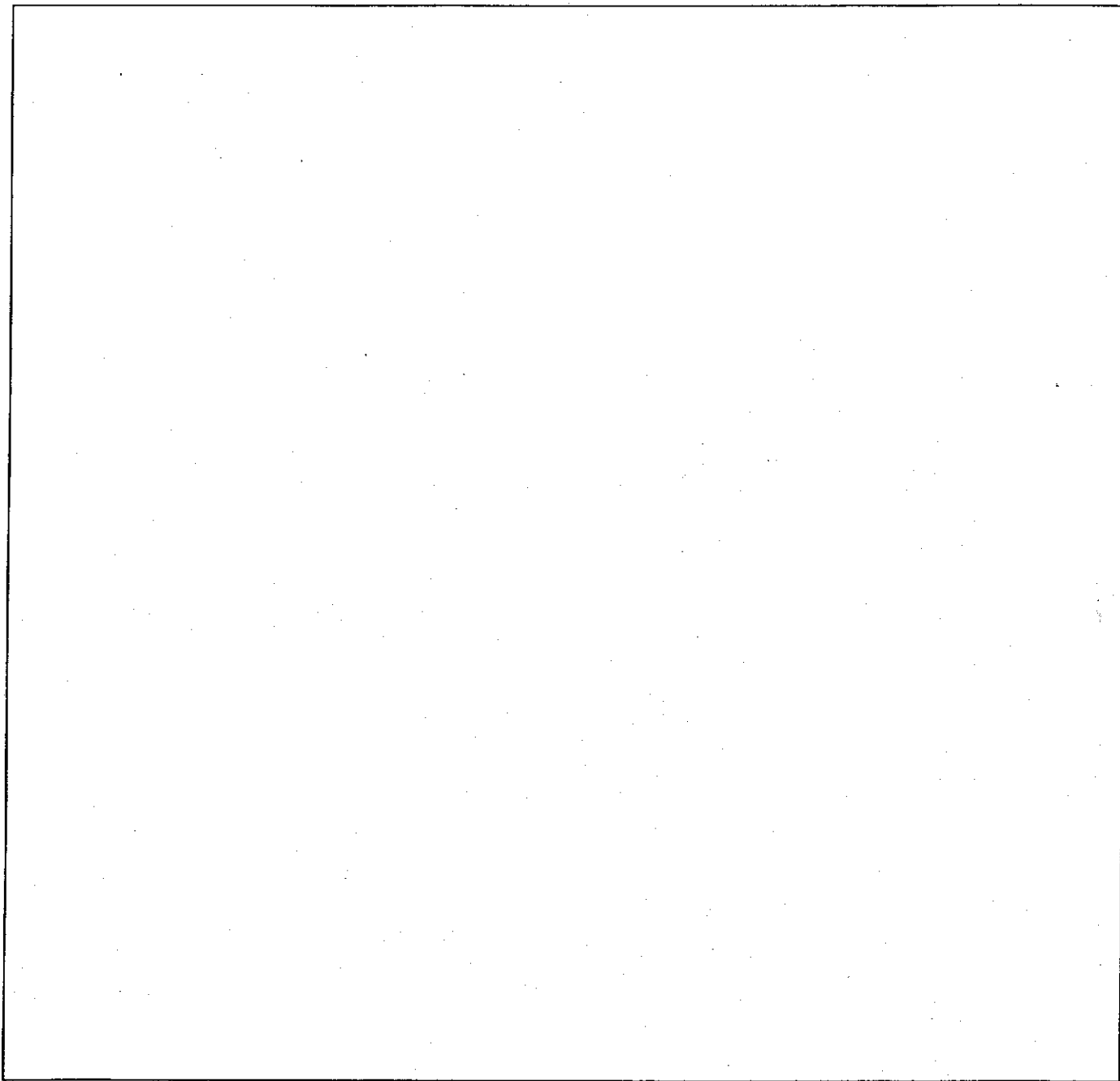
**New Course Description:**

Prerequisite: ARID 3111. Focus on large-scale spaces and more diverse and complex interior design issues including relevant building codes and regulations. Field trips and site visits may be required.

**Justification:**

The new course description more accurately reflects course and program objectives and addresses accreditation standards.

208



**Approvals:**

Department Head(s)

*Arthur Whalen*

Date

1-4-08

Dean(s)/Director(s)

*John Smith*

Date

1/19/08

College Executive Committee

*John Smith*

Date

1/15/08

Graduate Executive Committee

Date

Academic Committee

Date

# Request for A Revised Course

Valdosta State University

Date of Submission: 12/15/07  
Department Initiating Request: Art  
Faculty Member Requesting Revision: Dr. Selena Nawrocki  
Current Course Prefix and Number: ARID 3211 Current Credit Hours: 3  
Current Course Title: History of Interiors I  
Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description  
Semester/Term/Year to be effective: Fall 2008  
Estimate Frequency of Course Offering: Once a Year

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

=====For the following items, type an 'X' and complete only those items being revised.=====

Revised Course Prefix and Number:   
(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

Revised Lecture Hours:   Revised Lab Hours:   Revised Credit Hours:

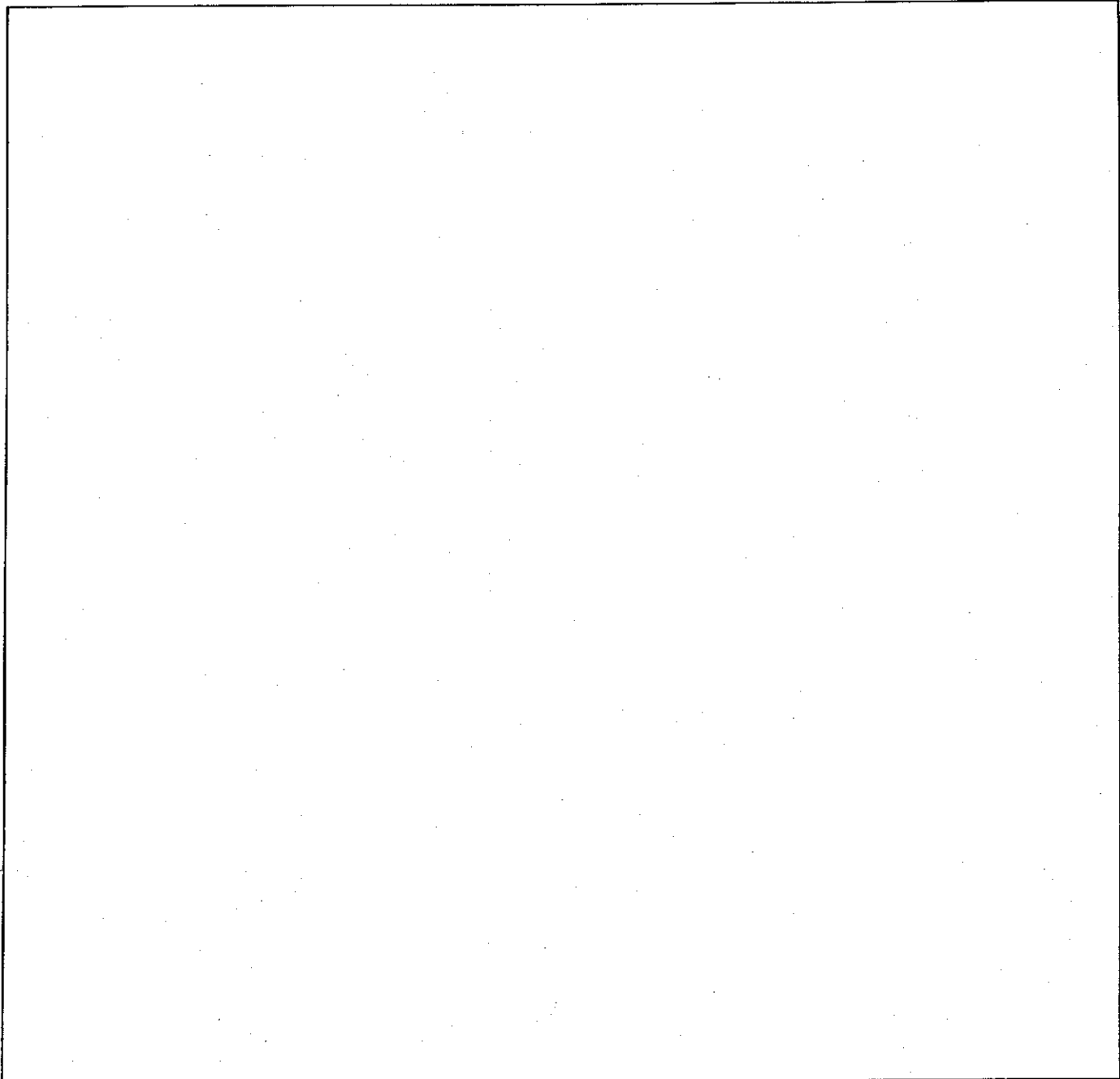
## Revised Course Description & Justification

**New Course Description:**  
Prerequisite: ARID 1120. The historical examination of the formal and structural characteristics found in architecture, interior design, and furniture in significant periods. Course examines relationship between human behavior and the built environment. Emphasis is placed on writing and the application of design terminology.

**Justification:**  
The new course description more accurately reflects course and program objectives and addresses accreditation standards.

Continue with Justification on the back if necessary.

Approvals are to be noted on the back.



**Approvals:**

Department Head(s)  Date

Dean(s)/Director(s)  Date

College Executive Committee  Date

Graduate Executive Committee  Date

Academic Committee  Date

# Request for A Revised Course

Valdosta State University

Date of Submission:   
Department Initiating Request:   
Faculty Member Requesting Revision:   
Current Course Prefix and Number:  Current Credit Hours:

Current Course Title:

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective:

Estimate Frequency of Course Offering:

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

=====**For the following items, type an 'X' and complete only those items being revised.**=====

Revised Course Prefix and Number:   
(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

Revised Lecture Hours:   Revised Lab Hours:   Revised Credit Hours:

## Revised Course Description & Justification

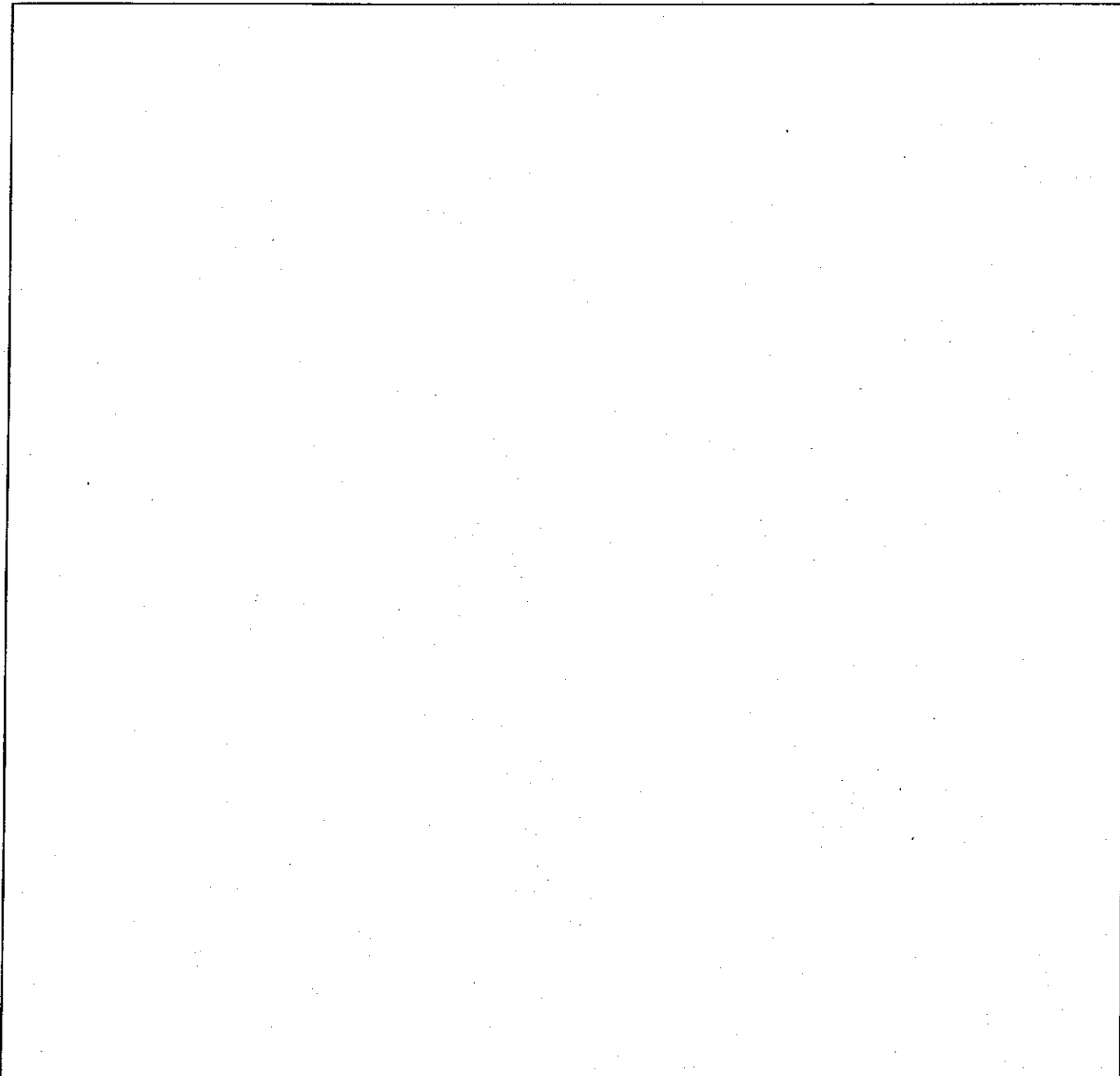
**New Course Description:**  
Prerequisite: ARID 3211. Exploration of architecture, interior design, and furniture of the 19<sup>th</sup> and 20<sup>th</sup> centuries with emphasis placed on characteristics of various design styles and movements.

**Justification:**  
The new course description more accurately reflects course and program objectives and addresses accreditation standards.

Continue with Justification on the back if necessary.

Approvals are to be noted on the back

212



Approvals:

Department Head(s)  Date

Dean(s)/Director(s)  Date

College Executive Committee  Date

Graduate Executive Committee  Date

Academic Committee  Date



# Request for A Revised Course

Valdosta State University

Date of Submission: 12/15/07  
Department Initiating Request: Art  
Faculty Member Requesting Revision: Dr. Selena Nawrocki  
Current Course Prefix and Number: ARID 3320 Current Credit Hours: 3

Current Course Title: Materials for Interior Design

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective: Fall 2008

Estimate Frequency of Course Offering: Once a Year

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

=====For the following items, type an 'X' and complete only those items being revised.=====

Revised Course Prefix and Number:   
(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:   
 Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:   
 Revised Lecture Hours:  Revised Lab Hours:  Revised Credit Hours:

## Revised Course Description & Justification

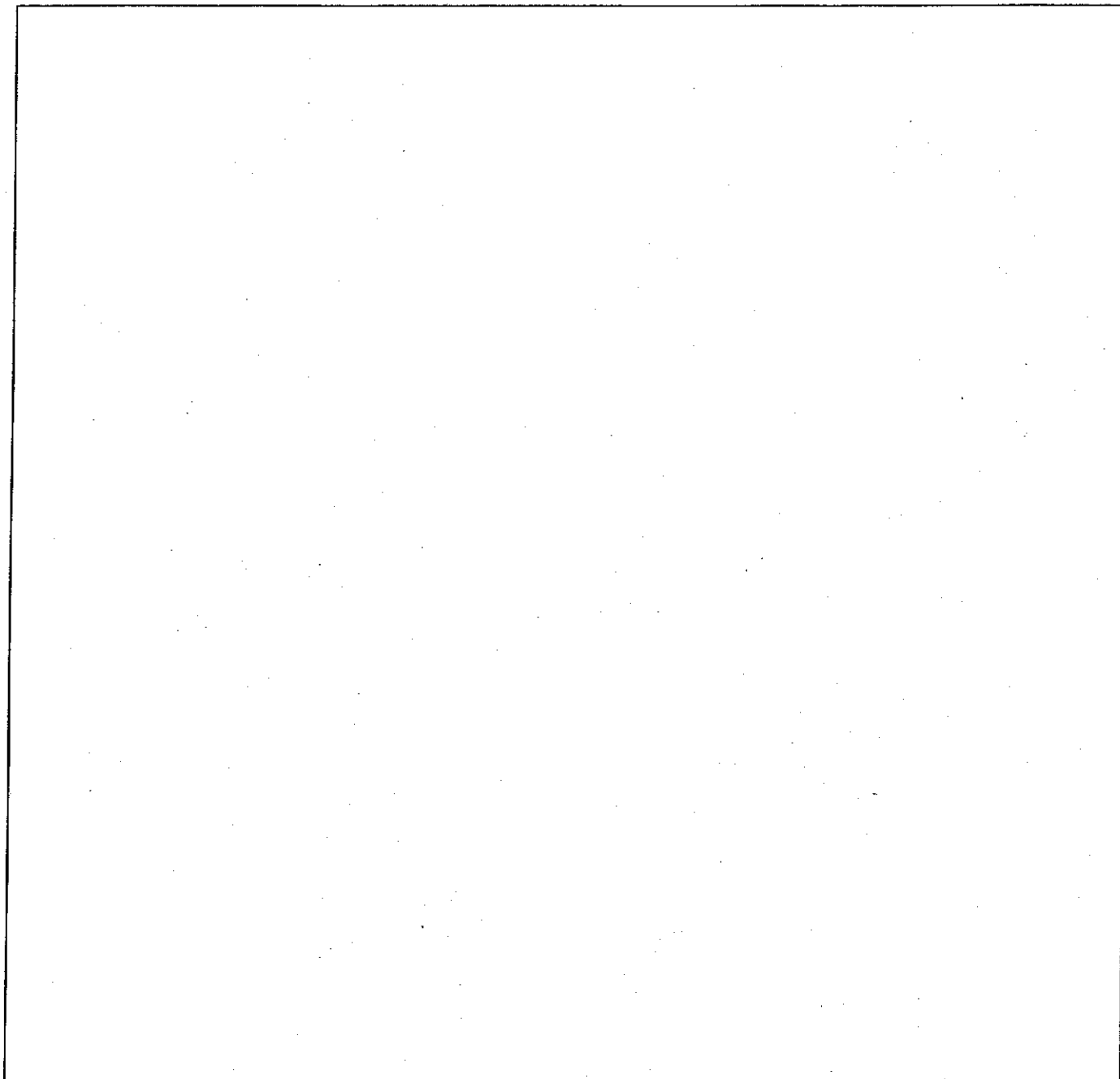
**New Course Description:**  
Prerequisites: ARID 2112, ARID 2310. Introduces and explores materials and methods used in the fabrication of interior furnishing and spaces. Knowledge of applications of varied materials and the creation of a source notebook/reference are required. Research and field trips may be required.

**Justification:**  
The new course description more accurately reflects course and program objectives and addresses accreditation standards.

Continue with Justification on the back if necessary.

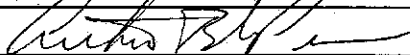
Approvals are to be noted on the back.

214



**Approvals:**

Department Head(s)



Date

1-4-08


Dean(s)/Director(s)



Date

1/5/08

College Executive Committee



Date

1/5/08

Graduate Executive Committee

Date

Academic Committee

Date

# Request for A Revised Course

Valdosta State University

Date of Submission:

Department Initiating Request:

Faculty Member Requesting Revision:

Current Course Prefix and Number:  Current Credit Hours:

Current Course Title:

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective:

Estimate Frequency of Course Offering:

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

=====For the following items, type an 'X' and complete only those items being revised.=====

Revised Course Prefix and Number:   
(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

Revised Lecture Hours:   Revised Lab Hours:   Revised Credit Hours:

Revised Course Description & Justification

**New Course Description:**

Prerequisite: ARID 2112. Introduction to aesthetic and technical considerations of lighting and other building systems required for interior spaces. The course content also addresses plumbing, HVAC, green and sustainable design, varied new products and systems from domestic and international sources. Case studies, computations, site visits, and research are required.

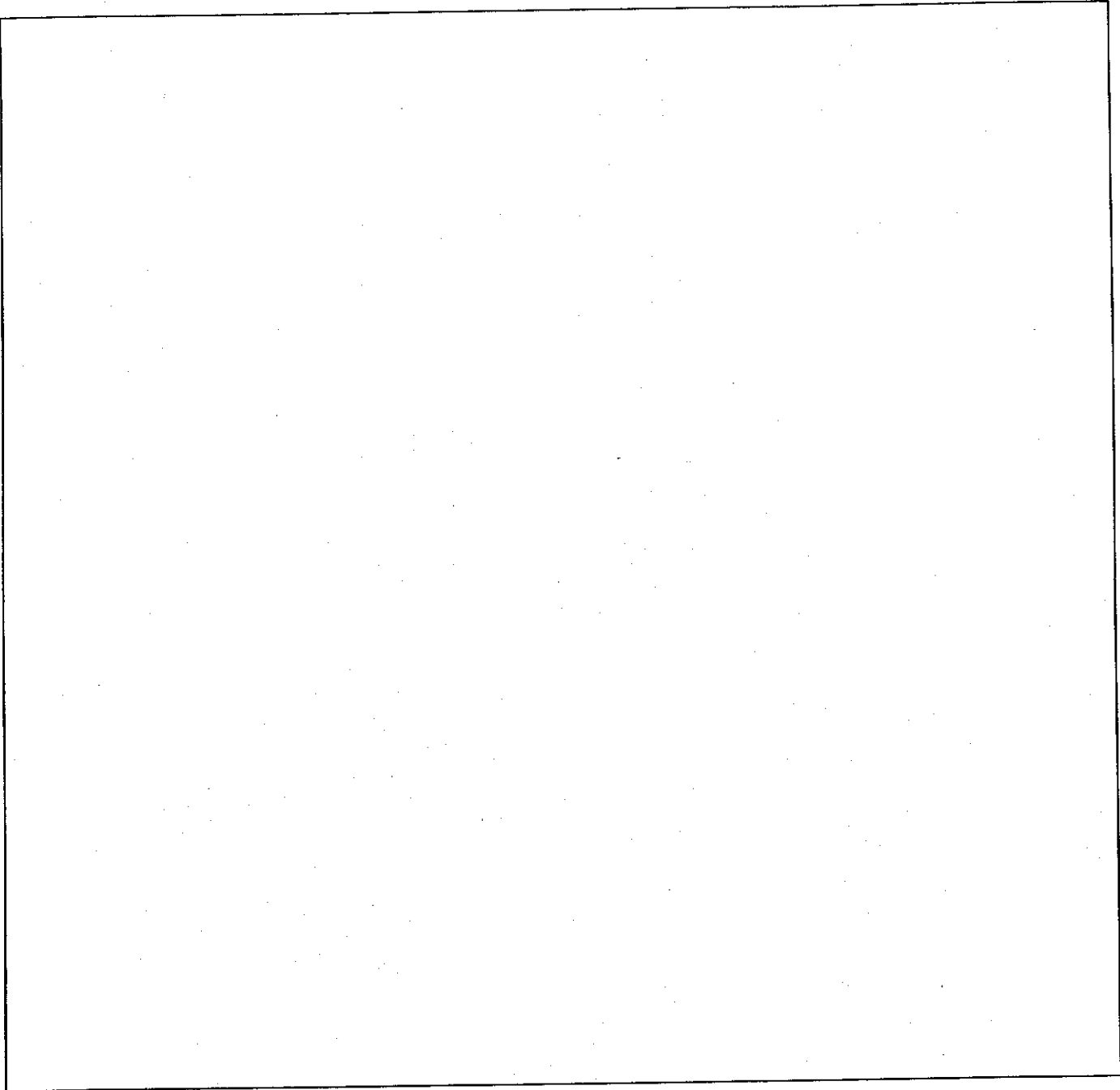
**Justification:**

The new course description more accurately reflects course and program objectives and addresses accreditation standards.

Continue with Justification on the back if necessary.

Approvals are to be noted on the back.

216



Approvals:

Department Head(s)	<input type="text" value="Auto W. P."/>	Date	<input type="text" value="1-4-08"/>
Dean(s)/Director(s)	<input type="text" value="John Smith"/>	Date	<input type="text" value="1/9/08"/>
College Executive Committee	<input type="text" value="John Smith"/>	Date	<input type="text" value="1/15/08"/>
Graduate Executive Committee	<input type="text"/>	Date	<input type="text"/>
Academic Committee	<input type="text"/>	Date	<input type="text"/>

# Request for A Revised Course

Valdosta State University

Date of Submission:

Department Initiating Request:

Faculty Member Requesting Revision:

Current Course Prefix and Number:  Current Credit Hours:

Current Course Title:

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective:

Estimate Frequency of Course Offering:

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

===== For the following items, type an 'X' and complete only those items being revised.=====

Revised Course Prefix and Number:

(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

Revised Lecture Hours:   Revised Lab Hours:   Revised Credit Hours:

Revised Course Description & Justification

**New Course Description:**

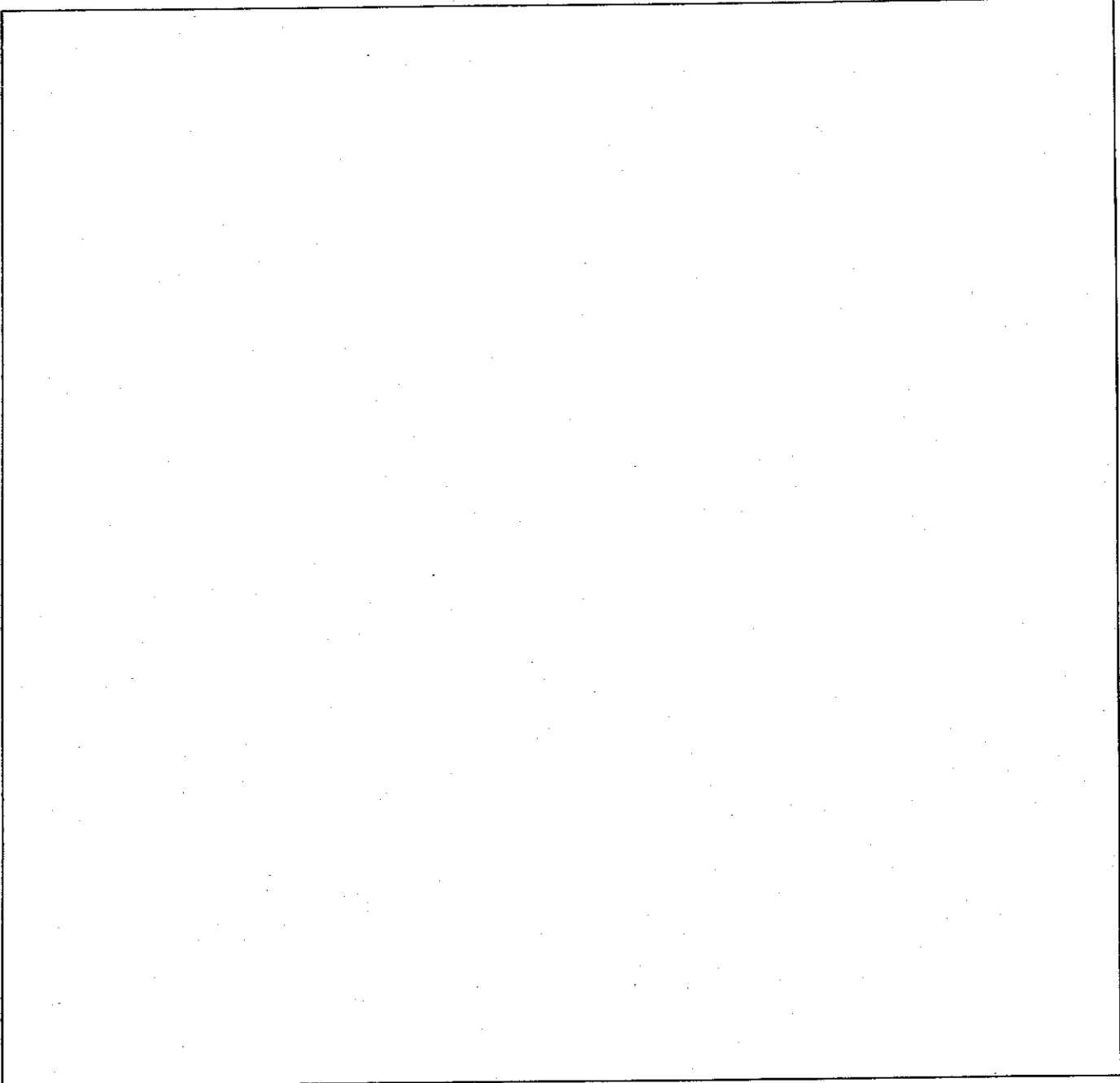
Prerequisite: ART 2030. Introduction of computer-aided design and drafting (CADD), varied software and applications for 3D visualization and design communication. Emphasis is placed on gaining skill in the use of the computer in creating and communicating design solutions. Work may be linked to design studio projects.

**Justification:**

The new course description more accurately reflects course and program objectives and addresses accreditation standards.

Continue with Justification on the back if necessary.

Approvals are to be noted on the back



Approvals:

Department Head(s)	<input type="text" value="Arthur H. [Signature]"/>	Date	<input type="text" value="1-4-08"/>
Dean(s)/Director(s)	<input type="text" value="John [Signature]"/>	Date	<input type="text" value="1/19/08"/>
College Executive Committee	<input type="text" value="John [Signature]"/>	Date	<input type="text" value="1/15/08"/>
Graduate Executive Committee	<input type="text"/>	Date	<input type="text"/>
Academic Committee	<input type="text"/>	Date	<input type="text"/>

# Request for A Revised Course

Valdosta State University

Date of Submission:   
Department Initiating Request:   
Faculty Member Requesting Revision:   
Current Course Prefix and Number:  Current Credit Hours:

Current Course Title:

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective:

Estimate Frequency of Course Offering:

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

=====**For the following items, type an 'X' and complete only those items being revised.**=====

Revised Course Prefix and Number:   
(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

Revised Lecture Hours:   Revised Lab Hours:   Revised Credit Hours:

Revised Course Description & Justification

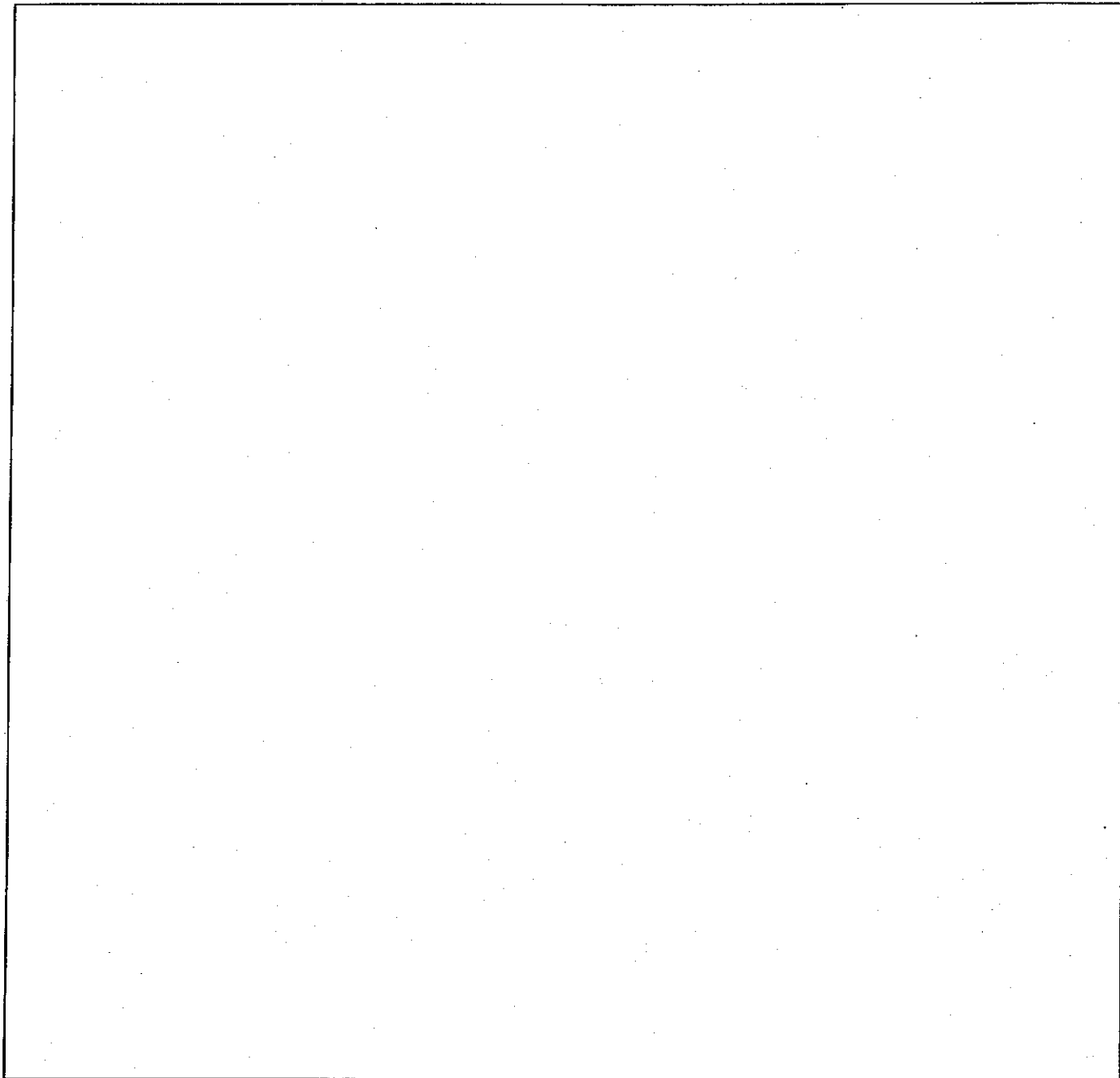
**New Course Description:**  
Course for relevant topics not included in the official interior design curriculum. Format may vary.

**Justification:**  
The new course description more accurately reflects course and program objectives and addresses accreditation standards.

Continue with Justification on the back if necessary.

Approvals are to be noted on the back.

220



**Approvals:**

Department Head(s)

*Arthur Blaser*

Date

1-4-00

Dean(s)/Director(s)

*John Smith*

Date

1/15/00

College Executive Committee

*John Smith*

Date

1/15/00

Graduate Executive Committee

Date

Academic Committee

Date



# Request for A Revised Course

Valdosta State University

Date of Submission:   
Department Initiating Request:   
Faculty Member Requesting Revision:   
Current Course Prefix and Number:  Current Credit Hours:

Current Course Title:

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective:

Estimate Frequency of Course Offering:

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

=====**For the following items, type an 'X' and complete only those items being revised.**=====

Revised Course Prefix and Number:   
(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

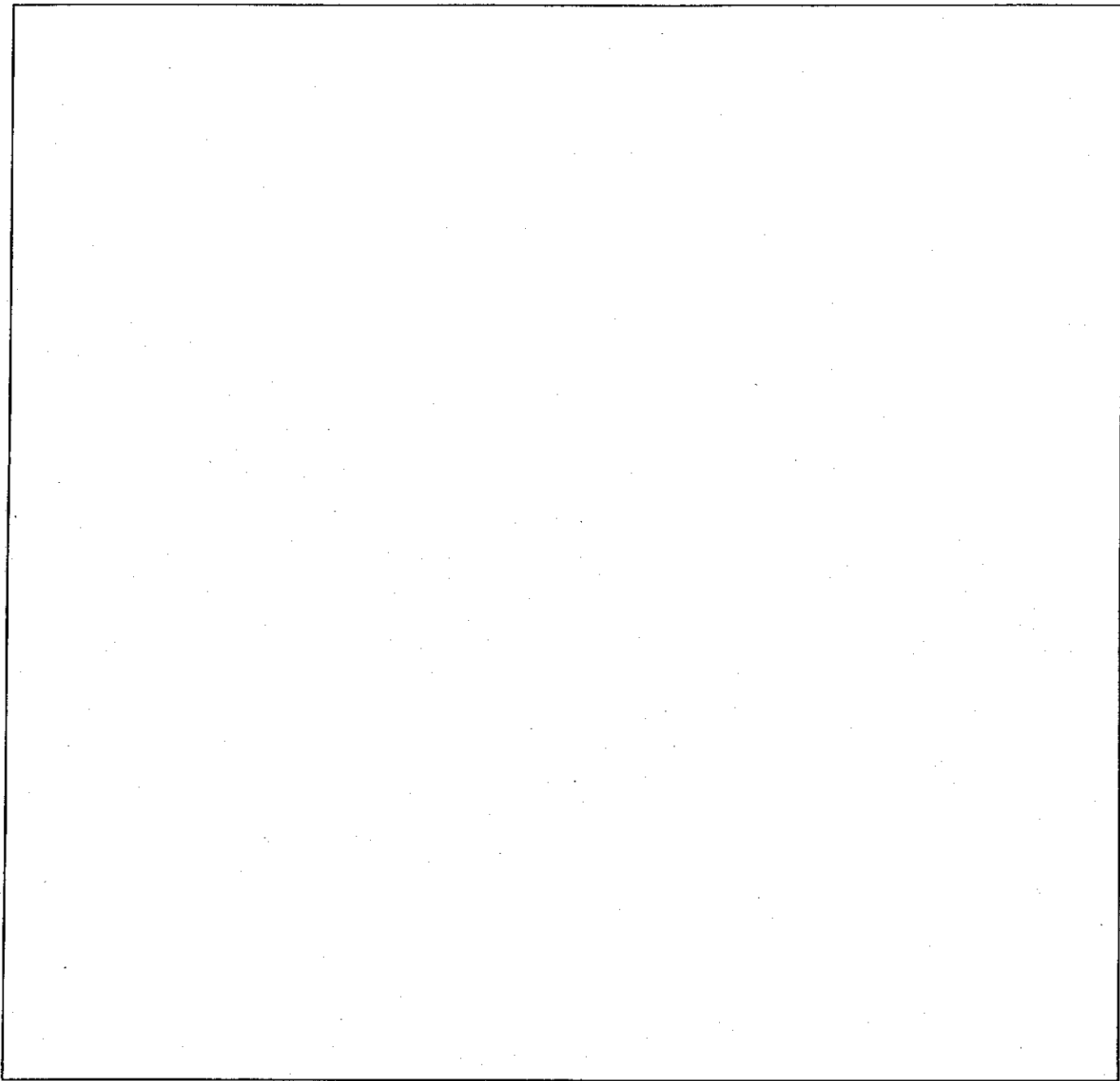
Revised Lecture Hours:   Revised Lab Hours:   Revised Credit Hours:

## Revised Course Description & Justification

**New Course Description:**  
Prerequisites: Junior standing in Interior Design, ARID 3112. Course, taken in the summer between junior and senior years, is designed to involve the student in the actual activities and processes of a professional interior design atmosphere. Interviews may be required. Assessment reviews are completed by student, internship supervisor and field supervisor. Written documentation and a journal are required.

**Justification:**  
The new course description more accurately reflects course and program objectives and addresses accreditation standards.

202



**Approvals:**

Department Head(s)	<input type="text" value="Arthur Wolfe"/>	Date	<input type="text" value="1-4-08"/>
Dean(s)/Director(s)	<input type="text" value="John Smith"/>	Date	<input type="text" value="1/15/08"/>
College Executive Committee	<input type="text" value="John Smith"/>	Date	<input type="text" value="1/15/08"/>
Graduate Executive Committee	<input type="text"/>	Date	<input type="text"/>
Academic Committee	<input type="text"/>	Date	<input type="text"/>

# Request for A Revised Course

Valdosta State University

Date of Submission:   
Department Initiating Request:   
Faculty Member Requesting Revision:   
Current Course Prefix and Number:  Current Credit Hours:

Current Course Title:

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective:

Estimate Frequency of Course Offering:

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

=====**For the following items, type an 'X' and complete only those items being revised.**=====

Revised Course Prefix and Number:   
(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

Revised Lecture Hours:   Revised Lab Hours:   Revised Credit Hours:

## Revised Course Description & Justification

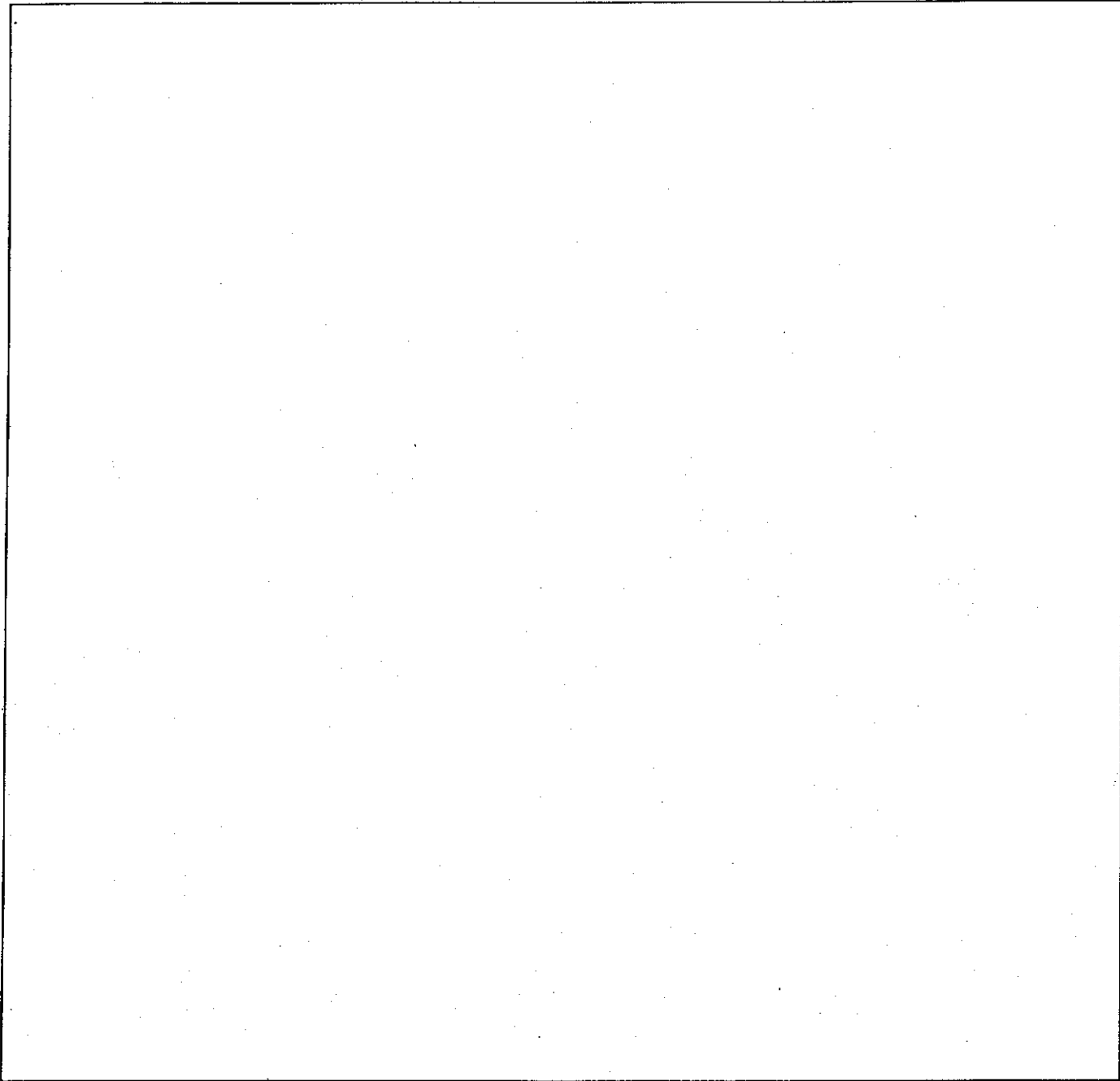
**New Course Description:**  
Prerequisite: ARID 3112. Design processes and solutions with issues relating to large scale spaces. Emphasis is placed on creative and critical thinking, research, graphic and oral presentation skills. Field trips and site visits may be required.

**Justification:**  
The new course description more accurately reflects course and program objectives and addresses accreditation standards.

Continue with Justification on the back if necessary.

Approvals are to be noted on the back.

224



**Approvals:**

Department Head(s)  Date

Dean(s)/Director(s)  Date

College Executive Committee  Date

Graduate Executive Committee  Date

Academic Committee  Date

# Request for A Revised Course

Valdosta State University

Date of Submission:

Department Initiating Request:

Faculty Member Requesting Revision:

Current Course Prefix and Number:  Current Credit Hours:

Current Course Title:

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective:

Estimate Frequency of Course Offering:

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

=====**For the following items, type an 'X' and complete only those items being revised.**=====

Revised Course Prefix and Number:

(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

Revised Lecture Hours:   Revised Lab Hours:   Revised Credit Hours:

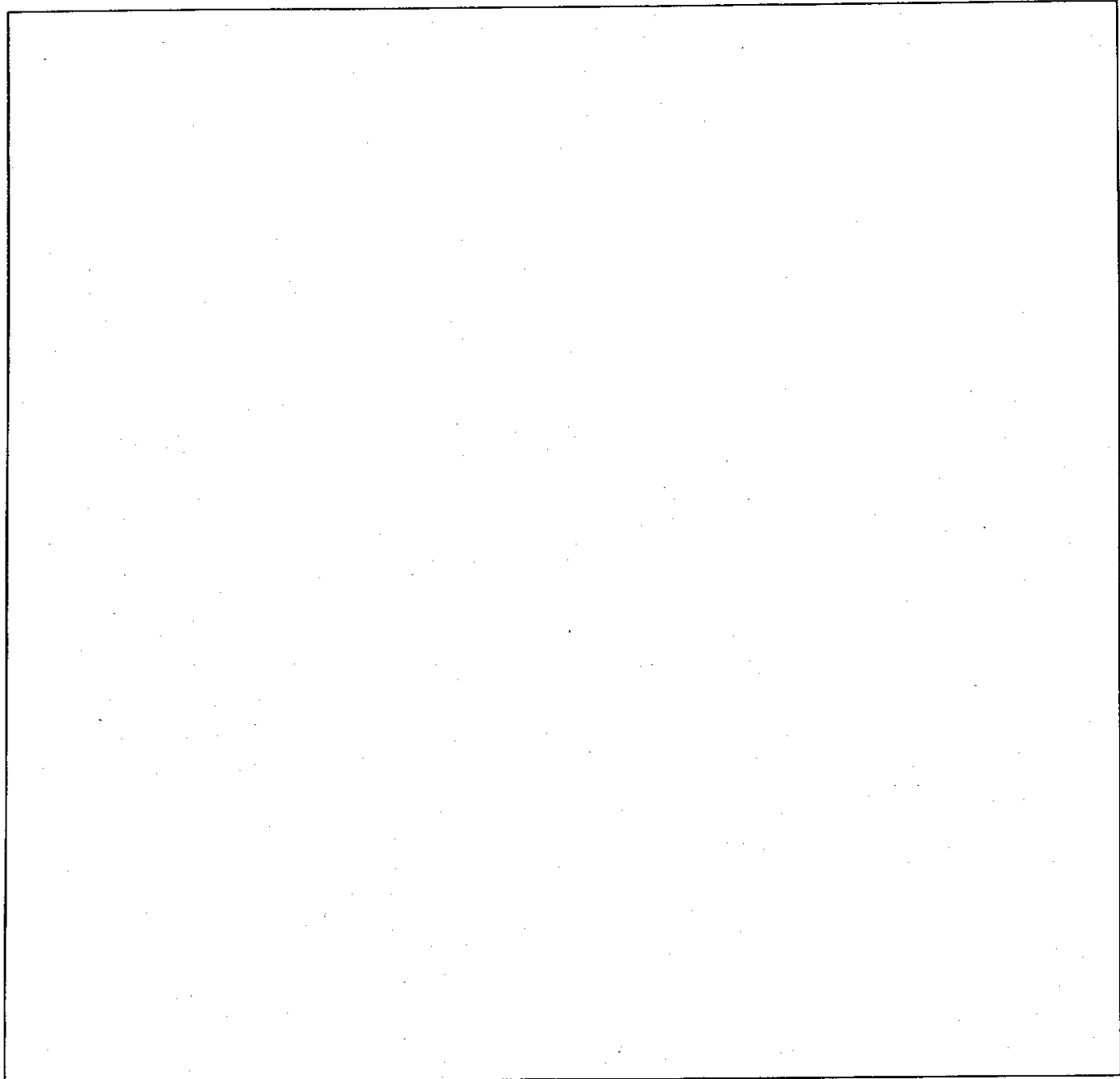
Revised Course Description & Justification

**New Course Description:**

Prerequisite: ARID 4111. Culmination of studio work examining large spaces with intricate criteria to explore, document and incorporate into the design process. Communication is documented through varied media and methods. In-depth exploration of selected topic is included. Design and documentation of custom furnishings/casework is required. Field trips and site visits may be required.

**Justification:**

The new course description more accurately reflects course and program objectives and addresses accreditation standards.



Continue with Justification on the back if necessary.

Approvals are to be noted on the back.

Approvals:

Department Head(s)	<input type="text" value="Auto Blum"/>	Date	<input type="text" value="1-4-08"/>
Dean(s)/Director(s)	<input type="text" value="John Smith"/>	Date	<input type="text" value="1/15/08"/>
College Executive Committee	<input type="text" value="John Smith"/>	Date	<input type="text" value="1/15/08"/>
Graduate Executive Committee	<input type="text"/>	Date	<input type="text"/>
Academic Committee	<input type="text"/>	Date	<input type="text"/>

# Request for A Revised Course

Valdosta State University

Date of Submission:   
Department Initiating Request:   
Faculty Member Requesting Revision:   
Current Course Prefix and Number:  Current Credit Hours:

Current Course Title:

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective:

Estimate Frequency of Course Offering:

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

Revised Course Prefix and Number:   
(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

Revised Lecture Hours:   Revised Lab Hours:   Revised Credit Hours:

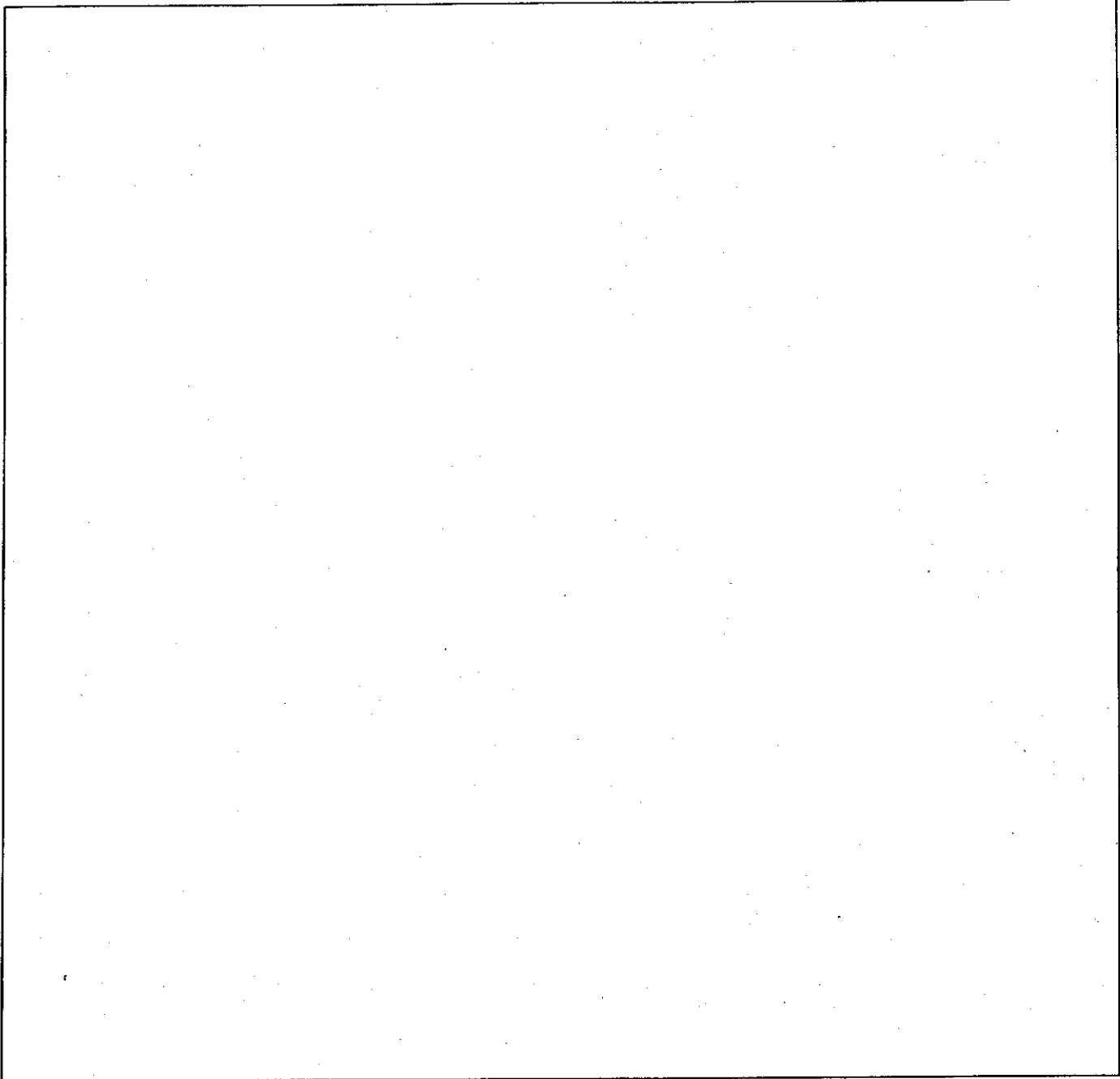
## Revised Course Description & Justification

**New Course Description:**  
Prerequisites: ARID 2310 and ARID 3111. Explores advanced problems in rendering, perspective drawing, and visual presentation of interior spaces. Methods of presentation are developed including completed interior design projects with rendered perspectives and presentation boards.

**Justification:**  
The new course description more accurately reflects course and program objectives and addresses accreditation standards.

Continue with Justification on the back if necessary.

Approvals are to be noted on the back



Approvals:

Department Head(s)	<input type="text" value="Antonio Lopez"/>	Date	<input type="text" value="1-4-08"/>
Dean(s)/Director(s)	<input type="text" value="John Kent"/>	Date	<input type="text" value="1/5/08"/>
College Executive Committee	<input type="text" value="Robert White"/>	Date	<input type="text" value="1/5/08"/>
Graduate Executive Committee	<input type="text"/>	Date	<input type="text"/>
Academic Committee	<input type="text"/>	Date	<input type="text"/>



# Request for A Revised Course

Valdosta State University

Date of Submission:   
Department Initiating Request:   
Faculty Member Requesting Revision:   
Current Course Prefix and Number:  Current Credit Hours:

Current Course Title:

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective:

Estimate Frequency of Course Offering:

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

=====**For the following items, type an 'X' and complete only those items being revised.**=====

Revised Course Prefix and Number:   
(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

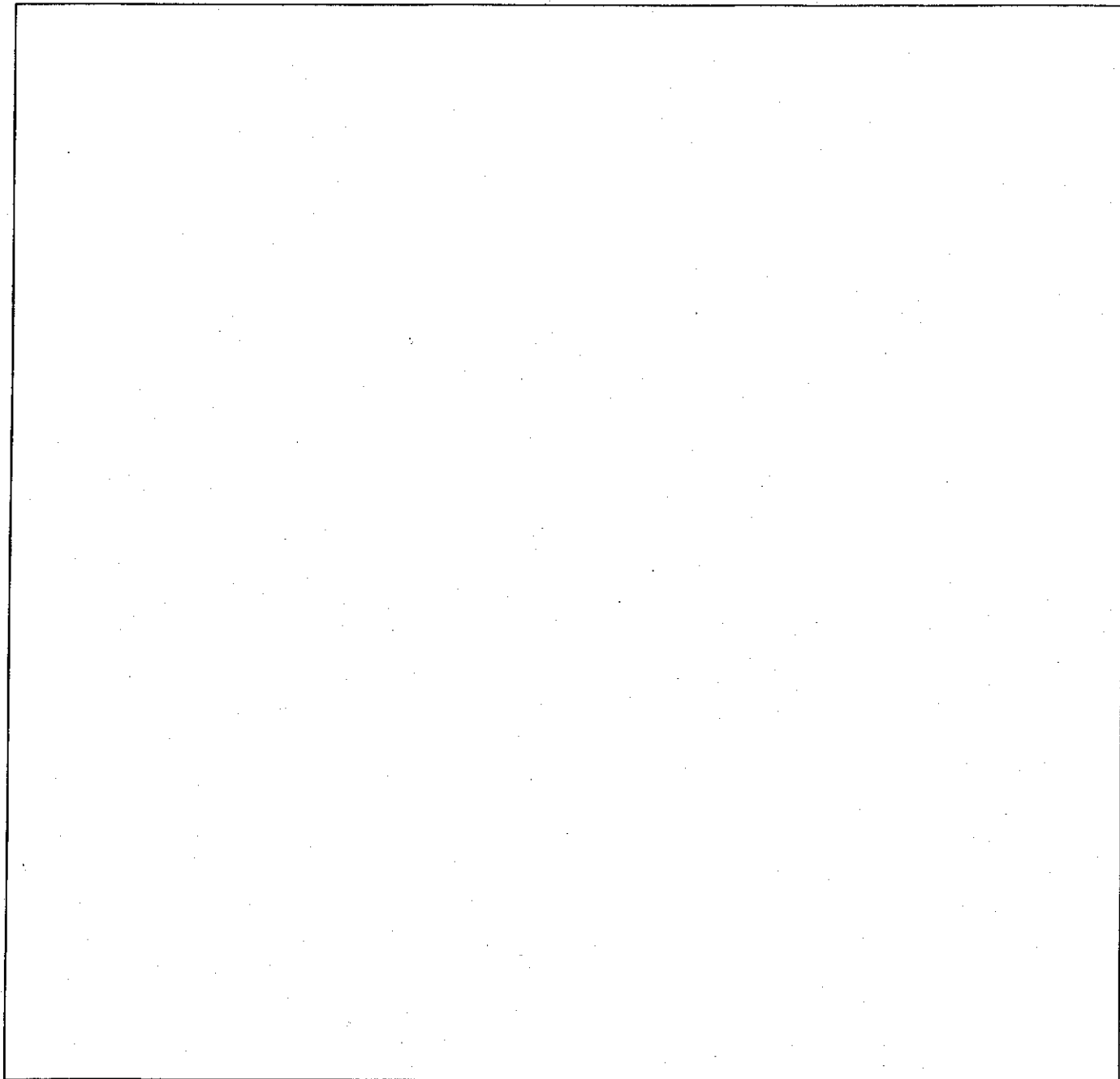
Revised Lecture Hours:   Revised Lab Hours:   Revised Credit Hours:

Revised Course Description & Justification

**New Course Description:**  
Prerequisite: ARID 3112. Emphasis placed on relationships between the business of interior design and professional practice, project management practices, planning a career path, achieving professional certification, and developing a professional design portfolio. Field trips and site visits may be required.

**Justification:**  
The new course description more accurately reflects course and program objectives and addresses accreditation standards.

Continue with Justification on the back if necessary.



Approvals:

Department Head(s)  Date

Dean(s)/Director(s)  Date

College Executive Committee  Date

Graduate Executive Committee  Date

Academic Committee  Date

# Request for A Revised Course

Valdosta State University

Date of Submission: 3/27/2007

Department Initiating Request: Department of Art

Faculty Member Requesting Revision: Mr. Hollis Barnett

Current Course Prefix and Number: Art 4094      Current Credit Hours: 0-6-3

Current Course Title: Graphic Design IV

Type an 'X' for all that apply:  Revised Title     Revised Course Number     Other  
 Revised Credit Hours     Revised Course Description

Semester/Term/Year to be effective: Fall 2008

Estimate Frequency of Course Offering: Each Semester

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

=====**For the following items, type an 'X' and complete only those items being revised.**=====

Revised Course Prefix and Number: \_\_\_\_\_

(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title: \_\_\_\_\_

**Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:**

\_\_\_\_\_

Revised Total Contact Hours: \_\_\_\_\_

Revised Lecture Hours: \_\_\_\_\_  Revised Lab Hours: \_\_\_\_\_  Revised Credit Hours: \_\_\_\_\_

Revised Course Description & Justification

**New Course Description:**  
Prerequisite: ART 3091. An advanced computer graphics course which concentrates on three-dimensional modeling and computer animation. May be repeated for up to 9 hours of credit.

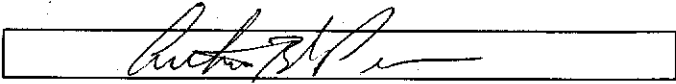
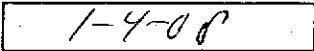
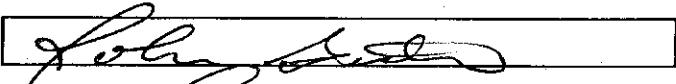
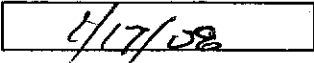
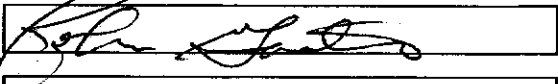
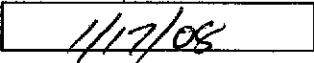

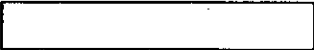

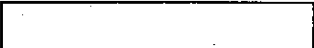
Continue with Justification on the back if necessary.

Approvals are to be noted on the back.

**Justification:**

The prerequisite of the course is changing to make ART 3091 (Graphic Design I) the prerequisite for this course. Currently ART 3092 (Graphic Design II) or ART 4093 (Graphic Design III) are the prerequisites for this course. This action brings the course in line with all other advanced graphic design courses with ART 3091 being the only prerequisite. In addition, this will allow students more graphics options and more time to work these courses into their education.

**Approvals:**

Department Head(s)		Date	
Dean(s)/Director(s)		Date	
College Executive Committee		Date	
Graduate Executive Committee		Date	
Academic Committee		Date	

# Request for A Revised Course

Valdosta State University

Date of Submission:

Department Initiating Request:

Faculty Member Requesting Revision:

Current Course Prefix and Number:  Current Credit Hours:

Current Course Title:

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective:

Estimate Frequency of Course Offering:

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

=====**For the following items, type an 'X' and complete only those items being revised.**=====

Revised Course Prefix and Number:   
(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

Revised Lecture Hours:   Revised Lab Hours:   Revised Credit Hours:

## Revised Course Description & Justification

**New Course Description:** ART 4171 Senior Exhibition Seminar

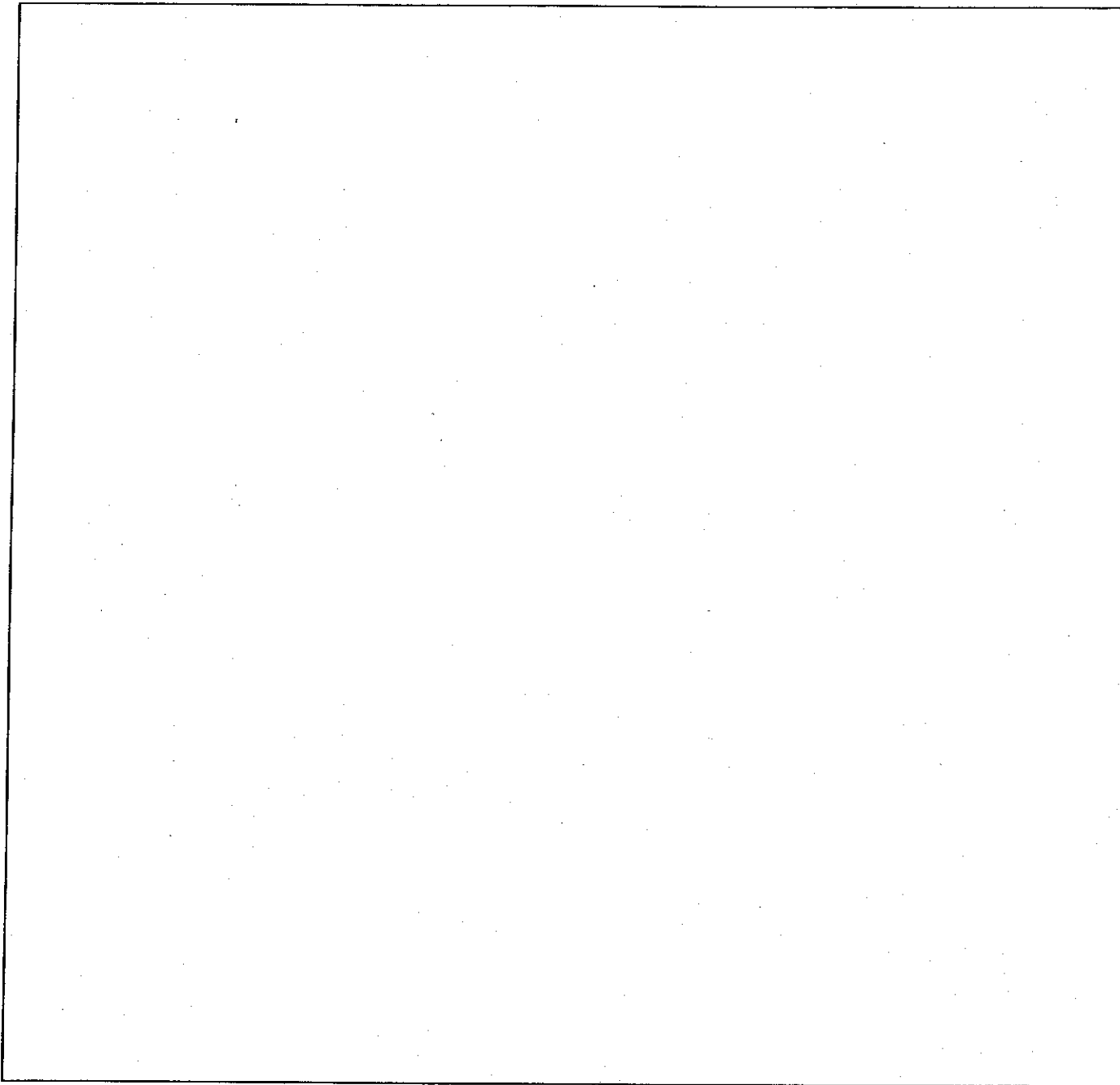
Prerequisite: ART 4170. A capstone course for the preparing of works for exhibition, learning of gallery procedures, planning for and participating in the Senior Exhibition. The submission of a final portfolio and an oral presentation are required.

**Justification:**

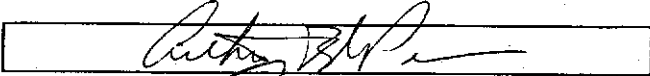
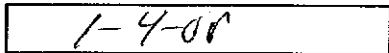


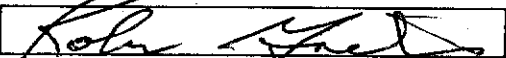
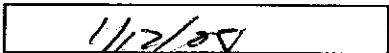


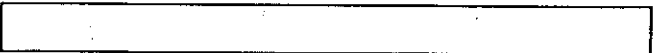
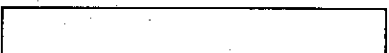
ART 4170 Professional Preparation should be a prerequisite, not co-requisite to ART 4171. ART 4170 introduces skills and concepts that are necessary for ART 4171.

Continue with Justification on the back if necessary.

Approvals are to be noted on the back.



**Approvals:**

Department Head(s)		Date	
Dean(s)/Director(s)		Date	
College Executive Committee		Date	
Graduate Executive Committee		Date	
Academic Committee		Date	

# Request for A Revised Course

Valdosta State University

Date of Submission:

Department Initiating Request:

Faculty Member Requesting Revision:

Current Course Prefix and Number:  Current Credit Hours:

Current Course Title:

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective:

Estimate Frequency of Course Offering:

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

=====**For the following items, type an 'X' and complete only those items being revised.**=====

Revised Course Prefix and Number:

(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

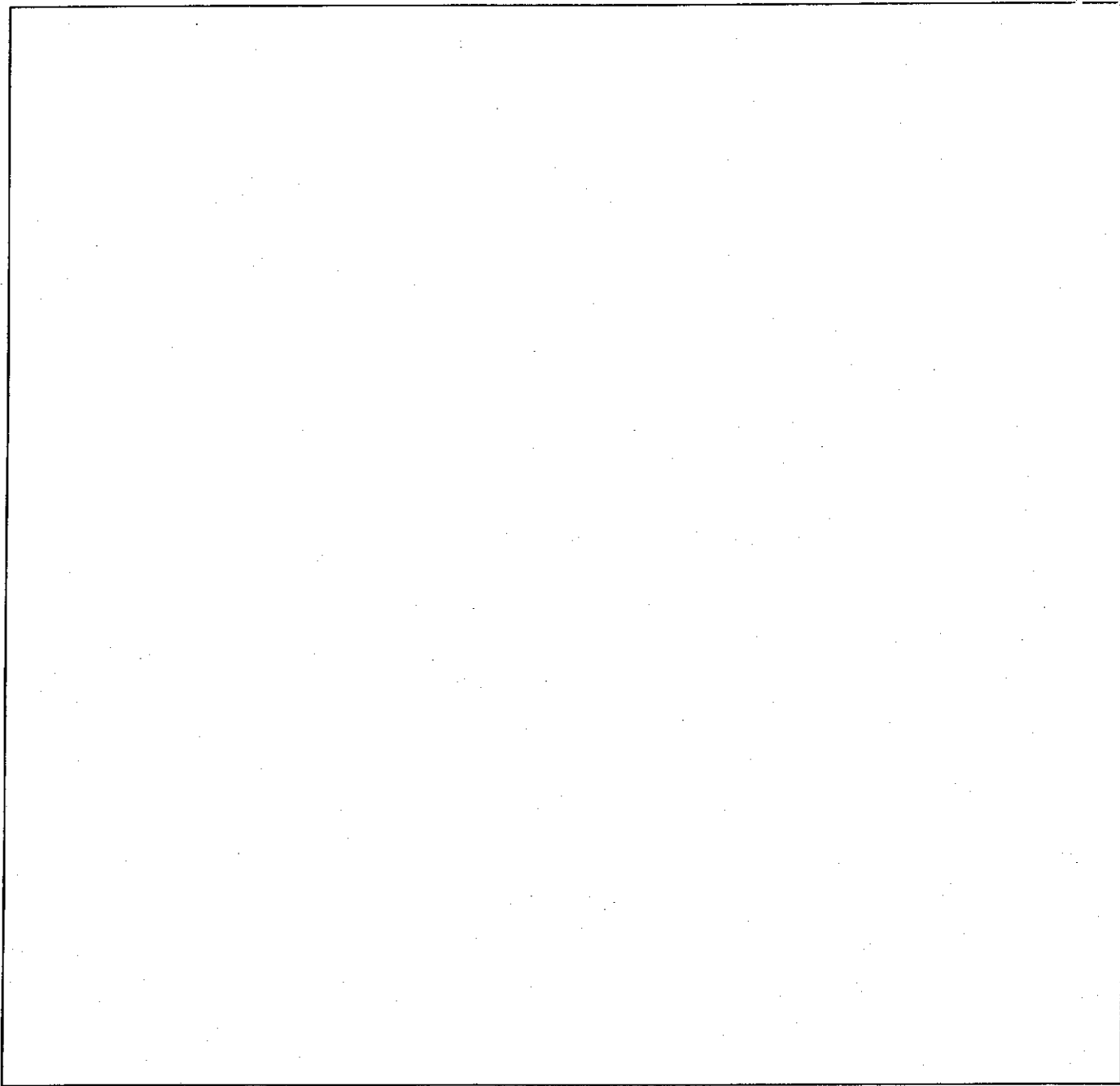
Revised Total Contact Hours:

Revised Lecture Hours:   Revised Lab Hours:   Revised Credit Hours:

Revised Course Description & Justification


Prerequisite: Art Education major or permission of the department head. This is the study of curriculum and assessment practices associated with art curricula in American schools, K-12. Field applications and observations are required.

Justification: Course title and description revisions reflect the nature and structure of the course as it has been taught. This course will be a required course in the newly proposed Art Education track for M.Ed. with a major in Art Education.



**Approvals:**

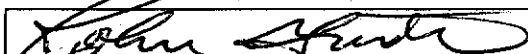
Department Head(s)



Date

1-4-08

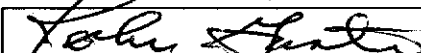
Dean(s)/Director(s)



Date

1/5/08

College Executive Committee



Date

1/5/08

Graduate Executive Committee

Date

Academic Committee

Date



# Request for A Revised Course

Valdosta State University

Date of Submission: 9/25/2007

Department Initiating Request: ART

Faculty Member Requesting Revision: J. Stephen Lahr

Current Course Prefix and Number: ARED 7500 Current Credit Hours: 3

Current Course Title: Issues and Trends in Art Education

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective: Fall 2008

Estimate Frequency of Course Offering: Once a Year

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

====For the following items, type an 'X' and complete only those items being revised.====

Revised Course Prefix and Number:

(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title: Issues & Trends in Art Education

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Issues & Trends in Art Ed

Revised Total Contact Hours:

Revised Lecture Hours:  Revised Lab Hours:  Revised Credit Hours:

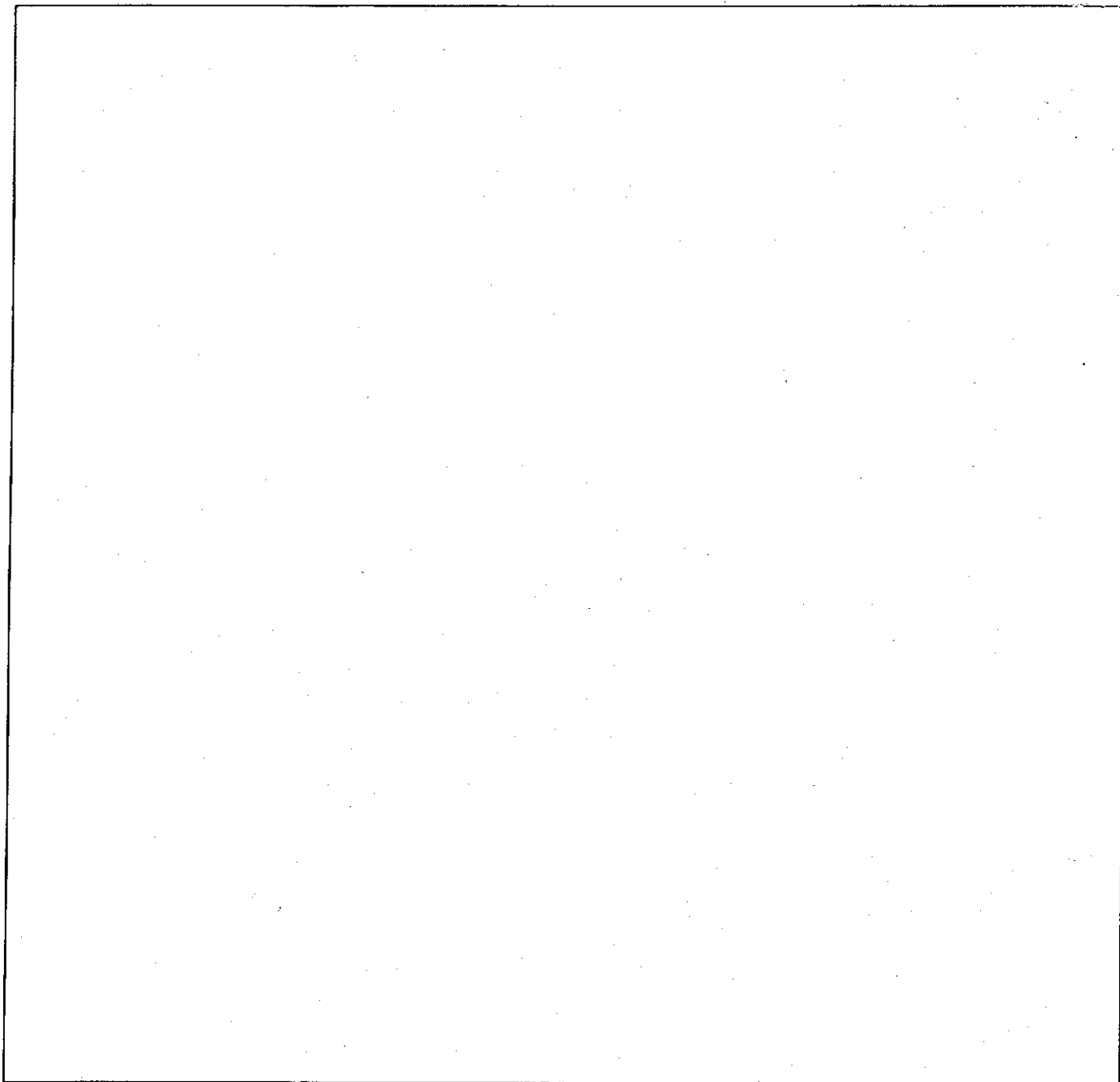
## Revised Course Description & Justification

Prerequisite: Art Education major or permission of the department head. The study of current trends and issues associated with Art, Education, and Art Education. Research paper or project and field applications are required.

Justification: This will be a required course for graduate students in the newly proposed Art Education track for M.Ed. with a major in Art Education.

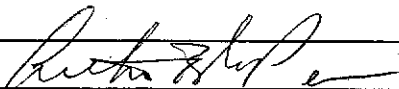
Continue with Justification on the back if necessary.

Approvals are to be noted on the back.

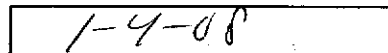


**Approvals:**

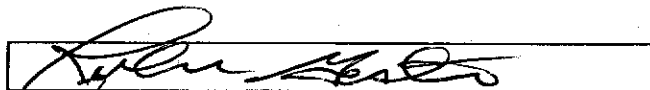
Department Head(s)



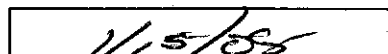
Date



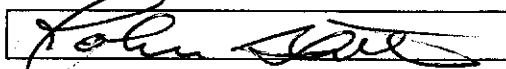
Dean(s)/Director(s)



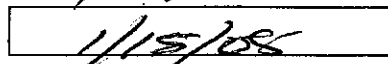
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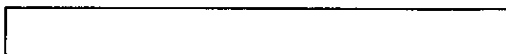
College Executive Committee



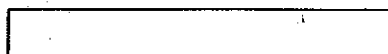
Date



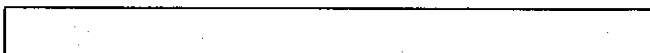
Graduate Executive Committee



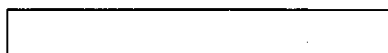
Date

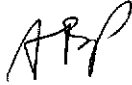


Academic Committee



Date



TO: Dr. Louis Levy, Vice President for Academic Affairs  
FROM: A Blake Pearce, Head Department of Art   
DATE: December 6, 2007  
RE: Deactivation of the Master of Art Education degree program  
Cc; Dr. John Gaston, Dean College of the Arts  
Dr. Brian Adler, Dean Graduate School

It is with regret that I propose that the Master of Art Education program at Valdosta State University be deactivated effective Fall semester 2008. As you are aware, we have ceased to offer courses within the program and have not considered any student applications for the program for the past three years. Enrollment in the program has not been adequate to justify the required course offerings and faculty load assignments. In light of current undergraduate program needs and departmental summer school budget constraints it has been determined that the continued viability of the Masters program in Art Education would not be possible. Students who have completed the Master of Art Education degree have done exceptional work after graduation and serve as leaders in their schools and within the region in professional organizations. Graduates have received state and national honors and we are proud of their efforts and achievements.

The department has prepared a new proposal in conjunction with the department of Middle, Secondary, Reading, and Deaf Education to introduce a new Art Education track within the existing M.Ed. in Middle Grades or Secondary Education. We believe that this track can meet the needs of many area art educators interested in advanced degree programs. The collaboration with the Middle, Secondary, Reading, and Deaf Education department would better utilize university, college, and departmental resources. The track would also provide art educators opportunities to work with a more diverse group of students and faculty and provide learning relationships that more closely relate to their professional working environments. We also believe that department of Art course offerings can provide creative alternatives for majors in the Middle Grades or Secondary Education Masters program. We are currently sharing information with the Department of Art, College of the Arts, Department of Middle, Secondary, Reading, and Deaf Education, The College of Education, and the Graduate School and plan to submit the new track proposal this year to begin in the Fall of 2008.

A Blake Pearce  
Head, Department of Art

APR 2008

# Request for A Revised Course

Valdosta State University

**RECEIVED**  
JAN 14 2008  
OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

Date of Submission:

Department Initiating Request:

Faculty Member Requesting Revision:

Current Course Prefix and Number:  Current Credit Hours:

Current Course Title:

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective:

Estimate Frequency of Course Offering:

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

=====**For the following items, type an 'X' and complete only those items being revised.**=====

Revised Course Prefix and Number:

(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

Revised Lecture Hours:   Revised Lab Hours:   Revised Credit Hours:

Revised Course Description & Justification

**New Course Description:**  
Prerequisite: ART 3091. An advanced computer graphics course which concentrates on three-dimensional modeling and computer animation. May be repeated for up to 9 hours of credit.

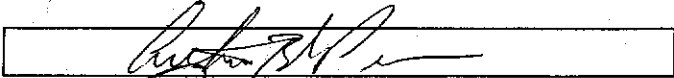
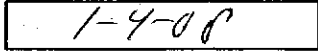
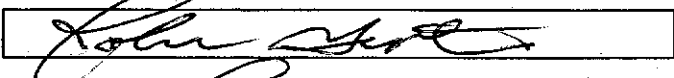
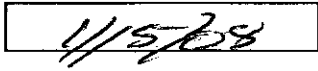
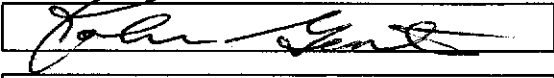
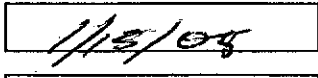
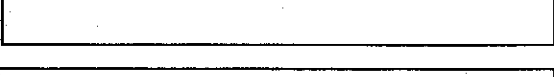
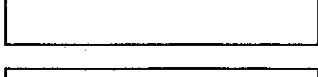


Continue with Justification on the back if necessary.

Approvals are to be noted on the back.

**Justification:**

The prerequisite of the course is changing to make ART 3091 (Graphic Design I) the prerequisite for this course. Currently ART 3092 (Graphic Design II) or ART 4093 (Graphic Design III) are the prerequisites for this course. This action brings the course in line with all other advanced graphic design courses with ART 3091 being the only prerequisite. In addition, this will allow students more graphics options and more time to work these courses into their education.

**Approvals:**

Department Head(s)		Date	
Dean(s)/Director(s)		Date	
College Executive Committee		Date	
Graduate Executive Committee		Date	
Academic Committee		Date	

# Request for A Revised Course

Valdosta State University

Date of Submission: 11/27/07  
Department Initiating Request: Art  
Faculty Member Requesting Revision: Julie Bowland  
Current Course Prefix and Number: ART 4171 Current Credit Hours: 2  
Current Course Title: Senior Exhibition Seminar

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective: Fall 2008

Estimate Frequency of Course Offering: Each semester

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

=====**For the following items, type an 'X' and complete only those items being revised.**=====

Revised Course Prefix and Number: \_\_\_\_\_  
(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title: \_\_\_\_\_

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:  
\_\_\_\_\_

Revised Total Contact Hours: \_\_\_\_\_

Revised Lecture Hours: \_\_\_\_\_  Revised Lab Hours: \_\_\_\_\_  Revised Credit Hours: \_\_\_\_\_

## Revised Course Description & Justification

**New Course Description:** ART 4171 Senior Exhibition Seminar

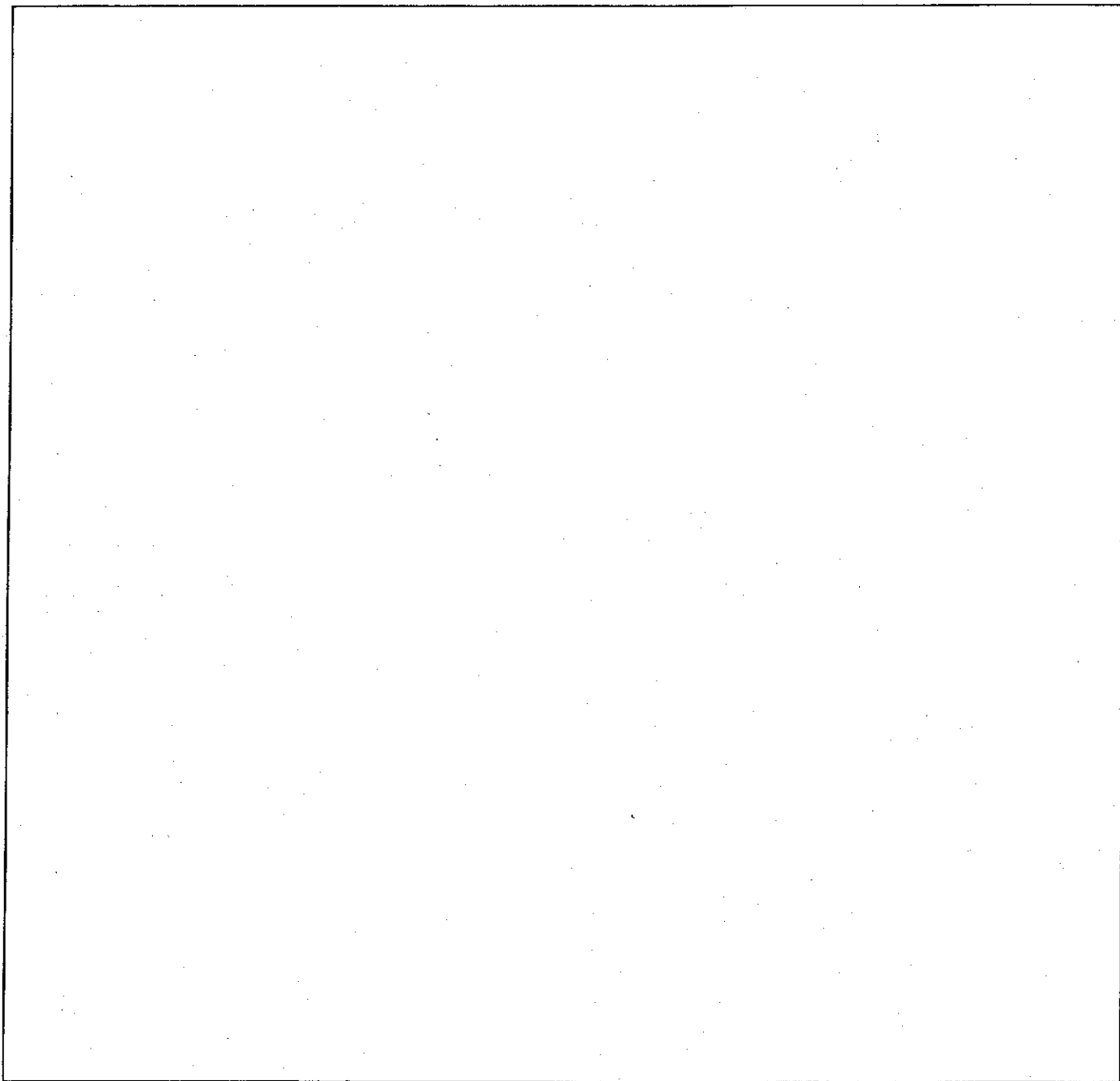
Prerequisite: ART 4170. A capstone course for the preparing of works for exhibition, learning of gallery procedures, planning for and participating in the Senior Exhibition. The submission of a final portfolio and an oral presentation are required.

**Justification:**

ART 4170 Professional Preparation should be a prerequisite, not co-requisite to ART 4171. ART 4170 introduces skills and concepts that are necessary for ART 4171.

Continue with Justification on the back if necessary.

Approvals are to be noted on the back.



**Approvals:**

Department Head(s)  Date

Dean(s)/Director(s)  Date

College Executive Committee  Date

Graduate Executive Committee  Date

Academic Committee  Date

# Request for A New Course

Valdosta State University

RECEIVED  
JAN 14 2008  
OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

Date of Submission: November 30, 2007

Department Initiating Request: Music

Faculty Member Requesting: Lyle Indergaard

Proposed New Course Prefix & Number: MUSC 7777

See Course Designation Abbreviations in the Catalog for approved prefixes.

Proposed New Course Title: Private Collaborative Piano

Proposed New Course Title Abbreviation (for Student Transcript)

Limited to 30 characters and spaces: Private Collaborative Piano

Semester/Term/Year to be effective: Fall 2008

Estimate Frequency of Course Offering: every semester

Indicate (by typing an 'X') if Course will be:  Requirement for Major  Elective Course

\*\*\*If this new course is to be included in the curriculum, be sure to initiate a Curriculum Change form.

Total Contact Hours: 8    Lecture Hours: 0    Lab Hours: 8    Credit Hours: 4

## Proposed Course Description

Applied private collaborative piano lessons for graduate students. Students will receive two 50-minute lessons each week and attend studio class, recitals, and other designated events as assigned in applied instruction. May be repeated for credit.

## Justification (continue on back if necessary)

Collaborative piano requires skills and repertoire that are very different from solo piano. There is a great demand around the country for collaborative pianists in academic positions and as staff accompanists, opera accompanists, church musicians, and freelance musicians.

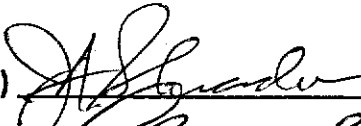
NOTE: ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.





**Justification**

**\*\* ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.**

**Approvals:**

Department Head(s)  Date 1-14-08

Dean(s)/Director(s)  Date 1/15/08

College Executive Committee  Date 1/15/08

Graduate Executive Committee \_\_\_\_\_ Date \_\_\_\_\_

Academic Committee \_\_\_\_\_ Date \_\_\_\_\_

**CATALOGUE DESCRIPTION:** Applied private collaborative piano lessons for graduate students. Students will receive two 50-minute lessons each week and attend studio class, recitals, and other designated events as assigned in applied instruction. May be repeated for credit.

**RATIONALE:** Individual applied study of collaborative piano with a professional teacher is essential to the development of reading skills, musicianship, technical facility, and ensemble skills.

**TEXT:** Performance repertoire representing all styles of vocal and instrumental repertoire appropriate to the graduate level of study.

**COURSE OBJECTIVES:**

1. Develop an advanced level of performance skills in vocal/instrumental accompaniments and chamber music in all representative styles.
2. Develop knowledge of piano technique, pedagogy, and repertoire in the field of collaborative piano.
3. Develop superior reading and ensemble skills.
4. Develop the ability to apply analytical and historical knowledge to pedagogical situations and venues.
5. Develop skill in assessment and evaluation of collaborative piano performance.

**EDUCATIONAL OUTCOMES:** This course meets the Educational Outcomes under the Master of Music degree with a major in performance. Students will:

1. Demonstrate an advanced level of performance skill and personal musicianship in studio and ensemble settings.
2. Demonstrate the ability to apply analytical and historical knowledge to performance.
3. Exhibit knowledge of applicable vocal and instrumental literature.
4. Strengthen and apply pedagogical skills in studio instruction.

**EVALUATION:** Course evaluation will be based upon performance skills, studio class participation, and attendance at designated departmental events. Performance skill will be evaluated through private lessons and semester jury exams before the piano faculty. Additionally, a faculty committee will evaluate a pending recital performance approximately one month before the recital.

# Request for A New Course

Valdosta State University

Date of Submission: November 30, 2007

Department Initiating Request: Music

Faculty Member Requesting: Lyle Indergaard

Proposed New Course Prefix & Number: MUSC 7778

See Course Designation Abbreviations in the Catalog for approved prefixes.

Proposed New Course Title: Advanced Collaborative Piano Pedagogy

Proposed New Course Title Abbreviation (for Student Transcript)

Limited to 30 characters and spaces: Advanced Coll Piano Pedagogy

Semester/Term/Year to be effective: Fall 2008

Estimate Frequency of Course Offering: every other year or as needed

Indicate (by typing an 'X') if Course will be:  Requirement for Major  Elective Course

\*\*\*If this new course is to be included in the curriculum, be sure to initiate a Curriculum Change form.

Total Contact Hours: 2    Lecture Hours: 0    Lab Hours: 2    Credit Hours: 1

### Proposed Course Description

An in-depth study of collaborative piano pedagogy designed to enhance instructional skills in private and group settings.

### Justification (continue on back if necessary)

This course is a valuable component of a Master of Music degree in collaborative piano performance. It meets the standards of the National Association of Schools of Music for a Master of Music degree in performance.

**NOTE: ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.**

**Justification**

**\*\* ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.**

**Approvals:**

Department Head(s)	<u><i>J. J. [Signature]</i></u>	Date	<u>1-17-08</u>
Dean(s)/Director(s)	<u><i>John [Signature]</i></u>	Date	<u>2/15/08</u>
College Executive Committee	<u><i>John [Signature]</i></u>	Date	<u>1/18/08</u>
Graduate Executive Committee	_____	Date	_____
Academic Committee	_____	Date	_____

## SYLLABUS

**MUSC 7778    ADVANCED COLLABORATIVE PIANO PEDAGOGY    0-2-1**

**Catalogue Description:** An in-depth study of collaborative piano pedagogy designed to enhance instructional skills in private and group settings.

**Rationale:** Effective pedagogy is essential for professional musicians to succeed in private and class instructional settings.

**Text:** The Art of Accompanying by Robert Spillman; selected reading from other books and periodicals.

**Course Objectives:** Upon successful completion of this course, students will be able to:

1. Discuss aspects of collaborative piano performance as related to a professional career as a teacher of collaborative piano.
2. Identify pedagogical aspects with respect to collaborative piano, including analysis of commercially available instructional materials.
3. Demonstrate the components of an artistic approach to performance style through selected performances/demonstrations, written and oral presentations.
4. Recognize the particular aspects of collaborating with singers and instrumentalists.

### **Selected Educational Outcomes:**

1. Acquire knowledge and performance ability of appropriate elementary and intermediate accompaniments of vocal and instrumental literature.
2. Acquire knowledge and practical application ability of appropriate theoretical and aural skills.
3. Acquire experience with the fundamentals of music pedagogy.
4. Develop the ability to apply analytical and historical knowledge of activities related to collaborative piano performance.

### **Evaluation:**

Completion of assignments	25%
Class participation	25%
Written tests	25%
*Teaching skill	25%

\*Each class member is required to teach a student private collaborative piano lessons during the semester (minimum 1/2 hour a week) for which a log is to be kept. The class members' students will perform or demonstrate for the class at the end of the term.



Justification

Collaborative Piano requires skills and repertoire which are very different from solo piano. There is a great demand around the country for collaborative pianists in academic positions, and as staff accompanists, opera accompanists, church musicians, and freelance musicians.

Approvals:

Department Head	<u><i>J. Sturdevant</i></u>	Date	<u>1-14-08</u>
Dean (s)/Director(s)	<u><i>John Spots</i></u>	Date	<u>1/15/08</u>
College Executive Committee	<u><i>John Spots</i></u>	Date	<u>1/15/08</u>
Graduate Executive Committee	_____	Date	_____
Academic Committee	_____	Date	_____

Valdosta State University  
**Request for Curriculum Change**

Indicate area of change (by typing an 'X'):

\_\_\_\_\_ Core Curriculum (Area A, B, C, D, E, F)

\_\_\_\_\_ Senior Curriculum

X \_\_\_\_\_ Graduate Program

\_\_\_\_\_ Other: \_\_\_\_\_ Current Catalog page number 120

Effective Date for Curriculum Change August 2008  
Month Year

Degree & Program Name (e.g., BFA, Art) MMP, Music

Present Requirements or Present Outcomes & Assessment (Include latter only if changes are to be made):

Requirements for the Master of Music in Performance

Required Music Core Courses.....9 hours  
MUSC 7010 Music Theory..... 3 hours  
MUSC 7020 Music History.....3 hours  
MUSC 7050 Music Research and Bibliography.....2 hours  
Advanced Pedagogy: MUSC 7721 (piano), 7731 (percussion), 7732 (brass), 7733 (woodwinds),  
7734 (strings), 7750 Vocal..... 1 hour

Proposed Requirements or Proposed Outcomes & Assessments (Show changes in **BOLD**):

Requirements for the Master of Music in Performance

Required Music Core Courses.....9 hours  
MUSC 7010 Music Theory.....3 hours  
MUSC 7020 Music History.....3 hours  
MUSC 7050 Music Research and Bibliography.....2 hours  
Advanced Pedagogy: MUSC 7721 (piano), 7731 (percussion), 7732 (**brass**), 7733 (woodwinds),  
7734 (strings), 7750 (**vocal**), 7778 (**collaborative piano**).....1 hour



Justification

**7750 (vocal)** is a change to make the catalogue language consistent.

**7778 (collaborative piano)** – This course is a valuable component of a Master of Music in Performance degree (MMP) in collaborative piano. It meets the standards of the National Association of Schools of Music for a Master of Music in Performance degree.

Approvals:

Department Head	<u><i>J. Shrad</i></u>	Date	<u><i>1-14-08</i></u>
Dean (s)/Director(s)	<u><i>John Lentz</i></u>	Date	<u><i>2/15/08</i></u>
College Executive Committee	<u><i>John Lentz</i></u>	Date	<u><i>2/15/08</i></u>
Graduate Executive Committee	_____	Date	_____
Academic Committee	_____	Date	_____

Valdosta State University  
**Request for Curriculum Change**

Indicate area of change (by typing an 'X'):

\_\_\_\_\_ Core Curriculum (Area A, B, C, D, E, F)

\_\_\_\_\_ Senior Curriculum

X \_\_\_\_\_ Graduate Program

\_\_\_\_\_ Other: \_\_\_\_\_ Current Catalog page number 119

Effective Date for Curriculum Change August 2008  
Month Year

Degree & Program Name (e.g., BFA, Art) MMP, Music

Present Requirements or Present Outcomes & Assessment (Include latter only if changes are to be made):

**Special Graduation Requirements**

Before receiving the Master of Music in Performance degree, students must perform a graduate recital and pass a comprehensive examination. The graduate recital represents a culmination and application of applied study, pedagogy, music history, research, and analysis. An assessment of satisfactory on the recital is required for successful completion of the degree program. The comprehensive examination consists of written and oral portions, both of which must be completed to the satisfaction of an examination committee. This examination, which is taken during or after the last term of coursework, determines achievement in written and oral communication skills related to pedagogy, music history and analysis, literature, and research methodology. A description of the procedure for the administration of the comprehensive examination is available in the Music Department office. Students must complete the graduate recital and both portions of the graduate examination successfully to qualify for the degree.

Proposed Requirements or Proposed Outcomes & Assessments (Show changes in **BOLD**):

**Special Graduation Requirements**

Before receiving the Master of Music in Performance degree, students must perform a graduate recital **or recitals** and pass a comprehensive examination. The graduate recital **or recitals represent** a culmination and application of applied study, pedagogy, music history, research, and analysis. An assessment of satisfactory on the recital **or recitals** is required for successful completion of the degree program. The comprehensive examination consists of written and oral portions, both of which must be completed to the satisfaction of an examination committee. This examination, which is taken during or after the last term of coursework, determines achievement in written and oral communication skills related to pedagogy, music history and analysis, literature, and research methodology. A description of the procedure for the administration of the comprehensive examination is available in the Music department office. Students must complete the graduate recital **or recitals** and both portions of the graduate examination successfully to qualify for the degree.

Justification

Collaborative Piano MUSC 7777 requires three graduate recitals – one vocal, one instrumental, and a third for which the content will be determined by the applied teacher

Approvals:

Department Head	<u><i>A. Shroeder</i></u>	Date	<u>1-14-08</u>
Dean (s)/Director(s)	<u><i>John Gentry</i></u>	Date	<u>1/15/08</u>
College Executive Committee	<u><i>John Gentry</i></u>	Date	<u>1/15/08</u>
Graduate Executive Committee	_____	Date	_____
Academic Committee	_____	Date	_____

Valdosta State University  
**Request for Curriculum Change**

Indicate area of change (by typing an 'X'):

\_\_\_\_\_ Core Curriculum (Area A, B, C, D, E, F)

\_\_\_\_\_ Senior Curriculum

X \_\_\_\_\_ Graduate Program

\_\_\_\_\_ Other: \_\_\_\_\_ Current Catalog page number 121

Effective Date for Curriculum Change August 2008  
Month Year

Degree & Program Name (e.g., BFA, Art) MMP, Music

Present Requirements or Present Outcomes & Assessment (Include latter only if changes are to be made):

**Applied Music:**

Students register for four hours credit per semester for two 50-minute private lessons per week. Requirements include attendance at master classes as specified by the instructor, a student recital performance each semester, a final examination performance for a faculty jury at the end of each semester, attendance at student recitals and other designated Music Department events, and a graduate recital. The graduate recital must be at least 60 minutes in length and must be approved by a faculty committee appointed by the Graduate Coordinator. The faculty committee will hear the entire proposed recital no more than three weeks before the performance date in a formal recital hearing and will approve or disapprove the public performance. If memorization is required for the recital, the hearing must also be memorized.

Proposed Requirements or Proposed Outcomes & Assessments (Show changes in **BOLD**):

**Applied Music:**

Students register for four hours credit per semester for two 50-minute private lessons per week. requirements include attendance at master classes as specified by the instructor, a student recital performance each semester, a final examination performance for a faculty jury at the end of each semester, attendance at student recitals and other designated Music Department events, and a graduate recital. **Collaborative piano requires three graduate recitals – one vocal, one instrumental, and a third for which the content will be determined by the applied teacher.** The graduate recital **or recitals** must be at least 60 minutes in length and must be approved by a faculty committee appointed by the Graduate Coordinator. The faculty committee will hear the entire proposed recital no more than three weeks before the performance date in a formal recital hearing and will approve or disapprove the public performance. If memorization is required for the recital, the hearing must also be memorized.

Justification

Collaborative Piano requires three recitals – one vocal, one instrumental, and a third for which the content will be determined by the applied instructor.

Approvals:

Department Head	<u><i>J. Shundo</i></u>	Date	<u>1-14-08</u>
Dean (s)/Director(s)	<u><i>John Sparto</i></u>	Date	<u>1/15/08</u>
College Executive Committee	<u><i>John Sparto</i></u>	Date	<u>1/15/08</u>
Graduate Executive Committee	_____	Date	_____
Academic Committee	_____	Date	_____

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VALDOSTA STATE UNIVERSITY

# Request for a Revised Course

Valdosta State University

Date of Submission:

Department Initiating Request:

Faculty Member Requesting Revision:

Current Course Prefix and Number:  Current Credit Hours:

Current Course Title:

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective:

Estimate Frequency of Course Offering:

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

\*\*\*\*\*For the following items, type an 'X' and complete only those items being revised\*\*\*\*\*

Revised Course Prefix and Number:

(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

Revised Lecture Hours:

Revised Lab Hours:   Revised Credit Hours:

## Revised Course Description & Justification

New Course Description:  
Prerequisites: MDIA 3120 and MDIA 3150, or THEA 3800 and THEA 3950 or consent of the instructor. Also offered as THEA 4240. Advanced directing and acting techniques for narrative production. The course will focus on the dynamic between the director and actor in a variety of narrative forms. Additional subject areas include genre, character development, and subtext. Students will be required to produce narrative productions as part of this course.

Continue with Justification on the back if necessary.

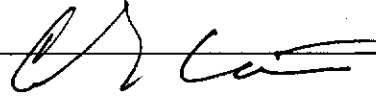
Approvals are to be noted on the back.

Justification:

The previous course title and description required revisions as specified by the Mass Media faculty. A course assessment of the curriculum conducted in Fall 2007, determined this action. To maintain currency with mass media industries, the content of the course is now focused on the craft and techniques of directing and acting. The course incorporates a variety of media production formats in addition to the Broadcast Television industry. Additionally, this section will be cross-listed to Theatre majors under the course number THEA 4240.

Approvals:

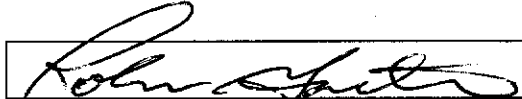
Department Head(s)



Date

1/15/08

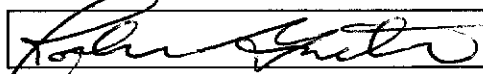
Dean(s)/Director(s)



Date

1/15/08

College Executive Committee



Date

1/15/08

Graduate Executive Committee

Date

Academic Committee

Date

# Request for a Revised Course

Valdosta State University

Date of Submission:

Department Initiating Request:

Faculty Member Requesting Revision:

Current Course Prefix and Number:  Current Credit Hours:

Current Course Title:

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective:

Estimate Frequency of Course Offering:

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

\*\*\*\*\*For the following items, type an 'X' and complete only those items being revised\*\*\*\*\*

Revised Course Prefix and Number:

(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

Revised Lecture Hours:

Revised Lab Hours:   Revised Credit Hours:

### Revised Course Description & Justification

An introduction to the processes of radio and television production. This course is designed to provide an understanding of the concepts and application employed in production for radio and television and to teach the basic skills required to operate the audio and video equipment utilized for radio and television production. Students will also take a comprehensive proficiency exam.



Continue with Justification on the back if necessary.

Approvals are to be noted on the back.

Justification: The inclusion of a comprehensive proficiency exam will be utilized for assessment of the Mass Media curriculum. The current course description does not have the last sentence that requires a proficiency exam.

Approvals:

Department Head(s)



Date

1/15/08

Dean(s)/Director(s)



Date

1/15/08

College Executive Committee



Date

1/15/08

Graduate Executive Committee

Date

Academic Committee

Date

# Request for A Revised Course

Valdosta State University

Date of Submission:

Department Initiating Request:

Faculty Member Requesting Revision:

Current Course Prefix and Number:  Current Credit Hours:

Current Course Title:

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective:

Estimate Frequency of Course Offering:

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

=====**For the following items, type an 'X' and complete only those items being revised.**=====

Revised Course Prefix and Number:   
(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

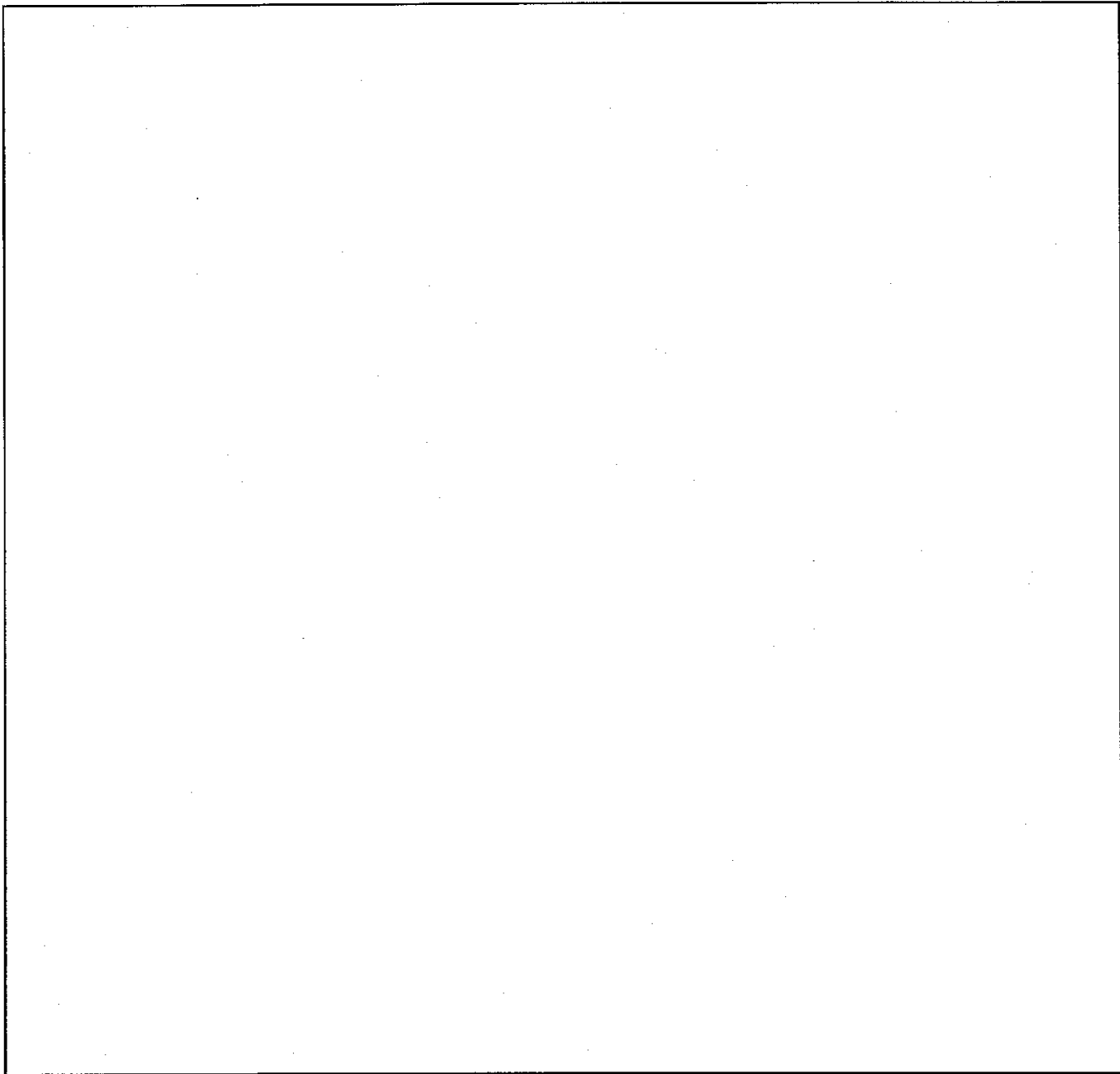
Revised Lecture Hours:   Revised Lab Hours:   Revised Credit Hours:

Revised Course Description & Justification

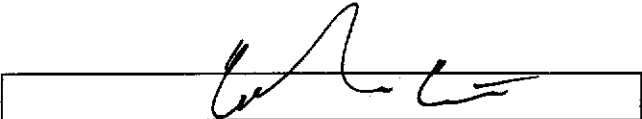
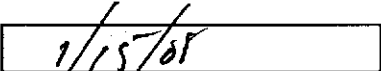
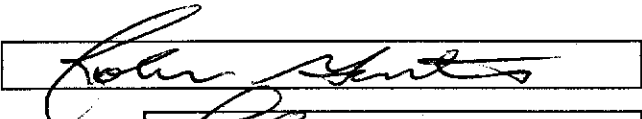
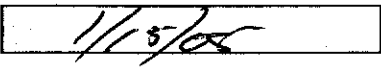
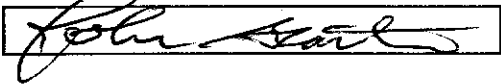


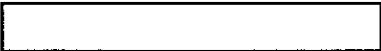


Graded "Satisfactory" or "Unsatisfactory." Research and practice in individual presentations.  
Justification: Each student enters the course with different needs and expectations, and instruction is tailored to those needs and expectations. Evaluation is based on progress in meeting those individual needs and expectations and on effort expended.

Continue with Justification on the back if necessary.

Approvals are to be noted on the back.



Approvals:

Department Head(s)		Date	
Dean(s)/Director(s)		Date	
College Executive Committee		Date	
Graduate Executive Committee		Date	
Academic Committee		Date	

Valdosta State University  
**Request for Curriculum Change**

Indicate area of change (by typing an 'X'):

\_\_\_\_\_ Core Curriculum (Area A, B, C, D, E, F)

\_\_\_\_\_ Senior Curriculum

\_\_\_\_\_ Graduate Program

X Other: Outcome Assessments Current Catalog page number 242

Effective Date for Curriculum Change August 2008  
Month Year

Degree & Program Name (e.g., BFA, Art) BFA Speech Communication

Present Requirements or Present Outcomes & Assessment (Include latter only if changes are to be made):

3. Organizational Communication: COMM 4420. Students must conduct a communication audit for an area business or non-profit entity, report to the entity on the audit, and write a summary report with an oral presentation given during the course.

Proposed Requirements or Proposed Outcomes & Assessments (Show changes in **BOLD**):

3. Intercultural Organizational Communication: COMM 4420 and COMM 4440. In COMM 4420, students must conduct a communication audit for an area business or non-profit entity, report to the entity on the audit, write a summary report and give an oral presentation in the course. In COMM 4440 students must develop a workshop on a topic relevant to intercultural communication and deliver the workshop to an area business or non-profit entity.  
4. Students must pass an exit examination during their final year assessing their mastery of concepts and practices taught in Area F and Senior Core classes.

Justification

For 3: Changes in outcome for new emphasis.

For 4: While current outcomes and revised outcome assessments perform for the emphasis areas, this outcome addresses the common requirements in Area F and the Senior Core classes.

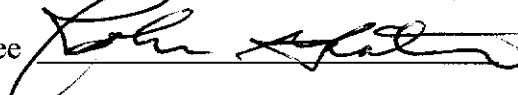
Approvals:

Department Head 

Date 1/15/08

Dean (s)/Director(s) 

Date 1/15/08

College Executive Committee 

Date 1/15/08

Graduate Executive Committee \_\_\_\_\_

Date \_\_\_\_\_

Academic Committee \_\_\_\_\_

Date \_\_\_\_\_