

VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET

ACADEMIC COMMITTEE

**MONDAY,
November 14, 2011**

2:30 p.m.

**Cypress Room
UNIVERSITY CENTER**

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

ACADEMIC COMMITTEE
AGENDA
November 14, 2011

1. Minutes of the September 12, 2011 meeting. (pages 1-3) approved by email October 27, 2011.
2. **COLLEGE OF NURSING**
 - a. Revised Area F requirements for the AAS in Dental Hygiene (pages 4-5)
3. **DIVISION OF SOCIAL WORK**
 - a. Revised grading mode SOWK 6600 (pages 6-8 and 12-22)
 - b. Revised grading mode SOWK 6610 (pages 9-22)
 - c. Revised grading mode SOWK 6700 (pages 23-25 and 29-39)
 - d. Revised grading mode SOWK 6710 (pages 26-39)
 - e. Revised grading mode SOWK 7611 (pages 40-42 and 46-53)
 - f. Revised grading mode SOWK 7612 (pages 43-53)
4. **LIBRARY SCIENCE**
 - a. Revised course title and description MLIS 7111 (pages 54-56)
 - b. Revised course title and description MLIS 7420 (pages 57-64)
 - c. New course MLIS 7423 (pages 65-72)
 - d. New course MLIS 7425 (pages 73-80)
 - e. Deactivation of MLIS 7160 (pages 81-82)
 - f. Revised degree requirements for the MLIS – Revised Optional Track - Health Sciences Librarianship (pages 83-84)
 - g. Revised degree requirements for the MLIS – New Optional Track – Youth Services Librarianship (pages 85-86)
5. **COLLEGE OF ARTS AND SCIENCES**
 - a. Revised course prefix and number INDS 4000 (pages 87-89)
 - b. Revised course prefix and number INDS 2000 (pages 90-92)
 - c. New degree proposal BA in Interdisciplinary Studies (pages 93-113)
 - d. Revised prerequisites for MAED 3500 (pages 114-116)
 - e. Revised prerequisites for MAED 3510 (pages 117-119)
 - f. Revised degree requirements for the BA in Mathematics – Track Secondary Education (pages 120-122)
 - g. Revised course description REL 4700 (pages 123-125)
 - h. Revised course description REL 4710 (pages 126-128)
 - i. Revised course description PHIL 4810 (pages 129-131)
 - j. Revised course description PHIL 4900 (pages 132-134)
 - k. Revised course description PHIL 4910 (pages 135-137)
 - l. Revised course description PHIL 4800 (pages 138-140)
6. **Pending items**
 - a. BA in Transatlantic Studies Program – BOR and SACS approval (Dec 10 AC)
 - b. Revised course CHEM 1010 – USG General Education Council approval
 - c. BGS in General Studies (online deliver) – BOR and SACS (MAR 11 AC)

VALDOSTA STATE UNIVERSITY
ACADEMIC COMMITTEE MINUTES
October 17, 2011

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Cypress Room on Monday, October 17, 2011. Dr. Sharon Gravett, Assistant Vice President for Academic Affairs, presided.

Members Present: Dr. Selen Lauterbach (Proxy for Dr. Deborah Weaver), Dr. Colette Drouillard (Proxy for Ms. Laura Wright), Dr. Linda Jurczak (Proxy Ms. Catherine Schaeffer), Dr. Linda Jurczak, Dr. Frank Flaherty, Dr. Kathe Lowney, Dr. Nicole Gibson, Dr. Ann Marie Smith, Dr. Melissa Benton (Dr. Kathe Lowney proxy for Dr. Melissa Benton last 30 minutes of the meeting), Dr. Selen Lauderbach, Dr. Carol Rossiter, and Dr. Colette Drouillard.

Members Absent: Dr. Deborah Weaver, Ms. Laura Wright, Dr. Amy Aronson-Friedman, Dr. Nathan Moates, Ms. Catherine Schaeffer, Ms. Jessica Goldsmith, Dr. Ray Elson, and Dr. Donna Cunningham.

Visitors Present: Dr. Julie Reffel, Ms. Teresa Williams, Mr. Mike Savoie, Dr. Jim Peterson, Dr. Jerry Merwin, Dr. Karla Hull, Dr. Christine James, and Mr. Lee Bradley.

The Minutes of the September 12, 2011 meeting were approved by email on September 21, 2011. (pages 1-4).

A. Division of Social Work

1. Revised Advanced Standing Program Progression, Retention, Dismissal and Readmission Policies for the Master in Social Work Program – Advanced Standing students was approved effective Fall Semester 2012. (pages 5-8).
2. Revised Program Progression, Retention, Dismissal and Readmission Policies for the Master in Social Work Program was approved effective Fall Semester 2012. (pages 9-12).
3. Revised copy for the Graduate School linked web pages for the Master of Social Work was approved effective Fall Semester 2012 (pages 13-15).

B. College of the Arts

1. Revised course description, Interior Design (ARID) 4000, "Special Topics", (SPECIAL TOPICS – 2-3 credit hours, 0 lecture hours, 4-6 lab hours, and 4-6 contact hours), was approved effective Fall Semester 2012. (pages 16-18).
2. Revised course description, Mass Media (MDIA) 3050, "Broadcast Performance and Announcing", (BROADCAST PERFORMANC/ANNOUNCNG – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2012 with the description changed to read ...station sound and image,... (pages 19-21).
3. Revised course description, Mass Media (MDIA) 4030, "Selected Topics in Mass Media", (SELECTED TOPICS IN MASS MEDIA – 1-3 credit hours, 1-3 lecture hours, 0 lab hours, and 1-3 contact hours), was approved effective Fall Semester 2012 with the description changed to read – Intensive study of a topic relevant to broadcast media, including the introduction...media issues, and an opportunity...area of interest. The course may be repeated... (pages 22-24).
4. Revised course description, Mass Media (MDIA) 4970, "Internship", (INTERNSHIP – 3-9 credit hours, 3-9 lecture hours, 0 lab hours, and 3-9 contact hours), was approved effective Fall Semester 2012 with the description changed to read – Placement of students...environments, including...professionalism. The course may be taken...semester, and may be.... (pages 25-27).

C. College of Education

1. Move the Associate of Applied Science – Dental Hygiene from the College of Education to the College of Nursing was noted effective Spring Semester 2012. (pages 28-30)
2. Revised degree requirements for the online MAT – Special Education – General Curriculum was approved effective Fall Semester 2012 with the effective date changed from Summer 2011 to Fall 2012. (pages 31-32).
3. New course, Special Education Reading (SERD) 6070, "Reading Research and Instruction", (READING RESEARCH AND INST – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2012 with the description changed to read ...practices, and the theoretical underpinnings of reading and writing as they

relate...teaching various aspects... - and the effective date was changed from Summer 2011 to Fall 2012. (pages 33-39).

4. Revised course prerequisites, and description, Special Education General Curriculum (SEGC) 6110, "Professional Capstone Course", (PROF CAPSTONE COURSE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2012 with the description changed to read – Prerequisites: Successful completion of a minimum of 27 hours in the program of study. Culminating... - and the effective term was changed from Summer 2011 to Spring 2012. (pages 40-47).
5. Notification form for additional Distance Learning delivery – MED in Adult and Career was noted with the correction of Masters to Master in the program name. (page 48).
6. Notification form for additional Distance Learning delivery – EDS in Coaching Pedagogy was noted. (page 49).

D. Organizational Leadership

1. Revised senior college curriculum for the BS in Organizational Leadership was approved effective Fall Semester 2012 with the effective term changed from Spring 2012 to Fall 2012. (pages 50-51).
2. New course, Organizational Leadership (ORGL) 3000, "Reflective Seminar I: Self as Learner", (REFLECTIVE SEMINAR I – 1 credit hour, 1 lecture hour, 0 lab hours, and 1 contact hour), was approved effective Spring Semester 2012 with the description changed to read – Graded "Satisfactory" or "Unsatisfactory". An introduction ...assumptions, beliefs, and biases... (pages 52-58).
3. New course, Organizational Leadership (ORGL) 3050, "Reflective Seminar II: Self in Context", (REFLECTIVE SEMINAR II – 1 credit hour, 1 lecture hour, 0 lab hours, and 1 contact hour), was approved effective Spring Semester 2012 with the description changed to read – Graded "Satisfactory" or "Unsatisfactory". A seminar that...political context that have affected... (pages 59-66).
4. New course, Organizational Leadership (ORGL) 4000, "Reflective Seminar III: Transforming Self, Self-Transformation", (REFLECTIVE SEMINAR III – 1 credit hour, 1 lecture hour, 0 lab hours, and 1 contact hour), was approved effective Spring Semester 2012 with the description changed to read – Graded "Satisfactory" or "Unsatisfactory". A seminar including... (pages 67-74).
5. New course, Organizational Leadership (ORGL) 4690, "Capstone Seminar in Organizational Leadership", (CAPSTONE SEMINAR – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2012. (pages 75-81).

E. College of Arts and Sciences

1. New course, Perspective (PERS) 2313H, "Honors Counter-Cultural Movements of the Cold War Era 1945-68", (HONORS COUNTER-CULTURE 1945-68 – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Spring Semester 2012 with the description changed to read ...fields. In a seminar format, students will gain an... (pages 82-92).
2. Revised course description, Political Science (POLS) 4860, "Special Topics in Public Administration", (SPEC TOPICS PUBLIC ADMINISTRATION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2012 with the description changed to read – Selected topics of political...administration. The course may be... (pages 93-95).
3. Revised course description, Political Science (POLS) 4850, "Special Topics in Political Theory", (SPEC TOPICS POLITICAL THEORY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2012 with the description changed to read – Selected topics of political...theory. The course may be... (pages 96-98).
4. Revised course description, Political Science (POLS) 4840, "Special Topics in International Politics", (SPEC TOPICS INTERNATIONAL POL – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2012 with the description changed to read – Selected topics of political...politics. The course may be... (pages 99-101).
5. Revised course description, Political Science (POLS) 4830, "Special Topics in Comparative Politics", (SPEC TOPICS COMP POLITICS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring

Semester 2012 with the description changed to read – Selected topics of political...politics. The course may be... (pages 102-104).

6. Revised course description, Political Science (POLS) 4820, "Special Topics in U.S. Government and Politics", (SPEC TOPICS US GOV AND POLITIC – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2012 with the description changed to read – Selected topics of political...politics. The course may be... (pages 102-104).
7. Revised course description, Political Science (POLS) 4700, "Directed Study in Political Science", (DIRECTED STUDY IN POL SCIENCE – 1-3 credit hours, 1-3 lecture hours, 0 lab hours, and 1-3 contact hours), was approved effective Spring Semester 2012 with the description changed to read ...students. The course may be... (pages 108-110).
8. Revised requirements for the minor in Legal Assistant Studies was approved effective Fall Semester 2012. (pages 111-112).
9. New course, Legal Assistant Studies (LEAS) 4800, "Legal Assistant Studies Capstone", (LEAS CAPSTONE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2012 with the description changed to read ...3200. An integration of...tools to evaluate critically and discuss... (pages 113-120).
10. Revised senior college curriculum for the BA in Legal Assistant Studies was approved effective Fall Semester 2012. (pages 121-122).

G. Miscellaneous

1. The following courses were approved to be deactivated effective Fall Semester 2011. (pages 123-126).

The courses are: ARED 6150K,

ART 6650,
BIOL 1060, 1065, 1070, 1090, 4860,
CIED 7440,
CRJU 7910,
CS 2010, 4123, 4323, 4335, 4723,
ECED 7410, 8200, 8330, 8410, 8998,
ECON 4900,
FREN 3410, 4970,
GENS 4100,
ITED 7000, 7310, 7303, 7401, 7403,
KSPE 1101, 1250, 4410, 4420, 4570, 7010, 7020, 7040, 7120, 7130, 7220, 7240,
LEAD 8410, 8680,
MATH 2261H, 4630, 5162, 6085,
MSED 7100, 7410, 7420,
MGED 7900, 7910,
MUE 7999,
MUSC 2400, 3520,
POLS 4230, 6300, 6340, 6350, 6360, 6420,
PSYC 4300, 6100,
READ 6100, 6020, 7070,
RSCH 8730, 9880,
SOCI 6000, 6300,
SOWK 7880, 7750, 7830,
SEED 7900, 8900, 8999,
SPAN 2002H, 4210,
SPEC 3050, 3060, 3070, 3160, 4010, 4030, 4040, 4051, 4052, 4060, 4080, 4081, 4140, 4180, 5160,
5170, 5220, and 5280

Respectfully submitted,

Stanley Jones
Registrar

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

Core Curriculum Senior Curriculum Graduate Curriculum Other Curriculum

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

Current Catalog Page Number: 225	Proposed Effective Date for Curriculum Change: (Month/Year): August 2012	Degree & Program Name: (e.g., BFA, Art): A.A.S. Dental Hygiene
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<p>Present Requirements:</p> <p>Area A 9 hours ENGL 1101, ENGL 11026 hours MATH 1101 or MATH 1111..... 3 hours</p> <p>Area D 8 hours CHEM 1151K, CHEM 1152K ... 8 hours</p> <p>Area E 6 hours POLS 1101 3 hours HIST 2111 or HIST 2112 3 hours</p> <p>Area F 21 hours SOC1 1101, PSYC 2500, ACED 2050 ... 9 hours BIOL 2651, BIOL 2652, BIOL 290012 hours</p> <p>Total Semester Hours 44 hours</p>	<p>Proposed Requirements (Underline changes after printing this form:</p> <p>Area A 9 hours ENGL 1101, ENGL 11026 hours MATH 1101 or MATH 1111..... 3 hours</p> <p>Area D 8 hours CHEM 1151K, CHEM 1152K ... 8 hours</p> <p>Area E 6 hours POLS 1101 3 hours HIST 2111 or HIST 2112 3 hours</p> <p>Area F 21 hours SOC1 1101, PSYC 2500..... 6 hours <u>ACED 2050, COMM 1100 or COMM 1110... 3</u> <u>hours</u> BIOL 2651, BIOL 2652, BIOL 290012 hours</p> <p>Total Semester Hours 44 hours</p>
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Justification:

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

- Improve student learning outcomes:
- Adopting current best practice(s) in field: There is increased emphasis on communication skills in the health professions and students need access to a variety of courses to obtain competencies. Increased access to core coursework in communications facilitates completion of core and advancement into the specialty coursework.
- Meeting mandates of state/federal/outside accrediting agencies: Commission on Dental Accreditation- Accreditation Standards for Dental Hygiene Programs, Effective Jan. 1, 2011-Section 2-9-
<http://www.ada.org/sections/educationAndCareers/pdfs/dh.pdf>
- Other:

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. Commission on Dental

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'ALDOSTA STATE UNIVERSITY'

Accreditation-Accreditation Standards for Dental Hygiene Programs, Effective Jan. 1, 2011 Section 2-9-<http://www.ada.org/sections/educationAndCareers/pdfs/dh.pdf>

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

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

Data Sources:

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

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Dental Hygiene National Board (NBDHE) pass rates

Approvals:

Department Head:

N/A

Date:

College/Division Exec. Committee:

Melissa Roberts

Date:

10/28/11

Dean(s)/Director(s):

Quita H. Huff

Date:

10/28/11

Grad. Exec. Committee:
(for graduate course)

Date:

Graduate Dean:
(for graduate course)

Date:

Academic Committee:

Date:

Form last updated: January 6, 2010

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RECEIVED**REQUEST FOR A REVISED COURSE**

Valdosta State University

OCT 14 2011

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL**Date of Submission:** 10/14/2011 (mm/dd/yyyy)**Department Initiating Revision:**

Division of Social Work

Faculty Member Requesting Revision:

Allison Curington/Martha Giddings

Current Course Prefix, Title, & Number:

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

SOWK, Practicum I, 6600

List Current and Requested Revisions: (only fill in items needing to be changed)**Current:****Course Prefix and Number:** SOWK 6600**Credit Hours:** 3**Course Title:** Practicum I**Prerequisites:** Admission to the program**Co-requisites:** SOWK 6610**Course Description:** First semester of supervised practice for the integration of classroom learning in field settings.**Requested:****Course Prefix and Number:****Credit Hours:****Course Title:****Prerequisites:****Co-requisites:****Course Description:****Semester/Year to be Effective:**

Fall 2011

Estimated Frequency of Course Offering:

Yearly

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

Improving student learning outcomes: The Division requests to change the grading system for this practicum course (SOWK 6600) to the regular A-F grading system. Data from the Division's field instructors, other social work programs, and feedback from the faculty indicate that the system of using Satisfactory and Unsatisfactory (S/U) practicum grades does not differentiate student performance adequately. Students who are performing marginally in practicum often are given Satisfactory grades because the grade of Unsatisfactory grade has meant automatic dismissal from the MSW Program. We believe that the regular grading system would be more helpful in evaluating student performance.

 Adopting current best practice(s) in field: Meeting Mandates of State/Federal/Outside Accrediting Agencies: Other:

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Field instructors have recommended this change, and feedback from other social work programs indicated that many schools have moved to the A-F grading system.

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

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Evaluation of student performance in all required practicum courses is evaluated each year as part of the Division's Institutional Effectiveness Plan. Evaluation is ongoing, and the impact of this change will be compared with previous assessments.

Approvals:	
Dept. Head:	Date:
College/Division Exec. Comm.: <i>Ann L. Ricketts</i>	Date: <i>10-17-11</i>
Dean/Director: <i>Matthew M. Lindsey PhD</i>	Date: <i>10/14/2011</i>
Graduate Exec. Comm.: (for graduate course) <i>Ally/Bull</i>	Date: <i>11-3-11</i>
Graduate Dean: (for graduate course) <i>Ally/Bull</i>	Date: <i>11-3-11</i>
Academic Committee:	Date:

Form last updated: January 6, 2010

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OCT 19 2011

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 10/14/2011 (mm/dd/yyyy)

Department Initiating Revision: Division of Social Work	Faculty Member Requesting Revision: Allison Curington/Martha Giddings
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Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
SOWK, Practicum I, 6610

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

Current: Course Prefix and Number: SOWK 6610 Credit Hours: 1 Course Title: Practicum Seminar I Prerequisites: Admission to the program. Co-requisites: SOWK 6600 Course Description: Seminar in which students discuss their practicum experiences with the goal of integrating social work theory and practice.	Requested: Course Prefix and Number: Credit Hours: Course Title: Prerequisites: Co-requisites: Course Description:
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Semester/Year to be Effective: Fall 2011	Estimated Frequency of Course Offering: Yearly
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Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes: The Division requests to change the grading system for this practicum seminar (SOWK 6610) to the regular A-F grading system. Data from the Division's field instructors, other social work programs, and feedback from the faculty indicate that the system of using Satisfactory and Unsatisfactory (S/U) practicum grades does not differentiate student performance adequately. Students who are performing marginally in practicum often are given Satisfactory grades because the grade of Unsatisfactory grade has meant automatic dismissal from the MSW Program. We believe that the regular grading system will be more helpful in evaluating student performance.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Field instructors have recommended this change, and feedback from other social work programs indicated that many schools have moved to the A-F grading system.

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

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Evaluation of student performance in all required practicum courses is evaluated each year as part of the Division's Institutional Effectiveness Plan. Evaluation is ongoing and the impact of this change will be compared with previous assessments.

Approvals:	
Dept. Head:	Date:
College/Division Exec. Comm.: <i>Ann L. Kuntz</i>	Date: <i>10-17-11</i>
Dean/Director: <i>Martha M. Sudding, PhD.</i>	Date: <i>10/14/2011</i>
Graduate Exec. Comm.: (for graduate course) <i>[Signature]</i>	Date: <i>11-3-11</i>
Graduate Dean: (for graduate course) <i>[Signature]</i>	Date: <i>11-3-11</i>
Academic Committee:	Date:

Form last updated: January 6, 2010

**Valdosta State University, Division of Social Work
SOWK 6600/6610 Fall (Credit Hours)
Practicum-Practicum Seminar**

Instructor:	TBA
Office:	Pine Hall
Office Hours:	TBA
Phone:	229-249-4864 (Div. office)
E-Mail:	mwfield@valdosta.edu
Class:	Pine Hall Thursday 5-7 pm

CATALOG DESCRIPTION

SOWK 6600 — Practicum I

First semester of supervised practice for the integration of classroom learning in field settings.

SOWK 6610 — Practicum Seminar I

Seminar in which students discuss their practicum experiences with the goal of integrating social work theory and practice.

COURSE DESCRIPTION

SOWK 6600/6610 is the first foundation practicum sequence in which students are engaged in practicum in a human service agency and participate in a concurrent, seminar. Both segments of the first practicum experience are treated as a unit and are designed to support and augment one another. Practicum and Practicum Seminar begins during fall semester. Course content is designed to provide students with an orientation to the practicum agency and social work practice as well as the integration of classroom material and practicum experiences. Additionally, the practicum/seminar offers support to students as they transition into the practitioner role.

Using the ecological systems model, students are oriented to the principles of generalist social work practice within a specific agency context. They are exposed to and begin to implement the PIP process with client systems. Students are expected to begin to understand how social work values and ethics as reflected in the NASW Code of Ethics apply to social work practice situations. In addition, during the course students begin to engage in supervised practice at multiple levels including work with individual client systems, groups, agencies and communities. Populations served by agencies selected as practicum sites are among society's most vulnerable and include diverse groups and oppressed groups. Course materials and content of the practicum seminar are informed and influenced by a commitment to and promotion of human and cultural diversity, social justice, an understanding of oppression and socio-economic poverty. Students must use the ecological perspective to determine how field education and practice fit into the overall generalist curriculum. Course content also addresses expectations surrounding supervision and the field placement experience. Additionally, students are introduced to working closely with a group of peers as they participate in practicum seminar and engage in joint problem-solving activities with an instructor.

PREREQUISITE

Admission to the program.

RELATION TO OTHER COURSES

SOWK 6600/6610 is designed to introduce students to the field educational component of professional social work education. The practicum and practicum seminar provide educational support and instruction for students as they enter practicum. Content for SOWK 6600/6610 is linked horizontally with other foundation courses including SOWK 6201 (HBSE I), Generalist Practice I (SOWK 6301), and Research and Evaluation Methods in Social Work (SOWK 6500). The first practicum course/seminar is designed to prepare students for the subsequent practicum sequence, SOWK 6700/6710 that is taught the following semester. The overall objectives of the practicum/seminar are to introduce students to the field educational component of professional social work education and begin to cultivate the integration of classroom work with practicum experiences.

REQUIRED TEXTS

Curington, A. *Field Instruction Handbook*. Division of Social Work, Valdosta State University, Valdosta, GA.

REQUIRED TECHNOLOGY

Adobe Acrobat Reader and Writer will be used as a tool for course enhancement. Your field documents will require access to both Reader and Writer. Please make sure you secure access to this program

VSU Vista Support

Valdosta State provides free technical support for students. If you need technical assistance with WebCT Vista, call the Help Desk at 229-245-4357 or visit the [Vista@Valdosta State University](mailto:Vista@ValdostaStateUniversity) web site for Frequently Asked Questions and Self Help, or contact [WebCT Help](#). You may also contact your instructor for assistance.

COURSE OUTCOMES

EXPLANATION OF THE POCO MAP

As a part of our 2007-2008 MSW Curriculum Revision, you will begin to see the Program Objective Course Outcome Map or "PoCo Map" in each class syllabus. Your instructors will assist you in using the map while you are in the MSW Program. The "map" is simply a graphic representation of the MSW Curriculum which shows how all parts of the curriculum are interrelated. For 6600/6610 the POCO map is the Learning Plan. All program objectives and course outcomes connected to the program objectives are reflected on the learning plan. Course outcomes are derived from the foundation courses and curriculum.

The program objectives are derived from the goals of the MSW program. As we define it, program objectives are more specific than goals, and specify what we **intend or expect** students to accomplish by the end of the MSW Program. Think of them as targets to achieve. On the other hand, course outcomes are **much more specific**, course-related components of each program objective. The specific Course

Outcomes are what each of you should have achieved by the end of each course. Perhaps the analogy of a community may be helpful. The advanced generalist social work community at VSU is made up of program objectives which can be thought of as individual businesses, institutions, and houses in our community. Like any community, each program objective (e.g., house, business) can stand alone, but they need each other to thrive and become a functional community. Course outcomes then can be seen as the walls, floors, windows and doors that are combined to comprise each objective and, ultimately the Advanced Generalist community.

The faculty has selected 19 Program Objectives to form the basic structure of the MSW Curriculum: 14 are foundation objectives and five are concentration objectives. The PoCo Map (Learning Plan) shows that these 19 Program Objectives are met in different courses across the two-year curriculum. Further, each of the 19 Program Objectives is linked with specific Course Outcomes. In examining the range of courses that comprise the overall curriculum, we can begin to identify specific elements of knowledge, values, and skills that we expect students to achieve during the MSW Program. We have called these elements *Course Outcomes*. Outcomes combine specific chunks of knowledge and skills with a demonstration of their achievement, through application! Just as a window might be a combination of a specific size of glass, with a type of wood and metal. Its achievement is the building of a window; the window is an achieved product although its ultimate application is its 'fit' with the specific house. By examining the outcomes that students are expected to master per course, students can determine the actual content that will be learned.

The POCO Map ensures that all courses and the overall curriculum meet our own curriculum standards as well as national standards of social work education as set forth by the Council on Social Work Education. (July 24, 2008)

This course is organized by outcomes that will provide focus, consistency, and clear evaluation criteria. Skills and knowledge that support achievement of the course outcomes will receive the majority of class time. These course outcomes are derived from the MSW program objectives, and will help you build toward achievement of those objectives. Lessons, materials, methods and assignments are organized toward your achievement of the objectives and toward what you as a student will be able to do differently, as a direct result of participating in the course:

Upon completion of this course, students should be able to: (See Attached 6600/6610 Learning Plan for a thorough list of course outcomes)

Program Objectives

1. **Conduct multi-level generalist practice based on the planned intervention process**
2. **Demonstrate the ability to apply critical thinking within the context of professional social work practice**
3. **Analyze and apply the values and ethics of the social work profession**
4. **Using the strengths perspective, practice without discrimination and with respect, knowledge, and skills that are appropriate for the range of human differences**
5. **Understand and challenge mechanisms of oppression and discrimination**
6. **Apply strategies of advocacy and social change to advance justice**
7. **Understand and interpret the history, development, and current trends of the profession**
8. **Select and apply human behavior theory and evidence to inform practice using the ecosystems**

perspective as an organizing framework

9. Demonstrate the ability to analyze, formulate, and influence social policies.
10. Evaluate and apply research findings to practice and evaluate individual practice interventions at multi levels appropriately
11. Demonstrate the ability to communicate across client populations, colleagues and communities, in both written and verbal form
12. Demonstrate the ability to appropriately use feedback, supervision and consultation in the service of professional conduct and growth
13. Demonstrate ability to function within the structure of organizations, delivery systems and community networks and seek organizational change
14. Identify with the social work profession and behave professionally

COURSE POLICIES PARTICULARLY RELEVANT TO THIS COURSE (Other, general policies are listed at the end of the syllabus in Grading Issues)

Written Work & Submission of Assignments

- Your written work should show thoroughness, accuracy and professionalism. All work must be carefully proofread and corrected. Case Studies, Journals and Process Recordings should be free of errors in spelling, grammar, and punctuation. If you do not proofread carefully, you run the risk of having your paper rejected for re-write, with penalty for lateness.
- Late papers will lose one full letter grade (10%) for every 24-hour period they are late (including weekends).
- **Any Word documents submitted electronically and uploaded to WebCT Vista must have a .doc (Word 2003) file extension.**
- No revisions of assignments will be allowed without explicit permission—However, please feel free to meet with me (face-to-face, online, or by phone) to discuss your papers before the final due dates.
- Make-up exams, as a rule, will *not* be permitted. Only in extraordinary circumstances will such work be accepted.

ASSIGNMENTS

You will demonstrate your achievement of course objectives through your submitted projects, exams, and assignments:

1. Construct the 6600/6610 Learning Plan Worksheet

2. **Triadic Process Recordings** (Giddings & Vodde, 2001) will be assigned. In order to emphasize the team approach to field experiences, students are expected to complete process recordings on the assigned dates. The recordings are first turned in to practicum seminar instructors who provide written feedback to the student.

3. **A Student Assessment** will be assigned. The assessment will include a 2-3 page paper in which students must self-assess their skills in the following dimensions:

Interpersonal Communication Skills: Identify and critique your interpersonal skills with clients, colleagues and other professionals. Evaluate your beginning level of skills as you begin to engage in client contacts.

Foundation Content Knowledge: Describe your strengths and weaknesses as you reflect on the content that you learned during the fall semester. Consider all areas of the curriculum including human behavior, social policy, social work practice, and if possible, Research. Which areas are you most comfortable with? Identify areas in which you need more work.

Human Diversity: Consider your level of comfort in working with diverse populations and individuals with vastly different life experiences. Rate your own ability to respond to diverse groups, in particular, and in particular, African-American and Hispanic populations who comprise a significant percentage of the caseloads in area agencies. How comfortable are you in discussing issues of human difference in seminar and in Practice situations?

Self-Awareness: Why is awareness of self so important to social work practice? Identify areas of bias and vulnerability that may impact your ability to meet the needs of clients. Identify areas in which you hope to increase your skills of self-awareness.

4. Student presentation of practicum experiences. Students are responsible for identifying problems, areas of strength and areas of concern regarding their experiences in practicum, and presenting this material to the seminar. This content is used as a basis for practicum seminar discussion and for teaching students how to use the PIP model. Students are evaluated on their attendance in practicum and their participation in group discussions. The practicum seminar instructor also uses group discussions as a teaching tool for applying inductive and deductive teaching methods. A major theme that is used as a focus for group discussion includes teaching students to understand the concept to integration as well as teaching them how to integrate classroom content and practicum experiences. The role of the practicum seminar instructor is to identify, label and to help students first to make assisted theory-practice linkages and subsequently to make unassisted linkages. The format for student discussion is based on the Progressive Adaptation and Integration Model (PAI) that has been developed by Giddings & Vodde (2001). All course objectives are addressed in this assignment. All program objectives are addressed in this assignment.

ASSESSMENT and ASSESSMENT ISSUES

Students are expected to meet the fourteen program objectives that are applicable to all practicum sites as they begin practicum, supervision with their field instructor and practicum seminar. In grading the first practicum sequence, a Midterm Grade Form must be completed by the field instructor to provide feedback at the mid-point of the semester. At the end of the semester the Final Grade Form and the Semester Evaluation is used to evaluate student progress in meeting the learning objectives. Each objective has been broken down into specific course outcomes that students must demonstrate by the end of the 10 week sequence. Students are evaluated according to the 1-5 rating scale indicated on the Semester Evaluation which is located on the Learning Plan Worksheet. Using the rating scale on the form, the evaluation for SOWK 6600/6610 is completed by field instructor with input from the practicum seminar instructor and the student. Each program objective will be averaged which will determine the students letter grade for each objective. All Program Objectives will be averaged to determine the letter grade (A,B,C,D,F).

A student who receives a C or below on any of the following Program Objectives listed below automatically will receive a C or below in practicum, and a Corrective Action Plan (CAP) will be required:

Foundation Practicum 6600/6700

FPO 11 Communication

FPO 12 Supervision and Feedback

FPO 14 Professional Behavior

Concentration Practicum 7611/7612

FPO 11 Communication

FPO 14 Professional Behavior

CPO 15 Self Directed Practice

CPO 19 Specialized theories and Models

If a student receives a C on 4 out of the 14 Foundation Program Objectives for Foundation Practicum or 5 out of 15 Program Objectives for Concentration Practicum, the student will automatically receive a C for the course and a Corrective Action Plan will be required.

All program objectives will be graded based on the average of the course outcomes. A student will be assigned a letter grade of A,B,C,D or F depending on the average. If a student makes a D in practicum/seminar the student must repeat the course and a Corrective Action Plan will be activated. Students who receive a C, D, or F also receive deficiency points. Please see Student Handbook for explanation of deficiency points. Because of the emphasis on practicum performance in the social work program, a grade of "F" in practicum courses equals 4 deficiency points and will result in permanent dismissal from the program.

Practicum seminar instructors also are responsible for submitting the Semester Evaluation Section and the Final Grade Form to the Field Office. The Semester Evaluation Section is used to examine student strengths and areas in which further work is needed. Areas in which students need further work should be incorporated into the Learning Plan Worksheet for SOWK 6700/6710 as well as a correction action plan.

Students may demonstrate that they meet the objectives in a number of ways: student-initiated discussion of objectives during supervision, student logs, student journals, verbal content presented in supervision or practicum seminar, process recordings or other written or taped materials. Joint interviewing with field instructors or seminar instructors is also encouraged. All field instructors will be oriented to the development of realistic and utilitarian Learning Plans.

Whereas evaluation of student performance should be an ongoing process throughout the semester, students must be evaluated formally on at least two occasions during the Spring Semester:

1. **Midterm** — during the mid-semester evaluation, the field instructor and student should jointly evaluate the student's performance. If there are no problems that have been identified, the field instructor must complete the Midterm Evaluation Form. The student and field instructor must sign the form and forward the form to the practicum seminar instructor for his/her signature. If there are problems or concerns that have emerged, the field instructor must notify the practicum seminar

instructor and a meeting should be scheduled as well as a correction action plan completed (See Policy 6, Practicum Policies, Field Handbook).

2. End of the semester — at the end of the semester, the field instructor, practicum seminar instructor and the student should plan a joint meeting to formally evaluate student progress during the practicum. At this time the Semester Evaluation Section and the Final Grade Form should be completed. Field instructors will be asked to evaluate the course outcomes. The practicum seminar instructor will convert the evaluation into a letter grade as discussed above.

3. Students will also be evaluated on timeliness and quality of assignments. Points are designated for each assignment in practicum seminar. These points will determine the letter grade for practicum.

Use of the Learning Plan

As a part of the course content for SOWK 6610, students are taught about the integral role played by the Learning Plan in social work education. The Learning Plan is used each semester as a mechanism for individualizing program objectives, formulating specific agency assignments that match the program objectives and that link objectives and assignments to the student evaluation process. Both field instructors and practicum seminar instructors are involved in the development of this learning plan.

GRADING SCALE for Seminar

180-200 = A

160-179 = B

140-159 = C

120-149 = D

Below 120 = F

Because of the emphasis on practicum performance in the social work program, a grade of "F" in practicum courses equals 4 deficiency points and will result in permanent dismissal from the program.

I will need to inform your Advisor if your midterm grade is marginal and if you receive a C or below in practicum or practicum seminar

Please Note: Students should be aware of various issues that may adversely affect their grades and even their participation in the program. These regulations arise from legal codes, The Georgia Board of Regents, Valdosta State University, or the Valdosta State University Division of Social Work. All of them are listed in the Student Handbook at <http://www.valdosta.edu/sowk/documents/StudentHandbook09-10.pdf> IT IS VERY IMPORTANT TO READ AND UNDERSTAND ALL OF THE STUDENT HANDBOOK. Remember the "STATEMENT OF UNDERSTANDING" signed by all students (see page 87).

Please contact me with any special needs or developing problems. I will help you all I can.

COURSE SCHEDULE FACE TO FACE

CLASS 1--Engagement in Practicum

- Engagement in Practicum Seminar, Supervision and the Agency Practicum Bingo: Game to elicit expectations of beginning practice and social work supervision
 - Communication skills in practice: written and verbal skills
 - A focus on diverse, at-risk client populations served by practicum agencies
- 10 points participation

CLASS 2 — Student Learning Style

- The Mind Design Exercise (Rabb, 1994)
- 10 points participation

CLASS 3 – Understanding the Student Learning Plan

- Exercise: Create a Learning Plan for SOWK 6600/6610
 - Defining the concept of Theory-Practice Integration and the seminar instructor's role in fostering integration.
- 10 points participation

CLASS 4 – Integrating NASW Code of ethics to practicum/seminar

The NASW Code of Ethics: Applying values and ethics to generalist practice

Completed Learning Plan Due 50 points
10 points participation

CLASS 5 – The Ecological Systems Approach to Field Education

- Application of the ecological systems perspective to practicum
 - Case Study Discussion using the ecological perspective with use of eco-map and genogram
 - Application of the ecological systems perspective to practicum
 - The continuum of generalist practice: Applying generalist roles to the student practicum experience.
- 10 points participation

CLASS 6— Beginning Practice Skills

- Using the PIP in practice
 - Discussion of student's assessment of performance of skills learned in SOWK 6301; role play of practice skills
 - Engagement with clients: personal bias, problem-solving, use of self, and self-awareness with clients.
- 10 points participation

CLASS 7— Case Studies, Journals, and Process Recordings

Discussion of case studies, journals, and process recordings as tools for supervision and seminar.
Discussion of practicum cases
10 points participation

CLASS 8 --- Understanding the role of theory in practicum and seminar

Students Bring Cases for Discussion

The Field System Eco-Map Exercise, (Vodde & Giddings, 2000)
10 points participation

Assignment: Process Recording Due 20 points

CLASS 9 —Students Bring Cases for Discussion

10 points participation

Assignment: Self Assessment Due 30 points

CLASS 10—Wrapping up

10 points participation

COURSE SCHEDULE WEB

CLASS 1—Engagement in Practicum

- Engagement in Practicum Seminar, Supervision and the Agency Practicum Bingo: Game to elicit expectations of beginning practice and social work supervision
- Communication skills in practice: written and verbal skills
- A focus on diverse, at-risk client populations served by practicum agencies

Student Learning Style

- The Mind Design Exercise (Rabb, 1994)
20 points participation

CLASS 2 — Understanding the Student Learning Plan

- Exercise: Create a Learning Plan for SOWK 6600/6610
- Defining the concept of Theory-Practice Integration and the seminar instructor's role in fostering integration.

20 points participation

Integrating NASW Code of ethics to practicum/seminar

- The NASW Code of Ethics: Applying values and ethics to generalist practice
- Program Objectives
- Completed Learning Plan Due 50 points

CLASS 3 – The Ecological Systems Approach to Field Education

- Application of the ecological systems perspective to practicum
- Case Study Discussion using the ecological perspective with use of eco-map and genogram
- Application of the ecological systems perspective to practicum
- The continuum of generalist practice: Applying generalist roles to the student practicum experience.

20 points participation

Beginning Practice Skills

- Using the PIP in practice
- Discussion of student's assessment of performance of skills learned in SOWK 6301; role play of practice skills
- Engagement with clients: personal bias, problem-solving, use of self, and self-awareness with clients.

CLASS 4 – Case Studies, Journals, and Process Recordings

Discussion of case studies, journals, and process recordings as tools for supervision and seminar.
Discussion of practicum cases

Understanding the role of theory in practicum and seminar

Students Bring Cases for Discussion

The Field System Eco-Map Exercise, (Vodde & Giddings, 2000)
20 points participation
Assignment: Process Recording Due 20 points

CLASS 5 – Students Bring Cases for Discussion

Assignment: Self Assessment Due 30 points

Wrapping up

20 points participation

DIVISION OF SOCIAL WORK and UNIVERSITY POLICIES

The goal of the Division of Social Work is to prepare students for the professional practice of social work. The Division requires students to adhere to professional practices and standards in all classes and practicum. These practices and standards are outlined in the MSW Student Code of Conduct which can be found on pages 86-89 of the current *MSW Student Handbook*. The Code of Conduct must be signed by all students beginning MSW students.

The following standards are not negotiable: Students may depend on well-planned classes and knowledgeable instructors. Professors are committed to the facilitation of student success. Learning is a complex phenomenon for which BOTH instructors and students are responsible. Evaluation criteria are stated clearly in the syllabus. However, if students have questions about grading, it is the students' responsibility to discuss these matters with their instructors. The course syllabus represents a contract between students and the instructor. Professors reserve the right to modify syllabi, and students will be notified in writing when such changes are made. Likewise, students are responsible for reading and following instructions on the syllabi.

Class Attendance: Because the MSW Program is a professional program, class attendance is **MANDATORY**. The Attendance Policy is extremely important and can be found in the current *MSW Student Handbook* on page 82. Students are expected to be on time for class and to return from breaks in a timely manner. Likewise, students are expected to participate in class discussions and activities.

Submission of Assignments: All assignments must be submitted **ON TIME** and **IN THE MANNER** directed by the faculty (e.g., brought to class, sent to an assignment drop box, etc). Deadlines are extremely important for professional social workers. Additional information about assignment submission is found in the Attendance Policy.

Academic Honesty: Plagiarism and other forms of academic dishonesty are not acceptable in a professional social work program. Students who engage in this type behavior risk failure on specific assignments, in the course, and possible dismissal from the MSW Program. Academic dishonesty is prohibited by the university as well as the Division of Social Work. The following link outlines [VSU's Academic Honesty Policies](#). The Academic Dishonesty Policy for the Division of Social Work is found in the *MSW Student Handbook* found as a link off the [Division web site](#).

Incompletes: Incomplete grades are given only in cases of extreme emergency with proper documentation, and are granted only with the prior approval of the instructor. Policies governing Incompletes are found in the *MSW Student Handbook*.

Academic Performance: Students are expected to maintain a 3.00 grade point average in the MSW Program. A discussion of all academic expectations and grading can be found in the *MSW Student Handbook*, including the Division's policy of Academic Deficiency Points given for grades lower than C.

Cancellation of Classes: The University President may cancel classes under specific emergency conditions. The most frequent cause of cancellation is inclement weather. Please check the main page of the VSU web site if you have concerns about inclement weather or an emergency situation: <http://www.valdosta.edu>

ADDITIONAL STUDENT INFORMATION

Technology Assistance: Students having technology problems may contact the Help Desk (phone 229-245-4357) or e-mail a question at helpdesk@valdosta.edu. The Help Desk is located on the 2nd floor of the Odum Library. Their hours are 8:00 AM – 9:00 PM, Mondays – Thursdays; 8:00 AM – 5:00 PM, Fridays; 11:00 AM – 5:00 PM, Saturdays; and 1:00 PM – 9:00 PM, Sundays. If students are having problems with VISTA, they may seek link to Common Questions & Solutions or use the Vista Contact Form.

Students may also visit or call the Hub at 229-245-6490. The Hub is located in 2616 Odom Library and is available to help students with problems in VISTA courses. Students also should talk with their instructors if the technology problems are not easily resolved.

Specific Learning Needs: Students requiring classroom accommodations or modifications because of a documented disability should discuss their needs with the professor at the beginning of the semester. Students who are not registered with the Access Office for Students with Disabilities should contact VSU's Access Office or call 229-245-2498 (229-219-1348 for TTY). The office is located in Room 1115 Nevins Hall.

Students Experiencing Academic Difficulties: Students with academic concerns are strongly encouraged to contact the staff of the Student Success Center or call them at 229-333-7570. The Student Success Center is located on first floor of Langdale Hall on the main VSU campus. Services provided by the Success Center include tutoring, writing assistance, and help with time management. Students are encouraged to make appointments with Center Staff through the web link or by telephone. The Center is available to all VSU students, and evening appointments are available.

Additional services: The Counseling Center (phone 229-333-5940; e-mail piraynor@valdosta.edu). Services are free of charge to students with emotional/mental, social, substance abuse and other problems. The Farber Health Services provides physical health services (phone 229-333-5886).

Emergency Campus Policy: The Police Contact Number is **229-259-5555**. The Campus Police Division is located in Pine Hall. Officers will escort students on campus, and emergency phones are placed across campus. Students are **strongly encouraged to program the campus emergency number, 911** (for local police) **and *447** (GA State Highway Patrol) **into their cell phone.**

RECEIVED

OCT 19 2011

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED COURSE
Valdosta State University

Date of Submission: 10/14/2011 (mm/dd/yyyy)

Department Initiating Revision:

Division of Social Work

Faculty Member Requesting Revision:

Allison Curington/Martha Giddings

Current Course Prefix, Title, & Number:

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

SOWK, Practicum II, 6700

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

Current:

Course Prefix and Number: SOWK 6700

Credit Hours: 3

Course Title: Practicum II

Prerequisites: SOWK 6600, SOWK 6610, and admission to the program.

Co-requisites: SOWK 6710

Course Description: Second semester of supervised practice for the integration of classroom learning in field settings.

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Semester/Year to be Effective:

Fall 2011

Estimated Frequency of Course Offering:

Yearly

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes: The Division requests to change the grading system for this practicum seminar (SOWK 6700) to the regular A-F grading system. Data from the Division's field instructors, other social work programs, and feedback from the faculty indicate that the system of using Satisfactory and Unsatisfactory (S/U) practicum grades does not differentiate student performance adequately. Students who are performing marginally in practicum often are given Satisfactory grades because the grade of Unsatisfactory grade has meant automatic dismissal from the MSW Program. We believe that the regular grading system will be more helpful in evaluating student performance.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Field instructors have recommended this change, and feedback from other social work programs indicated that many schools have moved to the A-F grading system.

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

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Evaluation of student performance in all required practicum courses is evaluated each year as part of the Division's Institutional Effectiveness Plan. Evaluation is ongoing and the impact of this change will be compared with previous assessments.

Approvals:	
Dept. Head:	Date:
College/Division Exec. Comm.: <i>Carol F. Renteria</i>	Date: <i>10-17-11</i>
Dean/Director: <i>Martha M. Giddings, Ph.D.</i>	Date: <i>10/14/2011</i>
Graduate Exec. Comm.: (for graduate course) <i>[Signature]</i>	Date: <i>11-3-11</i>
Graduate Dean: (for graduate course) <i>[Signature]</i>	Date: <i>11-3-11</i>
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 10/14/2011 (mm/dd/yyyy)

Department Initiating Revision:

Division of Social Work

Faculty Member Requesting Revision:

Allison Curington/Martha Giddings

Current Course Prefix, Title, & Number:

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

SOWK, Practicum II, 6710

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

Current:

Course Prefix and Number: SOWK 6710

Credit Hours: 1

Course Title: Practicum Seminar II

Prerequisites: SOWK 6600, SOWK 6610, and admission to the program.

Co-requisites: SOWK 6700

Course Description: Second semester of seminar in which students discuss their practicum experiences with the goal of integrating social work theory and practice.

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Semester/Year to be Effective:

Fall 2011

Estimated Frequency of Course Offering:

Yearly

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes: The Division requests to change the grading system for this practicum seminar (SOWK 6710) to the regular A-F grading system. Data from the Division's field instructors, other social work programs, and feedback from the faculty indicate that the system of using Satisfactory and Unsatisfactory (S/U) practicum grades does not differentiate student performance adequately. Students who are performing marginally in practicum often are given Satisfactory grades because the grade of Unsatisfactory grade has meant automatic dismissal from the MSW Program. We believe that the regular grading system will be more helpful in evaluating student performance.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Field instructors have recommended this change, and feedback from other social work programs indicated that many schools have moved to the A-F grading system.

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

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Evaluation of student performance in all required practicum courses is evaluated each year as part of the Division's Institutional Effectiveness Plan. Evaluation is ongoing and the impact of this change will be compared with previous assessments.

Approvals:		
Dept. Head:		Date:
College/Division Exec. Comm.:	<i>Carol A. Resette</i>	Date: <i>10-17-11</i>
Dean/Director:	<i>Martha M. Dudley, Ph.D.</i>	Date: <i>10/14/2011</i>
Graduate Exec. Comm.:	<i>Alfred</i>	Date: <i>11-3-11</i>
(for graduate course)		
Graduate Dean:	<i>Alfred</i>	Date: <i>11-3-11</i>
(for graduate course)		
Academic Committee:		Date:

Form last updated: January 6, 2010

**Valdosta State University, Division of Social Work
SOWK 6700/6710 Spring (Credit Hours)
Practicum-Practicum Seminar**

Instructor:	TBA
Office:	Pine Hall
Office Hours:	TBA
Phone:	229-249-4864 (Div. office)
E-Mail:	mswfield@valdosta.edu
Class:	Pine Hall Thursday 5-7 pm

CATALOG DESCRIPTION

SOWK 6700 — Practicum II

Corequisite: SOWK 6710. Second semester of supervised practice for the integration of classroom learning in field settings.

SOWK 6710 — Practicum Seminar II

Corequisite: SOWK 6700. Second semester of seminar in which students discuss their practicum experiences with the goal of integrating social work theory and practice.

COURSE DESCRIPTION

The second practicum and practicum seminar occurs during the spring semester of the foundation year. During the second semester, SOWK 6700/6710 students continue their participation in an approved practice agency and work with a field instructor. The major focus of the course is on the integration of classroom material and practicum experiences.

Because students are responsible for discussing and processing their practice experiences in supervision as well as in practicum seminar, there is no structured presentation of topics for discussion, no lectures or no scheduled speakers on this syllabus. Rather, content for the seminar is driven by student experiences. The syllabus includes a series of assignments that are used in the practicum seminar (SOWK 6710) and that are based on practicum experiences (SOWK 6700).

Students are given an opportunity to apply the ecological systems perspective to their practicum agency by participating as members of an active field system. The practicum and practicum seminar provide a forum in which students have an opportunity to assess their "goodness of fit" with beginning social work practice. In order to do this, students are expected to examine their fit with various dimensions of beginning practice such as fit with the practicum agency, field instructor, vulnerable and at-risk client populations, practicum seminar group, social work knowledge base, theories informing practice, and ultimately fit with their newly-chosen profession. It is anticipated that by the end of the foundation practicum sequence, students will be prepared for more advanced academic coursework and advanced practice experiences.

Additionally, during the course students begin to engage in supervised practice at multiple levels including work with individual client systems, groups, agencies and communities. Populations served by approved practicum agencies are among society's most vulnerable and include groups such as individuals of color, individuals living in poverty, victims of discrimination and social injustice, young children and aging populations. Many of these groups are at increased risk because of chronic mental illness, physical illness, developmental disabilities, family violence, substance abuse, sexual orientation and a lack of available services or transportation barriers common in communities. Course materials and the content of the practicum seminar are informed and influenced by a commitment to the values and ethics of the social work profession, with a particular emphasis on social and economic justice. Students work closely with both their practicum seminar instructor and agency field instructor in a team approach to monitoring student learning needs and goals, planning practicum experiences that meet those needs and goals, and jointly evaluating student performance of specific competencies. The Student Learning Plan constructed in SOWK 6700/6710 is used to educationally guide the learning that occurs both in the practicum and in the practicum seminar. There are fourteen program objectives for this practicum sequence.

PREREQUISITE

SOWK 6600/6610

RELATION TO OTHER COURSES

The second practicum/practicum seminar builds on all foundation courses and affords the student an opportunity to learn to integrate theories of human behavior, practice models, social welfare policy and to begin to understand the importance of evaluation while practicing in a specific social work setting. Students are expected to use materials from all of their foundation courses in the practicum and practicum seminar. The overall objective of the practicum/seminar is provide students with an opportunity to engage in educational supervised generalist practice in a rural setting, therefore preparing them for the coursework and practicum experiences of the concentration year.

REQUIRED TEXTS

Curington, A. *Field Instruction Handbook*. Division of Social Work, Valdosta State University, Valdosta, GA.

REQUIRED TECHNOLOGY

Adobe Acrobat Reader and Writer will be used as a tool for course enhancement. Your field documents will require access to both Reader and Writer. Please make sure you secure access to this program

VSU Vista Support

Valdosta State provides free technical support for students. If you need technical assistance with WebCT Vista, call the Help Desk at 229-245-4357 or visit the [Vista@Valdosta State University](mailto:Vista@ValdostaStateUniversity) web site for Frequently Asked Questions and Self Help, or contact [WebCT Help](#). You may also contact your instructor for assistance.

COURSE OUTCOMES

EXPLANATION OF THE POCO MAP

As a part of our 2007-2008 MSW Curriculum Revision, you will begin to see the Program Objective Course Outcome Map or "PoCo Map" in each class syllabus. Your instructors will assist you in using the map while you are in the MSW Program. The "map" is simply a graphic representation of the MSW Curriculum which shows how all parts of the curriculum are interrelated. For 6700/6710 the POCO map is the Learning Plan. All program objectives and course outcomes connected to the program objectives are reflected on the learning plan. Course outcomes are derived from the foundation courses and curriculum.

The program objectives are derived from the goals of the MSW program. As we define it, program objectives are more specific than goals, and specify what we **intend or expect** students to accomplish by the end of the MSW Program. Think of them as targets to achieve. On the other hand, course outcomes **are much more specific**, course-related components of each program objective. The specific Course Outcomes are what each of you should have achieved by the end of each course. Perhaps the analogy of a community may be helpful. The advanced generalist social work community at VSU is made up of program objectives which can be thought of as individual businesses, institutions, and houses in our community. Like any community, each program objective (e.g., house, business) can stand alone, but they need each other to thrive and become a functional community. Course outcomes then can be seen as the walls, floors, windows and doors that are combined to comprise each objective and, ultimately the Advanced Generalist community.

The faculty has selected 19 Program Objectives to form the basic structure of the MSW Curriculum: 14 are foundation objectives and five are concentration objectives. The PoCo Map (Learning Plan) shows that these 19 Program Objectives are met in different courses across the two-year curriculum. Further, each of the 19 Program Objectives is linked with specific Course Outcomes. In examining the range of courses that comprise the overall curriculum, we can begin to identify specific elements of knowledge, values, and skills that we expect students to achieve during the MSW Program. We have called these elements *Course Outcomes*. Outcomes combine specific chunks of knowledge and skills with a demonstration of their achievement, through application! Just as a window might be a combination of a specific size of glass, with a type of wood and metal. Its achievement is the building of a window; the window is an achieved product although its ultimate application is its 'fit' with the specific house. By examining the outcomes that students are expected to master per course, students can determine the actual content that will be learned.

The POCO Map ensures that all courses and the overall curriculum meet our own curriculum standards as well as national standards of social work education as set forth by the Council on Social Work Education. *(July 24, 2008)*

This course is organized by outcomes that will provide focus, consistency, and clear evaluation criteria. Skills and knowledge that support achievement of the course outcomes will receive the majority of class time. These course outcomes are derived from the MSW program objectives, and will help you build toward achievement of those objectives. Lessons, materials, methods and assignments are organized toward your achievement of the objectives and toward what you as a student will be able to do differently, as a direct result of participating in the course:

Upon completion of this course, students should be able to: (See Attached Learning Plan for 6700/6710 for a thorough list of course outcomes)

Program Objectives

1. Conduct multi-level generalist practice based on the planned intervention process
2. Demonstrate the ability to apply critical thinking within the context of professional social work practice
3. Analyze and apply the values and ethics of the social work profession
4. Using the strengths perspective, practice without discrimination and with respect, knowledge, and skills that are appropriate for the range of human differences
5. Understand and challenge mechanisms of oppression and discrimination
6. Apply strategies of advocacy and social change to advance justice
7. Understand and interpret the history, development, and current trends of the profession
8. Select and apply human behavior theory and evidence to inform practice using the ecosystems perspective as an organizing framework
9. Demonstrate the ability to analyze, formulate, and influence social policies.
10. Evaluate and apply research findings to practice and evaluate individual practice interventions at multi levels appropriately
11. Demonstrate the ability to communicate across client populations, colleagues and communities, in both written and verbal form
12. Demonstrate the ability to appropriately use feedback, supervision and consultation in the service of professional conduct and growth
13. Demonstrate ability to function within the structure of organizations, delivery systems and community networks and seek organizational change
14. Identify with the social work profession and behave professionally

COURSE POLICIES PARTICULARLY RELEVANT TO THIS COURSE (*Other, general policies are listed at the end of the syllabus in Grading Issues*)

Written Work & Submission of Assignments

- Your written work should show thoroughness, accuracy and professionalism. All work must be carefully proofread and corrected. Case Studies, Journals and Process Recordings should be free of errors in spelling, grammar, and punctuation. If you do not proofread carefully, you run the risk of having your paper rejected for re-write, with penalty for lateness.
- Late papers will lose one full letter grade (10%) for every 24-hour period they are late (including weekends).
- **Any Word documents submitted electronically and uploaded to WebCT Vista must have a .doc (Word 2003) file extension.**
- No revisions of assignments will be allowed without explicit permission—However, please feel free to meet with me (face-to-face, online, or by phone) to discuss your papers before the final due dates.
- Make-up exams, as a rule, will *not* be permitted. Only in extraordinary circumstances will such work be accepted.

ASSIGNMENTS

You will demonstrate your achievement of course objectives through your submitted projects, exams, and assignments:

Students will be asked to compile the following assignments in electronic form and to keep both an electronic and hard copy during the semester. Field instructors are aware of these assignments and can assist students in their completion. Students are asked to share their field and seminar work with field instructors, and in the case of process recordings, must do so. The practicum seminar instructor, field instructor and student will work together as a practicum team to construct and implement the SOWK 6700/6710 Learning Plan and to evaluate student performance of competencies specified on the plan.

Practicum Seminar Instructor's will develop a schedule for the following assignments:

1. Triadic Process Recordings (Giddings & Vodde, 2000) will be assigned. In order to emphasize the team approach to field experiences, students are expected to complete process recordings on the assigned dates. The recordings are first turned in to practicum seminar instructors who provide written feedback to the student. (The template for the Triadic Process Recording can be found in the Field Handbook)

Subsequently, the recording is given to the assigned field instructor so that the supervisor's feedback can also be incorporated into the process recording. This triadic approach is helpful to the seminar instructor and the supervisor in underscoring areas of strength and weakness in student performance.

2. Student Journals will be assigned (the template for the Student Journal can be found in the Field Handbook).

3. Case Studies will be assigned (the template for the Triadic Process Recording can be found in the Field Handbook)

4. A variety of additional Practicum Exercises will be used at the discretion of the practicum seminar instructor to address various course objectives. Some of these exercises include: Use of folk tales to address student understanding of client stories (Giddings, 1997, personal communication); continued use of the Eco-Map (Vodde & Giddings, 2000) as a tool for identifying and teaching problem-solving skills; role playing; didactic materials on the concept of integration of theory and practice; videos or films relevant to practicum topics. All course objectives are addressed in this assignment. All program objectives are addressed in this assignment.

5. Student presentation of practicum experiences. Students are responsible for identifying problems, areas of strength and areas of concern regarding their experiences in practicum, and presenting this material to the seminar. This content is used as a basis for practicum seminar discussion and for teaching students how to use the PIP model. Students are evaluated on their attendance in practicum and their participation in group discussions. The practicum seminar instructor also uses group discussions as a teaching tool for applying inductive and deductive teaching methods. A major theme that is used as a focus for group discussion includes teaching students to understand the concept to integration as well as teaching them how to integrate classroom content and practicum experiences. The role of the practicum seminar instructor is to identify, label and to help students first to make assisted theory-practice linkages and subsequently to make unassisted linkages. The format for student discussion is based on the Progressive Adaptation and Integration Model (PAI) that has been developed by Giddings & Vodde (2001). All course objectives are addressed in this assignment. All program objectives are addressed in this assignment.

ASSESSMENT and ASSESSMENT ISSUES

Students are expected to meet the fourteen program objectives that are applicable to all practicum sites as they begin practicum, supervision with their field instructor and practicum seminar. In grading the first practicum sequence, a Midterm Grade Form must be completed by the field instructor to provide feedback at the mid-point of the semester. At the end of the semester the Final Grade Form and the Semester Evaluation is used to evaluate student progress in meeting the learning objectives. Each objective has been broken down into specific course outcomes that students must demonstrate by the end of the 10 week sequence. Students are evaluated according to the 1-5 rating scale indicated on the Semester Evaluation which is located on the Learning Plan Worksheet. Using the rating scale on the form, the evaluation for SOWK 6700/6710 is completed by field instructor with input from the practicum seminar instructor and the student. Each program objective will be averaged which will determine the students letter grade for each objective. All Program Objectives will be averaged to determine the letter grade (A,B,C,D,F).

A student who receives a C or below on any of the following Program Objectives listed below automatically will receive a C or below in practicum, and a Corrective Action Plan (CAP) will be required:

Foundation Practicum 6600/6700

FPO 11 Communication

FPO 12 Supervision and Feedback

FPO 14 Professional Behavior

If a student receives a C on 4 out of the 14 Foundation Program Objectives for Foundation Practicum, the student will automatically receive a C for the course and a Corrective Action Plan will be required.

All program objectives will be graded based on the average of the course outcomes. A student will be assigned a letter grade of A,B,C,D or F depending on the average. If a student makes a D in practicum/seminar the student must repeat the course and a Corrective Action Plan will be activated. Students who receive a C, D, or F also receive deficiency points. Because of the emphasis on practicum performance in the social work program, a grade of "F" in practicum courses equals 4 deficiency points and will result in permanent dismissal from the program. Please see Student Handbook for explanation of deficiency points.

Practicum seminar instructors also are responsible for submitting the Semester Evaluation Section and the Final Grade Form to the Field Office. The Semester Evaluation Section is used to examine student strengths and areas in which further work is needed.

Students may demonstrate that they meet the objectives in a number of ways: student-initiated discussion of objectives during supervision, student logs, student journals, verbal content presented in supervision or practicum seminar, process recordings or other written or taped materials. Joint interviewing with field instructors or seminar instructors is also encouraged. All field instructors will be oriented to the development of realistic and utilitarian Learning Plans.

Whereas evaluation of student performance should be an ongoing process throughout the semester, students must be evaluated formally on at least two occasions during the Spring Semester:

1. **Midterm** — during the mid-semester evaluation, the field instructor and student should jointly evaluate the student's performance. If there are no problems that have been identified, the field instructor must complete the Midterm Evaluation Form. The student and field instructor must sign the form and forward the form to the practicum seminar instructor for his/her signature. If there are problems or concerns that have emerged, the field instructor must notify the practicum seminar instructor and a meeting should be scheduled as well as a correction action plan completed (See Policy 6, Practicum Policies, Field Handbook).

2. **End of the semester** — at the end of the semester, the field instructor, practicum seminar instructor and the student should plan a joint meeting to formally evaluate student progress during the practicum. At this time the Semester Evaluation Section and the Final Grade Form should be completed. Field instructors will be asked to evaluate the course outcomes. The practicum seminar instructor will convert the evaluation into a letter grade as discussed above.

3. **Students will also be evaluated on timeliness and quality of assignments.** Points are designated for each assignment in practicum seminar. These points will determine the letter grade for practicum. At the end of the Foundation Practicum Sequence, students are asked to complete a series of evaluation forms that relate to various dimensions of the overall practicum experience including an evaluation of the practicum agency, field instructor, seminar instructor and practicum seminar. Practicum seminar instructors also are asked to provide ongoing verbal feedback to the Office of Field Instruction regarding the quality of the practicum assignment. Field evaluation forms are found in the Evaluation Section of the Field Handbook.

Students are also asked to complete a Summary of Diversity of Foundation Practicum Experiences Form that summarizes the breadth and depth of student exposure to client populations during the first year. This form is included in the Concentration Field Application and must be signed off on by the field instructor. This form was developed by field instructors to be used as a guide to development of the Learning Plan Worksheet for SOWK 7611 and 7612, the Concentration Practica.

GRADING SCALE for Seminar

297-330 = A

264-296 = B

231-263 = C

198-230 = D

197 or below = F

Because of the emphasis on practicum performance in the social work program, a grade of "F" in practicum courses equals 4 deficiency points and will result in permanent dismissal from the program. I will need to inform your Advisor if your midterm grad is marginal and if you receive C or below at any point during this semester.

Please Note: Students should be aware of various issues that may adversely affect their grades and even their participation in the program. These regulations arise from legal codes, The Georgia Board of Regents, Valdosta State University, or the Valdosta State University Division of Social Work. All of them are listed in the Student Handbook at <http://www.valdosta.edu/sowk/documents/StudentHandbook09->

10.pdf IT IS VERY IMPORTANT TO READ AND UNDERSTAND ALL OF THE. Remember the "STATEMENT OF UNDERSTANDING" signed by all students (see page 87).

Please contact me with any special needs or developing problems. I will help you all I can.

COURSE SCHEDULE FACE TO FACE

WEEK 1—No Assignment		Class
WEEK 2 -- Process Recording	20 points	No Class
WEEK 3 -- Learning Plan	50 points	10 points Participation
WEEK 4 -- No Assignment		10 points Participation
WEEK 5 -- Case Study	40 points	10 points Participation
WEEK 6 --No Assignment		10 points Participation
WEEK 7 -- Process Recording	20 points	No Class
WEEK 8 --No Assignment		10 points Participation
WEEK 9 -- Process Recording	20 points	10 points Participation
WEEK 10 -- Spring Break --		No Class
WEEK 11 --Process Recording	20 points	10 points Participation
WEEK 12 -- Case Study	40 points	10 Points Participation
WEEK 13 -- No Assignment		10 Points Participation
WEEK 14 -- Process Recording	20 points	10 points Participation
WEEK 15 --No Assignment		No Class
WEEK 16 -- No Assignment		No Class
Total	230	100 = 330

COURSE SCHEDULE WEB

WEEK 1— CLASS		20 points participation
WEEK 2 – Process Recording	20 points	No Class
WEEK 3 – Learning Plan	50 points	No Class
WEEK 4 – CLASS		20 points Participation
WEEK 5 – Case Study	40 Points	No Class
WEEK 6 –No Assignment		No Class
WEEK 7 – Process Recording	20 points	No Class
WEEK 8 – CLASS		20 Points participation
WEEK 9 -- Process Recording	20 points	No Class
WEEK 10 -- Spring Break –		No Class
WEEK 11 –Process Recording	20 points	No Class
WEEK 12 – CLASS		20 Points Participation
WEEK 13 – Case Study	40 points	No Class
WEEK 14 – Process Recording	20 points	No Class
WEEK 15 – CLASS		20 Points Participation
WEEK 16 – No Assignment		No Class
<hr/>		
Total	230	100 = 330

DIVISION OF SOCIAL WORK and UNIVERSITY POLICIES

The goal of the Division of Social Work is to prepare students for the professional practice of social work. The Division requires students to adhere to professional practices and standards in all classes and practicum. These practices and standards are outlined in the MSW Student Code of Conduct which can be found on pages 84-87 of the current *MSW Student Handbook*. The Code of Conduct must be signed by all students beginning MSW students.

The following standards are not negotiable: Students may depend on well-planned classes and knowledgeable instructors. Professors are committed to the facilitation of student success. Learning is a complex phenomenon for which BOTH instructors and students are responsible. Evaluation criteria are stated clearly in the syllabus. However, if students have questions about grading, it is the students' responsibility to discuss these matters with their instructors. The course syllabus represents a contract between students and the instructor. Professors reserve the right to modify syllabi, and students will be notified in writing when such changes are made. Likewise, students are responsible for reading and following instructions on the syllabi.

Class Attendance: Because the MSW Program is a professional program, class attendance is **MANDATORY**. The Attendance Policy is extremely important and can be found in the current *MSW Student Handbook* on page 83. Students are expected to be on time for class and to return from breaks in a timely manner. Likewise, students are expected to participate in class discussions and activities.

Submission of Assignments: All assignments must be submitted **ON TIME** and **IN THE MANNER** directed by the faculty (e.g., brought to class, sent to an assignment drop box, etc). Deadlines are extremely important for professional social workers. Additional information about assignment submission is found in the Attendance Policy.

Academic Honesty: Plagiarism and other forms of academic dishonesty are not acceptable in a professional social work program. Students who engage in this type behavior risk failure on specific assignments, in the course, and possible dismissal from the MSW Program. Academic dishonesty is prohibited by the university as well as the Division of Social Work. The following link outlines [VSU's Academic Honesty Policies](#). The Academic Dishonesty Policy for the Division of Social Work is found in the *MSW Student Handbook* found as a link off the [Division web site](#).

Incompletes: Incomplete grades are given only in cases of extreme emergency with proper documentation, and are granted only with the prior approval of the instructor. Policies governing Incompletes are found in the *MSW Student Handbook*.

Academic Performance: Students are expected to maintain a 3.00 grade point average in the MSW Program. A discussion of all academic expectations and grading can be found in the *MSW Student Handbook*, including the Division's policy of Academic Deficiency Points given for grades lower than C.

Cancellation of Classes: The University President may cancel classes under specific emergency conditions. The most frequent cause of cancellation is inclement weather. Please check the main page of the VSU web site if you have concerns about inclement weather or an emergency situation:
<http://www.valdosta.edu>

ADDITIONAL STUDENT INFORMATION

Technology Assistance: Students having technology problems may contact the Help Desk (phone 229-245-4357) or e-mail a question at helpdesk@valdosta.edu. The Help Desk is located on the 2nd floor of the Odum Library. Their hours are 8:00 AM – 9:00 PM, Mondays – Thursdays; 8:00 AM – 5:00 PM, Fridays; 11:00 AM – 5:00 PM, Saturdays; and 1:00 PM – 9:00 PM, Sundays. If students are having problems with VISTA, they may seek link to Common Questions & Solutions or use the Vista Contact Form.

Students may also visit or call the Hub at 229-245-6490. The Hub is located in 2616 Odom Library and is available to help students with problems in VISTA courses. Students also should talk with their instructors if the technology problems are not easily resolved.

Specific Learning Needs: Students requiring classroom accommodations or modifications because of a documented disability should discuss their needs with the professor at the beginning of the semester. Students who are not registered with the Access Office for Students with Disabilities should contact VSU's Access Office or call 229-245-2498 (229-219-1348 for TTY). The office is located in Room 1115 Nevins Hall.

Students Experiencing Academic Difficulties: Students with academic concerns are strongly encouraged to contact the staff of the Student Success Center or call them at 229-333-7570. The Student Success Center is located on first floor of Langdale Hall on the main VSU campus. Services provided by the Success Center include tutoring, writing assistance, and help with time management. Students are encouraged to make appointments with Center Staff through the web link or by telephone. The Center is available to all VSU students, and evening appointments are available.

Additional services: The Counseling Center (phone 229-333-5940; e-mail pjraynor@valdosta.edu). Services are free of charge to students with emotional/mental, social, substance abuse and other problems. The Farber Health Services provides physical health services (phone 229-333-5886).

Emergency Campus Policy: The Police Contact Number is **229-259-5555**. The Campus Police Division is located in Pine Hall. Officers will escort students on campus, and emergency phones are placed across campus. Students are **strongly encouraged to program the campus emergency number, 911** (for local police) and ***447** (GA State Highway Patrol) **into their cell phone.**

RECEIVED**REQUEST FOR A REVISED COURSE**

Valdosta State University

OCT 19 2011

Date of Submission: 10/14/2011 (mm/dd/yyyy)VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL**Department Initiating Revision:**

Division of Social Work

Faculty Member Requesting Revision:

Allison Curington/Martha Giddings

Current Course Prefix, Title, & Number:

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

SOWK, Advanced Social Work Practicum I, 7611

List Current and Requested Revisions: (only fill in items needing to be changed)**Current:****Course Prefix and Number:** SOWK 7611**Credit Hours:** 4**Course Title:** Advanced Social Work Practicum I**Prerequisites:** Admission to the program and completion of all foundation coursework.**Co-requisites:** N/A**Course Description:** The first of two concentration practica designed to prepare students for advanced generalist social work practice.**Requested:****Course Prefix and Number:****Credit Hours:****Course Title:****Prerequisites:****Co-requisites:****Course Description:****Semester/Year to be Effective:**

Fall 2011

Estimated Frequency of Course Offering:

Yearly

Indicate if Course will be : Requirement for Major Elective**Justification:** Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data. Improving student learning outcomes: The Division requests to change the grading system for this practicum course (SOWK 7611) to the regular A-F grading system. Data from the Division's field instructors, other social work programs, and feedback from the faculty indicate that the system of using Satisfactory and Unsatisfactory (S/U) practicum grades does not differentiate student performance adequately. Students who are performing marginally in practicum often are given Satisfactory grades because the grade of Unsatisfactory grade has meant automatic dismissal from the MSW Program. We believe that the regular grading system will be more helpful in evaluating student performance. Adopting current best practice(s) in field: Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change:

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

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Field instructors have recommended this change, and feedback from other social work programs has indicated that many schools of social work have moved to the A-F grading system.

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

Data Sources:

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

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Evaluation of student performance in all required practicum courses is evaluated each year as part of the Division's Institutional Effectiveness Plan. Evaluation is ongoing and the impact of this change will be compared with previous assessments.

Approvals:		
Dept. Head:		Date:
College/Division Exec. Comm.:	<i>Chae Haeeta</i>	Date: 10-17-11
Dean/Director:	<i>Maeha In Sunday, Ph.D.</i>	Date: 10/14/2011
Graduate Exec. Comm.: (for graduate course)	<i>[Signature]</i>	Date: 11-3-11
Graduate Dean: (for graduate course)	<i>[Signature]</i>	Date: 11-3-11
Academic Committee:		Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 10/14/2011 (mm/dd/yyyy)

Department Initiating Revision:

Division of Social Work

Faculty Member Requesting Revision:

Allison Curington/Martha Giddings

Current Course Prefix, Title, & Number:

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

SOWK, Advanced Social Work Practicum II, 7612

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

Current:

Course Prefix and Number: SOWK 7612

Credit Hours: 4

Course Title: Advanced Social Work Practicum II

Prerequisites: SOWK 7611 and admission to the program.

Co-requisites: N/A

Course Description: The second of two concentration practica designed to prepare students for advanced generalist social work practice.

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Semester/Year to be Effective:

Fall 2011

Estimated Frequency of Course Offering:

Yearly

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes: The Division requests to change the grading system for this practicum course (SOWK 7612) to the regular A-F grading system. Data from the Division's field instructors, other social work programs, and feedback from the faculty indicate that the system of using Satisfactory and Unsatisfactory (S/U) practicum grades does not differentiate student performance adequately. Students who are performing marginally in practicum often are given Satisfactory grades because the grade of Unsatisfactory grade has meant automatic dismissal from the MSW Program. We believe that the regular grading system will be more helpful in evaluating student performance.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change:

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

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Field instructors have recommended this change, and feedback from other social work programs have indicated that many schools have moved to the A-F grading system for practicum courses.

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

Data Sources:

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

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Evaluation of student performance in all required practicum courses is evaluated each year as part of the Division's Institutional Effectiveness Plan. Evaluation is ongoing, and the impact of this change will be compared with previous assessments.

Approvals:	
Dept. Head:	Date:
College/Division Exec. Comm.: <i>Carol A. Resette</i>	Date: <i>10-17-11</i>
Dean/Director: <i>Martha M. Gandy, Ph.D.</i>	Date: <i>10/14/2011</i>
Graduate Exec. Comm.: (for graduate course) <i>[Signature]</i>	Date: <i>11-3-11</i>
Graduate Dean: (for graduate course) <i>[Signature]</i>	Date: <i>11-3-11</i>
Academic Committee:	Date:

Form last updated: January 6, 2010

**Valdosta State University, Division of Social Work
SOWK 7611/7612(four each)
Practicum-Practicum Seminar**

Instructor:	TBA
Office:	Pine Hall
Office Hours:	TBA
Phone:	229-249-4864 (Div. office)
E-Mail:	mswfield@valdosta.edu
Class:	Pine Hall Thursday 5-7 pm

CATALOG DESCRIPTION

SOWK 7611 — The first of two concentration practica designed to prepare students for advanced generalist social work practice.

SOWK 7612 — The second of two concentration practica designed to prepare students for advanced generalist social work practice.

COURSE DESCRIPTION

The MSW concentration practica, SOWK 7611 and SOWK 7612 are built on the competencies gained in the generalist experience of the foundation practicum. The central purpose of the second practica is to prepare students for advanced generalist social work practice.

Based on the ecological perspective, the concentration practica emphasize multi system assessments and multi model interventions. Structured learning opportunities allow students to integrate advanced knowledge acquired in the classroom with practice experiences. Opportunities are provided for students to explore reflectively the interrelationships between human behavior, social policy, research, and practice content at an advanced level. In each case, students identify ways in which their social work practice can be evaluated for its effectiveness, its congruence with the ethical context of the profession, and competence in serving diverse client groups.

The goal of the concentration practicum is to promote further awareness of self as a developing professional and to gain further mastery in assessment and intervention that are prescribed in various models of practice. Students are expected to become proficient in social work intervention(s) appropriate to Advanced Generalist Practice.

The course will extend over two academic semesters. Students will be required to spend 18 hours per week in practicum. The course will be graded on a S/U (satisfactory/unsatisfactory) basis, with a Satisfactory or B level performance being required for a passing grade. The grade is assigned by the Faculty Liaison who will rely heavily on the recommendation made by the Field Instructor.

PREREQUISITE

SOWK 6700/6710

REQUIRED TEXTS

Curington, A. *Field Instruction Handbook*. Division of Social Work, Valdosta State University, Valdosta, GA.

REQUIRED TECHNOLOGY

Adobe Acrobat Reader and Writer will be used as a tool for course enhancement. Your field documents will require access to both Reader and Writer. Please make sure you secure access to this program

VSU Vista Support

Valdosta State provides free technical support for students. If you need technical assistance with WebCT Vista, call the Help Desk at 229-245-4357 or visit the Vista@Valdosta State University web site for Frequently Asked Questions and Self Help, or contact [WebCT Help](#). You may also contact your instructor for assistance.

EXPLANATION OF THE POCO MAP

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The program objectives are derived from the goals of the MSW program. As we define it, program objectives are more specific than goals, and specify what we **intend or expect** students to accomplish by the end of the MSW Program. Think of them as targets to achieve. On the other hand, course outcomes **are much more specific**, course-related components of each program objective. The specific Course Outcomes are what each of you should have achieved by the end of each course. Perhaps the analogy of a community may be helpful. The advanced generalist social work community at VSU is made up of program objectives which can be thought of as individual businesses, institutions, and houses in our community. Like any community, each program objective (e.g., house, business) can stand alone, but they need each other to thrive and become a functional community. Course outcomes then can be seen as the walls, floors, windows and doors that are combined to comprise each objective and, ultimately the Advanced Generalist community.

The faculty has selected 19 Program Objectives to form the basic structure of the MSW Curriculum: 14 are foundation objectives and five are concentration objectives. The PoCo Map (Learning Plan) shows that these 19 Program Objectives are met in different courses across the two-year curriculum. Further, each of the 19 Program Objectives is linked with specific Course Outcomes. In examining the range of courses that comprise the overall curriculum, we can begin to identify specific elements of knowledge, values, and skills that we expect students to achieve during the MSW Program. We have called these elements *Course Outcomes*. Outcomes combine specific chunks of knowledge and skills with a demonstration of their achievement, through application! Just as a window might be a combination of a specific size of glass, with a type of wood and metal. Its achievement is the building of a window; the window is an achieved product although its ultimate application is its 'fit' with the specific house. By examining the outcomes that students are expected to master per course, students can determine the actual content that will be learned.

The POCO Map ensures that all courses and the overall curriculum meet our own curriculum standards as well as national standards of social work education as set forth by the Council on Social Work Education. (July 24, 2008)

This course is organized by outcomes that will provide focus, consistency, and clear evaluation criteria. Skills and knowledge that support achievement of the course outcomes will receive the majority of class time. These course outcomes are derived from the MSW program objectives, and will help you build toward achievement of those objectives. Lessons, materials, methods and assignments are organized toward your achievement of the objectives and toward what you as a student will be able to do differently, as a direct result of participating in the course:

Upon completion of this course, students should be able to: (See Attached Learning Plan for 7611/7612 for a thorough list of course objectives)

Program Objectives

1. **Demonstrate the ability to apply critical thinking within the context of professional social work practice**
2. **Analyze and apply the values and ethics of the social work profession**
3. **Using the strengths perspective, practice without discrimination and with respect, knowledge, and skills that are appropriate for the range of human differences**
4. **Understand and challenge mechanisms of oppression and discrimination**
5. **Apply strategies of advocacy and social change to advance justice**
6. **Understand and interpret the history, development, and current trends of the profession**
7. **Demonstrate the ability to analyze, formulate, and influence social policies.**
8. **Evaluate and apply research findings to practice and evaluate individual practice interventions at multi levels appropriately**
9. **Demonstrate the ability to communicate across client populations, colleagues and communities, in both written and verbal form**
10. **Identify with the social work profession and behave professionally**
11. **Demonstrate an increasing ability to engage in informed and systematic Self-Directed Practice.**
12. **Demonstrate elements of leadership and the ability to shape the professional environment.**
13. **Demonstrate an ability to analyze and critically evaluate the contextual elements to inform social work practice.**
14. **Apply balanced attention to multi-level practice**
15. **Demonstrate the ability to practice at increasing levels of complexity using specialized theories and practice methods.**

COURSE POLICIES PARTICULARLY RELEVANT TO THIS COURSE (Other, general policies are listed at the end of the syllabus in Grading Issues)

Written Work & Submission of Assignments

- Your written work should show thoroughness, accuracy and professionalism. All work must be carefully proofread and corrected. Case Studies, Journals and Process Recordings should be free of errors in spelling, grammar, and punctuation. If you do not proofread carefully, you run the risk of having your paper rejected for re-write, with penalty for lateness.

- Late papers will lose one full letter grade (10%) for every 24-hour period they are late (including weekends).
- **Any Word documents submitted electronically and uploaded to WebCT Vista must have a .doc (Word 2003) file extension.**
- No revisions of assignments will be allowed without explicit permission—However, please feel free to meet with me (face-to-face, online, or by phone) to discuss your papers before the final due dates.
- Make-up exams, as a rule, will *not* be permitted. Only in extraordinary circumstances will such work be accepted.

ASSIGNMENTS

You will demonstrate your achievement of course objectives through your submitted projects and assignments:

Students will be asked to compile the following assignments in electronic form and to keep both an electronic and hard copy during the semester. Field instructors are aware of these assignments and can assist students in their completion. Students are asked to share their field and seminar work with field instructors, and in the case of process recordings, must do so. The practicum seminar instructor, field instructor and student will work together as a practicum team to construct and implement the SOWK 6700/6710 Learning Plan and to evaluate student performance of competencies specified on the plan.

Practicum Seminar Instructor's will develop a schedule for the following assignments:

1. **Triadic Process Recordings** (Giddings & Vodde, 2000) will be assigned. In order to emphasize the team approach to field experiences, students are expected to complete process recordings on the assigned dates. The recordings are first turned in to practicum seminar instructors who provide written feedback to the student. (The template for the Triadic Process Recording can be found in the Field Handbook)

Subsequently, the recording is given to the assigned field instructor so that the supervisor's feedback can also be incorporated into the process recording. This triadic approach is helpful to the seminar instructor and the supervisor in underscoring areas of strength and weakness in student performance.

2. **Student Journals** will be assigned (the template for the Student Journal can be found in the Field Handbook).

3. **Case Studies** will be assigned (instructor will go over format in seminar).

ASSESSMENT and ASSESSMENT ISSUES

Students are expected to meet the fifteen program objectives that are applicable to all practicum sites as they begin practicum, supervision with their field instructor and meetings with their liaison. In grading practicum, a Midterm Grade Form must be completed by the field instructor to provide feedback at the mid-point of each semester. At the end of each semester the Final Grade Form and the Semester Evaluation is used to evaluate student progress in meeting the Program objectives. Each program objective has been broken down into specific course outcomes that students must demonstrate by the

end of the 15 week sequence. Students are evaluated according to the 1-5 rating scale indicated on the Semester Evaluation which is located on the Learning Plan Worksheet.

A student who receives a C or below on any of the following Program Objectives listed below automatically will receive a C or below in practicum, and a Corrective Action Plan (CAP) will be required:

Concentration Practicum 7611/7612

FPO 11 Communication

FPO 14 Professional Behavior

CPO 15 Self Directed Practice

CPO 19 Specialized theories and Models

If a student receives a C on 4 out of the 14 Foundation Program Objectives for Foundation Practicum or 5 out of 15 Program Objectives for Concentration Practicum, the student will automatically receive a C for the course and a Corrective Action Plan will be required.

All program objectives will be graded based on the average of the course outcomes. A student will be assigned a letter grade of A,B,C,D or F depending on the average. If a student makes a D in practicum/seminar the student must repeat the course and a Corrective Action Plan will be activated. Students who receive a C, D, or F also receive deficiency points. Because of the emphasis on practicum performance in the social work program, a grade of "F" in practicum courses equals 4 deficiency points and will result in permanent dismissal from the program. Please see Student Handbook for explanation of deficiency points.

Students may demonstrate that they meet the outcomes in a number of ways: student-initiated discussion of objectives during supervision, student logs, student journals, case studies, verbal content presented in supervision or practicum seminar, process recordings or other written or taped materials. Joint interviewing with field instructors or seminar instructors is also encouraged. All field instructors will be oriented to the development of realistic and utilitarian Learning Plans.

Whereas evaluation of student performance should be an ongoing process throughout the semester, students must be evaluated formally on at least two occasions during the Fall and Spring Semester:

1. **Midterm** — during the mid-semester evaluation, the field instructor and student should jointly evaluate the student's performance. If there are no problems that have been identified, the field instructor must complete the Midterm Evaluation Form. The student and field instructor must sign the form and forward the form to the faculty liaison for his/her signature. If there are problems or concerns that have emerged, the field instructor must notify the faculty liaison and a meeting should be scheduled and a Correction Plan should be completed(See Policy 6, Practicum Policies, Field Handbook).

2. **End of the semester** — at the end of the semester, the field instructor, faculty liaison and the student should plan a joint meeting to formally evaluate student progress during the practicum. At this time the Semester Evaluation Section and the Final Grade Form should be completed. Field

instructors will be asked to rate the course outcomes. The faculty liaison will then convert the ratings into a letter grade (A,B,C,D, or F).

3. Students will also be evaluated on timeliness and quality of assignments.

At the end of the Concentration Practicum Sequence, students are asked to complete a series of evaluation forms that relate to various dimensions of the overall practicum experience including an evaluation of the practicum agency, field instructor, and faculty liaison. Faculty liaisons also are asked to provide ongoing verbal feedback to the Office of Field Instruction regarding the quality of the practicum assignment. Field evaluation forms are found in the Evaluation Section of the Field Handbook.

I will need to inform your Advisor if your midterm grad is marginal and if you receive a C or below at any point during the academic year.

Please Note: Students should be aware of various issues that may adversely affect their grades and even their participation in the program. These regulations arise from legal codes, The Georgia Board of Regents, Valdosta State University, or the Valdosta State University Division of Social Work. All of them are listed in the Student Handbook at <http://www.valdosta.edu/sowk/documents/StudentHandbook09-10.pdf> IT IS VERY IMPORTANT TO READ AND UNDERSTAND ALL OF THE STUDENT HANDBOOK. Remember the "STATEMENT OF UNDERSTANDING" signed by all students (see page 87).

Please contact me with any special needs or developing problems. I will help you all I can.

COURSE SCHEDULE

Students are assigned to a specific practicum agency for two consecutive semesters. Students begin the Concentration practicum the first week of classes during fall semester. The Learning plan will be due the third week of practicum each semester and will be turned in to the faculty liaison. In addition, four Triadic Process Recordings will be due throughout the academic year. The due dates will be at Midterm and Finals for each semester. The decision to require additional Triadic Process Recordings is left to the discretion of the field instructor and/or faculty liaison. The Process Recordings will be a part of the evaluation process and must be turned in to the faculty liaison and field instructor. The decision to require additional Triadic Process Recordings is left to the discretion of the field instructor and/or faculty liaison. The students concerns and questions surrounding practicum should be addressed in supervision and faculty liaison visits.

DIVISION OF SOCIAL WORK and UNIVERSITY POLICIES

The goal of the Division of Social Work is to prepare students for the professional practice of social work. The Division requires students to adhere to professional practices and standards in all classes and practicum. These practices and standards are outlined in the MSW Student Code of Conduct which can be found on pages 84-87 of the current *MSW Student Handbook*. The Code of Conduct must be signed by all students beginning MSW students.

The following standards are not negotiable: Students may depend on well-planned classes and knowledgeable instructors. Professors are committed to the facilitation of student success. Learning is a complex phenomenon for which BOTH instructors and students are responsible. Evaluation criteria are stated clearly in the syllabus. However, if students have questions about grading, it is the students' responsibility to discuss these matters with their instructors. The course syllabus represents a contract between students and the instructor. Professors reserve the right to modify syllabi, and students will be notified in writing when such changes are made. Likewise, students are responsible for reading and following instructions on the syllabi.

Class Attendance: Because the MSW Program is a professional program, class attendance is **MANDATORY**. The Attendance Policy is extremely important and can be found in the current *MSW Student Handbook* on page 82. Students are expected to be on time for class and to return from breaks in a timely manner. Likewise, students are expected to participate in class discussions and activities.

Submission of Assignments: All assignments must be submitted **ON TIME** and **IN THE MANNER** directed by the faculty (e.g., brought to class, sent to an assignment drop box, etc). Deadlines are extremely important for professional social workers. Additional information about assignment submission is found in the Attendance Policy.

Academic Honesty: Plagiarism and other forms of academic dishonesty are not acceptable in a professional social work program. Students who engage in this type behavior risk failure on specific assignments, in the course, and possible dismissal from the MSW Program. Academic dishonesty is prohibited by the university as well as the Division of Social Work. The following link outlines [VSU's Academic Honesty Policies](#). The Academic Dishonesty Policy for the Division of Social Work is found in the *MSW Student Handbook* found as a link off the [Division web site](#).

Incompletes: Incomplete grades are given only in cases of extreme emergency with proper documentation, and are granted only with the prior approval of the instructor. Policies governing Incompletes are found in the *MSW Student Handbook*.

Academic Performance: Students are expected to maintain a 3.00 grade point average in the MSW Program. A discussion of all academic expectations and grading can be found in the *MSW Student Handbook*, including the Division's policy of Academic Deficiency Points given for grades lower than C.

Cancellation of Classes: The University President may cancel classes under specific emergency conditions. The most frequent cause of cancellation is inclement weather. Please check the main page

of the VSU web site if you have concerns about inclement weather or an emergency situation:
<http://www.valdosta.edu>

ADDITIONAL STUDENT INFORMATION

Technology Assistance: Students having technology problems may contact the Help Desk (phone 229-245-4357) or e-mail a question at helpdesk@valdosta.edu. The Help Desk is located on the 2nd floor of the Odum Library. Their hours are 8:00 AM – 9:00 PM, Mondays – Thursdays; 8:00 AM – 5:00 PM, Fridays; 11:00 AM – 5:00 PM, Saturdays; and 1:00 PM – 9:00 PM, Sundays. If students are having problems with VISTA, they may seek link to Common Questions & Solutions or use the Vista Contact Form.

Students may also visit or call the Hub at 229-245-6490. The Hub is located in 2616 Odom Library and is available to help students with problems in VISTA courses. Students also should talk with their instructors if the technology problems are not easily resolved.

Specific Learning Needs: Students requiring classroom accommodations or modifications because of a documented disability should discuss their needs with the professor at the beginning of the semester. Students who are not registered with the Access Office for Students with Disabilities should contact VSU's Access Office or call 229-245-2498 (229-219-1348 for TTY). The office is located in Room 1115 Nevins Hall.

Students Experiencing Academic Difficulties: Students with academic concerns are strongly encouraged to contact the staff of the Student Success Center or call them at 229-333-7570. The Student Success Center is located on first floor of Langdale Hall on the main VSU campus. Services provided by the Success Center include tutoring, writing assistance, and help with time management. Students are encouraged to make appointments with Center Staff through the web link or by telephone. The Center is available to all VSU students, and evening appointments are available.

Additional services: The Counseling Center (phone 229-333-5940; e-mail pjraynor@valdosta.edu). Services are free of charge to students with emotional/mental, social, substance abuse and other problems. The Farber Health Services provides physical health services (phone 229-333-5886).

Emergency Campus Policy: The Police Contact Number is **229-259-5555**. The Campus Police Division is located in Pine Hall. Officers will escort students on campus, and emergency phones are placed across campus. Students are **strongly encouraged to program the campus emergency number, 911** (for local police) and ***447** (GA State Highway Patrol) **into their cell phone.**

RECEIVED

REQUEST FOR A REVISED COURSE

Valdosta State University

NOV 01 2011

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission: 10/31/2011- resubmitting per request (mm/dd/yyyy)

Department Initiating Revision:

MLIS

Faculty Member Requesting Revision:

A. L. Ondrusek

Current Course Prefix, Title, & Number:

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

MLIS 7111

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

Current:

Course Prefix and Number:

Credit Hours:

Course Title: Information Retrieval in the Health Sciences

Prerequisites:

Co-requisites:

Course Description: An introduction to the online information retrieval systems standard in health sciences. The course covers searching health sciences databases, managing bibliographic records, and evaluating online products and publications that facilitate study and practice in various health professions.

Requested:

Course Prefix and Number:

Credit Hours:

Course Title: Information Retrieval in Science, Technology, and Medicine

Prerequisites:

Co-requisites:

Course Description: An introduction to information retrieval in the physical sciences, computer-based technologies, and medicine. The content also includes the models of organization and publication of information unique to those used by scientists, technologists, and health sciences professionals.

Semester/Year to be Effective:

Fall 2012

Estimated Frequency of Course Offering:

Annual

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change:

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

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

Data Sources:

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

Approvals:	
Dept. Head: <i>Wine</i>	Date: 10-31-11
College/Division Exec. Comm.:	Date:
Dean/Director: <i>Wakeman</i>	Date: 11/1/11
Graduate Exec. Comm.: (for graduate course) <i>Alford</i>	Date: 11-3-11
Graduate Dean: (for graduate course) <i>Alford</i>	Date: 11.3.11
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED

OCT 19 2011

REQUEST FOR A REVISED COURSE
Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission: 10/28/2011 (mm/dd/yyyy)

Department Initiating Revision:
Library and Information Science

Faculty Member Requesting Revision:
Colette Drouillard

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
MLIS 7420 Literature for Youth

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

Current:
Course Prefix and Number:
Credit Hours:
Course Title: Literature for Youth
Prerequisites:
Co-requisites:
Course Description: A survey of books and related materials for use with students and library patrons from prekindergarten through grade 12.

Requested:
Course Prefix and Number:
Credit Hours:
Course Title: Literature for Children
Prerequisites:
Co-requisites:
Course Description: A study of the literature created for children in relation to their needs, interests and abilities. Emphasis will be on the process of evaluation in order to meet the developmental, educational, cultural, and recreational needs of children.

Semester/Year to be Effective:
Fall / 2012

Estimated Frequency of Course Offering:
biannually

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field: Association for Library Service to Children (ALSC) Competencies for librarians serving children in public libraries
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other:

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. Youth services advisory council survey and interview responses

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

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

Data Sources:

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

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

Approvals:		
Dept. Head: <i>Conle</i>		Date: <i>Oct 19 2011</i>
College/Division Exec. Comm.:		Date:
Dean/Director: <i>Alburt</i>		Date: <i>10/18/11</i>
Graduate Exec. Comm.: (for graduate course) <i>Alburt</i>		Date: <i>11-3-11</i>
Graduate Dean: (for graduate course) <i>Alburt</i>		Date: <i>11-3-11</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

**MLIS 7420 Syllabus
Literature for Children
3 Semester Hours**

Valdosta State University
Master of Library and Information Science Program

Course Description

A study of the literature created for children in relation to their needs, interests and abilities. Emphasis will be on the process of evaluation in order to meet the developmental, educational, cultural, and recreational needs of children.

Learning Outcomes

Course learning outcomes are based on *Competencies for Librarians Serving Children in Public Libraries* from the Association for Library Service to Children (ALSC), a division of the American Library Association. Retrieved from:
<http://www.ala.org/ala/mgrps/divs/alsc/edcareers/alsccorecomps/index.cfm>

The student will:

1. Identify developmental needs of children through the use of theories of infant, child, and adolescent learning and development (Area I: Knowledge of Client Group, #1).
2. Identify developmentally appropriate resources for a wide range of children's information needs. (Area IV: Knowledge of Materials, #2).
3. Demonstrate a knowledge and appreciation of the various genres in literature for children. (Area IV: Knowledge of Materials, #1)
4. Locate literature for children from a variety of sources. (Area IV: Knowledge of Materials, #3)
5. Evaluate literature for children from a variety of points of view. (Area IV: Knowledge of Materials, #7)
6. Write annotations and reviews. (Area IV: Knowledge of Materials, #8)
7. Develop a collection of materials from a broad range of selection sources, and for a variety of reading skill levels (Area IV: Knowledge of Materials, #1, #2)
8. Recognize the role of the adult in relation to children and their materials, and demonstrate techniques for introducing children to literature. (Area I: Knowledge of Client Group, #6)
9. Identify current issues and trends in the field of literature and materials for children. (Area IV: Knowledge of Materials, #3)
10. Apply current research findings relating to information needs of children to the use of literature with children. (Area III Professionalism and Professional Development, #2)

Course format

All course meetings and activities will be conducted through BlazeView, Valdosta State University's electronic course management system.

Required course text and resources

Lynch-Brown, C., Tomlinson, C.M., Short, K.G. (2010). *Essentials of Children's Literature, 7th ed.* Boston, MA: Pearson Education, Inc.

Horning, K.T. (2010). *From Cover to Cover: Evaluating and Reviewing Children's Books, revised edition.* New York: HarperCollins.

Students will read many children's books of different types and genres and keep notes on their reading each week. They will also read selected articles and other pertinent materials that will be chosen by the instructor and identified in the weekly course folder as required readings.

In addition, students will be required to identify books and other materials for children that reflect their own research interests in order to complete several assignments in this course.

Assignments

Each assignment is worth the following points. Your final grade will be based on the number of points (out of 100 possible) you earn over the course of the semester. Details for each assignment are available under the assignments tab of the course website.

There will be a total of 100 points for the class as follows:

Childhood and Society	5
Book Reviews (two reviews/5 points each)	10
Multicultural Books	10
Bibliography	30
Reading notes	30
Discussion Board Participation	15
TOTAL	100

Course Grades

Students can earn a maximum of 100 points in this course as indicated above. Course grades will be awarded as follows:

- A: 90 – 100 points
- B: 80 – 89 points
- C: 70 – 79 points
- D: 60 – 69 points
- F: fewer than 60 points.

Course Policies

General Assumptions: This course is designed for the online learning environment and all course activities will take place inside the course website in BlazeView or on your own in the environment indicated in the assignment descriptions. Distance learning support is available from VSU. Please see: <http://www.valdosta.edu/vista/students.shtml>

Required readings are summarized on the course calendar and listed in full in the weekly folders. All readings other than the textbook chapters are accessible through GALILEO or Valdosta State University's Odum Library online journal access or through public access websites or through Odum Library course e-reserves or will be provided inside the course website in pdf format.

Students are expected to be able to obtain materials from GALILEO and the Odum Library's electronic collections and resources or their equivalents as part of their successful participation in this course. An online services guide for distance education students is on the Odum Library web site at <http://www.valdosta.edu/library/services/distanceeducation.shtml> Students should feel free to ask a local librarian for help learning to navigate GALILEO.

Attendance: 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. It is in the student's best interest to log into the BlazeView course delivery system daily to check for announcements and e-mail messages related to the course.

Communication: The course Faculty Office discussion board will be available for the duration of the semester. Please post course-related questions that may be relevant to your classmates on the discussion board. Please read the faculty office discussion board regularly. If you have a personal question please send it to me via BlazeView course e-mail or to my Valdosta State email address – cldrouillard@valdosta.edu If you would

like to speak with me by telephone please let me know via e-mail so we can arrange a good time for both of us to talk. If you are in Valdosta and would like to meet face to face please let me know so we can arrange a time. If I am on campus and my door is open please feel free to come in.

Submitting written assignments: All written work must be submitted as attachments to the assignment modules in the BlazeView course website using Word or rtf formats. If you use any word processing program other than Microsoft Word, please save your document in Rich Text Format (rtf). **All written work file names MUST begin with your last name and first initial and include the assignment name as the file name, for example: DrouillardC_tour.docx**

The university's Information Technology 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/helpdesk/guides/> Their telephone hotline is 229-245-4357.

Late work: All course work is due inside BlazeView on the date and time indicated on the course calendar. Any exceptions without penalties must be negotiated in advance. Technological crises are not an acceptable excuse for submitting work late unless BlazeView is down.

A grace period of 24 hours is offered without penalty. After 24 hours 20% of the possible grade will be deducted from the student's score for every additional 24 hours or increment thereof that the work is late up until the day the BlazeView assignment submission window closes. If you need additional time to work on an assignment or if you have a scheduling conflict please contact your instructor BEFORE the assignment is due to discuss your situation. The instructor WILL NOT accept work after the assignment submission window closes without prior consent.

University Policies

Academic Honesty at Valdosta State University: "Valdosta State University expects that graduate students will pursue their academic endeavors and conduct themselves in a professional and ethical manner. All work that a student presents to satisfy course requirements should represent his or her own efforts, including appropriate use and acknowledgement of external sources. Specific regulations related to student conduct and behaviors are contained in the Student Handbook, Student Code of Conduct." See also: <http://www.valdosta.edu/academic/AcademicHonestyPoliciesandProcedures.shtml>

It is your responsibility to make sure you understand how to avoid breeches of academic integrity. If you are unsure about the parameters of an assignment, ask for clarification. If you need help with citations and research resources and techniques, the university

provides extensive resources for students. For help please start at the Odum Library's "how to" page: <http://www.valdosta.edu/library/learn/howto.shtml>

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>).

Accommodations statement: From VSU's Access Office: Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in room 1115 Nevins Hall. The phone numbers are 229-245-2498 (V/VP) and 229-219-1348 (TTY).

If you have a documented disability please contact the Access Office. Once your request for accommodation is submitted please contact the instructor to discuss accommodations or modifications of course content and delivery.

Student Conduct: All interactions related to this class are to be conducted respectfully and professionally whether during face to face meetings, online interactions, small group work, e-mail or telephone communication according to the Student Code of Conduct as presented in the Valdosta State University Student Handbook, beginning on page 60: http://www.valdosta.edu/studentaffairs/documents/Student_Handbook_2009-10v1.pdf

Student Success Center: <http://www.valdosta.edu/ssc/> provides free tutoring and support for distance learning students at <http://valdosta.askonline.net/>

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

RECEIVED

REQUEST FOR A NEW COURSE

Valdosta State University

OCT 19 2011

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission: 10/28/2011 (mm/dd/yyyy)

Department Initiating Request:
Library and Information Science

Faculty Member Requesting:
Colette Drouillard

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog
for approved prefixes)
MLIS 7423

Proposed New Course Title:
Literature for Young Adults

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Lit for Young Adults

Semester/Year to be Effective:
Fall 2012

Estimated Frequency of Course Offering:
biannually

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) A study of the literature created for young adults in relation to their characteristics, needs, interests and abilities. Emphasis will be on the process of evaluation in order to meet the developmental, educational, cultural, and recreational needs of young adults.

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field: Young Adult Library Association (YALSA) Competencies for librarians serving young adults
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other:

Source of Data to Support Suggested Change:


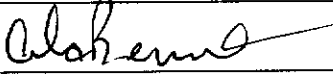
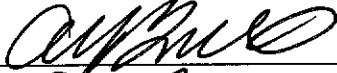

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Youth services advisory council survey and interview responses
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

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

Data Sources:

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

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

Approvals:	
Dept. Head: 	Date: Oct 9 2011
College/Division Exec. Comm.:	Date:
Dean/Director: 	Date: 10/18/11
Graduate Exec. Comm.: (for graduate course): 	Date: 11-3-11
Graduate Dean: (for graduate course): 	Date: 11-3-11
Academic Committee:	Date:

Form last updated: January 6, 2010

MLIS 7423 Syllabus
Literature for Young Adults
3 Semester Hours

Valdosta State University
Master of Library and Information Science Program

Course Description

A study of the literature created for young adults in relation to their characteristics, needs, interests and abilities. Emphasis will be on the process of evaluation in order to meet the developmental, educational, cultural, and recreational needs of young adults. Literature will be considered from various perspectives, including literary and artistic merit, popularity with teens, social and personal usefulness.

Learning Outcomes

Course learning outcomes are based on *YALSA's Competencies for Librarians Serving Youth: Young Adults Deserve the Best* from the Young Adult Library Services Association (YALSA), a division of the American Library Association. Retrieved from: http://www.ala.org/ala/mgrps/divs/yalsa/profdev/yadeservethebest_201.pdf

The student will:

1. Identify developmental needs of young adults (Area II: Knowledge of Client Group, #1)
2. Identify developmentally appropriate resources for a wide range of young adult information needs (Area V: Knowledge of Materials, #1)
3. Demonstrate a knowledge and appreciation of literature for young adults in traditional and emerging formats. (Area V: Knowledge of Materials, #3)
4. Locate literature for young adults from a variety of sources
5. Evaluate literature for young adults from a variety of points of view
6. Write annotations and reviews
7. Develop a collection of materials from a broad range of selection sources, and for a variety of reading skill levels (Area V: Knowledge of Materials, #4)
8. Identify trends and popular culture interests of young people (Area VII: Services, #4)
9. Describe the importance of the need to combat censorship and promote intellectual freedom in meeting YA information needs
10. Apply current research findings relating to information needs of young adults to young adult library services (Area IV: Administration, #3)

Course format

All course meetings and activities will be conducted through BlazeView, Valdosta State University's electronic course management system.

Required course text

Tomlinson, C. and Lynch-Brown C. (2009). *Essentials of Young Adult Literature, Second Edition*. New York: Allyn & Bacon.

Horning, K.T. (2010). *From Cover to Cover: Evaluating and Reviewing Children's Books, revised edition*. New York: HarperCollins.

Required YA books

These are the books that we will ALL be reading. You will also read books where you individually select what to read from a list of books in our text or another source such as a young adult literature award list. You should easily be able to obtain these from your public library; if you choose to purchase books for your own collection, inexpensive used copies are often available from online booksellers such as Amazon.com, BN.com, etc. Unless specified, any format (hard cover, paperback, audio, etc.) or edition is acceptable.

1. Alexie, S. (2007). *The Absolutely True Diary of a Part-Time Indian*. New York: Little, Brown.
2. Collins, S. (2008). *The Hunger Games*. New York: Scholastic.
3. Gantos, J. (2002). *Hole in My Life*. New York: Farrar, Straus & Giroux.
4. Green, J. (2005). *Looking for Alaska*. New York: Dutton Children's Books.
5. Satrapi, M. (2003). *Persepolis*. New York: Pantheon.

Assignments

Each assignment is worth the following points. Your final grade will be based on how the number points you earn over the course of the semester. Details for each assignment are available under the assignments tab of the course website.

There will be a total of 100 points for the class as follows:

YA developmental tasks & information needs	5
Personal reading profile	10
Book talk	15
Information needs assessment of a teen	20
Teens in distress	5

Final essay	20
Discussion Board Participation	25
TOTAL	100

Course Grades

Students can earn a maximum of 100 points in this course as indicated above. Course grades will be awarded as follows:

- A: 90 – 100 points
- B: 80 – 89 points
- C: 70 – 79 points
- D: 60 – 69 points
- F: fewer than 60 points.

Course Policies

General Assumptions: This course is designed for the online learning environment and all course activities will take place inside the course website in BlazeView or on your own in the environment indicated in the assignment descriptions. Distance learning support is available from VSU. Please see: <http://www.valdosta.edu/vista/students.shtml>

Students are expected to be able to obtain materials from GALILEO and the Odum Library's electronic collections and resources or their equivalents as part of their successful participation in this course. An online services guide for distance education students is on the Odum Library web site at <http://www.valdosta.edu/library/services/distanceeducation.shtml> Students should feel free to ask a local librarian for help learning to navigate GALILEO.

Attendance: 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. It is in the student's best interest to log into the BlazeView course delivery system daily to check for announcements and e-mail messages related to the course.

Communication: The course Faculty Office discussion board will be available for the duration of the semester. Please post course-related questions that may be relevant to your classmates on the discussion board. Please read the faculty office discussion board regularly. If you have a personal question please send it to me via BlazeView course e-mail or to my Valdosta State email address – cldrouillard@valdosta.edu If you would like to speak with me by telephone please let me know via e-mail so we can arrange a good time for both of us to talk.

Submitting written assignments: All written work must be submitted as attachments to the assignment modules in the BlazeView course website using Word or rtf formats (unless otherwise specified). If you use any word processing program other than Microsoft Word, please save your document in Rich Text Format (rtf). **All written work file names MUST begin with your last name and first initial and include the assignment name as the file name, for example: DrouillardC_tour.docx**

The university's Information Technology 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/helpdesk/guides/> Their telephone hotline is 229-245-4357.

Late work: All course work is due inside BlazeView on the date and time indicated on the course calendar. Any exceptions without penalties must be negotiated in advance – however, in most cases this is not possible during MayMester due to the brevity of the semester. Technological crises are not an acceptable excuse for submitting work late unless BlazeView is down.

University Policies

Academic Honesty at Valdosta State University: "Valdosta State University expects that graduate students will pursue their academic endeavors and conduct themselves in a professional and ethical manner. All work that a student presents to satisfy course requirements should represent his or her own efforts, including appropriate use and acknowledgement of external sources. Specific regulations related to student conduct and behaviors are contained in the Student Handbook, Student Code of Conduct." See also: <http://www.valdosta.edu/academic/AcademicHonestyPoliciesandProcedures.shtml>

It is your responsibility to make sure you understand how to avoid breaches of academic integrity. If you are unsure about the parameters of an assignment, ask for clarification. If you need help with citations and research resources and techniques, the university provides extensive resources for students. For help please start at the Odum Library's "how to" page: <http://www.valdosta.edu/library/learn/howto.shtml>

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>).

Accommodations statement: From VSU's Access Office: Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in room 1115 Nevins Hall. The phone numbers are 229-245-2498 (V/VP) and 229-219-1348 (TTY).

If you have a documented disability please contact the Access Office. Once your request for accommodation is submitted please contact the instructor to discuss accommodations or modifications of course content and delivery.

Student Conduct: All interactions related to this class are to be conducted respectfully and professionally whether during face to face meetings, online interactions, small group work, e-mail or telephone communication according to the Student Code of Conduct as presented in the Valdosta State University Student Handbook, beginning on page 60: http://www.valdosta.edu/studentaffairs/documents/Student_Handbook_2009-10v1.pdf

Student Success Center: <http://www.valdosta.edu/ssc/> provides free tutoring and support for distance learning students at <http://valdosta.askonline.net/>

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

RECEIVED**REQUEST FOR A NEW COURSE**

Valdosta State University

OCT 19 2011

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL**Date of Submission:** 10/28/2011 (mm/dd/yyyy)

Department Initiating Request: Library and Information Science	Faculty Member Requesting: Colette Drouillard
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) MLIS 7425	Proposed New Course Title: Youth Electronic Resources Proposed New Course Title Abbreviation: (For student transcript, limit to 30 character spaces) Youth Electronic Resources
Semester/Year to be Effective: Fall / 2012	Estimated Frequency of Course Offering: annually

Indicate if Course will be : Requirement for Major Elective**Lecture Hours:** 3**Lab Hours:** 0**Credit Hours:** 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Evaluation, selection, management, and use of electronic materials for children and young adults including web and computer-based materials. Learners will explore categories of resources and develop materials to facilitate access and promote learning.

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field: Youth services advisory council survey and interview responses identified knowledge of and ability to facilitate children's use of electronic resources as an essential skill for entry level youth services librarians.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other:

Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc.
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Youth services advisory council survey and interview responses identified knowledge of and ability to facilitate children's use of electronic resources as an essential skill for entry level youth services librarians.

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

Data Sources:

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

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

Approvals:	
Dept. Head: <i>Collie</i>	Date: <i>Oct 19 2011</i>
College/Division Exec. Comm.:	Date:
Dean/Director: <i>Albert</i>	Date: <i>10/18/11</i>
Graduate Exec. Comm.: (for graduate course): <i>Albert</i>	Date: <i>11-3-11</i>
Graduate Dean: (for graduate course): <i>Albert</i>	Date: <i>11-3-11</i>
Academic Committee:	Date:

Form last updated: January 6, 2010

MLIS 7425 Syllabus
Youth Electronic Resources
3 Semester Hours

Valdosta State University
Master of Library and Information Science Program

Course Description

Youth Electronic Resources will focus on the evaluation, selection, management, and use of electronic materials for children and young adults including web and computer-based materials. Learners will explore categories of resources and develop materials to facilitate access and promote learning. Issues such as copyright and technology planning will also be explored. Choices allow graduate students with varied backgrounds and interests to select activities that meet their professional needs.

Learning Outcomes

Course learning outcomes are based on *Competencies for Librarians Serving Children in Public Libraries* from the Association for Library Service to Children (ALSC), a division of the American Library Association (retrieved from: <http://www.ala.org/ala/mgrps/divs/alsc/edcareers/alsccorecomps/index.cfm>) and *YALSA's Competencies for Librarians Serving Youth: Young Adults Deserve the Best* from the Young Adult Library Services Association (YALSA), a division of the American Library Association (retrieved from: http://www.ala.org/ala/mgrps/divs/yalsa/profdev/yadeservethebest_201.pdf).

The student will:

1. Identify developmentally appropriate electronic resources for a wide range of children and young adult information needs (ALSC Area IV: Knowledge of Materials, #2 & Area IX: Technology, #4; YALSA Area V: Knowledge of Materials, #1)
2. Evaluate electronic resources for children and young adults from a variety of points of view (ALSC Area IV: Knowledge of Materials, #7 & #8; YALSA Area V: Knowledge of Materials, #4 & Area VI: Access to Information, #5)
3. Write annotations and reviews. (ALSC Area IV: Knowledge of Materials, #8; YALSA Area V: Knowledge of Materials, #3)
4. Develop and organize a collection of electronic materials from a broad range of selection sources to meet the need of children or young adults. (ALSC Area IV: Knowledge of Materials, #1 & #2; YALSA Area V: Knowledge of Materials, #4)

5. Develop plans for addressing technology needs and acquiring funds. (ALSC Area II: Administrative and Management Skills, #3 & Area IX: Technology, #2; YALSA Area IV: Administration, #5 & Area V: Knowledge of Materials, #4)
6. Create pathfinders, webquests and other materials to facilitate access and promote use of electronic information resources (ALSC Area V: User and Reference Services, #8; YALSA Area VII: Services, #1)

Course format

All course meetings and activities will be conducted through BlazeView, Valdosta State University's electronic course management system.

Required course text and resources

All required course readings are available online through Valdosta State University Library electronic databases or via electronic course reserves.

Assignments

Each assignment is worth the following points. Your final grade will be based on how the number points (out of 100 possible) you earn over the course of the semester. Details for each assignment are available under the assignments tab of the course website.

There will be a total of 100 points for the class as follows:

Module 1: Electronic Materials	5
Module 2: Pathfinders	5
Module 3: Databases	5
Module 4: Nonfiction	5
Module 5: Fiction	5
Module 6: Creativity Resources	5
Module 7: Collection Development	5
Module 8: Collection Issues	5
Module 9: Promotion	5
Pathfinder	15
Transmedia Project	15
WebQuest Project	20
Take a Stand Project	5
TOTAL	100

Course Grades

Students can earn a maximum of 100 points in this course as indicated above. Course grades will be awarded as follows:

- A: 90 – 100 points
- B: 80 – 89 points
- C: 70 – 79 points
- D: 60 – 69 points
- F: fewer than 60 points.

Course Policies

General Assumptions: This course is designed for the online learning environment and all course activities will take place inside the course website in BlazeView or on your own in the environment indicated in the assignment descriptions. Distance learning support is available from VSU. Please see: <http://www.valdosta.edu/vista/students.shtml>

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Communication: The course Faculty Office discussion board will be available for the duration of the semester. Please post course-related questions that may be relevant to your classmates on the discussion board. Please read the faculty office discussion board regularly. If you have a personal question please send it to me via BlazeView course e-mail or to my Valdosta State email address – cldrouillard@valdosta.edu If you would like to speak with me by telephone please let me know via e-mail so we can arrange a good time for both of us to talk.

Submitting written assignments: All written work must be submitted as attachments to the assignment modules in the BlazeView course website using Word or rtf formats (unless otherwise specified). If you use any word processing program other than Microsoft Word, please save your document in Rich Text Format (rtf). **All written work file names MUST begin with your last name and first initial and include the assignment name as the file name, for example: DrouillardC_tour.docx**

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It is your responsibility to make sure you understand how to avoid breeches of academic integrity. If you are unsure about the parameters of an assignment, ask for clarification. If you need help with citations and research resources and techniques, the university provides extensive resources for students. For help please start at the Odum Library's “how to” page: <http://www.valdosta.edu/library/learn/howto.shtml>

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Accommodations statement: From VSU's Access Office: Students requesting classroom accommodations or modifications due to a documented disability must contact

the Access Office for Students with Disabilities located in room 1115 Nevins Hall. The phone numbers are 229-245-2498 (V/VP) and 229-219-1348 (TTY).

If you have a documented disability please contact the Access Office. Once your request for accommodation is submitted please contact the instructor to discuss accommodations or modifications of course content and delivery.

Student Conduct: All interactions related to this class are to be conducted respectfully and professionally whether during face to face meetings, online interactions, small group work, e-mail or telephone communication according to the Student Code of Conduct as presented in the Valdosta State University Student Handbook, beginning on page 60: http://www.valdosta.edu/studentaffairs/documents/Student_Handbook_2009-10v1.pdf

Student Success Center: <http://www.valdosta.edu/ssc/> provides free tutoring and support for distance learning students at <http://valdosta.askonline.net/>

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

REQUEST TO DEACTIVATE A COURSE/PROGRAM

Valdosta State University

Date of Submission: 10/13/2011

Department Initiating Deactivation:
MLIS

Semester & Year to be Effective:
Fall 2011

List of courses (or the program or track) to be deactivated: MLIS 7160 Science and Technology Information Services

RECEIVED

OCT 19 2011

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

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

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other The content of the course will be combined with another course, MLIS 7111 Information Retrieval in the Health Sciences. The revised course will maintain the MLIS 7111 prefix and number under a new title.

Source of Data to Support Suggested Change:

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

Approvals:	
College/Division Exec. Comm.:	Date:
Dept. Head: <i>Wally</i>	Date: <i>19 Oct 2011</i>
Dean/Director: <i>Alhamed</i>	Date: <i>10/11/18</i>
Graduate Exec. Comm.: (for grad course/program) <i>Alhamed</i>	Date: <i>11-3-11</i>
Graduate Dean: (for grad course/program) <i>Alhamed</i>	Date: <i>11-3-11</i>
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

Core Curriculum Senior Curriculum Graduate Curriculum Other Curriculum

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

Current Catalog Page Number:
170

Proposed Effective Date for Curriculum Change:
(Month/Year): 10/11

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

Present Requirements:

Optional Track in Health Sciences Librarianship.
MLIS 7170, MLIS 7111.....
MLIS Electives.....
MLIS 7230 and MLIS 7440 are highly recommended. Other electives that qualify for the track are MLIS 7150, 7160, 7950* and either MLIS 7500 or MLIS 7505.

Remove

Proposed Requirements (Underline changes after printing this form:

Optional Track in Health Sciences Librarianship.
MLIS 7170, MLIS 7111.....
MLIS Electives.....
MLIS 7230 and MLIS 7440 are highly recommended. Other electives that qualify for the track are MLIS 7150, 7950*, 7999* and either MLIS 7500 or MLIS 7505.

Add

RECEIVED

OCT 19 2011

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Justification:

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

- Improve student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies:
- Other: Course content for MLIS 7160 combined with another course. MLIS 7999 is an option in all other MLIS tracks.

Source of Data to Support Suggested Change:

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

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

Data Sources:

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

Approvals:

Department Head:

Coule

Date: *Oct 19 20*

College/Division Exec. Committee:

Date:

Dean(s)/Director(s):

Alabern

Date: *10/18/11*

Grad. Exec. Committee:
(for graduate course)

Alabern

Date: *11-3-11*

Graduate Dean:
(for graduate course)

Alabern

Date: *11-3-11*

Academic Committee:

Date:

Form last updated: January 6, 2010

RECEIVED

OCT 19 2011

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Select Area of Change:

Core Curriculum Senior Curriculum Graduate Curriculum Other Curriculum
Specify: Area A,B,C,D,F

Current Catalog Page Number:
170

Proposed Effective Date for
Curriculum Change:
(Month/Year): 08/2012

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

Present Requirements: n/a - this is the addition
of a new Master of Library and Information
Studies Program Optional Track in Youth Services
Librarianship

Proposed Requirements (Underline changes
after printing this form:

Optional Track in Youth Services
Librarianship.....15 hours

MLIS 7422, 7220, 7425.....9 hours
MLIS 7420, 7421, 7423, 7950*, 7960*
or 7999*6 hours

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

Justification:

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

- Improve student learning outcomes:
- Adopting current best practice(s) in field: Youth services advisory council survey and interview
responses identified need for defined track in development of future youth services librarians. The track
and course learning outcomes are grounded in the Competencies for Librarians Serving Children in Public
Libraries from the Association for Library Service to Children (ALSC), a division of the American Library
Association (retrieved from: <http://www.ala.org/ala/mgrps/divs/alsc/edcareers/alsccorecomps/index.cfm>
) and YALSA's Competencies for Librarians Serving Youth: Young Adults Deserve the Best from the
Young Adult Library Services Association (YALSA), a division of the American Library Association
(retrieved from: http://www.ala.org/ala/mgrps/divs/yalsa/profdev/yadeservethebest_201.pdf).
- Meeting mandates of state/federal/outside accrediting agencies:
- Other:

Source of Data to Support Suggested Change:

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

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


Data Sources:


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

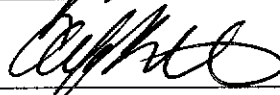
Approvals:

Department Head:  Date: Oct 19 2011

College/Division Exec. Committee: _____ Date: _____

Dean(s)/Director(s):  Date: 10/18/11

Grad. Exec. Committee:
(for graduate course)  Date: 11-3-11

Graduate Dean:
(for graduate course)  Date: 11-3-11

Academic Committee: _____ Date: _____

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 09/26/2011 (mm/dd/yyyy)

Department Initiating Revision:

OASIS

Faculty Member Requesting Revision:

Chere Peguesse

Current Course Prefix, Title, & Number:

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

GENS 4000 Interdisciplinary Studies Capstone

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

Current:

Course Prefix and Number: GENS 4000

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Requested:

Course Prefix and Number: INDS 4000

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Semester/Year to be Effective:

Fall 2012

Estimated Frequency of Course Offering:

Fall and Summer

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: New course prefix is consistent with new degree - i.e., B.A. Interdisciplinary Studies - which replaced the Bachelor of General Studies.

Source of Data to Support Suggested Change:

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

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

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

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Research presentation; portfolio; reading guides/discussion questions

Approvals:	
Dept. Head: <i>Chris Poyner</i>	Date: 9.27.2011
College/Division Exec. Comm.: <i>Annice Richards</i>	Date: 10/17/11
Dean/Director: <i>Annice Richards</i>	Date: 10/17/11
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 09/26/2011 (mm/dd/yyyy)

Department Initiating Revision:
OASIS

Faculty Member Requesting Revision:
Chere Peguesse

Current Course Prefix, Title, & Number:

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

GENS 2000 Introduction to Interdisciplinary Studies

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

Current:

Course Prefix and Number: GENS 2000

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Requested:

Course Prefix and Number: INDS 2000

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Semester/Year to be Effective:
Fall 2012

Estimated Frequency of Course Offering:
Fall and Summer

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: New course prefix is consistent with new degree - i.e., B.A. Interdisciplinary Studies - which replaced the Bachelor of General Studies.

Source of Data to Support Suggested Change:

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

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

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

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Research presentations; proposed plan of study including courses, internship opportunities, campus opportunities, and rationale for these selections; putting interdisciplinary studies "on trial" in class debate/trial format, with submission of supporting scholarly documentation; discussion questions; exam.

Approvals:	
Dept. Head: <i>Chris Z. Pappas</i>	Date: 9-27-2011
College/Division Exec. Comm.: <i>Kevin Richards</i>	Date: 10/19/11
Dean/Director: <i>Kevin Richards</i>	Date: 10/19/11
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

BACCALAUREATE AND MASTER'S DEGREES

NEW PROPOSAL FORM: ONE-STEP PROCESS

(Submit One Copy)

REVISED FORMAL PROPOSAL

Institution: Valdosta State University

Institutional Contact: Dr. Philip L. Gunter, Provost and VPAA

Date: August 2, 2011

School/Division: College of Arts & Sciences

Department: OASIS Center for Advising & First Year Programs

Departmental Contact: Dr. Chere Peguesse (229-245-4378)

Name of Proposed Program/Inscription: Interdisciplinary Studies

Degree: Bachelor of Arts

Major: Interdisciplinary Studies

CIP Code: 30.9999

Anticipated Starting Date: Fall 2012

Indication of Whether the Program is New and Online: New Program; not online

Indication of whether the program should be listed with the SREB Electronic Campus: No

1. Program Description and Objectives:

The Bachelor of Arts in Interdisciplinary Studies will replace the existing Bachelor of General Studies. The degree will have two tracks, as does the Bachelor of General Studies:

- Track 1, designed for nontraditional students who have been out of school for a period of at least 2 years;
- Track 2, designed for traditional students having a minimum GPA of 2.5.

A recent survey of students enrolled in the General Studies program indicated a strong dissatisfaction with the degree name, expressing concern that the name "General Studies" leads to a perception that the degree lacks focus and is without substance. In addition, the name General Studies is outdated. Of the 11 USG institutions offering comparable degrees, only two offer degrees in General Studies: Georgia Southern offers the Bachelor of General Studies and North GA College and State offers a B.S. in General Studies. The remaining 9 institutions

utilize terms such as interdisciplinary, integrative, or liberal studies. Implementation of the B.A. in Interdisciplinary Studies will bring VSU in line with terminology used in the current academic environment.

The resolution of complex issues of the 21st century often requires an integration of knowledge from multiple disciplines. The Bachelor of Arts in Interdisciplinary Studies addresses the need for such integration, providing students with the opportunity to combine courses from two or three subject areas, thus bridging the gap and forging connections between and among the disciplines. The flexibility and diversity of this degree have the potential to foster both creative and critical thinking as well as the generation of new ideas in ways that are different from those in traditional single-discipline programs. Interdisciplinarity facilitates a comprehensive understanding of complex issues – a more holistic understanding that reaches beyond simply comparing disciplinary perspectives into full integration.

a. Objectives of the program

The objectives of the B.A. in Interdisciplinary Studies are to:

- Provide students with a primary role in the guided design of their educational experience. As such, students engage in self-directed learning in that they are responsible for seeking out those courses and activities that fulfill their individualized academic and career goals.
- Encourage students to investigate combinations of disciplines that are not connected in traditional programs, thus bridging the gap between disciplines.
- Facilitate understanding of complex issues through the integration of knowledge from various disciplines.

b. Needs the program will meet

The B.A. in Interdisciplinary Studies will meet a variety of needs, including those of students who:

- Seek a breadth of knowledge that cannot be obtained when confined to a single discipline;
- Desire a more interactive role in planning their educational experience;
- Are unable or unwilling to narrow their interests to one discipline.

In addition, the degree will bring VSU up-to-date with regard to terminology currently used in the academic environment.

c. Brief explanation of how the program is to be delivered

This program will be delivered in a face-to-face format on VSU's main campus. Classes may utilize the technology via a learning management system as well as in-class instruction.

d. Prioritization within the institution's strategic plan

VSU Strategic Goal 3: Promote an environment for high level scholarly engagement among and within students, faculty, and community members. The B.A. in Interdisciplinary Studies supports this goal in a manner that is unique to the University, fostering scholarly exploration cutting across disciplines. Because of the uniqueness of each degree program, students are strongly encouraged to consult faculty within their chosen concentrations so as to gain the maximum benefit of their educational experience.

2. Description of the program's fit with the institutional mission and nationally accepted trends in the discipline.

VSU's Mission Statement includes as a core characteristic of the University: "a range of disciplinary and interdisciplinary academic programming at the baccalaureate and master's levels". The B.A. in Interdisciplinary Studies is consistent with this statement.

3. Description of how the program demonstrates demand and a justification of need in the discipline and geographic area and is not unnecessary program duplication.

According to USG Board of Regents, 11 institutions offer a comparable degree; VSU is the only institution in this area, however, to offer such a program.

The B.A. in Interdisciplinary Studies provides unique educational opportunities that are not available through traditional degree programs. Only through this program can students play a significant role in the structure and content of their education, and blend disciplines in such a way as to create new areas of study.

4. Brief description of institutional resources that will be used specifically for the program (e.g., personnel, library, equipment, laboratories, supplies & expenses, capital expenditures at program start-up and when the program undergoes its first comprehensive program review.

Because this program is comprised of courses from multiple disciplines, there is no need for additional faculty or increased faculty load to accommodate students. Budgetary expenses for the two required Interdisciplinary courses (currently offered as GENS 2000 and 4000) already exist within the OASIS budget.

5. Curriculum: List the entire course of study required and recommended to complete the degree program. Provide a sample program of study that would be followed by a representative student.

B.A. Interdisciplinary Studies

Interdisciplinary Studies Track One Admission Requirements:

- Must have been out of formal education for a period of at least 2 years; or
- Active-duty military

Core Areas A-E (See VSU Core Curriculum) 42 hours

Track One

Core Curriculum Area F (Courses appropriate to the major) 18 hours

Eighteen (18) hours* of lower-division from the following areas:

Elective from Area C	3 hours
Elective from Area D or CS 1000 or ACED 2400 or CISM 2201	3 hours
Elective from Area E	3 hours
Electives from B-F	9 hours

Senior College Curriculum, Track One 60 hours

1st Concentration	21 hours
2 nd Concentration	12 hours
3rd Concentration	12 hours
Free Electives	12 hours
INDS 4000	3 hours

In each concentration, students may choose from existing majors, minors, certificates, and concentrations with no more than 3 hours at the lower level. All courses must be completed with a grade of "C" or better

Track Two Admission Requirements:

- Completion of at least of 15 hours with a minimum GPA of 2.5
- At least 30 hours remaining in the major for degree completion
- A personal interview with the program coordinator
- A proposed course of study, including reasons for the integration of their selected fields of study, submitted to the program coordinator for approval

Core Areas A-E (See VSU Core Curriculum)

Track Two

Core Curriculum Area F (Courses appropriate to the major) 18 hours

Eighteen (18) hours of lower-division from the following areas:

Foreign Language	6 hours
Guided electives from Areas B-F*	9 hours
INDS 2000*	3 hours

*Courses must be completed with a grade of "C" or better

Senior College Curriculum, Track Two**60 hours****Major Core****9 hours**

Research-based course from concentration (3000-4000)	3 hours
Professional/Technical Writing/Communication (including, but not limited to: ACED 2050, ENGL 3020, 3030)	3 hours
INDS 4000 Capstone	3 hours

Students choose one of the following options:

(a) 1 st Concentration	21 hours
2 nd Concentration	18 hours
Free Electives	12 hours
(b) 1 st Concentration	18 hours
2 nd Concentration	12 hours
3 rd Concentration	12 hours
Free Electives	9 hours

In each concentration, students may choose from existing majors, minors, certificates, and concentrations with no more than 3 hours at the lower level. All courses must be completed with a grade of "C" or better

a. Clearly differentiate which courses are existing and which are newly developed courses. Include the course titles as well as acronyms and credit hour requirements associated with each course.

All courses in the program of study as outlined above are already in existence. A new acronym – INDS – will replace the old GENS on the two existing course. GENS 2000 and GENS 4000 will now be INDS 2000 and INDS 4000; the courses themselves will not change.

b. Append course descriptions for all courses (existing and new courses).

Course descriptions for the Introduction to Interdisciplinary Studies (GENS 2000) and Capstone (GENS 4000) are included in the appendix. The nature of the degree does not permit a listing of all course descriptions, since every degree is unique in that students are selecting courses based on their interests in fulfilling their concentrations and no two are identical. To list such descriptions would entail including the entire course catalog for VSU.

c. When describing required or elective courses, list all course prerequisites.

The nature of the degree does not permit a listing of all course prerequisites. Every degree is unique in that students are selecting courses based on their interests in fulfilling their concentrations.

d. Provide documentation that all courses in the proposed curriculum have met all institutional requirements for approval.

No new courses are planned; courses have previously met institutional requirements for approval through their individual disciplinary departments.

e. Append materials available from national accrediting agencies or professional organizations as they relate to curriculum standards for the proposed program.

There are no plans to seek program accreditation at this time.

f. Indicate ways in which the proposed program is consistent with national standards.

According to an article published by the AAC&U, majors in interdisciplinary studies have become a major marketing tool for universities attempting to recruit the best students. Employers are increasingly faced with hiring graduates who frequently have little concept of how to work as part of such diverse teams as one finds in today's workplace, due in part to being educated within the confines of a single discipline. As we moved into the 20th century, our view of knowledge and education began to evolve, transitioning from a linear model to resemble more of a web or network, with emphasis on information integration, nonlinear connections, and recognizing clusters of information. Students must be able to understand and evaluate complex problems based on information obtained from a variety of sources. Those who engage in interdisciplinary thinking will be prepared to do so and, as such, will be better informed decision makers.

g. If internships or field experiences are required as part of the program, provide information documenting internship availability as well as how students will be assigned and supervised.

Internships and field experiences are not required as part of the program.

h. Indicate the adequacy of core offerings to support the new program.

The existing core offerings on campus as well as through eCore are sufficient to support this program.

6. Admissions criteria. Please include required minimal scores on appropriate standardized tests and grade point average requirements.

There are two tracks of the B.A. in Interdisciplinary Studies:

Admission requirements for Track 1

- Absence from formal education for a period of at least 2 years; or
- Active-duty military

Admission requirements for Track 2

- Completion of at least of 15 hours with a minimum cumulative GPA of 2.5
- At least 30 hours remaining in the major for degree completion
- A personal interview with the program coordinator
- Prepare a written proposal for submission to the program coordinator regarding their educational plan, including the courses they plan to take as well as how this program better meets their needs as opposed to a traditional major

7. Availability of assistantships (if applicable).

None.

8. Student learning outcomes and other associated outcomes of the proposed program.

- Students will explain the interconnectedness of their chosen fields of study.
- Students will demonstrate critical, analytical, and synthesizing skills that characterize exploration beyond disciplinary boundaries.

9. Administration of the program:

a. Indicate where the program will be housed within the academic units of the institution.

This program will be housed within the OASIS Center for Advising and First Year Programs, replacing the existing Bachelor of General Studies. OASIS resides within the College of Arts and Sciences.

b. Describe the administration of the program inclusive of coordination and responsibility.

The IDS Coordinator (formerly General Studies Coordinator) will coordinate the program, reporting directly to the Department Head in OASIS Center for Advising and First Year Programs. The Coordinator will also serve as academic advisor, monitor student progress, recruit students into the program, and teach the Introduction and Capstone courses. This is the current practice, and will remain in place for the new program.

10. Waiver to Degree-Credit Hour (if applicable): If the program exceeds the maximum credit hour requirement at a specific degree level, then provide an explanation supporting the increase in hours (Note: The maximum for bachelor's degrees is 120-semester credit hours and the maximum for master's degrees is 36-semester credit hours).

The program does not exceed the maximum credit hour requirement.

11. Accreditation: Describe disciplinary accreditation requirements associated with the program (if applicable).

There are no plans to seek disciplinary accreditation at this time.

12. Projected enrollment for the program especially during the first three years of implementation. Please indicate whether enrollments will be cohort-based.

As it currently exists, the Bachelor of General Studies, which this program will replace, has approximately 124 students enrolled. Research into VSU faculty and student perceptions of the General Studies program indicate strong concerns regarding the perception of the program, specifically the name. The name and degree change are expected to increase enrollments; however, we have no reliable method of predicting what this increase will look like; enrollments have been fairly consistent since Fall 2008, as seen in Exhibit 1 below. Enrollment will not be cohort-based.

**Exhibit 1: Bachelor of General Studies
Total Enrollment and Number of Degrees Conferred, Fall 2007-Spring 2011**

	BGS Program Total Enrollment	BGS Degrees Conferred*
Fall 2007	162	27
Spring 2008	161	28
Summer 2008	81	20
Fall 2008	128	26
Spring 2009	127	16
Summer 2009	59	13
Fall 2009	131	18
Spring 2010	133	28
Summer 2010	66	11
Fall 2010	128	15
Spring 2011	124	20
Total	1,300	202
Average	118	20

*The number of Spring 2011 degrees conferred is not available at this time.

Source: VSU SRA Analysis of EAS Portal and VSU Semester Enrollment Analysis Report, July 2011.

13. Faculty

a. Provide an inventory of faculty directly involved with the administration of the program. For each faculty member, provide the following information:

Faculty Name	Rank	Highest Degree	Degrees Earned	Academic Discipline	Current Workload
Marsha Walden	Administrative Staff	Ed.D.		Educational Leadership	Advise all BGS students (100+); Teach 6sh/ term
Chere Peguesse	Associate Professor; Department Head;	Ph.D.		Rhetoric, Composition & Teaching of English	
<p>Explanation of how workload will be impacted by the new program: Because all courses in the proposed program are already in existence within the individual academic disciplines, enrollments can be accommodated through current offerings.</p>					
<p>Expected responsibilities in the program: No additional responsibilities anticipated at this time.</p>					

Total Number of Faculty: 1 faculty; 1 administrative staff

b. If it will be necessary to add faculty in order to begin the program, give the desired qualifications of the persons to be added, with a timetable for adding new faculty and plan for funding new positions.

Addition of faculty is not anticipated, since all courses are distributed throughout existing disciplines.

14. Fiscal, Facilities, Enrollment Impact, and Estimated Budget

a. Provide a narrative that explains how current institutional resources will be expended specifically for this program. Provide a narrative that explains how the institution will fiscally support the establishment of the new program through the redirection of existing resources and acquisition of new resources. Indicate whether the institution will submit a request for new funds as part of its budget request. The narrative also needs to explain the basis of the institution's projections with regard to anticipated EFT, head count, student enrollment, estimated expenditures, and projected revenues.

No new funds are requested for this program. The courses are already in existence and taught by existing faculty within various disciplines across campus. Operating costs will not change; they are currently part of an existing department.

Student Enrollment, FTE, Headcount estimates:

With an average graduation rate of 16%, an estimated 80% of General Studies students will shift to the new program. The projected enrollment and FTE are intentionally conservative in this projection, since there are no data to reliably forecast program growth.

Projected Revenue:

Revenue projections are intentionally conservative. The estimates are based on the average enrollment since Fall 2007, with a 12 credit hour load and 6 credit hours over the summer for a total of 30 semester hours per year. During the first year, new student revenue would be inflated due to the anticipated shift from the General Studies program. Over the following 3 years, if new student enrollment holds steady at present rates, projected revenue would average \$235,569 per year.

	First Year FY 13	Second Year FY14	Third Year FY15	Fourth Year FY16
I. ENROLLMENT PROJECTIONS				
Student Majors	0	88	88	88
Shifted from other programs (including undecided)	94*	25	25	25
New to the institution	5	5	6	7
Total Majors	99	118	119	120
<i>*Note: Approximately 80% of General Studies students are expected to shift to the new program</i>				
Course Sections Satisfying Program Requirements				
Previously existing	40	40	40	40
New	0	0	0	0
Total Program Course Sections	40	40	40	40
Credit Hours Generated by Those Courses				
Existing enrollments	0	2640	2640	2640
New enrollments	2970	900	930	960
Total Credit Hours	2970	3540	3570	3600
DEGREES AWARDED				
	20	20	20	20
II. EXPENDITURES				
	EFT Dollars	EFT Dollars	EFT Dollars	EFT Dollars
Personnel – reassigned or existing positions				
Faculty				
Part-time Faculty				
Graduate Assistants				
Administrators (estimate 84% time spent on prgrm)	34,937	34,937	34,937	34,937
Support Staff (estimate 5% time spent on prgrm)	1066	1066	1066	1066
Fringe Benefits				
Other Personnel Costs				
Total Existing Personnel Costs	36,003	36,003	36,003	36,003
Personnel – new positions				
Faculty				

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Part-time Faculty				
Graduate Assistants				
Administrators				
Support Staff				
Fringe Benefits				
Other personnel costs				
Total New Personnel Costs	0	0	0	0
Start-up Costs (one-time expenses)				
Library/learning resources				
Equipment				
Other				
Physical Facilities: construction or major renovation				
Total One-time Costs	0	0	0	0
Operating Costs (recurring costs – base budget)				
Supplies/Expenses				
Travel				
Equipment				
Library/learning resources				
Other				
Total Recurring Costs	0	0	0	0
GRAND TOTAL COSTS	36,003	36,003	36,003	36,003
III. REVENUE SOURCES				
Source of Funds				
Reallocation of existing funds				
New student workload				
New Tuition <i>(157.80/sh x new students)</i>	468,666	142,020	146,754	151,488
Federal funds				
Other grants				
Student fees <i>(955/new student x 3 semesters)</i>	83,635	85,950	88,815	91,680
Other				
New state allocation requested for budget hearing				
Nature of Funds				
Base budget				
One-time funds				
GRAND TOTAL REVENUES (new students)	552,301	227,970	235,569	243,168

Facilities Information for New Academic Programs

Proposed Location for the Program: University Center

Floor area required for the program (gross and net square feet): 0

Type of spaces required:

- Number of classrooms 0
- Number of labs 0
- Number of offices 0
- Other spaces 0

Place an "X" beside the appropriate selection:

X Existing facility will be used as is (area square footage):

Existing facility will require modification (area square footage):

Projected renovation cost:

Estimated relocation cost:

Total funding required:

Source of Funding:

Construction of new facilities will be required (area square footage):

Estimated construction cost:

Estimated total project cost:

Proposed source of funding:

List any infrastructure impacts that the program will have (i.e., parking, power, HVAC, etc.) and indicated estimated cost and source of funding.

None.

Other comments:

None.

Note: A system office Facilities Project Manager(through the Office of Facilities) may contact you with further questions separate from the review of the new academic program.

Appendix A

Course Descriptions

INDS 2000 Introduction to Interdisciplinary Studies 3-0-3

An introduction to the theory of interdisciplinarity. The course focuses on exploring common pathways and connections among disciplines. It enables students to develop a personal theory of interdisciplinary studies and culminates in a detailed plan for an individualized major.

INDS 4000 Interdisciplinary Studies Capstone 3-0-3

Planned seminars, directed study, and a project will be used to demonstrate mastery of interdisciplinary study. The course provides the opportunity for synthesis and critical assessment of multiple interdisciplinary foci into a coherent whole.

Appendix B

Comparable USG programs

- Georgia State University: Bachelor of Interdisciplinary Studies
- University of Georgia: B.S./B.F.A. Interdisciplinary Studies

COLLEGE OF ARTS & SCIENCES > DEGREE PROGRAMS > BACHELOR OF INTERDISCIPLINARY STUDIES

Bachelor of Interdisciplinary Studies

The Bachelor of Interdisciplinary Studies degree provides educational opportunities not available through the existing, traditional degree programs. The purpose of the program is to offer students an avenue by which they may take advantage of the rich offerings available in the several colleges at the university. An individual student, in consultation with a faculty adviser, may tailor a program of study that meets his or her particular educational needs, desires, and interests.

A student can pursue either a college-planned or a student-planned interdisciplinary program. The established college-planned programs address the needs of many students interested in a multidisciplinary, non-traditional education. Existing areas of concentration include Arts Administration-Speech/Theatre, Asian Studies, Classical Studies, Community Studies, Environmental Science, International Studies, Italian Studies, Law and Society, Middle East Studies, and Theatre. Information about the B.I.S. program, including program options and the application process, is available from the college's Office of Academic Assistance, 418 General Classroom Building, 404/413-5000.

Purpose

The Bachelor of Interdisciplinary Studies degree provides educational opportunities not readily available through traditional departmental degree programs. Students have flexibility in developing a course of study appropriate to their goals by selecting courses from several departments/schools/institutes in the College of Arts and Sciences. Students may also include courses from other colleges of this university in their interdisciplinary program.

It is not the function of the interdisciplinary program to put together an assortment of courses work as a last-minute effort to facilitate a student's graduation. A proposal should be planned by the time a student has earned 42 credit hours and should reflect a logical, consistent course of study that is based on acceptable and germane student objectives.

Program Admission

Applicants to the Bachelor of Interdisciplinary Studies program must satisfy the admission requirements for Georgia State University and, in addition, must have a Georgia State cumulative grade-point average of 2.0. Matriculation into the program can occur only after the B.I.S. Council approves a student's program of study. There is a special application procedure for this degree program and faculty advisement is a mandatory component of this process.

Program Degree Requirements

There are two options in the Bachelor of Interdisciplinary Studies program, the student-planned option and the college-planned option. Descriptions are listed below.

No more than 12 hours of the requirements in an area of concentration (Area G), and no more than 8 hours of the requirements in an allied field (Area H), may be taken from the offerings of any single discipline in the university. Courses in the area of concentration (Area G) and allied field (Area H) must be at the 3000-4000 level. Also, a grade of C or higher is required in all courses in the area of concentration (Area G) and allied field (Area H). Electives are used to build the hours in Areas G-J to 60 hours, have 39 hours at Georgia State University taken at the 3000-4000 level for residency, and complete 120 hours required for graduation. The last 27 semester hours prior to graduation must be completed while formally enrolled in the program.

Option One: Bachelor of Interdisciplinary Studies Student-Planned Program

Students may choose the option to propose their own program of study for approval by the B.I.S. Council responsible for the oversight of the degree. Students may select their proposed courses from any college in the university, as long as at least 50 percent of the hours in the program are chosen from courses in the College of Arts and Sciences. Students should have their proposed student-planned programs reviewed by the B.I.S. Council by the time they have earned 42 hours.

To gain approval into the program, students must articulate a reasonable and educationally justifiable course of study. Proposed interdisciplinary degree programs cannot resemble current programs offered at the university. Students interested in initiating the application process must first schedule an appointment with an academic adviser in the Office of Academic Assistance (404/413-5000). Students must also select an appropriate faculty adviser to provide guidance in developing the interdisciplinary program.

Course of Study Outline for Student-Planned Programs:

Areas A-E: Core Curriculum (42)

All undergraduate students satisfy a common core curriculum. These requirements are printed in the "Academic Regulations" section of this catalog.

Area F: Courses Appropriate to the Major Field (18)

Courses in this area should be included in the program proposal. The courses selected for this area must be at the lower-division level and judged to be programmatically appropriate to the intent of the proposed program. Foreign Language 1002 must be included in Area F of all student-planned programs, except for those in science.

Area G: Area of Concentration (similar to a traditional major area, except interdisciplinary in content).

Area H: Allied Field (similar to a minor, except interdisciplinary in content).

Area J: Electives

When developing a student-planned program, the student may choose one of the following structures:

Program Plan Structure One: An area of concentration (27-33 semester hours) with an allied field (15-21 semester hours) and electives (6-18 semester hours).

Program Plan Structure Two: An area of concentration (27-33 semester hours) with two allied fields (15-21 semester hours each).

Program Plan Structure Three: Two areas of concentration (27-33 semester hours each).

Option Two: Bachelor of Interdisciplinary Studies College-Planned Program

Students may choose a program designed by the College as follows: Arts Administration-Speech/Theatre, Asian Studies, Classical Studies, Community Studies, Environmental Science, International Studies, Italian Studies, Law and Society, Middle East Studies, and Theatre. For information about the college-planned programs, see the alphabetical list of majors later in this chapter of this catalog. Environmental Science has specific core curriculum requirements listed.

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Interdisciplinary Studies

Students who have academic interests for which no major is offered or which combine several major areas within the Franklin College of Arts & Sciences may wish to pursue an Interdisciplinary Studies (IDS) major. Students in the Interdisciplinary Studies Program plan a program of study and write a Senior Thesis under the supervision of a faculty advisor and an advisory committee. The student and the IDS Coordinator work together in creating the committee and selecting the major advisor.

The Interdisciplinary Studies major consists of a minimum of 24 semester hours of coursework in addition to the Senior Thesis (3 hours), which is written on a topic of special interest to the student. The courses counting toward the major must be drawn from two or more departments within the Franklin College. Some programs may also be approved to include courses in other schools and colleges within the University, but students desiring to use more than nine semester hours outside the Franklin College must obtain special permission in advance from the Interdisciplinary Studies Program.

A student may propose his/her own program of study or may choose from any of the Interdisciplinary Studies Programs already in place, such as Computer Animation, Marine Sciences or Scientific Illustration.

Applicants for the program must have completed no less than 30 and no more than 75 semester hours of credit with a minimum 3.00 cumulative grade point average. They must also maintain a 3.00 average to remain in the Interdisciplinary Studies Program.

The program requires careful advance planning and rigorous study. It is designed for students who have a plan for a course of study that will meet certain requirements that they have set for themselves. It is not for students who have taken a number of courses in various areas, can't settle on a major course of study and try to "pull something together" when they are seniors.

[Home / Majors](#)

Interdisciplinary Studies - B.S.

DEGREE REQUIREMENTS

[Entrance Requirements for the Major](#)

General Education Core Curriculum
(Selected with the advice of an academic advisor)

Areas I II III IV V

[Area VI](#)

[Major Requirements](#)

College-wide Requirements must be satisfied in order to graduate with this major

TOTAL DEGREE HOURS **120 hours**

[Basic View](#)

I. FOUNDATION COURSES (9 HOURS)

[ENGL 1101](#) or [ENGL 1101E](#)
[ENGL 1102](#) or [ENGL 1102E](#) or [ENGL 1102M](#) or [ENGL 1050H](#) or [ENGL 1060H](#)
[MATH 1101](#) or [MATH 1113](#) or [MATH 2200](#) or [MATH 2250](#) or [MATH 2300H](#) or [MATH 2400](#) or [MATH 2400H](#) or [MATH 2410](#) or [MATH 2410H](#)

II. SCIENCES (7-8 HOURS)

At least one of the physical science or life science courses must include a laboratory.

Physical Sciences (3-4 hours)

No preferred courses for this area. See Core Curriculum view.

Life Sciences (3-4 hours)

No preferred courses for this area. See Core Curriculum view.

III. QUANTITATIVE REASONING (3-4 HOURS)

No preferred courses for this area. See Core Curriculum view.

IV. WORLD LANGUAGES AND CULTURE, HUMANITIES AND THE ARTS (12 HOURS)

World Languages and Culture (9 hours)

No preferred courses for this area. See Core Curriculum view.

Humanities and the Arts (3 hours)

No preferred courses for this area. See Core Curriculum view.

V. SOCIAL SCIENCES (9 HOURS)

- Students who have not met the Georgia and U.S. Constitution requirement by examination should enroll in [POLS 1101](#).
- A passing grade on an examination on the history of the United States and Georgia is required to satisfy the United States and Georgia History Requirement for all persons receiving a baccalaureate degree from the University, unless exempted by one of the following courses: [HIST 2111](#), [HIST 2112](#). Examinations are given to freshmen during orientation and twice each semester by the History Department. Reexamination is permitted. Examination dates are announced in the *Schedule of Classes*.

No preferred courses for this area. See Core Curriculum view.

Area VI

See General Information.

MAJOR REQUIREMENTS

A baccalaureate degree program must require at least 21 semester hours of upper division courses in the major field and at least 39 semester hours of upper division work overall. Students in the Franklin College must earn a grade of "C" (2.0) or better in major required courses.

Required Courses

See General Information.

(This total does not include the 1-hour P.E. requirement)

[Home / Majors](#)

Interdisciplinary Studies - B.F.A.

DEGREE REQUIREMENTS

[Entrance Requirements for the Major](#)

General Education Core Curriculum
(Selected with the advice of an academic advisor)

Areas I II III IV V

[Area VI](#)

[Major Requirements](#)

College-wide Requirements must be satisfied in order to graduate with this major

TOTAL DEGREE HOURS **120 hours**

[Basic View](#)

I. FOUNDATION COURSES (9 HOURS)

[ENGL 1101](#) or [ENGL 1101E](#)

[ENGL 1102](#) or [ENGL 1102E](#) or [ENGL 1102M](#) or [ENGL 1050H](#) or [ENGL 1060H](#)

[MATH 1101](#) or [MATH 1113](#) or [MATH 2200](#) or [MATH 2250](#) or [MATH 2300H](#) or [MATH 2400](#) or [MATH 2400H](#) or [MATH 2410](#) or [MATH 2410H](#)

II. SCIENCES (7-8 HOURS)

At least one of the physical science or life science courses must include a laboratory.

Physical Sciences (3-4 hours)

No preferred courses for this area. See Core Curriculum view.

Life Sciences (3-4 hours)

No preferred courses for this area. See Core Curriculum view.

III. QUANTITATIVE REASONING (3-4 HOURS)

No preferred courses for this area. See Core Curriculum view.

IV. WORLD LANGUAGES AND CULTURE, HUMANITIES AND THE ARTS (12 HOURS)

World Languages and Culture (9 hours)

No preferred courses for this area. See Core Curriculum view.

Humanities and the Arts (3 hours)

No preferred courses for this area. See Core Curriculum view.

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V. SOCIAL SCIENCES (9 HOURS)

- Students who have not met the Georgia and U.S. Constitution requirement by examination should enroll in [POLS 1101](#).
- A passing grade on an examination on the history of the United States and Georgia is required to satisfy the United States and Georgia History Requirement for all persons receiving a baccalaureate degree from the University, unless exempted by one of the following courses: [HIST 2111](#), [HIST 2112](#). Examinations are given to freshmen during orientation and twice each semester by the History Department. Reexamination is permitted. Examination dates are announced in the *Schedule of Classes*.

No preferred courses for this area. See Core Curriculum view.

Area VI

See General Information.

MAJOR REQUIREMENTS

A baccalaureate degree program must require at least 21 semester hours of upper division courses in the major field and at least 39 semester hours of upper division work overall. Students in the Franklin College must earn a grade of "C" (2.0) or better in major required courses.

Required Courses (12 hours)

(Primary Subjects)

Twelve hours of senior division courses must be in one subject (primary). These hours must be selected in consultation with the department in which the major is taken.

Major Electives (18 hours)

(Related Subjects)

At least nine hours must be senior division courses

General Electives (30 hours)

Upper division (18 hours)

Any level (12 hours)

(This total does not include the 1-hour P.E. requirement)

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 09/09/2011 (mm/dd/yyyy)

Department Initiating Revision:
Mathematics & Computer Science

Faculty Member Requesting Revision:
Dr. Greg Harrell

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
MAED 3500 Middle Grades Math Methods

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

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: MAED 2999, EDUC 2110,
EDUC 2120, EDUC 2130, MATH 2262,
PSYC 2500

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: MAED 2999, EDUC 2110,
EDUC 2120, EDUC 2130, MATH 2262

Co-requisites:

Course Description:

Semester/Year to be Effective:
Fall 2012

Estimated Frequency of Course Offering:

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Initially, PSYC 2500 was included as a required Core Area E course in our newly proposed secondary education track for the B.A. in mathematics major in order to serve as a foundation to understanding learning theories to be covered in MAED 3500. Removing PSYC 2500 from the MAED 3500 prerequisite list is needed for two reasons. First, requiring this course in Core Area E will force transfer students who have completed the core to take another core course, thereby delaying their program of study. Second, we have learned that EDUC 2130, which already serves as a prerequisite to MAED 3500, covers the desired learning theories. Students will be better served and the MAED 3500 curriculum will not be harmed by removing PSYC 2500 from the prerequisite list.

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. We currently have numerous majors in the department who are majoring in mathematics and desire to become high school mathematics teachers within the timeframe of an undergraduate degree. Currently, this is not possible at Valdosta State.

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

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

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. Student opinion of instruction and alumni surveys.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Students will add materials for course effectiveness assessment to their electronic portfolios, including lesson plans, impact on grade 6-8 student learning (pre/post-test), and evidence of successful use of the methods course content in the grade 6-8 classroom.

Approvals:	
Dept. Head: <i>Arun Kumar</i>	Date: <i>10/12/11</i>
College/Division Exec. Comm.: <i>Lonnie Richards</i>	Date: <i>10/19/11</i>
Dean/Director: <i>Lonnie Richards</i>	Date: <i>10/19/11</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 09/09/2011 (mm/dd/yyyy)

Department Initiating Revision:
Mathematics & Computer Science

Faculty Member Requesting Revision:
Dr. Greg Harrell

Current Course Prefix, Title, & Number:

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

MAED 3510 Middle Grades Laboratory

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

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: MAED 2999, EDUC 2110,
EDUC 2120, EDUC 2130, PSYC 2500

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: MAED 2999, EDUC 2110,
EDUC 2120, EDUC 2130

Co-requisites:

Course Description:

Semester/Year to be Effective:

Fall 2012

Estimated Frequency of Course Offering:

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Initially, PSYC 2500 was included as a required Core Area E course in our newly proposed secondary education track for the B.A. in mathematics major in order to serve as a foundation to understanding learning theories to be applied in MAED 3510. Removing PSYC 2500 from the MAED 3510 prerequisite list is needed for two reasons. First, requiring this course in Core Area E will force transfer students who have completed the core to take another core course, thereby delaying their program of study. Second, we have learned that EDUC 2130, which already serves as a prerequisite to MAED 3510, covers the desired learning theories. Students will be better served and the MAED 3510 curriculum will not be harmed by removing PSYC 2500 from the prerequisite list.

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. We currently have numerous majors in the department who are majoring in mathematics and desire to become high school mathematics teachers within the timeframe of an undergraduate degree. Currently, this is not possible at Valdosta State.

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

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

Data Sources:

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

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Students will add materials for course effectiveness assessment to their electronic portfolios, including implementation of lesson plans, impact on grade 6-8 student learning (pre/post-test), and professional dispositions.

Approvals:	
Dept. Head: <i>Amos Kuman</i>	Date: <i>10/12/11</i>
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>10/19/11</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>10/19/11</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

Core Curriculum
 Senior Curriculum
 Graduate Curriculum
 Other Curriculum

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

Current Catalog Page Number:

Not yet in catalog. The secondary education track was approved at the 8-22-11 Academic Committee meeting to be inserted after the BA in Math program on pages 153-154 of the 2010-2011 catalog.

Proposed Effective Date for Curriculum Change:

(Month/Year): 08/2012

Degree & Program Name:

(e.g., BFA, Art): BA, Math, Secondary Education Track

Present Requirements:

REQUIREMENTS FOR THE B. A. DEGREE WITH A MAJOR IN MATHEMATICS – SECONDARY EDUCATION TRACK

Core Curriculum Areas A-E (See VSU Core Curriculum) 42 hours

Mathematics majors are required to take Precalculus (MATH 1113) in Area A and Analytic Geometry and Calculus I (MATH 2261) in Area D. In addition, majors choosing the Secondary Education Track must take PSYC 2500 in Area E.

Proposed Requirements (Underline changes after printing this form:

REQUIREMENTS FOR THE B. A. DEGREE WITH A MAJOR IN MATHEMATICS – SECONDARY EDUCATION TRACK

Core Curriculum Areas A-E (See VSU Core Curriculum) 42 hours

Mathematics majors are required to take Precalculus (MATH 1113) in Area A and Analytic Geometry and Calculus I (MATH 2261) in Area D.

Justification:

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

Improve student learning outcomes:

Adopting current best practice(s) in field:

Meeting mandates of state/federal/outside accrediting agencies:

Other: Initially, PSYC 2500 was included as a required Core Area E course in our newly proposed secondary education track for the B.A. in mathematics major in order to serve as a prerequisite to understanding learning theories in the new courses MAED 3500 and MAED 3510. Removing PSYC 2500 from the MAED 3500 and 3510 prerequisite list is needed for two reasons. First, requiring this course in Core Area E will force transfer students who have completed the core to take another core course, thereby delaying their program of study. Second, we have learned that EDUC 2130, which already serves as a

prerequisite to MAED 3500 and 3510, covers the desired learning theories. Students will be better served and the MAED 3500 and 3510 curriculum will not be harmed by removing PSYC 2500 from the prerequisite list.

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. We currently have numerous majors in the department who are majoring in mathematics and desire to become high school mathematics teachers within the timeframe of an undergraduate degree. Currently, this is not possible at Valdosta State.

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

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

Data Sources:

Indirect measures: SOIs; student, employer, or alumni surveys, etc. Current measures of the B.A. major in mathematics will stay in place, including student and alumni survey data. Secondary Education Track student measures within the mathematics majors will be studied separately.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Current measures of the B.A. major in mathematics will stay in place. The Secondary Education Track will include the following program assessments: (1) state-required mathematics content assessment (GACE), (2) mathematics content course grades for courses that are aligned with standards, (3) impact on grade 6-12 learning pre/post-test, (4) lesson planning analysis, (5) teaching observations, and (6) professional dispositions. These assessments will meet accreditation requirements.

Approvals:

Department Head: *Arunk Kumar* Date: *10/14/11*

College/Division Exec. Committee: *Connie Richards* Date: *10/17/11*

Dean(s)/Director(s): *Connie Richards* Date: *10/17/11*

Grad. Exec. Committee:
(for graduate course) Date:

Graduate Dean:
(for graduate course)

Date:

Academic Committee:

Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 09/30/2011 (mm/dd/yyyy)

Department Initiating Revision:
Philosophy and Religious Studies

Faculty Member Requesting Revision:
Fred Downing

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
REL 4700 Topics in Religious Studies

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

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description: A forum for dialogue and discourse on a variety of timely issues in Religious Studies. Reflects interests and concern of faculty and students by addressing particular subjects that relate the nexus of religion and human experience.

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description: A forum for dialogue and discourse on a variety of timely issues in Religious Studies. Reflects interests and concern of faculty and students by addressing particular subjects that relate the nexus of religion and human experience. May be repeated for up to 9 hours of credit when topics differ.

Semester/Year to be Effective:
Spring 2012

Estimated Frequency of Course Offering:
Every Semester

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: Makes the catalog consistent with departmental intention and practice.

Source of Data to Support Suggested Change:

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

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

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

Data Sources:

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

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

Approvals:	
Dept. Head: <i>Fred Downing</i>	Date: <i>10/3/11</i>
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>10/19/11</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>10/19/11</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 09/30/2011 (mm/dd/yyyy)

Department Initiating Revision:
Philosophy and Religious Studies

Faculty Member Requesting Revision:
Fred Downing

Current Course Prefix, Title, & Number:

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

REL 4710 Directed Study in Religious Studies

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

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description: An individual study of a special area of religious studies under supervision of the instructor.

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description: An individual study of a special area of religious studies under supervision of the instructor. May be repeated for up to 6 hours of credit when topics differ.

Semester/Year to be Effective:
Spring 2012

Estimated Frequency of Course Offering:
Every Semester

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Makes the catalog consistent with departmental intention and practice.

Source of Data to Support Suggested Change:

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

Direct measures: Materials collected and evaluated for program assessment purposes (tests,

portfolios, specific assignments, etc.) Exams and papers.

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

Data Sources:

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

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

Approvals:	
Dept. Head: <i>Ernest Downey</i>	Date: 10/11/11
College/Division Exec. Comm.: <i>Janice Richards</i>	Date: 10/19/11
Dean/Director: <i>Janice Richards</i>	Date: 10/19/11
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 09/30/2011 (mm/dd/yyyy)

Department Initiating Revision:
Philosophy and Religious Studies

Faculty Member Requesting Revision:
Fred Downing

Current Course Prefix, Title, & Number:

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

PHIL 4810 Directed Study in Philosophy

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

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description: An individual study of a special area of philosophy under supervision of the instructor.

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description: An individual study of a special area of philosophy under supervision of the instructor. May be repeated for up to 6 hours of credit when topics differ.

Semester/Year to be Effective:

Spring 2012

Estimated Frequency of Course Offering:

Every Semester

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Makes the catalog consistent with departmental intention and practice.

Source of Data to Support Suggested Change:

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

Direct measures: Materials collected and evaluated for program assessment purposes (tests,

portfolios, specific assignments, etc.) Exams and papers.

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

Data Sources:

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

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

Approvals:	
Dept. Head: <i>Fred Downing</i>	Date: <i>10/3/11</i>
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>10/19/11</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>10/19/11</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 09/30/2011 (mm/dd/yyyy)

Department Initiating Revision:
Philosophy and Religious Studies

Faculty Member Requesting Revision:
Fred Downing

Current Course Prefix, Title, & Number:

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

PHIL 4900 Special Topics in Ethics

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

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description: A study of selected topics in theoretical and applied ethics.

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description: A study of selected topics in theoretical and applied ethics. May be repeated for up to 9 hours of credit when topics differ.

Semester/Year to be Effective:
Spring 2012

Estimated Frequency of Course Offering:
Every Semester

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: Makes the catalog consistent with departmental intention and practice.

Source of Data to Support Suggested Change:

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

Direct measures: Materials collected and evaluated for program assessment purposes (tests,

portfolios, specific assignments, etc.) Exams and papers.

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

Data Sources:

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

Approvals:		
Dept. Head:	<i>Fred Downum</i>	Date: <i>10/3/11</i>
College/Division Exec. Comm.:	<i>Louie Richards</i>	Date: <i>10/17/11</i>
Dean/Director:	<i>Louie Richards</i>	Date: <i>10/19/11</i>
Graduate Exec. Comm.:		Date:
(for graduate course)		
Graduate Dean:		Date:
(for graduate course)		
Academic Committee:		Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 09/30/2011 (mm/dd/yyyy)

Department Initiating Revision:
Philosophy and Religious Studies

Faculty Member Requesting Revision:
Fred Downing

Current Course Prefix, Title, & Number:

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

PHIL 4910 Directed Study in Ethics

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

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description: An individual study of a special area of ethics under supervision of the instructor.

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description: An individual study of a special area of ethics under supervision of the instructor. May be repeated for up to 6 hours of credit when topics differ.

Semester/Year to be Effective:

Spring 2012

Estimated Frequency of Course Offering:

Every Semester

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Makes the catalog consistent with departmental intention and practice.

Source of Data to Support Suggested Change:

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

Direct measures: Materials collected and evaluated for program assessment purposes (tests,

portfolios, specific assignments, etc.) Exams and papers.

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

Data Sources:

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

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

Approvals:		
Dept. Head:	<i>Fred Downing</i>	Date: <i>10/3/11</i>
College/Division Exec. Comm.:	<i>Louie Richards</i>	Date: <i>10/12/11</i>
Dean/Director:	<i>Louie Richards</i>	Date: <i>10/17/11</i>
Graduate Exec. Comm.: (for graduate course)		Date:
Graduate Dean: (for graduate course)		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 09/30/2011 (mm/dd/yyyy)

Department Initiating Revision:
Philosophy and Religious Studies

Faculty Member Requesting Revision:
Fred Downing

Current Course Prefix, Title, & Number:

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

PHIL 4800 Special Topics in Philosophy

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

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description: A study of selected topics in philosophy.

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description: A study of selected topics in philosophy. May be repeated for up to 9 hours of credit when topics differ.

Semester/Year to be Effective:
Spring 2012

Estimated Frequency of Course Offering:
Every Semester

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: Makes the catalog consistent with departmental intention and practice.

Source of Data to Support Suggested Change:

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

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

Data Sources:

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

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

Approvals:	
Dept. Head: <i>Fred Downing</i>	Date: <i>10/3/11</i>
College/Division Exec. Comm.: <i>Larrie Richards</i>	Date: <i>10/17/11</i>
Dean/Director: <i>Larrie Richards</i>	Date: <i>10/17/11</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
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Form last updated: January 6, 2010