

VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET

ACADEMIC COMMITTEE

**MONDAY,
November 11, 2013**

2:30 p.m.

**Rose Room
UNIVERSITY CENTER**

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

ACADEMIC COMMITTEE
AGENDA
November 11, 2013

1. Minutes of the October 7, 2013 meeting. (pages 1-2) were approved by email October 18, 2013.
2. **COOPERATIVE EDUCATION**
 - a. New course COOP 2000 (pages 3-17)
3. **COLLEGE OF THE ARTS**
 - a. Revised Admission requirements (WEB) for the Master of Arts in Communication (pages 18-20)
 - b. Revised Important Program Information (WEB) for the Master of Arts in Communication (pages 21-23)
 - c. Revised Probationary Admission (WEB) for the Master of Arts in Communication (pages 24-26)
 - d. Revised Probationary Admission (WEB) for the Master of Arts in Communication (pages 27-29)
 - e. Revised Communication Arts department narrative (Graduate catalog) (pages 30-32)
 - f. Revised Admission requirements for the Master of Arts in Communication (Graduate catalog) (pages 33-35)
 - g. Revised degree requirements for the Master of Arts in Communication (pages 36-38)
 - h. Revised credit hours, title, and description for COMM 7999 (pages 39-41)
4. **COLLEGE OF ARTS AND SCIENCES**
 - a. Revised Senior College Curriculum for the BS in Physics (pages 42-44)
 - b. New course HIST 3250 (pages 45-55)
 - c. New course HIST 5250 (pages 56-66)
 - d. New course HIST 4209 (pages 67-74)
 - e. New course HIST 6209 (pages 75-82)
 - f. New course HIST 4215 (pages 83-91)
 - g. New course HIST 6215 (pages 92-100)
 - h. New course HIST 4296 (pages 101-108)
 - i. New course HIST 6296 (pages 109-116)
5. **COLLEGE OF NURSING AND HEALTH SCIENCES**
 - a. New track for the MSN in Nursing – Family Psychiatric Mental Health Nurse Practitioner (pages 117-120)
 - b. New track for the MSN in Nursing – Family Nurse Practitioner (pages 121-123)
 - c. Revised course title NURS 7250 (pages 124-126)
 - d. New course NURS 7328 (pages 127-134)
 - e. New course NURS 7328L (pages 135-142)
 - f. New course NURS 7329 (pages 143-149)
 - g. New course NURS 7329L (pages 150-156)
 - h. Revised course title, prerequisites, and description NURS 7340 (pages 157-159)
 - i. Revised course number NURS 7348 (pages 160-161). Deactivation of NURS 7351.
 - j. Revised course number NURS 7348L (pages 162-164). Deactivation of NURS 7351L.
 - k. Revised credit hours, title, prerequisite, and description NURS 7352 (pages 165-167)
 - l. New course NURS 7352L (pages 168-173)
 - m. New course NURS 7450 (pages 174-179)
 - n. New course NURS 7595 (pages 180-186)
6. **COLLEGE OF EDUCATION AND HUMAN SERVICES**
 - a. Revised senior college curriculum for the BSED in Special Education – Deaf Education (pages 187-190)
 - b. New course DEAF 2998 (pages 191-200)
 - c. New course DEAF 3040 (pages 201-210)
 - d. Revised Admission requirements (WEB) for the MED in Special Education – Deaf and Hard of Hearing Education (pages 211-214)
 - e. Revised Admission requirements (Graduate catalog) for the MAT in Special Education – Deaf and Hard of Hearing Education (pages 215-217)
 - f. Revised Selected Educational Outcomes and Outcome Assessments (Graduate catalog) for the MED in Special Education – Deaf and Hard of Hearing (pages 218-221)
 - g. Revised degree requirements for the MED in Special Education – Deaf and Hard of Hearing (pages 222-225)
 - h. Revised degree requirements for the MAT in Special Education – Deaf and Hard of Hearing (pages 226-228)
 - i. Revised prerequisites for DEAF 5010 (pages 229-231)
 - j. Revised prerequisites for DEAF 5020 (pages 232-234)
 - k. Revised prerequisites for DEAF 5310 (pages 235-236)
 - l. Revised prerequisites for DEAF 5370 (pages 237-239)
 - m. Revised prerequisites for DEAF 5380 (pages 240-242)
 - n. Revised prerequisites for DEAF 6000 (pages 243-245)
 - o. Revised prerequisites for DEAF 6010 (pages 246-248)
 - p. Revised prerequisites for DEAF 6020 (pages 249-251)
 - q. Revised prerequisites for DEAF 6030 (pages 252-254)
 - r. New course DEAF 6100 (pages 255-269)
 - s. Revised prerequisites for DEAF 6110 (pages 270-272)
7. **Pending items**

- a. Revised course CHEM 1010 – USG General Education Council approval
- b. Prospectus - DNP – Doctor of Nursing Practice – BOR approval (SEP12 AC)
- c. Prospectus – PSM – Professional Science Master’s in Chemistry and Biochemistry – BOR approval (SEP12 AC)
- d. New Course PSYC 1101 – replacing PSYC 2500 – BOR approval (SEP13AC)
- e. New Course PSYC 2103 – replacing PSYC 2700 – BOR approval (SEP13AC)
- f. New major Healthcare Administration – BOR approval (SEP13 AC)

VALDOSTA STATE UNIVERSITY
ACADEMIC COMMITTEE MINUTES
October 7, 2013

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Rose Room on Monday, October 7, 2013. Dr. Sharon Gravett, Assistant Vice President for Academic Affairs, presided.

Members Present: Dr. Michael Sanger, Dr. Gary Futrell, Dr. Dawn Lambert, Dr. Jimmy Bickerstaff, Dr. Kristen Johns, Dr. Kathe Lowney, Dr. Ray Elson, Dr. Aubrey Fowler, Dr. Katherine Lamb, Dr. Lars Leader, Dr. Linda Floyd, Dr. Dee Ott, Mr. Howard Carrier, and Dr. Colette Drouillard.

Members Absent: Ms. Denise Atkinson, Dr. Marc Pufong, Dr. Frank Barnas, and Dr. Lorna Alvarez-Rivera.

Catalog Editor: Dr. Jane Kinney

Visitors Present: Dr. Jim Peterson, Dr. Deb Robson, Dr. Robert Yehl, and Dr. Greg Harrell.

The Minutes of the September 9, 2013 meeting were approved by email on September 16, 2013. (pages 1-6).

A. College of the Arts and Sciences

1. Revised Core Area A was approved effective Fall Semester 2014. (pages 7-8). ***Pending USG General Education Council approval***
2. Revised Senior College Curriculum for the BA in Political Science was approved effective Fall Semester 2014 with the effective date changed from Spring 2014 to Fall 2014. (pages 9-10).

B. College of the Arts

1. Revised prerequisites, Communications Arts (COMM) 2300, "Interpersonal Communication", (INTERPERSONAL COMMUNICATION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2014. (pages 11-13).
2. Revised prerequisites, Communications Arts (COMM) 3100, "Small Group Communication", (SMALL GROUP COMMUNICATION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2014. (pages 14-16).
3. Revised prerequisites, Communications Arts (COMM) 3200, "Introduction to Public Relations", (INTRO PUBLIC RELATIONS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2014. (pages 17-19).
4. Revised prerequisites, Communications Arts (COMM) 3240, "Public Relations Document Layout and Design", (PR DOCUMENT LAYOUT AND DESIGN – 3 credit hours, 2 lecture hours, 2 lab hours, and 4 contact hours), was approved effective Fall Semester 2014. (pages 20-22).
5. Revised prerequisites, Communications Arts (COMM) 3310, "Listening", (LISTENING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2014. (pages 23-25).
6. Revised prerequisites, Communications Arts (COMM) 3330, "Interviewing", (INTERVIEWING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2014. (pages 26-28).
7. Revised prerequisites, Communications Arts (COMM) 3400, "Organizational Communication", (ORGANIZATIONAL COMMUNICATION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2014. (pages 29-31).
8. Revised prerequisites, Communications Arts (COMM) 3410, "Conflict Management and Leadership", (CONFLICT MANGMNT/LDERSHIP – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2014. (pages 32-34).
9. Revised prerequisites, Communications Arts (COMM) 4340, "Capstone in General Speech", (CAPSTONE IN GENERAL SPEECH – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall

Semester 2014 with the prerequisite changed to read ...COMM 3000 or COMM 3800; COMM 4400; and speech...
(pages 35-37).

10. Revised minor for Speech Communication was approved effective Fall Semester 2014. (pages 38-39).

Respectfully submitted,

Stanley Jones
Registrar

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 10/29/2013 (mm/dd/yyyy)

Department Initiating Request:

Career Opportunities

Faculty Member Requesting:

Crystal Goode, Instructor

Proposed New Course Prefix & Number:

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

~~COPS~~ 2000

COOP

Proposed New Course Title:

Preparing for Internship Opportunities

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)
Preparing for Internship Opps

Semester/Year to be Effective:

Spring 2014

Estimated Frequency of Course Offering:

once each Fall and Spring term

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 1

Lab Hours: 0

Credit Hours: 1

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.)

Prerequisite: Completion of at least 60 but no more than 90 credit hours; enrolled in the College of Arts & Sciences; recommendation by student's department head. Focus is on preparing Liberal Arts majors for internship opportunities with local Chamber employees. Will address how to identify opportunities, effectively market oneself, and workplace etiquette. Specific topics will include resume writing, business correspondence, interviewing tips, networking, dining etiquette, and work ethic.

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: In 2005, Liberal Education and America's Promise (LEAP), a national initiative developed by American Association of Colleges & Universities (AACU) was implemented. Through this initiative integrative and applied learning was identified as one of four essential learning outcomes. Later research identified internships as one of ten high-impact educational practices. In addition, Hart Research Associates conducted a survey earlier this year on behalf of AACU. According to the study, 47% of employers partner with colleges/universities to offer internships. In the spirit of the LEAP initiative, this course was developed - as a direct result of the collaborative efforts between the Valdosta-Lowndes County Chamber of Commerce, VSU's College of Arts & Sciences, and the Office of Career Opportunities - for the purpose of preparing students to successfully market themselves to local area employers offering internships. .

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: With more focus on retention and successful employment following graduation, this

course is designed to prepare Liberal Arts students for internship opportunities thereby increasing their marketability in today's job market. Research by the National Association of Colleges & Employers last year demonstrated that more than 40% of employers' new full-time hires came from the employers' internship/co-op program. According to the 2013 Internship & Co-op Survey completed earlier this year, employers made full-time offers to 56.5% of their interns with 85.6% of those interns accepting employers' offers.

Source of Data to Support Suggested Change:


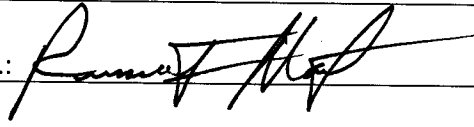
- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Above data taken from the "Executive Summary: 2013 Internship & Co-op Survey" by National Association of Colleges and Employers.
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, 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. Course effectiveness will be measured by student evaluations completed at the end of each term as well as employer feedback for those students successful in obtaining an internship.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Interviewer evaluations for the mock interview assignment. Pre-/Post-test evaluation of students' responses to questions related to course content.
- Other:

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

Approvals:	
Dept. Head: 	Date: 10/28/13
College/Division Exec. Comm.: 	Date: 10-28-13
Dean/Director:	Date:
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

COPS 2000 Preparing for Internship Opportunities

Spring 2014 - 1 Credit Hour

Instructor

Crystal L. Goode, Career Counselor (clgoode@valdosta.edu)
Office of Career Opportunities

Location & Time

Powell Hall-West, 2nd fl
Fridays 11:00 a.m. – 11:50 a.m.

Office hours by appointment: (229)333-5942 *Appointments should be scheduled via phone.

****Instructor reserves the right to alter syllabus as needed during the course of the term. Students will be informed of changes in assignments/due dates in class and via their VSU email accounts.**

Required Materials:

**Students will not need to purchase a text for this course. Readings and handouts will be provided by the instructor.*

Course Overview: This course is designed to assist students in preparing for internship placements by 1) addressing the benefits of experiential experience (work based learning); 2) teaching students about the application process; and 3) discussing workplace ethics and expectations. Coursework will be comprised of assigned readings, in class discussions, as well as exercises and projects completed outside of class.

Course Objectives:

1. Students will learn about print, online, and community resources available to assist them in identifying companies/careers of interests. **VSU: 3, 4; NACE: 1.**
2. Students will learn how to market themselves to potential employers as demonstrated by ability to write well written resumes and employment correspondence. **VSU: 4**
3. Students will demonstrate an understanding of the benefits of experiential learning and employer expectations in the workplace acquired through videos and class discussions. **VSU: 7, 8; NACE: 10.**

Classroom Expectations

Attendance: Due to the nature of this course, weekly attendance is required. In class discussions/activities are designed to build on each other and lead to personal insights to assist you in completing graded assignments. As a result, please note the following regarding class attendance:

1. Any student who misses more than 20% of class (over 3 classes) will receive a failing grade regardless of actual grade earned.
2. Illnesses/emergencies do arise. In case of an emergency/illness, which necessitates missing class, students are expected to contact the instructor as soon as possible.

Late Assignments: Assignments should be turned in at the beginning of class. ***Assignments not turned during class must be turned in no later than 5pm or it will not be accepted and will result in a zero. If you have a question regarding an assignment, it is your responsibility to contact the instructor well in advance of the assigned due date rather than the day before it is due.***

Participation: Active participation is expected both in and out of class in completing assignments, participating in discussions, and participating in classroom exercises. All activities and assignments are designed to provide you with more knowledge about yourself and the world of work as well as prepare you for marketing yourself to potential employers. You should treat this course as a "return on investment" course – in order to gain the most benefit you must apply yourself 100%.

Note: *It is your responsibility to contact me if you feel you are having trouble in the course or with an assignment as soon as you realize you have concerns. Do not wait until the last week of class or the week grades are due to decide you want to discuss your grade with me.*

Professionalism: Since one purpose of this course is to introduce you to the importance of setting career goals and understanding employer expectations you are expected to behave in a professional manner.

1. Arrive on time. *Plan ahead for parking and bus schedules as class will start promptly at 11am.*
2. Cell phones should be turned off. *See instructor before class if there is an emergency that necessitates answering a call.*
3. *Respect fellow students.* Your values and opinions may not be the same as someone else's. You do not have to agree with everything that is said in class but you do have to listen without interruption or negative criticism.

Academic Honesty & Integrity: Violation of Appendix A Section I of the Student Code of Conduct will not be tolerated. *Any student found cheating or plagiarizing on an assignment will be required to complete the assignment over or receive a failing grade. Subsequent offenses will automatically result in a zero on the assignment.*

Proposed Topics

- Informational Interviewing
- Resume/Cover Letter Writing
- Effective Use of Telephone in Job/Intern Search
- Benefits of Having a LinkedIn account
- Workplace Dress and Interviewing Skills
- Dining Etiquette
- Networking & Mingling
- Workplace Ethics

Proposed Assignments

Assignment	Points
Panel Questions	10 pts
Panel Summaries	10 pts
Pinterest (workplace dress)	100 pts
Informational Interview	100 pts
Resume/Cover Letter (draft)	50 pts
Resume/Cover Letter (final)	50 pts ea.
Mock Interview – InterviewStream	50 pts
Mock Interview – Traditional	100 pts
Business Card	20 pts
<u>Final</u>	<u>100 pts</u>
Total	640 pts

A - 576-640pts (90%-100%)
B - 512-575pts (80%-89%)

C - 448-511pts (70%-79%)
D - 384-447pts (60%-69%)

F - below 384pts

Extra Credit Opportunities:

Create a profile on LinkedIn (up to 10 pts.)

Register on College Central Network & create a portfolio (up to 10 pts.)

Resubmit revised resume following critique of final draft (up to 10 pts.)

Become a fan of Career Opportunities on Facebook (5 pts.)

Follow Career Opportunities on Twitter (5 pts.)

Watch approved videos and write ½ page summary (5 pts. ea.)

Attend an employer information session sponsored by Career Opportunities (5 pts. ea.)

You are strongly encouraged to take advantage of these opportunities!

Assignment Guidelines

General Guidelines All assignments should be typed and double-spaced unless it is a document that requires specific formatting such as your resume. Assignments are expected to be turned in on the date due (see section regarding Late Assignments). Due to the nature of the course assignments, no assignment will be accepted via email unless otherwise noted. If you have questions/concerns regarding an assignment or a due date please see the instructor well enough in advance.

Informational Interviews - Students should contact one individual in a position of interest and set up a meeting to learn more about the career path and day to day responsibilities. Interviews should be conducted in person and **not with a family member or friend** (there are a few industries/careers that may warrant an exception to this requirement but prior approval must be obtained from the instructor). The following must be included for this assignment:

1. List of questions you asked the professional interviewed (these should be developed before the interview) with summary of his/her responses to each (in complete sentences).
2. Business card (preferred) or contact information for the individual you interviewed.
3. Paragraph discussing how this interview has influenced your interest in the career. Are you still interested, do you believe it would be a good fit for you, why/why not? Provide specific reasons when answering.

*Students are expected to dress neatly (*business casual required*) when conducting interviews.

Resume - You are expected to develop a resume targeted towards a specific part-time job, internship, or similar opportunity which you might seek related to your career interest(s). You will need to find and turn in a position announcement for the position you are targeting. It is your responsibility to develop a quality document that demonstrates effort and thought. However, to assist you with this, there are books containing sample resumes in Career Opportunities and there will be class activities devoted to helping you with this. **Remember to attach a copy of your position announcement turned in previously.**

Mock Interviews – Students will complete two practice interviews. The first interview will be will be a traditional in-person interview with a departmental manager in Student Affairs. Students are to dress professionally and bring a copy of their resume. The second interview will be conducted using InterviewStream, a web based system allowing students to become more comfortable with interviews conducted via Skype or a similar video based system.

Pinterest – Students will be assigned 3 boards each for this assignment. Based on information provided in class and through your own research you are to create boards representing appropriate and inappropriate dress for the workplace. The three boards should be focused on Interview Dress, Business Casual, and Casual Dress (items not appropriate for interviews or most work settings) and labeled accordingly. Be creative! Boards may contain entire or partial outfits, accessories, shoes, men's/women's hosiery, etc. When naming your boards include your First Initial, Last Name, and type of dress.

Business Cards – Students will create a business card for themselves to utilize at networking events and other situations that are not typically conducive to utilizing a resume. Cards should contain your name, major, graduation date, contact information, and career focus. Additional information may be provided if relevant to purpose of card. Cards will be graded on content and achieving a balance of aesthetic appeal and professionalism.

Resources & Accommodations

Students requiring classroom accommodations or modifications due to a documented disability *must* contact the Access Office for Students with Disabilities located in Farber Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

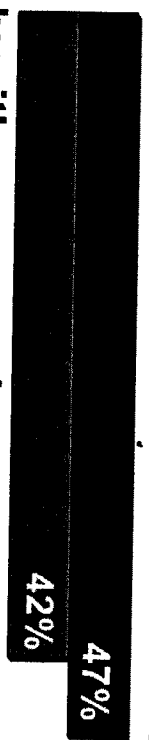
Students seeking tutoring in core classes and *on-campus employment* may contact the Student Success Center, located in Langdale Hall, at (229)333-7570. For a listing of *off-campus part-time employment*, visit Career Services in Powell Hall-West, 2nd floor.

The VSU Counseling Center is available for students experiencing difficulty with relationships, academics, adjustment to major life changes, depression, abuse, substance abuse, or any issue resulting in emotional or mental distress. Located in Powell Hall-East, 2nd floor, the Counseling Center provides confidential individual sessions with licensed counselors as well as informational workshops on a variety of topics. For more information contact the office at (229)333-5940.

A notable proportion of employers say that their company offers internships to college students; fewer partner with colleges in other ways tested but many express interest.

My company/organization does this
 Does not do this but have high/medium interest in doing

Offer internships/apprenticeships in partnership with nearby college or university



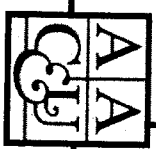
Work closely with career services office of nearby college to help prepare students to transition into the workplace



Partner with two-/four-year college(s) in local area(s) to better align curriculum/learning outcomes with skills/knowledge you are looking for in new hires



Sponsor program at two-/four-year institution in local area to get students involved in more "real-world" or hands-on learning while they are still in college

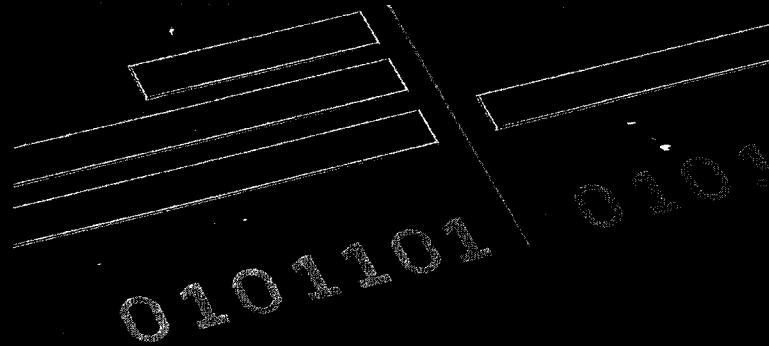




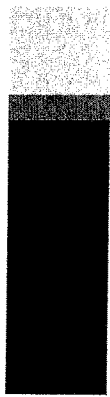
EXECUTIVE SUMMARY

2013 Internship & Co-op Survey

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Courtesy of the National Association of Colleges and Employers



ABOUT THE SURVEY

NACE's 2013 *Internship & Co-op Survey* was conducted from November 15, 2012, to February 1, 2013.

The survey was sent to 1,060 NACE employer members: 306 organizations, or 28.9 percent, took part. More than 20 industries are represented. By region, 28.3 percent are from the Northeast, 29.3 percent are from the Southeast, 27.6 percent are from the Midwest, and 14.8 percent are from the West. Where possible, selected data are presented by region and industry.

Participating NACE members receive a complimentary copy of the survey report. Customized results of the survey are also available. Participants receive a 50 percent discount on custom reports. For more information, contact Andrea Koncz, NACE Employment Information Manager, 800/544-5272, ext. 121; akoncz@naceweb.org.

NACE RESEARCH

Edwin Koc, Director of Strategic and Foundation Research

Andrea Koncz, Employment Information Manager

Anna Longenberger, Research Assistant

Melissa Knapp, Research Intern

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ABOUT NACE

The National Association of Colleges and Employers (NACE) is the leading source of information about the employment of the college educated. NACE connects more than 5,200 college career services professionals at nearly 2,000 colleges and universities nationwide, and more than 3,000 HR/staffing professionals focused on college relations and recruiting. The professional association forecasts trends in the job market; conducts research into salaries, professional benchmarks, and best practices related to college recruiting and career services; and provides members with professional development opportunities. For more information, see www.naceweb.org/membership_information/.



EXECUTIVE SUMMARY

Employers responding to the 2013 *Internship & Co-op Survey* once again reinforce the fact that internships and co-operative education programs are an essential component of their college recruiting programs.

Respondents plan to hire more interns and co-ops. Intern hiring will increase by 2.7 percent and co-op hiring will increase by 5.8 percent. More than one-third of respondents' total 2012-13 expected new college hires will come from that organization's internship and co-op programs. Although last year's survey showed that more than 40 percent of respondents' total new graduate hires came from the employers' own internship and co-op programs, this year's figures still represent a significant portion of new recruits originating from these programs.

Additional key findings of the survey:

HIRING

- The number of internships is expected to increase by 2.7 percent in 2013.
 - Increases are projected in just two of the four geographic regions.
 - Just over one quarter of industry types reporting have plans to increase the number of intern hires. The remaining three-quarters have plans to cut their intern hires, with some decreasing their numbers by less than 1 percent and others cutting the number of intern hires in half.
- Co-op hiring is expected to increase by 5.8 percent in 2013.
 - Only the Midwestern region will decrease their number of co-op hires.
 - Given the number of limited respondents in several areas, co-op hiring projections by industry should be read with caution. For the most part, however, those industries reporting increases slightly offset those who are reporting decreases.

RECRUITING

- Employers continue to prefer "high-touch" recruiting methods for recruiting interns and co-ops.
 - Career fairs and on-campus recruiting comprise more than half of employers' recruiting budgets for both interns and co-op students.
 - Career fairs and on-campus recruiting are rated highest in terms of effectiveness for recruiting interns and co-op students.
 - Job listings on career services' websites place third in effectiveness for recruiting both interns and co-op students. Referrals from current or former interns was deemed fourth most effective for recruiting interns, however, cultivating key faculty contacts falls fourth on the list for co-op students.
 - Online networking is on the low end of recruiting budgets and effectiveness ratings. For intern and co-op recruiting, only 1 percent of budgets are allocated to this activity, and it is rated lowest on the effectiveness scales in both cases.



APPENDIX

SURVEY RESPONDENTS

Of the 306 participants in the survey, 235 agreed to be identified. The following is a listing of those participants.

ADP	C.H. Robinson Worldwide, Inc.	Delphi Automotive Systems, LLC	General Electric Company
Advanced Micro Devices, Inc.	C&S Wholesale Grocers, Inc.	Dick's Sporting Goods	Genworth Financial
Agilent Technologies, Inc.	California ISO	Discover Financial Services	Georgia Tech Research Institute
Air Products & Chemicals Inc.	Campbell Soup Company	Dominion Enterprises	Grande Cheese Company
Akamai	Carpenter Technology Corporation	Duff & Phelps LLC	Great River Energy
Alcatel-Lucent	CGI Federal	Duke Energy Corporation	GROWMARK, Inc.
Ally Financial	CH2M HILL	dunnhumbyUSA	GuideStone Financial Resources
American Axle & Manufacturing Holdings, Inc.	Champion Technologies	DuPont	Hajoca Corporation
AmeriHealth Mercy Family of Companies	Chevron Corporation	Dynetics Inc.	Hazen and Sawyer P.C.
Amgen Inc.	Chevron Phillips Chemical Company LP	eBay Inc.	HCL America, Inc.
Applied Materials Inc.	Citrix Systems, Inc.	Ecolab Inc.	Hitachi Consulting
ARAMARK	City Furniture	Embassy of Australia	HNTB Companies
ArcelorMittal USA	Clever Devices	Emerson Process Management Llp	Honda R&D Americas, Inc.
Arup & Partners	Cliffs Natural Resources	Energy Services, Inc.	Huntington Bank
Ascend Performance Materials	CNA	Epsilon	Huntington Ingalls Industries
Bank of America	Comcast Corporation	Ernst & Young LLP	IBM Corporation
Bankers Life & Casualty Co.	ConAgra Foods, Inc.	Farmland Foods	ICF International
BASF Corporation	ConocoPhillips	Federal Energy Regulatory Commission	INEOS
Battelle Memorial Institute	Constellation Brands	Federal-Mogul Corporation	International Flavors & Fragrances, Inc.
Bayer Business & Technology Services	Consumers Energy Co.	FirstEnergy Corporation	Invensys Inc.
Bechtel Bettis, Inc.	Continental AG	FMC Corporation	Itron
Bell Helicopter Textron Inc.	Country Insurance & Financial Services	Foster Wheeler AG	JPMorgan Chase & Company
Blackbaud, Inc.	Crestron Electronics	Freddie Mac	Kearney & Company
Brocade Communications Systems, Inc.	Cummins Inc.	Fresh & Easy Neighborhood Market	Kennedy & Coe LLC
Burns & McDonnell Engineering Co. Inc.	Dallas Central Appraisal District	GAF Corporation	Koch Industries, Inc.
Bushnell Outdoor Products	Daymon Worldwide	GAP Inc.	KPMG LLP
	Dell, Inc.	General Dynamics C4 Systems	Lend Lease Inc.

Lennox International Inc.	Novo Nordisk Inc.	Sandia National Laboratories	The Schwan Food Company
Liberty Mutual Insurance Company	OCC	Sasol North America Inc.	The Shaw Group Inc.
Longview Fibre Paper and Packaging, Inc.	Olympus Corporation of the Americas	Savannah River Nuclear Solutions	The Vanguard Group
LyondellBasell Industries	Pacific Gas and Electric Company	Save-A-Lot	The Williams Companies
Macy's, Inc.	Panduit Corp.	SCA Americas	Thurgood Marshall College Fund
Marsh Inc.	Pariveda Solutions Inc.	Schaeffler Group USA Inc.	TIC-The Industrial Company
Mattress Firm	Parsons	Schlumberger Oilfield Services	Tindall Corporation
Maximus	Partnership for Public Service	Schneider Electric	Towers Watson
Mayo Clinic	Phillips 66	Seagate Technology	Toyota Motor Engineering & Manufacturing North America
McKesson Corporation	Plexus Corp.	Shawmut Design and Construction	Toys "R" Us, Inc.
Mercer	Polaris Industries, Inc.	Siemens Corporation	Transamerica
Merck & Co., Inc.	PPL Corporation	Southern California Edison Co.	TTX Company
Meritor Inc.	Praxair, Inc.	Southwest Airlines Co.	Turner Broadcasting System, Inc.
Michelin North America	Premier Inc.	Southwestern Company	Turner Construction Company
Micron Technology, Inc.	Printpack Inc.	Speedway LLC	U.S. Air Force
Milliken & Company	Procter & Gamble Co.	Sprint Nextel	U.S. Comptroller of the Currency
Modern Woodmen of America	Progressive Insurance	State Farm Insurance Cos.	U.S. Postal Service
Moen Incorporated	Protiviti Inc.	State Street Corporation	United Services Automobile Association
Murphy Oil USA, Inc.	Prudential	Stryker Corporation	United Water
Mylan, Inc.	Raytheon Company	SWIFT	Valero Energy Corporation
NASA - Johnson Space Center	Regeneron Pharmaceuticals, Inc.	Takata	Victaulic Company of America
Naval Surface Warfare Center - Dahlgren	Resurgent Capital Services	TASC	VistaPrint USA, Inc.
Nestle USA	Return Path, Inc.	Tenaris USA	W.W. Grainger, Inc.
NetApp	Rhodia Inc.	Tennessee Valley Authority	WellPoint, Inc.
NEW Customer Services Company	Robert Bosch LLC	Teradata Corporation	Westinghouse Electric Company
Newell Rubbermaid	Rockwell Collins	Texas Instruments Incorporated	Woolpert LLP
Newmont Mining Corporation	ROHM Semiconductor USA, LLC	The Boeing Company	WPX Energy
Nexen, Inc.	Rolls-Royce Corporation	The Conti Group	Zachry
NiSource	Rosetta	The Hanover Insurance Group	Zappos.com
Northern Tier Energy	Ross Stores Inc.	The Lubrizol Corporation	
Northrop Grumman Corporation	rue21	The MathWorks Inc.	
	San Diego Gas & Electric Co.	The Rehmann Group	



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VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED CATALOGUE COPY

(New Learning Outcomes, Admissions, or Other Program Policies)

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number:
<http://www.valdosta.edu/academics/graduate-school/our-programs/master-of-arts-in-communication-arts-mass-media-or-speech.php>

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Aug 2014

Degree and Program Name: Master of Arts in Communication

Present Requirements:
Minimum GRE Requirements:
• Combined Verbal and Quantitative score of 1000 or higher

Proposed Requirements: (highlight changes after printing)
Minimum GRE Requirements:
• Verbal score of 150 or higher
• Quantitative score of 141 or higher
Minimum MAT Requirements:
• Combined score of 350 or higher

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 : Several programs in our field are accepting either the GRE or MAT. This keeps the program aligned with trends in our field. We are also adjusting the GRE scores to the new scoring system and what is the baseline score for those students within the program currently.
- 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. **There is a trend of other programs to use the Miller Analogy Test (MAT) in lieu of the Graduate Record Examination (GRE) for admissions to graduate programs. Several students have been accepted to the program with GRE scores between 900 and 1000 on the old scoring system.**
- 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. **Monitoring the number of student applicants using MAT and GRE.**

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

Approvals:		
Department Head:	<i>Ray Gray</i>	Date: 09-23-2013
College/Division Exec. Committee:	<i>[Signature]</i>	Date: 9/24/13
Dean(s)/Director(s):	<i>[Signature]</i>	Date: 9/24/13
Graduate Exec. Comm.: (for grad program)	<i>T. J. J. J.</i>	Date: 10/28/12
Graduate Dean: (for grad program)	<i>T. J. J. J.</i>	Date: 10/28/13
Academic Committee:		Date:

Form last updated: January 6, 2010

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REQUEST FOR A REVISED CATALOGUE COPY

(New Learning Outcomes, Admissions, or Other Program Policies)

Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Area of Change: Core Senior Graduate

Current Catalogue Page Number:
<http://www.valdosta.edu/academics/graduate-school/our-programs/master-of-arts-in-communication-arts-mass-media-or-speech.php>

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Aug 2014

Degree and Program Name: Master of Arts in Communication Arts

Present Requirements: Prospective students who do not hold a BA or BFA in Speech Communication, Communication Studies, Mass Media or other appropriate field must successfully complete (grade of "C" or better) the relevant courses for their desired track, prior to being considered for admission to the graduate program.
Speech Communication Track
• COMM 3000 – Contemporary Communication Theory
• COMM 3800 – Communication Research Methods
Mass Media Track
• MDIA 4350 – Broadcasting and Culture
• MDIA 4400 – Media Criticism

Proposed Requirements: (highlight changes after printing) Prospective students who do not hold a BA or BFA in Speech Communication, Communication Studies, Mass Media or other appropriate field need to be familiar with speech and media theories and their pragmatic application. Prospective students should address their knowledge of subject matter in application essay.

the

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 : Clarifying what knowledge base is needed for students to be successful in the program.

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **Number of students applying to the program.**
- 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. **Monitoring the number of students applying and graduating.**

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

Approvals:		
Department Head:	<i>Ray [Signature]</i>	Date: <i>09-20-13</i>
College/Division Exec. Committee:	<i>[Signature]</i>	Date: <i>9/24/13</i>
Dean(s)/Director(s): <input checked="" type="checkbox"/>	<i>[Signature]</i>	Date: <i>9/24/13</i>
Graduate Exec. Comm.: (for grad program)	<i>[Signature]</i>	Date: <i>10/28/13</i>
Graduate Dean: (for grad program)	<i>[Signature]</i>	Date: <i>10/28/13</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

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REQUEST FOR A REVISED CATALOGUE COPY

(New Learning Outcomes, Admissions, or Other Program Policies)

Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Area of Change: Core Senior Graduate

Current Catalogue Page Number:
<http://www.valdosta.edu/academics/graduate-school/our-programs/master-of-arts-in-communication-arts-mass-media-or-speech.php>

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Aug 2014

Degree and Program Name: Master of Arts in Communication Arts

Present Requirements: Applicants who do not have a combined GRE score of 1000 or a grade-point average of 3.0 or higher in the last 60 hours of undergraduate coursework may be considered for admission as a probationary student if they have at least a 3.0 on the analytical section of the GRE and meet one of the following requirements:
Completed the GRE 5 years or more prior to applying to the M.A. program.
Have significant work experience in-field.

Proposed Requirements: (highlight changes after printing) Applicants who do not have a GRE verbal score of 150 or higher, quantitative score of 141 or higher, combined MAT score of 350, or a grade-point average of 3.0 or higher in the last 60 hours of undergraduate coursework may be considered for admission as a probationary student if they have at least a 3.0 on the analytical section of the GRE.

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 Several programs in our field are accepting either the GRE or MAT. This keeps the program aligned with trends in our field. We are also adjusting the GRE scores to the new scoring system and what is the baseline for those students in the program currently.

Source of Data to Support Suggested Change:


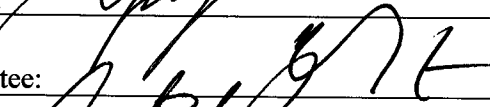
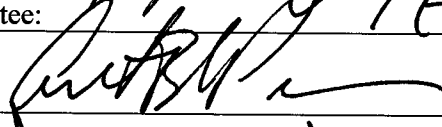
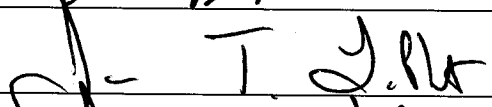
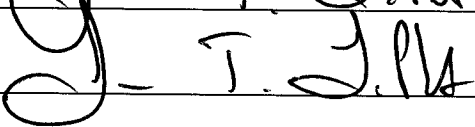
- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **There is a trend of other programs to use the Miller Analogy Test (MAT) in lieu of the Graduate Record Examination (GRE) for admissions to graduate programs. Several students have been accepted to the program with GRE scores between 900 and 1000 on the old scoring system.**
- 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. **Monitoring the number of students applying using MAT and GRE scores.**

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

Approvals:		
Department Head:		Date: 09-20-13
College/Division Exec. Committee:		Date: 9/24/13
Dean(s)/Director(s): <input checked="" type="checkbox"/>		Date: 9/24/13
Graduate Exec. Comm.: (for grad program)		Date: 10/28/13
Graduate Dean: (for grad program)		Date: 10/28/13
Academic Committee:		Date:

Form last updated: January 6, 2010

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VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED CATALOGUE COPY
(New Learning Outcomes, Admissions, or Other Program Policies)
Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number:
<http://www.valdosta.edu/academics/graduate-school/our-programs/master-of-arts-in-communication-arts-mass-media-or-speech.php>

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Aug 2014

Degree and Program Name: Master of Arts in Communication Arts

Present Requirements: If admitted under probationary status a student must complete the following requirements to be eligible to be changed for regular status:
Complete the four graduate communication core courses (COMM 7100; COMM 7200; COMM 5300; MDIA 6100) with a grade-point average of 3.50.

Proposed Requirements: (highlight changes after printing) If admitted under probationary status a student must complete the following requirements to be eligible for regular status:
A grade point average of 3.0 upon completion of 9 hours of graduate coursework.

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 program has had students who have maintained 3.0 or better GPA and have been on probation every semester due to limited class availability and/or due to encountering difficulties working during part-time degree work.

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **The program has several students who are working on their degree part-time and do not take the classes in succession.**
- 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. **Monitoring number of students applying and graduating.**

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

Approvals:		
Department Head:	<i>Ray Young</i>	Date: 09-20-13
College/Division Exec. Committee:	<i>[Signature]</i>	Date: 9/24/13
Dean(s)/Director(s):	<i>[Signature]</i>	Date: 9/24/13
Graduate Exec. Comm.: (for grad program)	<i>T. J. Platt</i>	Date: 10/28/13
Graduate Dean: (for grad program)	<i>T. J. Platt</i>	Date: 10/28/13
Academic Committee:		Date:

Form last updated: January 6, 2010

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VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED CATALOGUE COPY

(New Learning Outcomes, Admissions, or Other Program Policies)

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number: 124

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Aug 2014

Degree and Program Name: Master of Arts in Communication

Present Requirements: Thesis and non-thesis options are available. Both programs seek to enhance students' communication, critical thinking, problem-solving skills, leadership potential, as well as an appreciation for cultural diversity.

Proposed Requirements: (highlight changes after printing) Thesis/project and non-thesis options are available. These programs seek to enhance students' communication, critical thinking, problem-solving skills, leadership potential, as well as an appreciation for cultural diversity.

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 : Adding a project track option reflects the selected educational outcomes of speech and media emphasis areas. Allowing students to demonstrate expertise in their field through a creative project is an alternative to a thesis and requires the same amount of rigor and scrutiny that is expected of a thesis. The change also aligns with the departmental outcomes for the degree.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other

Source of Data to Support Suggested Change:

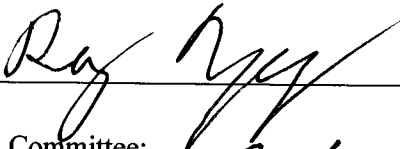
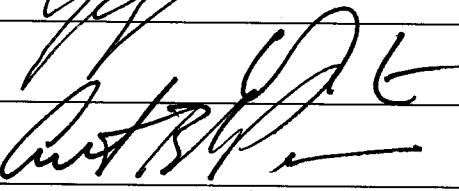
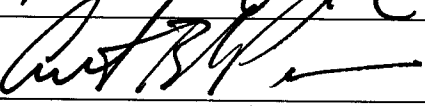
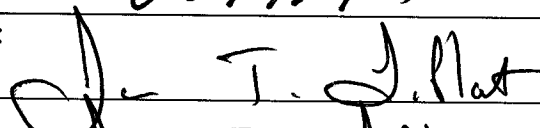
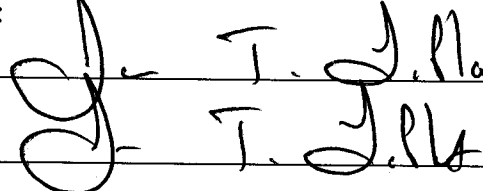
- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **Allowing a project track has arisen out of discussions with graduate faculty to help meet the needs of the students within the program.**
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, 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. **Number of students who choose the project path.**

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

Approvals:		
Department Head:		Date: 09-20-13
College/Division Exec. Committee:		Date: 9/24/13
Dean(s)/Director(s): <input checked="" type="checkbox"/>		Date: 9/24/13
Graduate Exec. Comm.: (for grad program)		Date: 10/28/13
Graduate Dean: (for grad program)		Date: 10/28/13
Academic Committee:		Date:

Form last updated: January 6, 2010

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SEP 24 2013

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED CATALOGUE COPY

(New Learning Outcomes, Admissions, or Other Program Policies)

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number: 125

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Aug 2014

Degree and Program Name: Master of Arts in Communication

Present Requirements: A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE), completed application packet, fee, and any additional program requirements submitted by the admission deadline.

Proposed Requirements: (highlight changes after printing) A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application packet, fee, and any additional program requirements submitted by the admission deadline.

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 : Several programs in our field are accepting either the GRE or MAT. This keeps us aligned with trends in our 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. **There is a trend to use the Miller Analogy Test (MAT) in lieu of the Graduate Record Examination (GRE) for admission to graduate programs in communication.**
- 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. **Number of individuals who apply for the degree selecting to use MAT test scores.**
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Approvals:		
Department Head:	<i>Ray Lopez</i>	Date: 09-23-2013
College/Division Exec. Committee:	<i>CDC</i>	Date: 9/24/13
Dean(s)/Director(s):	<i>Art Bell</i>	Date: 9/24/13
Graduate Exec. Comm.: (for grad program)	<i>J. T. J. M.</i>	Date: 10/28/13
Graduate Dean: (for grad program)	<i>J. T. J. M.</i>	Date: 10/28/13
Academic Committee:		Date:

Form last updated: January 6, 2010

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REQUEST FOR A REVISED CATALOGUE COPY

(New Learning Outcomes, Admissions, or Other Program Policies)

Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Area of Change: Core Senior Graduate

Current Catalogue Page Number: 126

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Aug 2014

Degree and Program Name: Master of Arts in Communication

Present Requirements:

Thesis Option 6 hours
COMM 7999 or MDIA 7999

Proposed Requirements: (highlight changes after printing)

Thesis/Project Option 6 hours
Thesis6 hours
COMM 7999 or MDIA 7999
Project option 3 or 6 hours
Additional elective if 3 hours option selected

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 : Adding a project track option reflects the selected educational outcomes of speech and media emphasis areas. Allowing students to demonstrate their expertise in their field through a creative project is an alternative to a thesis and requires the same amount of rigor and scrutiny that is expected of a thesis. The change aligns with the departmental outcomes for the degree.

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. Allowing a project track has arisen out of discussions with graduate faculty to help meet the needs of the students within the program.


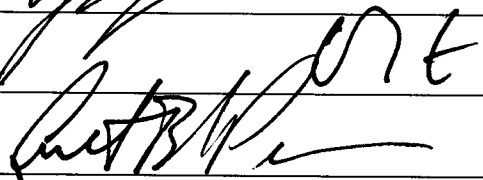
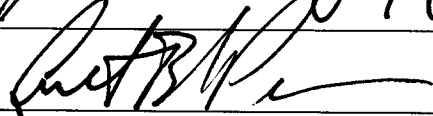
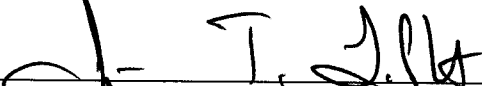
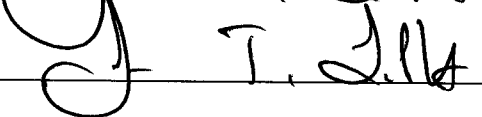
Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

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. **Review of the number of students who choose the project path and if they were successful in completion of their projects in fulfillment of graduating requirements for the degree.**

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

Approvals:		
Department Head:		Date: 09-20-13
College/Division Exec. Committee:		Date: 9/24/13
Dean(s)/Director(s):	X 	Date: 9/24/13
Graduate Exec. Comm.: (for grad program)		Date: 10/28/13
Graduate Dean: (for grad program)		Date: 10/28/13
Academic Committee:		Date:

Form last updated: January 6, 2010

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REQUEST FOR A REVISED COURSE

SEP 24 2013

Valdosta State University

Date of Submission: 08/08/2013 (mm/dd/yyyy)

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Department Initiating Revision:
Communication Arts

Faculty Member Requesting Revision:
David Nelson

Current Course Prefix, Title, & Number:

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

COMM 7999: Thesis

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

Current:

Course Prefix and Number:

Credit Hours: 1 - 6

Course Title: COMM 7999: Thesis

Prerequisites:

Co-requisites:

Course Description: Culminating research project and thesis undertaken during the final semesters of study. Students may register for 1 to 6 credit hours. May be repeated for credit.

Requested:

Course Prefix and Number:

Credit Hours: 3 - 6

Course Title: COMM 7999: Thesis/Project

Prerequisites:

Co-requisites:

Course Description: Culminating research or creative project undertaken during the final semesters of study. Students may register for 3 or 6 credit hours. May be repeated for credit.

Semester/Year to be Effective:

Fall 2014

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: Adding a project track option reflects the selected educational outcomes of speech and media. Allowing students to demonstrate their expertise through creative projects is an alternative to a thesis that would require the same amount of rigor and scrutiny that is expected of a thesis.

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. Allowing for a project track has arisen out of discussions with graduate faculty to help meet the needs of the students within the program and keeps the degree in line with current practices at other universities.

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. Number of students who choose the project path.

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

Approvals:		
Department Head:	<i>Ray Noy</i>	Date: 09-20-13
College/Division Exec. Committee:	<i>[Signature]</i>	Date: 9/24/13
Dean(s)/Director(s):	<i>[Signature]</i>	Date: 9/24/13
Graduate Exec. Comm.: (for grad program)	<i>[Signature]</i>	Date: 10/28/13
Graduate Dean: (for grad program)	<i>[Signature]</i>	Date: 10/28/13
Academic Committee:		Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED CATALOGUE COPY
 (New Learning Outcomes, Admissions, or Other Program Policies)

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number: 167

Proposed Effective Date for Revised Catalogue Copy: (new or revised) 8/14

Degree and Program Name: BS in Physics

Present Requirements:

guided electives:.....9 - 12 hr

- MATH 3040
- MATH 3600
- MATH 4081
- MATH 4082
- MATH 4110
- MATH 4150
- MATH 4260
- MATH 4300
- MATH 4651
- ASTR 3400
- ASTR 3800
- PHYS 4900
- PHYS 4950

* at least one course must be taken in MATH.

Proposed Requirements: (highlight changes after printing)

guided electives:.....9 - 12 hr

- MATH 3040
- MATH 3600
- MATH 4081
- MATH 4082
- MATH 4110
- MATH 4150
- MATH 4805
- MATH 4260
- MATH 4300
- MATH 4540
- MATH 4621
- MATH 4622
- MATH 4651
- MATH 4652
- ASTR 3400
- ASTR 3800
- ASTR 4101
- ASTR 4400
- ASTR 4410
- PHYS 4800.
- PHYS 4300 new course approved by acad. comm.
- PHYS 3821 new course approved by acad. comm.
- PHYS 4900
- PHYS 4950

* at least one course must be taken in MATH.

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 listing a wider range of electives
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other We wish to add a broader range of courses from Mathematics and Astrophysics, including our two new courses in Physics. MATH 4805: Applied Modern Algebra will give our students additional background in topics important for computational considerations. MATH 4621: Mathematical Statistics I will give our students interested in experimental physics necessary background in error analysis. MATH 4622: Mathematical Statistics II expands statistical theory learned in 4621 and is important for experimental physics. MATH 4652 Numerical Analysis II is a continuation of the important course 4651 for students more interested in theoretical research. ASTR 4101, ASTR 4400, ASTR 4410: Observational Astronomy, Astrophysics, Physics of the Solar System will give students choices in various fields of astrophysics. PHYS 4300: Plasma Physics is a new course in an exciting field of experimental physics. PHYS 3821: Computational Physics II is a new course designed to expand the techniques of the required course (PHYS 3020) for those who are interested in computer modeling of physical systems and computer inface with laboratory equipment.

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: Edward E. Chaddain	Date: 10/2/13
College/Division Exec. Committee: Connie Kilderscott	Date: 10/12/13
Dean(s)/Director(s): Connie Kilderscott	Date: 10/12/13
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 09/23/2013 (mm/dd/yyyy)

Department Initiating Request:
HISTORY

Faculty Member Requesting:
Dr. Sebastian Bartos

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
HIST 3250

Proposed New Course Title:
Power and Community in Medieval Europe
Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Power Community Med. Europe

Semester/Year to be Effective:
Fall 2014

Estimated Frequency of Course Offering:
once every two years

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.) Introduction to key concepts of public authority and social order that dominated medieval mentalities and affected political and cultural practices in Europe between the sixth and the sixteenth centuries. The course examines a range of ideas such as state, rulership, justice, sovereignty, liberty, divine power, and their practical expression.

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: This new course will expand the department's coverage of European history, which was one of the main reasons for hiring Dr. Bartos.

Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Student interest in medieval history led the department to request new position in Medieval Europe. Dr. Bartos was hired in 2011. This new course is one of several of his new offerings that he has developed since he arrived here at VSU.
- 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. SOIs and faculty peer observations will be our main tools for assessing the effectiveness of the course.

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

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

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

Approvals:		
Dept. Head:	<i>PTT Lign</i>	Date: 10/4/13
College/Division Exec. Comm.:	<i>Connie Richards</i>	Date: 10/10/13
Dean/Director:	<i>Connie Richards</i>	Date: 10/10/13
Graduate Exec. Comm.: (for graduate course):		Date:
Graduate Dean: (for graduate course):		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

Valdosta State University
College of Arts and Sciences
Department of History

HIST 3250 / 5250

Fall 2014

Power and Community in Medieval Europe

Dr. Sebastian Bartos

Office: Ashley Hall, Room 2116

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

E-mail: spbartos@valdosta.edu

Office hours: T, Th: 2:00-3:00 or by appointment

Course Description:

Introduction to key concepts of public authority and social order that dominated medieval mentalities and affected political and cultural practices in Europe between the sixth and the sixteenth centuries. The course examines a range of ideas such as state, rulership, justice, sovereignty, liberty, divine power, and their practical expression.

Course objectives:

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

- Students will demonstrate knowledge of major political and social developments in history. To be assessed using exams, papers, and instructor questioning during class discussions. [Department Outcomes 1 & 2; VSU Area E Outcome].
- Students will utilize reading, listening, & writing/oral expression. To be assessed using exams, papers, and instructor questioning during class discussions.
- Students will utilize critical analysis (the ability to evaluate WHY a historical development occurred). To be assessed using exams, papers, and instructor questioning during class discussions. [Department Outcome 4].

Readings:

- * Edward Peters' *Europe and the Middle Ages* (New Jersey, 2004)
- * Scholarly articles on [jstor](http://www.jstor.org) (www.jstor.org) accessible through VSU Odum Library Database
- * Primary sources in the Internet Medieval Sourcebook accessible directly through the IMS website: <http://www.fordham.edu/halsall/Sbook.html>

Grading:

- active participation and attendance – 10%
- in-class 10-minute oral presentation – 10%
- paper proposal – Pass/Fail (Fail = final paper grade reduced by 10%) - due Sept 17
- eight-page term paper – 20% (due November 21, early draft by October 22)
- test – 15%
- mid-term examination – 20%
- final examination – 25%
- Grading Scale: 0-59% = F; 60-69% = D; 70-79% = C; 80-89% = B; 90-100% = A

Graduate Students will be asked to additionally submit a report on three articles (6 pages) chosen from the reading assignments. The 25-page term paper will be a research project and must be submitted with graduate standards of scholarship and documentation. The grade distribution for graduate students will be as follows:

- active participation and attendance – 10%
- two in-class oral presentations – 10%
- article report – 10% - due October 8
- paper proposal – Pass/Fail (Fail = final paper grade reduced by 10%) - due Sept 17
- term paper – 25% (due November 21, early draft by October 22)
- test – 10%
- mid-term examination – 15%
- final examination – 20%

Term paper general requirements and expectations (graduate and undergraduate students):

- The suitability of the paper topic needs to be consulted with the instructor before September 12. The paper proposal must include a clearly stated subject of the student's research focus and a working thesis and working bibliography (at least two primary and two secondary sources.)
- Chicago/Turabian documentation style is required.
- Term paper must be submitted online through TurnItIn via BlazeView.
- Late submission of the paper carries a penalty of 5% for each additional day of lateness.

In order to avoid unnecessary disappointments the following should be noted:

- Students are expected to arrive in a timely manner and remain in the classroom for the duration of the session. Partial attendance will not be counted. Leaving the classroom during the session will result in marking the student absent unless a medical note is presented afterwards or the student has obtained the instructor's permission prior to the session.
- There is no special review session in this course, although students are encouraged to ask the instructor to clarify material from a prior session in the beginning of each

class meeting. Students are expected to work systematically throughout the entire semester.

- The grade for “active participation and attendance” is based on the student’s general attentiveness and meaningful participation and thus related to the level of preparedness for each class and frequency of attendance.
- No more than three absences are allowed for a student who aims to be in good standing in “active participation and attendance.”
- Absence on the day a test/exam is given will result in an F (0 points), unless one of the following is presented to the instructor: a proper medical note, a formal note about a family emergency, an official note about participation in a university event as required by an appropriate Valdosta State University department or program, or a formal note about military training. If the student’s absence is legitimate, the student will be expected to arrange a “make-up” test with the instructor during the first week after the original date of the test.
- There will be no extra credit opportunities. No scholarship held by a student can serve as an argument to alter or negotiate the final grade for the course. Students will receive a grade based solely upon the criteria as stated above.
- Absence or cheating on the mid-term or the final examination will result in the student’s failure of the course.
- In the case of an absence from a regular session, the student is not expected to provide an excuse or an explanation. It is, however, the student’s responsibility to obtain notes from classmates. If there is a particularly urgent matter that needs the instructor’s immediate attention the student should send the instructor a formal message with an appropriate salutation, his or her full name and the course number.
- No active electronic devices including laptops, cell phones, and iPods are allowed in the classroom. Basic civility is expected and renders such activities as leaving the classroom during the session, arriving late, napping, and chatting with classmates unacceptable. The professor reserves the right to ask students who are disruptive in these and any other manners to leave the classroom.

Please note that if you are experiencing difficulties related to the course, timely communication with me during office hours is crucial to your eventual success. I will be happy to assist you to improve your performance.

Schedule of Classes and Readings:

Introduction

Medieval Concepts of Christian Authority 1

* Edward Peters, *Europe and the Middle Ages* (New Jersey, 2004), 11-19.

* David Knowles, “Church and State in Christian History,” *Journal of Contemporary History* 2 (1967): 3-15.

Medieval Concepts of Christian Authority 2

* Gerhart B. Ladner, "Aspects of Mediaeval Thought on Church and State," *The Review of Politics* 9 (1947): 403-422.

Earthly and Heavenly Empires 1

* Peters. 46-56, 59-71, 85-106

Earthly and Heavenly Empires 2

* Rex Martin, "The Two Cities in Augustine's Political Philosophy," *Journal of the History of Ideas* 33 (1972): 195-216.

* *Medieval Sourcebook*: St. Augustine's the City of God: Excerpts on the Two Cities
<http://www.fordham.edu/halsall/source/aug-city2.html>

* *Medieval Sourcebook*: Emperor Valentian I: Decree on Papal Power
<http://www.fordham.edu/halsall/source/valentian1.html>

* *Medieval Sourcebook*: Pope Gelasius I on Spiritual and Temporal Power
<http://www.fordham.edu/halsall/source/gelasius1.html>

* *Medieval Sourcebook*: St. Augustine's the City of God: Excerpts on the Two Cities
<http://www.fordham.edu/halsall/source/aug-city2.html>

TEST

PAPER PROPOSAL DUE

Empire as Reflection of Divine Order 1

* Peters, 88-106.

* George Ostrogorsky, "The Byzantine Emperor and the Hierarchical World Order," *The Slavonic and East European Review* 35 (1956): 1-14.

Empire as Reflection of Divine Order 2

* Suzanne Spain Alexander, "Heraclius, Byzantine Imperial Ideology, and the David Plates," *Speculum* 52 (1977): 217-237.

* *Medieval Sourcebook*: Sozomen: Constantine Founds Constantinople
<http://www.fordham.edu/halsall/ancient/sozomen-constantinople1.html>

* *Medieval Sourcebook*: Justinian, Novel 137
<http://www.fordham.edu/halsall/source/justinian-nov137.html>

Rome's Authority in the Post-Roman West 1

* Peters, 77-87, 124-139.

* Ian Wood, "The Mission of Augustine of Canterbury to the English," *Speculum* 69 (1994): 1-17.

Rome's Authority in the Post-Roman West 2

* R. A. Markus, "Gregory the Great's Europe," *Transactions of the Royal Historical Society* 31 (1981): 21-36.

* *Medieval Sourcebook: Leo I: The Petrine Doctrine* [r.440-461]
<http://www.fordham.edu/halsall/source/leo1a.html>

* *Medieval Sourcebook: Pope Gregory the Great: The Papal Estates*
<http://www.fordham.edu/halsall/source/600papalestates.html>

* *Medieval Sourcebook: Paul the Deacon: Pope Gregory the Great and the Lombards*
<http://www.fordham.edu/halsall/source/pauldeacon-greg1a.html>

MID-TERM EXAMINATION

ARTICLE REPORTS DUE (graduate students)

Early Medieval Society and its Germanic Rulers 1

* Peters, 151-182, 222-224

Early Medieval Society and its Germanic Rulers 2

* Henry Mayr-Harting, "Charlemagne, the Saxons, and the Imperial Coronation of 800,"
The English Historical Review 111 (1996): 1113-1133.

* *Medieval Sourcebook: Gregory of Tours: Church Exemption from Taxation*
<http://www.fordham.edu/halsall/source/570Chrchtax.html>

* *Medieval Sourcebook: Einhard: Life of Charlemagne*
<http://www.fordham.edu/halsall/source/einhard1.html>

* *Medieval Sourcebook: The Donation of Constantine (c.750-800)*
<http://www.fordham.edu/halsall/source/donatconst.html>

Secular and Spiritual Arms of Christian Government 1

* Peters, 238-245

* Uta-Renate Blumenthal, "The Papacy and Canon Law in the Eleventh-Century Reform," *The Catholic Historical Review* 84 (1998): 201-218.

Secular and Spiritual Arms of Christian Government 2

* *Medieval Sourcebook: Decree of 1059: On Papal Elections.*
<http://www.fordham.edu/halsall/source/papal-elect1059.html>

* *Medieval Sourcebook: Henry IV: Letter to Gregory VII, Jan 24 1076.*
<http://www.fordham.edu/halsall/source/henry4-to-g7a.html>

* *Medieval Sourcebook: Gregory VII: First Deposition and Banning of Henry IV (Feb 22, 1076)*

<http://www.fordham.edu/halsall/source/g7-ban1.html>

* *Medieval Sourcebook: Gregory VII: Dictatus Papae 1090*
<http://www.fordham.edu/halsall/source/g7-dictpap.html>

Lordship of the Military Nobility 1

* Peters, 217-222

* Thomas N. Bisson, "Medieval Lordship," *Speculum* 70 (1995): 743-759.

Lordship of the Military Nobility 2

* Hans Eberhard Mayer, "The Origins of the Lordships of Ramla and Lydda in the Latin

Kingdom of Jerusalem," *Speculum* 60 (1985): 537-552.

* *Medieval Sourcebook*: Fulbert of Chartres: On Feudal Obligations.
<http://www.fordham.edu/halsall/source/fulbert1.html>

* *Medieval Sourcebook*: Charter of Homage and Fealty.
<http://www.fordham.edu/halsall/source/atton1.html>

The Leadership of Roman Popes and Bishops 1

* Peters, 277-283, 300-308

* William D. McCready, "Papal Plenitudo Potestatis and the Source of Temporal Authority in Late Medieval Papal Hierocratic Theory," *Speculum* 48 (1973): 654-674.

The Leadership of Roman Popes and Bishops 2

* John C. Moore, "Papal Justice in France around the Time of Pope Innocent III," *Church History*, 41 (1972): 295-306.

* *Medieval Sourcebook*: *Leo I: The Petrine Doctrine* [r.440-461]

<http://www.fordham.edu/halsall/source/leo1a.html>

* *Medieval Sourcebook*: Innocent III (r.1198-1216): Letters on Papal Policies

<http://www.fordham.edu/halsall/source/innIII-policies.html>

* *Medieval Sourcebook*: Boniface VIII, Unam Sanctam.

<http://www.fordham.edu/halsall/source/b8-unam.html>

The Power of Saints and Relics

* André Vauchez. *Sainthood in the Later Middle Ages* (Cambridge, 1997) – excerpts (BlazeView)

* Michael Goodich. "The Politics of Canonization in the Thirteenth Century: Lay and Mendicant Saints." *Church History* 44 (1975), 294-307.

Formation of Administrative Monarchies 1

* Graduate student presentation: C. Warren Hollister and John W. Baldwin, "The Rise of Administrative Kingship: Henry I and Philip Augustus," *American Historical Review* 83 (1978): 867-905.

* Peters, 297-300, 308-324

* John C. Moore, "Count Baldwin IX of Flanders, Philip Augustus, and the Papal Power," *Speculum* 37 (1962): 79-89.

Formation of Administrative Monarchies 2

* Thomas N. Bisson, "Consultative Functions in the King's Parlements (1250-1314)," *Speculum* 44 (1969): 353-373.

* *Medieval Sourcebook*: Constitutions of Clarendon, 1164.

<http://www.fordham.edu/halsall/source/cclarendon.html>

* *Medieval Sourcebook*: Assize of Clarendon 1166.

<http://www.fordham.edu/halsall/source/aclarendon.html>

* *Medieval Sourcebook*: Magna Carta.

<http://www.fordham.edu/halsall/source/mcarta.html>

Women in Power 1

Graduate student presentation: Carol Lansing, "Gender and Civic Authority: Sexual Control in a Medieval Italian Town," *Journal of Social History* 31 (1997):33-59.

* John Coakley, "Gender and the Authority of Friars: The Significance of Holy Women for Thirteenth-Century Franciscans and Dominicans," *Church History* 60, (1991): 445-460.

Women in Power 2

* *Medieval Sourcebook*: Peter of Blois: Letter 154 to Queen Eleanor.

<http://www.fordham.edu/halsall/source/eleanor.html>

* *Medieval Sourcebook*: Joan of Arc: Letter to the King of England.

<http://www.fordham.edu/halsall/source/joanofarc.html>

Challenges to Christian Uniformity

* Peters, 283-286, 288-290

* Henry Ansgar Kelly, "Inquisition and the Prosecution of Heresy: Misconceptions and Abuses," *Church History* 58 (1989): 439-451.

* Gordon Leff, "Heresy and the Decline of the Medieval Church," *Past & Present* 20 (1961): 36-51.

* *Medieval Sourcebook*: Fourth Lateran Council: Canon 3 on Heresy.

<http://www.fordham.edu/halsall/source/lat4-c3.html>

City Oligarchy and Municipal Government

Graduate student presentation: Avner Greif, "On the Political Foundations of the Late Medieval Commercial Revolution: Genoa During the Twelfth and Thirteenth Centuries," *The Journal of Economic History* 54 (1994): 271-287.

* Peters, 210-216

* Marc Boone, "Urban Space and Political Conflict in Late Medieval Flanders," *Journal of Interdisciplinary History* 32 (2002): 621-640.

* *Medieval Sourcebook*: The Chronicles of Venice: How the Doges Were Chosen

<http://www.fordham.edu/halsall/source/dogesvenice.html>

The Late Medieval Crisis of Papal Authority 1

* Peters, 324-326, 380-383, 387-391

* Thomas A. Fudge, "Žižka's Drum: The Political Uses of Popular Religion," *Central European History* 36 (2003): 546-569.

The Late Medieval Crisis of Papal Authority 2

* Thomas E. Morrissey, "The Call for Unity at the Council of Constance: Sermons and Addresses of Cardinal Zabarella, 1415-1417," *Church History* 53 (1984): 307-318.

* *Medieval Sourcebook*: Decree of the Council of Pisa, On the Powers of the Council

<http://www.fordham.edu/halsall/source/1409pisa.html>

* *Medieval Sourcebook*: The Great Schism: Manifesto of the Revolting Cardinals

<http://www.fordham.edu/halsall/source/grtschism1.html>

* *Medieval Sourcebook*: Council of Constance: Sacrosancta, 1415

<http://www.fordham.edu/halsall/source/constance1.html>

* *Medieval Sourcebook*: Pius II: The Decree Excecrabilis

<http://www.fordham.edu/halsall/source/p2-excecrabilis.html>

* *Medieval Sourcebook*: Marsiglio of Padua: Condemnation by John XII

<http://www.fordham.edu/halsall/source/marsiglio2.html>

Seeking a New Godly Community 1

* H. G. Koenigsberger, "The Unity of the Church and the Reformation," *Journal of Interdisciplinary History* 1 (1971): 407-417.

* Jeffrey R. Watt, "Women and the Consistory in Calvin's Geneva," *The Sixteenth Century Journal* 24 (1993): 429-439.

Seeking a New Godly Community 1

* Cynthia Grant Shoenberger, "Luther and the Justifiability of Resistance to Legitimate Authority," *Journal of the History of Ideas* 40 (1979): 3-20.

* *Medieval Sourcebook*: Niccolò Machiavelli: *Founding a Republic*

<http://www.fordham.edu/halsall/source/machiavelli-disc1-9.html>

* *Medieval Sourcebook*: Calvin: Letter to the King

<http://www.fordham.edu/halsall/source/calvin-onclergy.html>

* *Medieval Sourcebook*: The Act of Supremacy

<http://www.thenagain.info/Classes/Sources/ActSupremacy.html>

TERM PAPER DUE

FINAL EXAMINATION

RECEIVED

OCT 14 2013

REQUEST FOR A NEW COURSE

Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission: 09/23/2013 (mm/dd/yyyy)

Department Initiating Request:
HISTORY

Faculty Member Requesting:
Dr. Sebastian Bartos

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog
for approved prefixes)
HIST 5250

Proposed New Course Title:
Power and Community in Medieval Europe
Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Power Community Med. Europe

Semester/Year to be Effective:
Fall 2014

Estimated Frequency of Course Offering:
once every two years

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.) Introduction to key concepts of public authority and social order that dominated medieval mentalities and affected political and cultural practices in Europe between the sixth and the sixteenth centuries. The course examines a range of ideas such as state, rulership, justice, sovereignty, liberty, divine power, and their practical expression.

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: This new course will expand the department's coverage of European history, which was one of the main reasons for hiring Dr. Bartos.

Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Student interest in medieval history led the department to request new position in Medieval Europe. Dr. Bartos was hired in 2011. This new course is one of several of his new offerings that he has developed since he arrived here at VSU.
- 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:

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

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

Approvals:		
Dept. Head:	<i>PTTijm</i>	Date: 10/4/13
College/Division Exec. Comm.:	<i>Connie Richards</i>	Date: 10/30/13
Dean/Director:	<i>Connie Richards</i>	Date: 10/17/13
Graduate Exec. Comm.: (for graduate course):	<i>J. T. J. Platt</i>	Date: 10/28/13
Graduate Dean: (for graduate course):	<i>J. T. J. Platt</i>	Date: 10/28/13
Academic Committee:		Date:

Form last updated: January 6, 2010

Valdosta State University
College of Arts and Sciences
Department of History

HIST 3250 / 5250

Fall 2014

Power and Community in Medieval Europe

Dr. Sebastian Bartos

Office: Ashley Hall, Room 2116

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

E-mail: spbartos@valdosta.edu

Office hours: T, Th: 2:00-3:00 or by appointment

Course Description:

Introduction to key concepts of public authority and social order that dominated medieval mentalities and affected political and cultural practices in Europe between the sixth and the sixteenth centuries. The course examines a range of ideas such as state, rulership, justice, sovereignty, liberty, divine power, and their practical expression.

Course objectives:

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

- Students will demonstrate knowledge of major political and social developments in history. To be assessed using exams, papers, and instructor questioning during class discussions. [Department Outcomes 1 & 2; VSU Area E Outcome].
- Students will utilize reading, listening, & writing/oral expression. To be assessed using exams, papers, and instructor questioning during class discussions.
- Students will utilize critical analysis (the ability to evaluate WHY a historical development occurred). To be assessed using exams, papers, and instructor questioning during class discussions. [Department Outcome 4].

Readings:

- * Edward Peters' *Europe and the Middle Ages* (New Jersey, 2004)
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- eight-page term paper – 20% (due November 21, early draft by October 22)
- test – 15%
- mid-term examination – 20%
- final examination – 25%
- Grading Scale: 0-59% = F; 60-69% = D; 70-79% = C; 80-89% = B; 90-100% = A

Graduate Students will be asked to additionally submit a report on three articles (6 pages) chosen from the reading assignments. The 25-page term paper will be a research project and must be submitted with graduate standards of scholarship and documentation. The grade distribution for graduate students will be as follows:

- active participation and attendance – 10%
- two in-class oral presentations – 10%
- article report – 10% - due October 8
- paper proposal – Pass/Fail (Fail = final paper grade reduced by 10%) - due Sept 17
- term paper – 25% (due November 21, early draft by October 22)
- test – 10%
- mid-term examination – 15%
- final examination – 20%

Term paper general requirements and expectations (graduate and undergraduate students):

- The suitability of the paper topic needs to be consulted with the instructor before September 12. The paper proposal must include a clearly stated subject of the student's research focus and a working thesis and working bibliography (at least two primary and two secondary sources.)
- Chicago/Turabian documentation style is required.
- Term paper must be submitted online through TurnItIn via BlazeView.
- Late submission of the paper carries a penalty of 5% for each additional day of lateness.

In order to avoid unnecessary disappointments the following should be noted:

- Students are expected to arrive in a timely manner and remain in the classroom for the duration of the session. Partial attendance will not be counted. Leaving the classroom during the session will result in marking the student absent unless a medical note is presented afterwards or the student has obtained the instructor's permission prior to the session.
- There is no special review session in this course, although students are encouraged to ask the instructor to clarify material from a prior session in the beginning of each

class meeting. Students are expected to work systematically throughout the entire semester.

- The grade for “active participation and attendance” is based on the student’s general attentiveness and meaningful participation and thus related to the level of preparedness for each class and frequency of attendance.
- No more than three absences are allowed for a student who aims to be in good standing in “active participation and attendance.”
- Absence on the day a test/exam is given will result in an F (0 points), unless one of the following is presented to the instructor: a proper medical note, a formal note about a family emergency, an official note about participation in a university event as required by an appropriate Valdosta State University department or program, or a formal note about military training. If the student’s absence is legitimate, the student will be expected to arrange a “make-up” test with the instructor during the first week after the original date of the test.
- There will be no extra credit opportunities. No scholarship held by a student can serve as an argument to alter or negotiate the final grade for the course. Students will receive a grade based solely upon the criteria as stated above.
- Absence or cheating on the mid-term or the final examination will result in the student’s failure of the course.
- In the case of an absence from a regular session, the student is not expected to provide an excuse or an explanation. It is, however, the student’s responsibility to obtain notes from classmates. If there is a particularly urgent matter that needs the instructor’s immediate attention the student should send the instructor a formal message with an appropriate salutation, his or her full name and the course number.
- No active electronic devices including laptops, cell phones, and iPods are allowed in the classroom. Basic civility is expected and renders such activities as leaving the classroom during the session, arriving late, napping, and chatting with classmates unacceptable. The professor reserves the right to ask students who are disruptive in these and any other manners to leave the classroom.

Please note that if you are experiencing difficulties related to the course, timely communication with me during office hours is crucial to your eventual success. I will be happy to assist you to improve your performance.

Schedule of Classes and Readings:

Introduction

Medieval Concepts of Christian Authority 1

* Edward Peters, *Europe and the Middle Ages* (New Jersey, 2004), 11-19.

* David Knowles, “Church and State in Christian History,” *Journal of Contemporary History* 2 (1967): 3-15.

Medieval Concepts of Christian Authority 2

* Gerhart B. Ladner, "Aspects of Mediaeval Thought on Church and State," *The Review of Politics* 9 (1947): 403-422.

Earthly and Heavenly Empires 1

* Peters. 46-56, 59-71, 85-106

Earthly and Heavenly Empires 2

* Rex Martin, "The Two Cities in Augustine's Political Philosophy," *Journal of the History of Ideas* 33 (1972): 195-216.

* *Medieval Sourcebook*: St. Augustine's the City of God: Excerpts on the Two Cities
<http://www.fordham.edu/halsall/source/aug-city2.html>

* *Medieval Sourcebook*: Emperor Valentinian I: Decree on Papal Power
<http://www.fordham.edu/halsall/source/valentian1.html>

* *Medieval Sourcebook*: Pope Gelasius I on Spiritual and Temporal Power
<http://www.fordham.edu/halsall/source/gelasius1.html>

* *Medieval Sourcebook*: St. Augustine's the City of God: Excerpts on the Two Cities
<http://www.fordham.edu/halsall/source/aug-city2.html>

TEST

PAPER PROPOSAL DUE

Empire as Reflection of Divine Order 1

* Peters, 88-106.

* George Ostrogorsky, "The Byzantine Emperor and the Hierarchical World Order," *The Slavonic and East European Review* 35 (1956): 1-14.

Empire as Reflection of Divine Order 2

* Suzanne Spain Alexander, "Heraclius, Byzantine Imperial Ideology, and the David Plates," *Speculum* 52 (1977): 217-237.

* *Medieval Sourcebook*: Sozomen: Constantine Founds Constantinople
<http://www.fordham.edu/halsall/ancient/sozomen-constantinople1.html>

* *Medieval Sourcebook*: Justinian, Novel 137
<http://www.fordham.edu/halsall/source/justinian-nov137.html>

Rome's Authority in the Post-Roman West 1

* Peters, 77-87, 124-139.

* Ian Wood, "The Mission of Augustine of Canterbury to the English," *Speculum* 69 (1994): 1-17.

Rome's Authority in the Post-Roman West 2

* R. A. Markus, "Gregory the Great's Europe," *Transactions of the Royal Historical Society* 31 (1981): 21-36.

* *Medieval Sourcebook: Leo I: The Petrine Doctrine* [r.440-461]

<http://www.fordham.edu/halsall/source/leo1a.html>

* *Medieval Sourcebook: Pope Gregory the Great: The Papal Estates*

<http://www.fordham.edu/halsall/source/600papalestates.html>

* *Medieval Sourcebook: Paul the Deacon: Pope Gregory the Great and the Lombards*

<http://www.fordham.edu/halsall/source/pauldeacon-greg1a.html>

MID-TERM EXAMINATION

ARTICLE REPORTS DUE (graduate students)

Early Medieval Society and its Germanic Rulers 1

* Peters, 151-182, 222-224

Early Medieval Society and its Germanic Rulers 2

* Henry Mayr-Harting, "Charlemagne, the Saxons, and the Imperial Coronation of 800," *The English Historical Review* 111 (1996): 1113-1133.

* *Medieval Sourcebook: Gregory of Tours: Church Exemption from Taxation*

<http://www.fordham.edu/halsall/source/570Chrchtax.html>

* *Medieval Sourcebook: Einhard: Life of Charlemagne*

<http://www.fordham.edu/halsall/source/einhard1.html>

* *Medieval Sourcebook: The Donation of Constantine (c.750-800)*

<http://www.fordham.edu/halsall/source/donatconst.html>

Secular and Spiritual Arms of Christian Government 1

* Peters, 238-245

* Uta-Renate Blumenthal, "The Papacy and Canon Law in the Eleventh-Century Reform," *The Catholic Historical Review* 84 (1998): 201-218.

Secular and Spiritual Arms of Christian Government 2

* *Medieval Sourcebook: Decree of 1059: On Papal Elections.*

<http://www.fordham.edu/halsall/source/papal-elect1059.html>

* *Medieval Sourcebook: Henry IV: Letter to Gregory VII, Jan 24 1076.*

<http://www.fordham.edu/halsall/source/henry4-to-g7a.html>

* *Medieval Sourcebook: Gregory VII: First Deposition and Banning of Henry IV (Feb 22, 1076)*

<http://www.fordham.edu/halsall/source/g7-ban1.html>

* *Medieval Sourcebook: Gregory VII: Dictatus Papae 1090*

<http://www.fordham.edu/halsall/source/g7-dictpap.html>

Lordship of the Military Nobility 1

* Peters, 217-222

* Thomas N. Bisson, "Medieval Lordship," *Speculum* 70 (1995): 743-759.

Lordship of the Military Nobility 2

* Hans Eberhard Mayer, "The Origins of the Lordships of Ramla and Lydda in the Latin

Kingdom of Jerusalem," *Speculum* 60 (1985): 537-552.

* *Medieval Sourcebook*: Fulbert of Chartres: On Feudal Obligations.

<http://www.fordham.edu/halsall/source/fulbert1.html>

* *Medieval Sourcebook*: Charter of Homage and Fealty.

<http://www.fordham.edu/halsall/source/atton1.html>

The Leadership of Roman Popes and Bishops 1

* Peters, 277-283, 300-308

* William D. McCready, "Papal Plenitudo Potestatis and the Source of Temporal Authority in Late Medieval Papal Hierocratic Theory," *Speculum* 48 (1973): 654-674.

The Leadership of Roman Popes and Bishops 2

* John C. Moore, "Papal Justice in France around the Time of Pope Innocent III," *Church History*, 41 (1972): 295-306.

* *Medieval Sourcebook*: Leo I: The Petrine Doctrine [r.440-461]

<http://www.fordham.edu/halsall/source/leo1a.html>

* *Medieval Sourcebook*: Innocent III (r.1198-1216): Letters on Papal Policies

<http://www.fordham.edu/halsall/source/innIII-policies.html>

* *Medieval Sourcebook*: Boniface VIII, Unam Sanctam.

<http://www.fordham.edu/halsall/source/b8-unam.html>

The Power of Saints and Relics

* André Vauchez. *Sainthood in the Later Middle Ages* (Cambridge, 1997) – excerpts (BlazeView)

* Michael Goodich. "The Politics of Canonization in the Thirteenth Century: Lay and Mendicant Saints." *Church History* 44 (1975), 294-307.

Formation of Administrative Monarchies 1

* Graduate student presentation: C. Warren Hollister and John W. Baldwin, "The Rise of Administrative Kingship: Henry I and Philip Augustus," *American Historical Review* 83 (1978): 867-905.

* Peters, 297-300, 308-324

* John C. Moore, "Count Baldwin IX of Flanders, Philip Augustus, and the Papal Power," *Speculum* 37 (1962): 79-89.

Formation of Administrative Monarchies 2

* Thomas N. Bisson, "Consultative Functions in the King's Parlements (1250-1314)," *Speculum* 44 (1969): 353-373.

* *Medieval Sourcebook*: Constitutions of Clarendon, 1164.

<http://www.fordham.edu/halsall/source/cclarendon.html>

* *Medieval Sourcebook*: Assize of Clarendon 1166.

<http://www.fordham.edu/halsall/source/aclarendon.html>

* *Medieval Sourcebook*: Magna Carta.

<http://www.fordham.edu/halsall/source/mcarta.html>

Women in Power 1

Graduate student presentation: Carol Lansing, "Gender and Civic Authority: Sexual Control in a Medieval Italian Town," *Journal of Social History* 31 (1997):33-59.

* John Coakley, "Gender and the Authority of Friars: The Significance of Holy Women for Thirteenth-Century Franciscans and Dominicans," *Church History* 60, (1991): 445-460.

Women in Power 2

* *Medieval Sourcebook*: Peter of Blois: Letter 154 to Queen Eleanor.

<http://www.fordham.edu/halsall/source/eleanor.html>

* *Medieval Sourcebook*: Joan of Arc: Letter to the King of England.

<http://www.fordham.edu/halsall/source/joanofarc.html>

Challenges to Christian Uniformity

* Peters, 283-286, 288-290

* Henry Ansgar Kelly, "Inquisition and the Prosecution of Heresy: Misconceptions and Abuses," *Church History* 58 (1989): 439-451.

* Gordon Leff, "Heresy and the Decline of the Medieval Church," *Past & Present* 20 (1961): 36-51.

* *Medieval Sourcebook*: Fourth Lateran Council: Canon 3 on Heresy.

<http://www.fordham.edu/halsall/source/lat4-c3.html>

City Oligarchy and Municipal Government

Graduate student presentation: Avner Greif, "On the Political Foundations of the Late Medieval Commercial Revolution: Genoa During the Twelfth and Thirteenth Centuries," *The Journal of Economic History* 54 (1994): 271-287.

* Peters, 210-216

* Marc Boone, "Urban Space and Political Conflict in Late Medieval Flanders," *Journal of Interdisciplinary History* 32 (2002): 621-640.

* *Medieval Sourcebook*: The Chronicles of Venice: How the Doges Were Chosen

<http://www.fordham.edu/halsall/source/dogesvenice.html>

The Late Medieval Crisis of Papal Authority 1

* Peters, 324-326, 380-383, 387-391

* Thomas A. Fudge, "Žižka's Drum: The Political Uses of Popular Religion," *Central European History* 36 (2003): 546-569.

The Late Medieval Crisis of Papal Authority 2

* Thomas E. Morrissey, "The Call for Unity at the Council of Constance: Sermons and Addresses of Cardinal Zabarella, 1415-1417," *Church History* 53 (1984): 307-318.

* *Medieval Sourcebook*: Decree of the Council of Pisa, On the Powers of the Council

<http://www.fordham.edu/halsall/source/1409pisa.html>

* *Medieval Sourcebook*: The Great Schism: Manifesto of the Revolting Cardinals

<http://www.fordham.edu/halsall/source/grtschism1.html>

* *Medieval Sourcebook*: Council of Constance: Sacrosancta, 1415

<http://www.fordham.edu/halsall/source/constance1.html>

* *Medieval Sourcebook*: Pius II: The Decree Excecrabilis

<http://www.fordham.edu/halsall/source/p2-execrabilis.html>

* *Medieval Sourcebook*: Marsiligio of Padua: Condemnation by John XII

<http://www.fordham.edu/halsall/source/marsiglio2.html>

Seeking a New Godly Community 1

* H. G. Koenigsberger, "The Unity of the Church and the Reformation," *Journal of Interdisciplinary History* 1 (1971): 407-417.

* Jeffrey R. Watt, "Women and the Consistory in Calvin's Geneva," *The Sixteenth Century Journal* 24 (1993): 429-439.

Seeking a New Godly Community 1

* Cynthia Grant Shoenberger, "Luther and the Justifiability of Resistance to Legitimate Authority," *Journal of the History of Ideas* 40 (1979): 3-20.

* *Medieval Sourcebook*: Niccolò Machiavelli: *Founding a Republic*

<http://www.fordham.edu/halsall/source/machiavelli-disc1-9.html>

* *Medieval Sourcebook*: Calvin: Letter to the King

<http://www.fordham.edu/halsall/source/calvin-onclergy.html>

* *Medieval Sourcebook*: The Act of Supremacy

<http://www.thenagain.info/Classes/Sources/ActSupremacy.html>

TERM PAPER DUE

FINAL EXAMINATION

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 09/23/2013 (mm/dd/yyyy)

Department Initiating Request:
HISTORY

Faculty Member Requesting:
Dr. Stephanie Hinnershitz

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
HIST 4209

Proposed New Course Title:
The United States in the 1980s

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
The United States in the 1980s

Semester/Year to be Effective:
Fall 2014

Estimated Frequency of Course Offering:
once every 2 years

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.) Survey of the history of the United States in the 1980s. The course will provide students with a broad understanding of the major social, political, cultural, and economic trends and developments during the period.

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: Course will expand departmental coverage of recent U.S. history, which was one of the department's goals in hiring Dr. Hinnershitz, who is an expert in this field and time period.

Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Student interest in contemporary U.S. history led the department to request this position and hire Dr. Hinnershitz in 2013. This course is one of several new courses that she is developing to improve and diversify the department's offerings.
- 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. SOIs and faculty peer observations will be the main tools used to assess the effectiveness of the course.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)
- Other: The BA in History is assessed under a plan approved by VSU's assessment bodies and in accordance with SACS guidelines.

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

Approvals:	
Dept. Head: <i>PTTijm</i>	Date: 10/4/13
College/Division Exec. Comm.: <i>Lonnie Richards</i>	Date: 10/10/13
Dean/Director: <i>Lonnie Richards</i>	Date: 10/10/13
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

HIST4209 / HIST 6209
The United States in the 1980s
Valdosta State University- History Department

Catalog Description

A survey of the history of the United States in the 1980s. This course provides students with a broad understanding of the major social, political, cultural, and economic trends and developments during the period.

Course Introduction

This course provides students with a general overview of life in America during the 1980s, with an emphasis on the influence of Ronald Reagan on politics, foreign affairs, and the economy. Students will also gain an understanding of the impact of political and economic changes on race relations and social/cultural movements during the Reagan years. By the end of the semester, students will be able to identify and explain the major historical trends of the 1980s.

LEARNING OBJECTIVES & ASSESSMENTS Upper Level Courses

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

By the end of this course, students will

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

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

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

Required Texts

The required readings for this course consist of two textbooks and one monograph (available in the VSU bookstore) as well as supplementary materials. You are expected to complete all assigned readings and be ready to discuss them in class.

Jacobs, Meg and Julian Zelizer. *Conservatives in Power: The Reagan Years, 1981-1989*. New York: Bedford St. Martin's, 2010.

Shilts, Randy. *And the Band Played On: Politics, People, and the AIDS Epidemic* (20th Anniversary Edition). New York: St. Martin's Griffin, 2007.

Troy, Gil. *Morning in America: How Ronald Reagan Invented the 1980s*. Princeton: Princeton University Press, 2007.

Course Requirements

Reaganomics Paper: 20%

Mid-term: 20%

Book Review: 20%

Final: 30%

Participation: 10%

Grading scale: 0-59% = F; 60-69% = D; 70-79% = C; 80-89% = B; 90-100% = A

Exams: All exams will be essay/identification (no multiple choice). Make-up exams will be granted ONLY for extreme, unforeseeable events, religious holidays, and/or sports events. Before each exam, I will provide you with a study guide (with grading rubric so you know what I will be looking for) as well as a review session.

Papers: For this class, you will be required to complete two papers. The first paper will be a primary and secondary-source-based essay on Reagan's economic policies and their effects and the second will be a book review of *And the Band Played On*. See the guidelines for papers at the end of this syllabus. **ALL PAPERS MUST USE PROPER (CHICAGO STYLE) CITATIONS, DOUBLE-SPACED, 1" MARGINS, SIZE 12 TIMES NEW ROMAN FONT, AND BE SUBMITTED VIA DROPBOX.**

Participation: Each student will receive a grade for his or her participation in this course. Because this class will consist of lectures *and* discussions of materials, your participation grade will be determined by your contributions to our class discussions through insightful and thoughtful comments and questions relating to the assigned reading and/or lectures, as well as smaller reaction papers and brief assignments which will be used to assess reading analysis throughout the semester.

If students repeatedly fail to participate in discussions or respond to questions based on readings, I will begin to issue quizzes.

Graduate Students Enrolled in HIST 6209

Any student taking this course for graduate credit must, in addition to the above required assignments and exams, produce a 25-30 page research paper OR historiographical essay on a topic pertaining to the history of the United States in the 1980s. Your topic must be pre-approved and based on both primary and secondary sources with full and proper documentation. The paper will be due on or before the last day of the class.

Course Expectations

In general, I expect you to contribute to our course not only through completing assignments and participation, but also by being respectful to your instructor as well as your fellow classmates. I will not tolerate repeated tardiness and/or the use of cell phones. Laptops are permitted, but only for class-related use. Other generally disruptive behavior will result in your being asked to leave and a loss of participation/attendance points.

Class Absences

If you will be absent for any sports-related or religious event, please let me know within two weeks of the beginning of the semester.

Plagiarism and Academic Dishonesty

Any instance of academic dishonesty (such as plagiarism and cheating) will be addressed through a failing grade for the assignment, a failing grade for the course, and/or disciplinary action from the appropriate university authority (including academic suspension and expulsion).

Email Correspondence

In addition to scheduled office hours and individual appointments, I am always available to help you via email; however, please allow a 24 hour period for my response.

Paper Drafts/Feedback

I will gladly look over any drafts of papers before you turn them in, but require that you submit them (either via email or in hardcopy) no later than a week before the due date. This policy is to ensure that I have ample time to give constructive comments/feedback and that you have more than enough time to make the appropriate revisions.

Also, I will discuss grades on any written assignments, but ask that you meet with me in person (either during office hours or scheduled appointment).

Disability Assistance

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

Note on Recorded Lectures

Any lectures delivered in this course are the intellectual property of the instructor, therefore recording lectures is prohibited.

I reserve the right to make changes to this syllabus at any point during this semester

Course Schedule

Unit One: The Rise of Reagan

Week One: The New Right

Readings Due: *Morning in America*, Introduction and Chapter 1; *Conservatives in Power*, "From Movement to Governance" and Documents 5,6,7, and 8

Week Two: The "Second" Cold War

Readings Due: Excerpts from John Gaddis, *The Cold War: A New History* (on D2L); *Conservatives in Power*, "Reagan's Foreign Policy: Peace through Strength"

Week Three: Reaganomics (Part I)

Readings Due: Morning in America, Chapter 2

Week Four: Reaganomics (Part II)

Readings Due: Conservatives in Power, "Reaganomics, 1981" and Document 19

Unit Two: Society and Politics

Week Five: Poverty in the Reagan Years

Readings Due: Morning in America, Chapter 3; Marisa Chappell, "Relinquishing Responsibility for Poor Families: Reagan's Family Wage for the Wealthy" (on D2L)

Week Six: Civil Rights and Social Movements

Readings Due: Morning in America, Chapters 4 and 5; Conservatives in Power, "Mobilizing on the Political Left and Right"

Reaganomics Essay Due!

Week Seven: Immigration Reform

Readings Due: Primary sources on immigration and the Immigration Reform and Control Act OF 1986 (on D2L)

Week Eight: The War on Drugs and Mandatory Minimums

*Readings Due: Excerpts from Michelle Alexander's *The New Jim Crow* (on D2L); Primary sources on Mandatory Minimums (on D2L); *Conservatives in Power*, Document 23*

Week Nine: AIDS

*Readings Due: *And the Band Played On*; Oral histories of AIDS activists (on D2L)*

Unit Three: Society and Culture

Week Ten: Multiculturalism

Readings Due: Morning in America, Chapter 6

Week Eleven: New Wave, Yuppies, and Punks: Identities and Culture

Readings Due: Morning in America, Chapter 9; Conservatives in Power, "Domestic Culture Wars"

Week Twelve: Wall Street and Corporatism

*Readings Due: Morning in America, Chapter 7; Excerpts from Nelson Lichtenstein's *The Retail Revolution* (on D2L)*

Week Thirteen: "Ms. Madonna:" Women in the 1980s

Readings Due: Lois Weis, "Race, Gender, and Critique: African-American Women, White Women, and Domestic Violence in the 1980s and 1990s" (on D2L); Nancey Hewitt, "Beyond the Search for Sisterhood" (on D2L); Diana Creep, "Television's Professional Women: Working with Men in the 1980s" (on D2L)

Review of *And the Band Played On* Due!

Unit Four: The Rise of the 90s

Week Fourteen: Iran-Contra and the U.S. Abroad

Readings Due: *Morning in America*, Chapter 8; *Conservatives in Power*, "National Security Scandal and Success" and Documents 41, 43, and 44

Week Fifteen: The Early Bush Years

Readings Due: *Morning in America*, Chapters 10 and 11; *Conservatives in Power*, "Legacies"

RECEIVED

OCT 14 2013

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A NEW COURSE Valdosta State University		
Date of Submission: 09/23/2013 (mm/dd/yyyy)		
Department Initiating Request: HISTORY	Faculty Member Requesting: Dr. Stephanie Hinnershitz	
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) HIST 6209	Proposed New Course Title: The United States in the 1980s	Proposed New Course Title Abbreviation: (For student transcript, limit to 30 character spaces) The United States in the 1980s
Semester/Year to be Effective: Fall 2014	Estimated Frequency of Course Offering: once every 2 years	
Indicate if Course will be : <input type="checkbox"/> Requirement for Major <input checked="" type="checkbox"/> 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.) Survey of the history of the United States in the 1980s. The course will provide students with a broad understanding of the major social, political, cultural, and economic trends and developments during the period.		
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. <input type="checkbox"/> Improving student learning outcomes: <input type="checkbox"/> Adopting current best practice(s) in field: <input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: <input checked="" type="checkbox"/> Other: Course will expand departmental coverage of recent U.S. history, which was one of the department's goals in hiring Dr. Hinnershitz, who is an expert in this field and time period.		
Source of Data to Support Suggested Change: <input checked="" type="checkbox"/> Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Student interest in contemporary U.S. history led the department to request this position and hire Dr. Hinnershitz in 2013. This course is one of several new courses that she is developing to improve and diversify the department's offerings. <input type="checkbox"/> 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. SOIs and faculty peer observations will be the main tools used to assess the effectiveness of the course.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)
- Other: The MA in History is assessed under a plan approved by VSU's assessment bodies and in accordance with SACS guidelines.

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

Approvals:		
Dept. Head:	<i>PT Pign</i>	Date: 10/4/13
College/Division Exec. Comm.:	<i>Lonnie Richards</i>	Date: 10/10/13
Dean/Director:	<i>Lonnie Richards</i>	Date: 10/10/13
Graduate Exec. Comm.: (for graduate course):	<i>J. J. Platt</i>	Date: 10/28/13
Graduate Dean: (for graduate course):	<i>J. J. Platt</i>	Date: 10/28/13
Academic Committee:		Date:

Form last updated: January 6, 2010

HIST4209 / HIST 6209
The United States in the 1980s
Valdosta State University- History Department

Catalog Description

A survey of the history of the United States in the 1980s. This course provides students with a broad understanding of the major social, political, cultural, and economic trends and developments during the period.

Course Introduction

This course provides students with a general overview of life in America during the 1980s, with an emphasis on the influence of Ronald Reagan on politics, foreign affairs, and the economy. Students will also gain an understanding of the impact of political and economic changes on race relations and social/cultural movements during the Reagan years. By the end of the semester, students will be able to identify and explain the major historical trends of the 1980s.

LEARNING OBJECTIVES & ASSESSMENTS *Upper Level Courses*

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

By the end of this course, students will

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

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

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

Required Texts

The required readings for this course consist of two textbooks and one monograph (available in the VSU bookstore) as well as supplementary materials. You are expected to complete all assigned readings and be ready to discuss them in class.

Jacobs, Meg and Julian Zelizer. *Conservatives in Power: The Reagan Years, 1981-1989*. New York: Bedford St. Martin's, 2010.

Shilts, Randy. *And the Band Played On: Politics, People, and the AIDS Epidemic* (20th Anniversary Edition). New York: St. Martin's Griffin, 2007.

Troy, Gil. *Morning in America: How Ronald Reagan Invented the 1980s*. Princeton: Princeton University Press, 2007.

Course Requirements

Reaganomics Paper: 20%
Mid-term: 20%
Book Review: 20%
Final: 30%
Participation: 10%

Grading scale: 0-59% = F; 60-69% = D; 70-79% = C; 80-89% = B; 90-100% = A

Exams: All exams will be essay/identification (no multiple choice). Make-up exams will be granted ONLY for extreme, unforeseeable events, religious holidays, and/or sports events. Before each exam, I will provide you with a study guide (with grading rubric so you know what I will be looking for) as well as a review session.

Papers: For this class, you will be required to complete two papers. The first paper will be a primary and secondary-source-based essay on Reagan's economic policies and their effects and the second will be a book review of *And the Band Played On*. See the guidelines for papers at the end of this syllabus. **ALL PAPERS MUST USE PROPER (CHICAGO STYLE) CITATIONS, DOUBLE-SPACED, 1" MARGINS, SIZE 12 TIMES NEW ROMAN FONT, AND BE SUBMITTED VIA DROPBOX.**

Participation: Each student will receive a grade for his or her participation in this course. Because this class will consist of lectures *and* discussions of materials, your participation grade will be determined by your contributions to our class discussions through insightful and thoughtful comments and questions relating to the assigned reading and/or lectures, as well as smaller reaction papers and brief assignments which will be used to assess reading analysis throughout the semester.

If students repeatedly fail to participate in discussions or respond to questions based on readings, I will begin to issue quizzes.

Graduate Students Enrolled in HIST 6209

Any student taking this course for graduate credit must, in addition to the above required assignments and exams, produce a 25-30 page research paper OR historiographical essay on a topic pertaining to the history of the United States in the 1980s. Your topic must be pre-approved and based on both primary and secondary sources with full and proper documentation. The paper will be due on or before the last day of the class.

Course Expectations

In general, I expect you to contribute to our course not only through completing assignments and participation, but also by being respectful to your instructor as well as your fellow classmates. I will not tolerate repeated tardiness and/or the use of cell phones. Laptops are permitted, but only for class-related use. Other generally disruptive behavior will result in your being asked to leave and a loss of participation/attendance points.

Class Absences

If you will be absent for any sports-related or religious event, please let me know within two weeks of the beginning of the semester.

Plagiarism and Academic Dishonesty

Any instance of academic dishonesty (such as plagiarism and cheating) will be addressed through a failing grade for the assignment, a failing grade for the course, and/or disciplinary action from the appropriate university authority (including academic suspension and expulsion).

Email Correspondence

In addition to scheduled office hours and individual appointments, I am always available to help you via email; however, please allow a 24 hour period for my response.

Paper Drafts/Feedback

I will gladly look over any drafts of papers before you turn them in, but require that you submit them (either via email or in hardcopy) no later than a week before the due date. This policy is to ensure that I have ample time to give constructive comments/feedback and that you have more than enough time to make the appropriate revisions.

Also, I will discuss grades on any written assignments, but ask that you meet with me in person (either during office hours or scheduled appointment).

Disability Assistance

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

Note on Recorded Lectures

Any lectures delivered in this course are the intellectual property of the instructor, therefore recording lectures is prohibited.

I reserve the right to make changes to this syllabus at any point during this semester

Course Schedule

Unit One: The Rise of Reagan

Week One: The New Right

Readings Due: *Morning in America*, Introduction and Chapter 1; *Conservatives in Power*, "From Movement to Governance" and Documents 5,6,7, and 8

Week Two: The "Second" Cold War

Readings Due: Excerpts from John Gaddis, *The Cold War: A New History* (on D2L); *Conservatives in Power*, "Reagan's Foreign Policy: Peace through Strength"

Week Three: Reaganomics (Part I)

Readings Due: Morning in America, Chapter 2

Week Four: Reaganomics (Part II)

Readings Due: Conservatives in Power, "Reaganomics, 1981" and Document 19

Unit Two: Society and Politics

Week Five: Poverty in the Reagan Years

Readings Due: Morning in America, Chapter 3; Marisa Chappell, "Relinquishing Responsibility for Poor Families: Reagan's Family Wage for the Wealthy" (on D2L)

Week Six: Civil Rights and Social Movements

Readings Due: Morning in America, Chapters 4 and 5; Conservatives in Power, "Mobilizing on the Political Left and Right"

Reaganomics Essay Due!

Week Seven: Immigration Reform

Readings Due: Primary sources on immigration and the Immigration Reform and Control Act OF 1986 (on D2L)

Week Eight: The War on Drugs and Mandatory Minimums

*Readings Due: Excerpts from Michelle Alexander's *The New Jim Crow* (on D2L); Primary sources on Mandatory Minimums (on D2L); *Conservatives in Power*, Document 23*

Week Nine: AIDS

*Readings Due: *And the Band Played On*; Oral histories of AIDS activists (on D2L)*

Unit Three: Society and Culture

Week Ten: Multiculturalism

Readings Due: Morning in America, Chapter 6

Week Eleven: New Wave, Yuppies, and Punks: Identities and Culture

Readings Due: Morning in America, Chapter 9; Conservatives in Power, "Domestic Culture Wars"

Week Twelve: Wall Street and Corporatism

*Readings Due: Morning in America, Chapter 7; Excerpts from Nelson Lichtenstein's *The Retail Revolution* (on D2L)*

Week Thirteen: "Ms. Madonna:" Women in the 1980s

Readings Due: Lois Weis, "Race, Gender, and Critique: African-American Women, White Women, and Domestic Violence in the 1980s and 1990s" (on D2L); Nancey Hewitt, "Beyond the Search for Sisterhood" (on D2L); Diana Creep, "Television's Professional Women: Working with Men in the 1980s" (on D2L)

Review of *And the Band Played On* Due!

Unit Four: The Rise of the 90s

Week Fourteen: Iran-Contra and the U.S. Abroad

Readings Due: *Morning in America*, Chapter 8; *Conservatives in Power*, "National Security Scandal and Success" and Documents 41, 43, and 44

Week Fifteen: The Early Bush Years

Readings Due: *Morning in America*, Chapters 10 and 11; *Conservatives in Power*, "Legacies"

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 09/23/2013 (mm/dd/yyyy)

Department Initiating Request:
HISTORY

Faculty Member Requesting:
Dr. Stephanie Hinnershitz

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
HIST 4215

Proposed New Course Title:
Introduction to Public History

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Introduction to Public History

Semester/Year to be Effective:
Fall 2014

Estimated Frequency of Course Offering:
once every 2 years

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.) Overview of the major specializations in the field of public history. The course will provide students with an understanding of museums, exhibit design, archival work, and oral history. Students will develop skills in interpreting history for the public through interactions with public history professionals and completing group projects.

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: Course will begin the process of expanding departmental coverage of public history, which was one of the department's goals in hiring Dr. Hinnershitz, who has had recent graduate training and experience in the field.

Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Student interest in public history led the department to request this position and hire Dr. Hinnershitz in 2013. This course is one of several new courses that she is developing to build the department's offerings in this area. Additional courses in public history will be developed in the future.
- 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. SOIs and faculty peer observations will be the main tools used to assess the effectiveness of the course.

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

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

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

Approvals:	
Dept. Head: <i>PTTijm</i>	Date: 10/4/13
College/Division Exec. Comm.: <i>Ernie Richards</i>	Date: 10/10/13
Dean/Director: <i>Ernie Richards</i>	Date: 10/10/13
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

HIST 4215 / 6215
Introduction to Public History
Valdosta State University- History Department

Catalog Description

Overview of the major specializations in the field of public history. The course will provide students with an understanding of museums, exhibit design, archival work, and oral history. Students will develop skills in interpreting history for the public through interactions with public history professionals and completing group projects.

Course Introduction

This course provides students with an introduction to the dynamic field of public history. By exploring various forms of historical interpretation through different case studies, students will gain an appreciation for exhibit design, archival work, historic preservation, oral history, local history, and the conflicts and theories underpinning the creation of history for the public. Students will be engaged in a variety of hands-on activities and, by the end of the semester, have developed historical skills and gained a general understanding of the career opportunities for those interested in public history.

Required Readings

The required readings for this course consist of two textbooks (available in the VSU bookstore) as well as supplementary materials. You are expected to complete all assigned readings and be ready to discuss them in class.

Horton, James Oliver and Lois E. Horton. *Slavery and Public History: The Tough Stuff of American Memory*. Chapel Hill: University of North Carolina Press, 2008.

Tilden, Freeman. *Interpreting our Heritage* (4th Edition). Chapel Hill: University of North Carolina Press, 2008.

Additional articles/book excerpts posted on D2L.

Course Requirements

Journals: 20%

Book Review: 30%

Walking/Driving Tour Group Project (individual grade): 20%

Walking/Driving Tour Group Project (group grade): 20%

Participation: 10%

Scale: A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 0-59%

Journals

Each student will be required to keep an e-journal (through D2L) that will address key themes throughout the course (questions and due dates included in course schedule on syllabus). These journals are not optional and are a critical component of your success in this class.

Book Review

Each student will be required to review Horton and Horton's *Slavery and Public History*. This review should be 5-6 pages in length (double-spaced, times new roman 12, 1" margins) and submitted using Dropbox on D2L.

Participation

Discussion and exchange of ideas are very important for this class. Because this class will consist of lectures *and* discussions of materials, your participation grade will be determined by your contributions to our class discussions through insightful and thoughtful comments and questions relating to the assigned reading and/or lectures, as well as smaller reaction papers and brief assignments which will be used to assess reading analysis throughout the semester.

Walking/Driving Tour Group Project

Rather than a final, each student will be assigned to a group and will work with his or her colleagues to develop, design, and present a walking or driving tour of Valdosta. Each group will focus on one aspect of Valdosta history (economic, social, racial, civil rights, immigration, political, cultural, etc.) and work with archivists and specialists at Odum Library and the Lowndes County Historical Society to develop their projects. Although a group effort, each student will receive an individual grade based on his or her contributions to the group (as reported through grade sheets by each member of the group) as well as a group grade based on the response of the instructor as well as fellow classmates during group presentations at the end of the semester. More guidelines will be distributed in class during the first week.

Graduate Students Enrolled in HIST 6215

Any student taking this course for graduate credit must, in addition to the above required assignments and exams, produce a 25-30 page research paper on a topic pertaining to an issue or challenge in the field of public history. The topic must be pre-approved and based on both primary and secondary sources with full and proper documentation. The paper will be due on or before the last day of the class.

Course Expectations

In general, I expect you to contribute to our course not only through completing assignments and participation, but also by being respectful to your instructor as well as your fellow classmates. I will not tolerate repeated tardiness and/or the use of cell phones. Laptops are permitted, but only for class-related use. Other generally disruptive behavior will result in your being asked to leave and a loss of participation/attendance points.

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Note on Recorded Lectures

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I reserve the right to make changes to this syllabus at any point during this semester

Course Schedule

Unit One: Sites of Interpretation

Week One: Theories of Interpretation and Challenges in Public History

Readings Due: Interpreting Our Heritage, Chapters 1 and 3; "Teaching Students About Public History Advocacy," (on D2L); Alan Brinkley, "Historians and their Publics" (on D2L); Excerpts from Anders Greenspan's *Creating Colonial Williamsburg* (on D2L)

Introduction to Walking/Driving Tours

Group assignments

Week Two: Museums

Readings Due: *Interpreting Our Heritage*, Chapter 2; Margaret Lindauer, "The Critical Museum Visitor" (on D2L); James B. Gardener, "Contested Terrain: History, Museums, and the Public" (on D2L)

Assignments Due: Journal Entry 1: Describe the best museum you have ever visited and explain why you have such a favorable memory of it. If the museum has a website, include a link.

Week Three: Exhibits

Readings Due: *Interpreting Our Heritage*, Chapters 6 and 7; Richard Kohn, "History and the Culture Wars: The Case of the Smithsonian Institute's Enola Gay Exhibit" (on D2L); Jennifer Kreder, "The Holocaust, Museum Ethics, and Legalism" (on D2L)

Visit to Odum Library Exhibit

Week Four: Websites and Digital History

Readings Due: Matthew McArthur, "Can Museums Ever Allow Online Users to Become Participants?" (on D2L); William Cronon, "Scholarly Authority in a Wikified World" (on D2L); Jerome de Groot, "Hacking History on Google Earth" (on D2L); Look at the George Mason University's "History Matters" website and the Library of Congress's website.

Assignments Due: Journal Entry 2: Visit the website for one of the museums that is part of the Smithsonian Institute in Washington, DC (<http://www.si.edu/Museums>). What do you like or not like about this website (Is it user-friendly, or complicated? Is the purpose of the website simply to attract patrons, or, similar to the History Matters and LOC's websites, is there a larger mission to the public?)

Schedule Group Check-Ins for Week Five

Week Five: National and State Parks

Readings Due: *Interpreting Our Heritage*, Chapters 12 and 20; Excerpts from Cathy Stanton's *The Lowell Experiment: Public History in a Post-Industrial City* (on D2L) and Denise Meringolo's *Museums, Monuments, and National Parks* (on D2L)

Week Six: Memorials and Statues

Readings Due: *Interpreting Our Heritage*, Chapters 10 and 11; Excerpts from John Bodnar's *Mystic Chords of Memory* (on D2L); Visit "The Vietnam Wall Controversy" page (<http://www.si.edu/Museums>)

Assignments Due: Journal Entry 3: Memorials come in various forms. Visit a local memorial (either on campus, in Valdosta, or in a neighboring community) and describe its purpose, audience, and its "success" as a monument and/or memorial. What makes a "successful" monument or memorial to a figure, event, or place? Include an image.

BOOK REVIEW OF HORTON AND HORTON DUE

***Guest speaker via Skype:** Ms. Allison Finklestein of the American Battle Monuments Commission in Washington, D.C.)*

Week Seven: Documentaries

Readings Due: Nina Gildea Seavey, "Film and Media Producers: Taking History Off the Page and Putting it on the Screen" (on D2L); Jerome de Groot, "Documentary as Form: Self-consciousness and Diversion" (on D2L); David Glassberg, "Watching the Civil War" (on D2L)

Assignments Due: Journal Entry 4: Watch sections of Ken Burn's "Civil War" and "Dust Bowl" (links provided on D2L). What are the strengths and weaknesses of each documentary? What do they include? What do they leave out?

Unit Two: Careers in Public History

Week Eight: Archives, Libraries, and Special Collections

Readings Due: Mark Lamb, "The Archivist and the Historian" (on D2L); Roy H. Tron, "Archivists and Record Managers" (on D2L); Kyle Chayka, "Hurricane Sandy Highlights the Problems with Digital Archives" (on D2L)

Visit to Odum Library Special Collections

Week Nine: Public Historians in Government, Policy, and Business

Readings Due: Janelle Warren-Findley, "Contract Historians and Consultants" (on D2L); Alan S. Newell, "Personal and Professional Issues in Private Consulting" (on D2L); Excerpts from Richard E. Neustadt and Ernest May's *Thinking in Time: the Uses of History for Decision Makers* (on D2L)

Guest speaker via Skype: Mr. Matthew Cheser of POW/MIA Joint Command (Honolulu, HI)

Schedule Group Check-Ins for Week Ten

Week Ten: Historic Preservation

Readings Due: Antoinette J. Lee, "Historic Preservationists and Cultural Resource Managers" (on D2L); Excerpts from Mike Wallace's *Mickey Mouse History and Other Essays on American Memory* (on D2L); Visit the DC Preservation League website (<http://www.si.edu/Museums>); Visit the National Trust for Historic Preservation website (<http://www.preservationnation.org/issues/>).

Assignments Due: Journal Entry 5: What are some of the challenges in preserving historic places and buildings? Have there ever been any issues with historic preservation in your neighborhood---perhaps an old building that was torn down to make room for something new? Or do you know of a building or structure in your neighborhood or hometown that has historic value or meaning and is "under threat?"

Guest Speaker via Skype: Ms. Katherine Hensler of Historic Hillsboro Commission (Hillsboro, NC)

Unit Three: Local and Community History

Week Eleven: Oral History and Memory

Readings Due: Carl Becker, "Everyman his own Historian" (on D2L); John Neuenschwander, "Major Legal Challenges of Oral History in the Digital Age" (on D2L); Linda Shopes, "What is Oral History?" (on D2L)

Assignments Due: Journal Entry 6: Choose one historical event of the late twentieth century (1950s on) and conduct a brief, oral interview with two different people (friends, family members, colleagues, etc.). Ask them what they remember about the event and how they felt at the time. Record your findings. Do you notice any differences? Any similarities? Explain.

Guest speaker via Skype: Ms. Sarah Lascoskie of the Chemical Heritage Foundation (Philadelphia, PA)

Week Twelve: Folklore

Readings Due: Arthur L. Campa, "History and Folklore" (on D2L); Henry Glassie, "Folklore and History" (on D2L); Tim Lloyd, "On the Differences between Folklore Fieldwork and Oral History" (on D2L); Robert Weyeneth, "The Risk of Professionalizing Local History: The Campaign to Suppress My Book" (on D2L)

Assignments Due: Journal Entry 7: How can folklore and legends help us learn about local and community history? Do you know of any folklore or tales from your neighborhood or hometown?

Guest speaker via Skype: Archivist from the Georgia Folklore Archives Collection of the Atlanta History Center

Week Thirteen: Historic Markers and Grant Writing

Readings Due: Visit the Historical Marker Database (<http://www.hmdb.org/>); Visit the Mary Turner Memorial website (<http://www.maryturner.org/MTP.htm>)

Assignments Due: Journal Entry 8: Do you know of a historical spot in your neighborhood, hometown, or other location? Is it designate through a historical marker? Using the Historical Marker Database, do a search for the spot you are thinking of.

Week Fourteen: Walking/Driving Tour Presentations (Group I)

Week Fifteen: Walking/Driving Tour Presentations (Group II)

RECEIVED

REQUEST FOR A NEW COURSE
Valdosta State University

OCT 14 2013

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission: 09/23/2013 (mm/dd/yyyy)

Department Initiating Request:
HISTORY

Faculty Member Requesting:
Dr. Stephanie Hinnershitz

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
HIST 6215

Proposed New Course Title:
Introduction to Public History

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Introduction to Public History

Semester/Year to be Effective:
Fall 2014

Estimated Frequency of Course Offering:
once every 2 years

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.) Overview of the major specializations in the field of public history. The course will provide students with an understanding of museums, exhibit design, archival work, and oral history. Students will develop skills in interpreting history for the public through interactions with public history professionals and completing group projects.

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: Course will begin the process of expanding departmental coverage of public history, which was one of the department's goals in hiring Dr. Hinnershitz, who has had recent graduate training and experience in the field.

Source of Data to Support Suggested Change:

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- 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. SOIs and faculty peer observations will be the main tools used to assess the effectiveness of the course.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)
- Other: The MA in History is assessed under a plan approved by VSU's assessment bodies and in accordance with SACS guidelines.

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

Approvals:		
Dept. Head:	<i>[Signature]</i>	Date: 10/4/13
College/Division Exec. Comm.:	<i>Lonnie Richards</i>	Date: 10/10/13
Dean/Director:	<i>Lonnie Richards</i>	Date: 10/10/13
Graduate Exec. Comm.: (for graduate course):	<i>J. J. Platt</i>	Date: 10/28/13
Graduate Dean: (for graduate course):	<i>J. J. Platt</i>	Date: 10/28/13
Academic Committee:		Date:

Form last updated: January 6, 2010

HIST 4215 / 6215
Introduction to Public History
Valdosta State University- History Department

Catalog Description

Overview of the major specializations in the field of public history. The course will provide students with an understanding of museums, exhibit design, archival work, and oral history. Students will develop skills in interpreting history for the public through interactions with public history professionals and completing group projects.

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This course provides students with an introduction to the dynamic field of public history. By exploring various forms of historical interpretation through different case studies, students will gain an appreciation for exhibit design, archival work, historic preservation, oral history, local history, and the conflicts and theories underpinning the creation of history for the public. Students will be engaged in a variety of hands-on activities and, by the end of the semester, have developed historical skills and gained a general understanding of the career opportunities for those interested in public history.

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Tilden, Freeman. *Interpreting our Heritage* (4th Edition). Chapel Hill: University of North Carolina Press, 2008.

Additional articles/book excerpts posted on D2L.

Course Requirements

Journals: 20%

Book Review: 30%

Walking/Driving Tour Group Project (individual grade): 20%

Walking/Driving Tour Group Project (group grade): 20%

Participation: 10%

Scale: A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 0-59%

Journals

Each student will be required to keep an e-journal (through D2L) that will address key themes throughout the course (questions and due dates included in course schedule on syllabus). These journals are not optional and are a critical component of your success in this class.

Book Review

Each student will be required to review Horton and Horton's *Slavery and Public History*. This review should be 5-6 pages in length (double-spaced, times new roman 12, 1" margins) and submitted using Dropbox on D2L.

Participation

Discussion and exchange of ideas are very important for this class. Because this class will consist of lectures *and* discussions of materials, your participation grade will be determined by your contributions to our class discussions through insightful and thoughtful comments and questions relating to the assigned reading and/or lectures, as well as smaller reaction papers and brief assignments which will be used to assess reading analysis throughout the semester.

Walking/Driving Tour Group Project

Rather than a final, each student will be assigned to a group and will work with his or her colleagues to develop, design, and present a walking or driving tour of Valdosta. Each group will focus on one aspect of Valdosta history (economic, social, racial, civil rights, immigration, political, cultural, etc.) and work with archivists and specialists at Odum Library and the Lowndes County Historical Society to develop their projects. Although a group effort, each student will receive an individual grade based on his or her contributions to the group (as reported through grade sheets by each member of the group) as well as a group grade based on the response of the instructor as well as fellow classmates during group presentations at the end of the semester. More guidelines will be distributed in class during the first week.

Graduate Students Enrolled in HIST 6215

Any student taking this course for graduate credit must, in addition to the above required assignments and exams, produce a 25-30 page research paper on a topic pertaining to an issue or challenge in the field of public history. The topic must be pre-approved and based on both primary and secondary sources with full and proper documentation. The paper will be due on or before the last day of the class.

Course Expectations

In general, I expect you to contribute to our course not only through completing assignments and participation, but also by being respectful to your instructor as well as your fellow classmates. I will not tolerate repeated tardiness and/or the use of cell phones. Laptops are permitted, but only for class-related use. Other generally disruptive behavior will result in your being asked to leave and a loss of participation/attendance points.

Class Absences

If you will be absent for any sports-related or religious event, please let me know within two weeks of the beginning of the semester.

Plagiarism and Academic Dishonesty

Any instance of academic dishonesty (such as plagiarism and cheating) will be addressed through a failing grade for the assignment, a failing grade for the course, and/or disciplinary action from the appropriate university authority (including academic suspension and expulsion).

Email Correspondence

In addition to scheduled office hours and individual appointments, I am always available to help you via email; however, please allow a 24 hour period for my response.

Paper Drafts/Feedback

I will gladly look over any drafts of papers before you turn them in, but require that you submit them (either via email or in hardcopy) no later than a week before the due date. This policy is to ensure that I have ample time to give constructive comments/feedback and that you have more than enough time to make the appropriate revisions.

Also, I will discuss grades on any written assignments, but ask that you meet with me in person (either during office hours or scheduled appointment).

Disability Assistance

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

Note on Recorded Lectures

Any lectures delivered in this course are the intellectual property of the instructor, therefore recording lectures is prohibited.

I reserve the right to make changes to this syllabus at any point during this semester

Course Schedule

Unit One: Sites of Interpretation

Week One: Theories of Interpretation and Challenges in Public History

Readings Due: Interpreting Our Heritage, Chapters 1 and 3; "Teaching Students About Public History Advocacy," (on D2L); Alan Brinkley, "Historians and their Publics" (on D2L); Excerpts from Anders Greenspan's *Creating Colonial Williamsburg* (on D2L)

Introduction to Walking/Driving Tours

Group assignments

Week Two: Museums

Readings Due: *Interpreting Our Heritage*, Chapter 2; Margaret Lindauer, "The Critical Museum Visitor" (on D2L); James B. Gardener, "Contested Terrain: History, Museums, and the Public" (on D2L)

Assignments Due: Journal Entry 1: Describe the best museum you have ever visited and explain why you have such a favorable memory of it. If the museum has a website, include a link.

Week Three: Exhibits

Readings Due: *Interpreting Our Heritage*, Chapters 6 and 7; Richard Kohn, "History and the Culture Wars: The Case of the Smithsonian Institute's Enola Gay Exhibit" (on D2L); Jennifer Kreder, "The Holocaust, Museum Ethics, and Legalism" (on D2L)

Visit to Odum Library Exhibit

Week Four: Websites and Digital History

Readings Due: Matthew McArthur, "Can Museums Ever Allow Online Users to Become Participants?" (on D2L); William Cronon, "Scholarly Authority in a Wikified World" (on D2L); Jerome de Groot, "Hacking History on Google Earth" (on D2L); Look at the George Mason University's "History Matters" website and the Library of Congress's website.

Assignments Due: Journal Entry 2: Visit the website for one of the museums that is part of the Smithsonian Institute in Washington, DC (<http://www.si.edu/Museums>). What do you like or not like about this website (Is it user-friendly, or complicated? Is the purpose of the website simply to attract patrons, or, similar to the History Matters and LOC's websites, is there a larger mission to the public?)

Schedule Group Check-Ins for Week Five

Week Five: National and State Parks

Readings Due: *Interpreting Our Heritage*, Chapters 12 and 20; Excerpts from Cathy Stanton's *The Lowell Experiment: Public History in a Post-Industrial City* (on D2L) and Denise Meringolo's *Museums, Monuments, and National Parks* (on D2L)

Week Six: Memorials and Statues

Readings Due: *Interpreting Our Heritage*, Chapters 10 and 11; Excerpts from John Bodnar's *Mystic Chords of Memory* (on D2L); Visit "The Vietnam Wall Controversy" page (<http://www.si.edu/Museums>)

Assignments Due: Journal Entry 3: Memorials come in various forms. Visit a local memorial (either on campus, in Valdosta, or in a neighboring community) and describe its purpose, audience, and its "success" as a monument and/or memorial. What makes a "successful" monument or memorial to a figure, event, or place? Include an image.

BOOK REVIEW OF HORTON AND HORTON DUE

Guest speaker via Skype: Ms. Allison Finklestein of the American Battle Monuments Commission in Washington, D.C.)

Week Seven: Documentaries

Readings Due: Nina Gilden Seavey, "Film and Media Producers: Taking History Off the Page and Putting it on the Screen" (on D2L); Jerome de Groot, "Documentary as Form: Self-consciousness and Diversion" (on D2L); David Glassberg, "Watching the Civil War" (on D2L)

Assignments Due: Journal Entry 4: Watch sections of Ken Burn's "Civil War" and "Dust Bowl" (links provided on D2L). What are the strengths and weaknesses of each documentary? What do they include? What do they leave out?

Unit Two: Careers in Public History

Week Eight: Archives, Libraries, and Special Collections

Readings Due: Mark Lamb, "The Archivist and the Historian" (on D2L); Roy H. Tron, "Archivists and Record Managers" (on D2L); Kyle Chayka, "Hurricane Sandy Highlights the Problems with Digital Archives" (on D2L)

Visit to Odum Library Special Collections

Week Nine: Public Historians in Government, Policy, and Business

Readings Due: Janelle Warren-Findley, "Contract Historians and Consultants" (on D2L); Alan S. Newell, "Personal and Professional Issues in Private Consulting" (on D2L); Excerpts from Richard E. Neustadt and Ernest May's *Thinking in Time: the Uses of History for Decision Makers* (on D2L)

Guest speaker via Skype: Mr. Matthew Cheser of POW/MIA Joint Command (Honolulu, HI)

Schedule Group Check-Ins for Week Ten

Week Ten: Historic Preservation

Readings Due: Antoinette J. Lee, "Historic Preservationists and Cultural Resource Managers" (on D2L); Excerpts from Mike Wallace's *Mickey Mouse History and Other Essays on American Memory* (on D2L); Visit the DC Preservation League website (<http://www.si.edu/Museums>); Visit the National Trust for Historic Preservation website (<http://www.preservationnation.org/issues/>).

Assignments Due: Journal Entry 5: What are some of the challenges in preserving historic places and buildings? Have there ever been any issues with historic preservation in your neighborhood---perhaps an old building that was torn down to make room for something new? Or do you know of a building or structure in your neighborhood or hometown that has historic value or meaning and is "under threat?"

Guest Speaker via Skype: Ms. Katherine Hensler of Historic Hillsboro Commission (Hillsboro, NC)

Unit Three: Local and Community History

Week Eleven: Oral History and Memory

Readings Due: Carl Becker, "Everyman his own Historian" (on D2L); John Neuenschwander, "Major Legal Challenges of Oral History in the Digital Age" (on D2L); Linda Shopes, "What is Oral History?" (on D2L)

Assignments Due: Journal Entry 6: Choose one historical event of the late twentieth century (1950s on) and conduct a brief, oral interview with two different people (friends, family members, colleagues, etc.). Ask them what they remember about the event and how they felt at the time. Record your findings. Do you notice any differences? Any similarities? Explain.

Guest speaker via Skype: Ms. Sarah Lascoskie of the Chemical Heritage Foundation (Philadelphia, PA)

Week Twelve: Folklore

Readings Due: Arthur L. Campa, "History and Folklore" (on D2L); Henry Glassie, "Folklore and History" (on D2L); Tim Lloyd, "On the Differences between Folklore Fieldwork and Oral History" (on D2L); Robert Weyeneth, "The Risk of Professionalizing Local History: The Campaign to Suppress My Book" (on D2L)

Assignments Due: Journal Entry 7: How can folklore and legends help us learn about local and community history? Do you know of any folklore or tales from your neighborhood or hometown?

Guest speaker via Skype: Archivist from the Georgia Folklore Archives Collection of the Atlanta History Center

Week Thirteen: Historic Markers and Grant Writing

Readings Due: Visit the Historical Marker Database (<http://www.hmdb.org/>); Visit the Mary Turner Memorial website (<http://www.maryturner.org/MTP.htm>)

Assignments Due: Journal Entry 8: Do you know of a historical spot in your neighborhood, hometown, or other location? Is it designate through a historical marker? Using the Historical Marker Database, do a search for the spot you are thinking of.

Week Fourteen: Walking/Driving Tour Presentations (Group I)

Week Fifteen: Walking/Driving Tour Presentations (Group II)

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 09/23/2013 (mm/dd/yyyy)

Department Initiating Request:
HISTORY

Faculty Member Requesting:
Dr. Stephanie Hinnershitz

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
HIST 4296

Proposed New Course Title:

History of Contemporary Issues in the U.S.

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Contemporary Issues in U.S.

Semester/Year to be Effective:
Fall 2014

Estimated Frequency of Course Offering:
once every 2 years

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.) Overview of the longer term historical background of selected contemporary issues in the United States. The course will examine current political, social, cultural, and economic issues and problems including terrorism, economic conditions, and civil rights and liberties.

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: Course will expand departmental coverage of recent U.S. history, which was one of the department's goals in hiring Dr. Hinnershitz, who is an expert in this field and time period.

Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Student interest in contemporary U.S. history led the department to request this position and hire Dr. Hinnershitz in 2013. This course is one of several new courses that she is developing to improve and diversify the department's offerings.
- 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. SOIs and faculty peer observations will be the main tools used to assess the effectiveness of the course.

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

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

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

Approvals:		
Dept. Head:	<i>PTA sign</i>	Date: 10/4/13
College/Division Exec. Comm.:	<i>Lennie Richards</i>	Date: 10/10/13
Dean/Director:	<i>Lennie Richards</i>	Date: 10/18/13
Graduate Exec. Comm.: (for graduate course):		Date:
Graduate Dean: (for graduate course):		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

HIST 4296 / HIST 6296
History of Contemporary Issues in the United States
Valdosta State University- History Department

Catalog Description

Overview of the longer term historical background of selected contemporary issues in the United States. The course will examine current political, social, cultural, and economic issues and problems including terrorism, economic conditions, and civil rights and liberties.

Course Introduction

This course provides students with a historical understanding of contemporary debates, issues, and problems in American society. By focusing on the longer history of topics such as the War on Terror, gay rights, immigration reform, affirmative action, and the recession (among others), students will gain an appreciation for the ways in which past events shape current political, social, cultural, and economic trends. At the end of the semester, students will be able to identify and explain the history behind the concerns and debates among Americans today.

LEARNING OBJECTIVES & ASSESSMENTS Upper Level Courses

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

By the end of this course, students will

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

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

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

Required Texts

The required readings for this course consist of one monograph (available in the VSU bookstore) as well as supplementary materials. You are expected to complete all assigned readings and be ready to discuss them in class.

Alexander, Michele. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*.
New York: The New Press, 2010.

Additional primary sources and articles/book excerpts will be posted on D2L.

Course Requirements

Media Essay: 20%
Mid-term Exam: 20%
Book Review: 20%
Final: 30%
Participation: 10%

Grading Scale: A= 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = 0-59%

Media Essay

For this assignment, you will be required to find two editorial articles from two different newspapers (using the periodical resources available through the Odum Library) on one of the issues discussed in our foreign affairs unit. You will then write an essay comparing/contrasting the views expressed in the editorials on a particular foreign affairs issue. This essay should be 5-6 pages in length (double-spaced, times new roman 12, 1" margins) and submitted using Dropbox on D2L. **ALL PAPERS MUST USE PROPER (CHICAGO STYLE) CITATIONS.**

Book Review

Each student will be required to review Alexander's *The New Jim Crow*. This review should be 5-6 pages in length (double-spaced, times new roman 12, 1" margins) and submitted using Dropbox on D2L. **ALL PAPERS MUST USE PROPER (CHICAGO STYLE) CITATIONS.**

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Exams: All exams will be essay/identification (no multiple choice). Make-up exams will be granted **ONLY** for extreme, unforeseeable events, religious holidays, and/or sports events. Before each exam, I will provide you with a study guide (with grading rubric so you know what I will be looking for) as well as a review session.

If students repeatedly fail to participate in discussions or respond to questions based on readings, I will begin to issue quizzes.

Graduate Students Enrolled in HIST 6296

Any student taking this course for graduate credit must, in addition to the above required assignments and exams, produce a 25-30 page research paper OR historiographical essay on a topic pertaining to the history of a contemporary issue/problem in the U.S. Your topic must be pre-approved and based on both primary and secondary sources with full and proper documentation. The paper will be due on or before the last day of the class.

Class Absences

If you will be absent for any sports-related or religious event, please let me know within two weeks of the beginning of the semester.

Course Expectations

In general, I expect you to contribute to our course not only through completing assignments and participation, but also by being respectful to your instructor as well as your fellow classmates. I will not tolerate repeated tardiness and/or the use of cell phones during class. Laptops are permitted, but only for uses relating to the class. Other generally disruptive behavior will result in your being asked to leave and a loss of participation/attendance points.

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Note on Recorded Lectures

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I reserve the right to make changes to this syllabus at any point during this semester

Course Schedule

Unit One: Foreign Affairs

Week One: The War on Terror

Readings Due: Excerpts from Steven Coll's *Ghost Wars: The Secret History of the CIA, Afghanistan, and Bin Laden, from the Soviet Invasion to September 10, 2001* (on D2L)

Week Two: Surveillance and Security

Readings Due: Alfred McCoy, "President Wilson's Surveillance State" and Ivan Greenberg, "The FBI and the Making of the Terrorist Threat" (on D2L)

Week Three: Korea and the U.S.

Readings Due: Excerpts from Bruce Cumings, *The Korean War* (on D2L)

Week Four: Middle East Relations

Readings Due: David Harvey, "All About Oil" and "How America's Power Grew" (on D2L); Excerpts from Melani McAlister's *Epic Encounters: Culture, Media, and U.S. Interests in the Middle East since 1945* (on D2L)

Assignments Due: Media assignment

Unit Two: Civil Liberties and Rights

Week Five: Abortion

Readings Due: David T. Courtwright, "Morality, Public Policy, and Partisan Politics in American History: An Introduction," Richard L. Hughes, "The Civil Rights Movement of the 1990s?: The Anti-Abortion Movement and the Struggle for Racial Justice," and Daniel K. Williams, "No Happy Medium: The Role of Americans' Ambivalent View of Fetal Rights in Political Conflict over Abortion Legalization." (on D2L)

Week Six: Gun Ownership

Readings Due: Past court cases relating to gun rights (on D2L) and Saul Cornell, "The Founders' Second Amendment: Origins of the Right to Bear Arms" (on D2L)

Week Seven: Gay Rights

Readings Due: Kevin J. Mumford, "The Trouble with Gay Rights: Race and the Politics of Sexual Orientation in Philadelphia, 1969-1982," Simon Hall, "The American Gay Rights Movement and Patriotic Protest," and Gillian Frank, "The Civil Rights of Parents: Race and Conservative Politics in Anita Bryant's Campaign against Gay Rights in Florida, 1970s" (on D2L)

Week Eight: Voting Rights

Readings Due: Andrew Miller and Mark Packman, "The Constitutionality of Political Gerrymandering: Davis v. Bandemer and Beyond," William Housel, "The Persistence of Vision: Problems with Race after the Civil Rights Act and Voting Rights Act," and Jarri Asim, "Assault on Voting Rights" (on D2L)

Week Nine: Affirmative Action/Immigration Reform

Readings Due: Excerpts from Ira Katznelson's *When Affirmative Action was White* and Bruce J. Schulman, "Inventing Diversity" (on D2L); 1986 Immigration Reform and Control Act (on D2L)

Week Ten: The War on Drugs

Readings Due: Alexander's *The New Jim Crow*.

Assignments Due: Review of *The New Jim Crow*

Unit Three: Economics and Society

Week Eleven: The Roots of Recession

Readings Due: Andrew Highsmith, "Prelude to the Subprime Crash: Beecher, Michigan, and the Origins of the Suburban Crisis," and Charles Geisst, "The Great Recession"

Week Twelve: Healthcare

Readings Due: Kevin Donnelly, "The Lessons of 'Lesson Drawing:' How the Obama Administration Attempted to Learn from the Failure of the Clinton Health Plan," J.C. Emery, "Un-American or Unnecessary?: America's Rejection of Compulsory Health Insurance in the Progressive Era," and Christy Ford Chapin, "Ensuring America's Health: Publicly Constructing the Private Health Insurance Industry, 1945-1970" (on D2L)

Week Thirteen: Welfare

Readings Due: Introduction, Chapter One, and Chapter Five from Marisa Chappell's *The War on Welfare: Family, Poverty, and Politics in Modern America* (on D2L), Molly Michelmore, "What Have you Done for Me Lately?: The Welfare State, Tax Politics, and the Search for a New Majority, 1968-1980," and excerpts from the Moynihan Report (on D2L)

Week Fourteen: Corporations and Corporate Rights

Readings Due: Excerpts from Nelson Lichtenstein's *The Retail Revolution* (on D2L)

Week Fifteen: The "Vanishing" Middle Class

Readings Due: Excerpts from Jefferson Cowie's *Stayin' Alive: the 1970s and the Last Days of the Working Class*, and Michael Gillespie, "The Economic Deterioration of the Family: Historical Contingencies Preceding the Great Recession," (on D2L)

RECEIVED

OCT 14 2013

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 09/23/2013 (mm/dd/yyyy)

Department Initiating Request:
HISTORY

Faculty Member Requesting:
Dr. Stephanie Hinnershitz

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
HIST 6296

Proposed New Course Title:
History of Contemporary Issues in the U.S.
Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Contemporary Issues in U.S.

Semester/Year to be Effective:
Fall 2014

Estimated Frequency of Course Offering:
once every 2 years

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.) Overview of the longer term historical background of selected contemporary issues in the United States. The course will examine current political, social, cultural, and economic issues and problems including terrorism, economic conditions, and civil rights and liberties.

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: Course will expand departmental coverage of recent U.S. history, which was one of the department's goals in hiring Dr. Hinnershitz, who is an expert in this field and time period.

Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Student interest in contemporary U.S. history led the department to request this position and hire Dr. Hinnershitz in 2013. This course is one of several new courses that she is developing to improve and diversify the department's offerings.
- 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?)

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

Approvals:		
Dept. Head:	<i>T. T. Lijn</i>	Date: 10/4/13
College/Division Exec. Comm.:	<i>Lonnie Richards</i>	Date: 10/10/13
Dean/Director:	<i>Lonnie Richards</i>	Date: 10/10/13
Graduate Exec. Comm.: (for graduate course):	<i>J. T. J. Plot</i>	Date: 10/28/13
Graduate Dean: (for graduate course):	<i>J. T. J. Plot</i>	Date: 10/28/13
Academic Committee:		Date:

Form last updated: January 6, 2010

HIST 4296 / HIST 6296
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LEARNING OBJECTIVES & ASSESSMENTS *Upper Level Courses*

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Exams: All exams will be essay/identification (no multiple choice). Make-up exams will be granted **ONLY** for extreme, unforeseeable events, religious holidays, and/or sports events. Before each exam, I will provide you with a study guide (with grading rubric so you know what I will be looking for) as well as a review session.

If students repeatedly fail to participate in discussions or respond to questions based on readings, I will begin to issue quizzes.

Graduate Students Enrolled in HIST 6296

Any student taking this course for graduate credit must, in addition to the above required assignments and exams, produce a 25-30 page research paper OR historiographical essay on a topic pertaining to the history of a contemporary issue/problem in the U.S. Your topic must be pre-approved and based on both primary and secondary sources with full and proper documentation. The paper will be due on or before the last day of the class.

Class Absences

If you will be absent for any sports-related or religious event, please let me know within two weeks of the beginning of the semester.

Course Expectations

In general, I expect you to contribute to our course not only through completing assignments and participation, but also by being respectful to your instructor as well as your fellow classmates. I will not tolerate repeated tardiness and/or the use of cell phones during class. Laptops are permitted, but only for uses relating to the class. Other generally disruptive behavior will result in your being asked to leave and a loss of participation/attendance points.

Plagiarism and Academic Dishonesty

Any instance of academic dishonesty (such as plagiarism and cheating) will be addressed through a failing grade for the assignment, a failing grade for the course, and/or disciplinary action from the appropriate university authority.

Email Correspondence

In addition to scheduled office hours and individual appointments, I am always available to help you via email; however, please allow a 24 hour period for my response.

Paper Drafts/Feedback

I will gladly look over any drafts of papers before you turn them in, but require that you submit them (either via email or in hardcopy) no later than a week before the due date. This policy is to ensure that I have ample time to give constructive comments/feedback and that you have more than enough time to make the appropriate revisions.

Also, I will discuss grades on any written assignments, but ask that you meet with me in person (either during office hours or scheduled appointment).

Disability Assistance

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

Note on Recorded Lectures

Any lectures delivered in this course are the intellectual property of the instructor, therefore recording lectures is prohibited.

I reserve the right to make changes to this syllabus at any point during this semester

Course Schedule

Unit One: Foreign Affairs

Week One: The War on Terror

Readings Due: Excerpts from Steven Coll's *Ghost Wars: The Secret History of the CIA, Afghanistan, and Bin Laden, from the Soviet Invasion to September 10, 2001* (on D2L)

Week Two: Surveillance and Security

Readings Due: Alfred McCoy, "President Wilson's Surveillance State" and Ivan Greenberg, "The FBI and the Making of the Terrorist Threat" (on D2L)

Week Three: Korea and the U.S.

Readings Due: Excerpts from Bruce Cumings, *The Korean War* (on D2L)

Week Four: Middle East Relations

Readings Due: David Harvey, "All About Oil" and "How America's Power Grew" (on D2L); Excerpts from Melani Mcalister's *Epic Encounters: Culture, Media, and U.S. Interests in the Middle East since 1945* (on D2L)

Assignments Due: Media assignment

Unit Two: Civil Liberties and Rights

Week Five: Abortion

Readings Due: David T. Courtwright, "Morality, Public Policy, and Partisan Politics in American History: An Introduction," Richard L. Hughes, "The Civil Rights Movement of the 1990s?: The Anti-Abortion Movement and the Struggle for Racial Justice," and Daniel K. Williams, "No Happy Medium: The Role of Americans' Ambivalent View of Fetal Rights in Political Conflict over Abortion Legalization." (on D2L)

Week Six: Gun Ownership

Readings Due: Past court cases relating to gun rights (on D2L) and Saul Cornell, "The Founders' Second Amendment: Origins of the Right to Bear Arms" (on D2L)

Week Seven: Gay Rights

Readings Due: Kevin J. Mumford, "The Trouble with Gay Rights: Race and the Politics of Sexual Orientation in Philadelphia, 1969-1982," Simon Hall, "The American Gay Rights Movement and Patriotic Protest," and Gillian Frank, "The Civil Rights of Parents: Race and Conservative Politics in Anita Bryant's Campaign against Gay Rights in Florida, 1970s" (on D2L)

Week Eight: Voting Rights

Readings Due: Andrew Miller and Mark Packman, "The Constitutionality of Political Gerrymandering: Davis v. Bandemer and Beyond," William Housel, "The Persistence of Vision: Problems with Race after the Civil Rights Act and Voting Rights Act," and Jarri Asim, "Assault on Voting Rights" (on D2L)

Week Nine: Affirmative Action/Immigration Reform

Readings Due: Excerpts from Ira Katznelson's *When Affirmative Action was White* and Bruce J. Schulman, "Inventing Diversity" (on D2L); 1986 Immigration Reform and Control Act (on D2L)

Week Ten: The War on Drugs

Readings Due: Alexander's *The New Jim Crow*.

Assignments Due: Review of *The New Jim Crow*

Unit Three: Economics and Society

Week Eleven: The Roots of Recession

Readings Due: Andrew Highsmith, "Prelude to the Subprime Crash: Beecher, Michigan, and the Origins of the Suburban Crisis," and Charles Geisst, "The Great Recession"

Week Twelve: Healthcare

Readings Due: Kevin Donnelly, "The Lessons of 'Lesson Drawing: How the Obama Administration Attempted to Learn from the Failure of the Clinton Health Plan,'" J.C. Emery, "Un-American or Unnecessary?: America's Rejection of Compulsory Health Insurance in the Progressive Era," and Christy Ford Chapin, "Ensuring America's Health: Publicly Constructing the Private Health Insurance Industry, 1945-1970" (on D2L)

Week Thirteen: Welfare

Readings Due: Introduction, Chapter One, and Chapter Five from Marisa Chappell's *The War on Welfare: Family, Poverty, and Politics in Modern America* (on D2L), Molly Michelmore, "What Have you Done for Me Lately?: The Welfare State, Tax Politics, and the Search for a New Majority, 1968-1980," and excerpts from the Moynihan Report (on D2L)

Week Fourteen: Corporations and Corporate Rights

Readings Due: Excerpts from Nelson Lichtenstein's *The Retail Revolution* (on D2L)

Week Fifteen: The "Vanishing" Middle Class

Readings Due: Excerpts from Jefferson Cowie's *Stayin' Alive: the 1970s and the Last Days of the Working Class*, and Michael Gillepsie, "The Economic Deterioration of the Family: Historical Contingencies Preceding the Great Recession," (on D2L)

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OCT 28 2013

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:
XXX

Proposed Effective Date for
Curriculum Change:
(Month/Year): January 2014

Degree & Program Name:
(e.g., BFA, Art):
Masters of Science in Nursing,
Family Psychiatric Mental
Health Nurse Practitioner

Present Requirements:
new track

Proposed Requirements (Underline changes
after printing this form: Requirements for the
Family Psychiatric Mental Health Nurse
Practitioner Track

Masters Core20 hours

NURS 71003 hours

NURS 70113 hours

NURS 71502 hours

NURS 71602 hours

NURS 72203 hours

NURS 72003 hours

NURS 7200L1 hour

NURS 72303 hours

Adult Health Coursework.....9 hours

NURS 73293 hours

NURS 73303 hours

NURS 7350.....3 hours

PMHN Nursing Coursework.....24 hours

NURS 7250.....3 hours

NURS 7251.....2 hours

NURS 7251L.....1 hour

NURS 7252.....3 hours

NURS 73483 hours

NURS 7348L.....3 hours

NURS 7352.....3 hours

NURS 7352L3 hours

NURS 74503 hours

Total Semester hours required for the
degree.....53 hours

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: Psychiatric nurse practitioners must be able to manage the care of families and groups across the lifespan experiencing psychiatric disorders and mental health problems.

Meeting mandates of state/federal/outside accrediting agencies: Students matriculating through the FPMHNP track will meet the curriculum competencies of the American Academy of Colleges of Nursing (AACN) and the APRN Model of Regulation described in the Consensus model (2008). Students will obtain proficiency and efficiency to apply for certification to the American Nurses Credentialing Center (ANCC) and/or the American Academy of Nurse Practitioners Certification Center(AANP). This is the required program of study to complete criteria for certification as an advanced practice psychiatric nurse: Family Psychiatric Mental Health Nurse Practitioner.

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.) Exit Exam results and certification pass rates.

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. Input from professionals in the region working in and managing behavioral health and primary health care settings have indicated the need for the FPMHNP; This coursework is required to meet the standards now required as part of the criteria for eligibility to sit for the APRN certification as a Family Psychiatric Mental Health Nurse Practitioner.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Exit Exam used for comprehensive exam and certification pass rates

Approvals:	
Department Head: <i>Brenda Dyal</i>	Date: <i>10/25/13</i>
College/Division Exec. Committee:	Date:
Dean(s)/Director(s): <i>A Huff / B Dyal</i>	Date: <i>10/25/13</i>
Grad. Exec. Committee: (for graduate course) <i>J. T. J. LA</i>	Date: <i>10/28/13</i>
Graduate Dean: (for graduate course) <i>J. T. J. LA</i>	Date: <i>10/28/13</i>
Academic Committee:	Date:

Form last updated: January 6, 2010

Program of Study:
Family Psychiatric/Mental Health Nurse Practitioner

Masters Core

Course Number	Course Title	Credit Hours	Clinical Contact Hours
NURS 7100	Advanced Pathophysiology	3.0	
NURS 7011	Statistical Applications in Nursing Research and Practice	3.0	
NURS 7150	Nursing and Health Care Information Systems	2.0	
NURS 7160	Health Care Delivery Systems, Economics and Policy	2.0	
NURS 7200	Advanced Health Assessment	3.0	
NURS 7200L	Advanced Health Assessment Laboratory	1.0	60
NURS 7220	Evidence-Based Practice	3.0	
NURS 7230	Advanced Pharmacology	3.0	
Core Total		20	60

Adult Health NP Track Coursework

Course Number	Course Title	Credit Hours	Clinical Contact Hours
NURS 7330	Acute and Self-Limiting Disease Management for the Nurse Practitioner (Adult and Geriatric Populations)	3.0	
NURS 7350	Chronic and Complex Disease Management for the Nurse Practitioner (Adult and Geriatric Populations)	3.0	
NURS 7329	Acute and Chronic Disease Management for the NP: Child and Adolescent Populations	3.0	
NP Total		9	0

PMHN Nursing Coursework

Course Number	Course Title	Credit Hours	Clinical Contact Hours
NURS 7250	Theoretical Foundations for Advanced Practice Psychiatric/Mental Health Nursing Practice	3.0	
NURS 7251	Advanced Psychopharmacology	2.0	
NURS 7251L	Advanced Psychopharmacology Practicum	1.0	60
NURS 7252	Family Systems and Group Process for Advanced Practice Psychiatric Mental Health Nursing	3.0	
NURS 7349	Advanced Psychiatric Mental Health Nursing for Individuals Across the Lifespan	3.0	0
NURS 7349L	Psychiatric/Mental Health Nursing for Individuals Across the Lifespan Clinical Practicum	3.0	180
NURS 7352	Advanced Psychiatric/Mental Health Nursing of Families and Groups Across the Lifespan	3.0	
NURS 7352L	Advanced Psychiatric/Mental Health Nursing with Families and Groups Across the Lifespan Clinical Practicum	3.0	180
NURS 7450	FPMHNP Capstone	3.0	180
PMHN Total		24	600
Total for Program		53	660

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VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

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:
XXX

Proposed Effective Date for Curriculum Change:
(Month/Year): January 2014

Degree & Program Name:
(e.g., BFA, Art): MSN,
Family Nurse Practitioner

Present Requirements:
new track

Proposed Requirements (Underline changes after printing this form: Requirements for the Family Nurse Practitioner Track

Masters Core	18 hours
NURS 7100	3 hours
NURS 7011	3 hours
NURS 7110	2 hours
NURS 7150	2 hours
NURS 7160	2 hours
NURS 7340	3 hours
NURS 7220	3 hours

Clinical Core	7 hours
NURS 7200	3 hours
NURS 7200L	1 hour
NURS 7230	3 hours

FNP Coursework.....	28 hours
NURS 7328.....	2 hours
NURS 7328L.....	2 hours
NURS 7329	3 hours
NURS 7329L.....	2 hours
NURS 7330	3 hours
NURS 7330L.....	3 hours
NURS 7350.....	3 hours
NURS 7350L	3 hours
NURS 7451	2.7 hours
NURS 7595.....	4 hours

Total Semester hours required for the degree..... 53 hours

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: Family nurse practitioners must be able to demonstrate competencies in the comprehensive, integrated health care of patients across the lifespan. This curriculum

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along with existing courses in the MSN program will combine to provide population specific coursework necessary to meet the educational requirements of the APRN Consensus Model (ANCC, 2012)

Meeting mandates of state/federal/outside accrediting agencies: Students matriculating through the Family Nurse Practitioner track will meet the curriculum competencies of the American Academy of Colleges of Nursing (AACN) and the APRN Model of Regulation described in the Consensus model (2008). Students will obtain proficiency and efficiency to apply for certification to the American Nurses Credentialing Center (ANCC) and/or the American Academy of Nurse Practitioners Certification Center (AANP).

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.) Exit Exam results and certification pass rates

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.) Exit Exam used for comprehensive exam and certification pass rates

Approvals:

Department Head:

Date:

College/Division Exec. Committee:

Bonnie J. Cohen

Date:

10/25/13

Dean(s)/Director(s):

AK Hupst

Date:

10/25/13

Grad. Exec. Committee:
(for graduate course)

J. T. J. [Signature]

Date:

10/28/13

Graduate Dean:
(for graduate course)

J. T. J. [Signature]

Date:

10/28/13

Academic Committee:

Masters Core	Credit hours	Clinical Hours
NURS 7011- Statistical Application in Nursing Research and Practice	3.0	
NURS 7100- Advanced Pathophysiology	3.0	
NURS 7110 Philosophical and Theoretical Foundations for Advanced Nursing Practice	2.0	
NURS 7150 Nursing and Health Care Information Systems	2.0	
NURS 7160 Health Care Delivery Systems, Economics and Policy	2.0	
NURS 7340 Advanced Nursing: Health Care Across the Lifespan	3.0	
NURS 7220 Evidenced Based Practice	3.0	
Core Total	18	

Clinical Core		
NURS 7200 Advanced Health Assessment	3.0	
NURS 7200L- Advanced Health Assessment Practicum	1.0	60
NURS 7230 Advanced Pharmacology	3.0	
Clinical Core Total	7	60

FNP Coursework		
NURS 7328 Advanced Nursing Care: Women's Health	2.0	
NURS 7328L Advanced Nursing Care: Women's Health Practicum	2.0	120
NURS 7329 Acute and Chronic Disease Management for the NP: Children and Adolescent Populations	3.0	
NURS 7329L Acute and Chronic Disease Management for the NP: Children and Adolescent Populations Practicum	2.0	120
NURS 7330- Acute and Self-Limiting Disease Management for the NP	3.0	0
NURS 7330L- Acute and Self-Limiting Disease Management for the NP:Lab	3.0	135
NURS 7350- Chronic and Complex Disease Management for the NP	3.0	
NURS 7350L Chronic and Complex Disease Management for the NP: Lab	3.0	135
NURS 7451 Clinical Procedures for the Advanced Practice Nurse	3.0	
NURS 7595 FNP Capstone Practicum	4.0	135
FNP Total	28	
Total for program	53	705

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VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Request for a Revised Course
Valdosta State University

Date of Submission: 10/1/13 (mm/dd/yyyy)

Department Initiating Revision:

School of Nursing

Faculty Member Requesting Revision:

Anita G. Hufft

Current Course Prefix, Title, & Number:

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

NURS 7250 Theoretical Foundations for Advanced Psychiatric Mental Health Nursing Practice

List Current and Requested Revisions:

Current:

Course Prefix and Number:

Credit Hours:

Course Title: Theoretical Foundations for
Advanced Psychiatric Mental Health Nursing
Practice

Pre-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours:

Course Title: Theoretical Foundations for
Advanced Practice Psychiatric Mental Health
Nursing Practice

Pre-requisites:

Course Description:

Semester/Year to be Effective:

Spring 2014

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. Please include and/or append relevant supporting data.)

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: The change in course title is requested in order to align our course title with Georgia Regents University, with whom we have a consortium agreement to share coursework and utilize INGRESS for student course registration. This system requires all shared coursework to have identical Prefix, Course Number, Course Title and Course Description.

Plans for assessing the effectiveness of the course: NA

Approvals:	
College/Division Exec. Comm.:	Date:
Dept. Head: <i>Brenda Dyal</i>	Date: <i>9/30/13</i>
Dean/Director: <i>Anita H. Hufft</i>	Date: <i>10/17/13</i>
Graduate Exec. Comm.(if needed): <i>Bonnie S. Johnson</i>	Date: <i>10/17/2013</i>
Graduate Dean (if needed): <i>J. T. Johnson</i>	Date: <i>10/28/13</i>
Academic Committee:	Date:

Form last updated: September 30, 2013

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OCT 28 2013

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A NEW COURSE Valdosta State University		
Date of Submission: 10/14/2013 (mm/dd/yyyy)		
Department Initiating Request: School of Nursing	Faculty Member Requesting: Michelle Ritter	
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) NURS 7328	Proposed New Course Title: Advanced Nursing Care: Women's Health Proposed New Course Title Abbreviation: (For student transcript, limit to 30 character spaces) ANC Women's Health	
Semester/Year to be Effective: Spring 2014	Estimated Frequency of Course Offering: once a year	
Indicate if Course will be : <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> Elective		
Lecture Hours: 2	Lab Hours: 0	Credit Hours: 2
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.) Prerequisites: NURS 7200, 7200L, 7220, 7230. Holistic and comprehensive care of childbearing and post childbearing women with reproductive, gynecologic, and general non-reproductive needs/problems using diagnostic and therapeutic skills for health promotion/disease prevention, and acute and chronic disease management. Students will identify pathophysiology, discriminate among evidence-based diagnoses, and design and implement plans of care.		
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. <input type="checkbox"/> Improving student learning outcomes: <input checked="" type="checkbox"/> Adopting current best practice(s) in field: Family nurse practitioners must be able to demonstrate competencies in the comprehensive, integrated health care of patients across the lifespan. This course along with existing courses in the MSN program will combine to provide population specific coursework necessary to meet the educational requirements of the APRN Consensus Model (ANCC, 2012) <input checked="" type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: Students matriculating through the Family Nurse Practitioner track will meet the curriculum competencies of the American Academy of Colleges of Nursing (AACN) and the APRN Model of Regulation described in the Consensus model (2008). Students will obtain proficiency and efficiency to apply for certification to the American Nurses Credentialing Center (ANCC) and/or the American Academy of Nurse Practitioners Certification Center (AANP). <input type="checkbox"/> 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.) Exit exam and Board Applications

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.) Exit exam pass rates and Board pass rates
- Other:

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

Approvals:	
Dept. Head: <i>Brenda Dyal</i>	Date: <i>10/25/13</i>
College/Division Exec. Comm.: <i>S. L. Cohen</i>	Date: <i>10/21/13</i>
Dean/Director: <i>Atty. Kuyfert</i>	Date: <i>10/25/13</i>
Graduate Exec. Comm.: (for graduate course): <i>J. T. J. P. A.</i>	Date: <i>10/28/13</i>
Graduate Dean: (for graduate course): <i>J. T. J. P. A.</i>	Date: <i>10/28/13</i>
Academic Committee:	Date:

Form last updated: January 6, 2010

**VALDOSTA STATE UNIVERSITY
SCHOOL OF NURSING
GRADUATE PROGRAM**

COURSE SYLLABUS

<u>COURSE NUMBER</u>	NURS 7328
<u>COURSE TITLE</u>	Advanced Nursing Care: Women's Health
<u>COURSE CREDIT</u>	2-0-2
<u>PLACEMENT IN CURRICULUM</u>	Graduate course: After completion of Masters Core
<u>PRE-REQUISITE</u>	NURS 7200, 7200L, 7220, 7230

CATALOG DESCRIPTION

Holistic and comprehensive care of childbearing and post childbearing women with reproductive, gynecologic, and general non-reproductive needs/problems using diagnostic and therapeutic skills for health promotion/disease prevention, and acute and chronic disease management. Students will identify pathophysiology, discriminate among evidence-based diagnoses, and design and implement plans of care.

COURSE OBJECTIVES

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

Course Objective	VSU MSN Program Outcomes	AACN Essentials of Master's Nursing (2011)
1. Identify cultural and genetic differences in promotion of general wellness for women	1, 2, 4, 5, 6	VI. Health Policy and Advocacy VIII. Clinical Prevention and Population Health for Improving Health
2. Identify system specific needs for women to promote health, safety and optimal functioning within the family;	1, 2, 6	II. Organizational and Systems Leadership VI. Health Policy and Advocacy
3. Describe ethical and legal considerations to ensure that health promotion/disease prevention activities are universally accessible;	1, 2, 3, 6	II. Organizational and Systems Leadership VI. Health Policy and Advocacy VII. Interprofessional Collaboration for Improving Patient and

Course Objective	VSU MSN Program Outcomes	AACN Essentials of Master's Nursing (2011)
		Population Health Outcomes
4. Identify the impact of women's health behaviors on various components of health promotion/disease prevention;	1, 2, 4, 5, 6	I. Background for Practice from Sciences and Humanities VIII. Clinical Prevention and Population Health for Improving Health
5. Identify system specific needs in caring for women;	1, 2	I. Background for Practice from Sciences & Humanities. II. Organizational and Systems Leadership IV. Translating and Integrating Scholarship into Practice V. Informatics and Healthcare Technologies VI. Health Policy & Advocacy VII. Interprofessional Collaboration for improving Patient and Population Health Outcomes VIII Clinical Prevention and Population Health for Improving Health IX. Master's Level Nursing Practice
6. Develop differential diagnosis in caring for acute and chronic childbearing and post-childbearing women;	1, 2, 5	I. Background for Practice from Sciences & Humanities. III. Quality Improvement & Safety IV. Translating and Integrating Scholarship into Practice VII. Interprofessional Collaboration for improving Patient and Population Health Outcomes VIII Clinical Prevention and Population Health for Improving Health IX. Master's Level Nursing Practice
7. Provide comprehensive, holistic, and individualized care to child bearing/post-childbearing acutely and or chronically ill women;	1, 2, 3	I. Background for Practice from Sciences & Humanities. II. Organizational and Systems Leadership

Course Objective	VSU MSN Program Outcomes	AACN Essentials of Master's Nursing (2011)
		IV. Translating and Integrating Scholarship into Practice V. Informatics and Healthcare Technologies VII. Interprofessional Collaboration for improving Patient and Population Health Outcomes VIII. Clinical Prevention and Population Health for Improving Health IX. Master's Level Nursing Practice
8. Utilize current literature and technology to enhance knowledge and provide care, within the recommended standards;	1, 2, 4, 5	I. Research IV. Professional Role Development V. Theoretical Foundations of Nursing Practice VI. Human Diversity and Social Issues
9. Identify regional, state and national legislative guidelines in providing care for women;	1, 4	II. Organizational and Systems Leadership III. Quality Improvement & Safety VI. Health Policy & Advocacy VII. Interprofessional Collaboration for improving Patient and Population Health Outcomes IX. Master's Level Nursing Practice
10. Demonstrate critical thinking ability in clinical decision making while incorporating current practice standards and applying knowledge of pathophysiology and Pharmacotherapeutics to care for childbearing/ post-childbearing acutely and chronically ill women in primary care;	1, 2, 3, 4, 5	I. Background for Practice from Sciences & Humanities. IV. Translating and Integrating Scholarship into Practice VII. Interprofessional Collaboration for improving Patient and Population Health Outcomes VIII. Clinical Prevention and Population Health for Improving Health IX. Master's Level Nursing Practice
11. Evaluate plans of care that address	4,7	I. Practice from Science and

Course Objective	VSU MSN Program Outcomes	AACN Essentials of Master's Nursing (2011)
systems specific needs for childbearing/post-childbearing acute and chronically ill women;		Humanities II. Organization & System Leadership IV. Scholarship in Practice VII. Collaboration VIII. Prevention & Population Health IX. Master's level Nursing Practice

TOPICAL OUTLINE:

- 1) Current Status and Issues in Women's Health Care:
 - a) Barriers to health care for women
 - b) Ethics of health promotion for Women
 - c) Ethics of disease prevention for Women
 - d) Quality and Safety of Health Care
- 2) Diagnostic Examination of childbearing and post-childbearing women
 - a) Health History
 - b) Physical
 - c) Laboratory
 - d) Radiological
- 3) Clinical Assessment and Management
 - A) The Childbearing Years
 1. Family Planning
 2. Pregnancy
 3. Postpartum
 - B) Post-Childbearing Years
 4. Premenopausal period
 5. The menopausal and postmenopausal
- 4) Clinical assessment and management related to selected conditions
 - a. Menstrual cycle
 - b. Breast problems
 - c. Cervical and uterine problems
 - d. Infectious processes
 - e. Other
- 5) Nurses' role in recognition and management of psychosocial crises in Women
 - f. Anxiety
 - g. Depression
 - h. Domestic Violence
 - i. Other
- 6) Plans of care
 - a) Integration of evidence-based research
 - b) Integration of national guidelines
 - c) Integration of advanced practice nursing protocols

- 7) Teaching and coaching of the client and caregiver(s)
- 8) Prescription of pharmacological interventions
 - a) Selection of appropriate prescription therapies;
 - b) Drug interactions
- 9) Billing and coding
 - a) HMO's/PPO's
 - b) Medicaid (eligibility; services provided and paid by state coverage; obtaining preauthorization for services)
 - c) CPT/ ICD (selecting and coding diagnoses)
 - d) Providers' responsibility for documentation of services/procedures

RECEIVED

OCT 28 2013

REQUEST FOR A NEW COURSE

Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission: 10/14/2013 (mm/dd/yyyy)

Department Initiating Request:

School of Nursing

Faculty Member Requesting:

Michelle Ritter

Proposed New Course Prefix & Number:

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

NURS 7328L

Proposed New Course Title:

Advanced Nursing Care: Women's Health Practicum

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)
ANC Women's Health Practicum

Semester/Year to be Effective:

Spring 2014

Estimated Frequency of Course Offering:

once a year

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 0

Lab Hours: 8

Credit Hours: 2

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.) Prerequisites: NURS 7200, 7200L, 7220, 7230; Pre or Co-Requisites: NURS 7328. Clinical primary practice and management of acute and chronic illnesses in childbearing and post childbearing women with reproductive, gynecologic, and general non-reproductive needs/problems

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: Family nurse practitioners must be able to demonstrate competencies in the comprehensive, integrated health care of patients across the lifespan. This course along with existing courses in the MSN program will combine to provide population specific coursework necessary to meet the educational requirements of the APRN Consensus Model (ANCC, 2012)

Meeting Mandates of State/Federal/Outside Accrediting Agencies: Students matriculating through the Family Nurse Practitioner track will meet the curriculum competencies of the American Academy of Colleges of Nursing (AACN) and the APRN Model of Regulation described in the Consensus model (2008). Students will obtain proficiency and efficiency to apply for certification to the American Nurses Credentialing Center (ANCC) and/or the American Academy of Nurse Practitioners Certification Center (AANP).

Other:

Source of Data to Support Suggested Change:

135

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

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.) Exit exam pass rates and Board pass rates
- Other:

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

Approvals:		
Dept. Head:	Brenda Dye	Date: 10/25/13
College/Division Exec. Comm.:	B. Cohen	Date: 10/25/13
Dean/Director:	Al Huss	Date: 10/25/13
Graduate Exec. Comm.: (for graduate course):	J. T. J. R. H.	Date: 10/28/13
Graduate Dean: (for graduate course):	J. T. J. R. H.	Date: 10/28/13
Academic Committee:		Date:

Form last updated: January 6, 2010

**VALDOSTA STATE UNIVERSITY
SCHOOL OF NURSING
GRADUATE PROGRAM**

COURSE NUMBER NURS 7328L

COURSE TITLE Advanced Nursing Care: Women's Health Practicum

COURSE CREDITS 0-8-2

PLACEMENT IN THE CURRICULUM

Graduate Course: After completion of Masters Core

PREREQUISITES NURS 7200, 7200L, 7220, 7230

COREQUISITS NURS 7328

COURSE DESCRIPTION

Clinical practice and management in primary care of women with acute and chronic health problems

COURSE FACULTY

COURSE OBJECTIVES

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

Course Objective	VSU MSN Program Outcomes	AACN Essentials of Master's Nursing (2011)
1. Develop management plans for health promotion, disease prevention, and acute and chronic illnesses in women	4,7	I. Practice from Science and Humanities II. Organization & System Leadership IV. Scholarship in Practice VII. Collaboration VIII. Prevention & Population Health IX. Master's level Nursing Practice

Course Objective	VSU MSN Program Outcomes	AACN Essentials of Master's Nursing (2011)
2. Incorporate current research related to diagnostic and treatment protocols to improve the delivery of health care to women	1, 2, 5, 7	I. Practice from Science and Humanities II. Organization & System Leadership III. Quality Improvement & Safety IV. Scholarship in Practice VII. Collaboration VIII. Prevention & Population Health IX. Master's level Nursing Practice
3. Advocate for women by providing counseling and education in the areas of disease prevention, health promotion, and maintenance;	1, 4	I. Practice from Science and Humanities IV. Scholarship in Practice VI. Health Policy & Advocacy VII. Collaboration VIII. Prevention & Population Health IX. Master's level Nursing Practice
4. Promote interprofessional communication in the implementation of healthcare;	4, 7	II. Organization & System Leadership III. Quality Improvement & Safety VI. Health Policy & Advocacy VII. Collaboration IX. Master's level Nursing Practice
5. Incorporate sound economic, billing and practice management principles into advanced nursing practice;	1, 2, 5	I. Practice from Science and Humanities II. Organization & System Leadership III. Quality Improvement & Safety V. Informatics & Technology VII. Collaboration
6. Manage the health care of women, and their families incorporating ethical, legal, cultural, economic, political and psychosocial principles	1, 2, 6	VII. Collaboration VIII. Prevention & Population Health IX. Master's level Nursing Practice

Course Objective	VSU MSN Program Outcomes	AACN Essentials of Master's Nursing (2011)
6. Integrate pharmacological therapies for women	1, 2	VIII. Prevention & Population Health IX. Master's level Nursing Practice
7. Evaluate the effectiveness of interventions and management strategies in improving the health status of women.	4,7	I. Practice from Science and Humanities II. Organization & System Leadership IV. Scholarship in Practice VII. Collaboration VIII. Prevention & Population Health IX. Master's level Nursing Practice
8. Analyze patient safety, quality indicators, and outcome improvement in the delivery of quality primary care to patients	4,7	IV. Scholarship in Practice VII. Collaboration VIII. Prevention & Population Health IX. Master's level Nursing Practice

Analyze patient safety, quality indicators, and outcome improvement in the delivery of quality primary care to patients (*Essentials I, III*).

TOPICAL OUTLINE

- I. The role of the Nurse Practitioner
 - A. Negotiating contracts between NP and MD/DO
 - B. Interprofessional communication
- II. Diagnostic examination
 - A. Health History
 - B. Physical
 - C. Laboratory
 - D. Radiological
- III. Differential diagnosis: Develop list of 3 differentials for each patient condition and remove ruled-out differentials from the list (giving rationale for why each was ruled out) until only one diagnosis remains.
- IV. Plans of care
 - A. Integration of evidence-based research
 - B. Integration of national guidelines
 - C. Integration of advanced practice nursing protocols

- V. Teaching and coaching of the client
- VI. Prescription of pharmacological interventions
 - A. Selection of appropriate prescription therapies
 - B. Monitoring of prescription therapies
- VII. Billing and coding
 - A. HMO's/PPO's
 - B. Medicare – Provider numbers
 - C. Eligibility criteria
 - D. Reimbursement under commercial plans (BC/BS/Tricare)
 - E. Long-term care and rehabilitation

ADA STATEMENT

Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

HIPAA STATEMENT:

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

SafeAssign:

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>).

Gun Law SB 308

Students and faculty are bound by applicable federal laws, state laws, and clinical regulations of any clinical practice setting in which students are assigned.

DRUG TESTING AND CRIMINAL BACKGROUND CHECK STATEMENT:

All students and faculty are subject to the rules and regulations of the clinical facilities with which we affiliate. Students will submit to drug screening and criminal background checks as requested by clinical agencies at their own expense. Information regarding drug screen and

criminal background check will be maintained by the requesting agency, who has the right to inform the College of Nursing of a student's eligibility to access that facility for student learning experiences. Inability to access clinical facilities due to drug screening or criminal background check may be grounds for dismissal from the program.

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OCT 28 2013

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 10/2/2013 (mm/dd/yyyy)

Department Initiating Request:
School of Nursing

Faculty Member Requesting:
Michelle Ritter

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
NURS 7329

Proposed New Course Title:
Acute and Chronic Disease Management for the NP: Children and Adolescent Populations
Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
A/C DM for Child

Semester/Year to be Effective:
Spring 2014

Estimated Frequency of Course Offering:
once a year

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.) Prerequisites: NURS 7200, 7200L, 7220, 7230. Holistic and comprehensive care of multicultural neonates, infants, children and adolescent populations using diagnostic and therapeutic skills for health promotion/disease prevention, and acute and chronic disease management. Students will identify pathophysiology; discriminate among evidence-based diagnoses, and design, implement and evaluate plans of care.

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: Family nurse practitioners must be able to demonstrate competencies in the comprehensive, integrated health care of patients across the lifespan. This course along with existing courses in the MSN program will combine to provide population specific coursework necessary to meet the educational requirements of the APRN Consensus Model (ANCC, 2012)

Meeting Mandates of State/Federal/Outside Accrediting Agencies: Students matriculating through the Family Nurse Practitioner track will meet the curriculum competencies of the American Academy of Colleges of Nursing (AACN) and the APRN Model of Regulation described in the Consensus model (2008). Students will obtain proficiency and efficiency to apply for certification to the American Nurses Credentialing Center (ANCC) and/or the American Academy of Nurse Practitioners Certification Center (AANP).

Other:

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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.) Exit exam and Board Applications

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.) Exit exam pass rates and Board pass rates
- Other:

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

Approvals:		
Dept. Head: <i>Brenda Dyal</i>		Date: <i>10/25/13</i>
College/Division Exec. Comm.: <i>B.S. Cohen</i>		Date: <i>10/21/13</i>
Dean/Director: <i>Allyson</i>		Date: <i>10/25/13</i>
Graduate Exec. Comm.: (for graduate course): <i>J. T. J. Platt</i>		Date: <i>10/28/13</i>
Graduate Dean: (for graduate course): <i>J. T. J. Platt</i>		Date: <i>10/28/13</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

**VALDOSTA STATE UNIVERSITY
SCHOOL OF NURSING
GRADUATE PROGRAM**

COURSE SYLLABUS

<u>COURSE NUMBER</u>	NURS 7329
<u>COURSE TITLE</u>	Acute and Chronic Disease Management for the NP: Children and Adolescent Populations
<u>COURSE CREDIT</u>	3-0-3
<u>PLACEMENT IN CURRICULUM</u>	Graduate course: After completion of Masters Core
<u>PRE-REQUISITE</u>	NURS 7200, 7200L, 7220, 7230

CATALOG DESCRIPTION

Holistic and comprehensive care of multicultural neonate, infant, children and adolescent populations using diagnostic and therapeutic skills for health promotion/disease prevention, and acute and chronic disease management. Students will identify pathophysiology, discriminate among evidence-based diagnoses, and design and implement plans of care.

COURSE OBJECTIVES

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

Course Objective	VSU MSN Program Outcomes	AACN Essentials of Master's Nursing (2011)
1. Identify cultural, genetic, and gender differences in promotion of general wellness for neonates, infants, children and adolescents	1, 2, 4, 5, 6	VI. Health Policy and Advocacy VIII. Clinical Prevention and Population Health for Improving Health
2. Identify system specific needs for children and adolescents to promote health, safety and optimal functioning within the community;	1, 2, 6	II. Organizational and Systems Leadership VI. Health Policy and Advocacy
3. Describe ethical and legal considerations to ensure that health promotion/disease prevention activities are universally accessible;	1, 2, 3, 6	II. Organizational and Systems Leadership VI. Health Policy and Advocacy VII. Interprofessional Collaboration for Improving Patient and Population Health Outcomes

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Course Objective	VSU MSN Program Outcomes	AACN Essentials of Master's Nursing (2011)
4. Identify the impact of health behaviors on various components of health promotion/disease prevention;	1, 2, 4, 5, 6	I. Background for Practice from Sciences and Humanities VIII. Clinical Prevention and Population Health for Improving Health
5. Identify system specific needs in caring for acutely and/or chronically ill neonates, infants, children and adolescents;	1, 2	I. Background for Practice from Sciences & Humanities. II. Organizational and Systems Leadership IV. Translating and Integrating Scholarship into Practice V. Informatics and Healthcare Technologies VI. Health Policy & Advocacy VII. Interprofessional Collaboration for improving Patient and Population Health Outcomes VIII Clinical Prevention and Population Health for Improving Health IX. Master's Level Nursing Practice
6. Develop differential diagnosis in caring for acutely and/or chronically ill neonates, infants, children and adolescents;	1, 2, 5	I. Background for Practice from Sciences & Humanities. III. Quality Improvement & Safety IV. Translating and Integrating Scholarship into Practice VII. Interprofessional Collaboration for improving Patient and Population Health Outcomes VIII Clinical Prevention and Population Health for Improving Health IX. Master's Level Nursing Practice
7. Provide comprehensive, holistic, and individualized care to acutely and or chronically ill neonate, infant, children and adolescent patient populations;	1, 2, 3	I. Background for Practice from Sciences & Humanities. II. Organizational and Systems Leadership IV. Translating and Integrating

Course Objective	VSU MSN Program Outcomes	AACN Essentials of Master's Nursing (2011)
		Scholarship into Practice V. Informatics and Healthcare Technologies VII. Interprofessional Collaboration for improving Patient and Population Health Outcomes VIII Clinical Prevention and Population Health for Improving Health IX. Master's Level Nursing Practice
8. Utilize current literature and technology to enhance knowledge and provide care, within the recommended standards;	1, 2, 4, 5	I. Research IV. Professional Role Development V. Theoretical Foundations of Nursing Practice VI. Human Diversity and Social Issues
9. Identify regional, state and national legislative guidelines in providing care;	1, 4	II. Organizational and Systems Leadership III. Quality Improvement & Safety VI. Health Policy & Advocacy VII. Interprofessional Collaboration for improving Patient and Population Health Outcomes IX. Master's Level Nursing Practice
10. Demonstrate critical thinking ability in clinical decision making while incorporating current practice standards and applying knowledge of pathophysiology and Pharmacotherapeutics to care for acutely and chronically ill neonates, infants, children, and adolescents in primary care;	1, 2, 3, 4, 5	I. Background for Practice from Sciences & Humanities. IV. Translating and Integrating Scholarship into Practice VII. Interprofessional Collaboration for improving Patient and Population Health Outcomes VIII Clinical Prevention and Population Health for Improving Health IX. Master's Level Nursing Practice
11. Evaluate plans of care that address systems specific needs for acute and	4,7	I. Practice from Science and Humanities

Course Objective	VSU MSN Program Outcomes	AACN Essentials of Master's Nursing (2011)
chronically ill neonates, infants, children and adolescents;		II. Organization & System Leadership IV. Scholarship in Practice VII. Collaboration VIII. Prevention & Population Health IX. Master's level Nursing Practice

TOPICAL OUTLINE:

- 1) Health Promotion/Health Protection and Disease Prevention/Health Behaviors
 - a) Levels of Prevention
 - b) Neonates
 - c) Infants
 - d) Children
 - e) Adolescents
- 2) Managing and Negotiating Health Care Delivery Systems
- 3) The Ethics of Health Promotion and Wellness
- 4) Quality and Safety of Health Care
- 5) Diagnostic examination for children and adolescents
 - a) Health History
 - b) Physical
 - c) Laboratory
 - d) Radiological
- 6) Identify and analyze typical and atypical presentations of health problems for neonates, infants, children and adolescents
- 7) Plans of care
 - a) Integration of evidence-based research
 - b) Integration of national guidelines
 - c) Integration of advanced practice nursing protocols
- 8) Teaching and coaching of the client and caregiver(s)
- 9) Prescription of pharmacological interventions
 - a) Selection of appropriate prescription therapies;
 - b) Drug interactions
- 10) Billing and coding
 - a) HMO's/PPO's
 - b) Medicaid (eligibility; services provided and paid by state coverage; obtaining preauthorization for services)
 - c) CPT/ ICD (selecting and coding diagnoses)
 - d) Providers' responsibility for documentation of services/procedures

RECEIVED

OCT 28 2013

REQUEST FOR A NEW COURSE

Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission: 10/2/2013 (mm/dd/yyyy)

Department Initiating Request:
School of Nursing

Faculty Member Requesting:
Michelle Ritter

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog
for approved prefixes)
NURS 7329L

Proposed New Course Title:
Acute and Chronic Disease Management for
the NP: Children and Adolescent Populations
Practicum

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
A/C DM Child Practicum

Semester/Year to be Effective:
Spring 2014

Estimated Frequency of Course Offering:
once a year

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 0

Lab Hours: 8

Credit Hours: 2

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.) Prerequisites: NURS 7200, 7200L, 7220, 7230; Pre-or-Co-Requisites: NURS 7329. Clinical practice in primary care with neonates, infants, children and adolescents with acute and chronic health problems.

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: Family nurse practitioners must be able to demonstrate competencies in the comprehensive, integrated health care of patients across the lifespan. This course along with existing courses in the MSN program will combine to provide population specific coursework necessary to meet the educational requirements of the APRN Consensus Model (ANCC, 2012)

Meeting Mandates of State/Federal/Outside Accrediting Agencies: Students matriculating through the Family Nurse Practitioner track will meet the curriculum competencies of the American Academy of Colleges of Nursing (AACN) and the APRN Model of Regulation described in the Consensus model (2008). Students will obtain proficiency and efficiency to apply for certification to the American Nurses Credentialing Center (ANCC) and/or the American Academy of Nurse Practitioners Certification Center (AANP).

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.) Exit exam and Board Applications

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.) Exit exam pass rates and Board pass rates
- Other:

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

Approvals:	
Dept. Head: <i>Brenda Doyal</i>	Date: <i>10/25/13</i>
College/Division Exec. Comm.: <i>A. Khan</i>	Date: <i>10/25/13</i>
Dean/Director: <i>AS Kuffert</i>	Date: <i>10/25/13</i>
Graduate Exec. Comm.: (for graduate course): <i>J. T. J. Pitt</i>	Date: <i>10/28/13</i>
Graduate Dean: (for graduate course): <i>J. T. J. Pitt</i>	Date: <i>10/28/13</i>
Academic Committee:	Date:

Form last updated: January 6, 2010

**VALDOSTA STATE UNIVERSITY
SCHOOL OF NURSING
GRADUATE PROGRAM**

COURSE NUMBER NURS 7329L

COURSE TITLE Acute and Chronic Disease Management for the NP:
Children and Adolescent Populations Practicum

COURSE CREDIT 0-8-2

PLACEMENT IN THE CURRICULUM

Graduate course: After completion of Masters Core

PREREQUISITES NURS 7200, 7200L, 7220, 7230

PRE-OR-COREQUISITES NURS 7329

COURSE DESCRIPTION

Clinical practice in primary care with neonates, infants, children and adolescents with acute and chronic health problems.

COURSE FACULTY

Michelle Ritter DNP, ARNP, FNP-BC
Martin Hall 240
mewingbr@valdosta.edu
(229) 251-3834

COURSE OBJECTIVES

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

Course Objective	VSU MSN Program Outcomes	AACN Essentials of Master's Nursing (2011)
1. Implement plans of care to address systems specific needs for acute and chronically ill neonates, infants,	4,7	I. Practice from Science and Humanities II. Organization & System Leadership IV. Scholarship in Practice VII. Interprofessional Collaboration VIII. Prevention & Population Health

Course Objective	VSU MSN Program Outcomes	AACN Essentials of Master's Nursing (2011)
children and adolescents;		IX. Master's level Nursing Practice
2. Integrate evidence-based literature into clinical practice in the role of the Nurse Practitioner;	1, 2, 5, 7	I. Practice from Science and Humanities II. Organization & System Leadership III. Quality Improvement & Safety IV. Scholarship in Practice VII. Collaboration VIII. Prevention & Population Health IX. Master's level Nursing Practice
3. Advocate for client by providing counseling and education in the areas of disease prevention, health promotion, and maintenance;	1, 4	I. Practice from Science and Humanities IV. Scholarship in Practice VI. Health Policy & Advocacy VII. Collaboration VIII. Prevention & Population Health IX. Master's level Nursing Practice
4. Promote interprofessional communication in the implementation of healthcare;	4, 7	II. Organization & System Leadership III. Quality Improvement & Safety VI. Health Policy & Advocacy VII. Collaboration IX. Master's level Nursing Practice
5. Incorporate sound economic, billing and practice management principles into advanced nursing practice;	1, 2, 5	I. Practice from Science and Humanities II. Organization & System Leadership III. Quality Improvement & Safety V. Informatics & Technology VII. Collaboration
6. Provide care that respects culture, diversity and spiritual beliefs;	1, 2, 6	VII. Collaboration VIII. Prevention & Population Health IX. Master's level Nursing Practice
7. Integrate pharmacological therapies for neonates, infants, children and adolescents	1, 2	VIII. Prevention & Population Health IX. Master's level Nursing Practice
8. Evaluate plans of care to address systems	4,7	I. Practice from Science and Humanities II. Organization & System Leadership

Course Objective	VSU MSN Program Outcomes	AACN Essentials of Master's Nursing (2011)
specific needs for acute and chronically ill neonates, infants, children and adolescents;		IV. Scholarship in Practice VII. Collaboration VIII. Prevention & Population Health IX. Master's level Nursing Practice

TOPICAL OUTLINE

- I. The role of the Nurse Practitioner
 - A. Negotiating contracts between NP and MD/DO
 - B. Interprofessional communication
- II. Diagnostic examination
 - A. Health History
 - B. Physical
 - C. Laboratory
 - D. Radiological
- III. Differential diagnosis: Develop list of 3 differentials for each patient condition and remove ruled-out differentials from the list (giving rationale for why each was ruled out) until only one diagnosis remains.
- IV. Plans of care
 - A. Integration of evidence-based research
 - B. Integration of national guidelines
 - C. Integration of advanced practice nursing protocols
- V. Teaching and coaching of the client
- VI. Prescription of pharmacological interventions
 - A. Selection of appropriate prescription therapies
 - B. Monitoring of prescription therapies
- VII. Billing and coding
 - A. HMO's/PPO's
 - B. Medicaid – Provider numbers
 - C. Eligibility criteria
 - D. Reimbursement under commercial plans
 - E. Long-term care and rehabilitation

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Gun Law SB 308

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All students and faculty are subject to the rules and regulations of the clinical facilities with which we affiliate. Students will submit to drug screening and criminal background checks as requested by clinical agencies at their own expense. Information regarding drug screen and criminal background check will be maintained by the requesting agency, who has the right to inform the College of Nursing of a student's eligibility to access that facility for student learning experiences. Inability to access clinical facilities due to drug screening or criminal background check may be grounds for dismissal from the program.

RECEIVED

OCT 17 2013

REQUEST FOR A REVISED COURSE

Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission: 10/16/2013 (mm/dd/yyyy)

Department Initiating Revision:
Nursing

Faculty Member Requesting Revision:
Bonni S. Cohen

Current Course Prefix, Title, & Number:

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

NURS 7340 Advanced Adult Nursing: Health Care from Adolescents to Geriatrics

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

Current:

Course Prefix and Number:

Credit Hours:

Course Title: Advanced Adult Nursing:
Health Care from Adolescents to Geriatrics

Prerequisites: 7100, 7110, 7150, 7160, 7200,
7200L, 7230, 7220

Co-requisites:

Course Description: Care across the age
continuum from adolescents to geriatrics.
Emphasis is on principles of health promotion,
disease prevention, and management of health
and illness.

Requested:

Course Prefix and Number:

Credit Hours:

Course Title: Advanced Nursing: Health Care
across the Lifespan

Prerequisites: 7011, 7110 and 7220

Co-requisites:

Course Description: Care across the lifespan.
Emphasis is on principles of health promotion,
disease prevention, and management of health
and illness.

Semester/Year to be Effective:
Spring 2014

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: Family Nurse Practitioners must be able to demonstrate competencies in the comprehensive integrated health care of patients across the lifespan. This course along with existing courses in the MSN program will combine to provide population specific coursework necessary to meet the educational requirements of the APRN Consensus Model (ANCC, 2012).

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.) Advisor progression plans for current and previous part-time students.

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.) Graduation rate

Approvals:		
Dept. Head:	<i>Anita Neff</i> for <i>Brenda Dyal</i>	Date:
College/Division Exec. Comm.:	<i>Bonnie S. Cohen</i>	Date: <i>10/17/13</i>
Dean/Director:	<i>Anita Neff</i>	Date: <i>10/17/13</i>
Graduate Exec. Comm.: (for graduate course)	<i>J. T. J. Pla</i>	Date: <i>10/28/13</i>
Graduate Dean: (for graduate course)	<i>J. T. J. Pla</i>	Date: <i>10/28/13</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

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OCT 17 2013

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Request for a Revised Course Valdosta State University	
Date of Submission: 10/1/13 (mm/dd/yyyy)	
Department Initiating Revision: School of Nursing	Faculty Member Requesting Revision: Anita G. Hufft
Current Course Prefix, Title, & Number: (See course description abbreviations in the catalog for approved prefixes) NURS 7351 Advanced Psychiatric Mental Health Nursing for Individuals Across the Lifespan	
List Current and Requested Revisions:	
Current: Course Prefix and Number: NURS 7351 Credit Hours: Course Title: Pre-requisites: Course Description:	Requested: Course Prefix and Number: NURS 7348 Credit Hours: Course Title: Pre-requisites: Course Description:
Semester/Year to be Effective: Spring 2014	Estimated Frequency of Course Offering:
Indicate if Course will be : <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> Elective	
Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.) <input type="checkbox"/> Improving student learning outcomes: <input type="checkbox"/> Adopting current best practice(s) in field: <input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: <input checked="" type="checkbox"/> Other: The change in course number is requested in order to align our course numbers with Georgia Regents University, with whom we have a consortium agreement to share coursework and utilize INGRESS for student course registration. This system requires all shared coursework to have identical Prefix, Course Number, Course Title and Course Description.	
Plans for assessing the effectiveness of the course:	

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Approvals:	
College/Division Exec. Comm.:	Date:
Dept. Head: <i>Brenda Dyal</i>	Date: <i>9/30/13</i>
Dean/Director: <i>Quita M. Nugent</i>	Date: <i>10/17/13</i>
Graduate Exec. Comm. (if needed): <i>Louise Cohen - T. J. Pitt</i>	Date: <i>10/17/13</i>
Graduate Dean (if needed): <i>T. J. Pitt</i>	Date: <i>10/28/13</i>
Academic Committee:	Date:

Form last updated: September 30, 2013

RECEIVED

OCT 17 2013

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Request for a Revised Course
Valdosta State University

Date of Submission: 10/1/13 (mm/dd/yyyy)

Department Initiating Revision:
School of Nursing

Faculty Member Requesting Revision:
Anita G. Hufft

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
NURS 7351L Advanced Psychiatric Mental Health Nursing for Individuals Across the Lifespan Practicum

List Current and Requested Revisions:

Current:
Course Prefix and Number: NURS 7351L
Credit Hours:
Course Title:
Pre-requisites:
Course Description:

Requested:
Course Prefix and Number: NURS 7348L
Credit Hours:
Course Title:
Pre-requisites:
Course Description:

Semester/Year to be Effective:
Spring 2014

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. Please include and/or append relevant supporting data.)

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: The change in course number is requested in order to align our course numbers with Georgia Regents University, with whom we have a consortium agreement to share coursework and utilize INGRESS for student course registration. This system requires all shared coursework to have identical Prefix, Course Number, Course Title and Course Description.

Plans for assessing the effectiveness of the course:

Approvals:	
College/Division Exec. Comm.:	Date:
Dept. Head: <i>Brenda Ryal</i>	Date: <i>9/30/13</i>
Dean/Director: <i>Avita Huggt</i>	Date: <i>10/17/13</i>
Graduate Exec. Comm.(if needed): <i>Broni A. Cohen J.T.J. Alt</i>	Date: <i>10/17/13</i>
Graduate Dean (if needed): <i>J. T. J. Alt</i>	Date: <i>10/28/13</i>
Academic Committee:	Date:

Form last updated: September 30, 2013

RECEIVED

OCT 17 2013

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Request for a Revised Course
Valdosta State University

Date of Submission: 10/1/13 (mm/dd/yyyy)

Department Initiating Revision:
School of Nursing

Faculty Member Requesting Revision:
Anita G. Hufft

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
NURS 7352 Mental Health Nursing with Persons

List Current and Requested Revisions:

Current:

Course Prefix and Number:
Credit Hours: 6
Course Title: Mental Health Nursing with Persons
Pre-requisites: NURS 7251
Course Description: Explores multiple theoretical approaches for positive growth in groups and family systems. Counseling competencies with groups and families to catalyze effective change/adaptation toward holistic mental health are emphasized. Clinical experience is focused on developing effective counseling skills with groups and families.

Requested:

Course Prefix and Number:
Credit Hours: 3
Course Title: Advanced Psychiatric Mental Health Nursing for Families and Groups Across the Lifespan
Pre-requisites: NURS 7252
Course Description: Advanced nursing management of groups and families across the lifespan. Focus is on family systems, group process and strategies for psychotherapy applied to the advanced practice nursing role.

Semester/Year to be Effective:
Spring 2014

Estimated Frequency of Course Offering:
once a year

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field: Psychiatric nurse practitioners must be able to manage the care of families and groups across the lifespan experiencing psychiatric disorders and mental health problems.

Meeting Mandates of State/Federal/Outside Accrediting Agencies: This course change was originally submitted 9/5/12 but is not reflected in the Academic Committee minutes of October 1, 2012. This is a required course for certification as an advanced practice psychiatric nurse: Family Psychiatric Mental Health Nurse Practitioner

In order to for our graduates to meet criteria for certification as Family Psychiatric Mental Health

Nurse Practitioners, it is preferred the course titles reflect the lifespan focus.

Other: Input from professionals in region working in and managing behavioral health and primary health care settings have indicated the need for the FPMHNP. This course is ~~not~~ required to meet the standards now required as part of the criteria for eligibility to sit for the APRN certification as a Family Psychiatric Mental Health Nurse Practitioner. This course number is consistent with that of GRU, with whom we have established a collaboration enrolling students across campuses using INGRESS.

Plans for assessing the effectiveness of the course: SOI's, student, employer and/or alumni surveys; materials collected and evaluated for program assessment such as tests, portfolios, and selected assignments; Certification pass rates.

Approvals:	
College/Division Exec. Comm.:	Date:
Dept. Head: <i>Brenda Dyal</i>	Date: <i>10/7/2013</i>
Dean/Director: <i>Anita Huffst</i>	Date: <i>10/17/2013</i>
Graduate Exec. Comm.(if needed): <i>Bruce S. Coker J. T. J. A.</i>	Date: <i>10/17/2013</i>
Graduate Dean (if needed): <i>J. T. J. A.</i>	Date: <i>10/28/13</i>
Academic Committee:	Date:

Form last updated: October 7, 2013

RECEIVED

OCT 28 2013

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 10/1/13 (mm/dd/yyyy)

Department Initiating Request:

School of Nursing

Faculty Member Requesting:

Anita Hufft

Proposed New Course Prefix & Number:

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

NURS 7352L

Proposed New Course Title:

Advanced Psychiatric Mental Health Nursing for Families and Groups across the Lifespan Practicum

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)

FPMHNP Families and Groups Practicum

Semester/Year to be Effective:

Spring 2014

Estimated Frequency of Course Offering:

once a year

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 0

Lab Hours: 12

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.) Pre-or-Co-requisites: NURS 7352. Diagnosis and management of groups and families with psychiatric disorders and mental health problems across the lifespan. Focus is on family systems, group process, and implementation of counseling and psychotherapy applied to the advanced practice nursing role.

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: Psychiatric nurse practitioners must be able to manage the care of families and groups across the lifespan experiencing psychiatric disorders and mental health problems. This course contributes to the required minimum of 500 clinical hours for the track.

Meeting Mandates of State/Federal/Outside Accrediting Agencies: This is a required course for certification as an advanced practice psychiatric nurse: Family Psychiatric Mental Health Nurse Practitioner

Other:

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Input from professionals in region working in and managing behavioral health and primary health care settings have indicated the need for the FPMHNP; This course is required to meet the standards now required

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as part of the criteria for eligibility to sit for the APRN certification as a Family Psychiatric Mental Health Nurse Practitioner.

- 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.) Portfolios; Certification pass rates.
- Other:

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

Approvals:		
Dept. Head: Brenda Dyal		Date: 10/25/13
College/Division Exec. Comm.: [Signature]		Date: 10/25/13
Dean/Director: [Signature]		Date: 10/25/13
Graduate Exec. Comm.: (for graduate course): [Signature]	T. J. [Signature]	Date: 10/28/13
Graduate Dean: (for graduate course): [Signature]	T. J. [Signature]	Date: 10/28/13
Academic Committee:		Date:

Form last updated: January 6, 2010

**VALDOSTA STATE UNIVERSITY
COLLEGE OF NURSING
GRADUATE PROGRAM**

COURSE SYLLABUS

COURSE NUMBER

NURS 7352L

COURSE TITLE

Advanced Psychiatric Mental Health Nursing for Families and Groups across the Lifespan Practicum

COURSE CREDIT

0-12-3

PLACEMENT IN CURRICULUM

Graduate course

PRE- OR CO-REQUISITE

NURS 7352 Advanced Psychiatric Mental Health Nursing for Families and Groups across the Lifespan

CATALOG DESCRIPTION

Diagnosis and management of groups and families with psychiatric disorders and mental health problems across the lifespan. Focus is on family systems, group process, and implementation of counseling and psychotherapy applied to the advanced practice nursing role.

COURSE OBJECTIVES

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

Course Objectives:	VSU MSN Program Objective	AACN Master's Essential Competencies
1. Uses principles and practices of diagnosis, treatment, referral and prevention of mental and emotional disorders, along with co-existing physical disorders, to initiate, maintain, and terminate advanced practice nursing care with families and groups.	1, 4	II: Organizational and systems leadership IV: Translating and integrating scholarship into practice V: Informatics and health care technologies VI: Health policy and advocacy VII: Interprofessional collaboration for improving patient and population health outcomes VIII: Clinical prevention and population health for improving health

2. Applies principles of public mental health policy, financing, and regulatory process, cultural competency, professional and ethical standards in the delivery of clinical mental health counseling and services to families and groups.	1, 4	I: Background for practice from sciences and humanities IV: Translating and integrating scholarship into practice VIII: Clinical prevention and population health for improving health IX: Master's level nursing practice
3. Demonstrates skill in implementation of strategies for comprehensive review of environmental, social support, and behavioral evaluations into systematic assessment of families and groups for treatment and prevention of mental and emotional disorders.	1, 4	I: Background for practice from sciences and humanities IV: Translating and integrating scholarship into practice VIII: Clinical prevention and population health for improving health
4. Documents application of principles of curative factors, interpersonal learning, cohesiveness, transference, group composition and group process to group therapy and group psycho-education.	1, 5, 6	I: Background for practice from sciences and humanities IV: Translating and integrating scholarship into practice VIII: Clinical prevention and population health for improving health
5. Documents the use of clinical supervision, reflection and introspection to examine own communication and therapeutic use of self in group leadership role.	1, 5	I: Background for practice from sciences and humanities IV: Translating and integrating scholarship into practice
6. Applies cultural competency in the implementation of strategies for working with families, particularly those with members with severe mental illness, to reduce stress and mitigate adaptation through group intervention.	1, 4, 5, 6	III: Quality improvement and safety IV: Translating and integrating scholarship into practice
7. Design, implement and evaluate psycho-education, mental health promotion interventions and advocacy for families and groups.	1, 4, 5, 6	VI: Health policy and advocacy VII: Interprofessional collaboration for improving patient and population health outcomes VIII: Clinical prevention and population health for improving health

CONTENT OUTLINE

- I. Professional issues related to advanced practice psychiatric nursing
- II. Clinical supervision and use of reflection
 - a. Recognition of limitations
 - b. Referral of clients
- III. Assessment and use of community resources
- IV. Assessment and documentation instruments
- V. Use of telemedicine
- VI. Group facilitation
 - a. Peer support/self-help groups
 - b. Peer facilitation training/supervision
 - c. Parent education
 - d. Counseling and psychotherapy modeled groups

RECEIVED

OCT 28 2013

REQUEST FOR A NEW COURSE

Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission: 10/1/13 (mm/dd/yyyy)

Department Initiating Request:

College of Nursing

Faculty Member Requesting:

Anita Hufft

Proposed New Course Prefix & Number:

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

NURS 7450

Proposed New Course Title:

Family Psychiatric Mental Health Nurse Practitioner Role Synthesis

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)

FPMHNP Role Synthesis

Semester/Year to be Effective:

Spring 2014

Estimated Frequency of Course Offering:

once a year

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 0

Lab Hours: 12

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.) Pre-or-Co-requisite: NURS 7251, NURS 7251L, NURS 7352 and NURS 7352L or Permission of Instructor. Capstone clinical course focusing on Family Psychiatric Mental Health Nurse Practitioner (PMHNP) role synthesis. This course integrates case analysis, management of health care systems for behavioral health, and clinical practicum experiences. Seminar provides students the opportunity to articulate standards of practice, policy and role development for the FPMHNP.

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: Psychiatric nurse practitioners must be able to demonstrate competencies in the comprehensive, integrated health care of clients across the lifespan experiencing psychiatric disorders and mental health problems. This course contributes to the required minimum of 500 clinical hours for the track.

Meeting Mandates of State/Federal/Outside Accrediting Agencies: This is a required course for certification as an advanced practice psychiatric nurse: Family Psychiatric Mental Health Nurse Practitioner

Other:

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Input from professionals in region working in and managing behavioral health and primary health care settings have

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indicated the need for the FPMHNP; This course is required to meet the standards now required as part of the criteria for eligibility to sit for the APRN certification as a Family Psychiatric Mental Health Nurse Practitioner.

- 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.) Portfolios; Certification pass rates.
- Other:

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

Approvals:	
Dept. Head: <i>Brenda Dyal</i>	Date: <i>10/25/13</i>
College/Division Exec. Comm.: <i>Ernie Cohen</i>	Date: <i>10/25/13</i>
Dean/Director: <i>Arita Huff/Dyal</i>	Date: <i>10/25/13</i>
Graduate Exec. Comm.: (for graduate course): <i>J. T. J. RA</i>	Date: <i>10/28/13</i>
Graduate Dean: (for graduate course): <i>J. T. J. RA</i>	Date: <i>10/28/13</i>
Academic Committee:	Date:

Form last updated: January 6, 2010

**VALDOSTA STATE UNIVERSITY
COLLEGE OF NURSING
GRADUATE PROGRAM**

COURSE SYLLABUS

<u>COURSE NUMBER</u>	NURS 7450
<u>COURSE TITLE</u>	Family Psychiatric/Mental Health Nurse Practitioner Role Synthesis
<u>COURSE CREDIT</u>	0-12-3
<u>PLACEMENT IN CURRICULUM</u>	Graduate course
<u>PRE- OR CO-REQUISITE</u>	NURS 7251, NURS 7251L, NURS 7352 and NURS 7352L or Permission of Instructor

CATALOG DESCRIPTION

Capstone clinical course focusing on Family Psychiatric/Mental Health Nurse Practitioner (PMHNP) role synthesis. This course integrates case analysis, management of health care systems for behavioral health, and clinical practicum experiences. Seminar provides students the opportunity to articulate standards of practice, policy and role development for the PMHNP.

COURSE OBJECTIVES

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

Course Objectives:	VSU MSN Program Objectives	AACN Master's Essential Competencies
1. Integrate theoretical and experiential knowledge into the implementation of the advanced practice nursing with individuals and groups across the lifespan at the level of practice meetings expectations of a novice nurse practitioner.	1, 4, 5, 6	I: Background for practice from sciences and humanities IV: Translating and integrating scholarship into practice VII: Interprofessional collaboration for improving patient and population health outcomes VIII: Clinical prevention and population health IX: Master's level nursing practice

a. Provide individual, group and family counseling and psychopharmacological management as prescribed by state law.	2, 3, 5	III: Quality improvement and safety IV: Translating and integrating scholarship into practice IX: Master's level nursing practice
b. Interpret critical components and outcomes of clinical supervision.	2, 4	VII: Interprofessional collaboration for improving patient and population health outcomes IX: Master's level nursing practice
2. Assess personal needs related to professional growth and development for career management and continuing professional education.	7	IX: Master's level nursing practice
3. Propose best practices and clinical guidelines for integrated medical and behavioral health care.	1, 2, 3, 4, 5, 6, 7	I: Background for practice from sciences and humanities IV: Translating and integrating scholarship into practice VII: Interprofessional collaboration for improving patient and population health outcomes VIII: Clinical prevention and population health IX: Master's level nursing practice
4. Apply principles and best practices in entrepreneurship to the development of innovative roles for FPMHNP's.	1, 4, 6	I: Background for practice from sciences and humanities III: Quality improvement and safety VI: Health policy and advocacy VII: Interprofessional collaboration for improving patient and population health outcomes VIII: Clinical prevention and population health for improving health
5. Use research evidence in the development, implementation and evaluation mental health care in community based settings.	2, 5	III: Quality improvement and safety IV: Translating and integrating scholarship into practice

TOPICAL OUTLINE

- I. Assessment of learning needs and role development
- II. Cultural, ethical, legal and professional aspects of mental health care
- III. Policy and infrastructure impacting behavioral health and implementation of the FPMHNP role
- IV. Application of critical thinking, clinical judgment, and interpersonal therapeutic relationship
- V. Clinical supervision and integrated care

- VI. Clinical debriefing
- VII. Planning and implementation of termination with clients
- VIII. Establishment of collegial relationships
- IX. Critique of clinical skills and competencies
- X. Refinement of the personal portfolio

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OCT 28 2013

REQUEST FOR A NEW COURSE

Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission: 10/15/2013 (mm/dd/yyyy)

Department Initiating Request:
School of Nursing

Faculty Member Requesting:
Michelle Ritter

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
NURS 7595

Proposed New Course Title:

FNP Capstone Practicum

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
FNP Capstone

Semester/Year to be Effective:
Spring 2014

Estimated Frequency of Course Offering:
once a year

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 1

Lab Hours: 9

Credit Hours: 4

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.) Prerequisites: NURS 7200, 7200L, 7220, 7230, 7328, 7328L, 7329, 7329L, 7330, 7330L, 7350, 7350L. Synthesis of Nurse Practitioner clinical knowledge and skills. Emphasis is on health promotion, disease prevention, and clinical practice in primary care of families across the lifespan.

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: Family nurse practitioners must be able to demonstrate competencies in the comprehensive, integrated health care of patients across the lifespan. This course along with existing courses in the MSN program will combine to provide population specific coursework necessary to meet the educational requirements of the APRN Consensus Model (ANCC, 2012)

Meeting Mandates of State/Federal/Outside Accrediting Agencies: Students matriculating through the Family Nurse Practitioner track will meet the curriculum competencies of the American Academy of Colleges of Nursing (AACN) and the APRN Model of Regulation described in the Consensus model (2008). Students will obtain proficiency and efficiency to apply for certification to the American Nurses Credentialing Center (ANCC) and/or the American Academy of Nurse Practitioners Certification Center (AANP).

Other:

Source of Data to Support Suggested Change:

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

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.) Exit exam pass rates and Board pass rates
- Other:

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

Approvals:	
Dept. Head: <i>Brenda Dyal</i>	Date: <i>10/25/13</i>
College/Division Exec. Comm.: <i>Bl Omer</i>	Date: <i>10/25/13</i>
Dean/Director: <i>Ally Nugent</i>	Date: <i>10/25/13</i>
Graduate Exec. Comm.: (for graduate course): <i>J. T. Jella</i>	Date: <i>10/28/13</i>
Graduate Dean: (for graduate course): <i>J. T. Jella</i>	Date: <i>10/28/13</i>
Academic Committee:	Date:

Form last updated: January 6, 2010

**VALDOSTA STATE UNIVERSITY
SCHOOL OF NURSING
GRADUATE PROGRAM**

COURSE NUMBER NURS 7595

COURSE TITLE FNP Capstone Practicum

COURSE CREDIT 1-9-4

PLACEMENT IN THE CURRICULUM

PREREQUISITES NURS 7200, 7200L, 7220, 7230, 7328, 7328L, 7329, 7329L, 7330, 7330L, 7350, 7350L

COURSE DESCRIPTION

Synthesis of Nurse Practitioner clinical knowledge and skills. Emphasis is on health promotion, disease prevention, and clinical practice in primary care of families across the lifespan.

COURSE FACULTY

Michelle Ritter DNP, ARNP, FNP-BC
Martin Hall 240
mewingbr@valdosta.edu
(229) 251-3834

COURSE OBJECTIVES

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

Course Objective	VSU MSN Program Outcomes	AACN Essentials of Master's Nursing (2011)
1. Utilize theories from nursing sciences and arts to develop a comprehensive and holistic approach to nursing care;	1, 2, 4	IV. Professional Role Development V. Theoretical Foundations of Nursing Practice
2. Critique and apply	1, 2, 3, 6	I. Research

Course Objective	VSU MSN Program Outcomes	AACN Essentials of Master's Nursing (2011)
research findings to provide quality health care, initiate change, and improve nursing practice;		II. Policy, Organization, and Financing of Health Care IIA. Health Care Policy IIB. Organization of the Health Care Delivery System IV. Professional Role Development V. Theoretical Foundations of Nursing Practice
3. Utilize theories and principles of health care policy, organization, and finance to manage fiscal, human, and physical resources	2, 3, 4	II. Policy, Organization, and Financing of Health Care IIA. Health Care Policy IIB. Organization of the Health Care Delivery System IIC. Health Care Financing III. Ethics VI. Human Diversity and Social Issues
4. Apply nursing to process health experiences (including wellness and illness) of individuals, families, and communities;	1, 2, 4, 5, 6	IIB. Organization of the Health Care Delivery System IV. Professional Role Development V. Theoretical Foundations of Nursing Practice VI. Human Diversity and Social Issues VII. Health Promotion and Disease Prevention VIII. Advanced Health/Physical Assessment IX. Advanced Physiology and Pathophysiology X. Advanced Pharmacology
5. Apply knowledge of cultural diversity and global perspectives in delivering health care;	1, 6	IIB. Organization of the Health Care Delivery System VI. Human Diversity and Social Issues
6. Utilize legal and ethical principles to guide decision-making in an advanced nursing practice role;	1, 2, 4	IIA. Health Care Policy III. Ethics VII. Health Promotion and Disease Prevention
7. Utilize	1, 2, 4, 5, 6	IV. Professional Role Development

Course Objective	VSU MSN Program Outcomes	AACN Essentials of Master's Nursing (2011)
communication and interpersonal skills to build collaborative relationships with clients and the health care team;		V. Theoretical Foundations of Nursing Practice VI. Human Diversity and Social Issues VII. Health Promotion and Disease Prevention
8. Develop an ethical framework to guide one's advanced nursing role and foster one's leadership and continued growth within the nursing profession.	2, 4, 7	III. Ethics IV. Professional Role Development V. Theoretical Foundations of Nursing Practice

TOPICAL OUTLINE

- I. The role of the Nurse Practitioner
 - A. Certification
 - B. Licensure
 - C. Collaborative practice
- II. Inter-professional communication
 - A. Diagnostic examination
 - B. Health History
 - C. Physical
 - D. Laboratory
 - E. Radiological
- III. Differential diagnosis
- IV. Plans of care
- V. Teaching and coaching of the client
- VI. Prescription of pharmacological interventions
- VII. Billing and coding

ADA STATEMENT

Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

HIPAA STATEMENT:

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

SafeAssign:

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>).

Gun Law SB 308

Students and faculty are bound by applicable federal laws, state laws, and clinical regulations of any clinical practice setting in which students are assigned.

DRUG TESTING AND CRIMINAL BACKGROUND CHECK STATEMENT:

All students and faculty are subject to the rules and regulations of the clinical facilities with which we affiliate. Students will submit to drug screening and criminal background checks as requested by clinical agencies at their own expense. Information regarding drug screen and criminal background check will be maintained by the requesting agency, who has the right to inform the College of Nursing of a student's eligibility to access that facility for student learning experiences. Inability to access clinical facilities due to drug screening or criminal background check may be grounds for dismissal from the program.

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:
214

Proposed Effective Date for Curriculum Change:
(Month/Year): 1/2014

Degree & Program Name:
(e.g., BFA, Art): BSED
Special Education: Deaf Education

Present Requirements:

Senior Curriculum

ECSE 3010 Introduction to Assessment, Planning, and Instruction
3 hours

ECSE 3210 Introduction to the Managemnet of Learning Environments
3 hours

ECSE 3390 Early Childhood Inclusive Practicum and Seminar: Pre-K-K
2 hours

LITR 3110 Emergent Literacy
3 hours

SPEC 3000 Serving Students with Diverse Needs
3 hours

ECSE 3220 Intermediate Management of Learning Environments
2 hours

ECSE 3490 Early Childhood Inclusive Practicum and Seminar: Grades 1-3
1 hours

ECSE 3020 - Intermediate Assessment, Planning and Instruction
3 hours

LITR 3120 Early Literacy
3 hours

LITR 3130 Developing Literacy
3 hours

Proposed Requirements (Underline changes after printing this form:

Senior Curriculum

ECSE 3010 Introduction to Assessment, Planning, and Instruction
3 hours

ECSE 3210 Introduction to the Managemnet of Learning Environments
3 hours

ECSE 3390 Early Childhood Inclusive Practicum and Seminar: Pre-K-K
2 hours

LITR 3110 Emergent Literacy
3 hours

SPEC 3000 Serving Students with Diverse Needs
3 hours

ECSE 3220 Intermediate Management of Learning Environments
2 hours

ECSE 3490 Early Childhood Inclusive Practicum and Seminar: Grades 1-3
1 hours

ECSE 3020 - Intermediate Assessment, Planning and Instruction
3 hours

LITR 3120 Early Literacy
3 hours

LITR 3130 Developing Literacy
3 hours

ASLS 3170 American Sign Language III 3 hours	ASLS 3170 American Sign Language III 3 hours
DEAF 3100 Orientation to Deaf Education and Language Learning 3 hours	DEAF 3100 Orientation to Deaf Education and Language Learning 3 hours
MATH 2008 Foundations of Numbers and Operations 3 hours	MATH 2008 Foundations of Numbers and Operations 3 hours
READ 4550 Reading in the Content Areas (Middle and Secondary Education) 3 hours	READ 4550 Reading in the Content Areas (Middle and Secondary Education) 3 hours
SPEC 3020 Applied Behavior Analysis for Teachers 3 hours	SPEC 3020 Applied Behavior Analysis for Teachers 3 hours
ASLS 3180 American Sign Language IV 3 hours	ASLS 3180 American Sign Language IV 3 hours
DEAF 3120 Learning, Cognition, and Social Development in Deaf Education 3 hours	DEAF 3120 Learning, Cognition, and Social Development in Deaf Education 3 hours
DEAF 4050 Manual Communication 3 hours	DEAF 4050 Manual Communication 3 hours
SEED 4010 Integrating Technology in Secondary Education 1 hour	SEED 4010 Integrating Technology in Secondary Education 1 hour
MGED 3991 Differentiated Classroom for Middle Grades 3 hours	MGED 3991 Differentiated Classroom for Middle Grades 3 hours
MATH 3161 Mathematics for Early Childhood Teachers 1 4 hours	MATH 3161 Mathematics for Early Childhood Teachers 1 4 hours
SPEC 3040 Legal and Ethical Issues for Special Educators 3 hours	DEAF 3040 Legal and Ethical Issues for Deaf Educators 3 hours

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: Teacher candidates preparing for initial certification in Special Education: Deaf Education. Candidates must be knowledgeable in the legal and ethical aspects of Special Education, especially with respect to students who are deaf or hard of hearing. Previously students enrolled in SPEC 3040, Legal and Ethical Issues for Special Educators; however, SPEC 3040 is no longer being taught. Therefore, a new course has been designed to provide students with the content knowledge reflected in the standards established by CEC/CED.

Source of Data to Support Suggested Change:

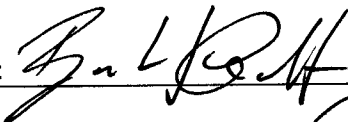

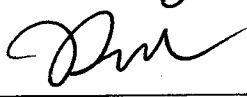
- Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

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. CEC/CED Program Standards
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Approvals:

Department Head: 	Date: 10/10/13
College/Division Exec. Committee: 	Date: 10/16/13
Dean(s)/Director(s): 	Date: 10/18/13
Grad. Exec. Committee: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:

Academic Committee:

Date:

Form last updated: January 6, 2010

RECEIVED

REQUEST FOR A NEW COURSE

OCT 17 2013

Valdosta State University

Date of Submission: 09/12/2013 (mm/dd/yyyy)

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

Department Initiating Request:
MSRD

Faculty Member Requesting:
N. Scheetz

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog
for approved prefixes)
DEAF 2998

Proposed New Course Title:

Entry to the Profession for Minors

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Entry to the Prof for Minors

Semester/Year to be Effective:
Spring 2014

Estimated Frequency of Course Offering:
Each semester

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 0

Lab Hours: 0

Credit Hours: 0

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 required non-credit course for all candidates pursuing a minor in deaf studies. The course must be completed in conjunction with ASLS 2110, ASLS 2120, or prior to admission to junior level courses.

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: Students currently declaring Deaf Studies as a minor are required to take INTP 2998 as a pre-requisite so they can enroll in ASLS 3170, ASLS 3180, DEAF 3100, and DEAF 3150. However, requirements for that course are designed for ASL/Interpreting majors and are not requirements for students pursuing a minor in Deaf Studies. DEAF 2998 is designed specifically for students declaring Deaf Studies as a minor.

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.) Course requirements for INTP 2998 have been examined to determine which assignments are appropriate for students minoring in Deaf Studies.

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.) Course requirements for INTP 2998 have been examined to determine which assignments are appropriate for students minoring in Deaf Studies (DEAF 2998).
- Other:

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

Approvals:	
Dept. Head: <i>[Signature]</i>	Date: 10/10/13
College/Division Exec. Comm.: <i>[Signature]</i>	Date: 10/10/13
Dean/Director: <i>[Signature]</i>	Date: 10/10/13
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

DEAF 2998

ENTRY TO THE PROFESSION FOR MINORS

0 SEMESTER HOURS

Dewar College of Education and Human Services

Valdosta State University

Department of Middle, Secondary, Reading, and Deaf Education

Conceptual Framework: Guiding Principles (DEPOSITS)

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

REQUIRED TEXTBOOKS

There is no required textbook

COURSE DESCRIPTION

DEAF 2998 Entry to the Profession for Minors 0 hours credit

Graded "Satisfactory" or "Unsatisfactory." A required non-credit course for all deaf

Studies minors pursuing a VSU-recommended program of study.

The course must be successfully completed prior to or co-requisite with the first semester of professional graduate-level courses listed in the program of study. Candidates are required to have a 2.5 GPA or higher, have a satisfactory criminal background check, and purchase liability insurance. If an "Unsatisfactory" grade is earned, the course must be repeated until a "Satisfactory" grade is received.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS) (identify those that apply to the course)

I. CONTENT AND CURRICULUM: Educators demonstrate a strong content knowledge of content area(s) that is appropriate for their certification levels.

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

III. LEARNING ENVIRONMENTS: Educators create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

IV. ASSESSMENT: Educators understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

V. PLANNING AND INSTRUCTION: Educators design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

VI. PROFESSIONALISM: Educators recognize, participate in, and contribute to teaching and learning as a profession.

LEARNING OUTCOMES FOR VSU'S CORE CURRICULUM

All learning outcomes in the major continue to build upon those in VSU's Core Curriculum listed at <http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml>.

COURSE OBJECTIVES (CO):

Students will meet all admission to teacher education requirements and document meeting those requirements.

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Students will meet all requirements and document meeting those requirements. These requirements are:

1. Provide evidence of meeting the minimum GPA required for admission to your program [GPA of 2.5] on all previously attempted coursework – a minimum of 30 hours of coursework must have been completed prior to enrollment in this course.

2. Meet the COEHS Regents' Test Requirement by earning a grade of C or better in ENGL 1101 and ENGL 1102.

4. Complete a criminal background check and have it documented on the Teacher Education Information page in BANNER by turning it in to the COE Advising Center, Education Center, Room 1020.

See [Criminal Background Check Module](#)

5. Provide evidence of current professional liability insurance and have it documented on the Teacher Education Information page in BANNER by turning it in to the COE Advising Center, Education Center, Room 1020.

See [Liability Insurance Module](#)

6. Sign and date an Affirmation Statement that you read, understand, and will abide by the Georgia Code of Ethics for Educators.

7. You must continue to register for and take the appropriate 2998-M course for your minor every semester until you successfully complete it.

COURSE EVALUATION

In order to earn an "S" (satisfactory grade) in this course, the following assessments/activities are required:

1. GPA review - student's GPA will be reviewed for required GPA for admission to Teacher Education

2. COEHS Regents' Test - earn a grade of C or better in ENGL 1101 and ENGL 1102 to meet the Regents' Test requirement.
3. Completion of the criminal background check as reflected on the Teacher Education Admission Information page in BANNER (COEHS Advising Center, Room 1020)
4. Purchase of professional liability insurance as reflected on the Teacher Education Admission Information page in BANNER.
5. Sign and date the Ethics Affirmation Statement.

ATTENDANCE POLICY

The university attendance policy will be adhered to in this class.

PROFESSIONALISM

The following areas describe the professional expectations for all teacher candidates in the Dewar College of Education and Human Services. (These expectations were developed by faculty in the Department of Middle Grades, Secondary, Reading, & Deaf Education.)

Professionalism – Ethics

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at <http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>). Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a student's actions or attitudes are judged to be less than professional appropriate remedial action will be taken.

Professionalism-Communication

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

Professionalism - Assignments:

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

Professionalism - Diversity

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

Professionalism - Technology

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

Statement on Academic Integrity

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at <http://www.gapsc.com/Professionalpractices/NEthics.asp>) Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Future teachers should conduct themselves with the professionalism that is required of practicing teachers.

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

Below is information directly quoted from the Academic Honesty Policies and Procedures:

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

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

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

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).

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

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

ACCESSIBILITY STATEMENT

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

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

STUDENT OPINION OF INSTRUCTION

This is a non-credit course, and the Student Opinion of Instruction (SOI) should not be completed for this course.

INSTRUCTOR

Name: Nanci A. Scheetz, Ed.D., CSC

Office Number: Middle Grades Suite. Room 1047

Telephone Number: 229-219-1322

Email Address: nascheet@valdosta.edu

Office Hours: Website: T/TR 8:00 - 9:00; W 9:00 - 1:00 (other times by appointment)

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 10/01/2013 (mm/dd/yyyy)

Department Initiating Request:
MSRD

Faculty Member Requesting:
N. Scheetz

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
DEAF 3040

Proposed New Course Title:
Legal and Ethical Issues for Deaf Educators
Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Legal/Ethical Iss for DEAF

Semester/Year to be Effective:
Fall, 2014

Estimated Frequency of Course Offering:
One Semester/Year

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.) Prerequisite: DEAF 2999. A study of the legal and ethical aspects of special education and services for individuals who are deaf, hard of hearing, or deaf with additional disabilities. Topics will include an overview of the U. S. legal system; discrimination, constitutional, statutory, regulatory issues; and case law related to special education, with specific emphasis on deaf education.

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: Teacher candidates preparing for initial certification in Special Education: Deaf Education. Candidates must be knowledgeable in the legal and ethical aspects of Special Education, especially with respect to students who are deaf or hard of hearing. Previously students enrolled in SPEC 3040, Legal and Ethical Issues for Special Educators; however, SPEC 3040 is no longer being taught. Therefore, a new course has been designed to provide students with the content knowledge reflected in the standards established by CEC/CED.

Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. CEC/CED Program Standards
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests,

201

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.) Exams over content area, case study responses and reflective assignments.

Other:

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

Approvals:	
Dept. Head: 	Date: 10/10/13
College/Division Exec. Comm.: 	Date: 10/10/13
Dean/Director: 	Date: 10/10/13
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

DEAF 3040: Legal and Ethical Issues for Deaf Educators
SPRING 2015

3 Semester Hours
College of Education
Valdosta State University
Department of Early Childhood and Special Education

Conceptual Framework: Guiding Principles
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

Required Textbooks

Yell, M.L. (2006) *The law and special education* (2nd ed.). Upper Saddle River, NJ: Pearson.

Weishaar, M.K. (2007). *Case Studies in Special Education Law: No Child Left Behind Act and Individuals with Disabilities Education Improvement Act*. Upper Saddle River, NJ: Pearson.

In addition to the required text, students are asked to join a professionally-oriented organization (i.e. the Council for Exceptional Children [CEC], Council of American Instructors of the Deaf [CAID], and the Alexander Graham Bell Association for the Deaf or others approved by the professor). Students may join the Council for Exceptional Children at student membership rates. Application forms for membership are available via the CEC home page. Make sure that you have your advisor's signature on your application form if necessary so that you receive the student discounted rate.

Course Description

Prerequisite: Admission to Teacher Education. A study of the legal and ethical aspects of special education and services for individuals who are deaf, hard of hearing, or deaf with additional disabilities. Topics will include an overview of the U.S. legal system, discrimination, constitutional, statutory, regulatory issues; and case law related to special education, with specific emphasis on deaf education.

College of Education Conceptual Framework Standards (CFS)

VI. PROFESSIONALISM: Teachers recognize, participate in, and contribute to teaching as a profession.

GENERAL EDUCATION OUTCOMES (GEO)

1. Students will demonstrate understanding of the society of the United States and its ideals.
2. Students will demonstrate cross cultural perspectives and knowledge of other societies.
3. Students will use computer and information technology when appropriate.
4. Students will express themselves clearly, logically and precisely in writing and in speaking, and they will demonstrate competence in reading and listening
5. Students will demonstrate knowledge of scientific and mathematical principles and proficiency in laboratory practices.
7. Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written and visual materials.
8. Students will demonstrate knowledge of principles of ethics and their employment in the analysis and resolution of moral problems.

Course Objectives (CO)

- CO 1. The student will demonstrate an understanding of the process of the creation of legislation based on issues that have been stimulated by judiciary positions by presenting pro and con arguments regarding issues in law and legislation. (CFS IV) (GEO 1, 3, 4, 7, 8)
- CO 2. The student will list and describe significant legal and legislative events in the history of special education. (CFS IV) (GEO 1, 3, 4, 7, 8)
- CO 3. The student will identify the components of the Code of Ethics and Standards of Practice of the Council for Exceptional Children and provide examples of violations of major tenets of that Code. (CFS IV) (GEO 1, 2, 3, 4, 7, 8)
- CO 4. The student will demonstrate knowledge of the governing body for monitoring and enforcing violations of teacher ethics in the State of Georgia. (CFS IV) (GEO 1, 2, 3, 4, 7, 8)

Course Activities / Assignments / Requirements

1. **Professional Behavior / Class Participation:** Students will read text material, case law, issues papers and participate in discussions and activities on legislation, judicial decisions and practice, ethics and standards of practice. Students will also demonstrate professional dispositions in this course (see below). (CO 1, 2, 3, 4)

There might be additional topical assignments to be completed throughout the semester. These assignments might include individual or group assignments, video viewing and analysis, web site reviews, etc. These assignments require students to respond on the basis of readings, web site visits, and information that have been discussed in class. These assignments will not be graded; but rather, these assignments, including the out of class preparation required to complete these assignments, are considered the class participation portion of the grade. Instructions for these assignments will be reviewed in class. (These activities cannot be made up in cases of absence.) (CO 3, 4) *Due as indicated by the professor*

2. **Case Response / Brief:** Students will submit a written response or a brief to case studies and judicial decisions related to core issues in special education. (CO 1, 2) *Due as indicated on course schedule*
3. **Legislation in Special Education Facilitation:** On selected class meeting dates, students will facilitate assigned topics from reading materials. Students should be able to further the classes understanding of the legal topics covered through discussion and activities. Please respect your peers by being prepared, reading the material, and participating in discussion and activities. (CO 1, 2, 3, 4,) *Due as assigned during the semester*
4. **Case Studies in Special Education Facilitation:** On selected class meeting dates, students will facilitate 20-25 minutes of class. These students should read the assigned case studies from Weishaar's (2007) text more in depth, and will be responsible for furthering our understanding of the topics covered in the identified cases through discussion and activities. Please respect

your peers by being prepared, reading the material, and participating in discussion and activities. (CO 1, 2, 3, 4) *Due as assigned during the semester*

5. **Reflection: IDELA and Personal Practice:** Students will write a reflection on professional standards in special education, incorporating concepts from codes of ethics discussed in class. This reflection also includes a parent letter. (CO 3, 4) *Due as indicated on course schedule*
6. **Professional Organization Activity:** Students will be asked to join a professionally oriented organization. Students are required to share with the professor and peers in the class some activity in this organization (to be clarified in class meetings). (CO 3, 4) *Due once in the semester*
7. **Exams:** Students will complete four exams during the course of the semester. (CO 1, 2, 3, 4) *Due as indicated on course schedule. Make-up will be allowed for only one exam.* Arrangements for taking a make-up exam must be made with the professor within a week of the missed exam.
8. **Final Exam:** Students will complete a final exam at the end of the course. (CO 1, 2, 3, 4) *Due as indicated on course agenda*

As the professor of this course I reserve the right to add or delete objectives and assignments depending upon the progress made by the class.

Professional Classroom Behavior and Interactions / Class Participation

Teacher candidates enrolled in DEAF 3040 **MUST** demonstrate professional dispositions as defined by NCATE. **Professional Dispositions** include the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth (NCATE, 2000). Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. For example, they might include a belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment.

Students will demonstrate professional dispositions by exhibiting the following professional behaviors:

1. Respect your learning and the learning of others
 1. Turn off your cell phones and beepers.
 2. Take responsibility for your own professional learning.
 3. Take responsibility for contacting the professor via email or by phone prior to an absence and by taking responsibility for getting class notes/materials from peers.
 4. Arrive at class at the designated class start time.
2. Come Prepared for the work
 1. Prepare for class by reading the assigned materials.
 2. Turn in completed assignments on designated due dates.
3. Step up and share ideas honestly
 1. Participate in class discussions in a variety of ways.

Positively Impacting Learning Through Evidence-Based Practice

2. Don't be afraid to share your ideas or ask questions as needed.
3. Interact in a professional manner (verbally and nonverbally) with other teacher candidates and professors.
4. Demonstrate open-minded, active listening
 1. Listen to understand, interpret, and evaluate what you hear.
 2. Focus your attention on the speaker.
 3. Suspend your own frame of reference by avoiding judgment and other internal mental activities in order to fully attend to the speaker.
5. This list of professional behaviors is not limited to only the above professional behaviors—other professional behaviors may be taken into account by the professor when grading the student at the end of the semester.

Attendance Policy

"The University expects that all students shall attend all regularly scheduled class meetings held for instruction or examination....**A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course**" (*Undergraduate Catalog 2005-2006*, p. 79). **However, you are still required to submit the assignments on the scheduled due dates.** Coming late to class is incompatible with demonstrating **professional dispositions** appropriate to teacher educators.

Class Participation Points will be earned in the following ways:

- 2 points = being in class on time and following group norms during the class session.
- 1 point = being tardy to class or needing to leave early
- 0 points = non attendance

Late Submissions

Late submissions of assignments within less than three days from their due date will result in a 10% point reduction of the total points earned for the assignment. **Submissions later than three days from the due date will not be accepted and thus will not earn any points.** In order to be successful in this class, you must submit assignments in the timeframe designated for specific assignments.

APA Style

The Department of Middle, Secondary, Reading, and Deaf Education officially endorsed the style of the American Psychological Association (APA) for the completion of all written assignments unless otherwise stated. Therefore, all assignments that are prepared outside of class must be produced using a word processing computer program, 12-point font, and double-spaced. Please reference the American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC. as needed.

[If you have difficulty preparing written assignments tutors are available in the Writing Center to assist you. The Writing Center is located in 204 West Hall (333-7387). The Center is open from 8 AM to 10 PM, Monday through Thursday and 8 AM to 3 PM on Friday. The Center staff urges you to call and make an appointment to ensure the availability of a knowledgeable tutor.]

All assignments must be the original work of the student submitting the work. References and citations are required when referring to the work of others.

Dewar College of Education Policy Statement on Plagiarism

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

The full text of the *Academic Honesty Policies and Procedures* is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

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

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). According to the Dewar College of Education Concern Form Policy, "a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee."
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

Special Needs Statement

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

Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in Farber Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

Professor

Jennifer Beal-Alvarez, PhD

Assistant Professor

Department of Middle, Secondary, Reading and Deaf Education

Dewar College of Education

Office phone: 229-219-1317

E-mail address: jbalvarez@valdosta.edu

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REQUEST FOR A REVISED CATALOGUE COPY
 (New Learning Outcomes, Admissions, or Other Program Policies)

Valdosta State University

OCT 17 2013
 VALDOSTA STATE UNIVERSITY
 GRADUATE SCHOOL

Area of Change: Core Senior Graduate

Current Catalogue Page Number:

<http://www.valdosta.edu/academics/graduate-school/our-programs/master-of-education-in-deaf-and-hard-of-hearing-education-5th-year.php>

Proposed Effective Date for Revised Catalogue Copy: (new or revised) January, 2014

Degree and Program Name: MED Special Education: Deaf Education

Present Requirements:

One Official Transcript from each institution where you have previously enrolled (undergraduate and graduate).

- Must hold a bachelor's degree from a regionally-accredited institution.
- Minimum undergraduate GPA of 2.5 on a 4.0 Scale. GPA will be calculated on all attempted undergraduate coursework in which a letter grade was awarded.

Important Program Information

- ONLY graduates of the VSU undergraduate program of the same name are eligible. Individuals who are interested in pursuing initial certification and a master's degree in special education should consider the Georgia ONmyLINE (GOML) Master of Arts for Teachers in Special Education – General or Adapted Curriculum programs. Visit www.valdosta.edu/distance/GOML/ for additional information.
- This is a 5th year graduate program. It is only offered on campus and is not open to other applicants.

Proposed Requirements: (highlight changes after printing)

One Official Transcript from each institution where you have previously enrolled (undergraduate and graduate).

TRACK 1

- Must hold a B.S.Ed. in Special Education (Deaf Education) from Valdosta State University.
- Minimum undergraduate GPA of 2.5 on a 4.0 Scale. GPA will be calculated on all attempted undergraduate coursework in which a letter grade was awarded.
- Provide documentation of a content concentration that consists of 15 semester hours of academic content that conforms to the GaPSC preparation requirements of the content concentrations for middle grades.

TRACK 2

- Must hold a bachelor's degree from a regionally-accredited institution.
- Minimum undergraduate GPA of 2.5 on a 4.0 Scale. GPA will be calculated on all attempted undergraduate coursework in which a letter grade was awarded.
- Provide documentation of a content concentration that consists of 15 semester hours of academic content that conforms to the GaPSC preparation requirements of the content concentrations for middle grades.

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- Must hold a professional teaching certificate in a field outside of Deaf Education.

Important Program Information

TRACK 1

• ONLY graduates of the VSU undergraduate program of the same name are eligible. Individuals who are interested in pursuing initial certification and a master's degree in special education should consider the Georgia ONmyLINE (GOML) Master of Arts for Teachers in Special Education – General or Adapted Curriculum programs. Visit www.valdosta.edu/distance/GOML/ for additional information.

• This track is a 5th year graduate program. It is only offered on campus and is not open to other applicants.

TRACK 2

• This track is designed for teachers who hold a professional teaching certificate in a field outside of Deaf Education.

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 Align admissions requirements to the proposed two track program. The MED offered through Track 1 is a continuation of the BSEd awarded to undergraduate students in Deaf Education who have completed their program at VSU. Certified teachers who have earned their undergraduate degrees in other majors, or have completed their undergraduate degree in Deaf Education from another institution cannot currently enroll in VSU's MED in Special Education: Deaf Education (Track 1). Track 2 would provide an avenue for admitting these teachers into our master level classes, culminating with an MED. Currently there are 16 states that do not offer any degrees in Deaf Education. Track 2 would provide teachers in Georgia as well as these other states with an opportunity to earn their degree in this field.

Source of Data to Support Suggested Change:




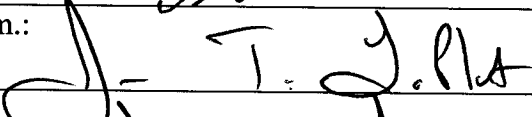
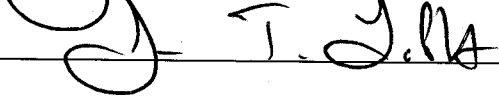
Indirect measures: SOIs, student, employer, or alumni surveys, etc.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Materials collected and evaluated for program assesment purposes (tests, portfolios, specific assignments, etc.) Instructor evaluations and artifacts placed in student portfolios will be used to monitor and evaluate these changes. Assignments and key assessments evaluated in Live Text will also be used to monitor and evaluate these changes.**

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.) **Materials collected and evaluated for program assesment purposes (tests, portfolios, specific assignments, etc.) Instructor evaluations and artifacts placed in student portfolios will be used to monitor and evaluate these changes. Assignments and key assessments evaluated in Live Text will also be used to monitor and evaluate these changes.**

Approvals:	
Department Head: 	Date: 10/10/13
College/Division Exec. Committee: 	Date: 10/10/13
Dean(s)/Director(s): 	Date: 10/10/13
Graduate Exec. Comm.: (for grad program) 	Date: 10/28/13
Graduate Dean: (for grad program) 	Date: 10/28/13
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED CATALOGUE COPY
(New Learning Outcomes, Admissions, or Other Program Policies)

Valdosta State University

OCT 17 2013

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Area of Change: Core Senior Graduate

Current Catalogue Page Number:
<http://www.valdosta.edu/academics/graduate-school/our-programs/master-of-teaching-in-deaf-and-hard-of-hearing-education.php>

Proposed Effective Date for Revised Catalogue Copy: (new or revised) January, 2014

Degree and Program Name: MAT Special Education: Deaf Education

Present Requirements:

One Official Transcript from each institution where you have previously enrolled (undergraduate and graduate).

- Must hold a bachelor's degree from a regionally-accredited institution.
- Minimum undergraduate GPA of 2.5 on a 4.0 Scale. GPA will be calculated on all attempted undergraduate coursework in which a letter grade was awarded.

Proposed Requirements: (highlight changes after printing)

One Official Transcript from each institution where you have previously enrolled (undergraduate and graduate).

- Must hold a bachelor's degree from a regionally-accredited institution.
- Minimum undergraduate GPA of 2.5 on a 4.0 Scale. GPA will be calculated on all attempted undergraduate coursework in which a letter grade was awarded
- Provide documentation of a content concentration that consists of 15 semester hours of academic content that conforms to the GaPSC preparation requirements of the content concentrations for middle grades.

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 As per GaPSC requirements, candidates for this certification must ~~be~~ present a content concentration that consists of 15 semester hours of academic content that conforms to the GaPSC preparation requirements of the content concentrations for middle grades.
- 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,

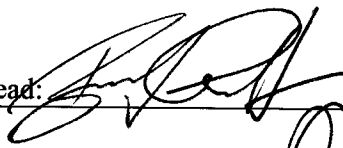


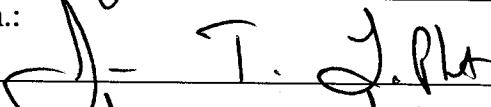
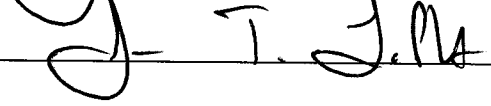
215

portfolios, specific assignments, etc.) **Materials collected and evaluated for program assesment purposes (tests, portfolios, specific assignments, etc.) Instructor evaluations and artifacts placed in student portfolios will be used to monitor and evaluate these changes. Assignments and key assessments evaluated in Live Text will also be used to monitor and evaluate these changes.**

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 assesment purposes (tests, portfolios, specific assignments, etc.) Instructor evaluations and artifacts placed in student portfolios will be used to monitor and evaluate these changes. Assignments and key assessments evaluated in Live Text will also be used to monitor and evaluate these changes.**

Approvals:	
Department Head: 	Date: 10/10/13
College/Division Exec. Committee: 	Date: 10/10/13
Dean(s)/Director(s): 	Date: 10/10/13
Graduate Exec. Comm.: (for grad program) 	Date: 10/28/13
Graduate Dean: (for grad program) 	Date: 10/28/13
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED CATALOGUE COPY
(New Learning Outcomes, Admissions, or Other Program Policies)

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Valdosta State University

OCT 17 2013

Area of Change: Core Senior Graduate

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Current Catalogue Page Number: 101

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall, 2014

Degree and Program Name: Special Education: Deaf Education

Present Requirements:

Selected Educational Outcomes

1. Candidates in special education/deaf education know the content that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards.
2. Candidates in special education/deaf education understand the relationship of content and content specific pedagogy and have a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn.
3. Candidates in special education/deaf education are able to analyze educational research findings and incorporate new information into their practice.
4. Candidates in special education/deaf education assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.

Examples of Outcome Assessments

1. Candidates in special education/deaf education will demonstrate content knowledge through passing the state-required content assessment in deaf education.
2. Candidates in special education/deaf education will demonstrate pedagogical content knowledge and knowledge of evidence based strategies through development of lesson plans identifying use of research validated procedures and effective content pedagogy.
3. Candidates in special education/deaf education will demonstrate skills in assessment,

Proposed Requirements: (highlight changes after printing)

Selected Educational Outcomes

1. Candidates in special education/deaf education know the content that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards.
2. Candidates in special education/deaf education understand the relationship of content and content specific pedagogy and have a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn.
3. Candidates in special education/deaf education are able to analyze educational research findings and incorporate new information into their practice.
4. Candidates in special education/deaf education assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.

Examples of Outcome Assessments

1. Candidates in special education/deaf education will demonstrate content knowledge through passing the state-required content assessment in deaf education.
2. Candidates in special education/deaf education will demonstrate pedagogical content knowledge and knowledge of evidence based strategies through development of lesson plans identifying use of research validated procedures and effective content pedagogy.
3. Candidates in special education/deaf education will demonstrate skills in assessment, instructional strategies, use of technology, and monitoring/

instructional strategies, use of technology, and monitoring/ modifying instruction during observed teaching episodes evaluated by a university supervisor and P-12 mentor teacher.

4. Candidates in special education/deaf education will demonstrate their ability to positively impact P-12 learning through completion of a capstone applied research project.

To be considered for acceptance as a regular graduate student in the M.Ed. in Special Education- Deaf and Hard-of-Hearing program, an applicant must be currently enrolled or a recent graduate of the VSU undergraduate B.S.Ed. with a major in Special Education-Deaf and Hard-of-Hearing program (graduation from this B.S.Ed. program is required before admission to the program).

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application form, fee, and any additional program requirements submitted by the admission deadline.

To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

modifying instruction during observed teaching episodes evaluated by a university supervisor and P-12 mentor teacher.

4. Candidates in special education/deaf education will demonstrate their ability to positively impact P-12 learning through completion of a capstone applied research project.

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

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 Align catalog to new two track program.


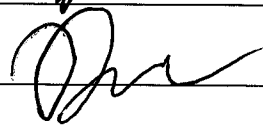
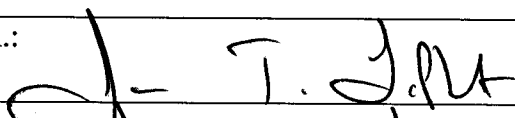
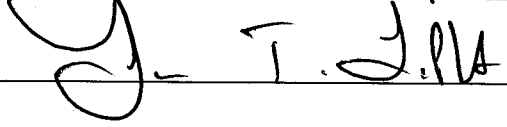
Source of Data to Support Suggested Change:

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

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.) **Transcript evaluation**

Approvals:	
Department Head: 	Date: 10/10/13
College/Division Exec. Committee: 	Date: 10/12/13
Dean(s)/Director(s):	Date:
Graduate Exec. Comm.: (for grad program) 	Date: 10/20/13
Graduate Dean: (for grad program) 	Date: 10/28/13
Academic Committee:	Date:

Form last updated: January 6, 2010

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OCT 17 2013

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:
102

Proposed Effective Date for
Curriculum Change:
(Month/Year): 1/2014

Degree & Program Name:
(e.g., BFA, Art): MED
Special Education: Deaf
Education

Present Requirements: Requirements for the
M.Ed. Degree with a Major in Special
Education
Deaf and Hard -of -Hearing Education and
for candidates completing a VSU B.S.Ed. degree
with a major in Special
Education -Deaf and Hard -of -Hearing :

College of Education and Human Services Core
Courses 16
hours
RSCH 7100
..... 3 hours
LEAD 7210
..... 1 hour
DEAF 5010
..... 10 hours
DEAF 5020
..... 2 hours
Concentration for Deaf & Hard-of-Hearing
Education
20 hours
DEAF 5310, DEAF 5370
..... 6 hours
DEAF 5380 4 hours
DEAF 6000, DEAF 6010 6 hours
DEAF 6020 4 hours
Total Hours Required for the Degree
..... 36 semester hours

Proposed Requirements (Underline changes
after printing this form:
Requirements for the M.Ed. Degree with a Major
in Special Education: Deaf and Hard -of -Hearing
Education

Track 1: For candidates who have completed a
VSU B.S.Ed. degree with a major in Special
Education: Deaf and Hard -of -Hearing

Core Courses.....4 hrs
RSCH 71003 hours
LEAD 7210.....1 hour
Area of Concentration.....32 hrs
DEAF 5010.....10 hours
DEAF 5020.....2 hours
DEAF 5310.....3 hours
DEAF 5370.....3 hours
DEAF 5380.....4 hours
DEAF 6000.....3 hours
DEAF 6010.....3 hours
DEAF 6020.....4 hours
Total Hours Required for the Degree
..... 36 semester hours

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Track 2: For individuals who hold professional teaching certificates in a field outside of Deaf Education

Other Degree Requirements: Prior to enrolling in courses in the Area of Concentration candidates must obtain an Intermediate rating or above on the Sign Language Proficiency Interview (SLPI).

Core Courses.....7 hrs

DEAF 2999.....0 hours

RSCH 7100.....3 hours

LEAD 7210 ~~Ethics and Law~~.....1 hour

DEAF 6100.....3 hours

Area of Concentration.....20 hrs

DEAF 5310.....3 hours

DEAF 5370.....3 hours

DEAF 5380.....4 hours

DEAF 6000 (if certified in a field of special education at entry but not in a general education field).....3 hours

OR

DEAF 6010 (if certified in general education at entry but not any special education field).....3 hours

DEAF 6020.....4 hours

DEAF 6030.....3 hours

Required Endorsement.....9 hrs

Completion of courses to earn an endorsement in either Reading or ESOL.

READ 7100.....3 hours

READ 70103 hours

READ 71303 Hours

OR

	ESOL 6010.....3 hours ESOL 60203 hours ESOL 6030.....3 hours Total Hours Required for the Degree.....36 hours
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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:
- Meeting mandates of state/federal/outside accrediting agencies:
- Other: The MED offered through Track 1 is a continuation of the BSEd awarded to undergraduate students in Deaf Education who have completed their program at VSU. Certified teachers who have earned their undergraduate degrees in other majors, or have completed their undergraduate degree in Deaf Education from another institution cannot currently enroll in VSU's MED in Special Education: Deaf Education (Track 1). Track 2 would provide an avenue for admitting these teachers into our master level classes, culminating with an MED. Currently there are 16 states that do not offer any degrees in Deaf Education. Track 2 would provide teachers in Georgia as well as these other states with an opportunity to earn their degree in this field.

Source of Data to Support Suggested Change:

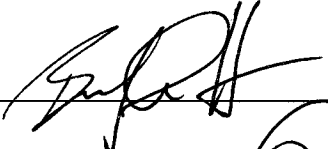


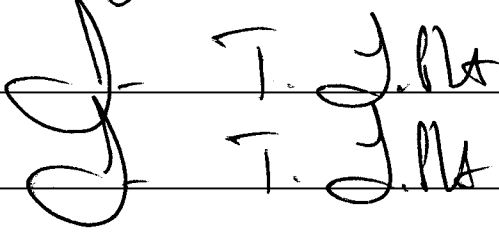
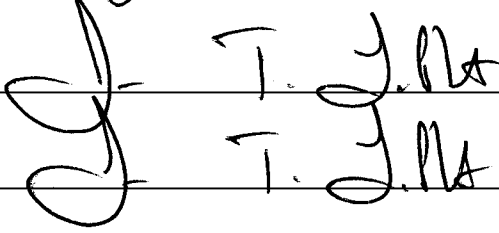
- Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Materials collected and evaluated for program assesment purposes (tests, portfolios, specific assignments, etc.) Instructor evaluations and artifacts placed in student portfolios will be used to monitor and evaluate these changes. Assignments and key assessments evaluated in Live Text will also be used to monitor and evaluate these changes.

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.) Materials collected and evaluated for program assesment purposes (tests, portfolios, specific assignments, etc.) Instructor evaluations and artifacts placed in student portfolios will be used to monitor and evaluate these changes. Assignments and key assessments evaluated in Live Text will also be used to monitor and evaluate these changes.

Approvals:

Department Head:		Date: 10/10/13
College/Division Exec. Committee:		Date: 10/10/13
Dean(s)/Director(s):		Date: 10/10/13
Grad. Exec. Committee: (for graduate course)		Date: 10/28/13
Graduate Dean: (for graduate course)		Date: 10/28/13
Academic Committee:		Date:

Form last updated: January 6, 2010

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OCT 17 2013

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: 102

Proposed Effective Date for Curriculum Change: (Month/Year): 1/2014

Degree & Program Name: (e.g., BFA, Art): MAT Special Education: Deaf Education

Present Requirements: REQUIREMENTS FOR THE M.A.T. IN SPECIAL EDUCATION -DEAF AND HARD OF HEARING

Core Courses..... 19 hours DEAF 29990 hours DEAF 6000, DEAF 6010, DEAF 61109 hours ACED 7400, RSCH 7100, PSYC 70109 hours LEAD 72101 hour

Area of Specialization - Deaf and Hard-of-Hearing..... 17 hours

DEAF 5310, DEAF 5370, DEAF 60309 hours DEAF 5380, DEAF 6020 8 hours

Total Hours Required for the Degree36 hours

Proposed Requirements (Underline changes after printing this form): REQUIREMENTS FOR THE M.A.T. IN SPECIAL EDUCATION -DEAF AND HARD OF HEARING

Core Courses..... 10 hours DEAF 29990 hours DEAF 6100, RSCH 7100, PSYC 70109 hours LEAD 72101 hour

Area of Concentration - Deaf and Hard-of-Hearing..... 26 hours

DEAF 6000, DEAF 6010, DEAF 61109 hours

DEAF 5310, DEAF 5370, DEAF 60309 hours DEAF 5380, DEAF 6020 8 hours

Total Hours Required for the Degree36 hours

Other Degree Requirements: Prior to enrolling in courses in the Area of Concentration candidates must obtain an Intermediate rating or above on the Sign Language Proficiency Interview (SLPI).

226

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: Students wanting to pursue a graduate degree in Special Education: Deaf Education do not always have the background knowledge necessary to become effective practitioners. Certified teachers in Special Education: Deaf Education need to be fluent in American Sign Language (ASL), and have a foundation in Deaf Education, Language Learning, and Deaf Culture. DEAF 6100, Seminar in Deaf Education and Language Learning will provide them with this content knowledge. This course will replace ACED 7400. Course objectives covered in ACED 7400 are embedded in assignments throughout the MAT program of study.

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. SOIs, student, employer, or alumni surveys, etc. Information received from the program's Advisory Board, in addition to employer feedback and student responses have prompted these changes.




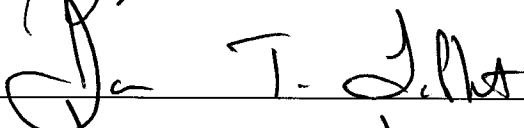
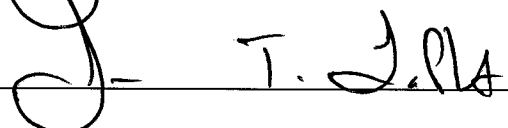
Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Instructor evaluations and artifacts placed in student portfolios will be used to monitor and evaluate these changes. Assignments and key assessments evaluated in Live Text will also be used to monitor and evaluate these changes.

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.) Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Instructor evaluations and artifacts placed in student portfolios will be used to monitor and evaluate these changes. Assignments and key assessments evaluated in Live Text will also be used to monitor and evaluate these changes.

Approvals:	
Department Head: 	Date: 10/16/13
College/Division Exec. Committee: 	Date: 10/15/13
Dean(s)/Director(s): 	Date: 10/16/13
Grad. Exec. Committee: (for graduate course) 	Date: 10/28/13
Graduate Dean: (for graduate course) 	Date: 10/28/13
Academic Committee:	Date:

Form last updated: January 6, 2010

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OCT 17 2013

Request for a Revised Course
Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission: 09/26/2013 (mm/dd/yyyy)

Department Initiating Revision:
MSRD

Faculty Member Requesting Revision:
N. Sheetz

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
DEAF 5010 Student Teaching: Deaf and Hard-of-Hearing

List Current and Requested Revisions:

Current:

Course Prefix and Number: DEAF 5010

Credit Hours: 5

Course Title: Student Teaching: Deaf and Hard-of-Hearing

Pre-requisites: DEAF 2999; Co-requisite: DEAF 5020.

Course Description: Graded "Satisfactory" or "Unsatisfactory." A semester-long student teaching experience completed with students who are deaf or hard-of-hearing. NOTE: A student who receives a grade of Unsatisfactory (U) for student teaching may apply for student teaching only one additional time. The student will be required to complete a prescribed program of remediation before being permitted to student teach a second time. Any student who receives a second grade of "U" for student teaching will be permanently dismissed from all teacher education programs in the College of Education and will not be recommended for teacher certifications by VSU.

Requested:

Course Prefix and Number: DEAF 5010

Credit Hours: 5

Course Title: Student Teaching: Deaf and Hard-of-Hearing

Pre-requisites: DEAF 2999; Intermediate on the Sign Language Proficiency Interview (SLPI).
Co-requisite: DEAF 5020.

Course Description: Graded "Satisfactory" or "Unsatisfactory." A semester-long student teaching experience completed with students who are deaf or hard-of-hearing. NOTE: A student who receives a grade of Unsatisfactory (U) for student teaching may apply for student teaching only one additional time. The student will be required to complete a prescribed program of remediation before being permitted to student teach a second time. Any student who receives a second grade of "U" for student teaching will be permanently dismissed from all teacher education programs in the College of Education and will not be recommended for teacher certifications by VSU.

Semester/Year to be Effective:
Fall 2014

Estimated Frequency of Course Offering:
Fall/Spring

Indicate if Course will be : Requirement for Major Elective

229

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

Improving student learning outcomes: About 40% of some 38,000 D/HH students in the United States receive instruction via sign language (Gallaudet Research Institute, 2011); yet only 38% of deaf education teachers judged their expressive sign language skills to be on par with their expressive spoken English (Lane, Hoffmeister & Bahan, 1996). A lack of exposure to fluent sign language models frequently results in sign language (Meadow, 2005; Morford & Mayberry, 2000) and English delays (Kyle & Harris, 2010) and negatively affect children's language (Morford & Mayberry) and literacy (Easterbrooks, Lederberg, Miller, Bergeron, & Connor, 2008; Kyle & Harris, 2010; Qi & Mitchell, 2012) development across time. Therefore, students need instruction from educators who are fluent in sign language.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Plans for assessing the effectiveness of the course: Verification of an Intermediate on the Sign Language Proficiency Interview (SLPI).

Approvals:	
College/Division Exec. Comm.: <i>One</i>	Date: <i>10/10/13</i>
Dept. Head: <i>[Signature]</i>	Date: <i>10/10/13</i>
Dean/Director: <i>[Signature]</i>	Date: <i>10/12/13</i>
Graduate Exec. Comm.(if needed): <i>J. T. J. As</i>	Date: <i>10/28/13</i>
Graduate Dean (if needed): <i>J. T. J. Pt</i>	Date: <i>10/28/13</i>
Academic Committee:	Date:

Form last updated: October 1, 2013

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Request for a Revised Course
Valdosta State University

OCT 17 2013

Date of Submission: 09/26/2013 (mm/dd/yyyy)

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Department Initiating Revision:
MSRD

Faculty Member Requesting Revision:
N. Sheetz

Current Course Prefix, Title, & Number:

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

DEAF 5020 Student Teaching Seminar: Deaf and Hard-of-Hearing

List Current and Requested Revisions:

Current:

Course Prefix and Number: DEAF 5020

Credit Hours: 1

Course Title: Student Teaching Seminar: Deaf and Hard-of-Hearing

Pre-requisites: Prerequisite: DEAF 2999; Co-requisite: DEAF 5010

Course Description: A forum for discussion and exchange of ideas relating to the responsibilities of professional ethical practices.

Requested:

Course Prefix and Number: DEAF 5020

Credit Hours: 1

Course Title: Student Teaching Seminar: Deaf and Hard-of-Hearing

Pre-requisites: ~~Prerequisite~~ DEAF 2999; Intermediate on the Sign Language Proficiency Interview (SLPI). Co-requisite: DEAF 5010

Course Description: A forum for discussion and exchange of ideas relating to the responsibilities of professional ethical practices.

Semester/Year to be Effective:
Fall 2014

Estimated Frequency of Course Offering:
Fall/Spring

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes: About 40% of some 38,000 D/HH students in the United States receive instruction via sign language (Gallaudet Research Institute, 2011); yet only 38% of deaf education teachers judged their expressive sign language skills to be on par with their expressive spoken English (Lane, Hoffmeister & Bahan, 1996). A lack of exposure to fluent sign language models frequently results in sign language (Meadow, 2005; Morford & Mayberry, 2000) and English delays (Kyle & Harris, 2010) and negatively affect children's language (Morford & Mayberry) and literacy (Easterbrooks, Lederberg, Miller, Bergeron, & Connor, 2008; Kyle & Harris, 2010; Qi & Mitchell, 2012) development across time. Therefore, students need instruction from educators who are fluent in sign language.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Plans for assessing the effectiveness of the course: Verification of an Intermediate on the Sign Language Proficiency Interview (SLPI).

Approvals:	
College/Division Exec. Comm.: <i>Dr</i>	Date: <i>10/10/13</i>
Dept. Head: <i>[Signature]</i>	Date: <i>10/10/13</i>
Dean/Director: <i>Dr</i>	Date: <i>10/10/13</i>
Graduate Exec. Comm.(if needed): <i>J. T. Jell</i>	Date: <i>10/28/13</i>
Graduate Dean (if needed): <i>J. T. Jell</i>	Date: <i>10/28/13</i>
Academic Committee:	Date:

Form last updated: October 1, 2013

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Request for a Revised Course
Valdosta State University

OCT 17 2013

Date of Submission: 09/26/2013 (mm/dd/yyyy)

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Department Initiating Revision:
MSRD

Faculty Member Requesting Revision:
N. Sheetz

Current Course Prefix, Title, & Number:

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

DEAF 5310 Methods of Teaching Reading and Writing to Deaf Students

List Current and Requested Revisions:

Current:

Course Prefix and Number: DEAF 5310

Credit Hours: 3

Course Title: Methods of Teaching Reading and Writing to Deaf Students

Pre-requisites:

Course Description: Principles and techniques used in the development of reading and writing skills in deaf and hard of hearing children. Focus on reading theory, applications, diagnostic procedures, and instructional methods for teaching students experiencing hearing loss.

Requested:

Course Prefix and Number: DEAF 5310

Credit Hours: 3

Course Title: Methods of Teaching Reading and Writing to Deaf Students

Pre-requisites: Intermediate on the Sign Language Proficiency Interview (SLPI).

Course Description: Principles and techniques used in the development of reading and writing skills in deaf and hard of hearing children. Focus on reading theory, applications, diagnostic procedures, and instructional methods for teaching students experiencing hearing loss.

Semester/Year to be Effective:
Fall 2014

Estimated Frequency of Course Offering:
1 Semester Per Year

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes: About 40% of some 38,000 D/HH students in the United States receive instruction via sign language (Gallaudet Research Institute, 2011); yet only 38% of deaf education teachers judged their expressive sign language skills to be on par with their expressive spoken English (Lane, Hoffmeister & Bahan, 1996). A lack of exposure to fluent sign language models frequently results in sign language (Meadow, 2005; Morford & Mayberry, 2000) and English delays (Kyle & Harris, 2010) and negatively affect children's language (Morford & Mayberry) and literacy (Easterbrooks, Lederberg, Miller, Bergeron, & Connor, 2008; Kyle & Harris, 2010; Qi & Mitchell, 2012) development across time. Therefore, students need instruction from educators who are fluent in sign language.

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Approvals:	
College/Division Exec. Comm.: <i>DM</i>	Date: <i>10/10/13</i>
Dept. Head: <i>[Signature]</i>	Date: <i>10/10/13</i>
Dean/Director: <i>DM</i>	Date: <i>10/12/13</i>
Graduate Exec. Comm.(if needed): <i>J. T. J. Pla</i>	Date: <i>10/28/13</i>
Graduate Dean (if needed): <i>J. T. J. Pla</i>	Date: <i>10/28/13</i>
Academic Committee:	Date:

Form last updated: October 1, 2013

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Request for a Revised Course
Valdosta State University

OCT 17 2013

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission: 09/26/2013 (mm/dd/yyyy)

Department Initiating Revision: MSRD	Faculty Member Requesting Revision: N. Sheetz
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Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
DEAF 5370 Teaching Thinking Skills

List Current and Requested Revisions:

<p>Current: Course Prefix and Number: DEAF 5370 Credit Hours: 3 Course Title: Teaching Thinking Skills Pre-requisites: Course Description: Designed to prepare teachers to become familiar with cognitive strategies that promote higher level thought in deaf learners. Emphasis is placed on how to incorporate these strategies into regular classroom instruction.</p>	<p>Requested: Course Prefix and Number: DEAF 5370 Credit Hours: 3 Course Title: Teaching Thinking Skills <u>Pre-requisites: Intermediate on the Sign Language Proficiency Interview (SLPI).</u> Course Description: Designed to prepare teachers to become familiar with cognitive strategies that promote higher level thought in deaf learners. Emphasis is placed on how to incorporate these strategies into regular classroom instruction.</p>
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Semester/Year to be Effective: Fall 2014	Estimated Frequency of Course Offering: 1 Semester Per Year
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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. Please include and/or append relevant supporting data.)

Improving student learning outcomes: About 40% of some 38,000 D/HH students in the United States receive instruction via sign language (Gallaudet Research Institute, 2011); yet only 38% of deaf education teachers judged their expressive sign language skills to be on par with their expressive spoken English (Lane, Hoffmeister & Bahan, 1996). A lack of exposure to fluent sign language models frequently results in sign language (Meadow, 2005; Morford & Mayberry, 2000) and English delays (Kyle & Harris, 2010) and negatively affect children's language (Morford & Mayberry) and literacy (Easterbrooks, Lederberg, Miller, Bergeron, & Connor, 2008; Kyle & Harris, 2010; Qi & Mitchell, 2012) development across time. Therefore, students need instruction from educators who are fluent in sign language.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Plans for assessing the effectiveness of the course: Verification of an Intermediate on the Sign Language Proficiency Interview (SLPI).

Approvals:	
College/Division Exec. Comm.: <i>DM</i>	Date: 10/10/13
Dept. Head: <i>[Signature]</i>	Date: 10/10/13
Dean/Director: <i>DM</i>	Date: 10/10/13
Graduate Exec. Comm.(if needed): <i>J. T. J. Plat</i>	Date: 10/28/13
Graduate Dean (if needed): <i>J. T. J. Plat</i>	Date: 10/28/13
Academic Committee:	Date:

Form last updated: October 1, 2013

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Request for a Revised Course
Valdosta State University

OCT 17 2013

Date of Submission: 09/26/2013 (mm/dd/yyyy)

Department Initiating Revision:
MSRD

Faculty Member Requesting VALDOSTA STATE UNIVERSITY
N. Sheetz GRADUATE SCHOOL

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
DEAF 5380 Curriculum Development Instruction for Deaf Students

List Current and Requested Revisions:

Current:
Course Prefix and Number: DEAF 5380
Credit Hours: 4
Course Title: Curriculum Development Instruction for Deaf Students
Pre-requisites:
Course Description: Curriculum planning and special adaptations in teaching school subjects to deaf and hard of hearing students at the elementary, intermediate and secondary levels. Selection, development, modification, evaluation, and use of instructional media.

Requested:
Course Prefix and Number: DEAF 5380
Credit Hours: 4
Course Title: Curriculum Development Instruction for Deaf Students
Pre-requisites: Intermediate on the Sign Language Prociency Interview (SLPI).
Course Description: Curriculum planning and special adaptations in teaching school subjects to deaf and hard of hearing students at the elementary, intermediate and secondary levels. Selection, development, modification, evaluation, and use of instructional media.

Semester/Year to be Effective:
Fall 2014

Estimated Frequency of Course Offering:
1 Semester Per Year

Indicate if Course will be : Requirement for Major Elective

Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.)
 Improving student learning outcomes: About 40% of some 38,000 D/HH students in the United States receive instruction via sign language (Gallaudet Research Institute, 2011); yet only 38% of deaf education teachers judged their expressive sign language skills to be on par with their expressive spoken English (Lane, Hoffmeister & Bahan, 1996). A lack of exposure to fluent sign language models frequently results in sign language (Meadow, 2005; Morford & Mayberry, 2000) and English delays (Kyle & Harris, 2010) and negatively affect children's language (Morford & Mayberry) and literacy (Easterbrooks, Lederberg, Miller, Bergeron, & Connor, 2008; Kyle & Harris, 2010; Qi & Mitchell, 2012) development across time. Therefore, students need instruction from educators who are fluent in sign language.

240

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

Plans for assessing the effectiveness of the course: Verification of an Intermediate on the Sign Language Proficiency Interview (SLPI).

Approvals:	
College/Division Exec. Comm.: <i>[Signature]</i>	Date: 10/10/13
Dept. Head: <i>[Signature]</i>	Date: 10/10/13
Dean/Director: <i>[Signature]</i>	Date: 10/10/13
Graduate Exec. Comm.(if needed): <i>[Signature]</i>	Date: 10/28/13
Graduate Dean (if needed): <i>[Signature]</i>	Date: 10/28/13
Academic Committee:	Date:

Form last updated: October 1, 2013

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Request for a Revised Course
Valdosta State University

OCT 17 2013

Date of Submission: 09/26/2013 (mm/dd/yyyy)

VALDOSTA STATE UNIVERSITY

Department Initiating Revision:
MSRD

Faculty Member Requesting Revision:
N. Sheetz

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
DEAF 6000 Integration and Management of Instruction in the Classroom

List Current and Requested Revisions:

Current:
Course Prefix and Number: DEAF 6000
Credit Hours: 4
Course Title: Integration and Management of Instruction in the Classroom
Pre-requisites:
Course Description: Identification and implementation of management and instructional strategies that have demonstrated effectiveness. Through applied projects focused on K-12 student learning, students will demonstrate the ability to evaluate intervention efficacy.

Requested:
Course Prefix and Number: DEAF 6000
Credit Hours: 4
Course Title: Integration and Management of Instruction in the Classroom
Pre-requisites: Intermediate on the Sign Language Proficiency Interview (SLPI).
Course Description: Identification and implementation of management and instructional strategies that have demonstrated effectiveness. Through applied projects focused on K-12 student learning, students will demonstrate the ability to evaluate intervention efficacy.

Semester/Year to be Effective:
Fall 2014

Estimated Frequency of Course Offering:
1 Semester Per Year

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes: About 40% of some 38,000 D/HH students in the United States receive instruction via sign language (Gallaudet Research Institute, 2011); yet only 38% of deaf education teachers judged their expressive sign language skills to be on par with their expressive spoken English (Lane, Hoffmeister & Bahan, 1996). A lack of exposure to fluent sign language models frequently results in sign language (Meadow, 2005; Morford & Mayberry, 2000) and English delays (Kyle & Harris, 2010) and negatively affect children's language (Morford & Mayberry) and literacy (Easterbrooks, Lederberg, Miller, Bergeron, & Connor, 2008; Kyle & Harris, 2010; Qi & Mitchell, 2012) development across time. Therefore, students need instruction from educators who are fluent in sign language.

243

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

Plans for assessing the effectiveness of the course: Verification of an Intermediate on the Sign Language Proficiency Interview (SLPI).

Approvals:	
College/Division Exec. Comm.: <i>Qu</i>	Date: <i>10/10/13</i>
Dept. Head: <i>[Signature]</i>	Date: <i>10/10/13</i>
Dean/Director: <i>[Signature]</i>	Date: <i>10/10/13</i>
Graduate Exec. Comm.(if needed): <i>J T. J. PA</i>	Date: <i>10/28/13</i>
Graduate Dean (if needed): <i>J T. J. PA</i>	Date: <i>10/28/13</i>
Academic Committee:	Date:

Form last updated: October 1, 2013

Request for a Revised Course
Valdosta State University

Date of Submission: 09/26/2013 (mm/dd/yyyy)

Department Initiating Revision:
MSRD

Faculty Member Requesting Revision:
N. Sheetz

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
DEAF 6010 Integrated Instruction: Individualized Education Program

List Current and Requested Revisions:

Current:

Course Prefix and Number: DEAF 6010
Credit Hours: 3
Course Title: Integrated Instruction: Individualized Education Program
Pre-requisites:
Course Description: The theoretical and practical basis of curriculum design for individuals with disabilities throughout the life cycle. Individualized Education Program (IEP) development and planning that incorporate student access to the general educational curriculum are components of this course.

Requested:

Course Prefix and Number: DEAF 6010
Credit Hours: 3
Course Title: Integrated Instruction: Individualized Education Program
Pre-requisites: Intermediate on the Sign Language Proficiency Interview (SLPI).
Course Description: The theoretical and practical basis of curriculum design for individuals with disabilities throughout the life cycle. Individualized Education Program (IEP) development and planning that incorporate student access to the general educational curriculum are components of this course.

Semester/Year to be Effective:
Fall 2014

Estimated Frequency of Course Offering:
1 Semester Per Year

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes: About 40% of some 38,000 D/HH students in the United States receive instruction via sign language (Gallaudet Research Institute, 2011); yet only 38% of deaf education teachers judged their expressive sign language skills to be on par with their expressive spoken English (Lane, Hoffmeister & Bahan, 1996). A lack of exposure to fluent sign language models frequently results in sign language (Meadow, 2005; Morford & Mayberry, 2000) and English delays (Kyle & Harris, 2010) and negatively affect children's language (Morford & Mayberry) and literacy (Easterbrooks, Lederberg, Miller, Bergeron, & Connor, 2008; Kyle & Harris, 2010; Qi & Mitchell, 2012) development across time. Therefore, students

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need instruction from educators who are fluent in sign language.

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

Plans for assessing the effectiveness of the course: Verification of an Intermediate on the Sign Language Proficiency Interview (SLPI).

247

Approvals:	
College/Division Exec. Comm.: <i>[Signature]</i>	Date: <i>10/10/13</i>
Dept. Head: <i>[Signature]</i>	Date: <i>10/10/13</i>
Dean/Director: <i>[Signature]</i>	Date: <i>10/10/13</i>
Graduate Exec. Comm.(if needed): <i>[Signature]</i>	Date: <i>10/28/13</i>
Graduate Dean (if needed): <i>[Signature]</i>	Date: <i>10/28/13</i>
Academic Committee:	Date:

Form last updated: October 1, 2013

Request for a Revised Course
Valdosta State University

Date of Submission: 09/26/2013 (mm/dd/yyyy)

Department Initiating Revision:
MSRD

Faculty Member Requesting Revision:
N. Sheetz

Current Course Prefix, Title, & Number:

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

DEAF 6020 Audiological Considerations and Auditory/Oral Methods for Teachers of the Deaf

List Current and Requested Revisions:

Current:

Course Prefix and Number: DEAF 6020

Credit Hours: 4

Course Title: Audiological Considerations and Auditory/Oral Methods for Teachers of the Deaf

Pre-requisites: Prerequisite: Admission into the program or permission of instructor.

Course Description: An introduction to the types and causes of hearing loss and methodologies that can be used to enhance speech and listening skills.

Requested:

Course Prefix and Number: DEAF 6020

Credit Hours: 4

Course Title: Audiological Considerations and Auditory/Oral Methods for Teachers of the Deaf

Pre-requisites: ~~Prerequisite~~ Admission into the program or permission of instructor;

Intermediate on the Sign Language Proficiency Interview (SLPI).

Course Description: An introduction to the types and causes of hearing loss and methodologies that can be used to enhance speech and listening skills.

Semester/Year to be Effective:
Fall 2014

Estimated Frequency of Course Offering:
1 Semester Per Year

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes: About 40% of some 38,000 D/HH students in the United States receive instruction via sign language (Gallaudet Research Institute, 2011); yet only 38% of deaf education teachers judged their expressive sign language skills to be on par with their expressive spoken English (Lane, Hoffmeister & Bahan, 1996). A lack of exposure to fluent sign language models frequently results in sign language (Meadow, 2005; Morford & Mayberry, 2000) and English delays (Kyle & Harris, 2010) and negatively affect children's language (Morford & Mayberry) and literacy (Easterbrooks, Lederberg, Miller, Bergeron, & Connor, 2008; Kyle & Harris, 2010; Qi & Mitchell, 2012) development across time. Therefore, students need instruction from educators who are fluent in sign language.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Plans for assessing the effectiveness of the course: Verification of an Intermediate on the Sign Language Proficiency Interview (SLPI).

Approvals:	
College/Division Exec. Comm.: <i>Dru</i>	Date: <i>09/10/10</i>
Dept. Head: <i>[Signature]</i>	Date: <i>10/10/13</i>
Dean/Director: <i>[Signature]</i>	Date: <i>10/10/10</i>
Graduate Exec. Comm.(if needed): <i>[Signature]</i>	Date: <i>10/28/13</i>
Graduate Dean (if needed): <i>[Signature]</i>	Date: <i>10/28/13</i>
Academic Committee:	Date:

Form last updated: October 1, 2013

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OCT 17 2013

Request for a Revised Course
Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission: 09/26/2013 (mm/dd/yyyy)

Department Initiating Revision:
MSRD

Faculty Member Requesting Revision:
N. Sheetz

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
DEAF 6030 Internship in Teaching

List Current and Requested Revisions:

Current:

Course Prefix and Number: DEAF 6030
Credit Hours: 3
Course Title: Internship in Teaching
Pre-requisites: Prerequisite: Admission to the M.A.T. program in Special Education—Deaf and Hard-of-Hearing or permission of instructor.
Course Description: A clinical practice designed for candidates in the online M.A.T. in Special Education—Deaf and Hard-of-Hearing who are seeking initial certification. Candidates will complete a semester of teaching in the role of a deaf educator, supervised by a university supervisor and the school principal or the principal's designee.

Requested:

Course Prefix and Number: DEAF 6030
Credit Hours: 3
Course Title: Internship in Teaching
Pre-requisites: ~~Prerequisite~~ Admission to the M.A.T. program in Special Education—Deaf and Hard-of-Hearing or permission of instructor; Intermediate on the Sign Language Proficiency Interview (SLPI).
Course Description: A clinical practice designed for candidates in the online M.A.T. in Special Education—Deaf and Hard-of-Hearing who are seeking initial certification. Candidates will complete a semester of teaching in the role of a deaf educator, supervised by a university supervisor and the school principal or the principal's designee.

Semester/Year to be Effective:
Fall 2014

Estimated Frequency of Course Offering:
1 Semester Per Year

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes: About 40% of some 38,000 D/HH students in the United States receive instruction via sign language (Gallaudet Research Institute, 2011); yet only 38% of deaf education teachers judged their expressive sign language skills to be on par with their expressive spoken English (Lane, Hoffmeister & Bahan, 1996). A lack of exposure to fluent sign language models frequently results in sign language (Meadow, 2005; Morford & Mayberry, 2000) and English delays (Kyle & Harris, 2010) and negatively affect children's language

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(Morford & Mayberry) and literacy (Easterbrooks, Lederberg, Miller, Bergeron, & Connor, 2008; Kyle & Harris, 2010; Qi & Mitchell, 2012) development across time. Therefore, students need instruction from educators who are fluent in sign language.

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

Plans for assessing the effectiveness of the course: Verification of an Intermediate on the Sign Language Proficiency Interview (SLPI).

Approvals:	
College/Division Exec. Comm.: <i>DM</i>	Date: <i>10/10/12</i>
Dept. Head: <i>B. R. [Signature]</i>	Date: <i>10/10/13</i>
Dean/Director: <i>DM</i>	Date: <i>10/10/13</i>
Graduate Exec. Comm.(if needed): <i>J. T. [Signature]</i>	Date: <i>10/28/13</i>
Graduate Dean (if needed): <i>J. T. [Signature]</i>	Date: <i>10/28/12</i>
Academic Committee:	Date:

Form last updated: October 1, 2013

RECEIVED

OCT 17 2013

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 9/30/2013 (mm/dd/yyyy)

Department Initiating Request:
MSRD

Faculty Member Requesting:
N. Scheetz

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
DEAF 6100

Proposed New Course Title:
Seminar: Deaf Education and Language Learning

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Semin Deaf Educ and Lang Learn

Semester/Year to be Effective:
Fall 2014

Estimated Frequency of Course Offering:
Once per year

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours:

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.) Introductory course in Deaf Education and Language Learning for teachers. Topics include types of hearing loss and the impact on language, social, emotional, cognitive and educational development.

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: Teacher candidates accepted in the MAT for Special Education: Deaf Education Program or Track 2 of the MED in Special Education: Deaf Education Program frequently do not have the background knowledge regarding the growth and development of deaf and hard of hearing children and how being deaf may affect an individual's educational, cognitive, and social development. Theories of language development and assessment instruments used to evaluate this population are also discussed as well and the different modes of communication as they relate to the various stages of language development.

Adopting current best practice(s) in field: Teacher candidates currently enrolled in the 5 year (MED, Track 1) Special Education: Deaf Education program are required to take DEAF 3100, Orientation to Deaf Education and Language Learning. A survey of undergraduate and graduate programs throughout the country indicate that 90% of Deaf Education programs offer a similar course as an introduction into the field.

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change:

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Indirect Measures: SOIs, student, employer, or alumni surveys, etc. A survey of Special Education: Deaf Education programs throughout the nation indicate that an introductory course of this nature provides teacher candidates with the foundation required to successfully complete the training program.

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.) Two key evaluations have been designed to demonstrate mastery of learning outcomes: 1) A research paper/PowerPoint demonstrating knowledge of content with respect to individuals who are deaf or hard of hearing; 2) A Shared Reading Project Presentation - students will present a children's book using questioning and conversational skills demonstrating their understanding of language learning within this specialized population.

Other:

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

Approvals:	
Dept. Head: <i>[Signature]</i>	Date: 10/10/13
College/Division Exec. Comm.: <i>[Signature]</i>	Date: 10/10/13
Dean/Director: <i>[Signature]</i>	Date: 10/10/13
Graduate Exec. Comm.: (for graduate course): <i>[Signature]</i>	Date: 10/28/13
Graduate Dean: (for graduate course): <i>[Signature]</i>	Date: 10/28/13
Academic Committee:	Date:

Form last updated: January 6, 2010

DEAF 6100
SEMINAR DEAF EDUCATION AND LANGUAGE LEARNING
THREE SEMESTER HOURS
SPRING 2014

College of Education
Valdosta State University
Department of Middle, Secondary, Reading, & Deaf Education
Conceptual Framework: Guiding Principles
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

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REQUIRED TEXTBOOKS

Easterbrooks, S. & Baker, S. (2002). *Language learning in children who are deaf and hard of hearing: Multiple pathways*. Boston, MA: Allyn and Bacon.

Scheetz, N. (2012). *Deaf education in the 21st century: Topics and trends*. Boston, MA: Allyn & Bacon.

COURSE DESCRIPTION

An introduction to the study of the growth and development of deaf and hard of hearing children and how being deaf may affect an individual's language, psychological, cognitive, social, and educational development. The focus of this class is toward a general understanding of how being deaf or hard of hearing is influential in shaping the life experiences of individuals. Various perspectives regarding being deaf are explored. Emphasis is placed on an examination of the various theories of language development and assessment instruments used to evaluate this population and the ramifications of hearing loss on language development.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

- I. **CONTENT AND CURRICULUM:** Teachers demonstrate a strong content knowledge of content area(s) appropriate for their certification levels.
- II. **KNOWLEDGE OF STUDENTS AND THEIR LEARNING:** Teachers support the intellectual, social, physical, and personal development of all students.
- III. **LEARNING ENVIRONMENTS:** Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- IV. **ASSESSMENT:** Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.
- V. **PLANNING AND INSTRUCTION:** Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.
- VI. **PROFESSIONALISM:** Teachers recognize, participate in, and contribute to teaching as a profession.

COURSE OBJECTIVES (CO)

The student will:

- CO 1. demonstrate in writing and through participation in online discussions an understanding of the social, emotional, vocational, educational, and linguistic aspects of the deaf experience. (CFS I, II, IV)

- CO 3. demonstrate in writing, through participation in online discussions an understanding of the potential social, psychological, and emotional aspects of deafness and how these consequences may be avoided. (CFS I, II, IV)

- CO 4. demonstrate in writing, through participation in online discussions, and through research and presentation on an aspect of the deaf experience, an understanding of how members of the Deaf world view themselves, and their educational, vocational, and social experiences living within the larger hearing society. (CFS I, II, IV)

- CO 5. demonstrate through online discussions the influence of the people and events in history that have affected present-day practices of teaching language to deaf and hard of hearing children. (CFS I, II, IV).

- CO 6. analyze language acquisition in terms of theories, philosophies, and approaches compared to language acquisition in hearing and deaf/hard of hearing children in families and schools. (CFS I, II, IV).

- CO 7. explore the challenges of language assessment with deaf and hard of hearing children; they will explore language planning with methods, approaches, and practices to use with deaf and hard of hearing children. (CSF I, II, IV).

- CO 8. compare the grammars of English and ASL; students will examine the issues of questioning skills and the art of conversation in each language. (CSF I, II, IV) .

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

- 1. Actively participate in online discussions (COs 1 – 5)
- 2. Submit three abstracts (COs 1-6)
- 3. Write an 8-10 page research paper, develop a PowerPoint presentation regarding a topic of interest pertinent to the course content, present that Power Point to the class, and post both the research paper and the Power Point in Live Text for evaluation. (COs 1 - 6)
- 4. Complete a semester project of presenting a children's book using questioning and conversational skills from the Shared Reading Project.

METHOD OF INSTRUCTION

This course is offered entirely online.

COURSE EVALUATION

1. Reflective Writing Assignment (20 Points)
2. **Paper: Current Topics and Trends in Deaf Education: Issues Critical to the Field (100 points)**
3. **Power Point Presentation (50 Points)**
4. Abstracts 10 points/each (30 Points)
5. Online discussions (25 Points)
6. **Children's book project (125 points)**
7. Total Points 400

Note: You are required to post your PowerPoint Presentation in Live Text before a grade can be awarded in the course.

Final Grading Scale

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

ATTENDANCE POLICY

The University 20% absence policy regarding attendance will be strictly adhered to during the course.

DIVERSITY STATEMENT

The Department of Middle, Secondary, Reading and Deaf Education maintains a strong and sustained commitment to value the diverse and unique nature of the learner and to include all students in the high expectation for success.

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Dewar College of Education

POLICY STATEMENT ON PLAGIARISM

Below is information directly quoted from the Academic Honesty Policies and Procedures:

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

The full text of Academic Honesty Policies and Procedures is available in the on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

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

FIRST OFFENSE: The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).

1. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
4. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
5. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE:

The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).

1. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). According to the Dewar College of Education Concern Form Policy, "a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee."
2. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."
3. 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>).

SPECIAL NEEDS STATEMENT

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

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

SPECIAL NEEDS STATEMENT

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

ACCESS OFFICE

Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

APA STYLE

The Department of Middle, Secondary, Reading and Deaf Education has officially endorsed the style of the American Psychological Association (APA) for the completion of all written assignments unless otherwise stated. Procedures for APA style are found in:

American Psychology Association. (2010). Publication Manual of the American Psychological Association (6th ed.). Washington, D.C: Author.

Directions for LiveText Submissions

How To Submit Portfolio Assignments in LiveText

Note: These directions apply only to assignments visible on your dashboard AND required as part of your portfolio. The list of portfolio artifacts required for your program of study is available at <http://www.valdosta.edu/coe/sec/studentresources.shtml>

All portfolio submissions should follow a **basic process**:

1. Load your assignment into the appropriate page of your portfolio.
2. Complete the four-part description of your artifact, explaining how it provides evidence that you have met COE's Conceptual Framework Standards.
3. Hide all pages except the current assignment.
4. Submit the portfolio (single page visible).

Directions for submission:

First, you need to edit your portfolio to include the new assignment

1. Click on **Documents** tab
2. Open your portfolio
3. Open the page for the current assignment under the *Table of Contents*
4. Click the "Edit" button of the Description and Rationale
5. Complete the four-part description of your assignment as a portfolio artifact. Narrative in the
6. last three sections should consist of a substantive paragraph.
 - a. The **Description** section can be very brief.
 - b. In the **Rationale** section, explain how the assignment provides evidence that you meet selected indicators for the standard. Each of the standards with indicators is included as a separate page within your portfolio.

Positively Impacting Learning Through Evidence-Based Practices

- 5072
- c. In the **Impact** section, describe how the skills or knowledge you learned from this assignment will impact your students' learning.
 - d. In the **Reflection** section, describe what you have learned from the process of completing this artifact and how it will influence your professional practice.
7. Towards the bottom there is a File Attachment(s) section, click "Edit"
 8. Select "Upload New File," click Choose File, and browse for your file on your computer
 9. After the file loads, Click "Save & Finish"

Then, you hide all pages except the current assignment

The assessor should see only the single page of your portfolio.

10. Select **Manage Pages**.
11. Click on the box next to **Title** to select all pages.
12. Click on the box next to the current artifact page to unselect it.
13. Select **Hide Pages: Save and Finish**.
14. Note: Don't forget to unhide pages after you have submitted your assignment so you don't panic next time you open your portfolio.

Then, you need to submit the portfolio:

15. Near the top of the screen, select the **Dashboard** tab
16. Find the assignment and click on the corresponding **Begin Assignment** button
17. On the Assignment page, click on the **Attach Files** button. (Note that you will not be able to submit until you have attached at least one file.)
18. Click on the **LiveText Documents** tab to find your portfolio. **Do not click on Browse.**
19. Click "Attach Selected Files"
20. Type any optional comments you wish to send to the instructor and click **Submit Assignment** when you are finished.
 - A confirmation that your assessment has been successfully submitted will appear and the assignment status on your dashboard will change to Awaiting Assessment.
 - Each submission is saved as a snapshot of what you sent. Any further changes you make to your portfolio will not affect what you have already submitted.
 - If you do not submit your assignment correctly, your instructor will send it back to you for resubmission.

If you have to resubmit your assignment:

21. Find the problem and fix any problems with your portfolio. See comments from your instructor. There are two common problems:
 - a. Submitting the assignment and not the portfolio (see #17 above).

- b. Not hiding pages of your portfolio other than the current assignment page (see #9-13 above). Check that only one page is visible.
22. From your **Dashboard** tab, find the relevant assignment and click on **Continue Assignment**. This allows you to see previous submissions and messages from your instructor.
23. Click on **Continue to Step 3** in the top right corner.
24. Remove any of the previous attachments by clicking in the red "X" button next to each file.
25. Under **Step 2 of 3**, you will see "Have you already created files of LiveText documents for this assignment?" Click on **Attach files**, then follow directions 17-19 above.

How to Send Completed Portfolio for Final Review (Exit from Program)

Use this process only if there is no designated exit course (such as student teaching), where there is an assignment on your dashboard.

1. From the Dashboard, click on **Documents** tab, and open your Portfolio.
2. Make sure all pages are visible (no hidden pages).
3. Click on the **Send for Review** button
4. Type in the name of your reviewer and select the correct name.
5. Click on **Submit for Review**.

How to Complete Forms in LiveText

1. Click the **Forms** tab located in the top center of the screen.
2. From within the **Forms Inbox**, click the **Take form** link or **Take again** link located to the right side of the form to be completed.
3. The form will open. Complete each question. Questions with a red asterisk* are required. Below are some tips for each type of question you may encounter:
 - **Short Text:** Enter responses up to 255 characters.
 - **Long Text:** Enter responses up to 65,000 characters.
 - **Date:** Enter the date according to the provided format (MM/DD/YYYY).
 - **Radio Buttons:** Click the button to the left of the appropriate choice. Only one choice may be selected.
 - **Dropdown:** Click the down arrow located on the right side of the dropdown box, and select the appropriate choice. Only one choice may be selected.
 - **Checkboxes:** Click the checkbox to the left of each appropriate choice. Multiple choices may be selected.
4. After completing the form, there are two options below the final form question:
 - **Save Form:** Click this button to routinely save form responses or to save and complete later. Responses will not be submitted to the owner.
 - **Submit Form:** Click this button to save and submit form responses to the owner. All required questions must be completed before submitting the form.
5. To view form responses in a printable format before submitting, click the **Save Form** button located below the final form question, and then click the **Create a Printable Version** link located in the top right corner.

Directions for Other LiveText Tasks

The following directions should be provided to individual students on an as-needed basis.

How to Add Artifact Pages to Your Portfolio

Sometimes, you need to add an additional artifact page to your portfolio. For instance, you may take a course as an elective and you do not have the appropriate page to upload an assignment.

The easiest way to add a page to your portfolio is to copy an existing portfolio page, rename it, and then move it to the appropriate place.

1. From **Documents**, open your portfolio.
2. Select **Manage Pages**.
3. Click in the box to select **Artifact Page for Copying** (at the bottom of the page list). If you created your portfolio before summer 2011, you will not have a page with that title. Instead, select any unused artifact page. **>Copy**.
4. Click in the box next to the copied page (at the very bottom of the page list). **>Edit Titles**.
5. Type the name for the assignment, using naming convention similar to other artifact pages.
6. Click on **Page Order**. Highlight the new page. Use the arrows to move the new page to the correct location under the appropriate Standard.
7. **Save & Finish**.

How to Share LiveText Documents with Visitors

Prospective employers may ask to see your portfolio.

Create a Visitor Pass

1. From the home page, find the Quick Links on the top right corner of the screen.
2. Click on **Visitor Pass**.
3. Select **New** and Type in the title (e.g. "Guest"), and select **Save**.
4. The chart will then list the new visitor name with a pass code. Send this pass code to anyone you want to allow access to your document.

Share the Document

5. From the **Documents** tab, open the document you want to share.
6. Select the **Share** button, then click on the **Advanced Sharing Options** button, then the **Visitor** tab.
7. From the **Visitor** drop-down menu, select the name of the visitor, select **Add**, and **Save and Finish**.
8. If you go back to the visitor pass link on the home page, you will be able to see that this document can now be accessed from your new visitor pass.

Send Directions to the Visitor

- Go to <http://www.livetext.com>
- Click on the **Use Visitor Pass** button and enter the *Pass Code* in the dialog box.
- Click on the **Visitor Pass Entry**.

How to Send Completed Portfolio for Final Review (Exit from Program)

6. From the Dashboard, click on **Documents** tab, and open your Portfolio.
7. Make sure all pages are visible (no hidden pages).
8. Click on the **Send for Review** button.
9. Type in the name of your reviewer and select the correct name.
10. Click on **Submit for Review**.

INSTRUCTOR

Nanci A. Scheetz, Ed.D., CSC
Professor & Program Director
Deaf Education & Deaf Studies Department of Middle, Secondary, Reading & Deaf
Education
Telephone Number: 229-219-1322 E-mail: nascheet@valdosta.edu

Send Directions to the Visitor

- Go to <http://www.livetext.com>
- Click on the **Use Visitor Pass** button and enter the *Pass Code* in the dialog box.
- Click on the **Visitor Pass Entry**.

How to Send Completed Portfolio for Final Review (Exit from Program)

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9. Type in the name of your reviewer and select the correct name.
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INSTRUCTOR

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Education
Telephone Number: 229-219-1322 E-mail: nascheet@valdosta.edu

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RECEIVED

Request for a Revised Course Valdosta State University		OCT 17 2013
Date of Submission: 09/26/2013 (mm/dd/yyyy)		VALDOSTA STATE UNIVERSITY GRADUATE SCHOOL
Department Initiating Revision: MSRD	Faculty Member Requesting Revision: N. Sheetz	
Current Course Prefix, Title, & Number: (See course description abbreviations in the catalog for approved prefixes) DEAF 6110 Professional Capstone Course		
List Current and Requested Revisions:		
Current: Course Prefix and Number: DEAF 6110 Credit Hours: 3 Course Title: Professional Capstone Course Pre-requisites: Course Description: Culminating course. Students will implement a project that demonstrates their ability to apply evidence-based research to impact programs or practices that affect K-12 students.	Requested: Course Prefix and Number: DEAF 6110 Credit Hours: 3 Course Title: Professional Capstone Course <u>Pre-requisites: Intermediate on the Sign Language Proficiency Interview (SLPI).</u> Course Description: Culminating course. Students will implement a project that demonstrates their ability to apply evidence-based research to impact programs or practices that affect K-12 students.	
Semester/Year to be Effective: Fall 2014	Estimated Frequency of Course Offering: 1 Semester Per Year	
Indicate if Course will be : <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> Elective		
Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.) <input checked="" type="checkbox"/> Improving student learning outcomes: About 40% of some 38,000 D/HH students in the United States receive instruction via sign language (Gallaudet Research Institute, 2011); yet only 38% of deaf education teachers judged their expressive sign language skills to be on par with their expressive spoken English (Lane, Hoffmeister & Bahan, 1996). A lack of exposure to fluent sign language models frequently results in sign language (Meadow, 2005; Morford & Mayberry, 2000) and English delays (Kyle & Harris, 2010) and negatively affect children's language (Morford & Mayberry) and literacy (Easterbrooks, Lederberg, Miller, Bergeron, & Connor, 2008; Kyle & Harris, 2010; Qi & Mitchell, 2012) development across time. Therefore, students need instruction from educators who are fluent in sign language. <input type="checkbox"/> Adopting current best practice(s) in field: <input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies:		

Other:

Plans for assessing the effectiveness of the course: Verification of an Intermediate on the Sign Language Proficiency Interview (SLPI).

Approvals:	
College/Division Exec. Comm.: <i>DM</i>	Date: <i>10/10/13</i>
Dept. Head: <i>[Signature]</i>	Date: <i>10/10/13</i>
Dean/Director: <i>DM</i>	Date: <i>10/10/13</i>
Graduate Exec. Comm.(if needed): <i>J. J. J. J. J.</i>	Date: <i>10/28/13</i>
Graduate Dean (if needed): <i>J. J. J. J. J.</i>	Date: <i>10/28/13</i>
Academic Committee:	Date:

Form last updated: October 1, 2013