

VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET

ACADEMIC COMMITTEE

**MONDAY,
February 10, 2020**

2:30 p.m.

**Rose Room
University Center**

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

ACADEMIC COMMITTEE
AGENDA
February 10, 2020

1. Minutes of the November 11, 2019 meeting. (pages 1-6) were approved by email November 15, 2019.
2. **COLLEGE OF BUSINESS ADMINISTRATION**
 - a. Academic transfer policy (pages 7-9)
3. **COLLEGE OF NURSING AND HEALTH SCIENCES**
 - a. Revised admission requirements for the MS in Exercise Physiology (pages 10-11)
 - b. Revised degree requirements for the MS in Exercise Physiology (pages 12-14)
 - c. New course HSEP 7020 (pages 15-22)
 - d. New course HSEP 7200 (pages 23-30)
4. **COLLEGE OF SCIENCE AND MATHEMATICS**
 - a. Revised catalog copy (pages 31-34)
 - b. New course ENGT 2010 (pages 35-42)
 - c. New course ENGT 2500 (pages 43-48)
 - d. New course ENGT 2520 (pages 49-52)
5. **COLLEGE OF THE ARTS**
 - a. Revised admission requirements for the Master of Arts in Communication (pages 53-54)
 - b. New course ART 3010 (pages 55-61)
 - c. New course ART 3240 (pages 62-68)
 - d. Deactivation of the BFA in Emergent Media and Communication (pages 69-71)
 - e. Revised course title and description MUE 3000 (pages 72-73)
 - f. Deactivation of the MMED (pages 74-75)
 - g. Deactivation of MUE 7000 and 7680 (pages 76-77)
6. **COLLEGE OF EDUCATION AND HUMAN SERVICES**
 - a. Revised requirements for the EDS in Educational Leadership – Tier II Certification (pages 78-79)
 - b. Revised requirements for the MED in Instructional Technology – Corporate Concentration (pages 80-81)
 - c. Revised requirements for the EDS in Educational Leadership (pages 82-83)
 - d. Revised department narrative for the MLIS (pages 84-86)
 - e. Revised degree requirements for the MLIS (pages 87-89)
 - f. Revised course title MLIS 7730 (pages 90-91)
 - g. New course MLIS 7680 (pages 92-99)
 - h. Revised course title and description EDET 8020 (pages 100-102)
 - i. Revised course title and description EDET 8040 (pages 103-105)
 - j. Revised course title and description EDET 8050 (pages 106-108)
 - k. Revised course title and description EDET 8880 (pages 109-111)
 - l. Deactivation of EDET 8001, 8002 and 8003 (pages 112-113)
 - m. Revised requirements for the EDS in Teacher Leadership (pages 114-116)
 - n. New course EDET 8005 (pages 117-126)
 - o. Revised degree requirements for the MS in Psychology (pages 127-129)
 - p. New course PSYC 7050 (pages 130-138)
 - q. New course PSYC 7060 (pages 139-147)
 - r. New course PSYC 7080 (pages 148-156)
 - s. New course PSYC 7090 (pages 157-164)
 - t. New course PSYC 8100 (pages 165-172)
 - u. New course PSYC 8110 (pages 173-181)

VALDOSTA STATE UNIVERSITY
ACADEMIC COMMITTEE MINUTES
November 11, 2019

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Rose Room on Monday, November 11, 2019. Dr. Sharon Gravett, Associate Provost for Academic Affairs, presided.

Members Present: Dr. Michele Blankenship, Ms. Catherine Bowers, Mr. Brian Nelson (Proxy for Ms. Gabrielle Stellmacher), Dr. Diane Wright, Ms. Catherine Bowers (Proxy Dr. Nicole Cox), Dr. Fleming Bell, Dr. Eric Chambers, Dr. Ray Elson, Dr. Yunseon Choi, Dr. Yunseon Choi (Proxy for Dr. Colette Drouillard), Dr. Michele Blankenship (Proxy for Dr. Vicki Wetter), Ms. Laura Wright, and Ms. Amy Chew.

Members Absent: Ms. Gabrielle Stellmacher, Dr. Candace Witherspoon, Mr. Joe Mason, Dr. Nicole Cox, Dr. Ben Wescoatt, Dr. Ellis Heath, Dr. Colette Drouillard, Mr. Chuck Conner, and Dr. Vicki Wetter.

Catalog Editor: Dr. Jane Kinney.

Visitors Present: Dr. Mark Kasper, Dr. Katherine Adams, Dr. Diane Holliman, Dr. James Archibald, Dr. Jamie Workman, Ms. Daniele Jones, Dr. Doug Farwell, Dr. Fred Knowles and Dr. James Martinez.

The Minutes of the October 7, 2019 meeting were approved by email on October 16, 2019. (pages 1-3).

A. College of Nursing and Health Sciences

1. Revised catalog narrative, examples of outcome assessments, admission requirements, and Area F requirements for the BS in Exercise Physiology was approved effective Fall Semester 2020. (pages 4-8).

B. College of Science and Mathematics

1. Revised curriculum requirements for the BS in Physics was approved effective Fall Semester 2020. (pages 9-12).

C. College of the Arts

1. Revised course descriptions were approved effective Spring Semester 2020 with date changed from Fall 2019. (pages 13-15).
 - a. MUSC 5210 – Private Piano
 - b. MUSC 5310 – Private Organ
 - c. MUSC 5410 – Private Voice
 - d. MUSC 5610, 7640 – Private Brass
 - e. MUSC 5810 – Chamber Singers
 - f. MUSC 5820 – Concert Choir
 - g. MUSC 5830 – The Spotlighters
 - h. MUSC 5840 – Opera and Musical Theatre
 - i. MUSC 5850 – Concert Band
 - j. MUSC 5851 – Wind Ensemble
 - k. MUSC 5860 – Orchestra
 - l. MUSC 5870 – Jazz Ensemble
 - m. MUSC 5800 – Musical Union
 - n. MUSC 5880 – Marching Band
 - o. MUSC 5890 – Instrumental Ensemble
 - p. MUSC 5893 – Saxophone Quartet
 - q. MUSC 5894, 7530 – Chamber Music
 - r. MUSC 5910, 7940 – Private Woodwinds
 - s. MUSC 5960 – Opera Seminar
 - t. MUSC 6310 – Private Percussion
 - u. MUSC 6410 – Private Strings
 - v. MUSC 6870 – Jazz Combo
 - w. MUSC 6880 – University Community Band
 - x. MUSC 6890 – Vocal Chamber Ensembles
 - y. MUSC 7900 – Directed Study in Music Performance

2. Revised catalog narrative for the BFA in Interior Design was approved effective Summer Semester 2020. (pages 16-19).
3. Revised title and description, Health Science Exercise Physiology (HSEP) 4050, “Resistance Training and Program Development II, (RESIST TRAIN PRGM DEVELOP II – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2020. (pages 25-26).

D. College of Humanities and Social Science

1. New certificate in Native American and Indigenous Studies was approved effective Spring Semester 2020. (pages 20-22).
2. Revised prerequisites, Sociology (SOCL) 7800, “Sociological Practice”, (SOCIOLOGICAL PRACTICE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2020. (pages 23-24).
3. Deactivation of CRJU 3100, 3110, 3200, 3250 and 3400 was noted effective Fall Semester 2019. (pages 25-26).
4. Revised prefix, Organizational Leadership (ORGL) 3220, “Business Entities”, (BUSINESS ENTITIES – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2020. (pages 27-28). Deactivate LEAS 3220.
5. Revised prefix, Organizational Leadership (ORGL) 4200, “Family Law”, (FAMILY LAW – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2020. (pages 27-28). Deactivate LEAS 4200.
6. Revised prefix, Organizational Leadership (ORGL) 4210, “Consumer Law”, (CONSUMER LAW – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2020. (pages 27-28). Deactivate LEAS 4210.
7. Revised prefix, Organizational Leadership (ORGL) 4220, “Administrative Law”, (ADMINISTRATIVE LAW – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2020. (pages 27-28). Deactivate LEAS 4220.
8. Revised prefix, Organizational Leadership (ORGL) 4230, “The Law of Real Property Transactions”, (LAW OF REAL PROPERTY TRANSACTIONS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2020. (pages 27-28). Deactivate LEAS 4230.
9. Revised prefix, Organizational Leadership (ORGL) 4280, “Health Care Law”, (HEALTH CARE LAW – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2020. (pages 27-28). Deactivate LEAS 4280.
10. New track for the BA in Political Science – Pre-Law was approved effective Fall Semester 2020. (pages 29-31).
11. Items 5F-M – New courses POLS 4861, 4862, 4863, 4864, 4865, 4866, 4867, and 4868 were TABLED. (pages 32-117).

E. College of Education and Human Services

1. New course, Education (EDUC) 5998, “Professional Orientation”, (PROF ORIENTATION – 0 credit hours, 0 lecture hours, 0 lab hours, and 0 contact hours), was approved effective Fall Semester 2020. (pages 118-119).
2. Revised admission requirements for the School Library Media – Certification Only was approved effective Spring Semester 2020. (pages 120-121).
3. Revised admission requirements for the MED in Counselor Education was approved effective Spring Semester 2020. (pages 122-126).
4. Revised degree requirements for the MED in Counselor Education – Clinical Mental Health Counseling Concentration was approved effective Summer Semester 2020. (pages 127-129).
5. Revised catalog narrative for the MED in curriculum and Instruction in Accomplished Teaching was approved effective Fall Semester 2020. (pages 130-131).

6. Revised catalog narrative for the Graduate School Application Policy for the MED in Curriculum and Instruction in Accomplished Teaching was approved effective Fall Semester 2020. (pages 132-133).
7. Revised website narrative for the MED in Curriculum and Instruction in accomplished Teaching was approved effective Spring Semester 2020. (pages 134-135).
8. Revised catalog narrative – Graduate School Classifications and Admission Criteria for the MED in Curriculum and Instruction in Accomplished Teaching was approved effective Fall Semester 2020. (pages 136-138).
9. Revised degree requirements for the MED in Educational Leadership – Higher Education Leadership Option was approved effective Fall Semester 2020. (pages 139-146).
10. Revised prefix, Higher Education Leadership (HEDL) 7650, “Leadership Issues in Higher Education”, (LEADERSHIP ISSUES HIGHER EDUC – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2020. (pages 139-146). Deactivate LEAD 7650.
11. Revised prefix, Higher Education Leadership (HEDL) 7800, “Organization and Governance of Higher Education”, (ORG & GOV OF H E – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2020. (pages 139-146). Deactivate LEAD 7800.
12. Revised prefix, Higher Education Leadership (HEDL) 7810, “Finance and Budgeting in Higher Education”, (FIN & BUD IN H E – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2020. (pages 139-146). Deactivate LEAD 7810.
13. Revised prefix, Higher Education Leadership (HEDL) 7820, “Assessment and Evaluation in Higher Education”, (ASMT & EVAL IN H E – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2020. (pages 139-146). Deactivate LEAD 7820.
14. Revised prefix, Higher Education Leadership (HEDL) 7840, “History and Philosophy of Higher Education”, (HISTORY & PHILOSOPHY OF HE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2020. (pages 139-146). Deactivate LEAD 7840.
15. Revised prefix, Higher Education Leadership (HEDL) 7850, “Ethics and Standards in Higher Education”, (ETHICS AND STANDARDS IN HE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2020. (pages 139-146). Deactivate LEAD 7850.
16. Revised prefix, Higher Education Leadership (HEDL) 7921, “Internship Preparation in Higher Education Leadership”, (INTERN IN H E I – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2020. (pages 139-146). Deactivate LEAD 7921.
17. Revised prefix, Higher Education Leadership (HEDL) 8300, “Social Context of Educational Leadership”, (SOCIAL CONTEXT EDUC LEADRSHP – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2020. (pages 139-146). Deactivate LEAD 8300.
18. Revised prefix, Higher Education Leadership (HEDL) 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 2020. (pages 139-146). Deactivate LEAD 8710.
19. Revised prefix, Higher Education Leadership (HEDL) 7860, “Student Development Theory”, (STUDENT DEVELOPMENT THEORY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2020. (pages 139-146). Deactivate SAHE 7860.
20. Revised prefix, Higher Education Leadership (HEDL) 7880 “Counseling in Student Affairs”, (COUNSELING IN STUDENT AFFAIRS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2020. (pages 139-146). Deactivate SAHE 7880.
21. Revised prefix, Higher Education Leadership (HEDL) 7890 “Technology in Student Affairs”, (TECHNOLOGY IN STUDENT AFFAIRS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2020. (pages 139-146). Deactivate SAHE 7890.
22. Deactivation on SAHE 7870 was noted effective Fall Semester 2020. (pages 139-146).

23. New course, Higher Education Leadership (HEDL) 7865 “Collegiate Environments”, (TECHNOLOGY IN STUDENT AFFAIRS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2020. (pages 147-160).
24. New course, Higher Education Leadership (HEDL) 7870 “Introduction to Higher Education Leadership”, (INTRODUCTION TO HEDL – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2020. (pages 161-175).
25. New course, Higher Education Leadership (HEDL) 8700 “Special Topics in Higher Education Leadership”, (SPECIAL TOPICS IN HEDL – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2020. (pages 176-181).
26. Deactivation of SAHE 7870 was noted effective Fall Semester 2020. (pages 182-183).
27. Revised admission requirements (catalog) for the Master of Social Work was approved effective Summer Semester 2020. (pages 184-185).
28. Revised admission requirements (website) for the Master of Social Work was approved effective Summer Semester 2020. (pages 186-187).
29. Revised retention, dismissal, and readmission requirements for the Master of Social Work was approved effective Summer Semester 2020. (pages 188-190).
30. New course, Social Work (SOWK) 6800 “Field Practicum and Seminar I”, (FIELD PRACTICUM & SEMINAR I – 4 credit hours, 3 lecture hours, 1 lab hour, and 4 contact hours), was approved effective Fall Semester 2020. (pages 191-211).
31. New course, Social Work (SOWK) 6900 “Field Practicum and Seminar II”, (FIELD PRACTICUM & SEMINAR II – 4 credit hours, 3 lecture hours, 1 lab hour, and 4 contact hours), was approved effective Fall Semester 2020. (pages 212-232).
32. New course, Social Work (SOWK) 7100 “Orientation to Advanced Generalist Practice”, (ORIENT ADV GENERALIST PRACTICE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2020. (pages 233-242).
33. Revised course title, Social Work (SOWK) 6301 “Generalist Practice Individuals and Families”, (GENERALIST PRACTICE INDIVIDUAL/FAM – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2020. (pages 243-244).
34. Revised course title, Social Work (SOWK) 6400 “Generalist Practice in Social Welfare Policy, Problems, and Services”, (GENERAL PRACT SOC WELF PROB SERV – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2020. (pages 245-246).
35. Revised course title, Social Work (SOWK) 6500 “Generalist Practice in Research and Evaluation Methods in Social Work”, (GENERAL PRACT RSCH EVAL MTH SOWK – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2020. (pages 247-248).
36. Revised course title, Social Work (SOWK) 7400 “Advanced Practice in Social Welfare Policy and Practice”, (ADV PRACT SOC WELFR POLICY PRACT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2020. (pages 249-250).
37. Revised course title, Social Work (SOWK) 7500 “Advanced Practice in Research and Program Evaluation”, (ADV PRACT RESRCH PROG EVAL – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2020. (pages 251-252).
38. Revised course title and prerequisite, Social Work (SOWK) 7300 “Advanced Practice with Individuals”, (ADV PRACTICE WITH INDIVIDUALS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2020 with the description changed to read – A study of practice models... (pages 253-254).
39. Revised course title and prerequisite, Social Work (SOWK) 7310 “Advanced Practice with Families”, (ADV

PRACTICE WITH FAMILIES – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2020 with the description changed to read – The development of interviewing skill within... . (pages 255-256).

40. Revised course title and prerequisite, Social Work (SOWK) 7700 “Social Work Practice with Older Adults”, (SOWK PRAC WITH OLDER ADULTS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2020. (pages 257-258).
41. Revised course title and prerequisite, Social Work (SOWK) 7860 “Grant Writing and Program Development for Human Services”, (GRANT WRITNG PROG DEVL P HUM SER– 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2020. (pages 259-260).
42. Revised course title and prerequisite, Social Work (SOWK) 7320 “Advanced Practice with Organizations and Communities”, (ADV PRAC WITH ORGNZTN & COMM– 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2020 and the description changed to read – The applications of service and planning... . (pages 261-262).
43. Revised prerequisite, Social Work (SOWK) 7610 “Advanced Standing Practicum Seminar”, (ADV STDING PRACTICUM SEMINAR– 1 credit hour, 0 lecture hours, 1 lab hour, and 1 contact hour), was approved effective Fall Semester 2020. (pages 263-264).
44. Revised prerequisite, Social Work (SOWK) 7770 “Trauma Informed Child Welfare Practice”, (TRAUMA IN CHILD WELFARE PRACT– 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hour), was approved effective Fall Semester 2020. (pages 265-266).
45. Revised prerequisite, Social Work (SOWK) 7800 “Social Work Practice in Health Settings”, (SOWK PRACTICE HEALTH SETTINGS– 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hour), was approved effective Fall Semester 2020. (pages 267-268).
46. Revised prerequisite, Social Work (SOWK) 7810 “Psychopathology and Assessment for Non-Medical Helpers”, (PSYCHOPHTLGY/ASSMNT NON-MED – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hour), was approved effective Fall Semester 2020. (pages 269-270).
47. Revised prerequisite and description, Social Work (SOWK) 7820 “Issues in Substance Abuse”, (ISSUES IN SUBSTANCE ABUSE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hour), was approved effective Fall Semester 2020. (pages 271-272).
48. Revised prerequisite, Social Work (SOWK) 7830 “Social Work Practice in Mental Health”, (SOWK PRACTICE MENTAL HEALTH – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hour), was approved effective Fall Semester 2020. (pages 273-274).
49. Revised prerequisite, Social Work (SOWK) 7840 “Seminar on Loss and Bereavement”, (SEM ON LOSS & BEREAVE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hour), was approved effective Fall Semester 2020. (pages 275-276).
50. Revised prerequisite, Social Work (SOWK) 7850 “Social Work Practice in Schools”, (SOWK PRACTICE IN SCHOOLS– 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hour), was approved effective Fall Semester 2020. (pages 277-278).
51. Revised prerequisite, Social Work (SOWK) 7870 “Social Work Practice with Abusing and Neglecting Families”, (SOWK PRAC ABUSING/NEGLCTNG FAM – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hour), was approved effective Fall Semester 2020. (pages 279-280).
52. Revised prerequisite, Social Work (SOWK) 7890 “Spirituality in Social Work Practice”, (SPIRITUALITY IN SOWK PRACTICE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hour), was approved effective Fall Semester 2020. (pages 281-282).

F. Miscellaneous

1. Determination of Credit Hours Policy – was submitted for review with the changes made that had been discussed at the October meeting. (pages 283-286).

Respectfully submitted,

Stanley Jones
Registrar



Valdosta State University Curriculum Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission:

01/28/2020

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

College:	College of Business Administration	Dept. Initiating Request:	College of Business Administration
Requestor's Name:	L. Wayne Plumly	Requestor's Role:	Dean
Check One Option:	<input type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>		<input checked="" type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2020
Degree/Program Name:	BBA		
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/business-administration/		

Present Requirements:	Proposed Requirements: <i>hover over for instructions</i>
<p>Academic Requirements</p> <p>Business majors are required to earn minimum grades of "C" in all senior college courses related to their majors. Business majors must have a minimum cumulative GPA of 2.00 to graduate from the Harley Langdale, Jr. College of Business Administration.</p>	<p>Academic Requirements</p> <p>Business majors are required to earn minimum grades of "C" in all senior college courses related to their majors. Business majors must have a minimum cumulative GPA of 2.00 to graduate from the Harley Langdale, Jr. College of Business Administration.</p> <p>Academic Transfer Policy</p> <p>The Langdale College adheres to the VSU policy on transfer credit with the following additional restrictions:</p> <ul style="list-style-type: none"> A maximum of 15 credits hours may be transferred into the business curriculum. A maximum of nine hours of 3000+ business course level credit (total) may be applied to the student's senior curriculum in the areas of Common Senior College Core and/or Business Electives. Up to six additional hours of 3000+ business course level credit (total) may be applied to the student's senior curriculum in the areas of Required Courses for the major discipline and/or Elective courses for the major discipline. Any 3000+ business course level credit earned at an AACSB-accredited institution will transfer within the above restrictions on total transfer credit. Any 3000+ business course level credit earned at an institution not accredited by AACSB will transfer only at the discretion of the head of the department housing the instruction of the course.

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

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

Providing consistency and clarity for transfer students.

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

- | |
|---|
| <input type="checkbox"/> Indirect Measures; SOIs, student/employer/alumni surveys, etc. |
| <input type="checkbox"/> Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.) |

Plans for assessing course effectiveness/meeting program learning outcomes

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

- | |
|---|
| <input type="checkbox"/> Indirect Measures; SOIs, student/employer/alumni surveys, etc. |
| <input type="checkbox"/> Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.) |
| <input type="checkbox"/> Other Data Source Descriptions – |

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Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Curriculum and Department Head	Ellis Heath		3 FEB 20
College/Division Executive Committee	SANJAY GUPTA		2/3/2020
Dean/Director	L. WAYNE PLUMLEY, JR.		1/29/20
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

*Will this change impact another college/department?

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

College: College of Business Administration

Department(s):

All LCORR



Valdosta State University Curriculum Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission:

01/15/2020

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

College:	College of Nursing and Health Services	Dept. Initiating Request:	Health Sciences
Requestor's Name:	Michael Webster	Requestor's Role:	Faculty

Check One Option:	<input type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>	<input checked="" type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>		
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core <input type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2020	Select One.
Degree/Program Name:	Master of Science in Exercise Physiology			
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/nursing-health-sciences/ms-exercise-physiology/			

Present Requirements:	Proposed Requirements: <u>(hover over for instructions)</u>
<p>Program Admission Requirements</p> <p>To be considered for admission to the MS in Exercise Physiology program, an applicant should:</p> <ol style="list-style-type: none"> 1. have graduated from an accredited college or university with a baccalaureate degree. 2. have a GPA of 3.0 or higher on a 4.0 scale during the last 60 semester hours of the undergraduate degree. 3. have a minimum verbal and quantitative composite score of 290 and a 3.0 on the analytical writing section of the Graduate Record Exam (GRE). 4. provide two letters of recommendation from persons whose observations of the applicant's character and abilities are current. At least one of these letters must be from an instructor or professor who can provide insight into the applicant's academic potential for graduate work. Letters of recommendation must be accompanied by the required General Graduate Recommendation Form. 	<p>Program Admission Requirements</p> <p>To be considered for admission to the MS in Exercise Physiology program, an applicant should:</p> <ol style="list-style-type: none"> 1. have graduated from an accredited college or university with a baccalaureate degree. 2. have a GPA of 3.0 or higher on a 4.0 scale during the last 60 semester hours of the undergraduate degree. 3. <i>have a minimum verbal and quantitative composite score of 290 and a 3.0 on the analytical writing section of the Graduate Record Exam (GRE).</i> 4. provide <u>names and contact information (e-mail and phone information) from</u> two <i>letters of recommendation</i> from persons whose observations of the applicant's character and abilities are current. At least one of these <i>contacts letters</i> must be from an instructor or professor who can provide insight into the applicant's academic potential for graduate work. <i>Letters of recommendation must be accompanied by the required General Graduate Recommendation Form.</i> 5. <u>provide a one-page Statement of Purpose which briefly outlines your career goals. Include how your background and prior training make you a good candidate, as well as why Valdosta State University is a good fit for you.</u>

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

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

The rationale for the proposed revisions to the catalog copy are as follows:

* 3. *have a minimum verbal and quantitative composite score of 290 and a 3.0 on the analytical writing section of the Graduate Record Exam (GRE).*

- After much discussion and investigation by our graduate faculty on the utility of the GRE in the admission process, it was unanimous to discontinue this requirement.

*4. provide names and contact information (e-mail and phone information from two *letters of recommendation from* persons whose observations of the applicant's character and abilities are current. At least one of these contacts *letters* must be from an instructor or professor who can provide insight into the applicant's academic potential for graduate work. *Letters of recommendation must be accompanied by the required General Graduate Recommendation Form.*

- To streamline the admission process it was determined by the graduate faculty to just request contact information rather than letters of recommendation.

5. provide a one-page Statement of Purpose which briefly outlines your career goals. Include how your background and prior training make you a good candidate, as well as why Valdosta State University is a good fit for you.

- The graduate faculty felt that this was a very useful tool to use in the application screening process.

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY


Approvals:	Print:	Signature:	Date:
Department Head	Dr. Mark Kasper		1-15-2020
College/Division Executive Committee	Dr. Michael Webster		1/15/2020
Dean/Director	Dr. LaGary Carter		1-16-2020
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Betty K. deCruz	Betty K. deCruz	1/28/2020
Academic Committee			

*Will this change impact another college/department?

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

College: *Select One.*

Department(s):

 Valdosta State University Curriculum Form • CURRICULUM CHANGE OR REVISED CATALOG COPY		Date of Submission: 01/15/2020	
<i>*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.</i>			
College:	College of Nursing and Health Services	Dept. Initiating Request:	Health Sciences
Requestor's Name:	Michael Webster	Requestor's Role:	Faculty
Check One Option:	<input checked="" type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>		<input type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2020
Estimated Frequency of Course Offering:	Select One.		
Degree/Program Name:	Master of Science in Exercise Physiology		
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/nursing-health-sciences/ms-exercise-physiology/		
Present Requirements:		Proposed Requirements: <i>(hover over for instructions)</i>	
HSEP 7100 - Advanced Pathophysiology 3 PSYC 5500 - Statistical Methods in Psychology 3 RSCH 7100 - Research Methodology in Education 3 HSEP 7010 - Advanced Exercise Physiology 3 HSEP 7060 - Exercise Physiology Laboratory Tech. 3 HSEP 7400 - Exercise Physiology Seminar 3 HSEP 6050 - Applied Resistance Training 3 HSEP 6160 - Exercise Psychology 3 HSEP 7950 - Internship 6 or HSEP 7999 - Thesis 6 Total hours required for degree 33		PSYC 5500 - Statistical Methods in Psychology 3 RSCH 7100 - Research Methodology in Education 3 <u>HSEP 7000 - Research Methods in Exercise Physiology 3</u> HSEP 7010 - Advanced Exercise Physiology 3 HSEP 7060 - Exercise Physiology Laboratory Tech. 3 HSEP 7950 - Internship 6 or HSEP 7999 - Thesis 6 <u>Four (4) of the following:</u> HSEP 6050 - Applied Resistance Training 3 HSEP 6160 - Exercise Psychology 3 <u>HSEP 7020 - Advanced Exercise Physiology II 3</u> HSEP 7100 - Advanced Pathophysiology 3 <u>HSEP 7200 - Exercise and Nutrition as Medicine 3</u> HSEP 7400 - Exercise Physiology Seminar 3 Total hours required for degree 33 33 <u>30</u>	
Justification: (select one or more of the following and provide appropriate narrative below:)			
<input type="checkbox"/> Improving student learning outcomes <input type="checkbox"/> Adopting current best practice(s) in field		<input type="checkbox"/> Mandate of State/Federal/Accrediting Agency <input checked="" type="checkbox"/> Other –	

The proposed curricular changes, and rationale, are as follows:

* **RSCH 7100 - Research Methodology in Education**. Effective 2019, this course was previously removed from the program requirements, and replaced with HSEP 7000 - Research Methods in Exercise Physiology. However, the change was not included in the published graduate bulletin.

* Four (4) of the following:

The loss of a graduate faculty (and quite likely a loss of the faculty line) has created a situation where our current faculty do not have the expertise to teach all of the required courses. The development of two new courses ([HSEP 7020](#) and [HSEP 7200](#)) and then requiring 4 (12 credits) of 6 (18 credits) courses will allow the program enough flexibility in course offering to cover all the required courses with our available faculty and still maintain the integrity and quality of the graduate program. In the event that we are given our vacant faculty line we will be able to offer students a wider variety of course options.

* Total hours required for degree [3330](#)

Changing the program minimum credit hour requirement from 33 to 30 credit hours serves several purposes. 1. It enables the present faculty to cover all of the necessary courses. 2. It enables students to complete the degree in three semesters thereby speeding their entry into the workforce. 4. It enables further graduate work toward a Ph.D. to commence during the fall semester which is often the preferred start date for most Ph.D. programs. 3. It significantly reduces the cost of the program by about 25%.

These curricular revisions meet the needs of the students and will not require additional faculty or resources.

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head	Dr. Mark Kasper	<i>M. J. Kasper</i>	1-15-2020
College/Division Executive Committee	Dr. Michael Webster	<i>M. Webster</i>	1-15-2020
Dean/Director	Dr. LaGary Carter	<i>LaGary Carter</i>	1-14-2020
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	<i>Becky K. deCruz</i>	<i>Becky K. deCruz</i>	1/28/2020
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	<i>Select One.</i>	Department(s):	



Valdosta State University Curriculum Form

- Request for a NEW COURSE

Date of Submission:

01/15/2020

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

College:	College of Nursing and Health Services	Dept. Initiating Request:	School of Health Sciences
Requestor's Name:	Michael Webster	Requestor's Role:	Faculty

Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	HSEP	NEW Course Number: <i>(Consult #s in the catalog)</i>	7020
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Proposed NEW Course Title:	Advanced Exercise Physiology II
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NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	Advanced Exerc Physiol II
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Prerequisite(s):	Admitted to the masters' degree program in Exercise Physiology and consent of instructor
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Lecture Hours:	3	Lab Hours:	0	Credit Hours:	3
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Proposed NEW Course Description: *(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)**

A continuation of advanced study of the applied principles of exercise physiology with special emphasis on the cardiovascular system, gas transport, and physiological challenges, responses, and adaptations to environmental extremes.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	Spring 2021	Once per Year

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

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

This course will provide the student the opportunity to further their knowledge and in-depth understanding of applied and adaptive exercise physiology. This will prepare students for employment in clinical and performance settings, as well as further graduate education.

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

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


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

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

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

SOIs plus satisfactory completion of comprehensive MSEP examinations

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

 Valdosta State University – NEW COURSE Form • Request for a NEW COURSE			
Approvals:	Print:	Signature:	Date:
Department Head	Dr. Mark Kasper	<i>M J Kasper</i>	1-15-2020
College/Division Executive Committee	Dr. Michael Webster	<i>M. Webster</i>	1-15-2020
Dean/Director	Dr. LaGary Carter	<i>LaGary Carter</i>	1-15-2020
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	<i>Becky K. daCruz</i>	<i>Becky K. daCruz</i>	1/28/2020
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

College of Nursing and Health Sciences
School of Health Sciences
Graduate Program of Study: Exercise Physiology

HSEP 7020 – Advanced Exercise Physiology II

University / College	Valdosta State University / College of Nursing and Health Sciences
School	School of Health Sciences
Course Name	Advanced Exercise Physiology II
Course Number	HSEP 7020
Prerequisite	Admission to the Graduate Exercise Physiology Program
Course Description	A continuation of advanced study of the applied principles of exercise physiology with special emphasis on the cardiovascular system, gas transport, and physiological challenges, responses, and adaptations to environmental extremes.
Academic Hours (Lecture-Lab-Total)	2-2-3
Instructor	Michael Webster, Ph. D. Office: HSBA 2137 Office hours: MW 1:45-3:00p; TTh 12:45-2:00p Phone: 229-333-7191 Email: MJWebster@valdosta.edu
Semester	Spring / 2021
Class Time/Location	Monday & Wednesday 12:00-1:40p in room HSBA 2052
Required Text	Exercise Physiology: Nutrition, Energy, and Human Performance (Eighth Edition, 2015). Authors: William McArdle, Frank Katch and Victor Katch. Wolters Kluwer Health/Lippincott Williams & Wilkins. ISBN-10: 1-4511-9155-3, ISBN-13: 978-1-4511-9155-4

Course Objectives:

At the end of the course the student will be able to:

- Describe the anatomy and physiology of the cardiovascular system
- Describe the mechanisms of oxygen transport from the environment to the working tissues
- Describe the mechanism of carbon dioxide and waste removal from the working tissues to the environment
- Identify the physiological challenges to and individual living and/or exercising at extreme altitude
- Explain the adaptive process of acclimatization to exercise at high altitude
- Describe the physiological challenges to the climbing of Mt. Everest
- Explain the adaptive process of acclimatization to exercise and performance in a hot and humid environment
- Describe the physiological responses that occur during deep water free-diving

PERFORMANCE EVALUATION:

Exams – 300 points total

There will be three (3) exams during the semester, each worth 100 points. Each exam will address all information addressed in the course and will be comprehensive in nature, with ~10% of the content on exams two and three coming from material addressed on the previous exams. Format of these exams will include any or all of the following: T/F, short answer, essay, calculation, fill in the blank, matching and/or multiple choice. Unless otherwise informed, you should bring pencils, functional erasers and a calculator.

Exam #	Exam Date	Score
1	Tuesday, February 9	/out of 100 POINTS
2	Tuesday, March 30	/out of 100 POINTS
3	University Scheduled Day/Time	/out of 100 POINTS

TOTAL EXAM POINTS	/out of 300 POINTS
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There are no “make-ups” for missed exams with the exception of a university excused absence. Except in the event of an emergency, you are required to make **PRIOR** arrangements with the instructor to take the exam at an arranged time. If you are forced to miss the exam **due to an emergency**, you must contact the instructor ASAP and arrange to take an equivalent exam at an arranged time prior to the graded exam being returned to the class. If a time cannot be arranged, an equivalent exam will be administered concurrent with the final examination. An unexcused absence on the date of an exam will result in a grade of zero on that exam.

POP QUIZZES/ASSIGNMENTS – 50 points

“Pop quizzes” will be given on a random basis and there will be a couple take-home assignments given. The pop quizzes will typically consist of ~ 3-5 questions that will likely be administered at the very beginning of the class period; however, they can be administered at any time of the instructor’s choosing. Material for these pop-quizzes will come from any material addressed in the previous two-class lectures or laboratory meetings and any associated readings. Bring pencils and erasers. There are absolutely no make-ups provided for missing a pop quiz, regardless of whether it is an excused/non-excused absence. Assignments may also be given throughout the semester. These assignments will be assigned a point value by the instructor (generally ~5 points). All assignments must be submitted to the instructor **ON THE ASSIGNED DATE AND CLASS MEETING**. No late assignments will be accepted. There are absolutely no make-ups given for missing a pop quiz, regardless of whether or not the absence is excused or not excused. Being that there may be unforeseen events that necessitate you missing a particular pop quiz, a total of 55 points will be possible; however, you will only be accountable for 50. Essentially you have three “free” pop quiz/assignment points

Quiz Date	SCORE			
/	/	/	/	/
/	/	/	/	/
/	/	/	/	EXTRA = + 5 POINTS
/	/	/	/	/ 50 TOTAL

Grading:

Course letter grades will be earned on the basis of overall performance. The following will be used to determine final grades:

- A = 315.0 - 350 points (≥90.00%)
- B = 280.0 – 314.9 points (80-89.99%)
- C = 245.0 – 279.9 points (70-79.99%)
- D = 210.0 – 244.9 points (60-69.99%)
- F = <210.0 points (<60.00%)

It is your responsibility to keep track of your own scores/grades. **DO NOT COME TO THE INSTRUCTOR TO DETERMINE YOUR GRADE.**

It is your responsibility to keep track of your own scores/grades. **DO NOT COME TO THE INSTRUCTOR TO DETERMINE YOUR GRADE.**

Exams and quizzes will be returned for your review as soon as possible after they are administered. Generally, this will be 1-2 class meetings post-exam/quiz. If you dispute an answer or the grading, all appeals must be submitted to the instructor in writing within 24-h. **After this time, no appeals/changes in scores will be permitted, regardless of the validity of the appeal.** If you are not present when an assignment or exam is returned, you forfeit the consideration of any appeal.

ATTENDANCE:

You should make every attempt to attend every class meeting. Attendance and promptness is **expected and will directly impact your final grade via the pop-quizzes**. While it is recognized that certain unforeseen events may prevent you from attending a certain class meeting, due to the nature of this class it is essential that you attend and participate. Past experience indicates that there is an extremely strong correlation between class attendance and success in this course.

GENERAL NOTES

The large volume of material presented in this class will necessitate frequent and consistent study. What you do the first week is just as important as what you do the last week. Don't put off studying for quizzes and exams until the last minute. Exams and pop quizzes will be demanding and difficult; you must be **thoroughly familiar with the information to the point of being able to apply it**. History dictates that cramming for exams is only effective if you want a poor grade in the course. Don't procrastinate. Additionally, while the point value of each individual pop quiz is not that great (1-2%), not being prepared for pop-quizzes and or missing classes when pop-quizzes are administered can severely impact your overall grade. Take this evaluation of the course just as seriously as you do the exams.

If you miss a class when handouts are provided it is your responsibility to get a copy of the handouts from another student. You are also responsible for obtaining the missed notes from another student. **DO NOT COME TO THE PROFESSOR AND ASK FOR HANDOUTS AND/OR NOTES FOR THE LECTURE(S) MISSED.**

Tentative Reading and Lecture Topic Agenda

Chapter 13 – Gas Exchange and Transport	Pages 269-283
Chapter 15 – The Cardiovascular System	Pages 303-323
Chapter 16 – Cardiovascular Regulation and Integration	Pages 325-339
Chapter 17 – Functional Capacity of the Cardiovascular System	Pages 341-353
Chapter 23 – Special aids to exercise training and performance	Pages 543-592
Chapter 24 – Physical activity at medium and high-altitude	Pages 597-614
Chapter 25 – Exercise and thermal stress	Pages 615-642
Chapter 26 – Sport Diving	Pages 643-672

It is strongly recommended that you “*read ahead*” of the lectures. I emphasize the term “*read*” as you should not try to study the chapter ahead of the lecture. Just read ahead of the lecture schedule to become familiar with the topics that will be addressed in lectures. To a great extent I will be selectively pulling from the content of each chapter as well as supplementing material from other sources. Once I present the material from a particular chapter that will give you clear direction as to where to focus your study. On a regular basis I make you aware of where we are at in the course so that you can prepare accordingly.

Exercise Physiology Program Retention Policy

Any student accumulating three or more academic deficiency points within the M.S.E.P. program of study will be dismissed from the program. A grade of "C" (although it may be credited toward a degree) equals one deficiency point. A grade of "D," "WF" or "F," or "U" (none of which will be credited toward a degree) equals two deficiency points.

PROFESSIONALISM As a future professional, there is a strict level of professionalism that is expected during this course. This includes but is not limited to each of the following statements:

- You are expected to be on time. Class starts promptly at the assigned class start time. You should be in your seat and ready to begin class at this time. Class ends when the instructor dismisses class. Packing up your things early is disruptive to others around you and to myself.
- Raise your hand to be recognized.
Classroom discussion should be civilized and respectful to everyone and relevant to the topic we are discussing. Classroom discussion is meant to allow us to hear a variety of viewpoints. This can only happen if we respect each other and our differences.
- Any discussion from class that continues on any listserv or class discussion list should adhere to these same rules and expectations.
- You are expected to do your own work. Cheating, plagiarism and any other form of academic dishonesty will not be tolerated.
- Meaningful and constructive dialogue is encouraged in this class and requires a degree of mutual respect, willingness to listen, and tolerance of opposing points of view. Respect for individual differences and alternative viewpoints will be maintained at all times in this class. One's words and use of language should be temperate and within acceptable bounds of civility and decency.
- Since every student is entitled to full participation in class without interruption, all students are expected to come to class prepared and on time and remain for the full class period. All electronic devices that generate sound and/or pictures must be turned off during class.
- Digital recording of lectures is permissible and, in many cases, encouraged.
- Disruptive behaviors, including excessive talking, arriving late to class, sleeping, reading newspapers, using unauthorized electronic devices during class is not permitted. Repetitive and seriously disruptive behavior, e.g. fighting, using profanity, personal or physical threats or insults, damaging property, may result in your removal from class.

POLICY STATEMENT ON PLAGIARISM

(quoted from the Academic Honesty Policies and Procedures):

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

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website

<http://www.valdosta.edu/academics/academic-affairs/vp-office/student-resources.php>

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

TITLE IX STATEMENT

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31698, 229-333-5463.

ACCESS STATEMENT

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

STUDENT OPINION OF INSTRUCTION

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



Valdosta State University is a learning environment based on trust and mutual respect in which open dialogue, vigorous debate, and the free exchange of ideas are welcome. The University is equally dedicated to the core values of community, including a commitment to practice *civility, integrity, and citizenship*. As members of this community, and proud Blazers, we will strive to uphold these core values for the advancement of the University.

Civility-A Blazer shows *courtesy and compassion* as well as *respect* for the *dignity* of every human being.


Integrity-Each Blazer is *responsible* for his or her own actions, and our *community* is stronger when we contemplate the context of our decisions and uphold the principles of *trust and honesty*.

Citizenship – Every Blazer has an interest in the well-being of the *community*, and, therefore, a duty to stay informed, to make *positive* contributions, and to offer support to those who need help.

As a Blazer, I pledge to uphold the core principles of Civility, Integrity and Citizenship.

ACADEMIC INTEGRITY

Students are expected to do their own work. Any evidence, suggestive or otherwise, that a student's work has been performed, or attempted to be performed, in a dishonest manner including, but not limited to, plagiarism, cheating, copying assignments from fellow students, and stealing examinations, will be grounds for failing the assignment and/or course. Such cases could be brought to the attention of the VSU administration and may result in your dismissal from the university.

 Valdosta State University Curriculum Form • Request for a NEW COURSE		Date of Submission: 01/15/2020	
<i>*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.</i>			
College:	College of Nursing and Health Services	Dept. Initiating Request:	School of Health Sciences
Requestor's Name:	Michael Webster	Requestor's Role:	Faculty
Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	HSEP	NEW Course Number: <i>(Consult #s in the catalog)</i>	7200
Proposed NEW Course Title:	Exercise and Nutrition as Medicine		
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	Exerc Nutrition as Medicine		
Prerequisite(s):	Admission to the master's degree program in Exercise Physiology or consent of instructor		
Lecture Hours:	3	Lab Hours:	0
		Credit Hours:	3
Proposed NEW Course Description: <i>(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)*</i>			
An advanced study of the impact of exercise and nutrition in optimizing human performance and its effectiveness in the management, treatment, and reversal of cardiovascular and metabolic disease.			
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	2021 <i>Once per Year</i>
Justification: <i>(select one or more of the following and provide appropriate narrative below:)</i>			
<input type="checkbox"/> Improving student learning outcomes <input type="checkbox"/> Mandate of State/Federal/Accrediting Agency <input checked="" type="checkbox"/> Adopting current best practice(s) in field <input type="checkbox"/> Other –			
The topic of exercise and nutrition is one of the most frequently requested courses in graduate programs of exercise physiology. This course will further the student's knowledge and provide an in-depth understanding of the impact of exercise and nutrition, with particular emphasis on its role in the treatment, management, and reversal of chronic metabolic disease. This will prepare students for employment in clinical and performance settings, as well as further graduate education.			
** Attach General Course Syllabus/Support documents with course outcomes/assessments **			

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


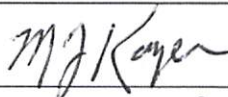
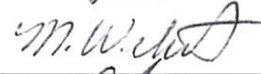
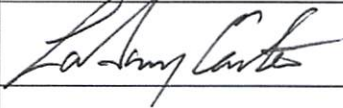

- Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

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

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

SOIs plus satisfactory completion of comprehensive MSEP examinations

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

 Valdosta State University – NEW COURSE Form • Request for a NEW COURSE			
Approvals:	Print:	Signature:	Date:
Department Head	Dr. Mark Kasper		1-15-2020
College/Division Executive Committee	Dr. Michael Webster		1-15-2020
Dean/Director	Dr. LaGary Carter		1-15-2020
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. daCruz		1/28/2020
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

College of Nursing and Health Sciences
School of Health Sciences
Program of Study: Exercise Physiology

HSEP 7200 Exercise and Nutrition as Medicine

University / College	Valdosta State University / College of Nursing and Health Sciences
School	School of Health Sciences
Course Name	EXERCISE AND NUTRITION AS MEDICINE
Course Number	HSEP 7200
Prerequisite	HSEP 7010 or permission of instructor
Course Description	An advanced study of the impact of exercise and nutrition in optimizing human performance and its effectiveness in the management, treatment, and reversal of cardiovascular and metabolic disease.
Academic Hours (Lecture-Lab-Total)	3-0-3
Instructor	Michael Webster, Ph. D. Office: HSBA 2137 Office hours: Tuesday/Thursday 9:30a-11:00 Monday/Wednesday 10:00a-10:45 and as arranged Phone: 229-333-7191 Email: MJWebster@valdosta.edu
Semester	SPRING 2021
Class Time/Location	Tuesday/Thursday - 8:00a-9:15a; HSBA 1121
Required Text	Nutrition in Lifestyle Medicine (Nutrition and Health) 2017. James M. Rippe (editor). Humana; 1st ed. 2017 edition ISBN-10: 331943025, ISBN-13: 978-3319430256; Exercise Physiology: Nutrition, Energy, and Human Performance (Eighth Edition, 2015). Authors: William McArdle, Frank Katch and Victor Katch. Wolters Kluwer Health/Lippincott Williams & Wilkins. ISBN-10: 1-4511-9155-3, ISBN-13: 978-1-4511-9155-4 Additional readings will be provided.

Course Description:

This course offers an advanced overview of the roles of diet, nutrient selection, and metabolism in supporting and improving human physical performance, optimizing health, and treating or managing disease. Emphasis will be placed on applying evidence-based strategies and recommendations.

Course Objectives:

At the end of the course the student will be able to:

- Apply knowledge of exercise and nutritional bioenergetics to exercise performance and disease management
- Explain the major functions of individual macronutrients and micronutrients in the maintenance of homeostasis during exercise or in a disease state
- Select appropriate macronutrient intake strategies to maximize anaerobic and aerobic exercise performance
- Explain the nutritional and biochemical roles of vitamin and mineral with respect to exercise and the management of cardiovascular and metabolic disease
- Analyze the scientific literature related to the effectiveness of various dietary strategies that have been used for weight loss or weight gain
- Provide a nutrition intervention strategy to be used before, during, and after a bout of either aerobic or anaerobic training

- Explain the biochemical and physiological rationale for the use of nutritional supplements
- Identify nutrients that support the recovery from athletic injuries or illnesses
- Make evidence-based exercise and nutritional recommendations for individuals with cardiovascular and metabolic disease

PERFORMANCE EVALUATION/GRADING:

Exams – 300 points total (accounts for 75% of the overall grade)

There will be three (3) exams during the semester, each worth 100 points. Each exam will address all information addressed in the course and will be comprehensive in nature, with ~10% of the content on exams two and three coming from material addressed on the previous exams. Format of these exams will include any or all of the following: T/F, short answer, essay, calculation, fill in the blank, matching and/or multiple choice. Unless otherwise informed, you should bring pencils, functional erasers and a calculator.

Exam #	Exam Date	Score
1	Thursday, February 11	/out of 100 POINTS
2	Thursday, April 1	/out of 100 POINTS
3	University Scheduled Day/Time	/out of 100 POINTS

TOTAL EXAM POINTS	/out of 300 POINTS
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There are no “make-ups” for missed exams with the exception of a university excused absence. Except in the event of an emergency, you are required to make **PRIOR** arrangements with the instructor to take the exam at an arranged time. If you are forced to miss the exam **due to an emergency, you must** contact the instructor ASAP and arrange to take an equivalent exam at an arranged time prior to the graded exam being returned to the class. If a time cannot be arranged, an equivalent exam will be administered concurrent with the final examination. An unexcused absence on the date of an exam will result in a grade of zero on that exam.

POP QUIZZES/ASSIGNMENTS – 25 points

“Pop quizzes” will be given on a random basis and there will be a couple take-home assignments given. The pop quizzes will typically consist of ~ 2-3 questions that will likely be administered at the very beginning of the class period; however, they can be administered at any time of the instructor’s choosing. Material for these pop-quizzes will come from any material addressed in the previous two-class lectures or laboratory meetings and any associated readings. Bring pencils and erasers. There are absolutely no make-ups provided for missing a pop quiz, regardless of whether it is an excused/non-excused absence. Assignments may also be given throughout the semester. These assignments will be assigned a point value by the instructor (generally ~3-5 points). All assignments must be submitted to the instructor **ON THE ASSIGNED DATE AND CLASS MEETING**. No late assignments will be accepted. There are absolutely no make-ups given for missing a pop quiz, regardless of whether or not the absence is excused or not excused. Being that there may be unforeseen events that necessitate you missing a particular pop quiz, a total of 28 points will be possible; however, you will only be accountable for 25. Essentially you have three “free” pop quiz/assignment points

Quiz Date	SCORE	/	/	/
/	/	/	/	/
/	/	/	/	EXTRA = + 3 POINTS
/	/	/	/	/ 25 TOTAL

Presentation: Nutrition for Performance Health and Medicine – 75 points

Students will give a 20-minute presentation describing the chemistry, metabolism, and evidence-based recommendations for the use of nutrition to optimize human performance or health. Details to be provided in class.

GRADING

Course letter grades will be earned on the basis of overall performance. The following will be used to determine final grades:

A =	360.0-400.0 points	(≥90.00%)
B =	320.0-359.9 points	(80-89.99%)
C =	280.0-319.9 points	(70-79.99%)
D =	240.0-279.9 points	(60-69.99%)
F =	<240 points	(<60.00%)

It is your responsibility to keep track of your own scores/grades. **DO NOT COME TO THE INSTRUCTOR TO DETERMINE YOUR GRADE.**

Exams and quizzes will be returned for your review as soon as possible after they are administered. Typically this will be 1-2 class meetings post-exam/quiz. If you dispute an answer or the grading, all appeals must be submitted to the instructor **in writing within 24-h. After this time, no appeals/changes in scores will be permitted, regardless of the validity of the appeal.** If you are not present when an assignment or exam is returned, you forfeit the consideration of any appeal.

ATTENDANCE:

You should make every attempt to attend every class meeting. Attendance and promptness is **expected and will directly impact your final grade via the pop-quizzes.** While it is recognized that certain unforeseen events may prevent you from attending a certain class meeting, due to the nature of this class it is essential that you attend and participate. Past experience indicates that there is an extremely strong correlation between class attendance and success in this course.

GENERAL NOTES

The large volume of material presented in this class will necessitate frequent and consistent study. What you do the first week is just as important as what you do the last week. Don't put off studying for quizzes and exams until the last minute. Exams and pop quizzes will be demanding and difficult; you must be **thoroughly familiar with the information to the point of being able to apply it.** History dictates that cramming for exams is only effective if you want a poor grade in the course. Don't procrastinate. Additionally, while the point value of each individual pop quiz is not that great (1-2%), not being prepared for pop-quizzes and or missing classes when pop-quizzes are administered can severely impact your overall grade. Take this evaluation of the course just as seriously as you do the exams.

If you miss a class when handouts are provided it is your responsibility to get a copy of the handouts from another student. You are also responsible for obtaining the missed notes from another student. **DO NOT COME TO THE PROFESSOR AND ASK FOR HANDOUTS AND/OR NOTES FOR THE LECTURE(S) MISSED.**

Tentative Reading and Lecture Topic Agenda**Rippe, J.**

- Chapter 1 – Nutrition in Lifestyle Medicine
- Chapter 7 – The role of nutrition and lifestyle in the prevention and treatment of cardiovascular disease
- Chapter 8 – Nutritional therapy and lifestyle in the prevention and treatment of prediabetes and diabetes
- Chapter 9 – Nutrition in weight management and obesity
- Chapter 20 – Added sugars and Health: What do we really know?
- Chapter 21 – Saturated fat: Friend or Foe?

McArdle, W.

- Chapter 23 – Special aids to exercise training and performances
- Chapter 30 – Overweight, Overfatness (obesity), and weight control
- Chapter 31 – Physical Activity, Health, and Aging

PROFESSIONALISM As a future professional, there is a strict level of professionalism that is expected during this course. This includes but is not limited to each of the following statements:

- You are expected to be on time. Class starts promptly at the assigned class start time. You should be in your seat and ready to begin class at this time. Class ends when the instructor dismisses class. Packing up your things early is disruptive to others around you and to myself.
- Raise your hand to be recognized. Classroom discussion should be civilized and respectful to everyone and relevant to the topic we are discussing. Classroom discussion is meant to allow us to hear a variety of viewpoints. This can only happen if we respect each other and our differences.
- Any discussion from class that continues on any listserv or class discussion list should adhere to these same rules and expectations.
- You are expected to do your own work. Cheating, plagiarism and any other form of academic dishonesty will not be tolerated.
- Meaningful and constructive dialogue is encouraged in this class and requires a degree of mutual respect, willingness to listen, and tolerance of opposing points of view. Respect for individual differences and alternative viewpoints will be maintained at all times in this class. One's words and use of language should be temperate and within acceptable bounds of civility and decency.
- Since every student is entitled to full participation in class without interruption, all students are expected to come to class prepared and on time, and remain for the full class period. All electronic devices that generate sound and/or pictures must be turned off during class.
- Digital recording of lectures is permissible and in many cases encouraged.
- Disruptive behaviors, including excessive talking, arriving late to class, sleeping, reading newspapers, using unauthorized electronic devices during class is not permitted. Repetitive and seriously disruptive behavior, e.g. fighting, using profanity, personal or physical threats or insults, damaging property, may result in your removal from class.

EXERCISE PHYSIOLOGY (EP) LAB ATTIRE & CONDUCT

- Students are not allowed in EP lab unsupervised.
- You must dress for and be prepared to participate in activity during each lab day.
- Closed toe shoes are to be worn in EP lab at all times. You will not be permitted with open toe shoes of any kind.
- Failure to not dress correctly for class or participate in an activity will result in an absence. There will be no make up activities for failing to dress properly or participate in class activities.
- Water in a container with a lid is permitted in the lab. No other food or drinks are allowed.
- All equipment and property should be treated properly and with respect. If you knowingly use equipment incorrectly and damage it, you will be required to replace it.
- All equipment used in class must be cleaned and placed in its proper place at the conclusion of each use or class.

POLICY STATEMENT ON PLAGIARISM

(quoted from the Academic Honesty Policies and Procedures):

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

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website

<http://www.valdosta.edu/academics/academic-affairs/vp-office/student-resources.php>

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

TITLE IX STATEMENT

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31698, 229-333-5463.

ACCESS STATEMENT

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

STUDENT OPINION OF INSTRUCTION

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



Valdosta State University is a learning environment based on trust and mutual respect in which open dialogue, vigorous debate, and the free exchange of ideas are welcome. The University is equally dedicated to the core values of community, including a commitment to practice **civility, integrity, and citizenship**. As members of this community, and proud Blazers, we will strive to uphold these core values for the advancement of the University.

Civility- A Blazer shows *courtesy* and *compassion* as well as *respect* for the *dignity* of every human being.

Integrity-Each Blazer is *responsible* for his or her own actions, and our *community* is stronger when we contemplate the context of our decisions and uphold the principles of *trust* and *honesty*.

Citizenship – Every Blazer has an interest in the well-being of the *community*, and, therefore, a duty to stay informed, to make *positive* contributions, and to offer support to those who need help.

As a Blazer, I pledge to uphold the core principles of Civility, Integrity and Citizenship.

ACADEMIC INTEGRITY

Students are expected to do their own work. Any evidence, suggestive or otherwise, that a student's work has been performed, or attempted to be performed, in a dishonest manner including, but not limited to, plagiarism, cheating, copying assignments from fellow students, and stealing examinations, will be grounds for failing the assignment and/or course. Such cases could be brought to the attention of the VSU administration and may result in your dismissal from the university.



Valdosta State University Curriculum Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission: 11/5/2019

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

College:	College of Science and Mathematics	Dept. Initiating Request:	College of Science and Mathematics
Requestor's Name:	Keith Walters	Requestor's Role:	Dean

Check One Option:	<input type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>	<input checked="" type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>	
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2020
Degree/Program Name:	College of Science and Mathematics Graduation Requirements		
Current Catalog URL:	http://catalog.valdosta.edu/archive/2017-2018/undergraduate/academic-programs/arts-sciences/ [Note that this text was absent in the 2018-19 and 2019-20 catalogs for both CoSM and CoHSS after the CAS split but was not formally edited to our knowledge.]		

Present Requirements:	Proposed Requirements: (hover over for instructions)
<p>Requirements for Undergraduate Degrees</p> <p>Specific Requirements for the Associate of Arts Degree</p> <p>1. The Associate of Arts degree may be earned by any student who completes:</p> <p>a. Areas A, B, C, D, and E of the Core Curriculum, and</p> <p>b. any Area F of the Core Curriculum. The minimum number of semester hours needed to fulfill these requirements is 60.</p> <p>2. No more than 40 semester hours of transfer credit may be applied toward degree requirements; a minimum of 20 semester hours of lower division credit must be completed in residence.</p> <p>3. The minimum cumulative grade point average for graduation is 2.00.</p> <p>4. A State of Georgia Legislative requirement states that degree candidates must possess and demonstrate a reasonable mastery of United States history, Georgia history, the United States Constitution, and the Georgia Constitution. These requirements are met by the successful completion of POLS 1101 or POLS 1101H and HIST 2111 or HIST 2111H or HIST 2112 or HIST 2112H. The VSU Office of Testing in Powell Hall West offers an exemption test to transfer students whose American history course did not include Georgia history or whose political science course did not include Georgia Constitution.</p>	<p><i>Requirements for Undergraduate Degrees</i></p> <p><i>Specific Requirements for the Associate of Arts Degree</i></p> <p><i>1. The Associate of Arts degree may be earned by any student who completes:</i></p> <p><i>a. Areas A, B, C, D, and E of the Core Curriculum, and</i></p> <p><i>b. any Area F of the Core Curriculum. The minimum number of semester hours needed to fulfill these requirements is 60.</i></p> <p><i>2. No more than 40 semester hours of transfer credit may be applied toward degree requirements; a minimum of 20 semester hours of lower division credit must be completed in residence.</i></p> <p><i>3. The minimum cumulative grade point average for graduation is 2.00.</i></p> <p><i>4. A State of Georgia Legislative requirement states that degree candidates must possess and demonstrate a reasonable mastery of United States history, Georgia history, the United States Constitution, and the Georgia Constitution. These requirements are met by the successful completion of POLS 1101 or POLS 1101H and HIST 2111 or HIST 2111H or HIST 2112 or HIST 2112H. The VSU Office of Testing in Powell Hall West offers an exemption test to transfer students whose American history course did not include Georgia history or whose political science course did not include Georgia Constitution.</i></p>

5. Students must apply for and be accepted in the Associate of Arts degree program prior to completion of Associate of Arts degree requirements.

6. Academic advisement of students seeking the Associate of Arts degree shall be the responsibility of Centralized Advising.

7. An application for the degree along with evidence of payment of the graduation fee must be submitted to the Registrar two semesters prior to the anticipated graduation date.

Specific Requirements for the Degrees of Bachelor of Arts and Bachelor of Science

1. A minimum of 120 semester hours of academic work in an approved program is required for graduation. The approved program must include 60 semester hours in the completed Core Curriculum.

2. The degree program requires at least 21 semester hours of upper division courses in the major field and at least 39 semester hours of upper division work overall.

3. Thirty of the last 40 semester hours must be completed in residence at Valdosta State University, except in the Medical Technology Program and the Dual Degree Program with the Georgia Institute of Technology.

4. No more than 90 semester hours from a transfer institution may be applied toward the degree.

5. Attain a minimum overall grade point average of 2.00, and earn no grade lower than a "C" in all courses used to satisfy major field requirements.

6. Several bachelor's degree programs in the College of Arts and Sciences require the completion of a three-course or four-course sequence in a foreign language.

7. Complete at least 6 semester hours of course work numbered 3000 or above in a single discipline outside the major.

8. A State of Georgia Legislative requirement states that degree candidates must possess and demonstrate a reasonable mastery of United States history, Georgia history, the United States Constitution, and the Georgia Constitution. These requirements are met by the successful completion of POLS 1101 or POLS 1101H and HIST 2111 or HIST 2111H or HIST 2112 or HIST 2112H. The VSU Office of Testing in Powell Hall West offers an exemption test to transfer

5. Students must apply for and be accepted in the Associate of Arts degree program prior to completion of Associate of Arts degree requirements.

6. Academic advisement of students seeking the Associate of Arts degree shall be the responsibility of Centralized Advising.

7. An application for the degree along with evidence of payment of the graduation fee must be submitted to the Registrar two semesters prior to the anticipated graduation date.

Specific Requirements for the Degrees of Bachelor of Arts and Bachelor of Science

1. A minimum of 120 semester hours of academic work in an approved program is required for graduation. The approved program must include 60 semester hours in the completed Core Curriculum.

2. The degree program requires at least 21 semester hours of upper division courses in the major field and at least 39 semester hours of upper division work overall.

3. Thirty of the last 40 semester hours must be completed in residence at Valdosta State University, except in the Medical Technology Program and the Dual Degree Program with the Georgia Institute of Technology.

4. No more than 90 semester hours from a transfer institution may be applied toward the degree.

5. Attain a minimum overall grade point average of 2.00, and earn no grade lower than a "C" in all courses used to satisfy major field requirements.

6. Several bachelor's degree programs in the College of Arts and Sciences require the completion of a three-course or four-course sequence in a foreign language.

7. Complete at least 6 semester hours of course work numbered 3000 or above in a single discipline outside the major.

8. A State of Georgia Legislative requirement states that degree candidates must possess and demonstrate a reasonable mastery of United States history, Georgia history, the United States Constitution, and the Georgia Constitution. These requirements are met by the successful completion of POLS 1101 or POLS 1101H and HIST 2111 or HIST 2111H or HIST 2112 or HIST 2112H. The VSU Office of Testing in Powell Hall West offers an exemption test to transfer students whose American history course did not include

students whose American history course did not include Georgia history or whose political science course did not include Georgia Constitution.

9. The College of Arts and Sciences will not accept transfer credit for capstone requirements.

Georgia history or whose political science course did not include Georgia Constitution.

9. The College of Arts and Sciences will not accept transfer credit for capstone requirements.

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

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

All of the "Requirements for Undergraduate Degrees" section in the CoSM header text can be removed due to the following reasons:

1. Text regarding the Associate of Arts degree is removed because no such degree is awarded by the college.
2. Items 1-2, 4-6 and 8 of the text regarding the Bachelor of Arts or Bachelor of Science degrees already exist in the catalog for all colleges (see "Graduation Requirements for Undergraduates", "Foreign Language Requirements", "State of Georgia Legislative Requirements" and "Enrolling at Another Institution as a Transient Student" at <http://catalog.valdosta.edu/undergraduate/academic-affairs/>), so inclusion at this level is superfluous.
3. Item 7 of the text regarding the Bachelor of Arts or Bachelor of Science degrees was a policy specific to CAS prior to the split and is not desired to continue within CoSM. The majority of our degrees already require ≥ 6 hours of upper-level coursework in other disciplines, and those that do not (primarily our BA degrees) desire the ability for students to have as diverse a college experience as possible. This policy restricts such diversity so it will be removed.
4. Items 3 and 9 do not appear to be mentioned elsewhere in the current catalog, but need to be relocated to more appropriate locations. Hence, they are removed from our text.

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head	—	—	—
College/Division Executive Committee	Keith Walters	<i>[Signature]</i>	11/5/19
Dean/Director	Keith Walters	<i>[Signature]</i>	11/5/19
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	



Valdosta State University Curriculum Form

• Request for a NEW COURSE

Date of Submission:

01/16/2020

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

College:	College of Science and Mathematics	Dept. Initiating Request:	Physics, Astronomy, Geosciences, and Engineering Technology
Requestor's Name:	Mary A. Fares	Requestor's Role:	Faculty

Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	ENGT	NEW Course Number: <i>(Consult #s in the catalog)</i>	2010
Proposed NEW Course Title:	Introduction to Engineering Technology		
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	Intro to Engineering Technology		
Prerequisite(s):	None		
Lecture Hours:	3	Lab/Contact Hours:	0
		Credit Hours:	3

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

Interpretation of the scope of engineering; introduction to engineering and engineering technology disciplines that form the basis for a variety of career opportunities; engineering design as creative problem solving; lessons from design failures; professionalism and ethics; introduction to problem solving using MATLAB.

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

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

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

A new major 'Industrial Engineering Technology' was approved last Spring by the board. This course is the first introductory course developed for the new program that provides students with an understanding of engineering and engineering technology careers. The goal of this course is to introduce the students to the roles, responsibilities, fundamental skills and knowledge, and familiarization with the major tools and techniques used by engineers and engineering technologists. This course will be cross listed with ENGR 2010 (Introduction to Engineering).

RECEIVED

JAN 27 2020

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

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

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

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

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


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

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

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

Other Data Source Descriptions –

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



Valdosta State University – NEW COURSE Form

- Request for a NEW COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Edward E Chatelain	<i>Edward E Chatelain</i>	1/23/20
College/Division Executive Committee	Keith Walters	<i>Keith Walters</i>	1/24/2020
Dean/Director	Keith Walters	<i>Keith Walters</i>	1/24/2020
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

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

College:	Select One.	Department(s):	
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**ENGT 2010 - Introduction to Engineering Technology
Fall 2020**

Instructor: Dr. Mary A. Fares
Office: NH 3032
Office hours: MW 11:00 AM -1:00 PM
 TT 12:00 PM -1:30 PM
 (Or by appointment / email)

Email: mfares@valdosta.edu
Phone: (912)333-5755/5752

Texts: Introduction to Matlab, Delores M. Etter, Fourth Edition, the Prentice Hall Engineering Source.

Introduction to Engineering technology, Robert J. Pond and Jeffrey L. Rankinen, Eight Edition, Pearson 2015

Course Objectives:

This course introduces the students to the various engineering technology disciplines; engineering design and the design process; professionalism and ethics, and engineering problem solving with Matlab.

Course Outcomes:

Students will use computer and information technology when appropriate (VSU General Education #3).

Students will demonstrate knowledge of Scientific and mathematical principles and proficiency in laboratory practices (VSU General Education # 5).

Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written, and visual materials (VSU General Education #7).

Grading Scale:

A (90-100)	Fields of engineering assignment	15 %
B (80-89)	Homework	15 %
C (70-79)	2 tests (25% each)	50 %
D (60-69)	Quizzes	5 %
F (Below 60)	Design projects (Matlab)	15 %

Test 1 9/24/20
Test 2 11/12/20

Students with a disability should contact the Access office.
The phone number is 245-2498

Attendance:

A student with more than 20 % of unexcused absences may receive an F in the course. No make-up tests or quizzes except for emergency situations.

Subjects:

1. Engineering and Engineering Technology programs at VSU
2. The fields of engineering
3. The skills of the engineer in both programs
4. Professionalism and ethics
5. Introduction to engineering problem solving with Matlab
 - Mathematical review (Algebra, Trig, Matrices, and Polynomials...)
 - Measurement tools
 - Computational tools
 - Introduction to Matlab
 - Matlab functions
 - Matrix computations
 - Symbolic mathematics
 - Solving various engineering problems with Matlab

Title IX Statement

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: the Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31698, 229-333-5463.

SOI

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

Introduction to Engineering Technology

EIGHTH EDITION

Robert J. Pond

Central Ohio Technical College

Jeffrey L. Rankinen

Pennsylvania College of Technology

PEARSON

Boston Columbus Indianapolis New York San Francisco Upper Saddle River
Amsterdam Cape Town Dubai London Madrid Milan Munich Paris Montreal Toronto
Delhi Mexico City São Paulo Sydney Hong Kong Seoul Singapore Taipei Tokyo

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Valdosta State University Curriculum Form

• Request for a NEW COURSE

Date of Submission: 01/16/2020

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

College:	College of Science and Mathematics	Dept. Initiating Request:	Physics, Astronomy, Geo-Sciences, and Engineering Technology (PAGET)
Requestor's Name:	Barry Hojjatie	Requestor's Role:	Faculty

Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	ENGT	NEW Course Number: <i>(Consult #s in the catalog)</i>	2500
Proposed NEW Course Title:	Engineering Graphics for Design		
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	Engineering Graphics		
Prerequisite(s):	None		
Lecture Hours:	2	Lab/Contact Hours:	2
		Credit Hours:	3

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

Introduction to engineering design and three-dimensional visualization; geometric construction; graphical projection and sketching; introduction to descriptive geometry; computer graphics.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	Spring 2021	Every Semester

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

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

VSU will start a new B.S. Degree in Engineering Technology with a concentration in Industrial Engineering Technology program in the Fall of 2020. According to the approved proposal for the new program, this course should be offered for such a degree program starting Spring of 2021 so students enrolled in the program can graduate on time. This course that is designed to provide students in engineering technology with knowledge about tools such as AutoCAD and other computer graphics programs as well as traditional techniques to perform engineering graphics related to engineering designs is cross listed with the course ENGR 2500.

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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 Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
 Other Data Source Descriptions –

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



Valdosta State University – NEW COURSE Form

- **Request for a NEW COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Edward E. Chatelain	<i>Edward E. Chatelain</i>	1/23/20
College/Division Executive Committee	<i>Keith Walters</i>	<i>Keith Walters</i>	1/24/2020
Dean/Director	<i>Keith Walters</i>	<i>Keith Walters</i>	1/24/2020
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			
*Will this change impact another college/department?		<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes [select college & indicate department(s)]	
College:	College of Science and Mathematics	Department(s):	Physics, Astronomy, Geo-Sciences and Engineering Technology (PAGET)

ENGT 2500, ENGINEERING GRAPHICS FOR DESIGN, Spring 2021

Recommended book to learn about AutoCAD: AutoCAD 2019 Tutorial First level 2D Fundamentals, by Randy H. Shih, Schroff Development Corporation, www.schroff.com

Reference Book: Engineering Graphics with AutoCAD 2019, James D. Bethune, Prentice Hall. Note that this book has many good chapter materials and homework that are very useful in learning about the lab assignments and it is also recommended that you frequently refer to this book to improve your learning about AutoCAD and fundamental engineering drawing (for additional cost saving, an older version of this textbook is also acceptable).

Class Times: MW 4:00-5:50 p.m. Room 2031/2035 Nevins Hall.

Instructor: Dr. Barry Hojjatie, Phone: (229) 333-5753, Office/Lab: 2011/2023 Nevins Hall.

Email: bhojjati@valdosta.edu **Office hours: Right after each class,** also: TW 12:00 p.m. -1:45

p.m., and other times by appointment.

Prerequisite: None.

Course Description, Objectives, and Outcomes: Welcome to the B.S. degree in Engineering Technology program with a concentration in Industrial Engineering Technology, and the Regents' Engineering Pathway Program (REPP) at VSU and this freshman engineering course! This course is about learning the fundamental principles of engineering drawing using AutoCAD and it covers the following topics: introduction to engineering design drafting using AutoCAD; geometric construction; graphical projection and sketching; introduction to descriptive geometry, three-dimensional visualization, and 3-D prototyping.

Objectives: The main objectives of this course are to develop concepts of graphical communication & interpretation and its application in design process. Specific objectives are: 1. Understanding the fundamentals of engineering drawing via use of the AutoCAD program. 2. Understanding the fundamentals of multiview, oblique, and isometric views, spatial visualization, dimensioning and sectional views. 3. Become familiar with real-life applications of engineering graphics through various 2D or 3D design projects with various levels of difficulties. In these projects students are encouraged to also explore the application of other CAD programs such the Autodesk Inventor program in their design projects.

Outcomes: Students will demonstrate knowledge of scientific and mathematical principles related to the course subjects, will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written, and visual materials provided in the course. (Items 5 and 6 in VSU general educational outcome). Also the students will demonstrate the effective use of computers through application packages, scientific calculations, and graphical applications (item 4 in the catalog related to Education Outcome in Engineering).

Upon successful completion of this course the student should be able to: learn how to draw and modify various geometric entities such as line, arcs, surfaces, etc., drawing and sketching based on laws of geometry and trigonometry, learn methods of free-hand sketch in technical applications, use instrument drawing, learn about various geometric entities and coordinate systems and apply them to CAD, understand and describe orthographic and multiview projection, principal of projection planes, apply cutting planes and create various sectional views, learn standard dimensioning practice, demonstrate proper use of AutoCAD program in 2-D and 3-D, use AutoCAD drafting software to produce orthographic/multi-view projections, section/auxiliary views, use the principles of descriptive geometric to solve problems of spatial relationships; communicate engineering design decisions in a visual form, and become familiar with other selected graphical/design software commonly used in engineering (e.g., AutoCAD Inventor).

Materials Required: 1. a 12" engineering scale, 2. Compass, 3. Triangles (one of each: 45/45/90 and 30/60/90), 4. Pencils (one HB, and one H), 5. Eraser (erasing shield is optional), 6. Vellum or tracing paper (about 10-15 sheets for hand drafting is recommended), 7. A USB Flash Drive (a computer or another Flash drive or hard drive or remote storage site to back-up your flash drive/drawing files at least every 2 weeks.

Note that students are responsible to keep back-up copies of their files in a safe place and if the files are lost by a student, he/she should redraw the lost files again. These materials can be purchased individually from VSU campus bookstore, an art/drafting supply store, or stores such as Wal-Mart or OfficeMax, etc.

Course policy: Most classes are hands on using AutoCAD. Class attendance is required. Student may be excused from class with prior approval. Each student is responsible for all materials covered in class and assigned homework regardless of absence. Excessive absence from lecture (e.g., ≥ 6 scheduled classes) may result in failing grade in the course. If a student wants to drop the class, he/she should do it officially before the mid-term, otherwise a grade of F maybe reported. Students are encouraged to discuss the concepts/homework/Lab work problems with each other (excluding take home and in-class exams) to improve their skills in AutoCAD and other topic of the course; however, work that you submit must be your own.

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

During class- room CAD drawing activities students should use the lab computer instead of using their own laptop. Using the larger monitor of the lab desktop computer will make the possible for the instructor provide feedback more efficiently. Please note that no food/drink, no use of cell phone (e.g., texting) is allowed in the computer lab. also, no other computer activities (i.e., games, internet search, etc.) are allowed during class time. it is recommended that you use the desktop computers rather than using your own Laptop during the lectures.

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

Academic Honesty: All work that you turn in for grade/credit must be your own (unless you have been instructed to do otherwise). You are encouraged to work with each other in learning chapter materials and solving homework problems, writing computer codes but you are expected to write your own solution not copying from others and submit the materials that you understand. Cheating/plagiarism may result in getting a grade of F in the course. By taking this course, you agree that all required course work may be subject to submission for textual similarity review to SafeAssign, a tool within BlazeVIEW. For more information on the use of SafeAssign at VSU see [SafeAssign for Students](http://www.valdosta.edu/academic/SafeAssignforStudents.shtml) (<http://www.valdosta.edu/academic/SafeAssignforStudents.shtml>).

Campus Carry: This law allows anyone with a valid Georgia Weapons Carry License to carry a handgun in a concealed manner on property owned or leased by public colleges and universities, with some exceptions. It does not allow any other type of gun to be carried around campus, nor does it allow handguns to be carried openly. For more information you can search for the keywords "Campus Carry on the VSU website.

Title IX Statement: Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as

required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, titleix@valosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

Grades:

- Lab work and class participation: 10%, including Hand Drawing & in-class AutoCAD assignments which are identified as the **file names Wx#y.dwg (x: week # and y: assignment #)**, much of this will be done in class and some you need to do after the class time. Note that in-class and homework assignments are collected three times during the semester. Each set of assignments (sets 1-3) will be checked/collected by the instructor during the weeks that tests 1, 2, or 3 are given. If assignments are submitted after each corresponding test, it may be considered late and points may be subtracted.
- Bi-weekly/Monthly projects: 10%,
- Special Assignments to be uploaded on Blazeview (e.g., assignments in online classes, CAD drawings showing steps on how to draw it, and creating Screen Cast-O-Matic Videos): 10%
- Quizzes: 10%,
- Test #1 (taken before Mid-term): 20%,
- Test #2: 20%,
- A comprehensive test #3: 20%.

Normally no makeup Quizzes will be given. Selected students are encouraged to prepare a final design project (that includes a 3-D CAD drawing with corresponding multi-view drawings and description of an engineering design that can be used for 3-D printing. This comprehensive final project may count up to 10% toward the final grade of the course and for a student with an acceptable final project, the test no. 3 exam will count only 10%. Additional information about the math requirement (specifically plane geometry), bi-weekly/monthly projects, and the final project is given in separate sections.

Final grades: A: 90-100, B: 80-89, C: 70-79, D: 60-69, F: < 60.

Main Topics: 1. Getting started with AutoCAD 2019, 2. Fundamentals of 2-D Construction 3. More Advanced AutoCAD 2019 Commands, 4. Geometric Analysis (2-D) and Sketching, 5. Orthographic Views, 6. Sectional Views and Auxiliary Views, 7. Dimensioning, 8. Fundamentals of 3-D Drawing, 9. Surface Modeling, 10. Solid Modeling.

Other Topics of Interest: Assembly Drawing, Rapid Prototyping (3-D printing) and its applications in engineering design.

Additional information about Tests and Quizzes: Each test or quiz may include up to three different parts as follows: Part 1- Multiple-choice, true/false, or other types of questions about the AutoCAD software, geometric relations, and/or various aspects of engineering drawing. Part 2- Hand-sketching and multi-view drawing (that you do on a paper with a limited use of a straight-edge or other drafting tools). Part 3- Using the AutoCAD software to perform various engineering drawings on a computer. Your success in the course depends on demonstrating a good knowledge in each of the three parts mentioned and completing your lab and project assignments.

Biweekly/Monthly Projects: In order to encourage student learning in engineering graphics and creativity in design, all students are required to do various numbers of projects (to receive a maximum point of 100 assigned for biweekly projects) from the lists of projects shown in BlazeView. These projects are classified into two main groups identified as level 1 (simpler projects that each counts 12.5 points) and level 2 (more complex projects that each counts 25 points). So, during the semester you can do 8 projects from Level-1 or 4 projects from Level -2 or any other combinations as long as they relate to various aspects of the course materials (e.g., Multiview, section views, 3-D applications, etc.). Only students that need additional help with

AutoCAD drawing should choose all level 1 projects. If you feel more comfortable with the AutoCAD program, you should also choose some level 2 drawing related to your major in engineering.

Note that you should complete approximately 50% of your bi-weekly projects by the mid-term. Also trying a level 2 assignment does not necessarily guarantee more points- the quality and completeness of the work will determine the grade for the assignment.

Optional Final Project: Students that have demonstrated advance knowledge in engineering drawing (e.g., those that receive a grade of 85% or higher combining all tests and quizzes given including test # 2) are encouraged to prepare and submit a final project related to their field of interest in engineering one week after the test #2 is given. Development of high quality tutorial videos describing step-by-step methods to draw advance AutoCAD drawings (e.g., level 2 projects, some 3-D homework, etc.) is an example of acceptable final project. Note that the video should be efficient, complete, and usable in training of other students. The final project should be a professional CAD drawing (using AutoCAD or other CAD programs) related to a real-life application of engineering drawing. A few examples of accepted file project will be provided to you. If you like to do a final project, you are required to submit a project plan by the Week#12. The final project will count 10% of the course grade and for the students that submit a final project and the last comprehensive test will be reduced to only 10% (instead of 20%).



Valdosta State University Curriculum Form

• Request for a NEW COURSE

Date of Submission: 01/16/2020

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

College:	College of Science and Mathematics	Dept. Initiating Request:	Physics, Astronomy, Geo-Sciences, and Engineering Technology (PAGET)
Requestor's Name:	Barry Hojjatie	Requestor's Role:	Faculty

Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	ENGT	NEW Course Number: <i>(Consult #s in the catalog)</i>	2520
Proposed NEW Course Title:	Engineering Economics		
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	Engineering Economics		
Prerequisite(s):	MATH 1111, or MATH 1112, or MATH 1113		
Lecture Hours:	3	Lab/Contact Hours:	0
		Credit Hours:	3

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

Catalog Description:

Deals with aspects of investment analysis relating to equipment justification, retirement and replacement in industry; includes the evaluation of decision alternatives using different economic criteria.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	Spring 2021	Once per Year

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

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

VSU will start a new B.S. Degree in Engineering Technology with a concentration in Industrial Engineering Technology program in the Fall of 2020. According to the approved proposal for the new program, this course should be offered for such a degree program starting in Spring of 2021 so students enrolled in the program can graduate on time. This course is designed to provide students with tools to evaluate and assess decision making related to economic aspects and economic viability of engineering projects. This course will be cross listed with ENGR 2520.

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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



Valdosta State University – NEW COURSE Form

• **Request for a NEW COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Edward E. Chatelain	<i>Edward E. Chatelain</i>	1/23/20
College/Division Executive Committee	<i>Keith Walters</i>	<i>Keith Walters</i>	1/24/2020
Dean/Director	<i>Keith Walters</i>	<i>Keith Walters</i>	1/24/2020
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			
*Will this change impact another college/department?		<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes [select college & indicate department(s)]	
College:	College of Science and Mathematics	Department(s):	Physics, Astronomy, Geo-Sciences, and Engineering Technology (PAGET)

Engineering Economics, ENGR 2520, Spring 2021

CLASS SCHEDULE: Tentative Lecture times & location: T, Th 5:00 p.m.–6:15 p.m. Nevins 2035

INSTRUCTOR: TBA, email: TBA

Text: “Fundamentals of Engineering Economic Analysis” 1st Edition John A. White, Grasman, Case, Needy, and Pratt, ISBN 978-1-118-63377-9,

References: Instructor’s notes and other readings materials (Links will be provided in class).

Prerequisites: MATH 1111, 1112, or 1113.

COURSE DESCRIPTION: This course deals with aspects of investment analysis relating to equipment justification, retirement and replacement in industry; evaluation of decision alternatives using different

economic criteria. Engineering Economic course is designed to provide students with advanced tools to assess decision making at engineering projects and explains how to evaluate the economic viability of them. The students will be exposed to the concepts of the time value of money, interest rate, depreciation, inflation and taxes, cash flow. In addition, the course discusses techniques of analysis the worth of engineering projects, structures, and services in relation to their cost and benefits, in order to choose the type of project in which people will invest.

Course Outcomes: After completing this course of this course, students would be able to:

- ✓ define the time value of money equivalence concepts and interest, inflation rates, etc.
- ✓ explain the components of the annual cash flow and to generate its structure
- ✓ understand NPV, IIR evaluation methods and apply them in project evaluation
- ✓ Students will demonstrate knowledge of scientific and mathematical principles related to the course subjects, will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written, and visual materials provided in the course. (Items 5 and 6 in VSU general Educational Outcome). Also the students will be able to apply scientific and mathematical principles to solve engineering economics problems related to the subject (item 4 in the catalog related to Education Outcome in Engineering).

Course Content/Policy: The assigned projects will be related to a specific top of interest in engineering economics specifically may include topics related to economics and related decision making challenges in Georgia academia and Industry. You are expected to conduct independent study in various subjects related to engineering economics (e.g., application of strain gage or finite element analysis in solving engineering problems and application of these concepts in application of economics in decision-making analysis related to engineering design and project engineering). Also, you are expected to attend presentations by the instructors or invited speakers and prepare short reports on these activities.

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

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Academic Honesty: All work that you turn in for grade/credit must be your own (unless you have been instructed to do otherwise). You are encouraged to work with each other in learning chapter materials and solving homework problems, writing computer codes but you are expected to write your own solution not copying from others and submit the materials that you understand. Cheating/plagiarism may result in getting a grade of F in the course. By taking this course, you agree that all required course work may be subject to submission for textual similarity review to SafeAssign, a tool within BlazeVIEW. For more information on the use of SafeAssign at VSU see [SafeAssign for Students](http://www.valdosta.edu/academic/SafeAssignforStudents.shtml) (<http://www.valdosta.edu/academic/SafeAssignforStudents.shtml>).

Campus Carry: This law allows anyone with a valid Georgia Weapons Carry License to carry a handgun in a concealed manner on property owned or leased by public colleges and universities, with some exceptions. It does not allow any other type of gun to be carried around campus, nor does it allow handguns to be carried openly. For more information you can search for the keywords "Campus Carry on the VSU website.

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

Examples of the topics covered: Introduction Economy terms and concepts, Time Value of Money, Present Worth Analysis, Rate of Return Analysis, Depreciation & Taxes, Depreciation & Taxes, Breakeven, Sensitivity & Risk Analysis, Comparison and Selection MEA's, Cost Benefit Analysis

Tests: There will be three tests. The last test includes newly covered materials and materials related to the tests. Tests #1 and #2 each counts 25%, a comprehensive last test (test #3): 30%, quizzes: 10%, homework, special assignments (e.g., small monthly projects) and class participation: 10%.

Final grades: A: 90-100, B: 80-89, C: 70-79, D: 60-69, F: < 60.



Valdosta State University Curriculum Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission: 11/13/2019

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

College:	College of the Arts	Dept. Initiating Request:	Communication Arts
Requestor's Name:	David Nelson	Requestor's Role:	Faculty
Check One Option:	<input type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>		<input checked="" type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2020
Degree/Program Name:	Master of Arts in Communication		
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/arts/communication-arts/mac/		

Present Requirements:	Proposed Requirements: (hover over for instructions)
<p>Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application packet, fee, and any additional program requirements submitted by the admission deadline. To be considered for your preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.</p>	<p>Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application packet, fee, and any additional program requirements submitted by the admission deadline. Application materials are available on the Graduate School website. To be considered for your preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.</p>

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

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

The change will allow us to remain competitive with peer institutions while maintaining the program's mission. Peer institutions such as New Mexico State University, West Texas A&M University, and Central Missouri University do not require the GRE or MAT. The program identified alternative methods to evaluate applicants. Standardized tests are not the best predictor of success and can be cost-prohibitive to candidates who are thinking about applying to our program.

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

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

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

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

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

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

Other Data Source Descriptions –

Program effectiveness monitored through a combination of exit surveys of alumni and graduating students and annual assessment of theses, projects, and comprehensive examinations. Continue tracking trends at other peer institutions.



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head	MARK BORZI	<i>[Signature]</i>	12-11-19
College/Division Executive Committee	M. SCAMMIS	<i>[Signature]</i>	12-11-19
Dean/Director	A. Blaine Pearce	<i>[Signature]</i>	12-11-19
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. deCruz	Becky K. deCruz	1/28/2020
Academic Committee			
*Will this change impact another college/department?		<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Academic Division	Department(s):	Graduate School



Valdosta State University Curriculum Form

• Request for a NEW COURSE

Date of Submission: 10/22/2019

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

College:	College of the Arts	Dept. Initiating Request:	Art & Design
Requestor's Name:	Bruce Mackh, Ph.D.	Requestor's Role:	Department Head

Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	ART	NEW Course Number: <i>(Consult #s in the catalog)</i>	3010
Proposed NEW Course Title:	Design Thinking		
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	Design Thinking		
Prerequisite(s):	None		
Lecture Hours:	3	Lab/Contact Hours:	0
		Credit Hours:	3

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

An introductory course that teaches creative problem solving. Course work prepares students to address personal and professional challenges by empathizing, defining problems, ideating solutions, prototyping, and testing those solutions. Students will develop their skills in multimodal communications, critical thinking, collaboration, and creativity as they apply design thinking to real-world possibilities.

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

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

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

Design thinking is a problem-solving methodology useful across a broad variety of personal and professional contexts. Students will learn strategies for meeting present challenges to improve their learning and lifelong learning outcomes, and they will prepare to apply design thinking in their careers post-graduation. Design thinking differs from other problem-solving approaches in that it prioritizes the human elements of a situation and explores underlying reasons and motivations before ideating towards a solution. Although part of mainstream culture for the past two decades, Design thinking has not yet become a normalized part of a university education, yet it represents art, design, best practice in business, product design, and numerous other professional fields. Design thinking prioritizes collaboration across disciplines, inclusion, and quality by way of equity. Therefore, this elective enriches academic and professional pursuits in any area of study.

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

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



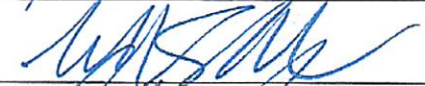
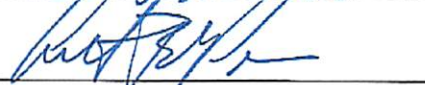
- Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

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

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

SOIs will be part of the course assessment, as will evidence of student learning via presentations, reflective essays/statements and case-studies, post-course surveys created expressly to measure student learning, and examinations.

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

 Valdosta State University – NEW COURSE Form • Request for a NEW COURSE			
Approvals:	Print:	Signature:	Date:
Department Head	Bounce Mack		12-14-19
College/Division Executive Committee	M. Schmitt		12-11-19
Dean/Director	A. Blaine Pearce		12-11-19
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			
*Will this change impact another college/department?		<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes [select college & indicate department(s)]	
College:	College of Business Administration	Department(s):	Entrepreneurship minor

SYLLABUS

10/2019

Valdosta State University – College of the Arts – Department of Art & Design

ART 3010: DESIGN THINKING

Credit load: 3-0-3

CATALOGUE DESCRIPTION:

An introductory course that teaches creative problem solving. Course work prepares students to address personal and professional challenges by empathizing, defining problems, ideating solutions, prototyping, and testing those solutions. Students will develop their skills in multimodal communications, critical thinking, collaboration, and creativity as they apply design thinking to real-world possibilities.

TEXT:

A Course Pack is required for purchase, containing readings from:

Tim Brown. (2019). **Change by Design**. Harper Business. ISBN-13: 978-0061766084

- Ch. 1 Getting Under Your Skin p. 19-44
- Ch. 2 Converting Need Into Demand p. 45-65
- Ch. 9 Design Activism p. 209-232

Nigel Cross. (2011). **Design Thinking**. Bloomsbury. ISBN-13: 978-1847886361

- Ch. 1 Design Ability p. 3-30

Jeanne Liedtka. (2017). **Design Thinking for the Greater Good: Innovation in the Social Sector**. Columbia Business School Publishing. ISBN-13: 978-0231179522

- Ch. 1 & 2 Why Design Thinking? P. 3-42
- Ch. 13 & 14 The Four-Question Method in Action p. 245-294

Bernard Roth. (2015). **The Achievement Habit**. Harper Business. ISBN-13: 978-0062356109

- Ch. 3 Getting Unstuck p. 63-94
- Ch. 5 Doing is Everything p. 105-126
- Ch. 8 Self-Image by Design p. 191-218
- Ch. 10 Make Achievement Your Habit p. 241-258

SELECTED STANDARDS, GOALS, OBJECTIVES and/or EDUCATIONAL OUTCOMES:

Course Outcomes	Learning Objectives
Students will cultivate understanding of the design process: developing empathy, defining a problem, ideating solutions, and creating and testing prototypes.	Develop understanding of the steps in the design process, building capacity for empathy and insight when seeking solutions to challenges, and engaging in processes of ideation, prototyping, and testing of potential solutions.
Students will identify and synthesize relevant opportunity, insight, and information to develop solutions to complex or ambiguous challenges.	Identify opportunity, gather information, generate insights, and synthesize input to formulate potential solutions to challenges.

SYLLABUS**10/2019**

Valdosta State University – College of the Arts – Department of Art & Design

Students will apply design thinking when engaging with complex or ambiguous situations.	Apply design thinking processes to specific challenges or problems presented in case studies and in real-world personal contexts.
Students will develop and refine skills in critical thinking, problem-solving, collaboration and teamwork, including the ability to learn from all those with whom they work.	Engage with peers through group activities involving the application of design thinking to case studies, developing and refining skills in critical thinking, creative ideation, interpersonal interaction, and collaborating towards a solution.
Students will strengthen their skills in communication with various audiences.	Build proficiency in written and verbal communication, including class discussion, small group interaction, presentations, and written documentation.

SELECTED ASSESSMENTS and/or EVALUATION:

Assignments & Assessments	
Reading Journals 7 journals @ 40 points each = 280 points	280
Case Studies (100 each) <ul style="list-style-type: none"> • Group presentation (50) • Case Report form (50) 	300
Design Problem <ul style="list-style-type: none"> • Presentation (50) • Reflective Essay (50) 	100
Quiz 1 – What Is Design Thinking?	50
Quiz 2 – Design Thinking in Action	50
Midterm Exam	100
Final Exam	120
TOTAL	1000

CLASSROOM POLICIES:**Notice:**

The course syllabus provides standard information related to accreditation, department, and university standards and policies. The instructor course outlines are aligned with the syllabus and provide detailed information related to a specific section of each course. *Students should refer to the course outline for specific expectations and policies related to the course section.*

University Absence Regulations

For students, success in class, whether face-to-face or online, begins with regular attendance/participation. Instructors must clearly outline their absence/participation expectations in their course syllabus, including any penalties for absence or non-participation and any procedures for missed work. All students are responsible for knowing the specific attendance/participation requirements as prescribed by their instructors and for the satisfactory make-up of missed work. When students are compelled for any reason to be absent from or unable to participate in class, they should immediately contact the instructor. Whether online or face-to-face, a student who misses or does not participate in more than 20% of the scheduled course or course activities could be subject to receiving a failing grade in the course. Please see the academic catalog at: <http://catalog.valdosta.edu/undergraduate/academic-affairs/#Academic%20Policies%20and%20Procedures>

Computer Use:

Students will need to log on to BlazeVIEW to gain access to some course content. More information about BlazeVIEW is available online at <http://www.valdosta.edu/academics/elearning/blazeview.php>.

Email Communication:

Students must use their VSU email address for all VSU email correspondence, as well as check their VSU e-mail accounts regularly for class-related messages. Students can expect that emails to the professor (which is the preferred method of communication outside of the classroom) will be returned within 24 hours Monday through Thursday and within 48 hours Friday through Sunday.

Academic Integrity

Academic integrity is the responsibility of all VSU faculty and students. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics. Consult the full discussion of the Academic Integrity Code in the Student Handbook, which is available online at <http://www.valdosta.edu/administration/student-affairs/student-conduct-office/student-handbook.php>. Students found guilty of any academic integrity violation in connection with this course will, at minimum, receive an F for the involved course activity and, at maximum, be subject to failing the entire course.

Reproduction of Photographic Images:

During the semester your instructor or other representatives from VSU may photograph you or your art work for promotional, educational and or accreditation use. If you wish not to have images of you or your work used by VSU, please submit a written statement to the Art & Design departmental office.

The Academic Support Center:

The Academic Support Center (ASC) on the 2nd floor of Odum Library provides free peer tutoring in core courses as well as time management and study skills workshops. Writing help is also available to all VSU students. To make an appointment, call 229-333-7570, email asc@valdosta.edu or visit www.valdosta.edu/asc.

Student Access:

The Mission of the Access Office is to serve as leaders in removing physical, educational, and other barriers and creating an inclusive and diverse environment by collaborating with and motivating students, faculty, staff, and the community so that they can ensure that all VSU classrooms, events, and experiences are seamlessly accessible to all. Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is in Farbar Hall; visit them online at <http://www.valdosta.edu/access> , <https://www.valdosta.edu/student/disability/>, or call 245-2498 (V/VP) or 219-1348 (TTY).

Credit:

Credit is defined as a basic unit of work, as it relates to hours of faculty in-class instruction and hours of out-of-class student work. The definition and expectation will differ in laboratory, lecture, and directed or independent study classes. An hour of instruction is the equivalent to 50 minutes of class time.

Lecture Classes:

For each hour of lecture classroom instruction, students are expected to work a minimum of two hours outside normal class time completing assignments and preparing for class; therefore, a three credit hour lecture course will require an average of six hours per week of student outside academic activity. *Note that these are minimum or average expectations for student academic activity as it relates to college credit. To earn a desired grade may require more than just the average investment of expected student academic activity.*

Student Evaluations:

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available through SmartEvals. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous to instructors/administrators. Instructors will be able to view only a summary of all responses after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the data until after final grade submission, they will be able to anonymously contact students by email who have not completed their SOIs using the SmartEvals platform. Complete information about the SOIs, including how to access the survey, is available at

<https://www.valdosta.edu/academics/academic-affairs/sois/>.

Title IX Statement:

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included.

Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, titleix@valosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

Campus Carry Policy

Georgia House Bill 280 "Campus Carry" took effect on July 1, 2017. For information on this policy, please refer to the USG website at https://www.usg.edu/hb280/additional_information



Valdosta State University Curriculum Form

- Request for a NEW COURSE

Date of Submission:

10/22/2019

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

College:	College of the Arts	Dept. Initiating Request:	Art & Design
Requestor's Name:	Bruce Mackh, Ph.D.	Requestor's Role:	Department Head

Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	ART	NEW Course Number: <i>(Consult #s in the catalog)</i>	3240
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Proposed NEW Course Title:	Design Thinking for Entrepreneurship
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NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	Design Thinking Entrepreneur
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Prerequisite(s):	None
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Lecture Hours:	3	Lab/Contact Hours:	0	Credit Hours:	3
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Proposed NEW Course Description: *(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)**

An introductory design thinking course for students specifically interested in entrepreneurship. Students will develop skills in ideation, iteration, systems thinking, and computational thinking. Students will apply these strategies to develop entrepreneurial innovations designed to solve human-centered problems and create value toward greater social good.

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

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

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

Design thinking is a problem-solving methodology useful across a broad variety of personal and professional contexts, but it's particularly beneficial for entrepreneurs who are faced with daily challenges they must overcome. Design thinking differs from other problem-solving approaches in that it prioritizes the human elements of a situation and explores underlying reasons and motivations before ideating towards a solution. Although part of mainstream culture for the past two decades, Design thinking has not yet become a normalized part of a university education, yet it represents best practice in art, design, business, product design, and numerous other professional fields. This course will be of value in imparting entrepreneurial knowledge and competencies with the force-multiplier of Design thinking.

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

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

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





Plans for assessing course effectiveness/meeting program learning outcomes

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

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

SOIs will be part of the course's assessment, as will specifically-designed post-course student surveys. Student learning will be assessed through quizzes and exams; students' completion of assignments providing practice in strategies for ideation; case studies conducted by cooperative teams applying design thinking to real-world situations; and in a group project addressing social problem(s) through an entrepreneurial, design thinking approach.

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

 Valdosta State University – NEW COURSE Form • Request for a NEW COURSE			
Approvals:	Print:	Signature:	Date:
Department Head	Bruce A. Mechl		12-11-19
College/Division Executive Committee	M. Schmitt		12-11-19
Dean/Director	A Blaine Pearson		12-11-19
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			
*Will this change impact another college/department?		<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes [select college & indicate department(s)]	
College:	College of Business Administration	Department(s):	Entrepreneurship minor

ART 3240 DESIGN THINKING FOR ENTREPRENEURSHIP

Credit load: 3-0-3

CATALOGUE DESCRIPTION:

An introductory design thinking course for students specifically interested in entrepreneurship. Students will develop skills in ideation, iteration, systems thinking, and computational thinking. Students will apply these strategies to develop entrepreneurial innovations designed to solve human-centered problems and create value toward greater social good.

TEXT:

This course uses a Course Pack containing readings from:

- Brown, T. (2009). *Change by Design*. New York: Harper Collins.
- Cabrera, D. and Cabrera, L. (2014). *Systems Thinking Made Simple: New Hope for Solving Wicked Problems*. Odyssean Press.
- Collins, J. (2005). *Good to Great and the Social Sectors*. [monograph].
- Kamoroff, B. (2013). *Small Time Operator: How to Start Your Own Business, Keep Your Books, Pay Your Taxes, and Stay Out of Trouble*. Lanham MD: Taylor Trade Publishing.
- Kelly, T. (2001). *The Art of Innovation*. New York: Doubleday.
- Liedtka, J., King, A., Bennett, K. (2014). *Solving Problems with Design Thinking: 10 Stories of What Works*. New York: Columbia Business School Publishing.
- Michalko, M. (2006). *Thinkertoys: a handbook of creative thinking techniques*. Berkeley: 10 Speed Press
- Osterwalder, A., Pigneur, Y. (2010). *Business Model Generation*. Hoboken NJ: John Wiley & Sons

SELECTED STANDARDS, GOALS, OBJECTIVES and/or EDUCATIONAL OUTCOMES:

OUTCOMES	OBJECTIVES
Students will apply the principles and practices of entrepreneurship through critical analysis of the social and cultural contexts in which innovations occur in order to effect beneficial change within diverse populations.	Students will examine entrepreneurial principles and practices and their application to improving the quality of human life.
	Students will develop skill in multiple ideation strategies and apply them to real-world situations in group case studies.
	Students will explore the concepts of ethics and social responsibility within the cultural contexts of social problems and through their engagement in case studies.
Students will develop the ability to create and launch a business venture or community organization, identifying applicable strategies and utilizing effective business	Students will apply the principles and practices of entrepreneurship to the creation of a business model addressing a social problem.
	Students will utilize effective written and verbal communication appropriate for business contexts.

SYLLABUS

10/2019

Valdosta State University – College of the Arts – Department of Art & Design

communications and entrepreneurial practices.	Students will create supporting documents and materials demonstrating their knowledge of applicable strategies for innovation and the social context of the problem.
	Students will increase their skills in communication and collaboration as they work in groups to complete case studies and the course project.
Students will integrate their skills and knowledge of entrepreneurship with multiple strategies for inquiry as they generate a potential solution to a social problem by critically analyzing information, making value judgements, responding to challenges and demonstrating empathetic understanding of the socio-cultural context of the target population.	Students will employ strategic ideation and entrepreneurial practices in the development of a group project envisioning a business venture or nonprofit organization addressing a social problem.
	Students will investigate the problem's social, cultural, and political context as they conduct field research, interacting with the target population. They will identify issues regarding finance, taxation, regulation, risk, insurance, branding, marketing, and communication related to their proposed business or organization.
	Students will formulate the business model for an entrepreneurial venture creating a product, service, or organization intended to address a social problem.

SELECTED ASSESSMENTS and/or EVALUATION:

Item	Weight
Assignment 1: The Chair Problem	25
Assignment 2: Easy Company Tea	25
Assignment 3: Case 1	100
Assignment 4: Case 2	100
Assignment 5: Case 3	100
Assignment 6: Group Project	200
Assignment 7: Peer Critique of Group Projects	50
Quizzes (50 points each)	150
• Quiz 1: Design Thinking	
• Quiz 2: Strategies for Ideation	
• Quiz 3: Business Basics	
Final Exam	50
Attendance and Participation	200
Total points	1000

CLASSROOM POLICIES:**Notice:**

65

The course syllabus provides standard information related to accreditation, department, and university standards and policies. The instructor course outlines are aligned with the syllabus and provide detailed information related to a specific section of each course. *Students should refer to the course outline for specific expectations and policies related to the course section.*

University Absence Regulations

For students, success in class, whether face-to-face or online, begins with regular attendance/participation. Instructors must clearly outline their absence/participation expectations in their course syllabus, including any penalties for absence or non-participation and any procedures for missed work. All students are responsible for knowing the specific attendance/participation requirements as prescribed by their instructors and for the satisfactory make-up of missed work. When students are compelled for any reason to be absent from or unable to participate in class, they should immediately contact the instructor. Whether online or face-to-face, a student who misses or does not participate in more than 20% of the scheduled course or course activities could be subject to receiving a failing grade in the course. Please see the academic catalog at: <http://catalog.valdosta.edu/undergraduate/academic-affairs/#Academic%20Policies%20and%20Procedures>

Computer Use:

Students will need to log on to BlazeVIEW to gain access to some course content. More information about BlazeVIEW is available online at <http://www.valdosta.edu/academics/elearning/blazeview.php>.

Email Communication:

Students must use their VSU email address for all VSU email correspondence, as well as check their VSU e-mail accounts regularly for class-related messages. Students can expect that emails to the professor (which is the preferred method of communication outside of the classroom) will be returned within 24 hours Monday through Thursday and within 48 hours Friday through Sunday.

Academic Integrity

Academic integrity is the responsibility of all VSU faculty and students. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics. Consult the full discussion of the Academic Integrity Code in the Student Handbook, which is available online at <http://www.valdosta.edu/administration/student-affairs/student-conduct-office/student-handbook.php>. Students found guilty of any academic integrity violation in connection with this course will, at minimum, receive an F for the involved course activity and, at maximum, be subject to failing the entire course.

Reproduction of Photographic Images:

During the semester your instructor or other representatives from VSU may photograph you or your art work for promotional, educational and or accreditation use. If you wish not to have images of you or your work used by VSU, please submit a written statement to the Art & Design departmental office.

The Academic Support Center:

The Academic Support Center (ASC) on the 2nd floor of Odum Library provides free peer tutoring in core courses as well as time management and study skills workshops. Writing help is also available to all VSU students. To make an appointment, call 229-333-7570, email asc@valdosta.edu or visit www.valdosta.edu/asc.

Student Access:

The Mission of the Access Office is to serve as leaders in removing physical, educational, and other barriers and creating an inclusive and diverse environment by collaborating with and motivating students, faculty, staff, and the community so that they can ensure that all VSU classrooms, events, and experiences are seamlessly accessible to all. Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is in Farbar Hall; visit them online at <http://www.valdosta.edu/access> , <https://www.valdosta.edu/student/disability/>, or call 245-2498 (V/VP) or 219-1348 (TTY).

Credit:

Credit is defined as a basic unit of work, as it relates to hours of faculty in-class instruction and hours of out-of-class student work. The definition and expectation will differ in laboratory, lecture, and directed or independent study classes. An hour of instruction is the equivalent to 50 minutes of class time.

Lecture Classes:

For each hour of lecture classroom instruction, students are expected to work a minimum of two hours outside normal class time completing assignments and preparing for class; therefore, a three credit hour lecture course will require an average of six hours per week of student outside academic activity. *Note that these are minimum or average expectations for student academic activity as it relates to college credit. To earn a desired grade may require more than just the average investment of expected student academic activity.*

Student Evaluations:

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available through SmartEvals. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous to instructors/administrators. Instructors will be able to view only a summary of all responses after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the data until after final grade submission, they will be able to anonymously contact students by email who have not completed their SOIs using the SmartEvals platform. Complete information about the SOIs, including how to access the survey, is available at <https://www.valdosta.edu/academics/academic-affairs/sois/>.

Title IX Statement:

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an

SYLLABUS**10/2019**

Valdosta State University – College of the Arts – Department of Art & Design

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

Campus Carry Policy

Georgia House Bill 280 “Campus Carry” took effect on July 1, 2017. For information on this policy, please refer to the USG website at https://www.usg.edu/hb280/additional_information



Valdosta State University Curriculum Form

• Request to DEACTIVATE/ACTIVATE a Course/Program

Date of Submission:

10/31/2019

College: College of the Arts

Dept. Initiating Request:

Communication Arts

Requestor's Name: A Blake Pearce

Requestor's Role:

Dean



List of Courses (or the program or track)

(Example: CLASS 1111 Introduction to Class)

Emergent Media and Communication

Deactivate Course(s)

Reactivate Course(s)

Program Level:

Course Classification:

Semester to be Effective:

Year to be Effective:

Estimated Frequency of Course Offering:

Undergraduate
 Graduate

Core (Area A-E)
 Major Requirement
 Elective

Fall
 Spring
 Summer

Select One.

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

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

Institutional Resources are not available to sustain delivery of this program.

Currently 2 cohorts are in the program. Current degree maps and instruction will be provided to teach out the program. Program admissions will be suspended immediately and a formal request to eliminate the program will be sent to the BOR.

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

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

Position Requests not approved – funding unavailable
Projection for degree maps and Course offerings
Record of part-time on-line faculty turnover and performance

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NOV 13 2019



Valdosta State University – DEACTIVATE/ACTIVATE a Course/Program

- Request to DEACTIVATE/ACTIVATE a Course/Program

Approvals:	Print:	Signature:	Date:
Department Head	MARK BORZI		11-6-19
College/Division Executive Committee	Michael T Schmitt		11.5.19.
Dean/Director	A. Blake Pearce		10-31-19
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

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

College:	Select One.	Department(s):	
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TO: Dr. Robert T. Smith, Provost

FROM: A. Blake Pearce, Dean College of the Arts

DATE: October 30, 2019

RE: Suspension of the Bachelor of Fine Arts – Emergent Media and Communication (on-line)

Cc: Dr. Mark Borzi, Department Head, Communication Arts

I am submitting this notification requesting your permission to suspend the BFA – Emergent Media And Communication degree program beginning Fall semester of 2020. Upon your approval of this request we will notify Admissions to not admit new students into the program for the 2020 cohort. In light of the current budget reductions and unavailable institutional financial support to adequately staff and deliver the program we are unable to deliver content with any level of consistency or quality moving into the future.

We are also requesting permission to notify the Chancellor's office of this action and an intended termination of the program in 2022 as defined in the Board of Regents Policy 3.6.2, and 3.6.2.1. We plan to offer the program track courses for the Junior and Senior courses for the 2 enrolled cohorts in order to complete the degree. The program map of course offerings will be followed as the teach out plan and the department will continue to work with current and future part time faculty to deliver the degree courses. At the conclusion of Spring semester 2022 we will send forward the request to terminate the program.

Please feel free to contact me if you require additional information.

OFFICE of the DEAN



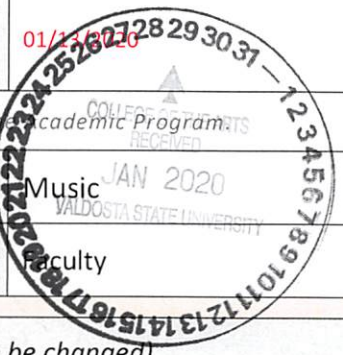
Valdosta State University Curriculum Form

• Request for a REVISED COURSE

Date of Submission:

01/13/2020

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



College: College of the Arts

Dept. Initiating Request: Music

Requestor's Name: Anita P. Davis, Ph.D.

Requestor's Role: Faculty

CURRENT:

REQUESTED: (list only items to be changed)

Course Prefix and Number:	MUE 3000	Course Prefix and Number:	
Course Title:	Introduction to Music Education	Course Title:	Music Teaching
<i>Lecture Hours:</i>	2	<i>Lecture Hours:</i>	
<i>Lab/Contact Hours:</i>	1	<i>Lab/Contact Hours:</i>	
<i>Credit Hours:</i>	2	<i>Credit Hours:</i>	
Pre-requisites:	None	Pre-requisites:	

CURRENT Course Description:

An overview of the public school music program P-12. Students will explore what a career in music education entails through classroom activities, peer-teaching, and observations in public school classrooms and performing groups.

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

An overview [of music teaching for individuals and ensembles in studios and school environments](#). Students *will* explore [music teaching as transference of professional skills and knowledge within diverse settings that build upon the assets and resources that students bring to their learning](#).

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	2021	Once per Year

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

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

Modifications proposed adapt the description to represent contemporary research-based practices for teaching and learning based on models of diversity and inclusion.

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

Evidence of effectiveness will be analyzed from data gathered from course assignments, tests, and growth assessments.



Valdosta State University - REVISED COURSE Form

- Request for a REVISED COURSE

Approvals:	Print:	Signature:	Date:
Department Head	Doug Ferwell	<i>[Signature]</i>	1/29/2020
College/Division Executive Committee	M. Schmitt	<i>[Signature]</i>	1-29-2020.
Dean/Director	A. Blake Pearce	<i>[Signature]</i>	1-30-2020
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

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

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

College: Select One.

Department(s):



Valdosta State University Curriculum Form

• Request to DEACTIVATE/ACTIVATE a Course/Program

Date of Submission:

10/28/2019

College: College of the Arts

Dept. Initiating Request:

Music

Requestor's Name: Dr. Doug Farwell

Requestor's Role:

Department Head

List of Courses (or the program or track)

(Example: CLASS 1111 Introduction to Class)

DEACTIVATE PRGORAM:
Master of Music in Education (M.M.Ed)

<http://catalog.valdosta.edu/graduate/graduate-degree-programs/arts/music/mmp-music-education/>

Deactivate Course(s)

DEACTIVATE COURSES:

Reactivate Course(s)

MUE 7000 Issues and Trends in Music Education (3hrs)
MUE 7680 Foundations of Music Education (3hrs)



Program Level:

Course Classification:

Semester to be Effective:

Year to be Effective:

Estimated Frequency of Course Offering:

Undergraduate
 Graduate

Core (Area A-E)
 Major Requirement
 Elective

Fall
 Spring
 Summer

2020

Select One.

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

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

The Department of Music has voted and approved deactivation of the Master of Music in Education (M.M.Ed.) program due to lack of demand. In the area of graduate music education, the department is focusing its energies and resources on the new MAT program (Master of Arts in Teaching in Music Education).

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

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

Lack of students enrolled in M.M.Ed program.
Addition of Master of Arts in Teaching in Music Education degree program.

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NOV 18 2019

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VALDOSTA STATE UNIVERSITY



Valdosta State University – DEACTIVATE/ACTIVATE a Course/Program

- Request to DEACTIVATE/ACTIVATE a Course/Program

Approvals:	Print:	Signature:	Date:
Department Head	Doug Farwell	<i>[Signature]</i>	10/29/19
College/Division Executive Committee	Michael Schmitt	<i>[Signature]</i>	10.29.19
Dean/Director	A. Blatio Pearce	<i>[Signature]</i>	10-29-19
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. deCruz	Becky K. deCruz	11/15/19
Academic Committee			

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

College:	Academic Division	Department(s):	Graduate School
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Valdosta State University Curriculum Form

- Request to DEACTIVATE/ACTIVATE a Course/Program

Date of Submission: 09/17/2019

College:	College of the Arts	Dept. Initiating Request:	Music
Requestor's Name:	Doug Farwell	Requestor's Role:	Department Head

List of Courses (or the program or track)	<p><i>*(Example: CLASS 1111 Introduction to Class)*</i></p> <p>MUE 7000 Issues and Trends in Education MUE 7680 Foundations</p>
<input checked="" type="checkbox"/> Deactivate Course(s) <input type="checkbox"/> Reactivate Course(s)	

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

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

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

The Department of Music has voted and approved deactivation of the Master of Music in Education K-12 program due to lack of demand for it. In the area of graduate music education, the department is focusing its energies and resources on the new MAT program.

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

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

Available students for program.
Addition of new Master of Arts in Teaching in Music Education degree program.



Valdosta State University – DEACTIVATE/ACTIVATE a Course/Program

- Request to DEACTIVATE/ACTIVATE a Course/Program

Approvals:	Print:	Signature:	Date:
Department Head	Doug Farwell	<i>[Signature]</i>	10/1/19
College/Division Executive Committee	Michael Sowers	<i>[Signature]</i>	10/1/19
Dean/Director	A. Blake Pearce	<i>[Signature]</i>	10/1/19
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. deCruz	<i>[Signature]</i>	11/15/19
Academic Committee			

*Will this change impact another college/department?

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

College:	College of the Arts	Department(s):	Graduate School
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Valdosta State University Curriculum Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission:

01/10/2020

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

College:	College of Education and Human Services	Dept. Initiating Request:	Curriculum, Leadership, & Technology
Requestor's Name:	Mike Bochenko	Requestor's Role:	Faculty

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

Degree/Program Name: Certification Only Educational Leadership

Current Catalog URL: <http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/curriculum-leadership-technology/eds-educational-leadership/>

Present Requirements:	Proposed Requirements: <i>(hover over for instructions)</i>
<p>Requirements for Certification in Educational Leadership (Tier II)</p> <p>Area A Core 6</p> <p>LEAD 8620 Leading a Professional Learning Community LEAD 8520 Executive Leadership for the 21st Century</p> <p>Area B Residency 21</p> <p>LEAD 8920 Advanced Leadership Field-Based Experience I LEAD 8930 Advanced Leadership Field-Based Experiences II LEAD 8940 Advanced Leadership Field-Based Experiences III LEAD 8950 Advanced Leadership Field Based Experiences IV</p> <p>The residency will be completed at the candidate's work site under the supervision of a Candidate Support Team consisting of a site mentor, a university advisor/coach, and the candidate.</p> <p>Total Hours 0</p> <p>Please note that all students who hold or are seeking this degree and/or GaPSC educator certification must successfully complete EDUC 5999. Prior to being recommended for a clear/renewable Georgia leadership certificate, a candidate must meet the GaPSC Special</p>	<p>Requirements for Certification in Educational Leadership (Tier II)</p> <p>Area A Core 6 <u>9</u></p> <p><u>The faculty advisor will collaborate with the candidate and school system partners to evaluate graduate course work to identify appropriate courses for transfer or enrollment.</u> LEAD 8620 Leading a Professional Learning Community LEAD 8520 Executive Leadership for the 21st Century</p> <p>Area B Residency 21 <u>18</u></p> <p>LEAD 8920 Advanced Leadership Field-Based Experience I LEAD 8930 Advanced Leadership Field-Based Experiences II LEAD 8940 Advanced Leadership Field-Based Experiences III LEAD 8950 Advanced Leadership Field Based Experiences IV</p> <p>The residency will be completed at the candidate's work site under the supervision of a Candidate Support Team consisting of a site mentor, a university advisor/coach, and the candidate.</p> <p>Total Hours 0 <u>27</u></p> <p>Please note that all students who hold or are seeking this degree and/or GaPSC educator certification must successfully complete EDUC 5999. Prior to being recommended for a clear/renewable Georgia leadership certificate, a candidate must meet the GaPSC Special</p>

Requirements (PSC Rule 505-2-20)--Identification and Education of Children with Special Needs and pass the GACE Educational Performance-based Leadership Assessment.	Requirements (PSC Rule 505-2-20)--Identification and Education of Children with Special Needs and pass the GACE Educational Performance-based Leadership Assessment.
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Justification: (select one or more of the following and provide appropriate narrative below:)

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

Initially, LEAD 8950 was designed to assist candidates in understanding, and preparing for, the Performance Assessment for School Leaders (PASL). Upon the annual review of the program, it was determined this assistance could be embedded within LEAD 8930 and 8940. With the removal of LEAD 8950, an additional 3 hours credit will be designated to Area A and 6 hours assigned to LEAD 8920 to remain consistent with the other two clinical practice courses. In doing so, the total of 27 hours remains intact.

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

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

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

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

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head	Steve Downey		1/13/2020
College/Division Executive Committee			
Dean/Director			1/20/20
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			1/28/2020
Academic Committee			

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

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

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission:

01/13/2020

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

College:	College of Education and Human Services	Dept. Initiating Request:	Curriculum, Leadership, & Technology
Requestor's Name:	Steve Downey	Requestor's Role:	Department Head
Check One Option:	<input checked="" type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>	<input checked="" type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>	
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input checked="" type="checkbox"/> Core (Area A-E) <input type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2020
Degree/Program Name:	M.Ed. in Instructional Technology (Corporate Concentration)		
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/curriculum-leadership-technology/med-instructional-technology/		

Present Requirements:	Proposed Requirements: <i>(hover over for instructions)</i>																																																								
Program of Study	Program of Study																																																								
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Justification: *(select one or more of the following and provide appropriate narrative below:)*

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

Aligning courses for greater program efficiency; also, replacing ITED 7210 with an elective so students can better customize their programs with human performance courses from ACED or I/O Psych.

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

Changes were initiated based upon feedback from program graduates and the planned efficiencies from the upcoming merger of CLT, ACED, LIS, and I/O Psych units on campus. Effectiveness of changes will be measured by feedback from exit surveys from program graduates.



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head	Dr. Steve Downey	<i>Steve Downey</i>	1/13/2020
College/Division Executive Committee			
Dean/Director	<i>Bernard Chow</i>	<i>Bernard Chow</i>	<i>1/28/20</i>
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	<i>Becky K. daCruz</i>	<i>Becky K. daCruz</i>	<i>1/28/2020</i>
Academic Committee			

*Will this change impact another college/department?

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

College: *Select One.*

Department(s):



Valdosta State University Curriculum Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission:

01/10/2020

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

College:	College of Education and Human Services	Dept. Initiating Request:	Curriculum, Leadership, & Technology
Requestor's Name:	Mike Bochenko	Requestor's Role:	Faculty

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

Present Requirements:	Proposed Requirements: <i>(hover over for instructions)</i>
Requirements for the Ed.S. Degree with a Major in Educational Leadership (Tier II Certification)	Requirements for the Ed.S. Degree with a Major in Educational Leadership (Tier II Certification)
Area A Core 6	Area A Core 6 <u>9</u>
LEAD 8620 Leading a Professional Learning Community LEAD 8520 Executive Leadership for the 21st Century	<u>LEAD 8140 Leadership for Creating an Effective Learning Environment</u> LEAD 8620 Leading a Professional Learning Community LEAD 8520 Executive Leadership for the 21st Century
Area B Residency 21	Area B Residency 21 <u>18</u>
LEAD 8920 Advanced Leadership Field-Based Experience I LEAD 8930 Advanced Leadership Field-Based Experiences II LEAD 8940 Advanced Leadership Field-Based Experiences III LEAD 8950 Advanced Leadership Field Based Experiences IV	LEAD 8920 Advanced Leadership Field-Based Experience I LEAD 8930 Advanced Leadership Field-Based Experiences II LEAD 8940 Advanced Leadership Field-Based Experiences III <i>LEAD 8950 Advanced Leadership Field Based Experiences IV</i>
The residency will be completed at the candidate's work site under the supervision of a Candidate Support Team consisting of a site mentor, a university advisor/coach, and the candidate.	The residency will be completed at the candidate's work site under the supervision of a Candidate Support Team consisting of a site mentor, a university advisor/coach, and the candidate.
Total Hours Required for the Degree 27	Total Hours Required for the Degree 27
Please note that all students who hold or are seeking this degree and/or GaPSC educator certification must successfully complete EDUC 5999. Prior to being recommended for a clear/renewable Georgia leadership certificate, a candidate must meet the GaPSC Special Requirements (PSC Rule 505-2-20)--Identification and	Please note that all students who hold or are seeking this degree and/or GaPSC educator certification must successfully complete EDUC 5999. Prior to being recommended for a clear/renewable Georgia leadership

Education of Children with Special Needs and pass the GACE Educational Performance-based Leadership Assessment.

certificate, a candidate must meet the GaPSC Special Requirements (PSC Rule 505-2-20)--Identification and Education of Children with Special Needs and pass the GACE Educational Performance-based Leadership Assessment.

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

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

Initially, LEAD 8950 was designed to assist candidates in understanding, and preparing for, the Performance Assessment for School Leaders (PASL). Upon the annual review of the program, it was determined this assistance could be embedded within LEAD 8930 and 8940. With the removal of LEAD 8950, another content course is being recommended (LEAD 8140) for 3 hours credit and 6 hours designated to LEAD 8920. In doing so, the total of 27 hours remains intact.

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head	Steve Downey	<i>Steve Downey</i>	1/13/2020
College/Division Executive Committee			
Dean/Director	<i>Bernard Glover</i>	<i>Bernard Glover</i>	1/20/20
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	<i>Becky K. daCruz</i>	<i>Becky K. daCruz</i>	1/28/2020
Academic Committee			

*Will this change impact another college/department?

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

College: *Select One.*

Department(s):



Valdosta State University Curriculum Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission: 10/17/2019

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

College:	College of Education and Human Services	Dept. Initiating Request:	MLIS
Requestor's Name:	Nicole Alemanne	Requestor's Role:	Faculty

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

Degree/Program Name:	Master of Library and Information Science/Library and Information Studies
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Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/library-information-studies/
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Present Requirements:	Proposed Requirements: <i>(hover over for instructions)</i>
<p>New students begin in the fall or spring semesters. MLIS 7000, Foundations of Library and Information Science, offered every fall and spring, is prerequisite or corequisite to many other MLIS courses. The program requires all entering students to attend a face-to-face orientation on the Valdosta State University campus. For additional information about the Master of Library and Information Science Program, click here.</p>	<p>New students begin in the fall or spring semesters. MLIS 7000, Foundations of Library and Information Science, offered every fall and spring <u>and is required of all first semester students.</u> <i>and is prerequisite or corequisite to many other MLIS courses. The program requires all entering students to attend a face-to-face orientation on the Valdosta State University campus.</i> For additional information about the Master of Library and Information Science Program, click here.</p>

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

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

Orientation is now conducted as part of the required first semester course MLIS 7000. This change removed the need for some students to travel long distances to attend a face-to-face orientation, as the MLIS program has a national student body. In addition, the integration of orientation material throughout the first semester enables the program to connect orientation activities to specific areas of the MLIS program and the field of library and information science in context as students encounter them.

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


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

Plans for assessing course effectiveness/meeting program learning outcomes


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

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

Student performance in MLIS 7000 orientation activities is assessed through a series of lab activities in the course. Delivery of orientation material will be assessed based on outcomes of these activities.

 Valdosta State University – Curriculum Change or Revised Catalog Copy Form • CURRICULUM CHANGE OR REVISED CATALOG COPY			
Approvals:	Print:	Signature:	Date:
Department Head	LINDA MOST	<i>Linda Most</i>	10/17/19
College/Division Executive Committee			
Dean/Director	Bernard Oliver	<i>Bernard Oliver</i>	10/28/19

Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	11/15/19
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

 Valdosta State University Curriculum Form • CURRICULUM CHANGE OR REVISED CATALOG COPY		Date of Submission: 10/17/2019	
<i>*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.</i>			
College:	College of Education and Human Services	Dept. Initiating Request:	MLIS
Requestor's Name:	Nicole Alemanne	Requestor's Role:	Faculty
Check One Option:	<input checked="" type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>	<input checked="" type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>	
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2020
Degree/Program Name:	Master of Library and Information Science/Library and Information Studies		
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/library-information-studies/mlis/		
Present Requirements:		Proposed Requirements: <i>(hover over for instructions)</i>	
Requirements for the MLIS Degree Electives To include one of the following (effective for students entering Fall 2016): MLIS 7400 Collection Development MLIS 7440 Electronic Resources in Libraries		Requirements for the MLIS Degree Electives To include one of the following: MLIS 7400 Collection Development MLIS 7420 Literature for Children (effective Fall 2020) MLIS 7421 Multicultural Youth Literature (effective Fall 2020) MLIS 7423 Literature for Young Adults (effective Fall 2020) MLIS 7440 Electronic Resources in Libraries	

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

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

The collection development required elective is designed to provide students with a basic understanding of library collection management. Children’s and Youth collections have specific goals and this program change would expand the range of collection management approaches offered to students for the required elective.

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


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

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

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

The MLIS program uses a set of student learning outcome assessments (SLOAs) to measure its success in developing students whose skills correspond to American Library Association’s (ALA) Core Competences of Librarianship (2009), and to the expectations for entry-level professionals who hold ALA accredited master’s degrees as directed in the Standards for Accreditation of Master’s Programs in Library and Information Studies (2008). The curriculum is assessed based on the findings from this systematic assessment of student learning.

SLOA 1.2 requires students to prepare a Collection Development Project (CDP), a simulation exercise to evaluate and select materials for a subject area in a library. The assessment is housed in the Collection Development electives. This assessment will be applied to MLIS 7420, MLIS 7421, and MLIS 7423 in addition to MLIS 7400 and MLIS 7440 effective Fall 2020.

 Valdosta State University – Curriculum Change or Revised Catalog Copy Form • CURRICULUM CHANGE OR REVISED CATALOG COPY			
Approvals:	Print:	Signature:	Date:
Department Head	Linda Most	LINDA MOST	10/17/19
College/Division Executive Committee			
Dean/Director	Bernard (U) ...	Bernard (U) ...	10/28/19
Graduate Executive Committee (for graduate course)	Becky K. deCruz	Becky K. deCruz	11/15/19

Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	11/15/19
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	



Valdosta State University Curriculum Form

• Request for a REVISED COURSE

Date of Submission:

01/10/2020

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

College: College of Education and Human Services

Dept. Initiating Request:

MLIS

Requestor's Name: Nicole Alemanne

Requestor's Role:

Faculty

CURRENT:

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

Course Prefix and Number: MLIS 7730

Course Prefix and Number:

Course Title: Preservation

Course Title: Preservation Management

Lecture Hours:

Lecture Hours:

Lab/Contact Hours:

Lab/Contact Hours:

Credit Hours:

Credit Hours:

Pre-requisites:

Pre-requisites:

Prerequisite or corequisite: MLIS 7000

CURRENT Course Description:

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

[no change]

Program Level:

Course Classification:

Semester to be Effective:

Year to be Effective:

Estimated Frequency of Course Offering:

Undergraduate
 Graduate

Core (Area A-E)
 Major Requirement
 Elective

Fall
 Spring
 Summer

2020

Every other Year

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

Improving student learning outcomes

Mandate of State/Federal/Accrediting Agency

Adopting current best practice(s) in field

Other –

This name change will bring the name of the course into better alignment with the content of the course as currently taught. This name change will also better distinguish the current course from a proposed course currently in development.

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


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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

There is no assessment planned. This is a name change and pre-requisite change.

 Valdosta State University - REVISED COURSE Form • Request for a REVISED COURSE			
Approvals:	Print:	Signature:	Date:
Department Head	Linda R. Most	<i>Linda Most</i>	1/10/2020
College/Division Executive Committee			
Dean/Director	<i>Bernard Oliver</i>	<i>Bernard Oliver</i>	1/13/20
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	<i>Becky K. daCruz</i>	<i>Becky K. daCruz</i>	1/28/2020
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	



Valdosta State University Curriculum Form

• Request for a NEW COURSE

Date of Submission: 11/23/2019

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

College:	College of Education and Human Services	Dept. Initiating Request:	Library & Information Studies
Requestor's Name:	Nicole Alemanne	Requestor's Role:	Faculty

Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	MLIS	NEW Course Number: <i>(Consult #s in the catalog)</i>	7680
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Proposed NEW Course Title:	Understanding Information Behavior
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NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	Understanding Info Behavior
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Prerequisite(s):	MLIS 7000
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Lecture Hours:	online	Lab/Contact Hours:	online	Credit Hours:	3
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Proposed NEW Course Description: *(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)**

MLIS 7680. Understanding Information Behavior. 3 Hours.
 Prerequisite: MLIS 7000 with a grade of B or better. An exploration of concepts underlying our understanding of how human beings seek and utilize information within the context of contemporary library and information services. Examines information needs, information seeking, and information preferences from the library user perspective. Provides foundational concepts useful for understanding reference interactions, library services, and technology use.

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

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

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

This course blends theoretical foundations of library and information science with practical insights about applying theories to understanding the information needs of library and information center users (an area not covered fully by other MLIS courses). Understanding user needs undergirds work in all areas of libraries and information centers (e.g., reference, technology, management, and services). The course was taught as a special topics course (MLIS 7999) in Summer 2019, and received good SOI scores (4.93 average score, with 67% response).

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

Learning will be assessed through both small group discussions and individual assignments:

Weekly Discussions (30%): Students will collaboratively construct knowledge about human information behavior and support each other's work on the course papers through small group discussions.

Reflections Journal (15%): Students will keep a weekly journal in which they reflect on their learning.


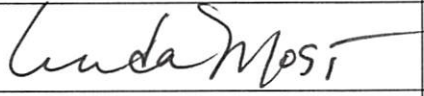
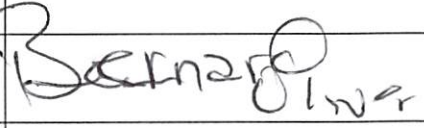
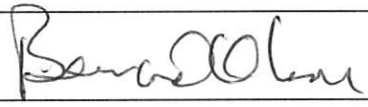

Analyzing Your Information Behavior Paper (20%): A paper in which students identify and analyze an information behavior apply information-related concepts to that information behavior.

Researching a Population's Information Behavior Paper (25%): Students use scholarly literature to identify concepts, themes, and major research questions related to the information behaviors of a population and plan a population study.

Subject Guide (10%): A subject guide or pathfinder appropriate for the population the student studied this semester.

Data from SOI surveys will also be used to evaluate course design and delivery. More information is available in the attached syllabus.

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

 Valdosta State University – NEW COURSE Form • Request for a NEW COURSE			
Approvals:	Print:	Signature:	Date:
Department Head	Linda R. Most		11/23/19
College/Division Executive Committee			
Dean/Director			12/7/19
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Betty K. de Cruz		1/28/2020
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

**Dewar College of Education and Human Services
Valdosta State University
Department of Library and Information Studies**

**MLIS 7680
Understanding Information Needs
Three Credit Hours**

Guiding Principles (DEPOSITS)

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

ALA's Core Competences of Librarianship

(extracted from ALA's Core Competences of Librarianship 2009, available from <http://www.ala.org/educationcareers/sites/ala.org.educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf>)

1. **Foundations of the Profession:** The librarian understands the role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience), the legal framework within which libraries and information agencies operate; and the certification and/or licensure requirements of specialized areas of the profession.
2. **Information Resources:** The librarian understands the concepts and issues related to the lifecycle of recorded knowledge and information; the acquisition and disposition of resources; and the management and maintenance of various collections.
3. **Organization of Recorded Knowledge and Information:** The librarian understands and uses the principles involved in the organization, representation, and classification of recorded knowledge and information.

4. **Technological Knowledge and Skills**: The librarian understands and uses information, communication, assistive, and related technologies consistent with professional ethics and prevailing service norms and applications.
5. **Reference and User Services**: The librarian understands and uses the concepts, principles, and techniques of reference and user services to provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.
6. **Research**: The librarian understands and uses the fundamentals of quantitative and qualitative research methods to evaluate and assess the actual and potential value of new research.
7. **Professionalism**. The librarian understands the necessity of continuing professional development of practitioners in libraries and other information agencies; the role of the library in the lifelong learning of patrons; and the application of learning theories, instructional methods, and achievement measures in libraries and other information agencies.
8. **Administration and Management**: The librarian understands the principles of planning and budgeting in libraries and other information agencies; the principles of effective personnel practices and human resource development; the assessment and evaluation of library services and their outcomes; and the issues relating to, and methods for, principled, transformational leadership.

MLIS Program Objectives (PO)

Graduates of the MLIS Program will:

- PO 1. Perform administrative, service, and technical functions of professional practice in libraries and information centers by demonstrating skills in information resources, reference and user services, administration and management, and organization of recorded knowledge and information. *[ALA CORE COMPETENCES 1,2,3,5,8]*
- PO 2. Use existing and emerging technologies to meet needs in libraries and information centers. *[ALA CORE COMPETENCES 4]*
- PO 3. Integrate relevant research to enhance their work in libraries and information centers. *[ALA CORE COMPETENCES 6]*
- PO 4. Demonstrate professionalism as librarians or information specialists. *[ALA CORE COMPETENCES 7]*

INSTRUCTOR

Name

Odum Library Room 4600

Phone:

E-mail:

Office Hours:

COURSE DESCRIPTION

An exploration of concepts underlying our understanding of how human beings seek and utilize information within the context of contemporary library and information services. Examines information needs, information seeking, and information preferences from the library user perspective. Provides foundational concepts useful for understanding reference interactions, library services, and technology use.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Required textbook: Case, D. O., & Given, L. M. (2016). *Looking for information: A survey of research on information seeking, needs, and behavior* (4th Ed.). Bingley, UK: Emerald Group. You don't have to purchase the book, it's available as an e-book through Odum Library.

All other required and optional materials will be available through the Odum Library and GALILEO, the course BlazeVIEW website, or the Internet.

COURSE OBJECTIVES (*Show alignment to MLIS Program Objectives (PO) for all MLIS courses*).

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

- Identify and apply theories and models of information needs, information seeking, and information behavior (MLIS PO 3);
- Appreciate methods and techniques of information behavior research (MLIS PO 3);
- Analyze, synthesize, and evaluate human information behavior research (MLIS PO 3); and
- Demonstrate the ability to work collaboratively in an online environment to build knowledge of information behavior (MLIS PO 4).

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

See the course BlazeVIEW site for full assignment instructions. Assignment due dates can be found in BlazeVIEW and the course calendar.

ASSIGNMENTS IN BRIEF

Weekly Discussions (30%)

Through weekly small group discussions you will collaboratively construct knowledge about human information behavior and support each other's work on the course papers.

Reflections Journal (15%)

You will keep a journal in which you reflect on your learning. This isn't a summary of the reading; rather, you will synthesize key ideas based on your reading, the recorded lectures, and discussions. Submitted weekly through BlazeVIEW.

Analyzing Your Information Behavior Paper (20%)

You will write a paper in which you identify and analyze an information behavior that you exhibit and apply information-related concepts to that information behavior.

Researching a Population's Information Behavior Paper (25%)

You will write a paper in which you will use scholarly literature to identify concepts, themes, and major research questions related to the information behaviors of a population of your choice and make a plan to study the population.

Subject Guide (10%)

You will create a subject guide or pathfinder appropriate for the population you studied this semester.

COURSE GRADES

Students can earn a maximum of 100 points in this course. Course grades will be awarded as follows: 100–90 points = A | 89–80 points = B | 79–70 points = C | 69–60 points = D | Below 60 points = F

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

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

COURSE EVALUATION

As a student in this class, you are expected to: (1) read or view all assigned background materials; (2) participate in weekly discussion activities; (3) submit all projects on time and according to the format designated by the instructor; and (5) conduct your research and composition according to the rules of academic integrity. See the COEHS Policy on Plagiarism on page 6 and the MLIS Guide to Ethical Conduct at <http://www.valdosta.edu/colleges/education/master-of-library-and-information-science/documents/GuidetoEthicalConductWebversion.pdf>.

ATTENDANCE POLICY

All course meetings and activities will be conducted through BlazeVIEW, Valdosta State University's electronic course management system. Course content is delivered asynchronously according to the course calendar. It is the student's responsibility to follow the course calendar and participate via BlazeVIEW as indicated at the appropriate times. The instructor reserves the right to schedule real-time delivery of instruction using tools available inside BlazeVIEW. It is in the student's best interest to log into the BlazeVIEW course delivery system at least several times per week to check for announcements and e-mail messages related to the course.

COMMUNICATION

Please post course-related questions that may be relevant to the class on the Ask and Answer discussion board. Communication from Dr. Alemanne will be conducted through BlazeVIEW email, postings and replies in the Ask and Answer discussion board, and BlazeVIEW announcements. **Check these areas at least several times per week (daily is recommended) as you are responsible for knowing all information communicated through these channels.**

VSU requires that all correspondence between the student and the instructor be conducted through official university channels. To that end, all e-mail correspondence related to this course is to be sent using the email client built into BlazeVIEW. Non-course email should be sent to the instructor's regular VSU email address. Students should always use their own VSU email addresses for all VSU related communications. **If you are having difficulty learning the subject matter or keeping up with the reading or assignments please contact me immediately. I can't help if I don't know there's a problem, and handling problems earlier rather than later is always better.**

SUBMITTING WRITTEN ASSIGNMENTS

All written work must be submitted as instructed on the BlazeVIEW course website formats designated by the instructor. The university's Information Technology (IT) department provides step-by-step guides on how to use VSU's e-mail system and other resources. The IT Help Desk is at <http://www.valdosta.edu/administration/it/helpdesk/>. Their telephone hotline is 229-245-4357. BlazeVIEW is powered by the Desire2Learn (D2L) course learning system. D2L provides 24/7 support 365 days a year. To contact D2L, go to <https://D2LHelp.view.usg.edu> or call the hotline at 855-772-0423.

LATE WORK

Assignments are generally due Wednesdays at 11:59PM EDT. Late work will not be accepted; this course will move quickly and it is in the student's best interests to keep up with the readings and assignment schedule. However, there may be some flexibility in this rule—if you are having trouble completing an assignment, contact me **before** the due date so that we can discuss whatever issues you are experiencing. Discussion posts and responses will not receive credit if they are posted after the due date/time.

All course work is due inside BlazeVIEW on the date and time indicated on the course calendar (Eastern time). Technology problems are not an acceptable excuse for submitting work late unless BlazeVIEW is down at the time the work is due.

PROFESSIONALISM

The Department of Library and Information Studies expects that MLIS students will pursue their academic endeavors and conduct themselves in a professional and ethical manner. All work that a student presents to satisfy course requirements should represent his or her own efforts, including appropriate use and acknowledgement of external sources. The student will be timely and complete with their assignments and other engagements. The student will communicate in a professional manner in both speech and writing. The student will maintain a professional attitude, being respectful to others and their viewpoints, and seek to maintain objectivity. The student will exercise an awareness of the pervasiveness of the online environment and strive to maintain a professional online presence.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

TITLE IX STATEMENT

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

ACCESSIBILITY STATEMENT

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

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

STUDENT OPINION OF INSTRUCTION

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



Valdosta State University Curriculum Form

• Request for a REVISED COURSE

Date of Submission:

11/21/2019

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

College: College of Education and Human Services

Dept. Initiating Request:

Dept. of Initial Teacher Preparation and Services

Requestor's Name: Brian Gerber

Requestor's Role:

Faculty

CURRENT: (list only items to be changed)

REQUESTED: (list only items to be changed)

Course Prefix and Number: EDET 8020

Course Prefix and Number:

Course Title: Using Assessment and Research Data

Course Title: Teacher Leadership Residency I

Lecture Hours: 3

Lecture Hours:

Lab/Contact Hours:

Lab/Contact Hours:

Credit Hours: 3

Credit Hours:

Pre-requisites: None

Pre-requisites: EDET 5999

CURRENT Course Description:

Techniques for establishing reliable and valid data sources for student, classroom, and school improvement decisions. Candidates learn how to utilize technology tools for educational management.

NEW Course Description: (hover over for instructions)

Prerequisites: EDET 5999. Clinical practice related to Teacher Leadership Standards. Candidates complete residency requirements in the areas of curriculum, assessment, and conducting and applying research.

Techniques for establishing reliable and valid data sources for student, classroom, and school improvement decisions. Candidates learn how to utilize technology tools for educational management.

Program Level:

Course Classification:

Semester to be Effective:

Year to be Effective:

Estimated Frequency of Course Offering:

- Undergraduate
- Graduate

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

- Fall
- Spring
- Summer

2020

Every Semester

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

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

The VSU Teacher Leadership program was developed prior to the Georgia Professional Standards Commission contracting with Educational Testing Service (ETS) to develop the performance-based GACE Teacher Leadership Assessment. Modifications to this course and others within the Teacher Leadership program will better align

student learning outcomes and best practices in Teacher Leadership with state/national standards and the GACE Teacher Leadership performance assessment. The previous course content is still being addressed in the course but additional content will be added to address the GACE preparation; furthermore, due to clarity for PSC, we need to call these residency courses.

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

Candidates completing the Ed.S Teacher Leadership program submit extensive evidence supporting their content knowledge and skills around State and National Teacher Leadership Standards. This is accomplished through the Georgia Assessments for the Certification of Teachers (GACE) Teacher Leadership Assessment administered through the Educational Testing Service (ETS). Cumulative scores and subset scores (Adult Learning and the Collaborative Culture, Research for the Improvement of Practice, Professional Learning, Observation and the Use of Assessment Data, and Collaborative Teams and Advocacy) are reported to all program providers for their graduates. Course and program outcomes will be evaluated through comparison of cumulative and subsets scores of our graduates with state averages and those of other Teacher Leadership program providers.



Valdosta State University - REVISED COURSE Form

- Request for a REVISED COURSE

Approvals:	Print:	Signature:	Date:
Department Head	Barbara Radcliffe	<i>[Signature]</i>	1/16/2020
College/Division Executive Committee			
Dean/Director	Bernard Oliver	<i>[Signature]</i>	1/28/20
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. da Cruz	<i>[Signature]</i>	1/28/2020
Academic Committee			

*Will this change impact another college/department?

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

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

• Request for a REVISED COURSE

Date of Submission:

11/21/2019

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

College: College of Education and Human Services

Dept. Initiating Request:

Dept. of Initial Teacher Preparation and Services

Requestor's Name: Brian Gerber

Requestor's Role:

Faculty

CURRENT: (list only items to be changed)

REQUESTED: (list only items to be changed)

Course Prefix and Number: EDET 8040

Course Prefix and Number:

Course Title: Strategic Planning for School Reform

Course Title: Teacher Leadership Residency II

Lecture Hours: 3

Lecture Hours:

Lab/Contact Hours:

Lab/Contact Hours:

Credit Hours: 3

Credit Hours:

Pre-requisites: EDET 8020

Pre-requisites: EDET 5999

CURRENT Course Description:

NEW Course Description: (hover over for instructions)

Study of major theories and evidence-based practices in the design and development of research to evaluate the effectiveness of school-based programs, including curricular, co-curricular, and staff development initiatives for the improvement of student learning.

Prerequisites: EDET 5999. Clinical practice related to Teacher Leadership Standards. Candidates complete residency requirements in the areas of school culture, mentoring and coaching, and interpersonal skills/problem solving.

Study of major theories and evidence-based practices in the design and development of research to evaluate the effectiveness of school-based programs, including curricular, co-curricular, and staff development initiatives for the improvement of student learning.

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

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

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

The VSU Teacher Leadership program was developed prior to the Georgia Professional Standards Commission contracting with Educational Testing Service (ETS) to develop the performance-based GACE Teacher Leadership

Assessment. Modifications to this course and others within the Teacher Leadership program will better align student learning outcomes and best practices in Teacher Leadership with state/national standards and the GACE Teacher Leadership performance assessment. The previous course content is still being addressed in the course but additional content will be added to address the GACE preparation; furthermore, due to clarity for PSC, we need to call these residency courses.

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


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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

Candidates completing the Ed.S Teacher Leadership program submit extensive evidence supporting their content knowledge and skills around State and National Teacher Leadership Standards. This is accomplished through the Georgia Assessments for the Certification of Teachers (GACE) Teacher Leadership Assessment administered through the Educational Testing Service (ETS). Cumulative scores and subset scores (Adult Learning and the Collaborative Culture, Research for the Improvement of Practice, Professional Learning, Observation and the Use of Assessment Data, and Collaborative Teams and Advocacy) are reported to all program providers for their graduates. Course and program outcomes will be evaluated through comparison of cumulative and subsets scores of our graduates with state averages and those of other Teacher Leadership program providers.

 Valdosta State University - REVISED COURSE Form • Request for a REVISED COURSE			
Approvals:	Print:	Signature:	Date:
Department Head	Barbara Radcliff	<i>[Signature]</i>	1/16/2020
College/Division Executive Committee			
Dean/Director	Bernard Usher	<i>[Signature]</i>	1/20/20
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. deCruz	<i>[Signature]</i>	1/28/2020
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	



Valdosta State University Curriculum Form

• Request for a REVISED COURSE

Date of Submission:

11/21/2019

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

College: College of Education and Human Services

Dept. Initiating Request:

Dept. of Initial Teacher Preparation and Services

Requestor's Name: Brian Gerber

Requestor's Role:

Faculty

CURRENT: (list only items to be changed)

REQUESTED: (list only items to be changed)

Course Prefix and Number: EDET 8050

Course Prefix and Number:

Course Title: Action Research

Course Title: Teacher Leadership Residency III

Lecture Hours: 3

Lecture Hours:

Lab/Contact Hours:

Lab/Contact Hours:

Credit Hours: 3

Credit Hours:

Pre-requisites: EDET 8020 & 8040

Pre-requisites: EDET 5999

CURRENT Course Description:

NEW Course Description: (hover over for instructions)

Practical action research utilized for the purpose of school reform and student achievement. Students will examine the reflective roles of the classroom teacher and how reflection may lead to school improvement.

Prerequisites: EDET 5999. Clinical practice related to Teacher Leadership Standards. Candidates complete residency requirements in the areas of designing and conducting professional learning, and leading a team to effectively address an educational issue.

Practical action research utilized for the purpose of school reform and student achievement. Students will examine the reflective roles of the classroom teacher and how reflection may lead to school improvement.

Program Level:

Course Classification:

Semester to be Effective:

Year to be Effective:

Estimated Frequency of Course Offering:

- Undergraduate
- Graduate

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

- Fall
- Spring
- Summer

2020

Twice per Year

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

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

The VSU Teacher Leadership program was developed prior to the Georgia Professional Standards Commission contracting with Educational Testing Service (ETS) to develop the performance-based GACE Teacher Leadership Assessment. Modifications to this course and others within the Teacher Leadership program will better align

student learning outcomes and best practices in Teacher Leadership with state/national standards and the GACE Teacher Leadership performance assessment. The previous course content is still being addressed in the course but additional content will be added to address the GACE preparation; furthermore, due to clarity for PSC, we need to call these residency courses.

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


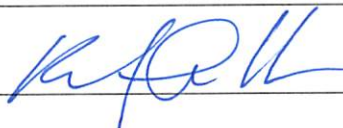
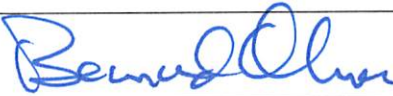

- Indirect Measures; SOIs, student/employer/alumni surveys, etc.
 Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

Candidates completing the Ed.S Teacher Leadership program submit extensive evidence supporting their content knowledge and skills around State and National Teacher Leadership Standards. This is accomplished through the Georgia Assessments for the Certification of Teachers (GACE) Teacher Leadership Assessment administered through the Educational Testing Service (ETS). Cumulative scores and subset scores (Adult Learning and the Collaborative Culture, Research for the Improvement of Practice, Professional Learning, Observation and the Use of Assessment Data, and Collaborative Teams and Advocacy) are reported to all program providers for their graduates. Course and program outcomes will be evaluated through comparison of cumulative and subsets scores of our graduates with state averages and those of other Teacher Leadership program providers.

 Valdosta State University - REVISED COURSE Form • Request for a REVISED COURSE			
Approvals:	Print:	Signature:	Date:
Department Head	Barbara Radcliff		1/16/2020
College/Division Executive Committee			
Dean/Director	Bornard Oliva		4/20/20
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. da Cruz		1/28/2020
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	



Valdosta State University Curriculum Form

- Request for a REVISED COURSE

Date of Submission:

11/21/2019

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

College:	College of Education and Human Services	Dept. Initiating Request:	Dept. of Initial Teacher Preparation and Services
Requestor's Name:	Brian Gerber	Requestor's Role:	Faculty

CURRENT: (list only items to be changed)		REQUESTED: (list only items to be changed)	
Course Prefix and Number:	EDET 8880	Course Prefix and Number:	
Course Title:	Capstone Seminar	Course Title:	
Lecture Hours:	3	Lecture Hours:	
Lab/Contact Hours:		Lab/Contact Hours:	
Credit Hours:	3	Credit Hours:	
Pre-requisites:	EDET 8020, 8030, & 8040	Pre-requisites:	EDET 5999, EDET 8020, EDET 8040, & EDET 8050

CURRENT Course Description:	NEW Course Description: (hover over for instructions)
Capstone course resulting in a portfolio demonstrating candidates' analysis of teaching, leadership, and mentoring. Analysis is based on GaPSC Teacher Leadership Program Standards, educational specialist degree goals, outcomes from teacher leader residency courses, and candidates' school improvement project.	<u>Prerequisites: EDET 5999, 8020, 8040, and 8050. Required as partial fulfillment of the requirements for the Teacher leadership degree. Emphasis will be on integrating knowledge and skills related to adult learning, collaboration, professional practice, mentoring, educational research, and advocacy. Capstone course resulting in a portfolio demonstrating candidates' analysis of teaching, leadership, and mentoring. Analysis is based on GaPSC Teacher Leadership Program Standards, educational specialist degree goals, outcomes from teacher leader residency courses, and candidates' school improvement project.</u>

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

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

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

The VSU Teacher Leadership program was developed prior to the Georgia Professional Standards Commission contracting with Educational Testing Service (ETS) to develop the performance-based GACE Teacher Leadership Assessment. Modifications to this course and others within the Teacher Leadership program will better align

student learning outcomes and best practices in Teacher Leadership with state/national standards and the GACE Teacher Leadership performance assessment.

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

Candidates completing the Ed.S Teacher Leadership program submit extensive evidence supporting their content knowledge and skills around State and National Teacher Leadership Standards. This is accomplished through the Georgia Assessments for the Certification of Teachers (GACE) Teacher Leadership Assessment administered through the Educational Testing Service (ETS). Cumulative scores and subset scores (Adult Learning and the Collaborative Culture, Research for the Improvement of Practice, Professional Learning, Observation and the Use of Assessment Data, and Collaborative Teams and Advocacy) are reported to all program providers for their graduates. Course and program outcomes will be evaluated through comparison of cumulative and subsets scores of our graduates with state averages and those of other Teacher Leadership program providers.



Valdosta State University - REVISED COURSE Form

- Request for a REVISED COURSE

Approvals:	Print:	Signature:	Date:
Department Head	Barbara Redcliff	<i>[Signature]</i>	1/16/2020
College/Division Executive Committee			
Dean/Director	Bernard Oliver	<i>[Signature]</i>	1/20/20
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. daCruz	<i>[Signature]</i>	1/28/2020
Academic Committee			

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

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

College: Select One.

Department(s):



Valdosta State University Curriculum Form

• Request to DEACTIVATE/ACTIVATE a Course/Program

Date of Submission:

11/21/2019

College: College of Education and Human Services

Dept. Initiating Request:

Dept. of Initial Teacher Preparation and Services

Requestor's Name: Brian Gerber

Requestor's Role:

Faculty

List of Courses (or the program or track)

EDET 8001 Teacher Leadership Residency I. 1 hour
EDET 8002 Teacher Leadership Residency II. 1 hour
EDET 8003 Teacher Leadership Residency III. 1 hour

Deactivate Course(s)

Reactivate Course(s)

Program Level:

Course Classification:

Semester to be Effective:

Year to be Effective:

Estimated Frequency of Course Offering:

Undergraduate
 Graduate

Core (Area A-E)
 Major Requirement
 Elective

Fall
 Spring
 Summer

2021

Every Semester

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

Improving student learning outcomes

Mandate of State/Federal/Accrediting Agency

Adopting current best practice(s) in field

Other –

The VSU Teacher Leadership program was developed prior to the Georgia Professional Standards Commission contracting with Educational Testing Service (ETS) to develop the performance-based GACE Teacher Leadership Assessment. Removing the courses above and integrating the content into other program requirements will better align student learning outcomes and best practices in Teacher Leadership with state/national standards and the GACE Teacher Leadership performance assessment.

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

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

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

Candidates completing the Ed.S Teacher Leadership program submit extensive evidence supporting their content knowledge and skills around State and National Teacher Leadership Standards. This is accomplished through the Georgia Assessments for the Certification of Teachers (GACE) Teacher Leadership Assessment administered through the Educational Testing Service (ETS). Cumulative scores and subset scores (Adult Learning and the Collaborative Culture, Research for the Improvement of Practice, Professional Learning, Observation and the Use of Assessment Data, and Collaborative Teams and Advocacy) are reported to all program providers for their graduates. Course and program outcomes are evaluated through comparison of cumulative and subsets scores of our graduates with state averages and those of other Teacher Leadership program providers. In order to better prepare our candidates, the one-hour residency courses above will be deactivated and the program redesigned with State and National Standards as well as the GACE assessment.



Valdosta State University – DEACTIVATE/ACTIVATE a Course/Program

- Request to DEACTIVATE/ACTIVATE a Course/Program

Approvals:	Print:	Signature:	Date:
Department Head			
College/Division Executive Committee			
Dean/Director	Bernard Chvor	Bernard Chvor	1/29/20
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Betty K. daCruz	Betty K. daCruz	1/28/2020
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>[select college & indicate department(s)]</i>	
College:	Select One.	Department(s):	



Valdosta State University Curriculum Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission: 11/21/2019

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

College:	College of Education and Human Services	Dept. Initiating Request:	Dept. of Initial Teacher Preparation and Services
Requestor's Name:	Brian Gerber	Requestor's Role:	Faculty

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

Degree/Program Name:	Teacher Leadership
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Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/initial-teacher-preparation-service/education-specialist-teacher-leadership/
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Present Requirements:	Proposed Requirements: <i>(hover over for instructions)</i>
<p>Core Courses 15 hours EDET 5999 Professional Orientation (0 cr.hr.) EDET 8020 Using Assessment and Research Data (3) EDET 8030 Developing and Leading a Community of Diverse Learners (3) EDET 8040 Strategic Planning for School Reform (3) EDET 8050 Action Research (3) EDET 8880 Capstone Seminar (3)</p> <p>Teacher Leadership Residency Courses 3 hours EDET 8001 Teacher Leadership Residency I (1) EDET 8002 Teacher Leadership Residency II (1) EDET 8003 Teacher Leadership Residency III (1)</p> <p>Specialization Courses (numbered 5000 & above) 9 hour</p> <p>Total Hours Required for the Degree 27 hours</p> <p>Applicants must: -Submit the application and fee to the VSU Graduate School. -Submit one official transcript from each college/university attended, even for transfer credit or undergraduate work. - -A cumulative GPA of 3.0 is required. -Submit official test scores on the GRE (minimum combined score of 850 with a verbal score of no less than 400 OR, if taken July 2011 or later, a combined minimum score of 286 with a verbal score of no less than 143) or</p>	<p>Core Courses 15 <u>18</u> hours EDET 5999 Professional Orientation (0 cr.hr.) <u>EDET 8005 Foundations of Teacher Leadership (3)</u> <u>EDET 8020 Using Assessment and Research Data Teacher Leadership Residency I (3)</u> EDET 8030 Developing and Leading a Community of Diverse Learners (3) EDET 8040 <u>Strategic Planning for School Reform Teacher Leadership Residency II (3)</u> <u>EDET 8050 Action Research Teacher Leadership Residency III (3)</u> EDET 8880 Capstone Seminar (3)</p> <p><i>Teacher Leadership Residency Courses 3 hours</i> <i>EDET 8001 Teacher Leadership Residency I (1)</i> <i>EDET 8002 Teacher Leadership Residency II (1)</i> <i>EDET 8003 Teacher Leadership Residency III (1)</i></p> <p>Specialization Courses (numbered 5000 & above) 9 hour</p> <p>Total Hours Required for the Degree 27 hours</p> <p>Applicants must: -Submit the application and fee to the VSU Graduate School. -Submit one official transcript from each college/university attended, even for transfer credit or undergraduate work. -Hold a clear renewable teaching or service certificate at the Master's level or higher. -Submit a Letter of Assurance form from a current administrator (form required).</p>

<p>MAT (minimum score of 390 if taken October 2004 or later, or 36 if taken before October 2004).</p> <p>-Hold a clear renewable teaching or service certificate at the Master's level or higher.</p> <p>-Submit a Letter of Assurance form from a current administrator (form required).</p> <p>-Submit the Distance Learning Exemption of the VSU Medical Form.</p> <p>-Be employed teachers able to spend a minimum of 20 hours per week in a classroom.</p>	<p>-Submit the Distance Learning Exemption of the VSU Medical Form.</p> <p>-Be employed teachers able to spend a minimum of 20 hours per week in a classroom.</p> <p>-A cumulative GPA of 3.0 is required.</p> <p>submit official test scores on the GRE (minimum combined score of 850 with a verbal score of no less than 400 OR, if taken July 2011 or later, a combined minimum score of 286 with a verbal score of no less than 143) or MAT (minimum score of 390 if taken October 2004 or later, or 36 if taken before October 2004).</p> <p>-Hold a graduate degree with a cumulative GPA of 3.0 or higher.</p> <p>Applicants not meeting the GPA requirement may be eligible for admission by the alternative pathway.</p> <p>Alternative Pathway Requirements are GPA between 2.75-2.99 on a 4.0 scale and competitive scores on Graduate Record Examination (GRE) or a Miller Analogies Test (MAT). Recommended scores for admission are GRE: 145 Verbal and 139 Quantitative or MAT 380.</p>

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

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

The VSU Teacher Leadership program was developed prior to the Georgia Professional Standards Commission contracting with Educational Testing Service (ETS) to develop the performance-based GACE Teacher Leadership Assessment. Modifications to the Teacher Leadership program will better align student learning outcomes and best practices in Teacher Leadership with state/national standards and the GACE Teacher Leadership performance assessment.

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

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

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

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

Candidates completing the Ed.S Teacher Leadership program submit extensive evidence supporting their content knowledge and skills around State and National Teacher Leadership Standards. This is accomplished through the Georgia Assessments for the Certification of Teachers (GACE) Teacher Leadership Assessment administered through the Educational Testing Service (ETS). Cumulative scores and subset scores (Adult Learning and the Collaborative Culture, Research for the Improvement of Practice, Professional Learning, Observation and the Use of Assessment Data, and Collaborative Teams and Advocacy) are reported to all program providers for their graduates. Course and program outcomes will be evaluated through comparison of cumulative and subsets scores of our graduates with state averages and those of other Teacher Leadership program providers.



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head	Barbara Radcliffe	<i>[Signature]</i>	1/16/2020
College/Division Executive Committee			
Dean/Director	Bernard Oliver	<i>[Signature]</i>	1/21/20
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. deCruz	<i>[Signature]</i>	1/28/2020
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>[select college & indicate department(s)]</i>	
College:	<i>Select One.</i>	Department(s):	

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Valdosta State University Curriculum Form

• Request for a NEW COURSE

Date of Submission:

11/21/2019

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

College:	College of Education and Human Services	Dept. Initiating Request:	ITPS
Requestor's Name:	Dr. Brian Gerber	Requestor's Role:	Faculty

Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	EDET	NEW Course Number: <i>(Consult #s in the catalog)</i>	8005
Proposed NEW Course Title:	Foundations of Teacher Leadership		
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	EDET 8005		
Prerequisite(s):	Admission in the Ed.S Teacher Leadership program		
Lecture Hours:	3	Lab/Contact Hours:	0
		Credit Hours:	3

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

Prerequisite: Admission in the Ed.S Teacher Leadership program. This course is designed to survey theories and current research that supports innovative practices and teaching strategies to improve the effectiveness of teacher leaders in K-12 school settings.

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

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

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

The VSU Teacher Leadership program was developed prior to the Georgia Professional Standards Commission contracting with Educational Testing Service (ETS) to develop the performance-based GACE Teacher Leadership Assessment. Creation of this course and modifications to others within the Teacher Leadership program will better align student learning outcomes and best practices in Teacher Leadership with state/national standards and the GACE Teacher Leadership performance assessment.

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

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

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


Plans for assessing course effectiveness/meeting program learning outcomes

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

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

Candidates completing the Ed.S Teacher Leadership program submit extensive evidence supporting their content knowledge and skills around State and National Teacher Leadership Standards. This is accomplished through the Georgia Assessments for the Certification of Teachers (GACE) Teacher Leadership Assessment administered through the Educational Testing Service (ETS). Cumulative scores and subset scores (Adult Learning and the Collaborative Culture, Research for the Improvement of Practice, Professional Learning, Observation and the Use of Assessment Data, and Collaborative Teams and Advocacy) are reported to all program providers for their graduates. Course and program outcomes will be evaluated through comparison of cumulative and subsets scores of our graduates with state averages and those of other Teacher Leadership program providers.

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

 Valdosta State University – NEW COURSE Form • Request for a NEW COURSE			
Approvals:	Print:	Signature:	Date:
Department Head	Barbara Ratcliffe	<i>[Signature]</i>	1/16/2020
College/Division Executive Committee			
Dean/Director	Bernard Over	Bernard Over	1/21/20
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. deCruz	Becky K. deCruz	1/28/2020
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

**Dewar College of Education and Human Services
Valdosta State University
Department of Initial Teacher Preparation and Services**

**EDET 8005
Foundations of Teacher Leadership
3 SEMESTER HOUR
Fall 2020**

Guiding Principles (DEPOSITS)

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

National Professional Association/Accreditor Standards/Competencies/ Learning Outcomes

InTASC Model Core Teacher Standards*

(To be used for all educator preparation program courses. Identify those that apply specifically to this course.)

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf*

GaPSC TEACHER LEADERSHIP STANDARDS (TLS)

1. Candidates who complete the program are teacher leaders who will facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs.
2. Candidates who complete the program are teacher leaders who work with stakeholders to promote the development of a school culture that fosters excellence and equity in teaching and learning and focuses on continuous improvement creating a sense of belonging and building a collaborative work environment.
3. Candidates who complete the program are teacher leaders who demonstrate a comprehensive understanding of curriculum and apply this knowledge to the alignment of curriculum, instruction, and assessment to standards.
4. Candidates who complete the program are teacher leaders who model best practices in pedagogy and serve as a mentor and coach for other educators.
5. Candidates who complete the program are teacher leaders who work with others to design and implement assessment practices and analyze data for monitoring and improving teaching and learning through data-informed decision making.
6. Candidates who complete the program are teacher leaders who access and conduct research, and apply research findings to improve teaching and learning.
7. Candidates who complete the program are teacher leaders who demonstrate the ability to collaborate with stakeholders to improve student learning and to guide positive change.

INSTRUCTOR

Name:

Office Number:

Telephone Number:

Email Address : or the Go View email

Office Hours: By appointment

COURSE DESCRIPTION

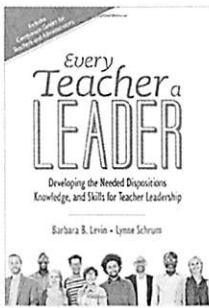
This course is designed to survey theories and current research that supports innovative practices and teaching strategies to improve the effectiveness of teacher leaders in K-12 school settings.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

This text will be useful in several courses in this program.

Levin, B. & Schrum, L. (2017). *Every teacher a leader: Developing the needed dispositions, knowledge, and skills for teacher leadership*. Thousand Oaks, CA: Corwin.

ISBN-13: 978-1506326436



RECOMMENDED TEXT

American Psychological Association. (2010). *Publication Manual of the American Psychological Association*. Washington, DC: Author

COURSE OBJECTIVES (Show alignment to InTASC Model Core Teacher Standards for all educator preparation courses).

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

1. Demonstrate an in-depth knowledge of current research regarding best practices and features of effective professional learning based on identified teacher and student needs. (InTASC Standards 1, 2, 9, 10)
2. Demonstrate a deep understanding of his/her discipline, curriculum structures and importance of the curricular implementation process. (InTASC Standards 4, 5, 10)
3. Gather and analyze data for monitoring and improving teaching and learning (InTASC Standards 2, 6, 7, 8, 9, 10)
4. Understand the role of mentor and coach in an educational setting. (InTASC Standards 1, 2, 3, 4, 5, 6, 7, 8, 10)
5. Guide colleagues to relevant research to find appropriate methods and solutions to instructional problems and challenges (InTASC Standards 1, 2, 3, 7, 8, 9, 10)
6. Understand the importance of collaborating with stakeholders for the improvement of student achievement. (InTASC Standards 3, 9, 10)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

This course is evaluated with performance assessments and through documentation provided by the candidate. It is important that you view each assignment as an opportunity to demonstrate evidence that you understand important professional and pedagogical knowledge as outlined by the Conceptual Framework Standards and the Georgia Teacher Leadership Standards. You should demonstrate insight and depth of understanding and go well beyond a superficial “participation” assignment. The major assignments in this course, and the individual parts, have detailed guidelines provided within the course materials.

COURSE EVALUATION

- | | |
|---|----------------|
| 1. Literature review: Professional Learning Best Practices | 20 pts |
| 2. Discussion Posts | 20 pts |
| a. Professional Learning | |
| b. Curriculum Structures | |
| c. Data Analysis | |
| d. Mentoring | |
| e. Collaboration | |
| 3. Data Analysis Project | 20 pts |
| 4. Mentor and Coaching Plan | 20 pts |
| 5. School and Stakeholder Improvement Plan (Research-based) | <u>20 pts</u> |
| | 100 total pts. |

COURSE TOTAL 100 points

A = 90 - 100

B = 80 - 89

C = 70 - 79

D = 60 - 69

F = below 60

NOTE: If 0 points are accumulated in any of the categories, the advanced candidate will be ineligible to receive a grade of A. Also, note that there is no provision in this course for late submissions.

If adjustments are made during the course the grades will be pro-rated accordingly.

All assignments must be submitted by 11:59 pm on the date listed on the course schedule.

It is critical that assignments be submitted on time to allow your instructor time to provide feedback in a timely manner. You are encouraged and expected to submit assignments before the due date. Late work will not be accepted after deadline except in cases of emergency such as death in the family or serious illness. Technology issues such as computer crashes or thunderstorms do not count as emergencies. Plan

to get your work submitted early and have a backup plan in case of technology problems. In the event that a late assignment is accepted, it will automatically be reduced by a letter grade. In addition, assignment grade and feedback may be returned at the instructor's discretion.

ATTENDANCE POLICY

The Course Schedule serves as the timeline for all course activities and submissions. There is no provision in this course for late submissions.

PROFESSIONALISM

The following areas describe the professional expectations for all preservice students in the Department of Middle, Secondary, Reading, and Deaf Education.

Professionalism - Ethics

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at <http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>).

Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry.

Professionalism - Communication

Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Those individuals whose communication skills (verbal or written) indicate a need for assistance will be referred to the appropriate services on campus.

Professionalism - Assignments

All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted.

Professionalism - Diversity

Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

Professionalism - Technology

As part of our conceptual framework, the College of Education is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses.

Professional Improvement Plan

The purpose of the Professional Improvement Plan (PIP) process is for faculty to identify students who may need remediation or intervention to successfully complete the professional requirements for their program of study. For more information see the [Professional Improvement Plan Process](#) on the COEHS website.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

DEPARTMENT OF INITIAL TEACHER PREPARATION AND SERVICES

STATEMENT ON ACADEMIC INTEGRITY

- In assignments and discussion postings never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publicly available.
- All assignments should be your own original work. If you use ideas from other sources, you must provide a full citation using APA style – name(s) of author(s); date of publication; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment.

DESCRIPTION OF ACADEMIC DISHONESTY

To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

While students are likely to understand plagiarism as stealing someone's words as their own, there are many types of plagiarism.

- **Stealing Verbatim:** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism. **Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.**
- **Use of Professional Resources Without Acknowledgement.** Students may not use published professional resources, including lesson plans, learning activities, or PowerPoint presentations, without citing the source.
- **Misquoting:** If, when composing an assignment, students directly quote a source and cite it, but alter the author's words to strengthen their argument, they have committed plagiarism.
- **Paraphrasing or Summarizing Without Citing:** An allowable practice in academia is for students to take an author's words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author's words, students *must* cite that original source. If they do not cite the original source, they have effectively stolen the original author's idea and have committed plagiarism.
- **Duplicating Publication:** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. Instructors do *not* allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.
- **Duplication of Peer Student Work:** Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student's express consent or knowledge.

Note: Assignments in this course may be checked electronically for plagiarism.

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

TITLE IX STATEMENT

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

ACCESSIBILITY STATEMENT

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

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

STUDENT SUCCESS CENTER

The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. The SSC provides free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of their services. Contact: phone number 229-333-7570; email ssc@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

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

the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

The Blazer Creed

Valdosta State University is a learning environment based on trust and mutual respect in which open dialogue, vigorous debate, and the free exchange of ideas are welcome. The University is equally dedicated to the core values of community, including a commitment to practice civility, integrity, and citizenship. As members of this community, and proud Blazers, we will strive to uphold these core values for the advancement of the University.

- Civility – A Blazer shows courtesy and compassion as well as respect for the dignity of every human being.
- Integrity –Each Blazer is responsible for his or her own actions, and our community is stronger when we contemplate the context of our decisions and uphold the principles of trust and honesty.
- Citizenship – Every Blazer has an interest in the well-being of the community, and, therefore, a duty to stay informed, to make positive contributions, and to offer support to those who need help.

As a Blazer, I pledge to uphold the core principles of Civility, Integrity, and Citizenship.



Valdosta State University Curriculum Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission:

10/31/2019

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

College:	College of Education and Human Services	Dept. Initiating Request:	Human Services
Requestor's Name:	Jeremy Bauer	Requestor's Role:	Faculty
Check One Option:	<input checked="" type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>		<input type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2020
Degree/Program Name:	Industrial/Organizational Psychology		
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/human-services/ms-industrial-organizational-psychology/		

Present Requirements:	Proposed Requirements: <i>(hover over for instructions)</i>
Required Courses PSYC 5800 Industrial/Organizational Psychology 3hrs PSYC 7600 Personnel Selection 3hrs PSYC 7610 Performance Appraisal 3hrs PSYC 7690 Professional Issues in I/O Psychology 3hrs PSYC 7670 Social Psychology 3hrs PSYC 7961 I/O Psychology Practicum 1 3hrs PSYC 7962 I/O Psychology Practicum 2 3hrs PSYC 8000 Research Design and Analysis 3hrs PSYC 8350 Psychology of Motivation 3hrs PSYC 8360 Human Resource Development 3hrs PSYC 8370 Human Factors Psychology 3hrs PSYC 8380 Employment Law and Personnel Practices 3hrs Guided Electives 9hrs Total Hours: 45	Required Courses PSYC 5500 Statistical Methods in Psychology 3hrs PSYC 5800 Industrial/Organizational Psychology 3hrs PSYC 7050 Consulting in I/O Psychology 1 3hrs PSYC 7060 Consulting in I/O Psychology 2 3hrs PSYC 7080 Group Dynamics 3hrs PSYC 7090 Organizational Development 3hrs PSYC 7600 Personnel Selection 3hrs PSYC 7610 Performance Appraisal 3hrs <i>PSYC 7670 Social Psychology 3hrs</i> PSYC 7690 Professional Issues in I/O Psychology 3hrs PSYC 7961 I/O Psychology Practicum 1 3hrs PSYC 7962 I/O Psychology Practicum 2 3hrs PSYC 8000 Research Design and Analysis 3hrs PSYC 8100 Research Methods in I/O Psychology 3hrs PSYC 8110 Psychometrics 3hrs PSYC 8350 Psychology of Motivation 3hrs PSYC 8360 Human Resource Development 3hrs PSYC 8370 Human Factors Psychology 3hrs PSYC 8380 Employment Law and Personnel Practices 3hrs <i>Guided Electives 9hrs</i> Guided Electives 6hrs <i>Total Hours: 45</i> Total Hours: 60

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

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

In 2017, the Society for Industrial/Organizational Psychology (SIOP) released educational guidelines for I/O graduate programs. Of the 24 competencies included in the guidelines, the I/O faculty at VSU have identified four areas of profound deficiency in the current curriculum (i.e., Groups & Teams, Leadership Management, Occupational Health and Safety, and Organizational Development). Additionally, the I/O faculty at VSU have also identified an additional six areas of relative deficiency in the curriculum (i.e., Professional Skills, Research Methods, Statistical Methods, and Career Development). These deficiencies were originally identified when reviewing student career portfolios and conducting advising sessions. These deficiencies were later confirmed during a strategic planning faculty retreat. To better align with the the academic and applied expectations of the field, several changes to the current curriculum need to occur.

The core Social Psychology course will be removed as it is no longer a core competency included in SIOP's 2017 guidelines.

New courses on Group Dynamics (PSYC 7080) and Organizational Development (PSYC 7090) have been created to attenuate some of the profound deficiencies.

Courses have also been added to the core curriculum in an attempt to eliminate all of the relative deficiencies. Two consulting-based classes (i.e., PSYC 7050 Consulting in I/O Psychology 1 and PSYC 7060 Consulting in I/O Psychology 2), a statistical class (PSYC 5500 Statistical Methods in Psychology) and two method-based classes (PSYC 8100 Research Methods in I/O Psychology & PSYC 8110 Psychometrics) have been added to the required course list.

The program will now require the completion of 60 hours of graduate course work.

Only 6 hours of electives will now be required.

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

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

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

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

Programmatic changes will be assessed by reviewing student feedback, student career portfolios, client feedback, and future program ranking. Additionally, several authentic assessments have been embedded into the new courses to ensure a high level of student performance. These additions will be included in future IER & IEP reports and will be included in our next seven year review.



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head	Heather Kelley	Heather Kelley	12/2/19
College/Division Executive Committee			
Dean/Director	Bernard Oliver	Bernard Oliver	11/23/19
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. daCruz	Becky K. daCruz	1/28/2020
Academic Committee			
*Will this change impact another college/department?		<input type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	



Valdosta State University Curriculum Form

• Request for a NEW COURSE

Date of Submission:

11/13/2019

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

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

Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	PSYC	NEW Course Number: <i>(Consult #s in the catalog)</i>	7050
Proposed NEW Course Title:	Consulting in Industrial-Organizational Psychology 1		
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	Con I/O Psyc 1		
Prerequisite(s):	Admission to M.S. Industrial Organizational Psychology Program or Permission of Instructor		
Lecture Hours:	3	Lab/Contact Hours:	0
		Credit Hours:	3

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

Prerequisite: Admission to M.S. Industrial Organizational Psychology Program or Permission of Instructor. An introduction to the fundamentals of consulting in the field of Industrial-Organizational Psychology. Students work together on consulting initiatives. Emphasis is placed on developing the necessary skills and knowledge (e.g., consulting types, ethical dilemmas, service delivery, and career preparation) necessary to be successful as a consultant.

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

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

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

The Society for Industrial Organizational Psychology released guidelines for graduate programs in 2017. These guidelines included the competencies of professional skills (i.e., communication, business/research development, consulting, & project management skills) and research methods. This course will focus specifically on developing both critical competencies. Additionally, this course will provide valuable opportunities for professional development that are not frequently available in the local region.

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

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

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

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

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


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

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

Other Data Source Descriptions –

Assessment: This course will include both traditional (i.e., quizzes) and authentic assessments (i.e., executive summaries and manuscripts). Moreover, student career portfolios and resumes will be significantly expanded if this course is covering the necessary competencies. Additionally, the annual IER and IEP will include outcomes metrics of this course.

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

 Valdosta State University – NEW COURSE Form • Request for a NEW COURSE			
Approvals:	Print:	Signature:	Date:
Department Head	Heather Kelley	Heather Kelley	12/2/19
College/Division Executive Committee			
Dean/Director	Bernard Oliver	Bernard Oliver	11/24/19
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. deCruz	Becky K. deCruz	1/28/2020
Academic Committee			
*Will this change impact another college/department?		<input type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

**Dewar College of Education and Human Services
Valdosta State University
Department of Human Services**

**PSYC 7050
Consulting in I/O Psychology 1
3 hours**

Guiding Principles (DEPOSITS)

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

National Professional Association/Accreditor Standards/Competencies/ Learning Outcomes
(All teacher preparation programs are required to use the InTASC Model Core Teacher Standards)

INSTRUCTOR

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

COURSE DESCRIPTION *(must match the current catalog description)*

Prerequisite: Admission to M.S. Industrial Organizational Psychology Program or Permission of Instructor. An introduction to the fundamentals of consulting in the field of Industrial-Organizational Psychology. Students work together on consulting initiatives. Emphasis is placed on developing the necessary skills and knowledge (e.g., consulting types, ethical dilemmas, service delivery, and career preparation) necessary to be successful as a consultant.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Hedge & Borman (2008) *The I/O Consultant: Advice and Insights for Building a Successful Career*. Washington D.C., ISBN: 9781433803390

COURSE OBJECTIVES (*Indicate alignment with the above standards, competencies, program objectives, and/or student learning outcomes.*)

1. Have an understanding of the different types of consultant jobs available to I-O psychologists
2. Determine which competencies are need for each type of consultant
3. Understand the ethical dilemmas that may arise from engaging in consulting work.
4. Demonstrate how to effectively work in a team on a current consulting initiative.
5. Engage in aligning a career vision with the strategic aims of a consulting agency.

Educational Outcomes

Educational Outcomes (8400)	Activities	Assessment
<p>5. develop, administer, and evaluate human resource programs related to skill acquisition, training, and career development.</p> <p>7. apply basic psychological principles related to perception, learning, and decision making in the context of the design of workplace environment, instrumentation, equipment, and instructional materials.</p> <p>9. demonstrate an understanding of the relationship and interaction of social and technical environments.</p>	<p>1. Consulting Project</p> <p>2. Content Quizzes</p> <p>3. Strategic Alignment Document</p>	<p>1. Evaluations from peers, instructor, and client</p> <p>2. Rubric</p> <p>3. Rubric</p>

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Consulting Project: Throughout the semester you will engage in consulting initiatives with a team of colleagues. Your work will require the development of both hard and soft skills critical to functioning in the field of Industrial-Organizational Psychology. By the end of the semester, you will generate a

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manuscript that details the objective, the rationale, the methodology, the results, and official recommendations to the client. The manuscript should be around 20-25 pages in length.

Content Quizzes: There will be three 20 item multiple choice quizzes throughout the semester that are designed to assess your understanding of the I/O consulting field in general. No make-ups will be granted unless appropriate documentation can be provided.

Strategic Alignment Document: You will generate a document that outlines your future plans related to the field of I/O consulting. How can you leverage your current skill set to best optimize your position within the field? Additionally, how can you align the aims of consulting firms with your own individual visions? This document should be approximately 10 pages and should include S.M.A.R.T. goals, estimated timelines, future initiatives, and important contexts.

COURSE EVALUATION

The consulting project will account for 35% of your grade. The content quizzes will account for 30% of your grade. Finally, the strategic alignment document will account for another 35% of your grade.

A = 90%
B = 80%
C = 70%

D = 60%
F = < 60%

ATTENDANCE POLICY

VSU policy requires class attendance. You will lose 3% of your final course grade per unexcused absence. Changes to class calendar may be announced in class, and you will be expected to be aware of them. For writing assignments, an excused absence will halt the late-penalty schedule. Excused absences due to emergencies will only be accepted for the writing assignment. Absences due to emergencies must be accompanied by a note from a police officer or medical physician.

If several consecutive assignments are missed, you may be withdrawn from the class.

Religious Observance & University-Business Policy: Students who anticipate being absent from class due to the observation of a major religious holiday or a school-related event must provide notice of the date to the instructor, in writing, by the second week of classes. In the case of excused absence due to religious observance or school business, the student will be offered make up work to replace any missed work.

PROFESSIONALISM

You may use a laptop to type notes, but use of laptops for activities unrelated to class activities will result in being asked to leave. Using cell phones to take pictures, text message, or to make phone calls during class is prohibited. Cell phones should be switched off and left in book bags, purses, or pockets. Having a cell phone on your desk will subject it to being confiscated for the duration of the class. MP3 players or other stereo equipment with earpieces or cell phones should also be switched off and put away during class time. *In addition, should you be caught more than one time using such devices during class time, the instructor will take that into consideration should your final grade fall on the border between two grades.*

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

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

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

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academics/academic-affairs/vp-office/academic-honesty-policies-and-procedures.php>).

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

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty.

SECOND OFFENSE:

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

By taking this course, you agree that all required course work might be subject to submission for textual similarity review to Turnitin, a tool within BlazeVIEW. For more information on the use of Turnitin at VSU see (<https://www.valdosta.edu/academics/academic-affairs/turnitin-for-students.php>). Course work documents may include but are not limited to papers, blog postings, journal entries, presentations, discussion postings, emails, or any other written work, in electronic or hardcopy, submitted in the format and on the schedule required by the course instructor.

According to the Family Compliance Office of the U.S. Department of Education, your course work documents are education records within the meaning of the Family Educational Rights and Privacy Act of 1974 (FERPA) (<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/students.html>). Education records may not be disclosed to third parties in a form that identifies you without your consent. As a third party product, Turnitin is governed by this provision of FERPA.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

ACCESSIBILITY STATEMENT

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

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

TITLE IX STATEMENT

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

STUDENT OPINION OF INSTRUCTION

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

STUDENT RESOURCES

1. [The Student Success Center](#): The Student Success Center (SSC) provides free peer tutoring in core courses, the top four of which are math, writing, Spanish, and biology/chemistry. It also offers time management and study skills workshops as well as provides free professional academic

advising and on-campus job information in one location: Langdale Residence Hall. Help is available to all VSU students. Call 333-7570 to make an appointment.

2. Odum Library provides a variety of services to assist classroom instruction, including library instruction, course reserves, and interlibrary loan. Please see [Library Faculty Services](#) for further information.



Valdosta State University Curriculum Form

• Request for a NEW COURSE

Date of Submission:

11/13/2019

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

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

Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	PSYC	NEW Course Number: <i>(Consult #'s in the catalog)</i>	7060
Proposed NEW Course Title:	Consulting in Industrial-Organizational Psychology 2		
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	Con I/O Psyc 2		
Prerequisite(s):	Admission to M.S. Industrial Organizational Psychology Program or Permission of Instructor		
Lecture Hours:	3	Lab/Contact Hours:	0
		Credit Hours:	3

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

Prerequisite: Admission to M.S. Industrial Organizational Psychology Program or Permission of Instructor. An advanced course on career consulting in the field of Industrial-Organizational Psychology. Students lead teams to accomplish consulting initiatives. Emphasis is placed on developing the necessary skills and knowledge (e.g., client relations, employee selection/training, project management, and project acquisition) necessary to develop a consulting firm.

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

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

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

The Society for Industrial Organizational Psychology released guidelines for graduate programs in 2017. These guidelines included the competencies of professional skills (i.e., communication, business/research development, consulting, & project management skills), research methods, leadership, and management. This course will focus specifically on developing these critical competencies. Additionally, this course will provide valuable opportunities for professional development that are not frequently available in the local region.

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

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

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


Plans for assessing course effectiveness/meeting program learning outcomes

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

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

Assessment: This course will include both traditional (i.e., quizzes) and authentic assessments (i.e., executive summaries and manuscripts, team ratings of leadership). Moreover, student career portfolios and resumes will be significantly expanded if this course is covering the necessary competencies. Additionally, the annual IER and IEP will include outcomes metrics of this course.

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

 Valdosta State University – NEW COURSE Form • Request for a NEW COURSE			
Approvals:	Print:	Signature:	Date:
Department Head	Heather Kelkey	Heather Kelkey	12/2/19
College/Division Executive Committee			
Dean/Director	Bernard Oliver	Bernard Oliver	11/23/19
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. deCruz	Becky K. deCruz	1/28/2020
Academic Committee			
*Will this change impact another college/department?		<input type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

**Dewar College of Education and Human Services
Valdosta State University
Department of Human Services**

**PSYC 7060
Consulting in I/O Psychology II
3 hours**

Guiding Principles (DEPOSITS)

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

National Professional Association/Accreditor Standards/Competencies/ Learning Outcomes
(All teacher preparation programs are required to use the InTASC Model Core Teacher Standards)

INSTRUCTOR

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

COURSE DESCRIPTION *(must match the current catalog description)*

Prerequisite: Admission to M.S. Industrial Organizational Psychology Program or Permission of Instructor. An advanced course on career consulting in the field of Industrial-Organizational Psychology. Students lead teams to accomplish consulting initiatives. Emphasis is placed on developing the necessary skills and knowledge (e.g., client relations, employee selection/training, project management, and project acquisition) necessary to develop a consulting firm.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Hedge & Borman (2008) *The I/O Consultant: Advice and Insights for Building a Successful Career*. Washington D.C., ISBN: 9781433803390

COURSE OBJECTIVES (*Indicate alignment with the above standards, competencies, program objectives, and/or student learning outcomes.*)

1. Have an understanding of how to develop a strong I/O based organizational identity.
2. Determine how best to hire and train other consultants that you are interested in onboarding.
3. Understand how to manage and develop the careers of subordinate consultants.
4. Demonstrate soft skills essential to leadership in consulting (e.g., delegation, individualized attention, feedback, vision, conflict resolution).
5. Demonstrate effective project management skills.
6. Demonstrate project acquisition skills.

Educational Outcomes

Educational Outcomes (8400)	Activities	Assessment
<p>1. utilize basic research designs to conduct laboratory and field studies as related to human resources and organizational issues.</p> <p>5. develop, administer, and evaluate human resource programs related to skill acquisition, training, and career development.</p> <p>7. apply basic psychological principles related to perception, learning, and decision making in the context of the design of workplace environment, instrumentation, equipment, and instructional materials.</p>	<p>1. Consulting Initiatives Presentation</p> <p>2. Content Quizzes</p> <p>3. Project Management Case Studies</p>	<p>1. Rubric</p> <p>2. Rubric</p> <p>3. 360-degree assessment</p>

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Consulting Initiatives Summary: You will be responsible for acquiring, negotiating, overseeing, and presenting consulting based projects throughout the semester. You will be required to present the results

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of these initiatives at an open program meeting. This presentation should have the same level of precision and polish that you would observe at conference or executive meeting. The presentation should be around 20 to 30 minutes long.

Content Quizzes: There will be three 20 item multiple choice quizzes throughout the semester that are designed to assess your understanding of the I/O consulting field in general. No make-ups will be granted unless appropriate documentation can be provided.

Project Management Case Studies: You will generate a document that outlines the consulting projects that you oversaw. This perspective for this paper should be reflect in nature and follow the format of the case studies that we read in class. You will also be required to discuss your own experiences in managing these projects. A self-appraisal of performance as a leader will be required. Finally, you will detail how you plan to leverage these experiences for your future ambitions including S.M.A.R.T. goals and deadlines.

COURSE EVALUATION

The Consulting Initiatives Summary will account for 35% of your grade. The content quizzes will account for 30% of your grade. Finally, the Project Management Case Studies document will account for another 35% of your grade.

A = 90%

B = 80%

C = 70%

D = 60%

F = < 60%

ATTENDANCE POLICY

VSU policy requires class attendance. You will lose 3% of your final course grade per unexcused absence. Changes to class calendar may be announced in class, and you will be expected to be aware of them. For writing assignments, an excused absence will halt the late-penalty schedule. Excused absences due to emergencies will only be accepted for the writing assignment. Absences due to emergencies must be accompanied by a note from a police officer or medical physician.

If several consecutive assignments are missed, you may be withdrawn from the class.

Religious Observance & University-Business Policy: Students who anticipate being absent from class due to the observation of a major religious holiday or a school-related event must provide notice of the date to the instructor, in writing, by the second week of classes. In the case of excused absence due to religious observance or school business, the student will be offered make up work to replace any missed work.

PROFESSIONALISM

You may use a laptop to type notes, but use of laptops for activities unrelated to class activities will result in being asked to leave. Using cell phones to take pictures, text message, or to make phone calls during class is prohibited. Cell phones should be switched off and left in book bags, purses, or pockets. Having a cell phone on your desk will subject it to being confiscated for the duration of the class. MP3 players or other stereo equipment with earpieces or cell phones should also be switched off and put away during class time. *In addition, should you be caught more than one time using such devices during*

class time, the instructor will take that into consideration should your final grade fall on the border between two grades.

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

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

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

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academics/academic-affairs/vp-office/academic-honesty-policies-and-procedures.php>).

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

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty.

SECOND OFFENSE:

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

By taking this course, you agree that all required course work might be subject to submission for textual similarity review to Turnitin, a tool within BlazeVIEW. For more information on the use of Turnitin at VSU see (<https://www.valdosta.edu/academics/academic-affairs/turnitin-for-students.php>). Course work documents may include but are not limited to papers, blog postings, journal entries, presentations, discussion postings, emails, or any other written work, in electronic or hardcopy, submitted in the format and on the schedule required by the course instructor.

According to the Family Compliance Office of the U.S. Department of Education, your course work documents are education records within the meaning of the Family Educational Rights and Privacy Act of 1974 (FERPA) (<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/students.html>). Education records

may not be disclosed to third parties in a form that identifies you without your consent. As a third party product, Turnitin is governed by this provision of FERPA.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

ACCESSIBILITY STATEMENT

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

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

TITLE IX STATEMENT

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

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available through SmartEvals. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous to instructors/administrators, and they will be able to access results only after they have submitted final grades. Before final grade submission, instructors will not be able to see any responses, but they can see the percentage of students who have or have not completed their SOIs. While instructors will not be able to see student names, an automated system will send a reminder email to those who have yet to complete their SOIs. Students who withdraw or drop a course will also be sent invitations to complete the Dropped Course Survey. Complete

information about the SOIs, including how to access the survey, is available on the [SOI Procedures webpage](#).

STUDENT RESOURCES

1. [The Student Success Center](#): The Student Success Center (SSC) provides free peer tutoring in core courses, the top four of which are math, writing, Spanish, and biology/chemistry. It also offers time management and study skills workshops as well as provides free professional academic advising and on-campus job information in one location: Langdale Residence Hall. Help is available to all VSU students. Call 333-7570 to make an appointment.
2. Odum Library provides a variety of services to assist classroom instruction, including library instruction, course reserves, and interlibrary loan. Please see [Library Faculty Services](#) for further information.



Valdosta State University Curriculum Form

• Request for a NEW COURSE

Date of Submission: 11/13/2019

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

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

Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	PSYC	NEW Course Number: <i>(Consult #'s in the catalog)</i>	7080
Proposed NEW Course Title:	Group Dynamics		
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	GroupDyn		
Prerequisite(s):	Admission to M.S. Industrial Organizational Psychology Program or Permission of Instructor		
Lecture Hours:	3	Lab/Contact Hours:	0
		Credit Hours:	3

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

Prerequisite: Admission to M.S. Industrial Organizational Psychology Program or Permission of Instructor. An exploration of the interactions and processes that occur in groups and teams. This course covers the fundamental concepts, principles, and theories of teams and groups. Topics include group influence, group decision making, group conflict, power, leadership, and group performance.

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

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

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

The Society for Industrial Organizational Psychology released guidelines for graduate programs in 2017. These guidelines included the competencies of research methods, groups and teams, and teams. This course focuses specifically on developing these critical competencies by having students engage in team based professional development and team based research.

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

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

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

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

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


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

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

Other Data Source Descriptions –

Assessment: This course will include both traditional (i.e., exams) and authentic assessments (i.e., team based). Moreover, student career portfolios and resumes will be significantly expanded if this course is covering the necessary competencies. Additionally, the annual IER and IEP will include outcomes metrics of this course.

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

 Valdosta State University – NEW COURSE Form • Request for a NEW COURSE			
Approvals:	Print:	Signature:	Date:
Department Head	Heather Kelley	Heather Kelley	12/2/19
College/Division Executive Committee			
Dean/Director	Bernard Oliver	Bernard Oliver	1/23/20
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. deCruz	Becky K. deCruz	1/28/2020
Academic Committee			
*Will this change impact another college/department?		<input type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

**Dewar College of Education and Human Services
Valdosta State University
Department of Human Services**

**PSYC 7080
Group Dynamics
3 hours**

Guiding Principles (DEPOSITS)

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

INSTRUCTOR

Name:

Office Number:

Email Address:

Office Hours:

COURSE DESCRIPTION

Prerequisite: Admission to M.S. Industrial Organizational Psychology Program or Permission of Instructor. An exploration of the interactions and processes that occur in groups and teams. This course covers the fundamental concepts, principles, and theories of teams and groups. Topics include group influence, group decision making, group conflict, power, leadership, and group performance.

REQUIRED TEXTBOOKS

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Group Dynamics (7th edition) by Donelson R. Forsyth

Additional readings will be posted throughout the semester on the course BlazeView site.

COURSE OBJECTIVES:

The goal of this course is to provide you with a thorough understanding of the processes that occur in groups and how groups influence the behaviors, attitudes, and cognitions of individuals and team members. By the end of this course, you should:

1. Have a basic understanding of the concepts, principles, and theories related to group processes.
2. Be able to identify and explain theories affecting the behavior, attitudes, and cognitions of individuals and group members.
3. Explain the positive and negative consequences of group influence.
4. Develop and facilitate a team workshop.
5. Understand how perceptions of leaders are developed.
6. Understand how leaders emerge in groups.
7. Explain how individuals identify with groups.

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS*

Group Dynamics Training Exercise: Throughout the semester, you will develop a group workshop to present/facilitate in class. More details will be disseminated later in the semester. This project will be completed in groups inside and outside of the classroom. Members of a group will receive the same grade on the project, so if your partner is not doing his or her fair share it's up to you to sort out this problem. I will not mediate disputes between partners. Your team should be prepared to do a presentation to the class.

Classroom Participation: You will receive points for attending class and based on the quantity and quality of your in-class participation.

Exams: There will be 3 exams in this class. More details will be disseminated later in the semester.

**Assignments are subject to change.*

GRADING CRITERIA

The Group Dynamics Exercise will account for 45% of your grade. The manuscript will constitute 15% and your presentation will constitute the other 30%. The exams (i.e., 3 total) will count as 45% of your grade, while class participation will constitute 10% of your grade.

**Grading Criteria are subject to change.*

A = 90%
B = 80%
C = 70%

D = 60%
F = < 60%

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ATTENDANCE POLICY

VSU policy requires class attendance. You will lose 3% of your final course grade per unexcused absence. Changes to class calendar may be announced in class, and you will be expected to be aware of them. For writing assignments, an excused absence will halt the late-penalty schedule. Excused absences due to emergencies will only be accepted for the writing assignment. Absences due to emergencies must be accompanied by a note from a police officer or medical physician.

If several consecutive assignments are missed, you may be withdrawn from the class.

Religious Observance & University-Business Policy: Students who anticipate being absent from class due to the observation of a major religious holiday or a school-related event must provide notice of the date to the instructor, in writing, by the second week of classes. In the case of excused absence due to religious observance or school business, the student will be offered make up work to replace any missed work.

CELL PHONE/TECHNOLOGY POLICY

You may use a laptop to type notes, but use of laptops for activities unrelated to class activities will result in being asked to leave. Using cell phones to take pictures, text message, or to make phone calls during class is prohibited. Cell phones should be switched off and left in bookbags, purses, or pockets. Having a cell phone on your desk will subject it to being confiscated for the duration of the class. MP3 players or other stereo equipment with earpieces or cell phones should also be switched off and put away during class time. *In addition, should you be caught more than one time using such devices during class time, the instructor will take that into consideration should your final grade fall on the border between two grades.*

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

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The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academics/academic-affairs/vp-office/academic-honesty-policies-and-procedures.php>).

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

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty.

SECOND OFFENSE:

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

ACCESSIBILITY STATEMENT

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

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

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

STUDENT OPINION OF INSTRUCTION

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

STUDENT RESOURCES

1. [The Student Success Center](#): The Student Success Center (SSC) provides free peer tutoring in core courses, the top four of which are math, writing, Spanish, and biology/chemistry. It also offers time management and study skills workshops as well as provides free professional academic advising and on-campus job information in one location: Langdale Residence Hall. Help is available to all VSU students. Call 333-7570 to make an appointment.
2. Odum Library provides a variety of services to assist classroom instruction, including library instruction, course reserves, and interlibrary loan. Please see [Library Faculty Services](#) for further information.



Valdosta State University Curriculum Form

• Request for a NEW COURSE

Date of Submission:

11/13/2019

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

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

Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	PSYC	NEW Course Number: <i>(Consult #s in the catalog)</i>	7090
Proposed NEW Course Title:	Organizational Development		
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	OrgDev		
Prerequisite(s):	Admission to M.S. Industrial Organizational Psychology Program or Permission of Instructor		
Lecture Hours:	3	Lab/Contact Hours:	0
		Credit Hours:	3

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

Prerequisite: Admission to M.S. Industrial Organizational Psychology Program or Permission of Instructor. An introduction to the domain of change and interventions in relation to individuals, groups, and organizations. Topics include individual change strategies (e.g., career planning), interpersonal and group change strategies (e.g., conflict management), task-oriented change strategies (e.g., job design), and organization-system-directed change strategies (e.g., quality circles).

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

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

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

The Society for Industrial Organizational Psychology released guidelines for graduate programs in 2017. These guidelines included the competencies of judgment and decision making and organizational development. This course focuses specifically on developing these critical competencies by having students engage in team based professional development and team based research.

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

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

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

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

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


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

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

Other Data Source Descriptions –

Assessment: This course will include both traditional (i.e., exams) and authentic assessments (i.e., organizational intervention project). Moreover, student career portfolios and resumes will be significantly expanded if this course is covering the necessary competencies. Additionally, the annual IER and IEP will include outcomes metrics of this course.

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

 Valdosta State University – NEW COURSE Form • Request for a NEW COURSE			
Approvals:	Print:	Signature:	Date:
Department Head	Heather Kelley	Heather Kelley	12/2/19
College/Division Executive Committee			
Dean/Director	Bernard Uior	Bernard Uior	11/23/19
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. daCruz	Becky K. daCruz	1/28/2020
Academic Committee			
*Will this change impact another college/department?		<input type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

**Dewar College of Education and Human Services
Valdosta State University
Department of Human Services**

**PSYC 7090
Organizational Development
3 hours**

Guiding Principles (DEPOSITS)

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

National Professional Association/Accreditor Standards/Competencies/ Learning Outcomes
(All teacher preparation programs are required to use the InTASC Model Core Teacher Standards)

INSTRUCTOR

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

COURSE DESCRIPTION *(must match the current catalog description)*

Prerequisite: Admission to M.S. Industrial Organizational Psychology Program or Permission of Instructor. An introduction to the domain of change and interventions in relation to individuals, groups, and organizations. Topics include individual change strategies (e.g., career planning), interpersonal and group change strategies (e.g., conflict management), task-oriented change strategies (e.g., job design), and organization-system-directed change strategies (e.g., quality circles).

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REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Cummings & Worley (2009) Organization Development & Change. Stamford, CT, ISBN: 1133190456

COURSE OBJECTIVES (*Indicate alignment with the above standards, competencies, program objectives, and/or student learning outcomes.*)

1. Have an understanding of the basic theories related to organization development.
2. Determine the common issues surrounded with organizational development at all levels.
3. Understand and manage the after effects of common interventions.
4. Deliver an intervention in an organization and assess the overall effectiveness of the intervention.

Educational Outcomes

Educational Outcomes (8400)	Activities	Assessment
<p>2. collect, summarize, analyze, and interpret data utilizing univariate and multivariate statistical procedures.</p> <p>3. conduct job analyses for use in personnel selection, appraisal, training, and job design.</p> <p>6. select, utilize, and evaluate appropriate motivational and behavior modification strategies in the context of human resource management.</p>	<p>1. Organizational Development Intervention</p> <p>2. Content Quizzes</p> <p>3. OD Literature Presentation</p>	<p>1. Rubric and 360-degree assessment</p> <p>2. Rubric</p> <p>3. Rubric</p>

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Organizational Development Intervention: You will be responsible for planning, implementing, overseeing and assessing an intervention within an organization. The intervention can occur at the individual, group, or organizational level. You will be required to provide your client an executive summary. You will also need to present the results to the rest of the class. The presentation should be at least 20 minutes long.

Content Quizzes: There will be three 20-50 item multiple choice quizzes throughout the semester that are designed to assess your understanding of the I/O consulting field in general. No make-ups will be granted unless appropriate documentation can be provided.

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Organizational Development Presentation: You will be assigned an OD article to present at some point in the semester. The presentation should cover the details of the paper as well as any other relevant literature. The presentation should include recommendations for practitioners and a fully developed set of discussion questions. The presentation should be approximately 20-30 minutes long.

COURSE EVALUATION

The Organizational Development Intervention will account for 35% of your grade. The content quizzes will account for 30% of your grade. Finally, the Organizational Development Presentation will account for another 35% of your grade.

A = 90%

B = 80%

C = 70%

D = 60%

F = < 60%

ATTENDANCE POLICY

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PROFESSIONALISM

You may use a laptop to type notes, but use of laptops for activities unrelated to class activities will result in being asked to leave. Using cell phones to take pictures, text message, or to make phone calls during class is prohibited. Cell phones should be switched off and left in book bags, purses, or pockets. Having a cell phone on your desk will subject it to being confiscated for the duration of the class. MP3 players or other stereo equipment with earpieces or cell phones should also be switched off and put away during class time. *In addition, should you be caught more than one time using such devices during class time, the instructor will take that into consideration should your final grade fall on the border between two grades.*

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FIRST OFFENSE:

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

SECOND OFFENSE:

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

By taking this course, you agree that all required course work might be subject to submission for textual similarity review to Turnitin, a tool within BlazeVIEW. For more information on the use of Turnitin at VSU see (<https://www.valdosta.edu/academics/academic-affairs/turnitin-for-students.php>). Course work documents may include but are not limited to papers, blog postings, journal entries, presentations, discussion postings, emails, or any other written work, in electronic or hardcopy, submitted in the format and on the schedule required by the course instructor.

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DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

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subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

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

TITLE IX STATEMENT

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

STUDENT OPINION OF INSTRUCTION

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

STUDENT RESOURCES

1. [The Student Success Center](#): The Student Success Center (SSC) provides free peer tutoring in core courses, the top four of which are math, writing, Spanish, and biology/chemistry. It also offers time management and study skills workshops as well as provides free professional academic advising and on-campus job information in one location: Langdale Residence Hall. Help is available to all VSU students. Call 333-7570 to make an appointment.
2. Odum Library provides a variety of services to assist classroom instruction, including library instruction, course reserves, and interlibrary loan. Please see [Library Faculty Services](#) for further information.



Valdosta State University Curriculum Form

• Request for a NEW COURSE

Date of Submission: 11/13/2019

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

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

Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	PSYC	NEW Course Number: <i>(Consult #s in the catalog)</i>	8100
Proposed NEW Course Title:	Research Methods in I/O Psychology		
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	RSCH MET I/O		
Prerequisite(s):	Admission to M.S. Industrial Organizational Psychology Program or Permission of Instructor		
Lecture Hours:	3	Lab/Contact Hours:	0
		Credit Hours:	3

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

Prerequisite: Admission to M.S. Industrial Organizational Psychology Program or Permission of Instructor. An applied approach to research development. Critical topics in Industrial-Organizational Psychology (I/O) will be explored by adopting the scientific model. Field related procedures, techniques, and tools will be implemented to conduct empirical investigations in team based environments.

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

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

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

The Society for Industrial Organizational Psychology released guidelines for graduate programs in 2017. These guidelines included the competencies of statistical methods, data analysis, and research methods. This course focuses specifically on developing these critical competencies by having students design, conduct, analyze, and present a phenomenon within the domain Industrial-Organizational Psychology.

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

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

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

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

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


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

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

Other Data Source Descriptions –

Assessment: This course will include both traditional (i.e., exams) and authentic assessments (i.e., empirical manuscript and potential publication). Moreover, student career portfolios and resumes will be significantly expanded if this course is covering the necessary competencies. Additionally, the annual IER and IEP will include outcomes metrics of this course.

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

 Valdosta State University – NEW COURSE Form • Request for a NEW COURSE			
Approvals:	Print:	Signature:	Date:
Department Head	Heather Kelley	<i>Heather Kelley</i>	12/2/19
College/Division Executive Committee			
Dean/Director	Bernard Oliver	<i>Bernard Oliver</i>	11/24/19
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. deCruz	<i>Becky K. deCruz</i>	1/28/2020
Academic Committee			
*Will this change impact another college/department?		<input type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

167

**Dewar College of Education and Human Services
Valdosta State University
Department of Human Services**

**PSYC 8100
Research Methods In I/O Psychology
3 hours**

Guiding Principles (DEPOSITS)

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

National Professional Association/Accreditor Standards/Competencies/ Learning Outcomes
(All teacher preparation programs are required to use the InTASC Model Core Teacher Standards)

INSTRUCTOR

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

COURSE DESCRIPTION *(must match the current catalog description)*

Prerequisite: Admission to M.S. Industrial Organizational Psychology Program or Permission of Instructor. An applied approach to research development. Critical topics in Industrial-Organizational Psychology (I/O) will be explored by adopting the scientific model. Field related procedures, techniques, and tools will be implemented to conduct empirical investigations in team based environments.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

N/A

COURSE OBJECTIVES (*Indicate alignment with the above standards, competencies, program objectives, and/or student learning outcomes.*)

1. Have an understanding of the popular topics of research in Industrial-Organizational Psychology.
2. Able to view current literature through a critical lens.
3. Present a scientific article in an articulate manner while maintaining your own voice.
4. Have an understanding of how to develop a good research question and methodology.
5. Complete an empirical investigation from conception to presentation.

Educational Outcomes

Educational Outcomes (8400)	Activities	Assessment
<p>1. utilize basic research designs to conduct laboratory and field studies as related to human resources and organizational issues.</p> <p>2. collect, summarize, analyze, and interpret data utilizing univariate and multivariate statistical procedures.</p> <p>8. develop, administer, and evaluate tests and assessment techniques as related to personnel and organizational issues.</p>	<p>1. APA Research Manuscript</p> <p>2. Article Critiques</p> <p>3. Article Presentation</p>	<p>1. Rubric</p> <p>2. Rubric</p> <p>3. Rubric</p>

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

APA Research Manuscript: You will be responsible overseeing an empirical investigation from conception all the way through the final presentation. You will be required to generate an APA style manuscript that articulates the theory, methodology, analysis, results, and interpretation of the findings.

Article Critiques: You will be assigned to articles for review. Your job is to play the role of the editor by adopting a critical lens. This assignment goes beyond a summary of the assigned articles. You will be expected to provide a critique and recommendations for improvement.

Article Presentations: You will be assigned an empirical article to present at some point in the semester. The presentation should cover the details of the paper as well as any other relevant literature. The presentation should include recommendations for practitioners and a fully developed set of discussion questions. The presentation should be approximately 20-30 minutes long.

COURSE EVALUATION

The APA Research Manuscript will account for 35% of your grade. The Article Critiques will account for 30% of your grade. Finally, the Article Presentation will account for another 35% of your grade.

A = 90%

B = 80%

C = 70%

D = 60%

F = < 60%

ATTENDANCE POLICY

VSU policy requires class attendance. You will lose 3% of your final course grade per unexcused absence. Changes to class calendar may be announced in class, and you will be expected to be aware of them. For writing assignments, an excused absence will halt the late-penalty schedule. Excused absences due to emergencies will only be accepted for the writing assignment. Absences due to emergencies must be accompanied by a note from a police officer or medical physician.

If several consecutive assignments are missed, you may be withdrawn from the class.

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PROFESSIONALISM

You may use a laptop to type notes, but use of laptops for activities unrelated to class activities will result in being asked to leave. Using cell phones to take pictures, text message, or to make phone calls during class is prohibited. Cell phones should be switched off and left in book bags, purses, or pockets. Having a cell phone on your desk will subject it to being confiscated for the duration of the class. MP3 players or other stereo equipment with earpieces or cell phones should also be switched off and put away during class time. *In addition, should you be caught more than one time using such devices during class time, the instructor will take that into consideration should your final grade fall on the border between two grades.*

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

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

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as

set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academics/academic-affairs/vp-office/academic-honesty-policies-and-procedures.php>).

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

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1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
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3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty. According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

By taking this course, you agree that all required course work might be subject to submission for textual similarity review to Turnitin, a tool within BlazeVIEW. For more information on the use of Turnitin at VSU see (<https://www.valdosta.edu/academics/academic-affairs/turnitin-for-students.php>). Course work documents may include but are not limited to papers, blog postings, journal entries, presentations, discussion postings, emails, or any other written work, in electronic or hardcopy, submitted in the format and on the schedule required by the course instructor.

According to the Family Compliance Office of the U.S. Department of Education, your course work documents are education records within the meaning of the Family Educational Rights and Privacy Act of 1974 (FERPA) (<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/students.html>). Education records may not be disclosed to third parties in a form that identifies you without your consent. As a third party product, Turnitin is governed by this provision of FERPA.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

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

STUDENT RESOURCES

1. [The Student Success Center](#): The Student Success Center (SSC) provides free peer tutoring in core courses, the top four of which are math, writing, Spanish, and biology/chemistry. It also offers time management and study skills workshops as well as provides free professional academic advising and on-campus job information in one location: Langdale Residence Hall. Help is available to all VSU students. Call 333-7570 to make an appointment.
2. Odum Library provides a variety of services to assist classroom instruction, including library instruction, course reserves, and interlibrary loan. Please see [Library Faculty Services](#) for further information.



Valdosta State University Curriculum Form

• Request for a NEW COURSE

Date of Submission:

11/13/2019

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

College:	College of Education and Human Services	Dept. Initiating Request:	Human Services
Requestor's Name:	Jeremy Bauer	Requestor's Role:	Faculty
Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	PSYC	NEW Course Number: <i>(Consult #s in the catalog)</i>	8110
Proposed NEW Course Title:	Psychometrics		
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	PsycMet		
Prerequisite(s):	Admission to M.S. Industrial Organizational Psychology Program or Permission of Instructor		
Lecture Hours:	3	Lab/Contact Hours:	0
		Credit Hours:	3

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

Prerequisite: Admission to M.S. Industrial Organizational Psychology Program or Permission of Instructor. A psychometrics course which covers the basics of scale development, reliability, validity, and test use. Although advanced statistical knowledge is not required, all students should have a background in statistics, including ANOVA, correlation, and multiple regression. This course is open to graduate students only.

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

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

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

The Society for Industrial Organizational Psychology released guidelines for graduate programs in 2017. These guidelines included the competencies of statistical methods, research methods, and measurement. This course focuses specifically on developing these critical competencies by having students engage in scale development and validation.

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

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

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


Plans for assessing course effectiveness/meeting program learning outcomes

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

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

Assessment: This course will include both traditional (i.e., exams) and authentic assessments (i.e., scale development analysis and manuscript). Moreover, student career portfolios and resumes will be significantly expanded if this course is covering the necessary competencies. Additionally, the annual IER and IEP will include outcomes metrics of this course.

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

 Valdosta State University – NEW COURSE Form • Request for a NEW COURSE			
Approvals:	Print:	Signature:	Date:
Department Head	Heather Kelley	Heather Kelley	10/2/19
College/Division Executive Committee			
Dean/Director	Bernard White	Bernard White	11/23/19
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. deCruz	Becky K. deCruz	1/28/2020
Academic Committee			
*Will this change impact another college/department?		<input type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

**Dewar College of Education and Human Services
Valdosta State University
Department of Human Services**

.....
PSYC 8110

**Psychometrics
3 semester hours**

Guiding Principles (DEPOSITS):

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

INSTRUCTOR

Name:

Office Number:

Phone:

Email Address:

Office Hours:

COURSE DESCRIPTION

Prerequisite: Admission to M.S. Industrial Organizational Psychology Program or Permission of Instructor. A psychometrics course which covers the basics of scale development, reliability, validity, and test use. Although advanced statistical knowledge is not required, all students should have a background in statistics, including ANOVA, correlation, and multiple regression. This course is open to graduate students only.

REQUIRED TEXTBOOKS

R. M. (2018). *Psychometrics: An Introduction* (3rd edition). Sage Publications, Inc.

ISBN-13: 978-1506339863

Additional readings will be posted throughout the semester on the course BlazeView site.

COURSE OBJECTIVES

The goal of this course is to provide you with a solid foundation in psychometric principles so that you can apply this knowledge to your work and research in organizational settings. By the end of this course, you should:

1. Understand the process of scale development, from defining the construct(s) of interest all the way to estimating reliability and gathering validity evidence.
2. Know why scale dimensionality is important, and be able to conduct both exploratory and confirmatory factor analyses to evaluate dimensionality.
3. Know what reliability is, why it is important, and different methods of reliability estimation.
4. Know the different types of validity evidence, why they are important, and how to gather the different types of validity evidence.
5. Be able to recognize threats to the validity of an assessment, and be able to identify when an assessment is being used incorrectly.
6. Be a responsible user of psychological assessments.

PROGRAM GOALS

This course aligns with the following M.S. in Industrial/Organizational Psychology educational outcomes:

1. Students will demonstrate a comprehensive understanding of the knowledge, research and theories appropriate to the M.S. in Industrial/Organizational Psychology by developing written responses to program questions.
2. Students will develop, administer, and evaluate tests and assessment techniques as related to personnel and organizational issues.

ACTIVITIES/ASSIGNMENTS/REQUIREMENTS*

Exams (50%): There will be 2 exams (a mid-term and a final) in this course. More details will be disseminated later in the semester. The midterm exam will include everything covered from the first day of class up to the lecture prior to the midterm. The final exam will NOT be cumulative and will include everything covered from the first lecture after the midterm to the lecture prior to the final.

Psychometrics Project (50%): For the Psychometric project, the class as a whole will decide on a construct to measure. This should be something for which a measure has not been previously developed, or for which existing measures are problematic. As a class, you will work together to define the construct domain based on previous research and theory. Once the construct has been adequately defined, each person in the class will write 5 items to measure the construct. These items will be compiled into one scale, and as a class you will collect pilot data for this scale from friends, classmates, family, etc. Each student will then use this data to run some scale analyses

(including EFA, item-total correlations, etc.-specific details will be provided at a later date). Then, as a class, you will discuss your results and decide which items to keep. Once the scale has been refined, we will administer it, along with other related/unrelated scales to gather convergent and discriminant validity evidence, using a snowball sampling technique. Once this data has been collected, I will run a CFA on the data during class and provide you each with a copy of the results. You will be responsible for estimating reliability and assessing convergent and discriminant validity. Each student will need to write an 8-10 page technical report which describes the scale development process. A rubric for this technical report will be provided within the first month of the semester.

**Assignments are subject to change.*

GRADING CRITERIA*

The Psychometrics Project will account for 50% of your grade. The exams (i.e., the midterm and final exams) will count as 50% of your grade. The midterm and final exams will each constitute 25% of your final grade.

A = 90-100%
B = 80-89%
C = 70-79%

D = 60-69%
F = < 60%

**Assignments and grades are subject to change.*

ATTENDANCE POLICY

VSU policy requires class attendance. You will lose 3% of your final course grade per unexcused absence. Changes to class calendar may be announced in class, and you will be expected to be aware of them. For writing assignments, an excused absence will halt the late-penalty schedule. Excused absences due to emergencies will only be accepted for the writing assignment. Absences due to emergencies must be accompanied by a note from a police officer or medical physician.

If several consecutive assignments are missed, you may be withdrawn from the class.

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CELL PHONE/TECHNOLOGY POLICY

You may use a laptop to type notes, but use of laptops for activities unrelated to class activities will result in being asked to leave. Using cell phones to take pictures, text message, or to make phone calls during class is prohibited. Cell phones should be switched off and left in bookbags, purses, or pockets. Having a cell phone on your desk will subject it to being confiscated for the duration of the class. MP3 players or other stereo equipment with earpieces or cell phones should also be switched off and put away during class time. *In addition, should you be caught more than*

one time using such devices during class time, the instructor will take that into consideration should your final grade fall on the border between two grades.

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

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty.

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
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disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

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

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

STUDENT OPINION OF INSTRUCTION

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

STUDENT RESOURCES

1. [The Student Success Center](#): The Student Success Center (SSC) provides free peer tutoring in core courses, the top four of which are math, writing, Spanish, and biology/chemistry. It also offers time management and study skills workshops as well as provides free professional academic advising and on-campus job information in one location: Langdale Residence Hall. Help is available to all VSU students. Call 333-7570 to make an appointment.

2. Odum Library provides a variety of services to assist classroom instruction, including library instruction, course reserves, and interlibrary loan. Please see [Library Faculty Services](#) for further information.