

# **VALDOSTA STATE UNIVERSITY**

## **ACADEMIC COMMITTEE PACKET**

### **ACADEMIC COMMITTEE**

**MONDAY,  
September 12, 2011**

**2:30 p.m.**

**Cypress Room  
UNIVERSITY CENTER**

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

ACADEMIC COMMITTEE

AGENDA

September 12, 2011

1. Minutes of the August 22, 2011 meeting. (pages 1-2) approved by email August 30, 2011.
2. **COLLEGE OF THE ARTS**
  - a. Revised prerequisites ARTH 3121 (pages 3-5)
  - b. Revised prerequisites ARTH 3122 (pages 6-8)
  - c. Revised senior college requirements for the BA in Art (pages 9-11)
3. **COLLEGE OF ARTS AND SCIENCES**
  - a. Revised course description HIST 3030, 3040, 3050, 3060, 3070, 3080, 3090 (pages 12-14)
  - b. Revised course description HIST 5030, 5040, 5050, 5060, 5070, 5080, 5090 (pages 15-17)
  - c. New course HIST 4219 (pages 18-21)
  - d. New course AFAM 4233 (pages 22-26)
  - e. New course HIST 4233 (pages 27-31)
  - f. New course HIST 6233 (pages 32-36)
  - g. New course AFAM 4234 (pages 37-41)
  - h. New course HIST 4234 (pages 42-46)
  - i. New course HIST 6234 (pages 47-51)
  - j. Revised course description HIST 4800 (pages 52-54)
  - k. New course HIST 5203 (pages 55-60)
  - l. New course HIST 6219 (pages 61-64)
  - m. Revised course description HIST 7950 (pages 65-67)
4. **COLLEGE OF EDUCATION**
  - a. New degree proposal DSLP in Communication Sciences and Disorders (pages 68-232)
    - aa. Proposal, letters of recommendation, and course schedule (pages 68-112)
    - bb. Degree requirements (pages 114-120)
    - cc. New course CSD 9000 (pages 121-127)
    - dd. New course CSD 9100 (pages 128-133)
    - ee. New course CSD 9110 (pages 134-143)
    - ff. New course CSD 9200 (pages 144-149)
    - gg. New course CSD 9220 (pages 150-155)
    - hh. New course CSD 9400 (pages 156-163)
    - ii. New course CSD 9410 (pages 164-171)
    - jj. New course CSD 9500 (pages 172-179)
    - kk. New course CSD 9510 (pages 180-187)
    - ll. New course CSD 9520 (pages 188-193)
    - mm. New course CSD 9521 (pages 194-199)
    - nn. New course CSD 9530 (pages 200-209)
    - oo. New course CSD 9531 (pages 210-218)
    - pp. New course CSD 9998 (pages 219-223)
    - qq. New course CSD 9999 (pages 224-228)
    - rr. Questionnaire/Survey Georgia Speech-Language Hearing Association (pages 229-232)
5. **Pending items**
  - a. BA in Transatlantic Studies Program – BOR and SACS approval (Dec 10 AC)
  - b. Revised course CHEM 1010 – USG General Education Council approval
  - c. BGS in General Studies (online deliver) – BOR and SACS (MAR 11 AC)

VALDOSTA STATE UNIVERSITY  
ACADEMIC COMMITTEE MINUTES  
August 22, 2011

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Rose Room on Monday, August 22, 2011. Dr. Sharon Gravett, Assistant Vice President for Academic Affairs, presided.

Members Present: Ms. Laura Wright, Dr. Ray Elson (Proxy for Dr. Nathan Moates), Ms. Catherine Schaeffer, Dr. Linda Jurczak, Dr. Ray Elson, Dr. Nicole Gibson, Dr. Ann Marie Smith, Dr. Melissa Benton, Dr. Carol Rossiter, and Dr. Colette Drouillard.

Members Absent: Dr. Deborah Weaver, Dr. Amy Aronson-Friedman, Dr. Nathan Moates, Dr. Tom Darling, Dr. Frank Flaherty, Dr. Kathe Lowney, Dr. Donna Cunningham, and Dr. Selen Lauterbach.

Visitors Present: Dr. Nanci Scheetz, Dr. Ashok Kumar, Dr. Greg Harrell, Ms. Teresa Williams, Dr. Alfred Fuciarelli, and Dr. Wallace Koehler.

The Minutes of the April 11, 2011 meeting were approved by email on April 15, 2011. (pages 1-3).

**A. College of Arts and Sciences**

1. New Secondary Education Certification Track for the BA in Mathematics was approved effective Fall Semester 2012. (pages 4-8).
2. Revised catalog copy and curriculum for the BA in Mathematics was approved effective Fall Semester 2012 with changes to the listing of the Selected Educational Outcomes and Examples of Outcome Assessments changed – “Students in initial teacher education programs” would be removed from each line item and added at the beginning of both sections and the line items would become bullet statement below it. (pages 9-15). \*\*\*BOR approval required for more than 120 hours and must also have approval to require PSYC 2500 in Area E\*\*\*\*
3. New course, Math Education (MAED) 2999, “Entry to the Education Profession”, (ENTRY TO EDUCATION – 0 credit hours, 0 lecture hours, 0 lab hours, and 0 contact hours), was approved effective Fall Semester 2012 with the description changed to read ...certification. The course must be... . (pages 16-20).
4. New course, Math Education (MAED) 3500, “Curriculum and Methods for Teaching Middle Grades Mathematics”, (MIDDLE GRADES MATH METHODS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2012 with the description changed to read ...3510. Characteristics of the... . (pages 21-27).
5. New course, Math Education (MAED) 3510, “Middle Grades Laboratory”, (MIDDLE GRADES LAB – 1 credit hour, 1 lecture hour, 0 lab hours, and 1 contact hour), was approved effective Fall Semester 2012 with the description changed to read ...institutions. A field experience is required. (pages 28-33).
6. New course, Math Education (MAED) 4500, “Curriculum and Methods for Teaching Secondary Mathematics”, (SECONDARY MATH METHODS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2012 with the description changed to read ...will be examined. A field experience... . (pages 34-41).
7. New course, Math Education (MAED) 4510, “High School Classroom Laboratory”, (HIGH SCHOOL CLASS LAB – 1 credit hour, 1 lecture hour, 0 lab hours, and 1 contact hour), was approved effective Fall Semester 2012 with the description changed to read ...institutions. A field experience is required. (pages 42-47).
8. New course, Math Education (MAED) 4790, “Student Teaching”, (STUDENT TEACHING – 10 credit hours, 0 lecture hours, 10 lab hours, and 10 contact hours), was approved effective Fall Semester 2012 with the description changed to read ...classrooms, providing an... . (pages 48-52).
9. New course, Math Education (MAED) 4800, “Senior Professional Development Seminar”, (SENIOR SEMINAR – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Fall Semester 2012 with the description changed to read ...”Unsatisfactory”. Reflection on student teaching experience and discussion and presentation of issues... . (pages 53-58).

**B. College of Education**

1. Revised curriculum for the MED in Reading Education was approved effective Fall Semester 2012 with the effective date changed from 2011 to 2012 with the statement "(Add/require during the first semester of program)" removed. (pages 59-60).
2. Revised curriculum for the MAT in Special Education – General Curriculum – (pages 61-62). TABLED
3. Revised course prerequisite and description for SEGC 6110 (pages 63-70). TABLED
4. New course SERD 6070 (pages 71-78). TABLED
5. Revised curriculum for the MAT in Special Education – Adapted Curriculum was approved effective Fall Semester 2012 with the effective date changed from 2011 to 2012. (pages 79-80).
6. Revised course number, Special Education Adapted Curriculum (SEAC) 5570, "Assessment and Curriculum for Students with Low Incidence Disabilities", (ASSESSMENT AND CURRICULUM – 3 credit hours, 3 lecture hours, 1 lab hour, and 4 contact hours), was approved effective Spring Semester 2012 with the effective date changed from Summer 2011 to Spring 2012. (pages 81-88). Deactivation of SEAC 5520.
7. Revised course number, Special Education Adapted Curriculum (SEAC) 6110, "Professional Capstone Course", (PROF CAPSTONE EXPERIENCE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2012 with the effective date changed from Summer 2011 to Spring 2012, and the last sentence of the description was deleted. (pages 89-96).
8. Revised curriculum for the EDS in School Psychology was approved effective Fall Semester 2012 with the effective date changed from 2011 to 2012. (pages 97-100).
9. New course, Psychology (PSYC) 7500, "Consultation Theory and Practice", (CONSULTATION THEORY & PRAC – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2012 with the description changed to read – An introduction... (pages 101-110).
10. Revised curriculum for the BSED in Special Education – Deaf and Hard of Hearing was approved Fall Semester 2012 with the effective date changed from 2011 to 2012, and the credit hours added for the MGED 3991. (pages 111-114).

**C. Library and Information Science**

1. New courses, Library Science (MLIS) 7995, 7996, 7997, 7998, "Special Topics in Library and Information Sciences", (SPECIAL TOPICS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2012. (pages 115-118). \*\*\*Pending Graduate Executive Committee approval\*\*\*
2. Revised degree requirements for the MLIS degree was approved effective Fall Semester 2012 with the effective date changed from 2011 to 2012. (pages 119-120).
3. Revised catalogue copy for the MLIS – URL correction was approved effective Fall Semester 2012 with the effective date changed from 2011 to 2012. (pages 121-123).
4. Revised catalogue copy for the MLIS – application deadline was approved effective Fall Semester 2012 with the effective date changed from 2011 to 2012. (pages 124-126).
5. Revised catalogue copy for the MLIS – application requirements – written statement - was approved effective Fall Semester 2012 with the effective date changed from 2011 to 2012. (pages 127-129).
6. Revised catalogue copy for the MLIS – remove GRE - was approved effective Fall Semester 2012 with the effective date changed from 2011 to 2012. (pages 130-131).

Respectfully submitted,

Stanley Jones  
Registrar

## REQUEST FOR A REVISED COURSE

Valdosta State University

**Date of Submission:** 08/11/2011 (mm/dd/yyyy)

**Department Initiating Revision:**  
ART

**Faculty Member Requesting Revision:**  
Bradley A. Finson

**Current Course Prefix, Title, & Number:**

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

ARTH 3121 Western Art History Survey

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

**Current:**

**Course Prefix and Number:**

**Credit Hours:**

**Course Title:**

**Prerequisites:** ARTH 1120 or ARID 1120

**Co-requisites:**

**Course Description:**

**Requested:**

**Course Prefix and Number:**

**Credit Hours:**

**Course Title:**

**Prerequisites:** A grade of "C" or better in ARTH 1120 or ARID 1120

**Co-requisites:**

**Course Description:**

**Semester/Year to be Effective:**  
Spring/2012

**Estimated Frequency of Course Offering:**  
2x yearly

**Indicate if Course will be :**     Requirement for Major     Elective

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

Improving student learning outcomes: Material presented in ARTH 3121 is predicated on student mastery of material covered in ARTH 1120 or ARID 1120.

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. Faculty departmental meetings and discussions.

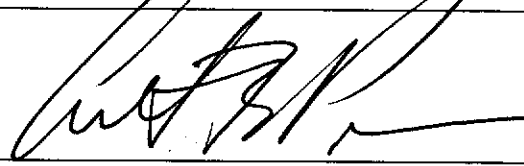

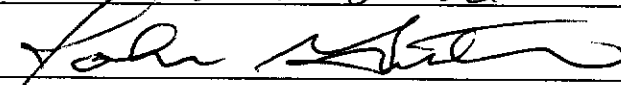
**Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Faculty responses on Student Rubrics on Senior

Presentations and Senior Portfolio reviews.

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

**Data Sources:**

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

<b>Approvals:</b>	
Dept. Head: 	Date: 8-11-11
College/Division Exec. Comm.: 	Date: 8-29-11
Dean/Director: 	Date: 8/29/11
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

## REQUEST FOR A REVISED COURSE

Valdosta State University

**Date of Submission:** 08/11/2011 (mm/dd/yyyy)

**Department Initiating Revision:**  
ART

**Faculty Member Requesting Revision:**  
Lai Orenduff

**Current Course Prefix, Title, & Number:**

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

ARTH 3122 20<sup>th</sup> Century Art Survey

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

**Current:**

**Course Prefix and Number:**

**Credit Hours:**

**Course Title:**

**Prerequisites:** ARTH 1120 or ARID 1120,  
and ARTH 3121

**Co-requisites:**

**Course Description:**

**Requested:**

**Course Prefix and Number:**

**Credit Hours:**

**Course Title:**

**Prerequisites:** A grade of "C" or better in  
ARTH 3121

**Co-requisites:**

**Course Description:**

**Semester/Year to be Effective:**  
Spring/2012

**Estimated Frequency of Course Offering:**  
2x yearly

**Indicate if Course will be :**     Requirement for Major     Elective

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

Improving student learning outcomes: Material presented in ARTH 3122 is predicated on student mastery of material covered in ARTH 3121.

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. Faculty departmental meetings and discussions.

**Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Faculty responses on Student Rubrics on Senior

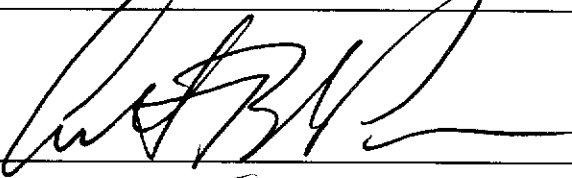

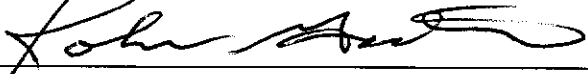


Presentations and Senior Portfolio reviews.

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

**Data Sources:**

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

<b>Approvals:</b>	
Dept. Head: 	Date: 8-11-11
College/Division Exec. Comm.: 	Date: 8-29-11
Dean/Director: 	Date: 8/29/11
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

# REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

**Select Area of Change:**

Core Curriculum     
  Senior Curriculum     
  Graduate Curriculum     
  Other Curriculum

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

Major Curriculum

**Current Catalog Page Number:**  
254-255

**Proposed Effective Date for Curriculum Change:**  
(Month/Year): 1/2012

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

**Present Requirements:**

Major Curriculum.....60 hours  
 Major Core Studio Sequence.....18 hours  
 Select three course sequences from  
 ART 3111,ART 4112.....6 hours  
 ART 3061,ART 4062.....6 hours  
 ART 3101,ART 4102.....6 hours  
 ART 3071,ART 3072.....6 hours  
 ART 3091,ART 3092.....6 hours  
 ART 3041, ART 4042.....6 hours  
 ART 3051, ART 4052.....6 hours  
 ART 3023,ART4024.....6 hours  
 Foreign Language (three courses in sequence)  
 .....9 hours  
 ARTH 3121, ARTH 3122.....6 hours  
 Art History (ARTH) Elective.....3 hours  
 Studio and/or Art History and Criticism Electives  
 .....6-15 hours  
 Guided Electives or Minor\* .....6-15 hours  
 ART 4170 and ART 4171.....3 hours  
 Total hours required for the degree  
 ..... 120 semester hours

**Proposed Requirements (Underline changes after printing this form:**

Major Curriculum. .... 60 hours  
 Major Core Studio Sequence ..... 18 hours  
 Select three course sequences from:  
 ART 3023, ART 4024 or ART (3xxx - 4xxx course  
 in content area) .... 6 hours  
 ART 3041, ART 4042 or ART (3xxx - 4xxx course  
 in content area) .... 6 hours  
 ART 3051, ART 4052 or ART (3xxx - 4xxx course  
 in content area) .... 6 hours  
 ART 3061, ART 4062 or ART (3xxx - 4xxx course  
 in content area) .... 6 hours  
 ART 3071, ART 3072 or ART (3xxx - 4xxx course  
 in content area) .... 6 hours  
 ART 3081, ART 4082 or ART (3xxx - 4xxx course  
 in content area) .... 6 hours  
 ART 3091, ART 3092 or ART 4093 or ART (3xxx  
 - 4xxx course in content area) .... 6 hours  
 ART 3101, ART 4102 or ART (3xxx - 4xxx course  
 in content area) .... 6 hours  
 ART 3111, ART 4112 or ART (3xxx - 4xxx course  
 in content area) .... 6 hours  
 ARTH 3121, ARTH 3122 ..... 6 hours  
 Art History (ARTH) Elective ..... 3 hours  
 Studio and/or Art History and Criticism Electives  
 ..... 6 - 15 hours  
 Guided Electives or Minor\* ..... 6 - 15 hours  
 Foreign Language (three courses in sequence)  
 ..... 9 hours  
 ART 4170 and ART 4171 ..... 3 hours  
 Total hours required for the degree  
 ..... 120 semester 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: Revision/correction to the BA degree, aligning with current advising/curriculum checksheets and departmental course offerings.

**Source of Data to Support Suggested Change:**

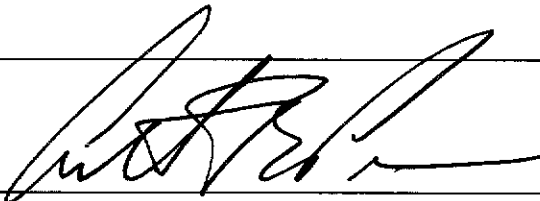

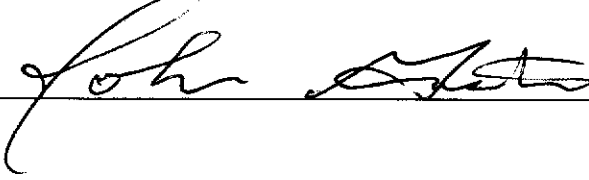
- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Correction to BA - Art Curriculum.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

**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.)
1. Assessment and evaluation of art works produced.
  2. Senior exhibition and presentation review by committee using a criterion-based rubric.
  3. Departmental review of student competition exhibition using a criterion-based rubric.
  4. Comparisons of transcript audit results with accreditation curriculum requirements.
  5. Review of selected artists' statements and art history research papers.
  6. Review of program make-up (variety of courses) based on the liberal arts degree concept.

**Approvals:**

Department Head:		Date: 8/29/11
College/Division Exec. Committee:		Date: 8-29-11
Dean(s)/Director(s):		Date: 8/29/11
Grad. Exec. Committee: (for graduate course)		Date:
Graduate Dean: (for graduate course)		Date:

Academic Committee:

Date:

Form last updated: January 6, 2010

## REQUEST FOR A REVISED COURSE

Valdosta State University

**Date of Submission:** 8/1/11 (mm/dd/yyyy)

**Department Initiating Revision:**

HIST

**Faculty Member Requesting Revision:**

Dr. Paul Riggs

**Current Course Prefix, Title, & Number:**

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

HIST 3030/3040/3050/3060/3070/3080/3090 Special Topics in History

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

**Current:**

**Course Prefix and Number:**

**Credit Hours:**

**Course Title:**

**Prerequisites:**

**Co-requisites:**

**Course Description:** Selected themes of historical and contemporary interest.

**Requested:**

**Course Prefix and Number:**

**Credit Hours:**

**Course Title:**

**Prerequisites:**

**Co-requisites:**

**Course Description:** Selected themes of historical and contemporary interest. May be repeated for credit if topics are different.

**Semester/Year to be Effective:**

Spring 2012

**Estimated Frequency of Course Offering:**

Every semester

**Indicate if Course will be :**     Requirement for Major     Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Makes catalog copy consistent with department's intentions; corrects long-standing omission in catalog.

**Source of Data to Support Suggested Change:**

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

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

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

**Data Sources:**

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

<b>Approvals:</b>	
Dept. Head: <i>P. T. Nijzen</i>	Date: <i>8/8/11</i>
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>8/23/11</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>8/23/11</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010



**REQUEST FOR A REVISED COURSE**

Valdosta State University

**RECEIVED**

AUG 23 2011

Date of Submission: 8/1/11 (mm/dd/yyyy)

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

Department Initiating Revision:

HIST

Faculty Member Requesting Revision:

Dr. Paul Riggs

Current Course Prefix, Title, & Number:

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

HIST 5030/5040/5050/5060/5070/5080/5090 Special Topics in History

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

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description: Selected themes of historical and contemporary interest.

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description: Selected themes of historical and contemporary interest. May be repeated for credit if topics are different.

Semester/Year to be Effective:

Spring 2012

Estimated Frequency of Course Offering:

Every semester

Indicate if Course will be :  Requirement for Major  Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Makes catalog copy consistent with department's intentions; corrects long-standing omission in catalog.

Source of Data to Support Suggested Change:

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

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

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

**Data Sources:**

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

<b>Approvals:</b>		
Dept. Head:	<i>[Signature]</i>	Date: 8/8/11
College/Division Exec. Comm.:	<i>Connie Richards</i>	Date: 9/23/11
Dean/Director:	<i>Connie Richards</i>	Date: 8/23/11
Graduate Exec. Comm.:	<i>[Signature]</i>	Date: 9/1/11
(for graduate course)		
Graduate Dean:	<i>[Signature]</i>	Date: 9/1/11
(for graduate course)		
Academic Committee:		Date:

Form last updated: January 6, 2010

## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 7/1/2011 (mm/dd/yyyy)

**Department Initiating Request:**

History

**Faculty Member Requesting:**

Dr. John Crowley

**Proposed New Course Prefix & Number:**

(See course description abbreviations in the catalog for approved prefixes)  
HIST 4219

**Proposed New Course Title:**

Genealogy

**Proposed New Course Title Abbreviation:**

(For student transcript, limit to 30 character spaces)  
Genealogy

**Semester/Year to be Effective:**

Spring 2012

**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.) A survey of the major uses and methods of genealogical research. The course will explore oral traditions; census, probate, property, and military records; surname origins; legal, biological, and fictive kinship; and the DNA genealogical revolution.

**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: Genealogy is of great interest to our students. Dr. Crowley is a published expert in the field.

**Source of Data to Support Suggested Change:**

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. History major exit surveys indicated that students wanted an upper-level classes in Genealogy. Has always filled when offered as special topics.
- 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, enrollment data, and grade distributions will be used to assess the success of the course in attracting and retaining students.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) All history majors in the course will participate in the department's overall pre/post-test assessment model.

Other:

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

Approvals:	
Dept. Head: <i>T. T. T. T.</i>	Date: 7/5/11
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: 8/23/11
Dean/Director: <i>Connie Richards</i>	Date: 8/23/11
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

**HIST 4219: Genealogy (3 hrs.)**

Dr. John Crowley  
Old Farber Hall #7  
Mail Box in History Office, Alumni House (1603 N. Patterson)  
History Office Phone: 333-5947  
E-Mail: [jcrowley@valdosta.edu](mailto:jcrowley@valdosta.edu)  
Office hours: 10:00-10:50, M-W-F, and by appointment.

**Textbook:** Christine Rose and Kay Germain Ingalls, *Genealogy*, 2<sup>nd</sup> ed.

**Course description:** A survey of the major uses and methods of genealogical research. The course will explore oral traditions; census, probate, property, and military records; surname origins; legal, biological, and fictive kinship; and the DNA genealogical revolution.

**Course Goals and Assignments:**

To become proficient in understanding the standard of genealogical proof, to be assessed by examinations and research in census, probate, property, and military records, among others. [Hist. Dept. Outcome 3-4]

To develop expertise in understanding surname origins, changes, and variants. To be assessed using original documents giving relevant examples. [Hist. Dept. Outcome 2-3]

To gain expertise in the concepts of legal, biological, and fictive kinship. To be assessed by examinations covering relevant primary documents. [Hist. Dept. Outcome 2-3]

To gain expertise in interpreting the revolutionary implications of DNA testing for genealogical research. To be assessed by examinations covering Y-DNA results for several families previously thought to be related or unrelated. [Hist. Dept. Outcome 3-4;]

To gain expertise in evaluating oral family traditions and traditional published genealogies, to be assessed by research projects involving examples of each. [Hist. Dept. Outcome 2-4]

**Tests:** There will be a midterm and a non-cumulative final. The tests will consist of a selection of genealogical source materials, from which you will deduce information. See course schedule for exam dates.

**Research Project:** Each student will define a genealogical problem, research it as thoroughly as possible, and submit a written paper of at least ten (10) pages at the end of the semester. See course schedule for due date.

**Grading:** Your grade will be derived from the tests and the research project, each one-third (1/3) of your grade. There will be no extra credit work.

**Attendance, Study, Help, etc.:** Students may be absent twice on personal business. Other absences should only result from serious providential hindrances. As a great deal of the material taught in this class comes from the lectures, excessive absences, tardiness, early leave taking, sleeping, reading, idle conversation, and other unscholarly, inattentive, and unmannerly behavior will certainly have a deleterious effect upon one's final grade. Students are responsible for all announcements made in class, whether or not they were present at the time.

As this is a lecture course, the great mass of orally presented material can be daunting. A good procedure is to take rough notes in class and rewrite them as soon as possible, perhaps into a permanent blank book. After rewriting each set of notes, go back to the beginning and reread all you have written before.

**Cheating, Plagiarism, and other Creative Shortcuts:** See [www.valdosta.edu/academic/AcademicHonestyPoliciesandProcedures](http://www.valdosta.edu/academic/AcademicHonestyPoliciesandProcedures)

Students requiring classroom accommodations or modifications because of a documented disability should discuss this need with the professor at the beginning of the semester. Students not registered with the Access Office for Students with Disabilities must contact the office in Nevins Hall 1115. The phone number is 245-2498 (voice) and 219-1348. Students scoring below 46 on the Nelson-Denny Reading Test, or with problems in reading and comprehension, are encouraged to use the services of the OASIS Reading Center, UC 1152, Phone number 333-5934; E-mail: [oasis@valdosta.edu](mailto:oasis@valdosta.edu).

**Course Schedule:** TBD each semester

## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 7/1/2011 (mm/dd/yyyy)

**Department Initiating Request:**

AFAM/History

**Faculty Member Requesting:**

Dr. Thomas Aiello (HIST)

**Proposed New Course Prefix & Number:**

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

AFAM 4233

**Proposed New Course Title:**

African American Cultural History

**Proposed New Course Title Abbreviation:**

(For student transcript, limit to 30 character spaces)

African American Cultural Hist

**Semester/Year to be Effective:**

Spring 2012

**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.) Also offered as HIST 4233. An examination of the evolution of African American cultural expression from slavery to the present, emphasizing in particular literature, theater, visual art, film, and music.

**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: Increased coverage of African American history for HIST majors, AFAM minors, and interested VSU students in general.

**Source of Data to Support Suggested Change:**

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. History major exit surveys indicated that students wanted more upper-level classes in African American history.
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)



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

**Data Sources:**

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

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

<b>Approvals:</b>	
Dept. Head: <i>Shirley H. Harding</i> PTT/je 7/5/11	Date: 7/5/11
College/Division Exec. Comm.: <i>Cornie Richards</i>	Date: 8/23/11
Dean/Director: <i>Cornie Richards</i>	Date: 8/23/11
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

HIST 4233 / HIST 6233 / AFAM 4233  
African American Cultural History  
MWF 8:00 – 8:50  
Class: West Hall 145 (Office: Ashley Hall 206)

Instructor: Dr. Thomas Aiello  
Office Hours: MWF 8:00-9:30; TR 8:00-9:00  
Or by appointment  
taiello@valdosta.edu

### African American Cultural History

**COURSE DESCRIPTION:** Examination of the evolution of African American cultural expression from slavery to the present, emphasizing in particular literature, theater, visual art, film, and music.

**COURSE INTRODUCTION:** This course is about the development, dissemination, and influence of African American high culture—art, literature, theater, film, music. As we will see, there are ebbs and flows to that development, there are spurts of very public genius and other instances of white cooption. Sometimes they go hand-in-hand. What we can say consistently throughout the history of black America is that Africa has always played a role (even if that role was more ethereal than tangible) in African American cultural production, and that African America has always played a role (even if mainstream “white” culture has been reluctant to admit it) in American cultural production. In this course, we will examine the evolution of African American high culture from slavery to the present, emphasizing in particular visual art, literature, film, and music. In so doing, we will also necessarily examine that work’s influence on the mainstream, its entrance into the mainstream, and various theories as to why that does or doesn’t matter.

**NOTE:** This is a course for students who love to read, who enjoy discussing art and books and ideas. If you do not fall into that category, you are advised to drop the course and take something else.

**LEARNING OBJECTIVES:** Students will be able to A) Demonstrate proficiency in analyzing historical arguments and the use of historical evidence. To be assessed using exams, papers, and instructor questioning during class discussion. [Dept. Outcome 4]; B) Demonstrate content knowledge in African American cultural and intellectual history and historiography. To be assessed using exams, papers, and instructor questioning during class discussion. [Dept. Outcomes 1 and 2]; and C) Demonstrate proficiency in written communication. To be assessed using exams and papers. [Dept. Outcome 3].

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

**CHEATING AND PLAGIARISM:** Cheating and plagiarism will be reported to the proper administrative office (see your student handbook on probation and expulsion procedures), and the student will receive an F for the course. I will have no tolerance, and the University will have slightly more. You can save yourself and your academic standing by just *not cheating*. You should know that cheating is against school policy and unethical. Plagiarism, however, is *against the law*.

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

**ATTENDANCE:** As per the university policy, attendance will be taken during every class period. There is not one specific number of absences that you can accrue before you begin to lose points, and there is no mandatory attendance policy. But much of this course is based on class discussion, and your participation in those discussions constitutes a significant part of your grade. When you miss discussions, you lose discussion points. So absences will ultimately count against you.

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

**GRADE:** Your grade will be determined by calculating the number of points you receive out of a possible 500. There will be a midterm exam worth 100 points and a final exam worth 100 points. You will be required to write ten 250-500-word responses to weekly class readings. Each written response will be worth a possible 10 points, and participation in weekly class discussion will be worth an additional 10. Finally, there will be a 10-15-page final paper that will also be worth 100 points. So, to sum up:

Midterm:	100
Final:	100
Responses:	100
Discussion:	100
Paper:	100
	500

**HONS:** If you are taking this course as an honors section, your final project will be a research paper of 15-20 pages on any subject under the broader heading of “African American Cultural History” will be turned in on the final day of class. The paper will be worth 200 points, giving students who choose this option a total of 600 total points for the course. It is imperative that you choose your paper topic as soon as possible, in consultation with me. We will establish meetings thereafter to gauge your progress.

**GRAD STUDENTS:** If you are taking this course as a graduate student, you are exempt from the exams. Instead, your responses will each be worth 20 points, as will participation in weekly class discussion. Your final project will be an historiographical or research paper of between 25-30 pages, dealing with a topic approved by the instructor. That paper will be worth a total of 200 points, making your total available points 600. It is imperative that you choose your paper topic as soon as possible, in consultation with me. We will establish meetings thereafter to gauge your progress.

**EXAMS:** Each exam will cover lectures and class discussion, along with any additional assigned class readings. The exams will have an all-essay format and will require a blue book.

**RESPONSES AND DISCUSSION:** This course will be heavy on class discussion, which will commence each week in conjunction with readings and responses by each student. Reading assignments each week will come either from one of the four required texts for the course, other book chapters and articles that I will make available to you through Blazeview or Odum Library reserve, or both. After reading each weekly selection, you will write a 250-500-word response detailing the dominant themes and arguments of each. There will be twelve such assignments throughout the course of the semester, so you will be exempt from weekly writings twice. Or, if you choose to do each weekly assignment, I will drop your two lowest scores. Assignments must be submitted in hard copy. You will lose one point (the equivalent of one letter grade for a ten point assignment) each day the response is late. Not each class day. Each day.

**PAPER:** Your ten to fifteen page final paper can take one of two forms. **OPTION ONE** is to choose a work, author, artist, or movement, then write about the historical evolution of interpretation about that subject. (So, for example, how have opinions of Romare Bearden changed over the years? How do art historians interpret him differently from cultural theorists or historians?) **OPTION TWO** is to choose two different eras from the broad range we will survey throughout the course, then use a variety of sources to demonstrate similarities and differences in intent, methodology, and the historical situation to which artists are responding. (So, for example, Gilded Age authors such as Charles Chesnut and Paul Lawrence Dunbar don't at first glance seem to have much in common with Amiri Baraka and the authors of the Black Arts Movement. But each set new precedents. Each had, to varying degrees, a political critique of the racial situation in the United States. At the same time, there were also stark differences between them. Etc.) Students will be responsible for choosing an option and a topic and will submit their choice along with their third readings response. Failure to do so will result in loss of points for essentially turning in a late assignment.

**REQUIRED BOOKS:**

Melville J. Herskovits. *The Myth of the Negro Past*. Boston: Beacon Press, 1990 (1941).

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Todd Boyd. *Am I Black Enough For You?: Popular Culture from the 'Hood and Beyond*. Bloomington: Indiana University Press, 1997.

**IMPORTANT DATES:** Dates not listed here will be reserved for general lectures and class discussions.

(Dates to be added upon receipt of semester schedule, determined by number of weekly meetings, etc.)

## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 7/1/2011 (mm/dd/yyyy)

**Department Initiating Request:**

History

**Faculty Member Requesting:**

Dr. Thomas Aiello

**Proposed New Course Prefix & Number:**

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

HIST 4233

**Proposed New Course Title:**

African American Cultural History

**Proposed New Course Title Abbreviation:**

(For student transcript, limit to 30 character spaces)

African American Cultural Hist

**Semester/Year to be Effective:**

Spring 2012

**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.) Also offered as AFAM 4233. An examination of the evolution of African American cultural expression from slavery to the present, emphasizing in particular literature, theater, visual art, film, and music.

**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: Increased coverage of African American history for HIST majors, AFAM minors, and interested VSU students in general.

**Source of Data to Support Suggested Change:**

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. History major exit surveys indicated that students wanted more upper-level classes in African American history. New position was approved, advertised, and filled on that basis.
- 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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Other:

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

<b>Approvals:</b>	
Dept. Head: <i>PTT Nigro</i> <del>3</del>	Date: 7/5/11
College/Division Exec. Comm.: <i>Jannie Richards</i>	Date: 8/23/11
Dean/Director: <i>Connie Richards</i>	Date: 8/23/11
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

### African American Cultural History

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Henry Louis Gates and Nellie Y. McKay, eds. *The Norton Anthology of African American Literature*. New York, Norton, 2003.

Todd Boyd. *Am I Black Enough For You?: Popular Culture from the 'Hood and Beyond*. Bloomington: Indiana University Press, 1997.

**IMPORTANT DATES:** Dates not listed here will be reserved for general lectures and class discussions.

(Dates to be added upon receipt of semester schedule, determined by number of weekly meetings, etc.)

**RECEIVED**

AUG 23 2011

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**REQUEST FOR A NEW COURSE**

Valdosta State University

**Date of Submission:** 7/1/2011 (mm/dd/yyyy)

**Department Initiating Request:**  
History

**Faculty Member Requesting:**  
Dr. Thomas Aiello

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
HIST 6233

**Proposed New Course Title:**  
African American Cultural History

**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
African American Cultural Hist

**Semester/Year to be Effective:**  
Spring 2012

**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.) An examination of the evolution of African American cultural expression from slavery to the present, emphasizing in particular literature, theater, visual art, film, and music.

**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: Increased coverage of African American history for HIST majors, AFAM minors, and interested VSU students in general.

**Source of Data to Support Suggested Change:**

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. History major exit surveys indicated that students wanted more upper-level classes in African American history.
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

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

**Data Sources:**

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

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

Approvals:		
Dept. Head:	<i>[Signature]</i>	Date: 8/15/11
College/Division Exec. Comm.:	<i>[Signature]</i>	Date: 8/23/11
Dean/Director:	<i>[Signature]</i>	Date: 8/23/11
Graduate Exec. Comm.: (for graduate course):	<i>[Signature]</i>	Date: 9/1/11
Graduate Dean: (for graduate course):	<i>[Signature]</i>	Date: 9/1/11
Academic Committee:		Date:

Form last updated: January 6, 2010

### **African American Cultural History**

**COURSE DESCRIPTION:** Examination of the evolution of African American cultural expression from slavery to the present, emphasizing in particular literature, theater, visual art, film, and music.

**COURSE INTRODUCTION:** This course is about the development, dissemination, and influence of African American high culture—art, literature, theater, film, music. As we will see, there are ebbs and flows to that development, there are spurts of very public genius and other instances of white cooption. Sometimes they go hand-in-hand. What we can say consistently throughout the history of black America is that Africa has always played a role (even if that role was more ethereal than tangible) in African American cultural production, and that African America has always played a role (even if mainstream “white” culture has been reluctant to admit it) in American cultural production. In this course, we will examine the evolution of African American high culture from slavery to the present, emphasizing in particular visual art, literature, film, and music. In so doing, we will also necessarily examine that work’s influence on the mainstream, its entrance into the mainstream, and various theories as to why that does or doesn’t matter.

**NOTE:** This is a course for students who love to read, who enjoy discussing art and books and ideas. If you do not fall into that category, you are advised to drop the course and take something else.

**LEARNING OBJECTIVES:** Students will be able to A) Demonstrate proficiency in analyzing historical arguments and the use of historical evidence. To be assessed using exams, papers, and instructor questioning during class discussion. [Dept. Outcome 4]; B) Demonstrate content knowledge in African American cultural and intellectual history and historiography. To be assessed using exams, papers, and instructor questioning during class discussion. [Dept. Outcomes 1 and 2]; and C) Demonstrate proficiency in written communication. To be assessed using exams and papers. [Dept. Outcome 3].

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

**CHEATING AND PLAGIARISM:** Cheating and plagiarism will be reported to the proper administrative office (see your student handbook on probation and expulsion procedures), and the student will receive an F for the course. I will have no tolerance, and the University will have slightly more. You can save yourself and your academic standing by just *not cheating*. You should know that cheating is against school policy and unethical. Plagiarism, however, is *against the law*.

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

**ATTENDANCE:** As per the university policy, attendance will be taken during every class period. There is not one specific number of absences that you can accrue before you begin to lose points, and there is no mandatory attendance policy. But much of this course is based on class discussion, and your participation in those discussions constitutes a significant part of your grade. When you miss discussions, you lose discussion points. So absences will ultimately count against you.

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

**GRADE:** Your grade will be determined by calculating the number of points you receive out of a possible 500. There will be a midterm exam worth 100 points and a final exam worth 100 points. You will be required to write ten 250-500-word responses to weekly class readings. Each written response will be worth a possible 10 points, and participation in weekly class discussion will be worth an additional 10. Finally, there will be a 10-15-page final paper that will also be worth 100 points. So, to sum up:

Midterm:	100
Final:	100
Responses:	100
Discussion:	100
Paper:	100
	500

**HONS:** If you are taking this course as an honors section, your final project will be a research paper of 15-20 pages on any subject under the broader heading of “African American Cultural History” will be turned in on the final day of class. The paper will be worth 200 points, giving students who choose this option a total of 600 total points for the course. It is imperative that you choose your paper topic as soon as possible, in consultation with me. We will establish meetings thereafter to gauge your progress.

**GRAD STUDENTS:** If you are taking this course as a graduate student, you are exempt from the exams. Instead, your responses will each be worth 20 points, as will participation in weekly class discussion. Your final project will be an historiographical or research paper of between 25-30 pages, dealing with a topic approved by the instructor. That paper will be worth a total of 200 points, making your total available points 600. It is imperative that you choose your paper topic as soon as possible, in consultation with me. We will establish meetings thereafter to gauge your progress.

**EXAMS:** Each exam will cover lectures and class discussion, along with any additional assigned class readings. The exams will have an all-essay format and will require a blue book.

**RESPONSES AND DISCUSSION:** This course will be heavy on class discussion, which will commence each week in conjunction with readings and responses by each student. Reading assignments each week will come either from one of the four required texts for the course, other book chapters and articles that I will make available to you through Blazevue or Odum Library reserve, or both. After reading each weekly selection, you will write a 250-500-word response detailing the dominant themes and arguments of each. There will be twelve such assignments throughout the course of the semester, so you will be exempt from weekly writings twice. Or, if you choose to do each weekly assignment, I will drop your two lowest scores. Assignments must be submitted in hard copy. You will lose one point (the equivalent of one letter grade for a ten point assignment) each day the response is late. Not each class day. Each day.

**PAPER:** Your ten to fifteen page final paper can take one of two forms. **OPTION ONE** is to choose a work, author, artist, or movement, then write about the historical evolution of interpretation about that subject. (So, for example, how have opinions of Romare Bearden changed over the years? How do art historians interpret him differently from cultural theorists or historians?) **OPTION TWO** is to choose two different eras from the broad range we will survey throughout the course, then use a variety of sources to demonstrate similarities and differences in intent, methodology, and the historical situation to which artists are responding. (So, for example, Gilded Age authors such as Charles Chesnut and Paul Lawrence Dunbar don't at first glance seem to have much in common with Amiri Baraka and the authors of the Black Arts Movement. But each set new precedents. Each had, to varying degrees, a political critique of the racial situation in the United States. At the same time, there were also stark differences between them. Etc.) Students will be responsible for choosing an option and a topic and will submit their choice along with their third readings response. Failure to do so will result in loss of points for essentially turning in a late assignment.

**REQUIRED BOOKS:**

Melville J. Herskovits. *The Myth of the Negro Past*. Boston: Beacon Press, 1990 (1941).  
Sharon F. Patton. *African-American Art*. New York: Oxford University Press, 1998.  
Henry Louis Gates and Nellie Y. McKay, eds. *The Norton Anthology of African American Literature*. New York, Norton, 2003.  
Todd Boyd. *Am I Black Enough For You?: Popular Culture from the 'Hood and Beyond*. Bloomington: Indiana University Press, 1997.

**IMPORTANT DATES:** Dates not listed here will be reserved for general lectures and class discussions.

(Dates to be added upon receipt of semester schedule, determined by number of weekly meetings, etc.)

## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 7/1/2011 (mm/dd/yyyy)

**Department Initiating Request:**

AFAM/History

**Faculty Member Requesting:**

Dr. Thomas Aiello

**Proposed New Course Prefix & Number:**

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

AFAM 4234

**Proposed New Course Title:**

African American Intellectual History

**Proposed New Course Title Abbreviation:**

(For student transcript, limit to 30 character spaces)

African Am Intellectual Hist

**Semester/Year to be Effective:**

Spring 2012

**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.) An examination of intellectual history of African Americans from the 17<sup>th</sup> century to the present. Topics may include the role of black intellectuals in American society, changing conceptions of race, and the global context of African American thought.

**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: Increased coverage of African American history for HIST majors, AFAM minors, and interested VSU students in general.

**Source of Data to Support Suggested Change:**

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. History major exit surveys indicated that students wanted more upper-level classes in African American history.
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

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

**Data Sources:**

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

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



<b>Approvals:</b>	
Dept. Head: <i>Shirley W. Hardin</i> <i>8/23/11</i>	Date: <i>7/5/11</i>
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>8/23/11</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>8/23/11</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

### African American Intellectual History

**COURSE DESCRIPTION:** Examination of the intellectual history of African Americans from the 17<sup>th</sup> century to the present. Topics may include the role of black intellectuals in American society, changing conceptions of race, and the global context of African American thought.

**COURSE INTRODUCTION:** This course is about the development, dissemination, and influence of African American thought and philosophy from slavery to the present. We will attempt to figure out exactly what we mean by the term "black intellectual." We will attempt to determine what exactly the black intellectual's role is within African American society and the broader American society. Is, for example, the color of the thinker the only arbiter for determining whether someone is a "black intellectual" rather than an "intellectual"? Or does that thinker work within certain frameworks that make his or her thinking inherent to the African American condition? How has black thought and philosophy evolved through the American centuries? How much has it depended on global thought outside of the United States? In the process of such questioning, of course, we will also try to come to terms with varying conceptions of the construct of race and how that construct was supported, modified, or attacked in the years between the seventeenth and twenty-first centuries. This course, in other words, is both a history of black thinking and a history of thinking black.

**NOTE:** This is a course for students who love to read, who enjoy discussing books and ideas. If you do not fall into that category, you are advised to drop the course and take something else.

**LEARNING OBJECTIVES:** Students will be able to A) Demonstrate proficiency in analyzing historical arguments and the use of historical evidence. To be assessed using exams, papers, and instructor questioning during class discussion. [Dept. Outcome 4]; B) Demonstrate content knowledge in African American cultural and intellectual history and historiography. To be assessed using exams, papers, and instructor questioning during class discussion. [Dept. Outcomes 1 and 2]; and C) Demonstrate proficiency in written communication. To be assessed using exams and papers. [Dept. Outcome 3].

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

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**GRADE:** Your grade will be determined by calculating the number of points you receive out of a possible 500. There will be a midterm exam worth 100 points and a final exam worth 100 points. You will be required to write ten 250-500-word responses to weekly class readings. Each written response will be worth a possible 10 points, and participation in weekly class discussion will be worth an additional 10. Finally, there will be a 10-15-page final paper that will also be worth 100 points. So, to sum up:

Midterm:	100
Final:	100
Responses:	100
Discussion:	100
Paper:	100
	<hr/>
	500

**HONS:** If you are taking this course as an honors section, your final project will be a research paper of 15-20 pages on any subject under the broader heading of "African American Intellectual History" will be turned in on the final day of class. The paper will be worth 200 points, giving students who choose this option a total of 600 total points for the course. It is imperative that you choose your paper topic as soon as possible, in consultation with me. We will establish meetings thereafter to gauge your progress.

**GRAD STUDENTS:** If you are taking this course as a graduate student, you are exempt from the exams. Instead, your responses will each be worth 20 points, as will participation in weekly class discussion. Your final project will be an historiographical or research paper of between 25-30 pages, dealing with a topic approved by the instructor. That paper will be worth a total of 200 points, making your total available points 600. It is imperative that you choose your paper topic as soon as possible, in consultation with me. We will establish meetings thereafter to gauge your progress.

**EXAMS:** Each exam will cover lectures and class discussion, along with any additional assigned class readings. The exams will have an all-essay format and will require a blue book.

**RESPONSES AND DISCUSSION:** This course will be heavy on class discussion, which will commence each week in conjunction with readings and responses by each student. Reading assignments each week will come either from one of the five required texts for the course, other book chapters and articles that I will make available to you through Blazeview or Odum Library reserve, or both. After reading each weekly selection, you will write a 250-500-word response detailing the dominant themes and arguments of each. There will be twelve such assignments throughout the course of the semester, so you will be exempt from weekly writings twice. Or, if you choose to do each weekly assignment, I will drop your two lowest scores. Assignments must be submitted in hard copy. You will lose one point (the equivalent of one letter grade for a ten point assignment) each day the response is late. Not each class day. Each day.

**PAPER:** Your ten to fifteen page final paper can take one of two forms. **OPTION ONE** is to choose a singular idea or concept in the history of black thought, then trace its evolution through successive generations and historical situations. (So, for example, how has the concept of economic nationalism evolved? Can you see versions of economic nationalist theory in black colonial thought? Where does it pick up momentum? When is it most important? When is it considered a failed idea? And by whom? And why?) **OPTION TWO** is to choose two different eras from the broad range we will survey throughout the course, then use a variety of sources to demonstrate similarities and differences in intent, methodology, and the historical situation to which thinkers are responding. (So, for example, the early century debates between DuBois, Washington, Garvey, and others don't at first glance seem to have much in common with the later debates of Martin Luther King and Malcolm X. But each had, to varying degrees, a political critique of the racial situation in the United States. There was a radical nationalist and a conservative rights-based argument involved in each. There were regional differences and biases at play in their interpretations of one another. At the same time, there were also stark differences between those two debates, those two eras. Their historical situations were light years apart. Their emphasis on what could be accomplished had changed. Etc.) Students will be responsible for choosing an option and a topic and will submit their choice along with their third readings response. Failure to do so will result in loss of points for essentially turning in a late assignment.

**REQUIRED BOOKS:**

Lawrence W. Levine. *Black Culture and Black Consciousness: Afro-American Folk Thought from Slavery to Freedom*. New York: Oxford University Press, 2007 (1977).  
Tommy L. Lott and John P. Pittman, eds. *A Companion to African-American Philosophy*. New York: Wiley-Blackwell, 2006.  
Harold Cruse. *The Crisis of the Negro Intellectual*. New York: NYRB Classics, 2005 (1967).  
Nikhil Pal Singh. *Black Is a Country: Race and the Unfinished Struggle for Democracy*. Cambridge: Harvard University Press, 2005.  
Franz Fanon. *The Wretched of the Earth*. New York: Grove Press, 2005.

**IMPORTANT DATES:** Dates not listed here will be reserved for general lectures and class discussions.

(Dates to be added upon receipt of semester schedule, determined by number of weekly meetings, etc.)

## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 7/1/2011 (mm/dd/yyyy)

**Department Initiating Request:**

History

**Faculty Member Requesting:**

Dr. Thomas Aiello

**Proposed New Course Prefix & Number:**

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

HIST 4234

**Proposed New Course Title:**

African American Intellectual History

**Proposed New Course Title Abbreviation:**

(For student transcript, limit to 30 character spaces)

African Am Intellectual Hist

**Semester/Year to be Effective:**

Spring 2012

**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.) Also offered as AFAM 4234. An examination of the intellectual history of African Americans from the 17<sup>th</sup> century to the present. Topics may include the role of black intellectuals in American society, changing conceptions of race, and the global context of African American thought.

**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: Increased coverage of African American history for HIST majors, AFAM minors, and interested VSU students in general.

**Source of Data to Support Suggested Change:**

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. History major exit surveys indicated that students wanted more upper-level classes in African American history. Position was approved, advertised, and filled on that basis.
- 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, enrollment data, and grade distributions will be used to assess the basic success of the course in attracting and retaining students.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) History majors in the class will participate in department's pre/post-test assessment model.

Other:

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

<b>Approvals:</b>		
Dept. Head:	<i>TAT Wign</i>	Date: 7/5/11
College/Division Exec. Comm.:	<i>Connie Richards</i>	Date: 8/23/11
Dean/Director:	<i>Connie Richards</i>	Date: 8/23/11
Graduate Exec. Comm.: (for graduate course):		Date:
Graduate Dean: (for graduate course):		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

### African American Intellectual History

**COURSE DESCRIPTION:** Examination of the intellectual history of African Americans from the 17<sup>th</sup> century to the present. Topics may include the role of black intellectuals in American society, changing conceptions of race, and the global context of African American thought.

**COURSE INTRODUCTION:** This course is about the development, dissemination, and influence of African American thought and philosophy from slavery to the present. We will attempt to figure out exactly what we mean by the term "black intellectual." We will attempt to determine what exactly the black intellectual's role is within African American society and the broader American society. Is, for example, the color of the thinker the only arbiter for determining whether someone is a "black intellectual" rather than an "intellectual"? Or does that thinker work within certain frameworks that make his or her thinking inherent to the African American condition? How has black thought and philosophy evolved through the American centuries? How much has it depended on global thought outside of the United States? In the process of such questioning, of course, we will also try to come to terms with varying conceptions of the construct of race and how that construct was supported, modified, or attacked in the years between the seventeenth and twenty-first centuries. This course, in other words, is both a history of black thinking and a history of thinking black.

**NOTE:** This is a course for students who love to read, who enjoy discussing books and ideas. If you do not fall into that category, you are advised to drop the course and take something else.

**LEARNING OBJECTIVES:** Students will be able to A) Demonstrate proficiency in analyzing historical arguments and the use of historical evidence. To be assessed using exams, papers, and instructor questioning during class discussion. [Dept. Outcome 4]; B) Demonstrate content knowledge in African American cultural and intellectual history and historiography. To be assessed using exams, papers, and instructor questioning during class discussion. [Dept. Outcomes 1 and 2]; and C) Demonstrate proficiency in written communication. To be assessed using exams and papers. [Dept. Outcome 3].

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

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**GRADE:** Your grade will be determined by calculating the number of points you receive out of a possible 500. There will be a midterm exam worth 100 points and a final exam worth 100 points. You will be required to write ten 250-500-word responses to weekly class readings. Each written response will be worth a possible 10 points, and participation in weekly class discussion will be worth an additional 10. Finally, there will be a 10-15-page final paper that will also be worth 100 points. So, to sum up:

Midterm:	100
Final:	100
Responses:	100
Discussion:	100
Paper:	100
	500

**HONS:** If you are taking this course as an honors section, your final project will be a research paper of 15-20 pages on any subject under the broader heading of "African American Intellectual History" will be turned in on the final day of class. The paper will be worth 200 points, giving students who choose this option a total of 600 total points for the course. It is imperative that you choose your paper topic as soon as possible, in consultation with me. We will establish meetings thereafter to gauge your progress.

**GRAD STUDENTS:** If you are taking this course as a graduate student, you are exempt from the exams. Instead, your responses will each be worth 20 points, as will participation in weekly class discussion. Your final project will be an historiographical or research paper of between 25-30 pages, dealing with a topic approved by the instructor. That paper will be worth a total of 200 points, making your total available points 600. It is imperative that you choose your paper topic as soon as possible, in consultation with me. We will establish meetings thereafter to gauge your progress.

**EXAMS:** Each exam will cover lectures and class discussion, along with any additional assigned class readings. The exams will have an all-essay format and will require a blue book.

**RESPONSES AND DISCUSSION:** This course will be heavy on class discussion, which will commence each week in conjunction with readings and responses by each student. Reading assignments each week will come either from one of the five required texts for the course, other book chapters and articles that I will make available to you through Blazeview or Odum Library reserve, or both. After reading each weekly selection, you will write a 250-500-word response detailing the dominant themes and arguments of each. There will be twelve such assignments throughout the course of the semester, so you will be exempt from weekly writings twice. Or, if you choose to do each weekly assignment, I will drop your two lowest scores. Assignments must be submitted in hard copy. You will lose one point (the equivalent of one letter grade for a ten point assignment) each day the response is late. Not each class day. Each day.

**PAPER:** Your ten to fifteen page final paper can take one of two forms. **OPTION ONE** is to choose a singular idea or concept in the history of black thought, then trace its evolution through successive generations and historical situations. (So, for example, how has the concept of economic nationalism evolved? Can you see versions of economic nationalist theory in black colonial thought? Where does it pick up momentum? When is it most important? When is it considered a failed idea? And by whom? And why?) **OPTION TWO** is to choose two different eras from the broad range we will survey throughout the course, then use a variety of sources to demonstrate similarities and differences in intent, methodology, and the historical situation to which thinkers are responding. (So, for example, the early century debates between DuBois, Washington, Garvey, and others don't at first glance seem to have much in common with the later debates of Martin Luther King and Malcolm X. But each had, to varying degrees, a political critique of the racial situation in the United States. There was a radical nationalist and a conservative rights-based argument involved in each. There were regional differences and biases at play in their interpretations of one another. At the same time, there were also stark differences between those two debates, those two eras. Their historical situations were light years apart. Their emphasis on what could be accomplished had changed. Etc.) Students will be responsible for choosing an option and a topic and will submit their choice along with their third readings response. Failure to do so will result in loss of points for essentially turning in a late assignment.

**REQUIRED BOOKS:**

Lawrence W. Levine. *Black Culture and Black Consciousness: Afro-American Folk Thought from Slavery to Freedom*. New York: Oxford University Press, 2007 (1977).

Tommy L. Lott and John P. Pittman, eds. *A Companion to African-American Philosophy*. New York: Wiley-Blackwell, 2006.

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**IMPORTANT DATES:** Dates not listed here will be reserved for general lectures and class discussions.

(Dates to be added upon receipt of semester schedule, determined by number of weekly meetings, etc.)



**RECEIVED**

AUG 23 2011

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**REQUEST FOR A NEW COURSE**

Valdosta State University

**Date of Submission:** 7/1/2011 (mm/dd/yyyy)

<b>Department Initiating Request:</b> History	<b>Faculty Member Requesting:</b> Dr. Thomas Aiello
<b>Proposed New Course Prefix &amp; Number:</b> (See course description abbreviations in the catalog for approved prefixes) HIST 6234	<b>Proposed New Course Title:</b> African American Intellectual History  <b>Proposed New Course Title Abbreviation:</b> (For student transcript, limit to 30 character spaces) African Am Intellectual Hist
<b>Semester/Year to be Effective:</b> Spring 2012	<b>Estimated Frequency of Course Offering:</b> 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.) An examination of the intellectual history of African Americans from the 17<sup>th</sup> century to the present. Topics may include the role of black intellectuals in American society, changing conceptions of race, and the global context of African American thought.

**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: Increased coverage of African American history for HIST majors, AFAM minors, and interested VSU students in general.

**Source of Data to Support Suggested Change:**

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. History major exit surveys indicated that students wanted more upper-level classes in African American history.
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

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

**Data Sources:**

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

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

Approvals:		
Dept. Head:	<i>T. Thijssen</i>	Date: 7/5/11
College/Division Exec. Comm.:	<i>Lannie Richards</i>	Date: 8/23/11
Dean/Director:	<i>Lannie Richards</i>	Date: 8/23/11
Graduate Exec. Comm.: (for graduate course):	<i>Alfred</i>	Date: 9/1/11
Graduate Dean: (for graduate course):	<i>Alfred</i>	Date: 9/1/11
Academic Committee:		Date:

Form last updated: January 6, 2010

### African American Intellectual History

**COURSE DESCRIPTION:** Examination of the intellectual history of African Americans from the 17<sup>th</sup> century to the present. Topics may include the role of black intellectuals in American society, changing conceptions of race, and the global context of African American thought.

**COURSE INTRODUCTION:** This course is about the development, dissemination, and influence of African American thought and philosophy from slavery to the present. We will attempt to figure out exactly what we mean by the term "black intellectual." We will attempt to determine what exactly the black intellectual's role is within African American society and the broader American society. Is, for example, the color of the thinker the only arbiter for determining whether someone is a "black intellectual" rather than an "intellectual"? Or does that thinker work within certain frameworks that make his or her thinking inherent to the African American condition? How has black thought and philosophy evolved through the American centuries? How much has it depended on global thought outside of the United States? In the process of such questioning, of course, we will also try to come to terms with varying conceptions of the construct of race and how that construct was supported, modified, or attacked in the years between the seventeenth and twenty-first centuries. This course, in other words, is both a history of black thinking and a history of thinking black.

**NOTE:** This is a course for students who love to read, who enjoy discussing books and ideas. If you do not fall into that category, you are advised to drop the course and take something else.

**LEARNING OBJECTIVES:** Students will be able to A) Demonstrate proficiency in analyzing historical arguments and the use of historical evidence. To be assessed using exams, papers, and instructor questioning during class discussion. [Dept. Outcome 4]; B) Demonstrate content knowledge in African American cultural and intellectual history and historiography. To be assessed using exams, papers, and instructor questioning during class discussion. [Dept. Outcomes 1 and 2]; and C) Demonstrate proficiency in written communication. To be assessed using exams and papers. [Dept. Outcome 3].

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

**CHEATING AND PLAGIARISM:** Cheating and plagiarism will be reported to the proper administrative office (see your student handbook on probation and expulsion procedures), and the student will receive an F for the course. I will have no tolerance, and the University will have slightly more. You can save yourself and your academic standing by just *not cheating*. You should know that cheating is against school policy and unethical. Plagiarism, however, is *against the law*.

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

**ATTENDANCE:** As per the university policy, attendance will be taken during every class period. There is not one specific number of absences that you can accrue before you begin to lose points, and there is no mandatory attendance policy. But much of this course is based on class discussion, and your participation in those discussions constitutes a significant part of your grade. When you miss discussions, you lose discussion points. So absences will ultimately count against you.

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

**GRADE:** Your grade will be determined by calculating the number of points you receive out of a possible 500. There will be a midterm exam worth 100 points and a final exam worth 100 points. You will be required to write ten 250-500-word responses to weekly class readings. Each written response will be worth a possible 10 points, and participation in weekly class discussion will be worth an additional 10. Finally, there will be a 10-15-page final paper that will also be worth 100 points. So, to sum up:

Midterm:	100
Final:	100
Responses:	100
Discussion:	100
Paper:	<u>100</u>
	500

**HONS:** If you are taking this course as an honors section, your final project will be a research paper of 15-20 pages on any subject under the broader heading of "African American Intellectual History" will be turned in on the final day of class. The paper will be worth 200 points, giving students who choose this option a total of 600 total points for the course. It is imperative that you choose your paper topic as soon as possible, in consultation with me. We will establish meetings thereafter to gauge your progress.

**GRAD STUDENTS:** If you are taking this course as a graduate student, you are exempt from the exams. Instead, your responses will each be worth 20 points, as will participation in weekly class discussion. Your final project will be an historiographical or research paper of between 25-30 pages, dealing with a topic approved by the instructor. That paper will be worth a total of 200 points, making your total available points 600. It is imperative that you choose your paper topic as soon as possible, in consultation with me. We will establish meetings thereafter to gauge your progress.

**EXAMS:** Each exam will cover lectures and class discussion, along with any additional assigned class readings. The exams will have an all-essay format and will require a blue book.

**RESPONSES AND DISCUSSION:** This course will be heavy on class discussion, which will commence each week in conjunction with readings and responses by each student. Reading assignments each week will come either from one of the five required texts for the course, other book chapters and articles that I will make available to you through Blazevue or Odum Library reserve, or both. After reading each weekly selection, you will write a 250-500-word response detailing the dominant themes and arguments of each. There will be twelve such assignments throughout the course of the semester, so you will be exempt from weekly writings twice. Or, if you choose to do each weekly assignment, I will drop your two lowest scores. Assignments must be submitted in hard copy. You will lose one point (the equivalent of one letter grade for a ten point assignment) each day the response is late. Not each class day. Each day.

**PAPER:** Your ten to fifteen page final paper can take one of two forms. **OPTION ONE** is to choose a singular idea or concept in the history of black thought, then trace its evolution through successive generations and historical situations. (So, for example, how has the concept of economic nationalism evolved? Can you see versions of economic nationalist theory in black colonial thought? Where does it pick up momentum? When is it most important? When is it considered a failed idea? And by whom? And why?) **OPTION TWO** is to choose two different eras from the broad range we will survey throughout the course, then use a variety of sources to demonstrate similarities and differences in intent, methodology, and the historical situation to which thinkers are responding. (So, for example, the early century debates between DuBois, Washington, Garvey, and others don't at first glance seem to have much in common with the later debates of Martin Luther King and Malcolm X. But each had, to varying degrees, a political critique of the racial situation in the United States. There was a radical nationalist and a conservative rights-based argument involved in each. There were regional differences and biases at play in their interpretations of one another. At the same time, there were also stark differences between those two debates, those two eras. Their historical situations were light years apart. Their emphasis on what could be accomplished had changed. Etc.) Students will be responsible for choosing an option and a topic and will submit their choice along with their third readings response. Failure to do so will result in loss of points for essentially turning in a late assignment.

**REQUIRED BOOKS:**

Lawrence W. Levine. *Black Culture and Black Consciousness: Afro-American Folk Thought from Slavery to Freedom*. New York: Oxford University Press, 2007 (1977).  
Tommy L. Lott and John P. Pittman, eds. *A Companion to African-American Philosophy*. New York: Wiley-Blackwell, 2006.  
Harold Cruse. *The Crisis of the Negro Intellectual*. New York: NYRB Classics, 2005 (1967).  
Nikhil Pal Singh. *Black Is a Country: Race and the Unfinished Struggle for Democracy*. Cambridge: Harvard University Press, 2005.  
Franz Fanon. *The Wretched of the Earth*. New York: Grove Press, 2005.

**IMPORTANT DATES:** Dates not listed here will be reserved for general lectures and class discussions.

(Dates to be added upon receipt of semester schedule, determined by number of weekly meetings, etc.)

## REQUEST FOR A REVISED COURSE

Valdosta State University

**Date of Submission:** 8/1/11 (mm/dd/yyyy)

**Department Initiating Revision:**

HIST

**Faculty Member Requesting Revision:**

Dr. Paul Riggs

**Current Course Prefix, Title, & Number:**

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

HIST 4800 Directed Study in History

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

**Current:**

**Course Prefix and Number:**

**Credit Hours:**

**Course Title:**

**Prerequisites:**

**Co-requisites:**

**Course Description:** Supervised readings in areas of history not normally available in regular course offerings, with regular conferences between instructor and student.

**Requested:**

**Course Prefix and Number:**

**Credit Hours:**

**Course Title:**

**Prerequisites:**

**Co-requisites:**

**Course Description:** Supervised readings in areas of history not normally available in regular course offerings, with regular conferences between instructor and student. May be repeated for up to 9 hours of credit if topics are different.

**Semester/Year to be Effective:**

Spring 2012

**Estimated Frequency of Course Offering:**

Every semester

**Indicate if Course will be :**     Requirement for Major     Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Makes catalog copy consistent with department's intentions; corrects long-standing omission in catalog.

**Source of Data to Support Suggested Change:**

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

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

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

**Data Sources:**

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

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

<b>Approvals:</b>		
Dept. Head:	<i>[Signature]</i>	Date: 8/8/11
College/Division Exec. Comm.:	<i>Connie Richards</i>	Date: 8/23/11
Dean/Director:	<i>Connie Richards</i>	Date: 8/23/11
Graduate Exec. Comm.:		
(for graduate course)		Date:
Graduate Dean:		
(for graduate course)		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010



RECEIVED

AUG 23 2011

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**REQUEST FOR A NEW COURSE**

Valdosta State University

**Date of Submission:** 8/1/2011 (mm/dd/yyyy)

<b>Department Initiating Request:</b> History	<b>Faculty Member Requesting:</b> Dr. Sebastian Bartos
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<b>Proposed New Course Prefix &amp; Number:</b> (See course description abbreviations in the catalog for approved prefixes) HIST 5203	<b>Proposed New Course Title:</b> Renaissance and Reformation  <b>Proposed New Course Title Abbreviation:</b> (For student transcript, limit to 30 character spaces) Renaissance and Reformation
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<b>Semester/Year to be Effective:</b> Spring 2012	<b>Estimated Frequency of Course Offering:</b> Once every two years
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**Indicate if Course will be :**     Requirement for Major     Elective

<b>Lecture Hours:</b> 3	<b>Lab Hours:</b> 0	<b>Credit Hours:</b> 3
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**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) A study of the cultural, intellectual, and religious life of Europe in the 14<sup>th</sup>, 15<sup>th</sup>, and 16<sup>th</sup> centuries.

**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: Undergraduate section [HIST 3203] has been on the books for decades. The hiring of a new specialist in medieval history (Dr. Bartos) now means that the expertise exists in the department to offer this class at the graduate level. It will be a useful addition for graduate students choosing European history as one of their MA examination fields.

**Source of Data to Support Suggested Change:**

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. History major exit surveys indicated that students wanted more courses dealing with this period in European history.
- 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, enrollment data, and grade distributions will be used to assess the success of the course in attracting and retaining students.

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

Other:

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

Approvals:		
Dept. Head:	<i>[Signature]</i>	Date: 8/1/11
College/Division Exec. Comm.:	<i>[Signature]</i>	Date: 8/23/11
Dean/Director:	<i>[Signature]</i>	Date: 8/23/11
Graduate Exec. Comm.: (for graduate course):	<i>[Signature]</i>	Date: 9/1/11
Graduate Dean: (for graduate course):	<i>[Signature]</i>	Date: 9/1/11
Academic Committee:		Date:

Form last updated: January 6, 2010

*Valdosta State University*  
*College of Arts and Sciences*  
*Department of History*

**History 3203 / HIST 5203 – Renaissance and Reformation**

**Dr. Sebastian Bartos**

Office: 111 W Moore Street, Room 1

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

E-mail: [spbartos@valdosta.edu](mailto:spbartos@valdosta.edu)

Office hours: T Th: 11:30-1:30

**Course Description:**

A study of the cultural, intellectual, and religious life of Europe in the 14<sup>th</sup>, 15<sup>th</sup>, and 16<sup>th</sup> centuries.

**Course Introduction:**

This course examines the inception and development of the Renaissance and the Reformation that have been traditionally seen as the end of the Middle Ages and the beginning of the early modern era. It will focus on changing western notions of the individual and social hierarchy, community and the state, aesthetics and arts, and economy and religious models on the European continent between the fourteenth and the sixteenth centuries.

**Course objectives:**

For Departmental Educational Outcomes, see *Catalogue*, History Department

<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].

The student will learn to recognize the complexity of the Renaissance and the Reformation in the discourse between revolutionary novelties and persisting traditional ideas fostering the two grand movements' cultural and socio-political character. The course will explore the results they produced in the specific environment of small republics and larger nation-states. The student will be expected to understand the relation between abstract ideas proposed by humanists and theologians and their practical implementation by religious and political leaders, discuss historiographical approaches to the topic, effectively use sources to support arguments, and properly express his or her own ideas in writing.

### **Books:**

- Kenneth Gouwens. *The Italian Renaissance: The Essential Sources*, Wiley-Blackwell, 2003
- Margaret King. *The Renaissance in Europe*. McGraw-Hill, 2003
- James D. Tracy. *Europe's Reformations, 1450-1650: Doctrine, Politics, and Community*. Rowman & Littlefield Publishers, Inc.; 2 edition, 2005

### **Grading:**

- active participation and attendance – 15%
- in-class oral presentation – 10%
- eight-page term paper – 10% (due Dec 1, early draft by Nov.1)
- test – 15%
- mid-term examination – 25%
- final examination – 25%

Graduate Students [HIST 5203] will be asked to additionally submit a critical discussion of three primary sources from Kenneth Gouwens's *The Italian Renaissance: The Essential Sources* (5 pages), due September 27. The term paper (15 pages) will be a small research project and must be submitted with graduate standards of scholarship and documentation. The first draft will be due on October 27. The final draft will be due on December 1. The grade distribution for the graduate students will be as follows:

- active participation and attendance – 10%
- in-class oral presentation – 10%
- response essay – 10%
- term paper – 20%
- test – 10%
- mid-term examination – 20%
- final examination – 20%

### **Course Policies:**

**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:**

[TBD each semester]

**RECEIVED****REQUEST FOR A NEW COURSE**

Valdosta State University

AUG 23 2011

**Date of Submission:** 7/1/2011 (mm/dd/yyyy)VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL**Department Initiating Request:**

History

**Faculty Member Requesting:**

Dr. John Crowley

**Proposed New Course Prefix & Number:**

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

HIST 6219

**Proposed New Course Title:**

Genealogy

**Proposed New Course Title Abbreviation:**

(For student transcript, limit to 30 character spaces)

Genealogy

**Semester/Year to be Effective:**

Spring 2012

**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.) A survey of the major uses and methods of genealogical research. The course will explore oral traditions; census, probate, property, and military records; surname origins; legal, biological, and fictive kinship; and the DNA genealogical revolution.**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: Genealogy is of great interest to our students. Dr. Crowley is a published expert in the field.

**Source of Data to Support Suggested Change:**

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. History major exit surveys indicated that students wanted an upper-level classes in Genealogy. Has always filled when offered as special topics.
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

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**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, enrollment data, and grade distributions will be used to assess the success of the course in attracting and retaining students.

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

Other:

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



<b>Approvals:</b>		
Dept. Head:	<i>PTT Vign</i>	Date: 7/5/11
College/Division Exec. Comm.:	<i>Connie Richards</i>	Date: 8/23/11
Dean/Director:	<i>Connie Richards</i>	Date: 8/23/11
Graduate Exec. Comm.: (for graduate course):	<i>Ally Hill</i>	Date: 9/1/11
Graduate Dean: (for graduate course):	<i>Ally Hill</i>	Date: 9/1/11
Academic Committee:		Date:

Form last updated: January 6, 2010

**HIST 6219: Genealogy (3 hrs.)**

Dr. John Crowley  
Old Farber Hall #7  
Mail Box in History Office, Alumni House (1603 N. Patterson)  
History Office Phone: 333-5947  
E-Mail: [jcrowley@valdosta.edu](mailto:jcrowley@valdosta.edu)  
Office hours: M-W-F 10:00-10:45 and by appointment.

**Textbook:** Christine Rose and Kay Germain Ingalls, *Genealogy*, 2<sup>nd</sup> ed.

**Course description:** A survey of the major uses and methods of genealogical research. The course will explore oral traditions; census, probate, property, and military records; surname origins; legal, biological, and fictive kinship; and the DNA genealogical revolution.

**Course Goals and Assignments:**

To become proficient in understanding the standard of genealogical proof, to be assessed by examinations and research in census, probate, property, and military records, among others. [Hist. Grad. Outcome 4]

To develop expertise in understanding surname origins, changes, and variants. To be assessed using original documents giving relevant examples. . [Hist. Grad. Outcomes 2 and 4]

To gain expertise in the concepts of legal, biological, and fictive kinship. To be assessed by examinations covering relevant primary documents. . [Hist. Grad. Outcome 4]

To gain expertise in interpreting the revolutionary implications of DNA testing for genealogical research. To be assessed by examinations covering Y-DNA results for several families previously thought to be related or unrelated. [Hist. Grad. Outcomes 4 and 5]

To gain expertise in evaluating oral family traditions and traditional published genealogies, to be assessed by research projects involving examples of each. [Hist. Grad. Outcomes 2, 3, and 4]]

**Tests:** There will a midterm and a non-cumulative final. The tests will consist of a selection of genealogical source materials, from which you will deduce information. See course schedule for exam dates.

**Research Project:** Each graduate student will define a genealogical problem, research it as thoroughly as time allows, and submit a written paper of at least twenty (20) pages at the end of the semester. See course schedule for due date.

**Grading:** Your grade will be derived from the tests and the research project, each one-third (1/3) of your grade. There will be no extra credit work.

**Attendance, Study, Help, etc.:** Students may be absent twice on personal business. Other absences should only result from serious providential hindrances. As a great deal of the material taught in this class comes from the lectures, excessive absences, tardiness, early leave taking, sleeping, reading, idle conversation, and other unscholarly, inattentive, and unmannerly behavior will certainly have a deleterious effect upon one's final grade. Students are responsible for all announcements made in class, whether or not they were present at the time.

As this is a lecture course, the great mass of orally presented material can be daunting. A good procedure is to take rough notes in class and rewrite them as soon as possible, perhaps into a permanent blank book. After rewriting each set of notes, go back to the beginning and reread all you have written before.

**Cheating, Plagiarism, and other Creative Shortcuts:** See [www.valdosta.edu/academic/AcademicHonestyPoliciesandProcedures](http://www.valdosta.edu/academic/AcademicHonestyPoliciesandProcedures).

Students requiring classroom accommodations or modifications because of a documented disability should discuss this need with the professor at the beginning of the semester. Students not registered with the Access Office for Students with Disabilities must contact the office in Nevins Hall 1115. The phone number is 245-2498 (voice) and 219-1348. Students scoring below 46 on the Nelson-Denny Reading Test, or with problems in reading and comprehension, are encouraged to use the services of the OASIS Reading Center, UC 1152, Phone number 333-5934; E-mail: [oasis@valdosta.edu](mailto:oasis@valdosta.edu).

**Course Schedule:** TBD each semester

**RECEIVED**

**REQUEST FOR A REVISED COURSE**

Valdosta State University

AUG 23 2011

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**Date of Submission:** 8/1/11 (mm/dd/yyyy)

**Department Initiating Revision:**

HIST

**Faculty Member Requesting Revision:**

Dr. Paul Riggs

**Current Course Prefix, Title, & Number:**

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

HIST 7950 Directed Study in History

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

**Current:**

**Course Prefix and Number:**

**Credit Hours:**

**Course Title:**

**Prerequisites:**

**Co-requisites:**

**Course Description:** Supervised readings in areas of history not normally available in regular graduate course offerings, with regular conferences between instructor and student.

**Requested:**

**Course Prefix and Number:**

**Credit Hours:**

**Course Title:**

**Prerequisites:**

**Co-requisites:**

**Course Description:** Supervised readings in areas of history not normally available in regular graduate course offerings, with regular conferences between instructor and student. May be repeated for up to 6 hours of credit if topics are different.

**Semester/Year to be Effective:**

Spring 2012

**Estimated Frequency of Course Offering:**

Every semester

**Indicate if Course will be :**  Requirement for Major  Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: Makes catalog copy consistent with department's intentions; corrects long-standing omission in catalog.

**Source of Data to Support Suggested Change:**

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

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

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

**Data Sources:**

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

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

<b>Approvals:</b>		
Dept. Head:	<i>PT Dign</i>	Date: <i>8/2/11</i>
College/Division Exec. Comm.:	<i>Connie Richards</i>	Date: <i>8/23/11</i>
Dean/Director:	<i>Connie Richards</i>	Date: <i>8/23/11</i>
Graduate Exec. Comm.: (for graduate course)	<i>Ally</i>	Date: <i>9/1/11</i>
Graduate Dean: (for graduate course)	<i>Ally</i>	Date: <i>9/1/11</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

**DOCTORAL DEGREES**  
**NEW PROPOSAL FORM: ONE-STEP PROCESS**  
**REVISED FORMAL PROPOSAL**

**Institution:** Valdosta State University

**Institutional Contact:** Dr. Philip Gunter, Provost, Vice President for Academic Affairs

**Date:** September 20, 2011

**School/Division:** College of Education

**Department:** Communication Sciences & Disorders

**Departmental Contact:** Dr. Corine Myers-Jennings

**Name of Proposed Program/Inscription:** Speech-Language Pathology- Clinical Doctorate

**Degree:** Speech-Language Pathology- Clinical Doctorate, SLP-D

**Major:** Communication Sciences & Disorders

**CIP Code:** 09.0101/51.0201/ 52.0203

**Anticipated Starting Date:** Summer 2012

**Indication of Whether the Program is New and Online:** New/ Hybrid

Indication of whether the program should be listed with the SREB Electronic Campus: Not at this time

## **1. Program Description and Objectives:**

### **a. Objectives of the program**

The objective of the program is to prepare advanced practitioners and future university clinical faculty in Communication Sciences and Disorders through provision of an affordable, rigorous, high quality clinical doctoral program. The proposed clinical doctorate would have emphasis on the social and cultural aspects of communication sciences and disorders (speech and language therapy) as it applies to both allied health care and educational services to under-served populations. This clinical doctorate is designed to deepen the knowledge, leadership, and problem-solving skills of current practitioners with a focus on coursework and applications that incorporate current research, ethical decision-making, and models of best practice. The curriculum will prepare doctoral students to analyze, synthesize, and apply research-based theory to their current work environment and through the development of the applied dissertation. Individuals completing this program will receive a Doctor of Speech-Language Pathology (SLP-D) in Communication Sciences and Disorders.

### **b. Needs the program will meet**

The clinical doctoral program in speech-language pathology will ensure the development of current practitioners with an increased ability to provide evidence-based services to under-served populations, and supervision for students in Master's level initial preparation Communication Sciences and Disorders Programs as well as those students in their clinical fellowship year (CFY). The focus of this application is to address the necessity of additional training beyond the master's degree to provide: (1) highly qualified faculty (supervisors) engaged in appropriate supervision for Master's level SLP students and CFY candidates, (2) a workforce sufficiently trained to perform evidence-based, appropriate and

effective therapy, and (3) clinicians with the skills and knowledge needed to provide intervention for under-served populations.

### **Need for clinical supervisors**

In the field of Communication Sciences and Disorders, the master's degree in Speech Language Pathology is the entry level to the profession. Accredited programs must provide training and supervision for graduate students in nine clinical areas. The professional standards and accreditation requirements for Communication Sciences and Disorders places an important obligation on university training programs to hire clinical faculty that possess the highest of clinical skills, current knowledge base, and the ability to foster clinical development in students.

The Council on American Accreditation (CAA) of the American Speech-Language Hearing Association (ASHA) accredits master's level programs. In addition to the academic training, a variety of direct clinical activity is required. Students must attain a minimum of 400 clinical hours with a variety of communication disorders. Upon completion of their academic and clinical training, graduates must complete a supervised clinical fellowship year. The successful completion of the academic and clinical requirements allows the student to become eligible for certification by ASHA. A certified speech-language pathologist must supervise students' clinical training. More precisely, a minimum of fifty percent of their clinical training in diagnostic and assessment must be directly supervised, and twenty-five percent of their therapy service directly supervised. Some universities offer Ph.D. programs in addition to their Master's program and typically use their doctoral candidates to assist in the supervision of entry level Master's students. However, the majority of Master's level programs do not have Ph.D. programs. The number of Master's level SLP preparation programs without a doctoral program at the institution include: a) Georgia- 3 Master's level preparation programs; b) Alabama- 4 Master's level preparation programs; c)



Florida- 3 Master's level preparation programs; and d) Tennessee- 2 Master's level preparation programs. These programs rely on clinical faculty (they do not have doctoral students to serve in this role) to supervise entry level master's students, yet there are only two SLP-D programs in the nation at this time and neither of them focuses specifically on clinical preparation for supervision.

Additionally, hospitals, rehabilitation centers, and private practices typically require therapists to serve as supervisors for the clinical fellowship year (CFY) employees as well as for other employees. These therapists do not typically have experience or training in supervision and would benefit from this clinical doctorate. See Appendix A for letters of support from a variety of employers and SLP training programs regarding the need for the clinical doctorate.

**Need for a workforce sufficiently trained with current skills/knowledge**

"The current scope of practice and breadth of knowledge associated with the practice of speech-language pathology exceeds that which can be acquired with a current master's entry level" (McNeil, 2006). The field of speech-language pathology has changed dramatically since the master's degree was implemented in the 1960's resulting in a current workforce that has not been sufficiently trained with current skills/knowledge in areas such as: dysphagia, tracheostomy, ventilator dependent patients, prosthetic voice management, and augmentative and alternative communication. Schools have also changed dramatically with an increased focus on SLP's working collaboratively with teachers to serve a wide range of students with communication disorders that are being served in the general education classroom. With the No Child Left Behind Act and the Race to the Top initiatives, schools are relying on speech language pathologists to support a wide range of students with communication disorders that negatively impact educational achievement. In addition to the expanded demand for services to new populations, the scientific bases for this service

have expanded. Many of the important and relevant journals that are pertinent to the practice of speech-language pathology were not available just a few years ago. This explosion of medical, technical, and educational information underpins the need for a clinical doctorate to provide clinical education and appropriate services to these expanding populations.

**Need for practitioners with the additional skills/knowledge needed to serve populations that were previously and are currently underserved**

In a recent study of perceived faculty practices and outcomes related to multicultural/multilingual issues, Stockman, Boulton, and Robinson (2009) reported that speech language pathologists included evaluation and intervention for speakers of "variations from linguistic standard" as one of their areas of greatest perceived incompetence. Levey (2004) reported that even while enrolled in educational programs, many of the 167 undergraduate and graduate speech-language pathology students who were surveyed in a New York City sample appeared uninformed about commonly known characteristics of minority language speakers in the United States. For example, the omission of bound morphemes in words (e.g., "two boys live" vs. "two boy live") can be observed among some typical African American speakers and does not indicate a language problem. The percentages of accurate responses to questions about commonly known language differences were judged as low even among students with bilingual skills. Stockman et al (2009) surveyed 731 speech/language pathology programs to determine their perceived faculty practices and challenges related to preparing practitioners who are knowledgeable about social and cultural aspects of communication disorders. They found that the status quo in SLP preparation programs was to have some infusion of social/cultural content in the curriculum. Programs that had only **one course** dedicated to these issues exceeded reported practices. In the proposed SLP-D program, two courses are

dedicated to providing an overview of the issues and specific information on assessment and intervention applications related to cultural/social diversity. These courses set the foundation for additional knowledge and application through a focus on cultural/social diversity in each of the topical area courses with specific learning outcomes related to cultural/social knowledge/application to a specific area of Communication Sciences and Disorders content. This **sustained focus** throughout the program would serve as a national model for addressing the critical issue of ensuring attention to the needs of culturally and socially diverse populations in need of therapeutic SLP services.

Finally, and importantly, there are only two SLP-D programs in the nation. ASHA is increasingly encouraging training programs to consider this option so that the field can accommodate the clinical faculty and evidence-based practitioners needed to sustain the rigor of the discipline. In the 2010 American Speech-Language Association annual meeting a highlighted session was held to discuss the clinical doctorate in SLP. The conclusion of the panel, with representatives from Vanderbilt and the University of Pittsburgh, was that it was essential for SLP's to move forward in providing additional clinical and academic training beyond the Master's level because of the increasing scope and depth of curricular needs. Although there is still some controversy about requiring a Ph.D. or SLP-D as the entry level requirement, there is no controversy about the need for additional training and credentials beyond the Master's degree. See Appendix B- letter from ASHA.

#### **Georgia Institutions Offering Graduate Degrees in a Communication Sciences and Disorders Related Fields**

Five institutions within the University System of Georgia have graduate programs in Communication Sciences and Disorders or related degrees. Table 1 contains University System of Georgia (USG) institutions which offer these programs.

**Table 1: Georgia Institutions Offering Graduate Level Communication Sciences and Disorders Related Degrees**

Type of Degree	Major	School/University
Master of Science	Communication Sciences and Disorders	Armstrong Atlantic State University
Master of Education	Communication Disorders	Georgia State University
Doctor of Philosophy	Communication Studies	
Master of Arts	Communication Sciences and Disorders	University of Georgia
Master of Education	Communication Sciences and Disorders	
Specialist in Education	Communication Sciences and Disorders	
Doctor of Philosophy	Communication Sciences and Disorders	
Master of Education	Speech-Language Pathology	University of West Georgia
Master of Education	Communication Disorders	Valdosta State University

Source: USG Degrees and Majors (2009) <https://app.usg.edu/portal/page/portal/DMA> and private institution websites.

In addition to institutions in Georgia listed in Table 1, neighboring institutions award these degrees: Florida State University (Tallahassee), 80 miles from Valdosta, offers a Doctor of Philosophy, a Master of Science, and an Advanced Master in Communication Sciences and Disorders. The University of Florida (Gainesville), 114 miles from Valdosta, offers a Doctor of Audiology, a Doctor of Philosophy in Communication Sciences and Disorders, and a Master of Arts in Communicative Disorders.

#### **USG Enrollment Trends**

Five of the thirty-five (14.3%) USG institutions offer graduate level Communication Sciences and Disorders related degrees (as listed in Table 1). The most recent program enrollment available, from Fall 2008, places USG System enrollment in these majors at 327, as displayed in Table 2. The enrollment in these programs over a five-year period grew at

an average of 6.6% per year, so one could forecast enrollment to be approximately 372 students throughout the USG System in Fall 2010.

**Table 2: USG Enrollment in Graduate Level Communication Sciences and Disorders Related Degrees, 2004-2008**

USG Program	Enrollment					Average
	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	
M.S. Communication Sciences and Disorders (AASU)	0	0	0	0	6	1
M.Ed. Communication Disorders (GSU)	42	43	48	50	52	47
Ph.D. Communication Studies (GSU)	46	50	52	54	55	51
M.A. Communication Sciences and Disorders (UGA)	3	1	2	3	3	2
M. Ed. Communication Sciences and Disorders (UGA)	34	55	72	66	64	58
Ed.S. Communication Sciences and Disorders (UGA)	0	1	2	3	2	2
Ph.D. in Communication Sciences and Disorders (UGA)	4	3	4	3	2	3
M.Ed. Speech-Language Pathology (UWG)	33	35	43	42	43	39
M.Ed. Communication Disorders (VSU)	95	81	102	116	100	99
<b>Total</b>	<b>257</b>	<b>269</b>	<b>325</b>	<b>337</b>	<b>327</b>	<b>303</b>

Source: USG Five-Year Enrollment Trends 2004-2008.

### USG Degrees Conferred by Program and Year

Table 3 shows the number of degrees awarded by fiscal year and institution. The four<sup>1</sup> USG institutions offering a graduate level Communication Sciences and Disorders related degree have awarded 335 graduate degrees during the past three fiscal years for an average of 112 degrees per year.

<sup>1</sup>Degrees awarded by Armstrong Atlantic State University were unavailable from the database.

**Table 3: USG Degrees Conferred by Year, 2007-2009**

Program (Institution)	CIP Code 09.0101/51.0201/ 52.0203 Communication Studies/ Communication Disorders/ Speech-Language Pathology			Total
	FY 2007	FY 2008	FY 2009	
	M.Ed. Communication Disorders (GSU)	24	14	
Ph.D. Communication Studies (GSU)	11	1	1	13
M.A./M.Ed. Communication Sciences and Disorders (UGA)	19	25	19	63
Ed.S. Communication Sciences and Disorders (UGA)	0	1	1	2
Ph.D. in Communication Sciences and Disorders (UGA)	0	1	0	1
M.Ed. Speech-Language Pathology (UWG)	14	11	17	42
M.Ed. Communication Disorders (VSU)	45	53	60	158
Total	113	106	116	335

Source: USG Degrees Conferred Report, FY 2007-2009.

### Potential Candidates

As previously mentioned, few institutions in the USG offer a Communication Sciences and Disorders related master's degree. Table 3 contains program enrollment numbers for USG institutions which offer a Communication Sciences and Disorders or related master's degree. Students graduating from the programs in Table 3 would be potential candidates if VSU offered a Clinical Doctor of Speech-Language Pathology program. The number of Communication Sciences and Disorders related master's level enrollment recorded by the USG has risen 30.4% since 2004 which could indicate a growing popularity in this major. In addition to students currently enrolled in master's programs within USG, currently employed Speech-Language Pathologists within Georgia school systems would also be likely candidates. Table 4 shows the number of Speech-Language Pathologists within Georgia. The surrounding VSU area comprises 7.2% of the state's Speech-Language Pathologists.

**Table 4: Speech-Language Pathologists in Georgia, 2009**

Area	Number Employed
VSU Area*	130
All Other Counties	1,674
<b>Total</b>	<b>1,810</b>

Source: Open Georgia

\*VSU Area includes the counties of Atkinson, Berrien, Brooks, Clinch, Coffee, Colquitt, Cook, Echols, Irwin, Lanier, Lowndes, Thomas, Tift, and Ware. This area also includes the cities of Thomasville and Valdosta.

### **Potential Careers and Occupations**

Students who graduate with a Speech-Language Pathology doctorate degree could obtain positions in the following fields within Speech-Language Pathology (Occupational Outlook Handbook, 2010):

- **Education Services:** Speech-Language Pathologists in schools collaborate with teachers, special educators, interpreters, other school personnel, and parents to develop and implement individual or group programs, provide counseling, and support classroom activities.
- **Healthcare:** In medical facilities, Speech-Language Pathologists may perform their job in conjunction with physicians, social workers, psychologists, and other therapists.
- **Other Social Assistance Facilities:** Some Speech-Language Pathologists conduct research on how people communicate. Others design and develop equipment or techniques for diagnosing and treating speech disorders.

### **Occupational Outlook**

An extensive explanation about Speech-Language Pathologists, including employment and earnings, is featured in the *Occupational Outlook Handbook 2010-11*. The handbook includes information on the nature of work, training, employment, job outlook, projections, and earnings for the listed positions.

### **National Employment and Outlook (2008 to 2018)**

The *Occupational Outlook Handbook* (2010) states:

Speech-Language Pathologists held about 119,300 jobs in 2008. About 48 percent were employed in educational services. Others were employed in hospitals; offices of other health practitioners, including Speech-Language Pathologists; nursing care facilities; home healthcare services; individual and family services; outpatient care centers; and child day care centers. Nine percent of Speech-Language Pathologists were self-employed in 2008. They contract and provide services in schools, offices of physicians, hospitals, or nursing care facilities, or work as consultants to industry (OOH, 2010, para. 17-18).

Job growth for Speech-Language Pathologists is expected to grow at a faster than average rate of 19% from 2008-2018. Within the field of Speech-Language Pathology, job growth for Speech-Language Pathologists is expected to be strongest in educational and healthcare services (OOH, 2010, para. 19 & 23). Table 5 shows the projected employment change for Speech-Language Pathologists from 2008-2018.

**Table 5: Projections Data from the National Employment Matrix, 2008 to 2018**

Occupational Title	Employment, 2008	Projected Employment, 2018	Change, 2008-18		Detailed Statistics
			Number	Percent	
Speech-Language Pathologist	119,300	141,400	22,100	19	[PDF]

Source: Occupational Outlook Handbook 2010-11, <http://www.bls.gov/oco/ocos049.htm>

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

This proposed program is being built on a strong foundation created by 18 years of successful preparation of Master's level speech language pathologists. The VSU Communication Sciences and Disorders Program has been continuously accredited in the area of speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) since 1993. VSU has a strong undergraduate program with cohorts that are typically 50-60 students each year (Junior/Senior undergraduate) as well as a vibrant Master's program that admits students three times/year with cohorts that are typically 25-30 students. In the last five years alone, the



Valdosta State University Communication Sciences and Disorders program has graduated over 300 Master's level speech language pathologists and had a 95% or better passing rate on the Praxis Examination for SLP's (See Table 6 below). The average passing rate for the last five years has been 96% on the first attempt. During these last five years 100 % of the graduates of this program have attained jobs. These data attest to the stability of the program as well as the rigor and quality. A large percentage of these students stay in touch with faculty and have frequently requested the ability to continue further studies at VSU.

Table 6: Praxis Data, VSU

Praxis examination pass rate data		Institutional Data: VSU	
Period	Number of students taking the exam	Number of students passed	Pass rate
2009/2010	56	53	0.95
2010/2011	67	64	0.95
2008/2009	59	57	0.97
2007/2008	69	67	0.97
2006/2007	46	45	0.98
5 year average		0.96	

The clinical doctoral program will be delivered in a rigorous, flexible, accessible manner to accommodate the needs of working professionals. There will be a part-time option and a full-time option. Courses will be delivered on weekends, with online and hybrid options. The part-time and full-time cohorts will enroll in the same two courses during Fall, Spring, & Summer of their first year to ensure collegiality and provide a professional socialization experience. Students will be required to come to campus for three, 3-day sessions in June starting with an orientation session the summer before beginning the clinical doctoral program. After the initial, mandatory summer orientation session, the sessions will carry 1 credit hour to ensure compliance and accountability with this important feature of the program. In the following summer(s) students will use the 3-

day session to share research/resources, to network and to meet with advisors and professors.

The hybrid nature of the program includes having students on campus on several Saturdays throughout the semester as well as participating in systematic online content and assignments throughout the semester.

**d. Prioritization within the institution's strategic plan**

During the strategic planning process, development of this proposed clinical doctoral program was rated as the university's #2 priority for academic program development. In July of 2006, a diverse group of campus stakeholders refined the VSU Strategic Plan. Input for this work was gathered from all stakeholder groups including faculty, staff, students, graduates, and community partners. As a result of this work, this group refined the University Strategic Goals and Objectives. Five University Goals and corresponding objectives that the campus committed to accomplishing between 2006 and 2011 were articulated. This proposed SLP-D program in Communication Sciences and Disorders is consistent with both of the objectives listed below:

- Academic Programs: "Develop programs in health-related professions; while continuing to offer, identify and develop programs which prepare students to be responsible, thoughtful and productive citizens."
- Diversity: "Move beyond tolerance by actively promoting acceptance, inclusion, appreciation, and respect for human similarities and differences."

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

This program proposal was developed in response to identification of Valdosta State University's Strategic Goals articulated in 2006. The mission of VSU (concise mission statement, 2004) is as follows:

The mission of Valdosta State University is to:

- Prepare our students to meet global opportunities and challenges through excellence in teaching and learning.
- Expand the boundaries of current knowledge, and explore the practical applications of that knowledge, through excellence in scholarship and creative endeavors.
- Promote the economic, cultural, and educational progress of our community and of our region, through excellence in service outreach.

VSU seeks to accomplish this mission in a dynamic, student-centered learning environment marked by respect for the diverse abilities, backgrounds, and contributions of all members of the university community. This proposed Clinical Doctor of Speech-Language Pathology (SLP-D) degree in Communication Sciences and Disorders is clearly central to the mission, that of preparing our students to meet opportunities and challenges, expanding the boundaries of current knowledge, and promoting educational progress of our community and of our region. We would also propose that this program will promote educational progress of our state as well as our nation in terms of preparing individuals with the expertise to provide services to under-served populations based on knowledge and skills in applying evidence-based research to their intervention protocols.

**3. Description of how the program demonstrates demand and a justification of need in the discipline and geographic are (region, state, and nation) and is not unnecessary program duplication.**

A recent survey was conducted at the Georgia Speech-Language Hearing Association annual conference in March 2010. This statewide conference was attended by speech-language pathologists from all regions of the state who were employed in a variety of job settings. The questionnaire and results are presented in Appendix D. Several of the findings

are worth presenting here. There were 50 respondents to the survey with 54% of respondents reporting that they had been working for more than 10 years. Of the 50 respondents, 68% indicated that if a clinical doctorate were to be offered in Georgia they would consider applying. Most respondents, 72%, stated a preference for the clinical doctorate, with 14% preferring a research doctorate, and 28% indicating a preference for the educational doctorate. The majority responded that a full time program should be two years in length but they would be willing to participate in a longer program if courses were offered on-line or in non-traditional time slots. Finally, most respondents indicated that they felt that a clinical doctorate would increase their clinical effectiveness. Our interpretation of these responses is that there is a strong perception of interest and need, there are ample potential matriculates to populate the proposed clinical doctorate in Speech-Language Pathology, and the pool of potential students for the clinical doctorate does not overlap with the potential pool for the research doctorate.

**4. Brief description of institutional resources that will be used specifically for the program.**

Valdosta State University Communication Sciences and Disorders program is uniquely prepared to support this proposed SLP-D program. This program proposal is built on a redistribution of current resources and personnel and does not require significant capital or personnel expenditures at start up. The building that currently houses the CSD program includes a clinic with equipment, materials and space for training SLP-D candidates. The program is designed for both working professionals and full time students. Many classes will be held at non-traditional times and will therefore not conflict with the classes and space designed for the current undergraduate and graduate programs in Communication Sciences and Disorder. Important collaborations are in place allowing the SLP-D student to obtain current and relevant clinical education. For example, Dr.

Kristopher Lay of ENT and Allergy Associates of South Georgia serves as the medical consultant for the Voice Clinic. He frequently refers clients for voice therapy services, participates in periodic clinics and/or reviews the VLS assessments. The Voice Clinic at Valdosta State University is equipped with a complete voice analysis system, including the KayPentax Computerized Speech Lab and Multidimensional Voice Program for acoustic analysis and electroglottography for assessment of vocal fold function. Additional equipment includes the glottal aerodynamic recording and analysis system by Glottal Enterprises to examine laryngeal airflow and pressure regulation, as well OroNasal system for analysis of the oral/nasal airflow control. Videolaryngostroboscopy (VLS) assessments are also completed in the Voice Clinic by means of the JEDMED StrobeCam II. VSU also has current collaborative arrangements with South Georgia Medical Center, the College of Nursing, and more than fifty extern sites that provide opportunities for demonstration and practice of new medical, diagnostic and treatment options.

The hybrid nature of the curriculum requires expertise in online as well as face to face teaching and student support. VSU has 16 online graduate programs and has served as one of the leaders in the state in developing quality online graduate level programs. VSU already has the necessary structural supports to deliver interactive, quality online content to students. In the College of Education alone, there are two dedicated positions to support continual growth and evaluation of online content, and support for faculty and students accessing content online. Further, the Distance Learning Office provides considerable IT and instructional technology support for students and faculty.

The focus on serving under-served populations with an emphasis on serving culturally/social diverse populations is enhanced by several strong programs at VSU. The English Language Institute is housed in the College of Education and serves over 100 students from a minimum of 20 countries throughout the year. Collaboration with faculty

and students in this program will strengthen the knowledge and application components of the curriculum relative to social/cultural diversity. VSU also offers a strong ESL program focusing on cultural/social differences with applications of this knowledge for education and health professionals. Faculty in these programs will be collaborative partners in this new SLP-D program by teaching some segments of courses and continually assisting in course design and delivery.

The Valdosta State University Odum Library contains the general and research collections of the University. The original building was dedicated in 1972 and named in 1990 for the late Gertrude Gilmer Odum, Professor Emerita of English. The original facility maintained 87,230 square feet of space. In 2004 a new addition opened, more than doubling the size of the library and adding new features, such as an Internet Café, an auditorium, additional computer labs, classrooms, and a new archives section. The library is designed to facilitate research and study with open stacks and continuously available assistance from reference librarians. Individual carrels, tables, small group study areas, and groupings of comfortable lounge furniture provide a variety of seating options. Additionally, the library addition facilitates current "learning commons" experiences by the addition of the Information Technology Help Desk and a faculty learning cooperative, named the HUB.

The Library has excellent online tutorials, video's, assistance for researchers with a live chat option that would particularly useful to our weekend/hybrid program. See <http://www.valdosta.edu/library/learn/index.shtml> for some of these online tutorials. Additionally, the library has an embedded librarian option that enables an instructor to work directly with a specific librarian to support the research needs of the students. This librarian has a link on the web course page, for students to access the librarian directly and the instructor works with this librarian to provide background on the types of resources and research students will be needing to access.

The library already incorporated a complete Media Services Department that expanded into new teaching learning spaces in a prominent location on the ground floor. The library addition allowed some reorganization of the collections. The library collection contains over 482,617 print volumes, 1,100,808 units of microprint, and 96,238 government documents. The library houses subscriptions to about 2,788 print periodicals. Electronic subscriptions and databases are maintained locally and in Georgia Library Learning Online (GALILEO). In addition to printed materials, the library has extensive collections of audio-visual, graphic, and machine-readable materials. Complete statistics and holdings can be reviewed at the following web sites:

Odum Library: <http://books.valdosta.edu/>

VSU Fact Books: <http://www.valdosta.edu/sra/publications/index.htm>

VSU Programs receive an annual budget from the library of \$21,367, based on their enrollment numbers. Additional library dollars will be given to the new program once it has been approved. To add to these resources, money has been built into the budget for this proposal to further increase the library holdings.

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

The first consideration upon which the program was developed was the expectation that it must meet the academic and applied research tradition and rigor expected from a doctoral program; that is, graduates of the program must elect and be appropriately prepared to assume clinical faculty positions in institutions of higher education, prepared to assume the position of supervisory or administrative positions in a hospital/rehabilitation facility, and be prepared to become a clinical scholar and evidence-based practitioner. To

accomplish these goals the graduate must have the knowledge and skills necessary to be effective educators, clinical researchers, and providers of service to others and the profession. The learning outcomes for graduates of this program are stated below.

Graduates of the VSU SLP-D program will be able to:

- a. Demonstrate the ability to design and deliver professional development programs focusing on improving referral, assessment, and intervention services to under-served/un-served client populations in their region with an emphasis on linguistic and cultural diversity;
- b. Demonstrate the ability to locate, analyze, synthesize, apply and evaluate the results of evidence-based research interventions used with their clients;
- c. Demonstrate professional growth through the ability to successfully participate in refereed professional publication, grant writing, teaching, and conference presentations;
- d. Demonstrate the ability to successfully supervise a wide range of individuals (which may include pre-service SLP candidates, clinical fellowship candidates, paraprofessionals and employees);
- e. Demonstrate advanced knowledge and intervention expertise in one area of content (Major Content Field) and expanded knowledge and intervention expertise in one other content area (Minor Content Field);
- f. Produce a relevant, high-quality, applied research dissertation.

A review of doctoral programs in Georgia and surrounding states and a review of other selected programs revealed that doctoral programs ranged in post-masters degree requirements from 50 hours to 76 course credit hours. It was noted that the research and statistics course requirement was as few as three courses (9 hours) and as many as seven courses (21 hours). In this proposal, a 56-hour program was selected to ensure



that planned courses and experiences were consistent with the academic expectations associated with the awarding of the clinical doctorate degree. A minimum of three hundred clinical practicum hours will be required to demonstrate clinical applications of course content.

**Proposed SLP-D Curriculum (56 credit hours)**

<b>I. <u>Research Core</u></b>	<b>18 credits</b>
9521 Single Subject Design in Clinically Based Research	3 (new)
9998 Dissertation Proposal Development & Defense	3 (new)
9999 Dissertation	9 (new)
Choose one of the following:	
RSCH 9840 Quantitative Research Methods or	3 (existing)
RSCH 9820 Qualitative Research Methods	3 (existing)
<b>II. <u>Social &amp; Cultural Aspects Core</u></b>	<b>6 credits</b>
9530 Social and Cultural Aspects of Underserved Populations	3 (new)
9531 Assessment & Management of Underserved Populations	3 (new)
<b>III. <u>Advanced Clinical Intervention Core</u></b>	<b>9 credits</b>
9110 Advanced Clinical Supervision	3 (new)
9220 Advanced Clinical Intervention	6 (new)
<b>IV. <u>Professional Development Core</u></b>	<b>2 credits</b>
CSD 9000 Orientation to Doctoral Studies in CSD (new)	0 (new)
CSD 9100 Professional Seminar in Doctoral Studies I (new)	1 (new)
CSD 9200 Professional Seminar in Doctoral Studies II (new)	1 (new)
<b>V. <u>Major Content Focus *</u></b>	<b>9 credits</b>
9500 Advanced Topics Major Focus- Literature Review	3 (new)
9510 Advanced Topics Major Focus- Applications	3 (new)

9520 Advanced Topics Major Focus- Product 3 (new)

**VI. Minor Content Focus \* 6 credits**

9400 Advanced Topics Minor Focus- Literature Review 3 (new)

9410 Advanced Topics Minor Focus- Applications 3 (new)

\*\*\*See Appendix C for Syllabi-New Courses

**\* For Major/Minor topic focus students can choose from one of the following topical areas (additional topical areas may be added with permission of advisory committee and Program Director):**

- Autism Spectrum Disorder & assessment/ intervention
- Dysphagia
- Neurogenics
- Fluency and related Disorders
- Early Intervention (birth-5 years)
- School Aged Language Disorders
- Voice and related Disorders
- Alternative/ Augmentative Communication
- Phonological Disorders
- Adult Language Disorders

**VII. Elective Strands 6 credits**

**Choose two courses outside of the department (examples of related courses below)**

- ESOL 6010 Applied Linguistics for ESOL
- ESOL 6020 Cultural Perspectives for ESOL
- ESOL 6030 Methods and Materials for ESOL
- MSED 7320 Multiculturalism and Diversity
- LEAD 7500 Human Resource Management
- LEAD 7400 Ethical & Legal Issues for Leadership
- NURS 7130 Seminar in Issues & Health Policy
- MFTH 7550 Family Stress & Crisis

- SOWK 7860 Grant Writing in Human Services
- PSYC 5500 Statistical Measurement
- PSYC 5700 Rehabilitation Psychology
- PSYC 9050 Program Evaluation
- PADM 7860 Grant Writing and Management
- PADM 9020 Managing Human Resources in Public & Non-Governmental Organizations

\*\*\*\* See Appendix B for part time and full time schedule

### **Comprehensive Examination**

After completion of the required coursework (not including dissertation courses 9998 & 9999), students will be required to take a comprehensive examination. It will consist of sections designed to assess the student's advanced knowledge of communication disorders in their major content focus area, in their minor content focus area, and in the social/cultural core area. It will include both written and oral sections designed to allow the students to demonstrate mastery of knowledge at the doctoral level. Students must receive an overall pass on both the written and the oral examination to progress. If a student fails the first attempt, a second attempt will be allowed. If the student fails the second attempt, he/she will be dismissed from the program. Upon successful completion of the comprehensive examinations, the students will be granted candidacy status. Enrolling for the final 9 hours of dissertation credit requires candidacy status.

### **Defense of Dissertation**

The student's doctoral advisory committee will be composed of five (5) faculty members, all of whom have doctoral faculty status. A minimum of three (3) faculty members must be from the Communication Sciences and Disorders Department and a minimum of one (1) must be from outside the department. VSU currently has 3 active doctoral (Ed.D.) programs in the College of Education with a cadre of faculty who have

experience and interest in serving on doctoral committees. The doctoral advisory committee must approve both an oral presentation and a written research proposal before the student can proceed with the final 6 hours of dissertation research. After the research is completed, the student will submit the dissertation to the committee. When the draft is reviewed and found acceptable, the student will be allowed to orally defend the dissertation before the doctoral dissertation committee and other interested members of the graduate faculty. Students must receive an overall grade of "pass" from the doctoral dissertation committee on the oral defense of the dissertation. If a student does not pass the first attempt, a second attempt will be allowed. If the student does not pass the second attempt, he/she will be dismissed from the program.

**Admissions criteria:**

The following are the proposed admission requirements:

- a. Letter of application with focus on career goals including acquisition of advanced clinical knowledge/skill and a focus on the ability of this educational program to improve services for underserved populations;
- b. Minimum of three years of full-time experience as a speech-language pathologist;
- c. Three (3) letters of recommendation addressing potential of the candidate for leadership in improving services for under-served populations;
- d. Interview in person or via videoconference
- e. GRE scores (minimum of 450 on Verbal)
- f. Master's degree in SLP from an accredited program
- g. Certificate of Clinical Competence
- h. Possess or is eligible for state license

The program is committed to ensuring that no applicant be admitted nor denied admission on the basis of a single admission factor. Admission decisions will be made holistically, considering all of the admission information submitted. The degree designation, a clinical doctorate, requires that the potential student has previously expressed a strong clinical and service professional orientation.

### **Recruitment procedures**

The intent of the proposed program is to attract individuals with an interest and/or experience with underserved populations who desire a clinically based career in higher education or hospital rehabilitation setting. Literature to be developed concerning the program will prominently focus on the issues of socio-cultural aspects of communication and communication disorders and on the issues of education and health care for underserved populations. In order to ensure that a diverse student population is reached, several procedures have been identified:

- The program will advertise the focus (social and cultural aspects of un-served and under-served population in ASHA's EdFind searchable database of research doctoral programs)
- The program will target brochure and informational mailings to Historically Black Colleges and Universities (HBCU) with masters' degree programs in Communication Sciences and Disorders
- The program will target brochure and informational mailings to universities with masters' degree programs in geographic areas with high concentrations of Latino students.

### **6. Availability of assistantships**

This program has been primarily developed for practitioners who are currently employed, thus a typical assistantship will not be viable for most potential students.

However, after the first two years of the program, a minimum of 2 full-time clinical fellowships will be available. These fellowships will require the fellows to supervise master's level students and teach one course a semester in the undergraduate curriculum. These assistantships would pay \$30,000 in addition to a tuition waiver.

**7. Student learning outcomes and other outcomes of the proposed program**

1. Demonstrate the ability to design and deliver professional development programs focusing on improving referral, assessment, and intervention services to underserved client populations in their region with an emphasis on linguistic and cultural diversity.	<ul style="list-style-type: none"> <li>a. Complete a needs assessment of one underserved client population in region</li> <li>b. Develop a professional development presentation identifying ways to improve services to this population</li> <li>c. Develop, implement, and evaluate a professional development presentation to appropriate audience in region</li> </ul>	<ul style="list-style-type: none"> <li>a. 9530</li> <li>b. 9531</li> <li>c. 9531, 9100, 9200</li> </ul>
2. Demonstrate the ability to locate, analyze, synthesize, apply and evaluate the results of evidence-based research interventions.	<ul style="list-style-type: none"> <li>a. In class assignments- locate, analyze, synthesize, critically discuss implications of EB Rsch</li> <li>b. Apply &amp; evaluate the results of EB Rsch interventions</li> </ul>	<ul style="list-style-type: none"> <li>a. 9521, 9500, 9510</li> <li>b. 9521, 9220, 9230</li> </ul>
3. Demonstrate professional growth through the ability to successfully participate in refereed professional publication, grant writing, teaching, and conference presentations.	<ul style="list-style-type: none"> <li>a. Updated resume listing, publications/grant writing, conference presentations</li> </ul>	<ul style="list-style-type: none"> <li>a. 9000, 9100, 9200 (Reviewed by advisor each year during Summer Seminar)</li> </ul>
4. Demonstrate the ability to successfully supervise individuals (may include pre-service SLP candidates, clinical fellowship candidates, paraprofessionals, or employees)	<ul style="list-style-type: none"> <li>a. Preparation, implementation and evaluation of at least 5 supervision plans</li> </ul>	<ul style="list-style-type: none"> <li>a. 9110, 9220, 9230</li> </ul>

5. Demonstrate advanced knowledge of CSD content in a major and minor focus area.	a. Comprehensive Examination	At the end of coursework prior to dissertation
6. Produce a relevant, high-quality, applied research dissertation	a. Dissertation Defense	a. 9999

**8. Administration of the program:**

The clinical doctorate in SLP will be academically housed in the Department of Communication Sciences & Disorders in the Dewar College of Education. As a graduate program, the SLP-D will be affiliated with the VSU Graduate School. All faculty teaching in the SLP-D program will have current graduate faculty status. The Graduate School will assist with admissions/recruitment, and processing and final review of dissertations.

The head of the department is responsible for program oversight including faculty/student evaluations and will appoint a faculty doctoral coordinator to assist with scheduling, recruiting, and program evaluation components. All curriculum additions/modifications will follow the university approved procedure that flows through the department, College, Graduate Executive Committee and finally through the University Academic Committee.

**Academic advisory committee and academic program policies**

Each student and his/her academic advisory committee will determine a specific program of study in accordance with the sequence described above. Approved doctoral faculty may serve on committees of any student admitted to the program. The chair of the committee must be selected from the faculty and meet the qualifications for such service as approved by the Graduate Executive Committee. The committee will be formed during the first semester of each student's enrollment. The committee will consist of two faculty in the

program, and one faculty member from another related program. The program director will insure that students enrolled in the program meet Graduate School requirements, including residency, satisfactory progress, and time-to-degree policies. The program coordinator will insure that they students' schedules and obligations are met and that faculty in and outside the department are aware of the students' plans and semester progress.

**9. Projected enrollment for the program**

Cohort I				
Part-time ( 2 courses Fall/Spring/Summer)	20	18	18	
Cohort 2				
Part-time ( 2 courses Fall/Spring/Summer)		9	8	9
Full- Time with Fellowship		1	1	0
Cohort 3				
Part-time ( 2 courses Fall/Spring/Summer)			9	8
Full- Time with Fellowship			1	1
Cohort 4				
Part-time ( 2 courses Fall/Spring/Summer)				9
Full- Time with Fellowship				1
<b>Total Majors</b>	20	28	37	28



10. Faculty

Lynn Adams	Associate Professor	Speech/Hearing Science	Florida State University	B.S.
			Florida State University	M. S.
			University of Tennessee	Ph.D.
Mary Gorham-Rowan	Professor	Speech Pathology & Audiology/Spanish	Florida State University	B.S. B.A.
		Speech Pathology & Audiology	Florida State University	M.S.
		Communication Sciences and Disorders	University of Florida	Ph.D.
Robert Johnston	Professor	Speech Pathology & Science	Adams State College	B.S. M.S.
		Speech Science	University of Illinois	Ph.D.
Corine Myers-Jennings	Professor	Speech Pathology & Audiology	S.C. State University	B. A. M.A.
		Speech Language Pathology	University of Florida	Ph. D
Ruth Stonestreet	Professor	Speech Drama and Speech Therapy	Mississippi University of Women	B.S. M.S.
		Communication Disorders/Early Childhood	Southern University of Illinois	Ph.D.
Ruth Hannibal	Associate Professor	Speech Pathology and Audiology	S. C. State University	B.A. M.A.
		Communicative Sciences and Dis	Michigan State University	Ph. D.

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Total Number of CSD Faculty: 7 Ph.D. (an additional faculty line is already budgeted and a search will begin this Fall 2011)

Additional Clinical Faculty Supporting some courses in the undergraduate degree & providing supervision for Master's degree students: 8 M.S.

Lynn Adams	6-9 hours a semester	CSD 3010,CSD 4130,CSD 5110	May teach 1-2 courses a year in new program, chair or serve on dissertations, aid in program admin
Mary Gorham-Rowan	9-12 hours a semester with research projects and observing student teachers and interns.	CSD 3060 A&B,CSD 5080, CSD 5110, CSD 5040	May teach 1-2 courses in program and chair or serve on dissertations
Robert Johnston	9-12 hours a semester	CSD 4020 A&B, CSD 5110 A& B,CSD 5160	Teach 1 course in program, chair or serve on dissertations, aid in program administration
Corine Myers-Jennings	3-9 hours a semester and program administration	CSD 5030, CSD 5060, CSD 5210, CSD 5190	Teach 1-2 courses in program, aid in program admin and chair or serve on dissertations
Ruth Stonestreet	12 hours a semester	CSD 4120, CSD 4130, CSD 5010, CSD 5130, CSD 5140	May teach 1 course in program, work with admissions, and serve on dissertations
Ruth Hannibal	9-12 hours a semester	CSD 3080 A&B, CSD 4140, CSD 5080, CSD5120,	May teach 1-2 courses and assist with admissions

Ph.D. person to be hired in 2011-2012, already budgeted	Will have 6-9 hours a semester		

- When fully implemented (Year 3 of the program), this proposed program would add approximately 12-18 credit hours a semester to the total program including undergraduate, graduate, and the proposed new doctoral program. With the hiring of a new faculty person (already budgeted) these additional hours can be covered as all Ph.D. faculty will teach a few courses in the SLP-D program, one of the research courses will be taught by research faculty in the Curriculum, Leadership, & Technology department and two elective courses will be taught in other departments.

**11. External Reviews (names of potential external reviewers)**

**UNIVERSITY OF SOUTH ALABAMA**  
Speech Pathology and Audiology  
1119 HAHN  
Mobile, AL 36688-0002  
Robert E. Moore, Ph.D.  
PH: 251/445-9359 FX: 251/445-9376  
E-mail: rmoore@usouthal.edu

**NORTHERN ARIZONA UNIVERSITY**  
Dept. of Communication Sciences and Disorders  
PO Box 15045  
Flagstaff, AZ 86011-5045  
Elise Lindstedt, Ph.D.  
PH: 928/523-2969 FX: 928/523-0034  
E-mail: elise.lindstedt@nau.edu

**EASTERN ILLINOIS UNIVERSITY**  
Dept. of Communication Disorders & Sciences  
600 Lincoln Ave.  
Charleston, IL 61920  
Gail J. Richard, Ph.D.  
PH: 217/581-2712 FX: 217/581-7105  
E-mail: gjrichard@eiu.edu

**MURRAY STATE UNIVERSITY**

Division of Communication Disorders  
238 Alexander Hall  
Murray State University  
Murray, KY 42071

Representative

Creighton J. (Mick) Miller, Ph.D.  
PH: 270/809-6822 FX: 270/809-3963  
E-mail: mick.miller@murraystate.edu

**APPALACHIAN STATE UNIVERSITY**

Department of Communication Sciences and Disorders  
ASU P.O. Box 32165  
Boone, NC 28608-2165

Angela Losardo, Ph.D. or Thalia J. Coleman  
PH: 828/262-2223 FX: 828/262-6767  
E-mail: losardoas@appstate.edu  
E-mail: colemantj@appstate.edu

**EASTERN MICHIGAN UNIVERSITY**

Speech-Language Pathology Program  
128 Porter Bldg.  
Ypsilanti, MI 48197

Sarah M. Ginsberg, Ed.D.  
PH: 734/487-7120 x2672 FX: 734/487-2473  
E-mail: sginsberg@emich.edu

**UNIVERSITY OF MISSISSIPPI**

Dept. of Communication Sciences & Disorders  
PO Box 1848  
University, MS 38677-1848  
Lennette J. Ivy, Ph.D., CCC-SLP  
PH: 662/915-7652 or 662/915-5130 FX: 662/915-5717  
E-mail: livy@olemiss.edu

**12. Fiscal, Facilities, Enrollment Impact, and Estimated Budget**

The budget below represents reallocation of existing resources as well as projections for new resources that will be realized through tuition revenue of enrolled students in the program. The budget is conservative; it is built upon an anticipated enrollment of 20 new students in Year 1 (FY 2013 – all new first year students); 28 students in Year 2 (FY 2014 – retention of 18 of the students from Year 1 and 10 new students); 37 students in Year 3 (FY 2015 – retention of 18 of the

FY 2013 new students, 9 of the students FY 2014 new students, and 10 new students); and 28 students in Years 4 and beyond (FY 2016 – 9 students from both FY 2014 and 2015 and 10 new students). The number of students projected to enter the program is based on careful analysis of the included survey and needs assessment data.

Enrollment projections were used to identify the expected number of course offerings and credit hour production for each of the first four years. For Year 1, FY 13, it is projected that 20 students will enroll in 12 credit hours, generating 240 credit hours. For Year 2, FY 14, it is projected that 18 students (students beginning the program in FY 13) will enroll in 13 credit hours (1 hour enrollment during summer semester) and that the anticipated 10 new students will enroll in 12 credit hours each. Based on these data, 354 credit hours will be generated. In Year 3, FY 15, it is projected that 27 students (18 students beginning the program in FY 12 and 9 students beginning the program in FY 14) will enroll in 13 credit hours, and the 10 new students in FY 15 will enroll in 12 credit hours. Total credit hours generated in FY 15 is anticipated to be 471. In Year 4, FY 16 (and on-going), it is projected that 18 students (9 students entering in FY 13 and 9 students entering in FY 14) will enroll in 13 credit hours and the 10 new students in FY 16 will enroll in 12 credit hours. Total credit hours generated in FY 16 (and beyond) is anticipated to be 354.

Valdosta State is not submitting a request for new funds as part of its application for the SLPD degree. As is evident from the course curricula, several existing courses are included within this program. The institution currently has an

open tenure-track faculty position in Communication Sciences and Disorders. This position, when filled, will allow re-direction of current personnel resources to support this program. As can be seen from the budget below, with re-direction of existing personnel resources and new tuition generated, the department will be able to provide the program without a request for additional state funds. This budget represents sufficient resources to deliver a high-quality program and allows, during the second year, an opportunity to begin to annually offer a graduate fellowship to one student to allow full-time study and supervision support in our on-campus clinic. During Year 2 (FY 14), one fellowship will be awarded to a new full-time student. During Year 3 (FY 15), that student will continue to receive the fellowship and a second fellowship will be awarded to an incoming full-time student. This process will continue throughout the implementation of the program. Tuition waivers for these students were included in the estimated tuition revenue provided in the budget below:

<b>Student Majors</b>				
Shifted from other programs	0	0	0	0
New to the institution	20	28	37	28
<b>Total Majors</b>	20	28	37	28
<b>Course Sections Satisfying Program Requirements</b>				
Previously existing	2	2	2	2
New	4	8	12	8
<b>Total Program Course Sections</b>	6	10	14	10
<b>Credit Hours Generated by Those Courses</b>				

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Existing enrollments	0	0	0	0
New enrollments	240	354	471	354
<b>Total Credit Hours</b>	240	354	471	354
<b>DEGREES AWARDED</b>	0	0	18	9
<b>Personnel - reassigned or existing positions</b>				
Faculty	39,058	65,174	104,348	65,174
Faculty (Supervisors)				
Administrators				
Support Staff				
Fringe Benefits	15,672	26,136	41,830	26,136
Other Personnel Costs				
<b>Total Existing Personnel Costs</b>	54,730	91,310	146,178	91,310
<b>Personnel - new positions</b>				
Faculty				
Part-time Faculty				
Graduate Fellowships		30,000	60,000	60,000
<b>Total New Personnel Costs</b>		30,000	60,000	60,000
<b>Start-up Costs (one-time expenses)</b>				
Other -- Marketing and Advertising	10,000			
<b>Total One-time Costs</b>	10,000	-	-	-
<b>Operating Costs (recurring costs - base budget)</b>				
Supplies/Expenses	2,000	2,000	2,000	2,000
Travel	2,000	2,000	2,000	2,000
Equipment				
Library/learning resources	5000	5000	2500	2500
Other	500	500	500	500
<b>Total Recurring Costs</b>	9,500	9,500	7,000	7,000
<b>GRAND TOTAL COSTS</b>	74,230	130,810	213,178	158,310

Source of Funds				
Reallocation of existing funds	54,730	91,310	146,178	91,310
New student workload				
New Tuition	55,120	78,698	102,965	76,094
Federal funds				
Other grants				
Student fees				
New state allocation requested for budget hearing				
Nature of Funds				
Base budget				
One-time funds				
<b>GRAND TOTAL REVENUES</b>	109,850	170,008	249,143	167,404

**Facilities Information for New Academic Programs**

Proposed Location for the Program: Communication Sciences/Disorders Building

Place an "X" beside the appropriate selection:

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



APPENDIX A  
LETTERS OF SUPPORT



## Columbus Speech & Hearing Center

2424 Double Churches Road  
Columbus, Georgia 31909  
(706) 324-6112 / (706) 596-8259 fax

Susie C. Ford, Ph.D.  
President and Executive Director

August 21, 2011

Dr. Corine Myers-Jennings, CCC-SLP  
Professor and Department Head  
Department of Communication Sciences and Disorders  
Valdosta State University  
Valdosta, Georgia

Dear Dr. Myers-Jennings:

It is my understanding that the Georgia Board of Regents is considering an application for approval of a clinical doctorate SLP-D program. I am writing in strong support of this program.

I have been in private practice in Georgia since 1978. I have served as President of Georgia Speech and Hearing Association and as Chair of the Georgia Board of Examiners in Speech-Language Pathology and Audiology. I have employed over 200 licensed clinicians who, collectively, have served patients in hospitals, nursing homes, in-patient rehabilitation programs, Head Start, private schools, and our clinic. Through these broad services, and over three decades, I have watched our profession turn out some very good Master's level clinicians, but as technology and knowledge have expanded, those clinicians have been unprepared to treat more than basic disorders without intense training and supervision once they join our staff. The need for advanced training is particularly obvious in evaluation and treatment of dysphagia, voice, and motor speech disorders, especially regarding advancements in technology that Speech now shares with Medicine. Advanced clinical training is currently available through continuing education programs, but seldom through university training programs. Your program would fill that void.

Doctor of Philosophy candidates currently are well prepared for research and/or teaching, but the PhD does not include focus on the rigors of directing or providing diagnostic and treatment services in broad based clinical programs. We need Doctoral programs with emphasis on clinical services. The skills of clinical doctorates are needed to set advanced practice standards and to understand the myriad state and federal regulations under which we practice. Graduates of such programs would be ideal choices to direct, and participate in, clinical programs in hospitals, private practices, and nursing homes. Your focus on evidence based intervention would benefit clinicians in all therapy settings. I am confident you will find an ample supply of students eager to undertake a clinical doctorate in Speech-Language Pathology, and that there will be ample employment opportunities for those graduates. Such an individual would be my ideal choice as director of this clinic.

I look forward to the launching of Valdosta State University's SLP-D program!

Sincerely,

Susie C. Ford, Ph.D.  
President and Executive Director

CC: Robert G. Johnston, Ph.D., Professor, Communication Sciences & Disorders, Valdosta State University



AMERICAN  
SPEECH-LANGUAGE-  
HEARING  
ASSOCIATION

August 15, 2011

Corine Myers-Jennings, Ph.D, CCC-SLP  
Professor and Department Head  
Department of Communication Sciences and Disorders  
Valdosta State University  
1310 North Patterson Street  
Valdosta, GA 31698

Dear Dr. Jennings:

Thank you for sharing with us that Valdosta State University is proposing the establishment of a clinical doctorate in a speech-language pathology program. Currently, there are a few clinical doctoral programs in speech-language pathology in the United States. In 2007, the American Speech-Language-Hearing Association conducted a summit that addressed the need for a clinical doctorate in speech-language pathology. The results of the Summit indicated that clinical doctoral programs should be considered at programs with faculty that can provide the instruction and pool of persons interested in pursuing the degree.

The field of speech-language pathology continues to evolve and the information that speech-language pathologists need to deliver quality services continues to expand. In 2007, there was strong support for continued learning post-graduation and that clinical doctoral education could be developed with various areas of focus including specialty areas of clinical practice such as neurogenic disorders, practice in specific settings including health care arenas and educational settings; leadership and working with complex disorders and models of service delivery. At that time the master's degree continued to be the required degree for entry into speech-language pathology.

You may refer to the ASHA website for specific information regarding the clinical doctorate in speech-language pathology as well as the 2007 SLP Summit proceedings and a recent article in the ASHA Leader regarding a clinical doctoral program in Pittsburgh. Many programs provide students the opportunity to complete requirements for certification in speech-language pathology if the individual enters the program without the educational and clinical experiences to qualify for the certificate of clinical competence.

Please accept this letter of support as you pursue the establishment of a clinical doctoral degree program in speech-language pathology. ASHA provides information and data that supports the need and concept of clinical speech-language pathology doctoral programs but we don't endorse the establishment of a specific university programs since that is the responsibility of the university leadership or state board of regents. You are to be commended for taking on this opportunity and providing individuals in the southeastern U.S. with educational options in speech-language pathology.

Sincerely,

Lemmietta McNeilly, Ph.D., CCC-SLP, CAE, ASHA Fellow  
Chief Staff Officer, Speech-Language Pathology



**Florida State**  
**UNIVERSITY**

SCHOOL OF COMMUNICATION SCIENCE & DISORDERS  
127 Honors Way  
Florida State University  
Tallahassee, FL 32306-1200  
644-2253

22 August 2011

Dear Dr. Myers-Jennings,

Through a colleague I learned of your intent to initiate an SLP-D program at Valdosta State University. I support your efforts to begin this doctoral program. Many speech-language pathologists are interested in a doctoral degree that will enhance their professional standing as clinicians. Your program will help them fulfill that interest. The strengths of your program include that it will accommodate the work schedule of working professionals by having courses on Saturdays and online. These features will enhance its appeal and practically guarantee a large pool of prospective students. In addition, since you and your faculty are developing a professional practice doctorate, your selection of courses that include employee supervision, such as clinical fellowship year clinicians and students working toward their master's degree and licensure, should make the program particularly appealing. You will help these students better understand the research bases for clinical and professional practices by focusing on evidence based interventions. This knowledge base will help them improve their professional skills in school, hospital, and clinical settings.

Every year I talk with present master's level students and practicing speech-language pathologists who are interested in a doctoral degree, but not a Ph.D. Your program will provide a desired academic program. The popularity of the SLP-D program at NovaSoutheastern University in Fort Lauderdale, FL demonstrates the level of interest in this type of doctoral program. I support your efforts for developing and initiating this degree program.

Sincerely,

Richard J. Morris, Ph.D.  
Professor



The Graduate School  
Division of Graduate Studies  
600 Lincoln Ave.  
Charleston, IL 61920

Office: 217-581-2220  
Fax: 217-581-6020

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August 18, 2011

Dr. Corine Myers-Jennings, CCC-SLP  
Professor and Department Head  
Department of Communication Sciences and Disorders  
Valdosta State University  
Valdosta, GA 31698

Dear Dr. Myers-Jennings,

I am writing in support of your intent to initiate an SLP-D program at Valdosta State University. I have served in a variety of leadership roles in higher education including Chair of the Department of Communication Disorders & Sciences at Eastern Illinois University and currently as Dean of the Graduate School, Research, and International Education. I also have a history of service to the American Speech-Language-Hearing Association and currently serve on its Board of Directors. In addition, I serve as Chair Elect of the National Council of Graduate Schools. In each of these leadership roles, I have had the opportunity to promote access to graduate study in the field of communication sciences and disorders. A long standing challenge to both the discipline and to graduate education is the lack of access to this type of degree and it is one that many practitioners are interested in achieving. The fact that you are building the degree to accommodate working professionals, by having courses on Saturdays and online are not only appealing, it is future-focused and aligned with expectations for graduate education in the coming decade. Your focus on evidence-based interventions is of extreme importance in all settings, school and clinic, and will increase the knowledge and skills of those participating. The fact that the program is an applied doctorate with courses that also include how to supervise employees, clinical fellowship year clinicians and students working toward their master's degree and licensure makes the program particularly appealing.

Several well regarded universities are carefully studying the professional doctorate in preparation of serving Master's level professionals who now seek a doctoral level of professional training. Valdosta State University's program is among many well regarded and respected programs and is rightfully positioned to be a leader in offering the professional doctorate. I believe many practicing speech-language pathologists will be interested in this degree and will apply. I applaud your efforts and give you my full support for developing and initiating this degree.

Sincerely,

Robert M. Augustine, Ph.D. CCC/SLP, ASHA Fellow

Edgar V. Clark  
PO Box 383  
Glenwood, GA 30428

August 16, 2011

Dr. Corine Myers-Jennings  
Ph.D., CCC/SLP  
Department Head  
Communication Sciences and Disorders  
1500 N Patterson St.  
Valdosta, GA 31698

Dear Dr. Myers-Jennings,

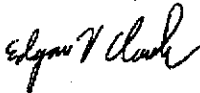
I am corresponding with you in order to voice my overwhelming support for the proposed *Clinical Doctorate in Speech-Language Pathology (SLP-D)* that is being considered at *Valdosta State University*.

As a medical speech-language pathologist myself, I am acutely aware of the need for a clinical degree that will continue to promote our profession as the first choice for communication and swallowing disorders in the arenas of pediatric, adult and geriatric habilitation/rehabilitation. As I experience every day, the call for evidenced based practice is increasing and will continue to increase for the foreseeable future. My experience is that *Medicare*, *Medicaid* and private insurances demand that the most qualified professionals assess and treat their beneficiaries. The *SLP-D* would go a long way in helping to identify our profession as the most qualified.

As you and your faculty are aware, there are few programs that offer the clinical doctorate for speech-language pathologists, but the demand for these programs will rise. We only have to look at our allied health colleagues in physical therapy to see our future. Just as they have embraced the *Doctorate of Physical Therapy*, we as SLPs will see a day when all of our clinicians achieve an applied doctorate. As our scope of practice evolves and expands, it is simply becoming impossible to have all the skills necessary to be "experts" conveyed with a Master's level degree. We are a diverse and demanding profession and the *SLP-D* will help to assure our continued place in the educational and medical worlds.

Personally, I am excited about the format for obtaining the degree. It is my understanding that it is to be a combination of online and weekend courses. I plan on applying for entry to the program and several of my colleagues have expressed a desire in pursuing the degree while continuing to work.

Most Sincerely,



Edgar V. Clark  
M. Ed., CCC/SLP  
Director of Rehabilitation at *Integra Rehabilitation*  
Clinician of the Year, Georgia Speech-Language Hearing Association 2009 - 2010  
Past President, Georgia Speech-Language Hearing Association 2007-2008  
VSU Graduate 1996 and 1998

**Gary S. Neiman, Ph.D.**  
**Dean Emeritus, College of Health Sciences and Professions**  
**Ohio University**  
**Athens, Ohio 45701**

August 11, 2011

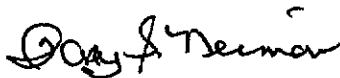
Dr. Corine Myers-Jennings, CCC-SLP  
Professor and Department Head  
Department of Communication Sciences and Disorders  
Valdosta State University  
Valdosta, GA

Dear Dr. Myers-Jennings,

I am pleased to support your application to initiate an SLP-D program at Valdosta State University. As one who has enjoyed a long career as an academic, clinician, and clinical researcher, I know that there is a paucity of degree programs targeted at serious clinical practitioners. I am most impressed that your degree programs will accommodate the working professional by having weekend and online courses. Your focus on evidence based interventions is of extreme importance in all clinical settings and will increase the knowledge and skills of those participating. The fact that the program is an applied doctorate, with courses that also include how to supervise employees, clinical fellowship year clinicians and students working toward their master's degree and licensure makes the program particularly appealing.

I am confident that there will be an ample pool of students for your intended program, and I look forward to the successful launch of this important endeavor.

Sincerely,



Gary S. Neiman, Ph.D.

**APPENDIX B**  
**PART TIME and FULL TIME COURSE SCHEDULES**



**Sample Schedule for Full-Time Students**

<b>Year 1</b>	<b>Fall (9 credits)</b>	<b>Spring (9 credits)</b>	<b>Summer (10 credits)</b>
Mandatory Orientation seminar to the SLPD (CSD-9000 0 credits)			Mandatory cohort seminar meeting (CSD 9100-1 credit)
	CSD 9500 Advanced Topics Major Focus-Lit rev (weekend-hybrid)	CSD 9531 Assess/Mgmt Underserved (weekend-hybrid)	CSD 9400 Advanced Topics Minor Focus-Literature Review
	CSD 9530-Social & Cultural Aspects Underserved (weekend-hybrid)	RSCH 9821 or 9820-Quantitative or Qualitative Rsch. (weekend-hybrid)	CSD 9521-Single Subject (weekend-hybrid)
	CSD 9110 Advanced Clinical Supervision (weekday-hybrid)	CSD 9510 Advanced Topics Major Focus-Applications (weekend-hybrid)	Elective (online)
<b>Year 2</b>	<b>Fall (6 credits)</b>	<b>Spring (6 credits)</b>	<b>Summer (7 credits)</b>
			Mandatory cohort seminar meeting (CSD 9200-1 credit)
	CSD 9520 Advanced Topics Major Focus-Product (weekend-hybrid)	CSD 9410 Advanced Topics Minor Focus-Applications (weekend-hybrid)	CSD 9998 Dissertation Proposal Development & Defense
	CSD Advanced Practica (3 credits)	CSD Advanced Practica (3 credits)	Elective course (online)
		<b>COMPREHENSIVE EXAM</b> End of semester	
<b>Year 3</b>	<b>Fall (3 credits)</b>	<b>Spring (6 credits)</b>	
	CSD 9999-Dissertation (3 credits)	CSD 9999-Dissertation (6 credits)	

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**Sample Schedule for Part-time Students -Three + year option**

<b>Year 1</b>	<b>Fall (6 credits)</b>	<b>Spring (6 credits)</b>	<b>Summer (7 credits)</b>
Mandatory Orientation seminar to the SLPD (CSD 9000-0 credits)			Mandatory cohort seminar meeting (CSD 9100-1 credit)
	CSD 9500 Advanced Topics Major Focus- Lit rev (weekend-hybrid)	CSD 9531 Assess/Mgmt Underserved (weekend-hybrid)	CSD 9400 Advanced Topics Minor Focus- Literature Review
	CSD 9530-Social & Cultural Aspects Underserved (weekend-hybrid)	RSCH 9821 or 9820- Quantitative or Qualitative Rsch. (weekend-hybrid)	CSD 9521-Single Subject (weekend-hybrid)
<b>Year 2</b>	<b>Fall (6 credits)</b>	<b>Spring (6 credits)</b>	<b>Summer (7 credits)</b>
			Mandatory cohort seminar meeting (CSD 9200-1 credit)
	CSD 9510 Advanced Topics Major Focus- Applications (weekend-hybrid)	Elective Strand Course (online)	CSD 9520 Advanced Topics Major Focus- Product (weekend-hybrid)
	CSD 9110 Advanced Supervision and Practice Seminar (weekend-hybrid)	CSD Advanced Practica (3 credits)	CSD 9410 Advanced Topics Minor Focus- Applications (weekend-hybrid)
	<b>Fall (6 credits)</b>	<b>Spring (3)</b>	<b>Summer (3 credits)</b>
	CSD Advanced Practica (3 credits)	CSD 9998- Proposal Development & Defense	CSD 9999-Dissertation (3 credits)
	Elective Strand Course (online)		
	<b>Comprehensive Exam</b> <b>End of semester</b>		
	<b>Fall (6 credits)</b>		
	CSD 9999-Dissertation (6 credits)		

APPENDIX C

NEW COURSE SYLLABI

AUG 25 2011

**REQUEST FOR A NEW PROGRAM**

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

Valdosta State University

The Formal Proposal must be approved at all levels of faculty governance (department, college or division, Graduate Executive, Academic Committee, Faculty Senate) before being submitted to the University System of Georgia.

**Proposed Effective Date:** Summer 2012

**Degree and Program**

**Name:**  
Doctor of Speech-  
Language Pathology  
with a major in  
Communication  
Sciences and  
Disorders

**Requirements:** (attach new or revised course proposals separately)

**I. Research Core 18 credits**

- CSD 9521 Single Subject Design in Clinically Based Research 3 (new)
- CSD 9998 Proposal Development & Defense 3 (new)
- CSD 9999 Dissertation 9 (new)
- Choose One of the following:
- RSCH 9840 Quantitative Research Methods or 3
- RSCH 9820 Qualitative Research Methods 3

**II. Social & Cultural Aspects Core 6 credits**

- CSD 9530 Social and Cultural Aspects of Underserved Populations 3 (new)
- CSD 9531 Assessment & Management of Social and Cultural Aspects of Underserved populations 3 (new)

**III. Advanced Clinical Intervention Core 9 credits**

- CSD 9110 Advanced Clinical Supervision 3 (new)
- CSD 9220 Advanced Clinical Intervention 6 (new)

**IV. Professional Development Core 2 credits**

- CSC 9000 Orientation to Doctoral Studies (new) 0 (new)
- CSD 9100 Professional Seminar in Doctoral Studies I (new) 1 (new)
- CSD 9200 Professional Seminar in Doctoral Studies II (new) 1 (new)

**V. Major Content Focus \* 9 credits**

- CSD 9500 Advanced Topics Major Focus- Literature Review 3 (new)
- CSD 9510 Advanced Topics Major Focus- Applications 3 (new)
- CSD 9520 Advanced Topics Major Focus- Product 3 (new)

**VI. Minor Content Focus \* 6 credits**

- CSD 9400 Advanced Topics Minor Focus- Literature Review 3 (new)
- CSD 9410 Advanced Topics Minor Focus- Applications 3 (new)

\*For the Major/Minor topic focus students can choose from one of the following topical areas (additional topical areas may be added with permission of advisory committee and Program Director):

Autism Spectrum Disorders & CSD assessment/intervention

Dysphagia

Neurogenics

Fluency and related Disorders

Early intervention (birth-5 years)

School Aged Language Disorders

Voice and related Disorders

Alternative/Augmentative Communication

Phonological Disorders

Adult Language Disorders

VII. Electives 6 credits

Choose two courses outside CSD (examples of related courses below)

ESOL 6010 Applied Linguistics for ESOL

ESOL 6020 Cultural Perspectives for ESOL

ESOL 6030 Methods and Materials for ESOL

LEAD 7500 Human Resource Management

LEAD 7400 Ethical & Legal Issues for Leadership

NURS 7130 Seminar in Issues & Health Policy

MFTH 7550 Family Stress & Crisis

SOWK 7860 Grant Writing in Human Services

PSYC 5500 Statistical Measurement

PSYC 5700 Rehabilitation Psychology

PSYC 9050 Program Evaluation

PADM 7860 Grant Writing and Management

PADM 9020 Managing Human Resources in Public & Non-Governmental  
Organizations

MSED 7320 Multiculturalism and Diversity

**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

**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.)

### **Assessment Plan for the proposed program:**

Student learning outcomes, assessment of outcomes, and where assessment will occur:

1. Demonstrate the ability to design and deliver professional development programs focusing on improving referral, assessment, and intervention services to underserved client populations in their region with an emphasis on linguistic and cultural diversity.
  - 1a) Complete a needs assessment of one under-served/un-served client population in region
    - 1a1) CSD 9530
  - 1b) Develop a professional development presentation identifying ways to improve services to this population;
    - 1b1) CSD 9531
  - 1c) Develop, implement, and evaluate a professional development presentation to appropriate audience in region
    - 1c1) CSD 9531, CSD 9100, CSD 9200, CSD 9520
2. Demonstrate the ability to locate, analyze, synthesize, apply and evaluate the results of evidence-based research interventions.
  - 2a) In class assignments-locate, analyze, synthesize, critically discuss implications of EB Rsch
    - 2a1) CSD 9521, CSD 9500, CSD 9510
  - 2b) Apply and evaluate results of evidence-based research interventions
    - 2b1) CSD 9521, CSD 9220, 9230
3. Demonstrate professional growth through the ability to successfully participate in refereed professional publication, grant writing, teaching and conference presentations
  - 3a) Updated resume listing publications/grant writing/conference presentations
    - 3a1) Reviewed by advisor each year during Summer Face-to-Face mtg.
4. Demonstrate the ability to successfully supervise individuals (may include pre-service SLP candidates, clinical fellowship candidates, paraprofessionals, or employees)
  - 4a) Preparation, implementation and evaluation of at least 5 supervision plans
    - 4a1) CSD 9110, CSD 9220, CSD 9230
5. Demonstrate advanced knowledge of CSD content in a major and minor focus area
  - 5a) Comprehensive Examination
    - 5a1) At end of coursework, prior to dissertation courses
6. Produce a relevant, high-quality, applied research dissertation
  - 6a) Dissertation Defense
    - 6a1) CSD 9999

**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.)

**Date that formal proposal was submitted to the University System of Georgia (formal proposal form available at [http://www.usg.edu/academic\\_programs/new\\_programs/](http://www.usg.edu/academic_programs/new_programs/))**

**Approvals:**

Dept. Head: <i>C. Myers-Jennings</i>	Date: <i>8/31/2011</i>
College/Division Exec. Comm.: <i>Kal Her</i>	Date: <i>8/31/2011</i>
Dean/Director: <i>Kal Her</i>	Date: <i>8/31/2011</i>
Graduate Exec. Comm.: (for graduate program) <i>Cal Bull</i>	Date: <i>9/1/11</i>
Graduate Dean (for graduate program): <i>Cal Bull</i>	Date: <i>9/1/11</i>
Academic Committee:	Date:

Form last updated: January 21, 2010

**Proposed SLP-D Curriculum (56 credit hours)**

<b>I.</b>	<b><u>Research Core</u></b>	<b>18 credits</b>
	✓ CSD 9521 Single Subject Design in Clinically Based Research	3 (new)
	✓ CSD 9998 Dissertation Proposal Development & Defense	3 (new)
	✓ CSD 9999 Dissertation	9 (new)
	<u>Choose One of the following:</u>	
	RSCH 9840 Quantitative Research Methods or	3
	RSCH 9820 Qualitative Research Methods	3
<b>II.</b>	<b><u>Social &amp; Cultural Aspects Core</u></b>	<b>6 credits</b>
	✓ CSD 9530 Social and Cultural Aspects of Underserved Populations	3 (new)
	✓ CSD 9531 Assessment & Management of Underserved Populations	3 (new)
<b>III.</b>	<b><u>Advanced Clinical Intervention Core</u></b>	<b>9 credits</b>
	✓ CSD 9110 Advanced Clinical Supervision	3 (new)
	✓ CSD 9220 Advanced Clinical Intervention	6 (new)
<b>IV.</b>	<b><u>Professional Development Core</u></b>	<b>2 credits</b>
	✓ CSC 9000 Orientation to Doctoral Studies (new)	0 (new)
	✓ CSD 9100 Professional Seminar in Doctoral Studies I	1 (new)
	✓ CSD 9200 Professional Seminar in Doctoral Studies II	1 (new)



V. Major Content Focus \* **9 credits**

- ✓ CSD 9500 Advanced Topics Major Focus- Literature Review 3 (new)
- ✓ CSD 9510 Advanced Topics Major Focus- Applications 3 (new)
- ✓ CSD 9520 Advanced Topics Major Focus- Product 3 (new)

VI. Minor Content Focus \* **6 credits**

- ✓ CSD 9400 Advanced Topics Minor Focus- Literature Review 3 (new)
- ✓ CSD 9410 Advanced Topics Minor Focus- Applications 3 (new)

**\*Students may choose from one of the following topical areas (additional topical areas may be added with permission of advisory committee and Program Director):**

- Autism Spectrum Disorders & CSD assessment/intervention
- Dysphagia
- Neurogenics
- Fluency and related Disorders
- Early intervention (birth-5 years)
- School Aged Language Disorders
- Voice and related Disorders
- Alternative/Augmentative Communication
- Phonological Disorders
- Adult Language Disorders

VII. Electives **6 credits**

**Two courses outside CSD (examples of related courses below):**

- ESOL 6010 Applied Linguistics for ESOL
- ESOL 6020 Cultural Perspectives for ESOL
- ESOL 6030 Methods and Materials for ESOL
  
- LEAD 7500 Human Resource Management
- LEAD 7400 Ethical & Legal Issues for Leadership
  
- NURS 7130 Seminar in Issues & Health Policy
  
- MFTH 7550 Family Stress & Crisis
  
- SOWK 7860 Grant Writing in Human Services

PSYC 5500 Statistical Measurement  
PSYC 5700 Rehabilitation Psychology  
PSYC 9050 Program Evaluation

PADM 7860 Grant Writing and Management  
PADM 9020 Managing Human Resources in Public & Non-Governmental  
Organizations

MSED 7320 Multiculturalism and Diversity

## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 4-10-2011 (mm/dd/yyyy)

**Department Initiating Request:**  
CSD

**Faculty Member Requesting:**  
Corine Myers Jennings

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
CSD 9000

**Proposed New Course Title:**  
Orientation to Doctoral Studies in CSD  
**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
Orientation to Doc Studies

**Semester/Year to be Effective:**  
Summer 2012

**Estimated Frequency of Course Offering:**  
Once every two years

**Indicate if Course will be :**     Requirement for Major     Elective

**Lecture Hours:** 1

**Lab Hours:**

**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.) Orientation to doctoral studies in CSD. Students will review curriculum and courses, doctoral policies and regulations; get oriented to online/hybrid learning environments; and be introduced to critical content, university faculty, and resources available in their graduate program.

**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: critical course for the clinical doctorate program

**Source of Data to Support Suggested Change:**

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

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

<b>Approvals:</b>		
Dept. Head:	<i>C. Myers-Jennings</i>	Date: <i>8/30/11</i>
College/Division Exec. Comm.:	<i>Kal M. Hus</i>	Date: <i>8/30/11</i>
Dean/Director:	<i>Kal M. Hus</i>	Date: <i>8/30/11</i>
Graduate Exec. Comm.: (for graduate course):	<i>[Signature]</i>	Date: <i>9/1/11</i>
Graduate Dean: (for graduate course):	<i>[Signature]</i>	Date: <i>9/1/11</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

**CSD 9000**

**Orientation to Doctoral Studies**

**0 Semester Hours**

\*\*\*\*\*

Dewar College of Education  
Valdosta State University  
Department of Communication Sciences and Disorders  
Conceptual Framework: Guiding Principles

**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:

Doctoral Student Handbook

APA manual, 6<sup>th</sup> edition

## COURSE DESCRIPTION:

Orientation to doctoral studies in CSD. Students will review curriculum and courses, doctoral policies and regulations; get oriented to online/hybrid learning environments; and be introduced to critical content, university faculty, and resources available in their graduate program.

## COURSE OBJECTIVES The student will:

- CO 1 understand how to be successful in online learning environments
- CO 2 understand how to access library services
- CO 3 select three topic interest areas
- CO 4 discuss their knowledge of evidence-based practices in SLP
- CO 5 identify key timelines, benchmarks for the doctoral program
- CO 6 be familiar with doctoral/graduate school policies and regulations
- CO 7 demonstrate an understanding of plagiarism issues and policies

## COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Students will:

- 1) Attend an orientation to online learning session
- 2) Attend an orientation to library services session
- 3) Participate in a seminar for each of their three topic interest areas
- 4) complete an evidence-based program assessment (assessing knowledge prior to beginning the program)
- 5) attend advising sessions

## COURSE EVALUATION

- 1) Attendance at all sessions
- 2) Completion of the evidence-based program assessment
- 3) Quiz on plagiarism
- 4) Quiz on navigating online courses/tools
- 5) Completion of two literature reviews

Course will be graded on a Satisfactory/Unsatisfactory Scale, students must demonstrate competence on the plagiarism and navigating online course quizzes to achieve a Satisfactory

## ATTENDANCE POLICY

POLICY STATEMENT ON PLAGIARISM AND CHEATING

The full text of this policy is available in the College of Education Dean's Office, EC room 227. The following penalties will be enforced, as stated in the Policy:

FIRST OFFENSE: The student will earn a "0" on the assignment, test, project, etc.

SECOND OFFENSE: The student will earn the letter grade "U" for the course.

ACCOMMODATIONS

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).

Tentative Course Schedule



UNIT: Introduction

Welcome to graduate school! The realities of Doctoral Studies  
Overview of the Curriculum: Student roles/responsibilities  
Faculty/advisement  
Departmental policies and procedures  
Grievance and appeals procedures  
Multicultural emphasis - difference from other programs  
Course grid - order of courses; foundations; summer sessions; practica  
Code of conduct  
Plagiarism  
The University's Speech-Language-Hearing Clinic

UNIT: Impact of Multiculturalism on the Professions

Culture  
Multiculturalism in our society  
Need for multicultural/diversity sensitivity and training in our professions.  
Should all SLPs and audiologists be culturally competent?  
Assimilation/acclturation

UNIT: Evidence-based Practice and Clinical Supervision

Defining Evidence-Based Practices  
Fidelity in Delivery of Evidence-Based Practices  
Role of Clinical Supervision in Supporting Use of Evidence-Based Practices

UNIT: Introduction to the Major/Minor Topic Areas & Faculty

UNIT: Library Orientation/Computer Lab: A Practical Guide to Literature Searches

UNIT: Online -learning orientation/training

## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 4-10-2011 (mm/dd/yyyy)

**Department Initiating Request:**  
CSD

**Faculty Member Requesting:**  
Corine Myers Jennings

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
CSD 9100

**Proposed New Course Title:**  
Professional Seminar in Doctoral Studies I  
**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
Professional Sem Doctoral I

**Semester/Year to be Effective:**  
Summer 2013

**Estimated Frequency of Course Offering:**  
Once every two years

**Indicate if Course will be :**     Requirement for Major     Elective

**Lecture Hours:** 1

**Lab Hours:**

**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.) First professional development seminar (of two) based on major/minor topic areas of study. Students will meet with special topics groups to design, deliver, and evaluate professional presentations based on their implementation of an evidence-based practice and to share topical resources. Topical seminars will include lectures from experts in a variety of CSD fields. Course is graded as "satisfactory" or "unsatisfactory."

**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: critical course for the clinical doctorate program

**Source of Data to Support Suggested Change:**

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

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

Approvals:		
Dept. Head:	<i>C. Myers-Jennings</i>	Date: <i>8/30/11</i>
College/Division Exec. Comm.:	<i>Kel Hue</i>	Date: <i>8/30/11</i>
Dean/Director:	<i>Kel Hue</i>	Date: <i>8/30/11</i>
Graduate Exec. Comm.: (for graduate course):	<i>Alf Hill</i>	Date: <i>9/1/11</i>
Graduate Dean: (for graduate course):	<i>Alf Hill</i>	Date: <i>9/1/11</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

CSD 9100

Professional Seminar in Doctoral Studies I

1 Semester Hour

\*\*\*\*\*

Dewar College of Education  
Valdosta State University  
Department of Communication Sciences and Disorders  
Conceptual Framework: Guiding Principles

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:

Readings will be required based on presentation topic

## COURSE DESCRIPTION:

First professional development seminar (of two) based on major/minor topic areas of study. Students will meet with special topics groups to design, deliver, and evaluate professional presentations based on their implementation of an evidence-based practice and to share topical resources. Topical seminars will include lectures from experts in a variety of CSD fields. Course is graded as "satisfactory" or "unsatisfactory."

## COURSE OBJECTIVES

The student will:

- CO 1 design, deliver, and evaluate a professional presentation based on the results of an evidence-based intervention strategy that he/she implemented and evaluated;
- CO 2 share evidence-based resources with members in his/her topical group;
- CO 3 update his/her professional resume

## COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

- 1) Develop, present, and evaluate a 20 minute professional presentation on the implementation of an evidence-based intervention strategy (CO 1)
- 2) Bring resources to share that relate to their topical major/minor areas (CO2)
- 3) Complete an updated resume (CO3)

COURSE EVALUATION: To receive a grade of "S" in this course, the following activities must be completed at an acceptable level:

- 1) Active participation in all required sessions
- 2) Professional presentation
- 3) Updated resume

## ATTENDANCE POLICY

Attendance at all required sessions is mandatory.

## ATTENDANCE POLICY

Attendance at all required sessions is mandatory.

## POLICY STATEMENT ON PLAGIARISM AND CHEATING

The full text of this policy is available in the College of Education Dean's Office, EC room 227. The following penalties will be enforced, as stated in the Policy:

- FIRST OFFENSE: The student will earn a "0" on the assignment, test, project, etc.
- SECOND OFFENSE: The student will earn the letter grade "U" for the course.

## ACCOMMODATIONS

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).

## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 4-10-2011 (mm/dd/yyyy)

**Department Initiating Request:**  
CSD

**Faculty Member Requesting:**  
R. Johnston

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
CSD 9110

**Proposed New Course Title:**  
Advanced Clinical Supervision

**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
Adv Clinical Supervision

**Semester/Year to be Effective:**  
Fall 2012

**Estimated Frequency of Course Offering:**  
1 X/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.) Advanced study of both the theoretical and applied aspects of clinical supervision. Emphasized in this course will be the development of skills and knowledge necessary to provide effective, culturally, and developmentally appropriate clinical supervision.

**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: Essential component of a clinical doctorate for speech language pathologists

**Source of Data to Support Suggested Change:**

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. SLP surveys
- 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
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) See attached Program Objectives/assessments
- Other:

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

<b>Approvals:</b>		
Dept. Head:	<i>C. Myers-Jennings</i>	Date: <i>8/30/11</i>
College/Division Exec. Comm.:	<i>Karl Hurl</i>	Date: <i>8/30/11</i>
Dean/Director:	<i>Karl Hurl</i>	Date: <i>8/30/11</i>
Graduate Exec. Comm.: (for graduate course):	<i>Al Smith</i>	Date: <i>9/1/11</i>
Graduate Dean: (for graduate course):	<i>Al Smith</i>	Date: <i>9/1/11</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

**CSD 9110**

**Advanced Clinical Supervision**

**3 Semester Hours**

\*\*\*\*\*

Dewar College of Education  
Valdosta State University  
Department of Communication Sciences and Disorders  
Conceptual Framework: Guiding Principles

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:**

McCrea, E. & Brasseur, J.A. (2003). *The Supervisory Process in Speech-Language Pathology and Audiology*. Allyn & Bacon  
ISBN-10: 0205336620  
ISBN- 13: 9780205336623

American Speech-Language-Hearing Association. (2008). *Knowledge and Skills Needed by Speech-Language Pathologists Providing Clinical Supervision [Knowledge and Skills]*.  
Available from [www.asha.org/policy](http://www.asha.org/policy).

**COURSE DESCRIPTION:**

Advanced study of both the theoretical and applied aspects of clinical supervision. Emphasized in this course will be the development of skills and knowledge necessary to provide effective, culturally, and developmentally appropriate clinical supervision.

**COURSE OBJECTIVES** The student will:

- CO 1: discuss differences in communication styles, including cultural/linguistic, generational, and gender differences, and how this may have an impact on the working relationship with the supervisee.
- CO 2: discuss role culture plays in the way individuals interact with those in positions of authority.
- CO 3: discuss cross-cultural differences in determining appropriate feedback mechanisms and modes.
- CO 4: identify criteria for knowing when to consult someone who can serve as a cultural mediator or advisor concerning effective strategies for culturally appropriate interactions with individuals (clients and supervisees) from specific backgrounds.
- CO 5: demonstrate the ability to plan, implement and evaluate a supervisory plan based on knowledge of tools, processes and best practices;
- CO 6: demonstrate the ability to assess the supervisee's knowledge, skills, and prior experiences in relationship to the clients served.
- CO 7: demonstrate the ability to use technology as appropriate to enhance communication effectiveness and efficiency in the supervisory process.
- CO 8: demonstrate the ability to assist the supervisee in objectively analyzing and interpreting the data obtained and in understanding how to use it for modification of intervention plans based on knowledge of evidence-based practices.
- CO 9: demonstrate the ability to provide feedback that is descriptive and objective rather than evaluative.
- CO 10: conduct a supervisor self-assessment to identify strengths as well as areas that need improvement .

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

- I. Participation in Discussion Board questions/responses (CO 1-5)
- II. Applications (includes use/evaluation of specific tools introduced in course) (CO 6-10)
- III. Completion of 3 Supervisory Plans (includes planning, implementation and evaluation of supervisory plans) (CO 5)
- IV. Videotape of 2 supervisory conferences with analysis of supervisory skills (CO 6 -10)
- V. Completion of 3 self-assessments of personal supervisory strengths and plans for improvement. (CO 10)

COURSE EVALUATION

The student will be assessed on successful completion of the course activities, assignments and requirements.

I. Participation in Discussion Board questions/responses	(CO 5).....	50 pts
II. Applications (includes use/evaluation of specific tools introduced in course)	(CO 6-10).....	75 pts
III. Completion of 3 Supervisory Plans (includes planning, implementation and evaluation of supervisory plans)	(CO 5).....	150 pts
IV. Videotape of 2 supervisory conferences with analysis of supervisory skills	(CO 6 – 10) .....	100 pts
V. Completion of 3 self-assessments on personal supervisory strengths and plans for improvement.	(CO10) .....	<u>75 pts</u>
	Total pts.....	450 pts

A= 450-414 pts B=413-369 C=368-324

ATTENDANCE POLICY

Students will be expected to attend all classes and participate as indicated in the syllabus in online activities.

POLICY STATEMENT ON PLAGIARISM AND CHEATING

The full text of this policy is available in the College of Education Dean's Office, EC room 227. The following penalties will be enforced, as stated in the Policy:

FIRST OFFENSE: The student will earn a "0" on the assignment, test, project, etc.

SECOND OFFENSE: The student will earn the letter grade "F" for the course.

## ACCOMMODATIONS

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).

## Course Schedule

### **Class 1. Introduction.** (read Chapters 1 & 2 prior to class)

Describing Supervision and Supervisors.  
Settings for Supervision.  
Complexities of the Supervisory Process.  
Characteristics of Supervisors.  
Purposes of Supervision.

#### **Anderson's Continuum Model of Supervision.**

Development of Supervisory Behaviors.  
Supervisory Approaches in Speech-Language Pathology and Audiology.  
The Continuum of Supervision in Speech-Language Pathology and Audiology.  
Appendix 2: Samples of a Direct, Direct/Indirect and Indirect Supervisory Conference.

### **Class 2. Components of the Supervisory Process.** (online session/Read Chapter 3 and do discussion questions online)

Component I: Understanding the Supervisory Process.  
Component II: Planning.  
Component III: Observing.  
Component IV: Analyzing.  
Component V: Integrating.  
Practical Research in Supervision.  
Appendix 3: A ASHA Position Statement on Clinical Supervision.

### **Class 3. Understanding the Supervisory Process.** (Read Chapter 4 prior to class)

Purpose of the Component.  
Treatment of the Supervisory Process in Conferences.  
Understanding Roles in the Supervisory Process.  
Expectations for Supervision.  
Anxiety in the Supervisory Process.  
Implications for Participants in the Supervisory Process.  
Preparing for Supervision.  
Teaching Supervisees about the Supervisory Process.

Application Assignment in class practice with/discussion of the following tools.

Appendix 4-A: Larson's Expectations Scale.

Appendix 4-B: Larson's Needs Scale.  
Appendix 4-C: Tihen's Expectations Scale.  
Appendix 4-D: Broyle's et al Supervision Surveys.  
Appendix 4-E: Powell's Attitudes Toward Clinical Supervision Scale.  
Appendix 4-F: Supervisory Conference Rating Scale.  
Appendix 4-G: Casey's Supervisory Skills Self-Assessment.

**Class 4. Planning the Supervisory Process.** (online session/Read Chapter 5 and complete discussion/applications online)

Assessment of Supervisees.  
Implementing the Planning Component.  
Planning the Supervisory Process.  
Realities of Planning.  
Appendix 5-A: Wisconsin Procedure for Appraisal of Clinical Competence (W-PACC).  
Appendix 5-B: Indiana University Evaluation of Practicum.  
Appendix 5-C: Bartlett's Supervisory Action Plan.

**Class 5. Observing the Supervisory Process.** (Read Chapter 6 prior to class)

Purposes of Observation.  
Characteristics of Observation.  
Importance of Observation.  
Planning the Observation.  
Strategies for Observation.  
Development of Observational Techniques.  
Analysis Systems in Speech-Language Pathology and Audiology.  
Where Have All the Systems Gone?  
Appendix 6-A: Kansas Inventory of Self-Supervision (KISS).  
Appendix 6-B: Boone and Prescott Interaction Analysis System.  
Appendix 6-C: Analysis of Behavior of Clinicians (ABC).  
Interaction Analysis System.

**Class 6. Analyzing the Supervisory Process.** (online session/Read Chapter 7 and complete discussion/applications online)

Scientific Aspects of Analysis.  
Importance of Analysis.  
Purposes of Analysis in Supervision.  
Methods of Analysis.  
Determining the Content of the Supervisory Conference.  
Evaluation.  
Appendix 7-A: Formative Evaluation Tool.



**Class 7. Integrating the Components.** (Read Chapter 8 prior to class)

Scheduled Conferences.  
Communication in the Conference.  
Skills for Facilitating Communication in the Conference.  
Interpersonal Aspects of the Conference.  
Planning For the Conference.  
Feedback.  
Conferences.  
What's a Supervisor To Do?

**Class 8. Accountability.** (online session/Read Chapter 10 and complete discussion questions/applications online)

Accountability Systems within the Professions.  
Accountability Systems External to the Professions.  
Supervisor Accountability.  
Leadership-Administration-Management.

**Class 9. Preparation for the Supervisory Process.** (Read Chapter 9 prior to class)

Preparation in Speech—Language Pathology and Audiology.  
Models for Preparation in the Supervisory Process.  
Implications of Adult Learning Styles.  
Need For Research on Preparation of Supervisors.  
Outcomes of the Supervisory Process.  
Use of Interaction Analysis Systems.  
Appendix 9-A: Underwood System for Analyzing Supervisor-Clinician Behavior.  
Appendix 9-B: Culatta and Seltzer Interaction Analysis System.  
Appendix 9-C: McCrea's Adapted Scales for Assessment of Interpersonal Functioning.  
Appendix 9-D: Smith's Adapted MOSAICS.

**Class 10. Supervision Across Settings.** (online session/Read Chapter 11 and complete discussion questions/applications online)

Supervision in the Service Delivery Setting.  
Supervision in Off-Campus Practicum.  
Supervision of the Clinical Fellowship Year.

## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 4-10-2011 (mm/dd/yyyy)

**Department Initiating Request:**  
CSD

**Faculty Member Requesting:**  
Corine Myers Jennings

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
CSD 9200

**Proposed New Course Title:**  
Professional Seminar in Doctoral Studies II

**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
Professional Sem Doctoral II

**Semester/Year to be Effective:**  
Spring 2013

**Estimated Frequency of Course Offering:**  
Every semester

**Indicate if Course will be :**     Requirement for Major     Elective

**Lecture Hours:** 1

**Lab Hours:**

**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.) Second professional development seminar (of two) based on major/minor topic areas of study. Students will meet with special topics groups to develop, present, and evaluate professional presentations based on their implementation of an evidence-based practice and to share topical resources. Topical seminars will include lectures from experts in a variety of CSD fields. Pre-requisite: Successful completion of CSD 9100 with a grade of B or better. Course is graded as "satisfactory" or "unsatisfactory." Pre-requisite: Successful completion of CSD 9100 with a grade of "S."

**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: critical course for the clinical doctorate program

**Source of Data to Support Suggested Change:**

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

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

<b>Approvals:</b>		
Dept. Head:	<i>C. Myers-Jennings</i>	Date: <i>8/31/11</i>
College/Division Exec. Comm.:	<i>Kel Lee</i>	Date: <i>8/31/2011</i>
Dean/Director:	<i>Ron Day</i>	Date: <i>8/31/2011</i>
Graduate Exec. Comm.: (for graduate course):	<i>Ally Britts</i>	Date: <i>9/1/11</i>
Graduate Dean: (for graduate course):	<i>Ally Britts</i>	Date: <i>9/1/11</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

CSD 9200

Professional Seminar in Doctoral Studies II

1 Semester Hour

\*\*\*\*\*

College of Education  
Valdosta State University  
Department of Communication Sciences and Disorders  
Conceptual Framework: Guiding Principles

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:

Readings will be required based on presentation topic

## COURSE DESCRIPTION:

Second professional development seminar (of two) based on major/minor topic areas of study. Students will meet with special topics groups to develop, present, and evaluate professional presentations based on their implementation of an evidence-based practice and to share topical resources. Topical seminars will include lectures from experts in a variety of CSD fields. Pre-requisite: Successful completion of CSD 9100 with a grade of B or better. Course is graded as "satisfactory" or "unsatisfactory." Pre-requisite: Successful completion of CSD 9100 with a grade of "S."

## COURSE OBJECTIVES

The student will:

- CO 1 design, deliver, and evaluate a professional presentation based on the results of an evidence-based intervention strategy that he/she implemented and evaluated;
- CO 2 share evidence-based resources with members in his/her topical group;
- CO 3 update his/her professional resume

## COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

- 1) Develop, present, and evaluate a 20 minute professional presentation on the implementation of an evidence-based intervention strategy (CO 1)
- 2) Bring resources to share that relate to their topical major/minor areas (CO2)
- 3) Complete an updated resume (CO3)

COURSE EVALUATION: To receive a grade of "S" in this course, the following activities must be completed at an acceptable level:

- 1) Active participation in all required sessions
- 2) Professional presentation
- 3) Updated resume

## ATTENDANCE POLICY

Attendance at all required sessions is mandatory.

## POLICY STATEMENT ON PLAGIARISM AND CHEATING

The full text of this policy is available in the College of Education Dean's Office, EC room 227. The following penalties will be enforced, as stated in the Policy:

FIRST OFFENSE: The student will earn a "0" on the assignment, test, project, etc.

SECOND OFFENSE: The student will earn the letter grade "U" for the course.

## ACCOMMODATIONS

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).

## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 4-10-2011 (mm/dd/yyyy)

**Department Initiating Request:**  
CSD

**Faculty Member Requesting:**  
Corine Myers Jennings

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
CSD 9220

**Proposed New Course Title:**  
Advanced Clinical Intervention

**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
Adv Clinical Inter

**Semester/Year to be Effective:**  
Spring 2013

**Estimated Frequency of Course Offering:**  
Every semester

**Indicate if Course will be :**     Requirement for Major     Elective

**Lecture Hours:**

**Lab Hours:** 6

**Credit Hours:** 3

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) A clinical practicum for demonstration of evidence-based interventions. Students will identify an intervention area and implement multiple, evidence-based assessments/interventions with an appropriate client population. An online seminar will enable students to share their findings and discuss evidence-based practices. Students must document a minimum of 150 intervention hours focused on increasing their evidence-based intervention effectiveness for each 3 hours of credit. Two semesters of this course are required; course may be repeated.

**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: critical course for the clinical doctorate program

**Source of Data to Support Suggested Change:**

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. SOIs
- 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
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Using single-subject design, students will collect data on implementation fidelity and intervention efficacy for several evidence-base interventions.
- Other:

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

<b>Approvals:</b>		
Dept. Head:	<i>C. Myers-Jennings</i>	Date: <i>8/31/11</i>
College/Division Exec. Comm.:	<i>Kal Hurl</i>	Date: <i>8/31/11</i>
Dean/Director:	<i>Kal Hurl</i>	Date: <i>8/31/11</i>
Graduate Exec. Comm.: (for graduate course):	<i>[Signature]</i>	Date: <i>9/1/11</i>
Graduate Dean: (for graduate course):	<i>[Signature]</i>	Date: <i>9/1/11</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

**CSD 9220**

**Advanced Clinical Intervention**

**3 Semester Hours**

\*\*\*\*\*

Dewar College of Education  
Valdosta State University  
Department of Communication Sciences and Disorders  
Conceptual Framework: Guiding Principles

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:

### COURSE DESCRIPTION:

A clinical practicum for demonstration of evidence-based interventions. Students will identify an intervention area and implement multiple, evidence-based assessments/interventions with an appropriate client population. An online seminar will enable students to share their findings and discuss evidence-based practices. Students must document a minimum of 150 intervention hours focused on increasing their evidence-based intervention effectiveness for each 3 hours of credit. Two semesters of this course are required; course may be repeated.

### COURSE OBJECTIVES

The student will:

- CO 1. Demonstrate the ability to plan, implement and evaluate a supervisory plan in his/her current practice setting.
- CO 2. Demonstrate the ability to identify a client need, find appropriate evidence-based assessments or interventions, implement the intervention and evaluate the results.
- CO 3. Demonstrate the ability to plan, facilitate, and evaluate a professional development workshop highlighting a particular evidence-based practice.

### COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

- I. Supervisory Planning /Evaluation Project
- II. Intervention Project- Choose 3 clients, identify a client need, identify appropriate evidence-based assessments or interventions, implement the intervention and evaluate the results.
- III. Professional Development Workshop

### COURSE EVALUATION

- I. Supervisory Planning /Evaluation Project 100 pts
- II. Intervention Project- Choose 3 clients, identify a client need, find appropriate evidence-based assessments or interventions, implement the intervention and evaluate the results. 300 pts
- III. Professional Development Workshop 100 pts

A= 500-460pts B=459-410 pts

### ATTENDANCE POLICY

Not applicable

### POLICY STATEMENT ON PLAGIARISM AND CHEATING

The full text of this policy is available in the College of Education Dean's Office, EC room 227. The following penalties will be enforced, as stated in the Policy:

FIRST OFFENSE: The student will earn a "0" on the assignment, test, project, etc.  
SECOND OFFENSE: The student will earn the letter grade "F" for the course.

### ACCOMMODATIONS

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).

## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 4-10-2011 (mm/dd/yyyy)

**Department Initiating Request:**  
CSD

**Faculty Member Requesting:**  
Corine Myers Jennings

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
CSD 9400

**Proposed New Course Title:**  
Advanced Topics Minor Focus-Literature Review

**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
Adv Topics Minor Lit Review

**Semester/Year to be Effective:**  
Summer 2013

**Estimated Frequency of Course Offering:**  
1X/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.) Seminar addressing current evidence-based practices in three chosen topical areas. Students will identify three minor topical areas and work with an advisory committee to generate a series of readings that will deepen each student's knowledge of current best practices in each of the topical areas.

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

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

**Source of Data to Support Suggested Change:**

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

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

Approvals:		
Dept. Head:	<i>C. Myers-Jennings</i>	Date: <i>8/31/11</i>
College/Division Exec. Comm.:	<i>Kel Hull</i>	Date: <i>8/31/11</i>
Dean/Director:	<i>Kel Hull</i>	Date: <i>8/31/11</i>
Graduate Exec. Comm.: (for graduate course):	<i>Ally Burt</i>	Date: <i>9/1/11</i>
Graduate Dean: (for graduate course):	<i>Ally Burt</i>	Date: <i>9/1/11</i>
Academic Committee:		Date:

Form last updated: January 6, 2010



CSD 9400

Advanced Topics Minor Focus-Literature Review

3 Semester Hours

\*\*\*\*\*

Dewar College of Education  
Valdosta State University  
Department of Communication Sciences and Disorders  
Conceptual Framework: Guiding Principles

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:

## REQUIRED READINGS:

(Current readings selections representing theoretical advances and evidence-based assessment/intervention articles will be identified for each of the topical areas. They will include articles related to social/cultural aspects related to the topical intervention area; a sample of those readings is included below.)

### *Fluency*

- Amir, O., & Ezrati-Vinacour, R.** (2002). Stuttering in a volatile society-Israel. *Newsletter of the ASHA Special Interest Division 14: Perspectives on Communication Disorders and Sciences in Culturally and Linguistically Diverse Populations*, 8 (2), 13-14.
- Au-Yeung, J., Gomez, I.V., & Howell, P.** (2003). Exchange of disfluency with age from function words to content words in Spanish speakers who stutter. *Journal of Speech, Language, and Hearing Research*, 46 (3), 754-765.
- Einarsdóttir, J., & Ingham, R.J.** (2009). Does language influence the accuracy of judgments of stuttering in children? *Journal of Speech, Language, and Hearing Research*, 52 (3), 766-779.

### *Neurogenic Disorders*

- Arango-Lasprilla, J.C., Rosenthal, M., Deluca, J., Komaroff, E., Sherer, M., Cifu, D., & Hanks, R.** (2007). Traumatic brain injury and functional outcomes: Does minority status matter? *Brain Injury*, 21(7), 701-708.
- Burnett, D.M., Kolakowsky-Hayner, S.A., Slater, D., Stringer, A., Bushnik, T., Zafonte, R., & Cifu, D.X.** (2003). Ethnographic analysis of traumatic brain injury patients in the national model systems database. *Archives of Physical Medicine and Rehabilitation*, 84 (2), 263-267.
- Centeno, J.G.** (2005). Working with bilingual individuals with Aphasia: The case of a Spanish-English bilingual client. *Newsletter of the ASHA Special Interest Division 14: Communication Disorders and Sciences in Culturally and Linguistically Diverse Populations*, 12 (1), 2-7.

**Centeno, J.G.** (2007). Considerations for an ethnopsycholinguistic framework for aphasia intervention. In A. Ardila, & E. Ramos (Eds.), *Speech and language disorders in bilingual adults*. New York: Nova Science.

### *Voice*

**Agin, R.L.** (2000). Clinical management of voice disorders in culturally diverse children: Background and definition. In T. Coleman (Ed.), *Clinical Management of Communication Disorders in Culturally Diverse Children* (pp. 197-226). Needham Heights, MA: Allyn and Bacon.

**Agin, R.L.** (2000). Clinical management of voice disorders in culturally diverse children: Therapy and intervention. In T. Coleman (Ed.), *Clinical Management of Communication Disorders in Culturally Diverse Children* (pp. 227-250). Needham Heights, MA: Allyn and Bacon.

**Duff, M.C., Proctor, A., & Yairi, E.** (2004). Prevalence of voice disorders in African American and European American preschoolers. *Journal of Voice*, 18 (3), 348-353.

### *Alternative Augmentative Disorders*

**Alamsaputra, D.M., Kohnert, K., Munson, B., & Reichle, J.** (2006). Synthesized speech intelligibility among native speakers and non-native speakers of English. *Augmentative and Alternative Communication*, 22 (4), 258-268.

**Bridges, S.** (2000). Delivery of AAC services to a rural American Indian community. *Newsletter of the ASHA Special Interest Division 12: Augmentative and Alternative Communication*, 9 (2), 6-9.

**Bridges, S., & Midgette, S.** (2000). Augmentative/alternative communication and assistive technology (pp. 285-333). In T. Coleman (Ed.), *Clinical management of communication disorders in culturally diverse children*. Needham Heights, MA: Allyn and Bacon.

**Buzolich, M.J.** (2006). Augmentative and alternative communication (AAC) assessment: Adult aphasia. *Newsletter of the Special Interest Division 2: Neurophysiology and Neurogenic Speech and Language Disorders*, 16 (4), 4-12.

## COURSE DESCRIPTION:

Seminar addressing current evidence-based practices in three chosen topical areas. Students will identify three minor topical areas and work with an advisory committee to generate a series of readings that will deepen each student's knowledge of current best practices in each of the topical areas.

## COURSE OBJECTIVES

The student will:

- CO 1 develop a current, evidence-based reading list in each of three topical areas (these areas do not include the major focus topical area);
- CO 2 read and write a short analysis summary of at least 15 of the articles on the list for each of three topical areas;
- CO 3 write a summary paper referencing the three topical areas and discussing possible applications of this research with the client population the student is currently serving.

## COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Students will

- i. Read and write a short analysis summary of 15 articles for each topical area. The summary will include:
  - a) Analysis of the logic of assertions made in research problem statements
  - b) Identification of the population and dependent and independent variables
  - c) Discussion on whether appropriate studies have been cited in the literature review and whether interpretations are valid
  - d) Evaluation of the adequacy of the sample and sampling procedure
  - e) Determination of the validity and reliability of the measurement techniques
  - f) Analysis of the logic of conclusions drawn from results of the study.
- ii. Write a summary paper referencing the three topical areas and discussing possible applications of this research with the client population the student is currently serving. The paper must:
  - a) Include relevant foundational and current references;
  - b) be written in APA format
  - c) be a minimum of 10 double-spaced pages in length (not including reference pages).

## COURSE EVALUATION

- I. Students will submit 5 article summaries/per week. (CO 1,2)
  - Week 1 & 2 (orientation & identification of topic area)
  - Week 3 (5 article summaries) 25 pts.
  - Week 4 (5 article summaries) 25 pts.
  - Week 5 (5 article summaries) 25pts
  - Week 6 (5 article summaries) 25 pts.

Week 7 (5 article summaries)	25 pts
Week 8 (5 article summaries)	25 pts
Week 9 (5 article summaries)	25 pts.
Week 10 (5 article summaries)	25 pts
Week 11 (5 article summaries)	25 pts.

II. Paper Draft	50 pts
III. Paper Final (CO 3)	<u>125 pts</u>
	400 pts

A= 400-368 pts B= 367-328 pts C=327-288 pts.

### ATTENDANCE POLICY

Not applicable

### POLICY STATEMENT ON PLAGIARISM AND CHEATING

The full text of this policy is available in the College of Education Dean's Office, EC room 227. The following penalties will be enforced, as stated in the Policy:

FIRST OFFENSE: The student will earn a "0" on the assignment, test, project, etc.

SECOND OFFENSE: The student will earn the letter grade "F" for the course.

### ACCOMMODATIONS

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).

## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 4-10-2011 (mm/dd/yyyy)

**Department Initiating Request:**  
CSD

**Faculty Member Requesting:**  
Corine Myers Jennings

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
CSD 9410

**Proposed New Course Title:**  
Advanced Topics Minor Focus-Applications  
**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
Adv Topics Minor Apps

**Semester/Year to be Effective:**  
Summer 2013

**Estimated Frequency of Course Offering:**  
1X/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.) Evidence-based practice research & application course. Students will identify clients who have communication disorders related to the designated minor topic areas. Based on the needs of the clients, an evidence-based intervention plan will be implemented and evaluated.

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

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

**Source of Data to Support Suggested Change:**

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

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

Approvals:		
Dept. Head:	<i>C. Myers-Jennings</i>	Date: 8/31/11
College/Division Exec. Comm.:	<i>Kel Lee</i>	Date: 8/31/11
Dean/Director:	<i>Kel Lee</i>	Date: 8/31/11
Graduate Exec. Comm.: (for graduate course):	<i>Alf [Signature]</i>	Date: 9/1/11
Graduate Dean: (for graduate course):	<i>[Signature]</i>	Date: 9/1/11
Academic Committee:		Date:

Form last updated: January 6, 2010

*Kel*



CSD 9410

**Advanced Topics Minor Focus-Applications**

**3 Semester Hours**

\*\*\*\*\*

Dewar College of Education  
Valdosta State University  
Department of Communication Sciences and Disorders  
Conceptual Framework: Guiding Principles

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:

(To be determined)

### REQUIRED READINGS:

(To be identified)

### COURSE DESCRIPTION:

Evidence-based practice research & application course. Students will identify clients who have communication disorders related to the designated minor topic areas. Based on the needs of the clients, an evidence-based intervention plan will be implemented and evaluated.

### COURSE OBJECTIVES

The student will:

- CO 1 identify clients who are currently receiving SLP services for issues related to the **minor** topic area (s) chosen by the student;
- CO 2 assess the needs of the client(s) and identify a target behavior for change;
- CO 3 review literature that provides an evidence-base for an intervention strategy that has been shown to be successful in changing a similar behavior;
- CO4 implement the strategy;
- CO5 collect baseline and intervention data, and graph data daily;
- CO6 collect inter-observer and procedural integrity data
- CO7 write a summary of the two intervention projects that were implemented

### COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Students will **implement 2 different evidence based intervention projects** as described below:

#### **I. Intervention Projects:**

**Purpose:** This project is to provide students with an opportunity to demonstrate their ability to (1) assess client behaviors, (2) identify behaviors for change, (3) review literature that provides an evidence-base for an intervention strategy that has been shown to be successful in changing a similar behavior, (4) implement the intervention strategy, and (5) evaluate the impact of the project on client performance.

**Instructions to be provided to students:** You will complete each of the worksheet forms for the project.

### **OVERVIEW OF PROJECT**

#### **Step 1: Identify the Client(s) and Define the Target Behavior**

Your project may focus on one client or a small group of clients. Using the worksheets in Project Worksheets folder, provide a brief description of the project participant(s) and the setting in which the project will be conducted. Select one target behavior that is in need

of improvement and state why this is an important behavior to change. Write a behavioral definition that specifies the target behavior in observable and measurable terms.

**Step 2: Conduct Literature Review and Identify Purpose of Project and Research Questions**

Please see the document, "Conducting and Writing the Literature Review" for instructions on completing this step. You will need to obtain approval from your faculty support person before proceeding to Step 3.

**Step 3: Measuring and Graphing the Behavior**

Select a method of recording data on the target behavior. Determine how to summarize the data and set up a graph so that you may visually monitor the client's or clients' progress during the project. Data will be collected and graphed through all phases of the project (i.e., baseline and intervention), and should be collected each day you are in the intervention setting. Do not change recording procedures once you implement the intervention. Your method of collecting and graphing data should remain the same through all phases of the project. Graph the data after each session and send to your faculty support person.

**Step 4: Identify the Experimental Design and Develop the Intervention Procedures**

For designs requiring a baseline measure, a minimum of three baseline sessions must be collected. After collecting baseline data (if required), develop an intervention designed to improve the behavior/performance of the client or clients. You will implement the intervention after obtaining approval from your faculty support person. Intervention sessions should be conducted each day you are present in the intervention setting. Do not change your method of data collection or the length of the sessions at any time once the project begins. Your data sheets should be clearly labeled with the date and times of observation (beginning and ending), the condition (baseline or intervention), and any other relevant information. Data should be graphed after each session. All original data sheets and your graph must be submitted with your project.

**Step 5: Interobserver Agreement and Procedural Integrity**

Identify a person who can periodically observe the project sessions/review permanent products and independently record data on student performance and your implementation of the intervention to obtain interobserver agreement (IOA) and procedural fidelity data. You must complete a minimum of (1) one IOA and one procedural fidelity session during baseline and (2) two IOA and two procedural fidelity sessions during intervention.

**Step 7: Write the results of your intervention and discuss what you might do as a result of What you learned from this project.**

**COURSE EVALUATION**

See the Course Schedule for due dates. All work is to be submitted on time (on the assigned date). A 25% penalty of total assignment value will be assessed for each day an assignment is late.

<b>Point Value</b>	<b>Assignment</b>	<b>Course Objectives Addressed</b>
150	Weekly participation in discussion board assignments	1,2
250	Weekly assignments on WEB-CT- based on the steps in the procedure	1, 2
250	Written intervention summary paper( 2)	1, 2, 3
150	Presentation of findings from CRP	2,3
800	Total Points	

**1. Implement intervention Plan.** Students will create a detailed timeline with target dates for data collection, intervention, analysis, written paper and presentation.

**2. Weekly participation in peer review groups.** Successful implementation of your implementation plan and those of your classmates depends upon the continual feedback that you receive from your peer review group. You are expected to be prepared to actively participate to provide constructive feedback to group members about the implementation of their project.

**3. Assignments on WEB-CT.** One aspect of this course is to encourage discussion through Professional Learning Communities. In the course students will form these communities virtually. Assignments on WEB-CT will be designed to support all students in optimally benefiting from their participation in their Professional Learning Communities. Most assignments will be for 10 to 15 points and all teachers will be able to choose from over 25 assignments to earn a possible 250 points in this area.

**COURSE EVALUATION**

If 0 points are accumulated in any of the categories, the advanced candidate will be ineligible to receive a grade of A.

A = 90%+

B = 80-89%

C = 70-79%

D = 60-69%

F = below 60%

### ATTENDANCE POLICY

This is an online class. It is expected that you log in 3 times/week to participate in discussions and to send in your intervention results.

### POLICY STATEMENT ON PLAGIARISM AND CHEATING

The full text of this policy is available in the College of Education Dean's Office, EC room 227. The following penalties will be enforced, as stated in the Policy:

FIRST OFFENSE: The student will earn a "0" on the assignment, test, project, etc.

SECOND OFFENSE: The student will earn the letter grade "F" for the course.

### ACCOMMODATIONS

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).

## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 4-10-2011 (mm/dd/yyyy)

**Department Initiating Request:**  
CSD

**Faculty Member Requesting:**  
Corine Myers Jennings

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
CSD 9500

**Proposed New Course Title:**  
Advanced Topics Major Focus-Literature Review  
  
**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
Adv. Topics Major Lit review

**Semester/Year to be Effective:**  
Spring 2013

**Estimated Frequency of Course Offering:**  
1X/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.) Seminar addressing current evidence-based practices in a chosen topical area. Students will identify a major topical area and work with an advisory committee to generate a series of readings that will deepen each student's knowledge of current best practices in the topical area.

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

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

**Source of Data to Support Suggested Change:**

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

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

Approvals:		
Dept. Head:	<i>C. Myers-Jennings</i>	Date: 8-31-11
College/Division Exec. Comm.:	<i>R. Hill</i>	Date: 8/31/11
Dean/Director:	<i>R. Hill</i>	Date: 8/31/11
Graduate Exec. Comm.: (for graduate course):	<i>Ally Bott</i>	Date: 9/1/11
Graduate Dean: (for graduate course):	<i>Ally Bott</i>	Date: 9/1/11
Academic Committee:		Date:

Form last updated: January 6, 2010



**CSD 9500**

**Advanced Topics Major Focus-Literature Review**

**3 Semester Hours**

\*\*\*\*\*

Dewar College of Education  
Valdosta State University  
Department of Communication Sciences and Disorders  
Conceptual Framework: Guiding Principles

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:

## REQUIRED READINGS:

(Current readings selections representing theoretical advances and evidence-based assessment/intervention articles will be identified for each of the topical areas. They will include articles related to social/cultural aspects related to the topical intervention area; a sample of those readings is included below.)

### *Fluency*

- Amir, O., & Ezrati-Vinacour, R.** (2002). Stuttering in a volatile society-Israel. *Newsletter of the ASHA Special Interest Division 14: Perspectives on Communication Disorders and Sciences in Culturally and Linguistically Diverse Populations*, 8 (2), 13-14.
- Au-Yeung, J., Gomez, I.V., & Howell, P.** (2003). Exchange of disfluency with age from function words to content words in Spanish speakers who stutter. *Journal of Speech, Language, and Hearing Research*, 46 (3), 754-765.
- Einarsdóttir, J., & Ingham, R.J.** (2009). Does language influence the accuracy of judgments of stuttering in children? *Journal of Speech, Language, and Hearing Research*, 52 (3), 766-779.

### *Neurogenic Disorders*

- Arango-Lasprilla, J.C., Rosenthal, M., Deluca, J., Komaroff, E., Sherer, M., Cifu, D., & Hanks, R.** (2007). Traumatic brain injury and functional outcomes: Does minority status matter? *Brain Injury*, 21(7), 701-708.
- Burnett, D.M., Kolakowsky-Hayner, S.A., Slater, D., Stringer, A., Bushnik, T., Zafonte, R., & Cifu, D.X.** (2003). Ethnographic analysis of traumatic brain injury patients in the national model systems database. *Archives of Physical Medicine and Rehabilitation*, 84 (2), 263-267.
- Centeno, J.G.** (2005). Working with bilingual individuals with Aphasia: The case of a Spanish-English bilingual client. *Newsletter of the ASHA Special Interest Division 14: Communication Disorders and Sciences in Culturally and Linguistically Diverse Populations*, 12 (1), 2-7.

**Centeno, J.G.** (2007). Considerations for an ethnopsycholinguistic framework for aphasia intervention. In A. Ardila, & E. Ramos (Eds.), *Speech and language disorders in bilingual adults*. New York: Nova Science.

### *Voice*

**Agin, R.L.** (2000). Clinical management of voice disorders in culturally diverse children: Background and definition. In T. Coleman (Ed.), *Clinical Management of Communication Disorders in Culturally Diverse Children* (pp. 197-226). Needham Heights, MA: Allyn and Bacon.

**Agin, R.L.** (2000). Clinical management of voice disorders in culturally diverse children: Therapy and intervention. In T. Coleman (Ed.), *Clinical Management of Communication Disorders in Culturally Diverse Children* (pp. 227-250). Needham Heights, MA: Allyn and Bacon.

**Duff, M.C., Proctor, A., & Yairi, E.** (2004). Prevalence of voice disorders in African American and European American preschoolers. *Journal of Voice*, 18 (3), 348-353.

### *Alternative Augmentative Disorders*

**Alamsaputra, D.M., Kohnert, K., Munson, B., & Reichle, J.** (2006). Synthesized speech intelligibility among native speakers and non-native speakers of English. *Augmentative and Alternative Communication*, 22 (4), 258-268.

**Bridges, S.** (2000). Delivery of AAC services to a rural American Indian community. *Newsletter of the ASHA Special Interest Division 12: Augmentative and Alternative Communication*, 9 (2), 6-9.

**Bridges, S., & Midgette, S.** (2000). Augmentative/alternative communication and assistive technology (pp. 285-333). In T. Coleman (Ed.), *Clinical management of communication disorders in culturally diverse children*. Needham Heights, MA: Allyn and Bacon.

**Buzolich, M.J.** (2006). Augmentative and alternative communication (AAC) assessment: Adult aphasia. *Newsletter of the Special Interest Division 2: Neurophysiology and Neurogenic Speech and Language Disorders*, 16 (4), 4-12.

## COURSE DESCRIPTION:

Seminar addressing current evidence-based practices in a chosen topical area. Students will identify a major topical area and work with an advisory committee to generate a series of readings that will deepen each student's knowledge of current best practices in the topical area.

## COURSE OBJECTIVES

The student will:

- CO 1 develop a current, evidence-based reading list in his/her topical area;
- CO 2 read and write a short analysis summary of at least 25 of the articles on the list;
- CO 3 write a comprehensive literature review on his/her topic area

## COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Students will

- i. Read and write a short analysis summary of each of the 25 articles for the major topical area. The summary will include:
  - a) Analysis of the logic of assertions made in research problem statements
  - b) Identification of the population and dependent and independent variables
  - c) Discussion on whether appropriate studies have been cited in the literature review and whether interpretations are valid
  - d) Evaluation of the adequacy of the sample and sampling procedure
  - e) Determination of the validity and reliability of the measurement techniques
  - f) Analysis of the logic of conclusions drawn from results of the study.
- ii. Write a comprehensive literature review on their topic area. Literature review must include:
  - a) relevant foundational and current references;
  - b) be written in APA format

## COURSE EVALUATION

- I. Students will turn in 5 article summaries/per week. (CO 1,2)
    - Week 1 & 2 (orientation & identification of topic area) 50 pts.
    - Week 3 (5 article summaries) 100 pts
    - Week 4 (reflect on feedback) 100 pts
    - Week 5 (5 article summaries) 100 pts
    - Week 6 (reflect on feedback) 100 pts
    - Week 7 (5 article summaries) 100 pts
    - Week 8 (5 article summaries) 100 pts
    - Week 9 (5 article summaries) 100 pts
  - II. Literature review Draft 50 pts
  - III. Literature review Final (CO 3) 200 pts
- 700 pts

A= 700-640 pts B= 639-574pts C=573-504 pts.

ATTENDANCE POLICY

Not applicable

POLICY STATEMENT ON PLAGIARISM AND CHEATING

The full text of this policy is available in the College of Education Dean's Office, EC room 227. The following penalties will be enforced, as stated in the Policy:

FIRST OFFENSE: The student will earn a "0" on the assignment, test, project, etc.

SECOND OFFENSE: The student will earn the letter grade "F" for the course.

ACCOMMODATIONS

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).

## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 4-10-2011 (mm/dd/yyyy)

**Department Initiating Request:**  
CSD

**Faculty Member Requesting:**  
Corine Myers Jennings

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
CSD 9510

**Proposed New Course Title:**  
Advanced Topics Major Focus-  
Applications

**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
Adv. Topics Major Applications

**Semester/Year to be Effective:**  
Spring 2013

**Estimated Frequency of Course Offering:**  
1X/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.) Evidence-based practice research & application course. Students will identify clients who have communication disorders issues related to the designated major topic area. Based on the needs of the clients, an evidence based intervention plan will be implemented and evaluated.

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

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

**Source of Data to Support Suggested Change:**

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

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

Approvals:		
Dept. Head:	<i>C. Myers-Jennings</i>	Date: <i>8/31/2011</i>
College/Division Exec. Comm.:	<i>Karl Hurl</i>	Date: <i>8/30/11</i>
Dean/Director:	<i>Karl Hurl</i>	Date: <i>8/30/11</i>
Graduate Exec. Comm.: (for graduate course):	<i>Ally Burt</i>	Date: <i>9/1/11</i>
Graduate Dean: (for graduate course):	<i>Ally Burt</i>	Date: <i>9/1/11</i>
Academic Committee:		Date:

Form last updated: January 6, 2010



CSD 9510

Advanced Topics Major Focus-Applications

3 Semester Hours

\*\*\*\*\*

Dewar College of Education  
Valdosta State University  
Department of Communication Sciences and Disorders  
Conceptual Framework: Guiding Principles

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:**

(To be determined)

**REQUIRED READINGS:**

(To be identified)

**COURSE DESCRIPTION:**

Evidence-based practice research & application course. Students will identify clients who have communication disorders issues related to the designated major topic area. Based on the needs of the clients, an evidence based intervention plan will be implemented and evaluated.

**COURSE OBJECTIVES** The student will:

- CO 1 identify clients who are currently receiving SLP services for issues related to the **major** topic area chosen by the student;
- CO 2 assess the needs of the client(s) and identify a target behavior for change;
- CO 3 review literature that provides an evidence-base for an intervention strategy that has been shown to be successful in changing a similar behavior;
- CO4 implement the strategy;
- CO5 collect baseline and intervention data, and graph data daily;
- CO6 collect inter-observer and procedural integrity data
- CO7 write a summary of the two intervention projects that were implemented

**COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

Students will implement 2 different evidence based intervention projects as described below:

**I. Intervention Projects:**

**Purpose:** This project is to provide students with an opportunity to demonstrate their ability to (1) assess client behaviors, (2) identify behaviors for change, (3) review literature that provides an evidence-base for an intervention strategy that has been shown to be successful in changing a similar behavior, (4) implement the intervention strategy, and (5) evaluate the impact of the project on client performance.

**Instructions for Students:** You will complete each of the worksheet forms for the project.

**OVERVIEW OF PROJECT**

**Step 1: Identify the Student(s) and Define the Target Behavior**

Your project may focus on one client or a small group of clients. Using the worksheets in Project Worksheets folder, provide a brief description of the project participant(s) and the setting in which the project will be conducted. Select one target behavior that is in need

of improvement and state why this is an important behavior to change. Write a behavioral definition that specifies the target behavior in observable and measurable terms.

**Step 2: Conduct Literature Review and Identify Purpose of Project and Research Questions**

Please see the document, "Conducting and Writing the Literature Review" for instructions on completing this step. You will need to obtain approval from your faculty support person before proceeding to Step 3.

**Step 3: Measuring and Graphing the Behavior**

Select a method of recording data on the target behavior. Determine how to summarize the data and set up a graph so that you may visually monitor the client's or clients' progress during the project. Data will be collected and graphed through all phases of the project (i.e., baseline and intervention), and should be collected each day you are in the intervention setting. Do not change recording procedures once you implement the intervention. Your method of collecting and graphing data should remain the same through all phases of the project. Graph the data after each session and send to your faculty support person.

**Step 4: Identify the Experimental Design and Develop the Intervention Procedures**

For designs requiring a baseline measure, a minimum of three baseline sessions must be collected. After collecting baseline data (if required), develop an intervention designed to improve the behavior/performance of the client or clients. You will implement the intervention after obtaining approval from your faculty support person. Intervention sessions should be conducted each day you are present in the intervention setting. Do not change your method of data collection or the length of the sessions at any time once the project begins. Your data sheets should be clearly labeled with the date and times of observation (beginning and ending), the condition (baseline or intervention), and any other relevant information. Data should be graphed after each session. All original data sheets and your graph must be submitted with your project.

**Step 5: Interobserver Agreement and Procedural Integrity** Identify a person who can periodically observe the project sessions/review permanent products and independently record data on student performance and your implementation of the intervention to obtain interobserver agreement (IOA) and procedural reliability data. You must complete a minimum of (1) one IOA and one procedural fidelity session during baseline and (2) two IOA and two procedural fidelity sessions during intervention.

Step 7: Write the results of your intervention and discuss what you might do as a result of What you learned from this project.

COURSE EVALUATION

See the Course Schedule for due dates. All work is to be submitted on time (on the assigned date). A 25% penalty of total assignment value will be assessed for each day an assignment is late.

Point Value	Assignment	Course Objectives Addressed
150	Weekly participation in discussion board assignments	1,2
250	Weekly assignments on WEB-CT- based on the steps in the procedure	1, 2
250	Written intervention summary paper( 2)	1, 2, 3
150	Presentation of findings from CRP	2,3
800	Total Points	

- 1. Implement intervention Plan.** Students will create a detailed timeline with target dates for data collection, intervention, analysis, written paper and presentation.
- 2. Weekly participation in peer review groups.** Successful implementation of your implementation plan and those of your classmates depends upon the continual feedback that you receive from your peer review group. You are expected to be prepared to actively participate to provide constructive feedback to group members about the implementation of their project.
- 3. Assignments on WEB-CT.** One aspect of the this course is to encourage discussion through Professional Learning Communities. In the course students will form these communities virtually. Assignments on WEB-CT will be designed to support all students in optimally benefiting from their participation in their Professional Learning Communities. Most assignments will be for 10 to 15 points and all teachers will be able to choose from over 25 assignments to earn a possible 250 points in this area.

## COURSE EVALUATION

If 0 points are accumulated in any of the categories, the advanced candidate will be ineligible to receive a grade of A.

A = 90%+

B = 80-89%

C = 70-79%

D = 60-69%

F = below 60%

## ATTENDANCE POLICY

This is an online class. It is expected that you log in 3 times/week to participate in discussions and to send in your intervention results.

## POLICY STATEMENT ON PLAGIARISM AND CHEATING

The full text of this policy is available in the College of Education Dean's Office, EC room 227. The following penalties will be enforced, as stated in the Policy:

FIRST OFFENSE: The student will earn a "0" on the assignment, test, project, etc.

SECOND OFFENSE: The student will earn the letter grade "F" for the course.

## ACCOMMODATIONS

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).

## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 4-10-2011 (mm/dd/yyyy)

**Department Initiating Request:**  
CSD

**Faculty Member Requesting:**  
Corine Myers Jennings

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
CSD 9520

**Proposed New Course Title:**  
Advanced Topics Major Focus-Product  
**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
Adv Topic Major Product

**Semester/Year to be Effective:**  
Summer 2013

**Estimated Frequency of Course Offering:**  
Once every two years

**Indicate if Course will be :**     Requirement for Major     Elective

**Lecture Hours:** 1

**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.) Seminar on developing professional training programs in CSD. The course will focus on adult learning theory and teaching strategies as they relate to the dissemination of evidence-based practices in the major topical area.

**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: critical course for the clinical doctorate program

**Source of Data to Support Suggested Change:**

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

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

<b>Approvals:</b>		
Dept. Head:	<i>C. Myers Jennings</i>	Date: <i>8/31/11</i>
College/Division Exec. Comm.:	<i>Ralph Hunt</i>	Date: <i>8/31/11</i>
Dean/Director:	<i>Ralph Hunt</i>	Date: <i>8/31/11</i>
Graduate Exec. Comm.: (for graduate course):	<i>Al Smith</i>	Date: <i>9/1/11</i>
Graduate Dean: (for graduate course):	<i>Al Smith</i>	Date: <i>9/1/11</i>
Academic Committee:		Date:

Form last updated: January 6, 2010



**CSD 9520**

**Advanced Topics Major Focus-Product**

**3 Semester Hours**

\*\*\*\*\*

Dewar College of Education  
Valdosta State University  
Department of Communication Sciences and Disorders  
Conceptual Framework: Guiding Principles

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:

(To be determined)

REQUIRED READINGS:

(To be identified)

COURSE DESCRIPTION:

Seminar on developing professional training programs in CSD. The course will focus on adult learning theory and teaching strategies as they relate to the dissemination of evidence-based practices in the major topical area.

COURSE OBJECTIVES

The student will:

- CO 1 demonstrate an understanding of adult learning theory as it relates to creating effective professional development programs;
- CO 2 demonstrate the ability to prepare professional presentations using current technology resources;
- CO 3 develop, implement, and evaluate three professional development programs focusing on disseminating evidence-based practices to the field;

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

- I. Quiz(s) & Discussion Boards
- II. Professional Development Programs (3)  
Plan, implement, & evaluate
- III. Technology Demonstrations

COURSE EVALUATION

- |  |         |
|--|---------|
| I. Quiz(s) & Discussion Boards   | 50 pts. |
| II. Professional Development Programs (3)<br>Plan, implement, & evaluate | 300 pts |
| III. Technology Demonstrations   | 50 pts  |

A=400 pts-368 pts B= 367-328 pts

ATTENDANCE POLICY

This is an online class. It is expected that you log in 3 times/week to participate in discussions, class activities, and to submit assignments.

### POLICY STATEMENT ON PLAGIARISM AND CHEATING

The full text of this policy is available in the College of Education Dean's Office, EC room 227. The following penalties will be enforced, as stated in the Policy:

FIRST OFFENSE: The student will earn a "0" on the assignment, test, project, etc.

SECOND OFFENSE: The student will earn the letter grade "F" for the course.

### ACCOMMODATIONS

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).

## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 4-10-2011 (mm/dd/yyyy)

**Department Initiating Request:**  
CSD

**Faculty Member Requesting:**  
Corine Myers Jennings

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
CSD 9521

**Proposed New Course Title:**  
Single Subject Design in Clinically Based Research

**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
Single Subject Des Clinical Rsch

**Semester/Year to be Effective:**  
Fall 2012

**Estimated Frequency of Course Offering:**  
1X/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.) Preparation for conducting research using single subject design and single case study design with emphasis on causal inference. This course will discuss the salient features as well as the advantages and disadvantages of these research methodologies. Students will participate in critiquing and analyzing published research. Opportunities will be provided for students to apply these methodologies to current clinical treatment paradigms.

**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: critical course for the clinical doctorate program

**Source of Data to Support Suggested Change:**

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

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

Approvals:		
Dept. Head:	<i>C. Myers-Jennings</i>	Date: <i>8/31/11</i>
College/Division Exec. Comm.:	<i>Keith Hill</i>	Date: <i>8/31/2011</i>
Dean/Director:	<i>Keith Hill</i>	Date: <i>8/31/2011</i>
Graduate Exec. Comm.: (for graduate course):	<i>Alfred [Signature]</i>	Date: <i>9/1/11</i>
Graduate Dean: (for graduate course):	<i>Alfred [Signature]</i>	Date: <i>9/1/11</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

**CSD 9521**

**Single Subject Design in Clinically Based Research**

**3 Semester Hours**

\*\*\*\*\*

Dewar College of Education  
Valdosta State University  
Department of Communication Sciences and Disorders  
Conceptual Framework: Guiding Principles

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:

Schiavetti, N., Metz, D.E., Orlikoff, R. F. (2011). *Evaluating Research in Communicative Disorders* (6th Edition). Allyn & Bacon ISBN-10: 0137151551  
ISBN-13: 9780137151554

## COURSE DESCRIPTION:

Preparation for conducting research using single subject design and single case study design with emphasis on causal inference. This course will discuss the salient features as well as the advantages and disadvantages of these research methodologies. Students will participate in critiquing and analyzing published research. Opportunities will be provided for students to apply these methodologies to current clinical treatment paradigms.

## COURSE OBJECTIVES The student will:

CO 1. Describe and apply the logic, foundations, and rationale of single subject methods.

CO 2. Describe the requirements, advantages, uses, and limitations of single subject demonstration designs, including the withdrawal design, reversal design, multiple baseline designs, multiple probe design, changing criterion design, and combinations of these designs.

CO 3. Formulate research questions for single subject studies from the literature and experience.

CO 4. Define behaviors for measurement and describe methods for measuring those behaviors.

CO 5. Describe the requirements, advantages, uses, and limitations of comparative single subject designs, including the alternating treatments designs (multi-element designs), multi-treatment designs, adapted alternating treatments designs, and parallel treatments designs.

CO 6. Describe the threats to internal validity and describe methods for minimizing and controlling for the effects of extraneous variables.

CO 7. Describe the characteristics of data, display data graphically, and describe data by its characteristics.

CO 8. Conduct formative and summative evaluations of data using visual inspection procedures, descriptive statistics, and inferential statistics.

CO 9. Describe the application of single subject design in the analysis and intervention of un-/under served population.

## COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Students will use classroom and laboratory time to

- Students are required to complete a full research proposal using either a single subject design model or a single case study design model.
- Students are required to complete a prospectus that is related to a current intervention strategy or therapy procedure they are conducting or supervising.
- Students are required to videotape an approved therapy session and analyze the behavior exhibited by the student clinician and the client.
- Students are required to submit a draft of a research project in publication format.



## COURSE EVALUATION

The student will be assessed on successful completion of the course activities, assignments and requirements.

## ATTENDANCE POLICY

Not applicable

## POLICY STATEMENT ON PLAGIARISM AND CHEATING

The full text of this policy is available in the College of Education Dean's Office, EC room 227. The following penalties will be enforced, as stated in the Policy:

FIRST OFFENSE: The student will earn a "0" on the assignment, test, project, etc.

SECOND OFFENSE: The student will earn the letter grade "F" for the course.

## ACCOMMODATIONS

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).

# REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 4-10-2011 (mm/dd/yyyy)

**Department Initiating Request:**  
CSD

**Faculty Member Requesting:**  
R. Johnston

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
CSD 9530

**Proposed New Course Title:**  
Social & Cultural Aspects of Underserved Populations

**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
Soc Cult Aspects Underserved

**Semester/Year to be Effective:**  
Fall 2012

**Estimated Frequency of Course Offering:**  
1 X/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.) Overview of the social, cultural, economic and linguistic variables impacting speech-language pathology services to underserved populations. Students will assess their own cultural competencies and learn about intervention and assessment variables that may be influenced by cultural, social, or linguistic differences.

**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: Essential component of a clinical doctorate for speech language pathologists

**Source of Data to Support Suggested Change:**

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

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

Approvals:		
Dept. Head:	<i>C. Myers-Jennings</i>	Date: <i>8/31/11</i>
College/Division Exec. Comm.:	<i>Rae Sims</i>	Date: <i>8/31/2011</i>
Dean/Director:	<i>Rae Sims</i>	Date: <i>8/31/2011</i>
Graduate Exec. Comm.: (for graduate course):	<i>Alfred</i>	Date: <i>9/1/11</i>
Graduate Dean: (for graduate course):	<i>Alfred</i>	Date: <i>9/1/11</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

**CSD 9530**

**Social and Cultural Aspects of Underserved Populations**

**3 Semester Hours**

\*\*\*\*\*

Dewar College of Education  
Valdosta State University  
Department of Communication Sciences and Disorders  
Conceptual Framework: Guiding Principles

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

Equity Principle: All learners deserve high expectations and support.

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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:

Roseberry-McKibbin, C. (2002). *Multicultural students with special language needs: Practical strategies for assessment and intervention* (2nd ed.). Oceanside, CA: Academic Communication Associates.

### Additional Readings

(To be added)

### COURSE DESCRIPTION:

Overview of the social, cultural, economic and linguistic variables impacting speech-language pathology services to underserved populations. Students will assess their own cultural competencies and learn about intervention and assessment variables that may be influenced by cultural, social, or linguistic differences.

### COURSE OBJECTIVES

The student will:

- CO 1 Identify cultural and linguistic variables that may impact speech-language pathology services to members of specific culturally and linguistically diverse (CLD) groups.
- CO2 Summarize cross-cultural differences in communication styles of various cultural groups, and analyze and critically evaluate how these differences impact speech-language services.
- CO3 Describe normal second language acquisition and bilingual development in children.
- CO4 Contrast communication differences and communication disorders in CLD populations.
- CO5 Examine his/her caseload to determine demographics, and underserved populations
- CO6 Assess his/her personal/workplace cultural competence
- CO7 Develop an action plan to increase his/her cultural competence.

### COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Students will

- I. Complete the Cultural Competence Checklist/Personal reflection (CO 7)  
<http://www.asha.org/uploadedFiles/Cultural-Competence-Checklist-Personal-Reflection.pdf>
- II. Complete the Cultural Competence Checklist, workplace policies reflection (CO 6)  
<http://www.asha.org/uploadedFiles/Cultural-Competence-Checklist-Policies-Procedures.pdf>

III. Complete the Cultural Competence Checklist-Service Delivery and Reflection (CO 6)

<http://www.asha.org/uploadedFiles/Cultural-Competence-Checklist-Service-Delivery.pdf>

IV. Complete the Caseload Comparison and reflection & Discussion (CO 5)

A web-based application was developed for ASHA members to demonstrate how the demographics are shifting in the United States based on data from the US Census Bureau. This calculator was developed as a resource funded by the ASHA Focused Initiative on Culturally and Linguistically Diverse (CLD) population to give you a comparison of caseload demographics (for real or virtual caseload) with the general population in your state.

How Does Your Caseload Compare?

V. Complete the Cultural Competence Awareness Assessment and Development Plan (CO 7)

An interactive web-based tool was designed to help you evaluate your cultural competence. You will need to use the following name and password to enter this site. Name: MATtester Password: Pilot Percentages and scores are provided in each subtest in order to help you determine your level of knowledge of specific topics. They should not be used as absolutes. They should be used to determine which areas may need some further development. Develop a personal cultural competency action plan.

VI. Online Discussions/Reflection (CO 1,3, 4)

VII. Paper : 10 pages, current references, APA format, double spaced. Summarize cross-cultural differences in communication styles of various cultural groups, and analyze and critically evaluate how these differences impact speech-language services. (CO2)

COURSE EVALUATION

I. Complete the Cultural Competence Checklist/Personal reflection (CO 7)	25 pts.
II. Complete the Cultural Competence Checklist, workplace policies reflection (CO 6)	25 pts.
III. Complete the Cultural Competence Checklist-Service Delivery and Reflection (CO 6)	25 pts.
IV. Complete the Caseload Comparison and reflection & Discussion (CO 5)	25 pts.
V. Complete the Cultural Competence Awareness Assessment and Development Plan (CO 7)	25 pts.
VI. Online Discussions/Reflection (CO 1,3,4)	75 pts.
VII. Paper (CO2)	100 pts.

A= 300-276 pts. B= 275-246 pts. C= 245-216 pts.

### ATTENDANCE POLICY

### POLICY STATEMENT ON PLAGIARISM AND CHEATING

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FIRST OFFENSE: The student will earn a "0" on the assignment, test, project, etc.

SECOND OFFENSE: The student will earn the letter grade "F" for the course.

### ACCOMMODATIONS

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## Course Schedule

### Unit 1: Introduction to Multicultural Issues in the Profession (face to face class)

Cultural Sensitivity  
Professional and public policy  
ASHA's position regarding cultural and linguistic diversity, communicative disorders and disability  
State-specific and U.S. demographics  
Cultural diversity and special education  
Developing sensitivity to multicultural issues

#### **Assignment (read before class and complete cultural competence assessment)**

- A) Reading: Roseberry-McKibbin (1994)
- B) Complete the Cultural Competence Awareness Assessment and bring to class

### Unit 2: Impact of Immigrant/Refugee Status and Religion (online)

#### **Assignments**

- A) Text Chapters 1 & 2 (online discussion questions)
- B) Reading: Davis, Gentry, & Hubbard-Wiley (online discussion questions)
- C) Complete the Cultural Competence Checklist/Personal Reflection

### Unit 3: Anglo-European Culture: Implications for Assessment and Treatment of Diverse Clients

#### **Assignments (read before class and bring reflection)**

- A) Text Chapter 3
- B) Reading: Roseberry-McKibbin (2000)
- C) Complete the Cultural Competence Checklist, workplace policies reflection

### Unit 4: African American Language and Culture: Implications for Assessment and Treatment (online)

Considerations for culturally sensitive assessment and treatment  
Distinguishing language and dialectal differences from disorders

#### **Assignments**

- A) Text Chapter 4 (online discussion questions)
- B) Complete the Cultural Competence Checklist-Service Delivery

### Unit 5 : Hispanic Language and Culture: Implications for Assessment and Treatment

Cultural and linguistic characteristics  
Assessment and treatment

Guidelines for culturally appropriate assessment and treatment  
Distinguishing language differences from language disorders

**Assignments (read before class)**

- A) Text Chapter 5
- B) Reading: Roseberry & Connell
- C) Reading: Maestas & Erickson

**Unit 6: Asian Language and Culture: Implications for Assessment and Treatment (online)**

Cultural and linguistic issues in assessment and intervention  
Effective assessment and intervention

**Assignments**

- A) Text Chapter 6 (online discussion questions)
- B) Complete the Complete the Caseload Comparison and reflection & Discussion
- C) Reading: Rosebery-McKibbin (1997) (online discussion questions)

**Unit 7: Native American Language and Culture: Implications for Assessment and Treatment**

Demographic characteristics  
Cultural values  
Effective assessment and treatment

**Assignments (read before class)**

- A) Text Chapter 7

**Unit 8: Pacific Islander Language and Culture: Implications for Assessment and Treatment (online)**

Cultural and linguistic issues in assessment and intervention

**Assignments**

- A) Text Chapter 8 (online discussion questions)
- B) Reading: Hammer (online discussion questions)

**Unit 9: Middle East Language and Culture: Implications for Assessment and Treatment**

Cultural and linguistic issues in assessment and intervention

**Assignments (read before class)**

- A) Text Chapter 9

B) Reading: Wilson

**Unit 10: Second Language Acquisition and Bilingualism (online)**

Linguistic and social features of second language acquisition and bilingualism  
Issues in language loss

**Assignments**

A) Text Chapter 11 (online discussion questions)

**Unit 11: Second Language Acquisition and Bilingual Development**

Theories of Cummins: Common Underlying Proficiency (CUP)  
Basic Interpersonal Communication Skills (BICS) vs Cognitive-Academic Language  
Proficiency (CALP)  
Threshold Hypothesis  
**Bring Cultural Awareness Professional Development Plan**

## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 4-10-2011 (mm/dd/yyyy)

**Department Initiating Request:**  
CSD

**Faculty Member Requesting:**  
Corine Myers Jennings

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
CSD 9531

**Proposed New Course Title:**  
Assessment and Management of Underserved Populations  
  
**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
Assess & Mngmt Social & Cultural

**Semester/Year to be Effective:**  
Fall 2012

**Estimated Frequency of Course Offering:**  
1X/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.) Impact of social and cultural aspects on assessment and intervention in communication disorders. The course will emphasize best practices in assessment and intervention with a focused attention on cultural and social contexts.

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

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

**Source of Data to Support Suggested Change:**

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

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

Approvals:		
Dept. Head:	<i>C. Myers-Jennings</i>	Date: <i>8/26/11</i>
College/Division Exec. Comm.:	<i>Kae Hues</i>	Date: <i>8/26/11</i>
Dean/Director:	<i>Kae Hues</i>	Date: <i>8/26/11</i>
Graduate Exec. Comm.: (for graduate course):	<i>Alfred</i>	Date: <i>9/1/11</i>
Graduate Dean: (for graduate course):	<i>Alfred</i>	Date: <i>9/1/11</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

CSD 9531

Assessment and Management of Underserved Populations

3 Semester Hours

\*\*\*\*\*

Dewar College of Education  
Valdosta State University  
Department of Communication Sciences and Disorders  
Conceptual Framework: Guiding Principles

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:

Roseberry-McKibbin, C. (2002). *Multicultural students with special language needs: Practical strategies for assessment and intervention* (2nd ed.). Oceanside, CA: Academic Communication Associates.

Roseberry-McKibbin, C. (2007). *Language Disorders in Children: A Multicultural and Case Perspective* Allyn & Bacon publishers, ISBN-10: 0205393403  
ISBN-13: 9780205393404

## Additional Readings

(To be added)

## COURSE DESCRIPTION:

Impact of social and cultural aspects on assessment and intervention in communication disorders. The course will emphasize best practices in assessment and intervention with a focused attention on cultural and social contexts.

## COURSE OBJECTIVES

The student will:

- CO 1 discuss practical applications of various theories in the research literature relevant to assessment and treatment of CLD clients with communication disorders.
- CO2 describe potential limitations of standardized tests with CLD clients.
- CO3 demonstrate the use of alternative, non-standardized methods for nonbiased assessment.
- CO 4 list and describe appropriate treatment techniques for CLD children with speech-language disorders.

## COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

- I. Reflections/Quiz on Readings
- II. Demonstration of assessment tools
- III. Individual evaluation of the appropriateness (multicultural/linguistic) of tools used in students program
- IV. Case Studies on intervention/assessment of CLD clients

## COURSE EVALUATION

- I. Reflections/Quiz on Readings 100 pts
- II. Demonstration of assessment tools 50 pts.
- III. Individual evaluation of the appropriateness (multicultural/linguistic) of tools used in students program 50pts
- IV. Case Studies 200 pts.



A= 400-368 B= 367-328 C= 327-295

ATTENDANCE POLICY

POLICY STATEMENT ON PLAGIARISM AND CHEATING

The full text of this policy is available in the College of Education Dean's Office, EC room 227. The following penalties will be enforced, as stated in the Policy:

FIRST OFFENSE: The student will earn a "0" on the assignment, test, project, etc.

SECOND OFFENSE: The student will earn the letter grade "F" for the course.

ACCOMMODATIONS

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).

## Tentative Course Schedule

### Class 1: Strategies for Conducting Assessments

Legal considerations  
Standardized tests and cultural-linguistic bias  
Alternatives to standardized tests  
Text Chapter 12

### Class 2: Conducting Nonbiased Assessments

Alternatives to standardized tests  
Working with multidisciplinary teams  
Pre referral and case history considerations  
Cultural and environmental influences on language and academic performance  
Reading: Brice & Roseberry-McKibbin

### Class 3: Best Practices in Assessment

Language dominance and proficiency testing  
Dynamic assessment: Feuerstein's theory of structural cognitive modifiability and practical applications  
Text Chapter 13

### Class 4: Assessment Alternatives

Narrative assessment and analysis  
Portfolio and curriculum-based assessment  
Bilingual support personnel utilizing the services of interpreters

### Class 5: Service Delivery Options for Multicultural Students with Communicative Disorders

Incorporating multiculturalism  
Selecting appropriate goals, materials, and educational settings  
Alternatives for LEP children, ESL, bilingual education options  
Holistic strategies approach to treatment  
Text Chapter 14

### Class 6: Practical Treatment Strategies and Materials for Multicultural Students with Language Disorders

Roseberry-McKibbin (2001)

### Class 7: Treatment Considerations: Specific Strategies for Developing Oral and Written Language Skills

Thematic redundancy approach to teaching vocabulary  
Practical treatment strategies for phonological awareness  
Text Chapter 15

### Class 8: Treatment Considerations: Involving Families

Reading: Al-Hassan & Gardner

### Class 9: Intervention Guidelines and Options for Multicultural Clients with Neurological Impairments

Working with adult neurologically impaired multicultural clients  
Intervention considerations and options  
Cultural differences affecting services to multicultural groups  
Reading: Campbell  
Reading: Tonkovich

### Class 10: CONSIDERATIONS IN USING STANDARDIZED TESTS WITH CLD STUDENTS

Formal Test Assumptions  
Sources of Bias in the use of Standardized Tests with CLD Students  
Modifying Standardized Tests for use with CLD Students  
Summary

### LANGUAGE SAMPLES

Introduction

Strategies for Collecting Language Samples  
Informal Strategies for Evaluating Morphology and Syntax  
Informal Evaluation of Language Use  
Summary

#### OTHER ALTERNATIVES TO STANDARDIZED ASSESSMENT

Introduction  
Legal Considerations in the Assessment of CLD Students  
Dynamic Assessment  
Assessment of Information Processing Skills  
Assessment of Narrative Skills  
Portfolio Assessment  
Use of Interpreters in the Assessment of CLD Students

#### Class 11: CLD STUDENTS: LANGUAGE DIFFERENCE OR LANGUAGE IMPAIRMENT?

Introduction  
Diagnostic Pie  
SPECIFIC TREATMENT TECHNIQUES  
Incidental Teaching  
Focused Stimulation  
Self-Talk  
Parallel Talk  
Expansion  
Extension  
Mand-Model  
Recasting  
Joint Routines  
Joint Book Reading  
Whole Language  
Using Sabotage  
Modifying Linguistic Input

#### FACILITATING GENERALIZATION OF TREATMENT TARGETS TO OTHER SETTINGS

Introduction  
Connecting with Significant Others: General Principles  
Suggestions for Working with Caretakers  
Suggestions for Working with Classroom Teachers

#### SPECIAL CONSIDERATIONS FOR CLD CHILDREN WITH LANGUAGE IMPAIRMENTS

Language of Intervention  
Program Placement Alternatives  
Incorporating Multiculturalism into Treatment Activities  
Suggestions for Therapy with CLD Students with LI  
Involving the Families of CLD Students with LI

#### Class 11 ASSESSMENT OF TODDLERS AND PRESCHOOLERS WITH LANGUAGE IMPAIRMENTS

General Principles  
Strategies for Evaluating Language Skills

#### INTERVENTION FOR TODDLERS AND PRESCHOOLERS WITH LANGUAGE IMPAIRMENT

General Principles  
Indirect Intervention: Working with Caregivers and Teachers  
Increasing Oral Language Skills: Direct Intervention Techniques  
Increasing Emergent Literacy Skills: Direct Intervention Techniques  
Serving Toddlers and Preschoolers in the Public School Setting

#### ADDITIONAL CONSIDERATIONS FOR CLD CHILDREN AND THEIR FAMILIES

Working with Families  
Serving CLD Children with Language Impairments in Day Care and Preschool Settings

#### Class 12 ASSESSMENT OF STUDENTS WITH LEARNING DISABILITIES

Challenges in Nonbiased Assessment  
Principles of Nonbiased Assessment

INTERVENTION FOR SCHOOL-AGED CHILDREN AND ADOLESCENTS WITH LEARNING DISABILITIES  
Service Delivery in the Public Schools  
Collaboration in the General Education Classroom  
Specific Strategies for Teaching Students with Learning Disabilities  
*Basic Principles*  
*Providing Support for Written Language Skills*  
*Additional Considerations for CLD Student*

## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 4-10-2011 (mm/dd/yyyy)

**Department Initiating Request:**  
CSD

**Faculty Member Requesting:**  
Corine Myers Jennings

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
CSD 9998

**Proposed New Course Title:**  
CSD Dissertation Proposal and Defense  
**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
CSD Dissertation Prop & Def

**Semester/Year to be Effective:**  
Fall 2013

**Estimated Frequency of Course Offering:**  
Every semester

**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.) Development and defense of dissertation proposal. Course will focus on identifying a suitable dissertation topic, reviewing relevant literature, and submitting and defending the dissertation proposal. Course is graded as "satisfactory" or "unsatisfactory."

**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: critical course for the clinical doctorate 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.)

**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. alumni surveys
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Completed proposal and successful defense
- Other:

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

Approvals:		
Dept. Head:	<i>C. Myles Jennings</i>	Date: <i>8/25/11</i>
College/Division Exec. Comm.:	<i>Karl Hue</i>	Date: <i>8-25-2011</i>
Dean/Director:	<i>Karl Hue</i>	Date: <i>8-25-2011</i>
Graduate Exec. Comm.: (for graduate course):	<i>Alf Stenlund</i>	Date: <i>9/1/11</i>
Graduate Dean: (for graduate course):	<i>Alf Stenlund</i>	Date: <i>9/1/11</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

CSD 9998

Dissertation Proposal Development and Defense

3 Semester Hours

\*\*\*\*\*

Dewar College of Education  
Valdosta State University  
Department of Communication Sciences and Disorders  
Conceptual Framework: Guiding Principles

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: None

COURSE DESCRIPTION:

**Prerequisites: Completion of major courses and approval of advisor.**

Development and defense of dissertation proposal. Course will focus on identifying a suitable dissertation topic, reviewing relevant literature, and submitting and defending the dissertation proposal. Course is graded as "satisfactory" or "unsatisfactory."

COURSE OBJECTIVES The student will:

- CO 1. Identify a suitable topic for research.
- CO 2. Conduct a thorough review of related and appropriate literature.
- CO 3. Submit and defend a proposal.

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Students will use classroom and laboratory time to  
identify a suitable topic for research.  
conduct a thorough review of appropriate literature.  
submit and defend a proposal.  
successfully complete the CITI ethical conduct of research training module and  
submit an IRB proposal.

COURSE EVALUATION

The student will be assessed on successful completion of the course activities, assignments, and requirements.

ATTENDANCE POLICY

Not applicable

POLICY STATEMENT ON PLAGIARISM AND CHEATING

The full text of this policy is available in the College of Education Dean's Office, EC room 227. The following penalties will be enforced, as stated in the Policy:

FIRST OFFENSE: The student will earn a "0" on the assignment, test, project, etc.

SECOND OFFENSE: The student will earn the letter grade "U" for the course.

ACCOMMODATIONS

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).

## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 4-10-2011 (mm/dd/yyyy)

**Department Initiating Request:**  
CSD

**Faculty Member Requesting:**  
Corine Myers Jennings

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
CSD 9999

**Proposed New Course Title:**  
CSD Dissertation

**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
CSD Dissertation

**Semester/Year to be Effective:**  
Fall 2013

**Estimated Frequency of Course Offering:**  
Every semester

**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.) Implementation and defense of the completed dissertation. The number of hours taken per term must be approved by the dissertation chair. A minimum of 9 hours must be completed for the degree. Course is graded as "satisfactory" or "unsatisfactory." Prerequisites: Completion of major courses and approval of advisor.

**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: critical course for the clinical doctorate 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.)

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**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. alumni surveys
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Completed dissertation and graduation
- Other:

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

<b>Approvals:</b>		
Dept. Head:	<i>C. Myles-Jennings</i>	Date: <i>8/26/11</i>
College/Division Exec. Comm.:	<i>Kel Hull</i>	Date: <i>8/26/11</i>
Dean/Director:	<i>Kel Hull</i>	Date: <i>8/26/11</i>
Graduate Exec. Comm.: (for graduate course):	<i>Alf Hull</i>	Date: <i>9/1/11</i>
Graduate Dean: (for graduate course):	<i>Alf Hull</i>	Date: <i>9/1/11</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

**CSD 9999**

**Dissertation**

**3 Semester Hours**

**(Students must complete a minimum of 9 semester hours of dissertation-course may be taken multiple times)**

\*\*\*\*\*

Dewar College of Education  
Valdosta State University  
Department of Communication Sciences and Disorders  
Conceptual Framework: Guiding Principles

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: None

COURSE DESCRIPTION:

Implementation and defense of the completed dissertation. The number of hours taken per term must be approved by the dissertation chair. A minimum of 9 hours must be completed for the degree. Course is graded as "satisfactory" or "unsatisfactory." **Prerequisites: Completion of major courses and approval of advisor.**

COURSE OBJECTIVES The student will:  
CO 1. Conduct data collection.  
CO 2. Analyze and interpret data collected.  
CO 3. Identify implications of results.  
CO 2. Submit and defend final dissertation.

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Students will

- conduct ethical and institutionally approved data collection.
- analyze and interpret data collected.
- describe implications of the research results.
- submit and successfully defend final dissertations and to submit the final approved copy to the graduate school.

COURSE EVALUATION

The student will be assessed on successful completion of the course activities, assignments and requirements.

ATTENDANCE POLICY

Not applicable

POLICY STATEMENT ON PLAGIARISM AND CHEATING

The full text of this policy is available in the College of Education Dean's Office, EC room 227. The following penalties will be enforced, as stated in the Policy:

- FIRST OFFENSE: The student will earn a "0" on the assignment, test, project, etc.
- SECOND OFFENSE: The student will earn the letter grade "U" for the course.

ACCOMMODATIONS

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).

APPENDIX D

Questionnaire/Survey Georgia Speech-Language Hearing Association  
annual conference in March 2010

**Thank you for responding to this needs assessment concerning a doctoral program**

1. How long have you been working since you master's degree?
  - 0 to 3 years
  - 4-6 years
  - 7 to 10 years
  - more than 10 years
2. Have you ever thought about pursuing a doctorate degree?
  - yes
  - no
3. If a clinical doctorate were to begin in Georgia, would you consider applying?
  - yes
  - no
4. If you were to obtain a doctorate would it help you in your job performance?
  - yes
  - no
5. Are there some work environments in which a doctorate would be helpful?
  - yes
  - no
6. Which of the following doctorates might be more appropriate in your (future) work?
  - research doctorate Ph.D.
  - educational doctorate Ed.D.
  - clinical doctorate SLP.D.
7. What type of emphasis should there be in a clinical **doctoral** program?
  - research and scholarly emphasis
  - administration and transdisciplinary emphasis
  - clinical and advanced treatment emphasis
8. The best reason for returning for the doctorate would be?
  - additional respect
  - better work opportunities
  - potentially more income
  - improved science and research knowledge
  - improved patient treatment
  - improved management skills
9. How long should a full time doctoral program take?
  - 2 years
  - 3 years
  - more than 3 years



10. Would you prefer part time or on-line courses even if the program were to take more time to complete?

yes

no

11. Would you be more likely to apply if the training program offered tuition and a part time salary for teaching or supervision in the department?

Yes

no

12. If a clinical doctorate were to begin, would you like to serve as a consultant, have input into the course work, or apply to the program?

Yes (e-mail) \_\_\_\_\_

No

13. Your comments or suggestions:

Robert G. Johnston Ph.D.

[rjohnsto@valdosta.edu](mailto:rjohnsto@valdosta.edu)

229-219-1328

or

Communication Sciences and Disorders Building

Valdosta State University

Valdosta, Georgia 31698

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Survey-Doctoral Program	0 to 3 years	4-6 years	7 to 10 years	more than 10 years
Question 1 How long have you been working since your master's degree?	15	3	6	27
Question 2 Have you ever thought about pursuing a doctorate degree?	Yes 37	No 14		
Question 3 If a clinical doctorate were to begin in Georgia, would you consider applying?	Yes 34	No 16		
Question 4 If you were to obtain a doctorate would it help you in your job performance?	Yes 38	No 11		
Question 5 Are there some work environments in which a doctorate would be helpful?	Yes 45	No 6	clinical doctorate	
Question 6 Which of the following doctorates might be more appropriate in your (future) work?	research doctorate 7	education doctorate 14	clinical doctorate 36	
Question 7 What type of emphasis should there be in a clinical doctoral program?	research & scholarly emphasis 3	administration & transdisciplinary emphasis 2	clinical & advanced tx emphasis 45	
Question 8 The best reason for returning for the doctorate would be?	additional respect 1	better work opportunities 4	potentially more income 8	Improved science & research knowledge 8
Question 9 How long should a full time doctoral program take?	2 years 30	3 years 17	more than 3 years 0	Improved patient tx 27
Question 10 Would you prefer part time or online courses even if the program were to take more time to complete?	Yes 43	No 4		Improved management skills 2
Question 11 Would you be more likely to apply if the training program offered tuition and a part time salary for teaching and supervision in the department?	Yes 42	No 5		
Question 12 If a clinical doctorate were to begin, would you like to serve as a consultant, have input into the course work, or apply to the program?	Yes 20	No 25		
Question 13: Responses: As an evidence based practice it is very important that there be educational opportunities for clinicians to learn, refine, and use research and presentation skills on the post graduate level. Where do I sign up? This is very exciting, I think and hope that this program would offer the students to specialize in an area.				
Contacts for emails:	mwestbrook@taylor.k12.ga.us kcvoshel@taylor.k12.ga.us kcvoshel@taylor.k12.ga.us cutslim@yahoo.com serecsstudior@taylor.k12.ga.us brallier@taylor.k12.ga.us patton_army@gmail.com bbickensons@valdosta.edu shaker@lowndes.k12.ga.us kbrookes@gmail.com e_minds@yahoo.com leharnes917@gmail.com mresajob@gmail.com mccrman@copquitt.k12.ga.us sellsj66@vondstream.net daophones@hotmail.com zachstout@gmail.com georgia82peach@hotmail.com			
			Questions in BLACK Responses in RED	

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# REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

**Select Area of Change:**

Core Curriculum  Senior Curriculum  Graduate Curriculum  Other

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

**Current Catalog Page number: 2010-2011 Page 236**

**Proposed Effective Date for Curriculum Change: (Month/Year): 8/1/2012**

**Degree & Program Name: Special Education: Deaf and Hard of Hearing**

**Core Curriculum (Area F) (18 Hours):**

DEAF 2999 Entry into the Program	0
ISCI 2001 or ISCI 2002	3
EDUC 2110, EDUC 2120, & EDUC 2130	9
ASLS 2110 & ASLS 2120	6
<b>Requirements: 62 Hours</b>	

**Junior Curriculum (31 Hours):**

**Fall Semester (14 Hours)**

ECSE 3010 Introduction to Assessment, Planning & Instruction	3
ECSE 3210 Introduction to the Management Of Learning Environments	3
LITR 3110 Emergent Literacy	3
SPEC 3000 Serving Students with Diverse Needs	3
ECSE 3390 Early Childhood Inclusive Practicum & Seminar: Pre-K-K	2

**Spring Semester (17 Hours)**

ECSE 3220 Intermediate Management of Learning Environments	3
ECSE 3490 Early Childhood Inclusive Practicum & Seminar: Grades 1-3	2
ECSE 3020 Intermediate Assessment, Planning & Instruction	3
LITR 3120 Early Literacy	3
LITR 3130 Developing Literacy	3
<b>Guided Elective</b>	<b>3</b>

**Senior Curriculum (35 Hours)**

**Fall Semester (18 Hours)**

ASLS 3170 American Sign Language III	3
DEAF 3100 Orientation to Deaf Education & Language Learning	3
MATH 2008 Foundations of Numbers And Operations	3
READ 4550 Reading in Content Areas	3
SPEC 3020 Applied Behavior Analysis	3
SPEC 3040 Legal and Ethical Issues for Special Education	3

**Core Curriculum (Area F) (18 Hours):**

DEAF 2999 Entry into the Program	0
ISCI 2001 or ISCI 2002	3
EDUC 2110, EDUC 2120, & EDUC 2130	9
ASLS 2110 & ASLS 2120	6
<b>Proposed Requirements: 63 Hours</b>	

**Junior Curriculum (28 Hours):**

**Fall Semester (14 Hours)**

ECSE 3010 Introduction to Assessment, Planning & Instruction	3
ECSE 3210 Introduction to the Management Of Learning Environments	3
LITR 3110 Emergent Literacy	3
SPEC 3000 Serving Students with Diverse Needs	3
ECSE 3390 Early Childhood Inclusive Practicum & Seminar: Pre-K-K	2

**Spring Semester (14 Hours)**

ECSE 3220 Intermediate Management of Learning Environments	3
ECSE 3490 Early Childhood Inclusive Practicum & Seminar: Grades 1-3	2
ECSE 3020 Intermediate Assessment, Planning & Instruction	3
LITR 3120 Early Literacy	3
LITR 3130 Developing Literacy	3

**Senior Curriculum (35 Hours)**

**Fall Semester (18 Hours)**

ASLS 3170 American Sign Language III	3
DEAF 3100 Orientation to Deaf Education & Language Learning	3
MATH 2008 Foundations of Numbers And Operations	3
READ 4550 Reading in Content Areas	3
SPEC 3020 Applied Behavior Analysis	3
SPEC 3040 Legal and Ethical Issues for Special Education	3

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<i>Spring Semester (17 Hours)</i>		<i>Spring Semester (17 Hours)</i>	
ASLS 3180 American Sign Language IV	3	ASLS 3180 American Sign Language IV	3
DEAF 3120 Learning Cognition & Social Development in Deaf Children	3	DEAF 3120 Learning Cognition & Social Development in Deaf Children	3
SEED 4010 Integrating Technology in Education Secondary	1	SEED 4010 Integrating Technology in Education Secondary	1
MGED 3991 Differentiated Instruction for Middle Grades	4	MGED 3991 Differentiated Instruction for Middle Grades	4
MATH 3161 Mathematics for Early Childhood Teachers	3	MATH 3161 Mathematics for Early Childhood Teachers	3
DEAF 4050 Manual Communication	3	DEAF 4050 Manual Communication	3

**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: To meet the 129 hour maximum the Board of Regents has approved for our Deaf Education 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.)

**Plan for assessing the effectiveness of the change in meeting the 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:**

**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.)

<b>Approvals:</b>	
Department Head:	Date:
College/Division Exec. Committee:	Date:
Dean(s)/Director(s):	Date:
Grad. Exec. Committee: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010