

VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET

ACADEMIC COMMITTEE

**MONDAY,
April 12, 2010**

2:30 p.m.

**Rose Room
UNIVERSITY CENTER**

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

ACADEMIC COMMITTEE
AGENDA
April 12, 2010

1. Minutes of the March 8, 2010 meeting. (pages 1-4) approved by email March 18, 2010.
2. **COLLEGE OF NURSING**
 - a. Revised credit hours for NURS 4225 (pages 5-7)
3. **COLLEGE OF EDUCATION**
 - a. Revised curriculum for the MED in Adult and Career Education (pages 8-9)
 - b. New course ACED 7430 (pages 10-16)
 - c. Revised credit hours ACED 7410 (pages 17-19)
4. **COLLEGE OF BUSINESS**
 - a. New course ACCT 7990 (pages 20-24)
 - b. New course ACCT 7400 (pages 25-31)
 - c. New course MGNT 4780 (pages 32-38)
 - d. Revised Learning Outcomes for the BBA in Marketing (pages 39-41)
5. **COLLEGE OF ARTS AND SCIENCES**
 - a. Revised catalog copy for the MA in English (pages 42-45)
 - b. New course BIOL 3610 (pages 46-53)
 - c. New course BIOL 5610 (pages 54-61)
 - d. New course BIOL 7050 (pages 62-67)
 - e. New minor in Native American Studies (pages 68-87)
 - f. New course NAS 4500 (pages 88-95)
 - g. New course NAS 3000 (pages 96-103)
 - h. New course NAS 3500 (pages 104-111)
6. **Pending items**
 - a. Notice to SACS that the BS in Mathematics with an option in Computer Science has been deactivated.
 - b. Notice to SACS that the BS in Athletic Training was changed to a BSAT in Athletic Training.
 - c. BA in Transatlantic Studies Program

VALDOSTA STATE UNIVERSITY
ACADEMIC COMMITTEE MINUTES
March 8, 2010

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Rose Room on Monday, March 8, 2010. Dr. Sharon Gravett, Assistant Vice President for Academic Affairs, presided.

Members Present: Dr. Lai Orenduff, Ms. Deb VanPetten (Proxy for Dr. Marvin Smith), Dr. Bruce Caster, Dr. Frank Flaherty (Proxy for Dr. Lucia Lu), Dr. Melissa Benton (Proxy for Dr. Deborah Weaver), Ms. Laura Wright, Dr. Linda Jurczak, Dr. Frank Flaherty, Dr. Kathe Lowney, Dr. Iris Ellis (Proxy for Dr. Ray Elson), Dr. Bruce Caster (Proxy for Ms. Donna Cunningham), Dr. Kathe Lowney (Proxy for Dr. James Ernest), Dr. Iris Ellis, Dr. Melissa Benton, Dr. James Humphrey, Dr. Michael Sanger (Proxy for Dr. Mike Meacham), and Ms. Deborah VanPetten.

Members Absent: Dr. Marvin Smith, Dr. Lucia Lu, Dr. Deborah Weaver, Dr. Ray Elson, Ms. Donna Cunningham, Dr. James Ernest, and Dr. Mike Meacham.

Visitors Present: Dr. Jerry Merwin, Dr. Vesta Whisler, Dr. Reynaldo L. Martinez, Dr. Mike Capece, Dr. Robert Gannon, Dr. Jane Kinney, Dr. Ofelia Nikolova, Dr. Julie Lee, Dr. Mylan Redfern, Dr. James LaPlant, Dr. Connie Richards, Dr. Shani Gray, and Mr. Lee Bradley.

The Minutes of the February 8, 2010 meeting were approved by email on February 10, 2010. (pages 1-3).

A. Miscellaneous

1. Dr. Sheri Gravett, Dr. James LaPlant, and Dr. Jane Kinney spoke about the need to form a subcommittee to review the syllabus of the Area B Perspective courses that are being taught each semester to ensure that the courses are meeting all standards. Dr. LaPlant also discussed the need to deactivate the Perspective courses that have not been taught in the last 5 years.
2. Revised course credit, Prior Learning Assessment (PLA) 2000, "Prior Learning Documentation", (PRIOR LEARNING DOCUMENTATION – 2 credit hours, 2 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Summer Semester 2010. (pages 4-6).

B. College of the Arts

1. Revised senior college curriculum for the BFA in Art Education was approved effective Fall Semester 2010. (pages 7-8).
2. Revised requirements for the minor in Speech Communication was approved effective Fall Semester 2010. (pages 9-10).

C. College of Nursing

1. Revised selected Educational Outcomes for the MSN was approved effective Summer Semester 2010 (pages 11-13).
2. Revised course credit, Nursing (NURS) 7473, "Project", (PROJECT -- 3-6 credit hours, 3-6 lecture hours, 0 lab hours, and 3-6 contact hours), was approved effective Summer Semester 2010. (pages 14-20).
3. New course, Nursing (NURS) 3080, "Strategies for Evidence-Based Nursing Practice", (EVIDENCE-BASED NURSING – 3 credit hours, 2 lecture hours, 3 lab hours, and 5 contact hours), was approved effective Spring Semester 2011 with the description changed to read ...protocols. Variables affecting care of vulnerable and at-risk populations in south Georgia, and participation...healthcare settings will be examined. . (pages 21-26).

D. Division of Social Work

1. Revised Program Retention/Dismissal policy was approved effective Fall Semester 2010. (pages 27-28).
2. Revised course description, Social Work (SOWK) 7300, "Advanced Practice with Individuals in Changing Communities", (ADV PRAC INDVDULS CHNGNG COMMU – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2010 with the effective date changed from Spring to Fall. (pages 29-31).

3. Revised course title, and description, Social Work (SOWK) 7310, "Time Limited Approaches to Multilevel Social Work Practice", (TIME LIMITED PRACTICE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2010 with the description changed to read ..seminar applying theories compatible.. and the spelling corrected of the word "evaluation" in the assessment plan block. (pages 32-34).
4. Revised course description, Social Work (SOWK) 7320, "Advanced Practice with Organizations and Communities", (ADV PRAC ORGNZTNS & COMMUNITES– 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2010 with the effective date changed from Spring to Fall with the description changed to read ...seminar on applications of service management, and... (pages 35-37).

E. College of Arts and Sciences

1. Information item External Degree Proposal for the BA and MS in Criminal Justice was noted. (pages 38-44).
2. Revised course description, Honors (HONS) 4000, "Honors Independent Study", (HONORS INDEPENDENT STUDY – 1-3 credit hours, 1-3 lecture hours, 0 lab hours, and 1-3 contact hours), was approved effective Fall Semester 2010 with the effective term changed from Spring to Fall. (pages 45-47).
3. Revised Selected Educational Outcomes for the BA in Philosophy and Religious Studies was removed from the packet was approved at the February 8, 2010 meeting. (pages 48-50).
4. Revised Additional Requirements and Notes for the BA in Mathematics was approved effective Fall Semester 2010 with the effective date changed from Fall 2011 to Fall 2010. (pages 51-53).
5. Revised Selected Educational Outcomes for the BS in Computer Science was approved effective Fall Semester 2010 with the effective date changed from Fall 2011 to Fall 2010, and in bullet #3 "Student" was changed to "Students" and a "tradeoffs" was changed to "trade-offs". (pages 54-56).
6. Revised Selected Educational Outcomes for the BS in Computer Information Systems was approved effective Fall Semester 2010 with the effective date changed from Fall 2011 to Fall 2010. (pages 57-59).
7. New course, Biology (BIOL) 3460, "Human Physiology", (HUMAN PHYSIOLOGY – 4 credit hours, 3 lecture hours, 3 lab hours, and 6 contact hours), was approved effective Fall Semester 2010 with the effective term changed from Spring to Fall. (pages 60-65).
8. New course, Biology (BIOL) 5460, "Human Physiology", (HUMAN PHYSIOLOGY – 4 credit hours, 3 lecture hours, 3 lab hours, and 6 contact hours), was approved effective Fall Semester 2010 with the effective term changed from Spring to Fall. (pages 66-71).
9. New course, Biology (BIOL) 3970, "Wildlife Diseases", (WILDLIFE DISEASES – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2010 with the description changed to read ...mammalian, reptilian, and amphibian... (pages 72-79).
10. New course, Biology (BIOL) 4710, "Aquatic Toxicology", (AQUATIC TOXICOLOGY – 4 credit hours, 3 lecture hours, 3 lab hours, and 6 contact hours), was approved effective Summer Semester 2010 with the description changed to read ...organisms, following EPA protocols... (pages 80-85).
11. New course, Biology (BIOL) 6710, "Aquatic Toxicology", (AQUATIC TOXICOLOGY – 4 credit hours, 3 lecture hours, 3 lab hours, and 6 contact hours), was approved effective Summer Semester 2010 with the description changed to read ...organisms, following EPA protocols... (pages 86-91).
12. New course, Geology (GEOL) 3104, "Optical Mineralogy and Petrography", (OPTICAL MIN & PETROGRAPHY – 2 credit hours, 1 lecture hour, 3 lab hours, and 4 contact hours), was approved effective Fall Semester 2010 with the description changed to read ...thin section. A field trip maybe required. (pages 92-96).

F. College of Education

1. Revised EDS in School Counseling changing to an online program effective Fall Semester 2010. (pages 97-98).
External Degree form must be completed and submitted to the BOR
2. Revised senior curriculum for the BSED in Technical, Trade, and Industrial Education – Secondary Option was

approved effective Fall Semester 2010. (pages 99-100).

3. Revised credit hours, Adult and Career Education (ACED) 4410, "New Teacher Institute", (NEW TEACHER INSTITUTE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2010. (pages 101-103).
4. New course, Adult and Career Education (ACED) 4430, "Advanced New Teacher Institute", (ADVANCED NEW TEACHER INSTITUTE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2010. (pages 104-110).
5. Information item – background on request to add a new track – online Bachelor Completion Option – to the BS in Office Administration and Technology. (pages 111-112).
6. Revised Core Area F, senior college curriculum, and addition of new Online Bachelor Completion Option for the BS in Office Administration was approved effective Fall Semester 2010. (pages 113-116).
7. Revised admission requirements for the BS in Office Administration and Technology – Online Bachelor Completion Option was approved effective Fall Semester 2010. (pages 117-119) ***Pending BOR approval***
8. New course, Adult and Career Education (ACED) 2940, "Basic Administrative Office Technology Skills", (BASIC ADMIN OFFICE TECH SKILLS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2010 with the last sentence of the course description moved to beginning as the course prerequisite. (pages 120-124).
9. New course, Adult and Career Education (ACED) 3101, "Workplace Computerized Bookkeeping", (WRKPLC COMP BKKPG – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2010 with the description changed to read – Prerequisite: ACED 2400 or CS 1000, ACCT 2010, or instructor consent. ...software system, including setup and... and correction of the spelling of the word "exercises" in the Plans of assessing block. (pages 125-133).
10. New course, Adult and Career Education (ACED) 3150, "Computer Operating Systems for the Office", (COMP OP SYS OFFICE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2010. (pages 134-141).
The description was changed to read: An introduction to operating systems, with hands-on experience in at least one operating system widely used in contemporary office settings. Topics include operating systems, their functions, resources, memory management, processor management, user interface, and embedded software applications. This course helps prepare students to take a certification exam for a current operating system.
11. New course, Adult and Career Education (ACED) 3940, "Intermediate Administrative Office Technology Skills", (INTERM ADMIN OFFICE TECH SKILLS – 1-6 credit hours, 1-6 lecture hours, 0 lab hours, and 1-6 contact hours), was approved effective Fall Semester 2010 with the last sentence moved to the beginning of the description as part of the prerequisite. (pages 142-146).
12. New course, Adult and Career Education (ACED) 4020, "Virtual Office Technology", (VIRTUAL OFFICE TECHNOLOGY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2010 with the description changed to read ...assistant. Emphasis is placed on the use of time and information management applications and increased knowledge of the role of online meeting, Internet telephone... (pages 147-154).
13. Revised course prerequisite and description, Adult and Career Education (ACED) 3400, "Applied Computer Technology", (APPLIED COMPUTER TECHNOLOGY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2010 with the description changed to read ...Emphasis is placed on... and a period was added to end of the last sentence. (pages 155-160).
14. Revised course prerequisite, Adult and Career Education (ACED) 3700, "Desktop Publishing", (DESKTOP PUBLISHING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2010. (pages 161-168).
15. Revised course prerequisite, title, and description, Adult and Career Education (ACED) 4050, "Workforce Development and Management", (WORKFORCE DEV AND MANAGEMENT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2010 with the description changed to read ...training.

examined...supervision, and training. The transcript title was also shorten to WORKFORCE DEV AND MANAGEMENT. (pages 169-176).

16. Revised course prerequisite, Adult and Career Education (ACED) 4070, "Office Applications", (OFFICE APPLICATIONS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2010. (pages 177-189).
17. Revised course prerequisite, Adult and Career Education (ACED) 4160, "Administrative Office Procedures", (ADMINISTRATIVE OFFICE PROCEDUR – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2010. (pages 190-199).

Respectfully submitted,

Stanley Jones
Registrar

RECEIVED
 MAR 11 2010
 OFFICE OF THE REGISTRAR
 VALDOSTA STATE UNIVERSITY

REQUEST FOR A REVISED COURSE
 Valdosta State University

Date of Submission: 03/05/2010 (mm/dd/yyyy)	
Department Initiating Revision: College of Nursing	Faculty Member Requesting Revision: Dr. Jean Temple
Current Course Prefix, Title, & Number: (See course description abbreviations in the catalog for approved prefixes) NURS 4225 Professional Nursing Practice	
List Current and Requested Revisions: (only fill in items needing to be changed)	
Current: Course Prefix and Number: Credit Hours: 3-12-7 Course Title: Prerequisites: Co-requisites: Course Description:	Requested: Course Prefix and Number: Credit Hours: 0-14-7 Course Title: Prerequisites: Co-requisites: Course Description:
Semester/Year to be Effective: Fall, 2010	Estimated Frequency of Course Offering: Every semester
Indicate if Course will be : <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> Elective	
Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data. <input type="checkbox"/> Improving student learning outcomes: <input type="checkbox"/> Adopting current best practice(s) in field: <input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: <input checked="" type="checkbox"/> Other: Correcting credit hour distribution error	
Source of Data to Support Suggested Change: <input type="checkbox"/> Indirect measures: SOIs, student, employer, or alumni surveys, etc. <input checked="" type="checkbox"/> Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Program Evaluation of new curriculum	

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.) Clinical preceptors' evaluations

Approvals:	
Dept. Head:	Date:
College/Division Exec. Comm.: <i>Linda Zloyd</i>	Date: <i>3/5/10</i>
Dean/Director: <i>Quita H. Neff</i>	Date: <i>3/5/10</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

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

Current Catalog Page Number:
76

Proposed Effective Date for Curriculum Change:
(Month/Year): 08/2010

Degree & Program Name:
(e.g., BFA, Art): M.Ed. in Adult and Career Education.

Present Requirements:

Area A-COE Required Core..... 6 hours
 RSCH 7100 3 hours
 PSYC 7010 or PSYC 7040..... 3 hours
Area B-Degree
Core..... 15 hours
 ACED 7510..... 3 hours
 ACED 7530..... 3 hours
 ACED 7620 3 hours
 ACED 7640 3 hours
 ACED 7990 3 hours
Career and Technical Education 15 hours
 ACED 7020 3 hours
 ACED 7030 3 hours
 ACED 7120 3 hours
 ACED 7500 3 hours
 Guided Elective 3 hours
Total hours required for the degree
 **36 semester hours**

Proposed Requirements (Underline changes after printing this form:

Area A-COE Required Core..... 6 hours
 RSCH 7100 3 hours
 PSYC 7010 or PSYC 7040..... 3 hours
Area B-Degree
Core..... 15 hours
 ACED 7510..... 3 hours
 ACED 7530..... 3 hours
 ACED 7620 3 hours
 ACED 7640 3 hours
 ACED 7990 3 hours
Career and Technical Education 15 hours
 EDUC 5999 0 hours
 ACED 7020 3 hours
 ACED 7410 or 7680..... 3 hours
 ACED 7430 or 7030..... 3 hours
 ACED 7500 3 hours
 ACED 7710 or Guided Elective 3 hours
Total hours required for the degree
 **36 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: This degree program is designed for secondary-certification candidates. The candidates generally come from two distinct situations. The first situation is initial certification candidates who enter through the New Teacher Institute at the graduate level and are in the process of completing initial certification requirements. The current program of study does not contain several of the courses that are required by our approved certification plan (ACED 7410, ACED 7430, and ACED 7710). Therefore, these courses have had to be substituted in to the program of study. The second situation involves advanced certification candidates who have already completed the New Teacher Institute and an undergraduate course similar to ACED 7710 (ACED 4710) at the undergraduate level. The proposed revisions allow for students in both situations to complete appropriate required courses with a minimal of substitutions. The proposed curriculum change also includes the action of dividing the New Teacher

Institute (currently ACED 7410, six semester hours) into two separate three-hour courses (ACED 7410 and ACED 7430). This has become necessary due to the change from a summer format to a fall/spring format. The addition of EDUC 5999 is in response to a mandate by the Dewar College Of Education that the course be included in all certification-related graduate programs of study.

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Requests from outside funding agencies and prospective students supported a need to change delivery model that led to these changes.
- 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. Comments on SOIs, along with enrollment and completion data will be used to evaluate the effectiveness of the proposed changes.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Approvals:

Department Head:	<i>Reynolds J. Matney</i>	Date: <i>2/19/10</i>
College/Division Exec. Committee:	<i>Julia M. Giffen</i>	Date: <i>2/24/10</i>
Dean(s)/Director(s):	<i>Julia M. Giffen for JML</i>	Date: <i>2/24/10</i>
Grad. Exec. Committee: (for graduate course)	<i>Karla M. Hallen</i>	Date: <i>4-1-10</i>
Graduate Dean: (for graduate course)	<i>Karla M. Hallen</i>	Date: <i>4-1-10</i>
Academic Committee:		Date:

MAR 01 2010

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 01/25/2010 (mm/dd/yyyy)

Department Initiating Request:

Adult and Career Education

Faculty Member Requesting:

Charles E. Backes

Proposed New Course Prefix & Number:

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

ACED 7430

Proposed New Course Title:

Advanced New Teacher Institute

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)

Advanced New Teacher Institute

Semester/Year to be Effective:

Fall 2010

Estimated Frequency of Course Offering:

Yearly

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite or co-requisite: ACED 7410. Advanced instructional and management skills for new secondary career education teachers. Emphasis is on improvement of skills related to teaching methodology and curriculum implementation that will help them to be more successful as career education practitioners.

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: This new course is the second part of a two-course sequence (ACED 7410 and ACED 7430, three semester hours each for a total of six semester hours) designed to replace the ACED 7410 (six semester hours). This change is necessary due to the revised practice of offering the New Teacher Institute as a Fall and Spring program, rather than as a summer program. In addition, this change provides flexibility for more accurately assessing students based on consistent practice ranging from beginning skills and competencies to on-going, advanced skills and competencies.

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Requests from funding agencies and students to modify delivery model.

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. Comments on SOIs, along with enrollment and completion data will be used to evaluate the effectiveness of the model.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Portfolio artifacts and other assignments will be used to measure student attainment of outcomes.
- Other:

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

Approvals:		
Dept. Head:	<i>Reynold L. May</i>	Date: <i>2/19/10</i>
College/Division Exec. Comm.:	<i>Julia M. Biffer</i>	Date: <i>2/24/10</i>
Dean/Director:	<i>Julia M. Biffer</i>	Date: <i>2/24/1</i>
Graduate Exec. Comm.: (for graduate course):	<i>Karla M. Hultw</i>	Date: <i>4-10</i>
Graduate Dean: (for graduate course):	<i>Karla M. Hultw</i>	Date: <i>4-1-10</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

ACED 7430
ADVANCED NEW TEACHER INSTITUTE
3 Semester Hours

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

Positively Impacting Learning Through Standards-Based Practices

REQUIRED TEXTBOOK

Miller, W.R. & Miller, M.F. Miller (2002). Instructors and Their Jobs. American Technical Publishers: Homewood, IL.

COURSE DESCRIPTION

Prerequisite or co-requisite: ACED 7410. Advanced instructional and management skills for new secondary career education teachers. Emphasis is on improvement of skills related to teaching methodology and curriculum implementation that will help them to be more successful as career education practitioners.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

I. CONTENT AND CURRICULUM: Teachers demonstrate a strong content knowledge of content area(s) appropriate for their certification levels.

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

III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

IV. ASSESSMENT: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

V. PLANNING AND INSTRUCTION: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

VI. PROFESSIONALISM: Teachers recognize, participate in, and contribute to teaching as a profession.

COURSE OBJECTIVES (CO):

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

- CO 1. successfully teach within the organizational structure of technology/career education (VI)
- CO 2. implement a plan designed to foster an efficient and controlled learning environment (III, V)
- CO 3. effectively plan, execute and assess impact on student learning within a unit of instruction (I, V)
- CO 4. demonstrate the effective use of computers and related peripherals for the development of lesson plans and instructional materials (V)
- CO 5. exhibit the communication skills essential for a professional educator (VI)

- CO 6. incorporate the basic principles of learning/teaching in lessons and instructional activities (II)
- CO 7. address the needs of students with various learning styles and disabilities (II, III, V)
- CO 8. incorporate safety instruction and its related concerns into lessons and instructional activities (I, III, V)
- CO 9. effectively evaluate teaching and student performance (IV)
- CO 10. demonstrate technological competency related to the use of the internet, informational databases, and other educational resources (V).
- CO 11. take advantage of the effects that classroom diversity brings to the instructional environment. (II, III, V, VI)
- CO 12. document professional competency and development using practical and concrete artifacts. (I, VI)
- CO 13. investigate instructional strategies that are supported by research to provide a high level of impact on students within a particular subject area. (I, V)

COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS

- 1. Create and maintain a professional portfolio. (CO 1-13)
- 2. Participate in professional learning community activities and discussions. (CO 1-12)
- 3. Develop and present lessons for critique within the Professional Learning Community. (CO 3, 4, 5, 6, 7, 8, 9, 10, 11)
- 4. Conduct and present research findings related to evidence-based teaching strategies through on-line and classroom discussions. (CO 3, 4, 5, 10, 13)

COURSE EVALUATION

This course is a performance-based course. Evaluation will be based on the satisfactory completion and execution of all required activities. Students must attend all sessions and complete all activities in order to complete the course.

Grades will be based on the following scale of satisfactorily completed work, as evaluated through performance and the completion of the professional portfolio.

95-100-----A
90-94-----B
85-89-----C
< than 85---F

ATTENDANCE POLICY

Attendance at all sessions is mandatory. Each student should be committed to attend all class sessions, except in the cases of medical emergencies. In the case of unavoidable absences, the instructor should be notified as soon as possible, so that alternate assignments can be arranged. Prior notice is preferred, when possible. In addition, any student missing in excess of 20% of class time will be subject to withdrawal from the course by the instructor. No student will be excused from any class time for non-emergency reasons, unless approved in advance by the instructor. Due to the fact that much of the required activities involve the use of WebCT, all students are expected to maintain frequent communication through electronic means. Access to web-connected technology is required.

POLICY STATEMENT ON PLAGIARISM AND CHEATING

Students should take precautions to avoid plagiarism and cheating, whether intended or unintended. See the VSU Student Handbook, Code of Conduct –Appendix A, Section I for the official policy and procedures relating to academic integrity.

SPECIAL NEEDS STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

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

INSTRUCTOR

Charles E. Backes, Ph..D.

Department of Adult and Career Education

Office Phone: 229-333-7152

E-mail Address: cbackes@valdosta.edu

Office hours: Monday and Tuesday—9:00 a.m.-11:45 a.m.

Thursday—9:00a.m.-11:45 a.m. and 1:00 p.m.-3:00 p.m.

MAR 01 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 01/25/2010 (mm/dd/yyyy)

Department Initiating Revision:

Adult and Career Education

Faculty Member Requesting Revision:

Charles E. Backes

Current Course Prefix, Title, & Number:

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

ACED 7410 New Teacher Institute

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

Current:

Course Prefix and Number:

Credit Hours: 6

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours: 3

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Semester/Year to be Effective:

Fall 2010

Estimated Frequency of Course Offering:

Yealy

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: Course was originally designed for a summer-only offering, consisting of six-semester hours. The format of delivery has been changed to a fall and spring offering. The revised three-semester hour course will be offered in sequence with a new course (ACED 7430, three-semester hours).

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. Requests from funding agencies and students to modify delivery model.

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. Comments on SOIs, along with enrollment and completion data will be used to evaluate the effectiveness of the model.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Portfolio artifacts and other assignments will be used to measure student attainment of outcomes.

Approvals:		
Dept. Head:	<i>Deborah M. [unclear]</i>	Date: <i>2/19/10</i>
College/Division Exec. Comm.:	<i>Julia M. Biffel</i>	Date: <i>2/24/10</i>
Dean/Director:	<i>Julia M. Biffel for GMC</i>	Date: <i>2/24/10</i>
Graduate Exec. Comm.: (for graduate course)	<i>Karla M. Hull</i>	Date: <i>4-1-10</i>
Graduate Dean: (for graduate course)	<i>Karla M. Hull</i>	Date: <i>4-1-10</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

REQUEST FOR A NEW COURSE

Valdosta State University

MAR 10 2010

Date of Submission: 02/24/2010 (mm/dd/yyyy)

Department Initiating Request:
Department of Accounting & Finance

Faculty Member Requesting:
Dr. Len Weld

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
ACCT 7990

Proposed New Course Title:
Special Topics in Accounting
Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Special Topics in Accounting

Semester/Year to be Effective:
Spring 2011

Estimated Frequency of Course Offering:
annually

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) A study of current issues and concepts in accounting. Students will use electronic databases and other resources to research topics and present their findings to the class. Guest speakers and field trips may be part of the course. With department head approval, may be taken more than once if topics are substantially different.

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: seeks to improve critical thinking and communications skills
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: Elective in new MAcc program.

Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Employers request improved communication skills.
- 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.) Graded assignments and other embedded measures will be used as data sources for assessment.
- Other: This course is an elective and will be incorporated into the overall assessment the MAcc program outcomes.

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

Approvals:		
Dept. Head:	<i>Len Wood</i>	Date: 3/9/10
College/Division Exec. Comm.:	<i>[Signature]</i>	Date: 3/9/10
Dean/Director:	<i>[Signature]</i>	Date: 3/9/10
Graduate Exec. Comm.: (for graduate course):	<i>Karla M Hull tw</i>	Date: 4-1-10
Graduate Dean: (for graduate course):	<i>Karla M Hull tw</i>	Date: 4-1-10
Academic Committee:		Date:

Form last updated: January 6, 2010

Valdosta State University
ACCT 7990 – Special Topics in Accounting
Spring 2011

PROFESSOR:

Dr. Len Weld

Professor of Accounting and

Head, Department of Accounting & Finance

Office: Pound Hall 216; Voice: 333-5967; email: lweld@valdosta.edu

Office Hours: Monday - Friday by appointment.

Website: <http://www.valdosta.edu/~lweld/>

REQUIRED TEXT:

Readings will be from various cases, the *Wall Street Journal*, academic and professional journals. Depending on the topics covered a text may be required.

COURSE DESCRIPTION:

A study of current issues and basic concepts in accounting. Students will use electronic databases and other resources to research topics and present their findings to the class. Guest speakers and field trips will be part of the course.

EDUCATIONAL OUTCOMES:

Upon completing of this course, students should be able to:

- (1) critically analyze and question knowledge claims in the specialized discipline,
- (2) demonstrate knowledge of theories, models, and tools relevant in accounting.

Outcomes will be assessed using course embedded measures, which may include oral presentations, written reports, quizzes, and tests.

COURSE TOPICS:

Current accounting topics that may include some or all topics listed below:

- Ethical issues
- Writing skills
- Electronic databases
- Secondary research tools

Exact topics will vary by professor.

EVALUATION:

Grades will be based on a combination of article summaries, written research assignments, class presentations, class participation, a mid-term exam, and a final exam.

CLASSROOM RULES:

Once seated, **do not get up**. If you must leave class, sit near the door and leave quietly. When

you leave, take your belongings with you and do not return until the next class.

Turn off your cell phone, unless you have a pregnant spouse or parent in surgery. If that is the case, please inform me about your wife at the beginning of the semester.

Food and drinks are only allowed in the Student Lounge.

TESTS:

Tests may be a combination of problems and subjective short answer questions. Tests may be a combination of online and in-class tests.

A grade of zero (0) is assigned if you miss a test unless you were attending a University sponsored activity or missed the test for a reason beyond your control. **I do not give make-up tests.**

GENERAL COMMENTS:

This is a graduate class and my expectations for your performance are much higher than for an undergraduate class. Attendance is expected. In general, students are graded on the basis of intellectual effort and performance. Class participation is a measure of effort and performance. Also, issues discussed in class may be test material.

You are always expected to do your own work. Students are free to collaborate on search strategies, but should not copy another student's results. All written work should be the exclusive product of the student whose name appears on the work. In the early part of the course, I may give permission for students to work in groups. Each group should work independently.

The following are quotes from the Student Code of Conduct found on page 61 of the VSU *Student Handbook*:

"Plagiarism is prohibited. Themes, essays, term papers, tests, and other similar requirements must be the work of the student submitting them. When direct quotations are used, they must be indicated, and when the ideas of another are incorporated in the paper they must be appropriately acknowledged.

The most severe action that may be administered by a professor is a grade of "F" in that particular course. This is an academic response and not a disciplinary recommendation."

Academic dishonesty will not be tolerated. Students who engage in academic irregularities as illustrated in the Student Code of Conduct may receive penalties ranging from a reduced grade on a specific assignment up to a failing grade in the course.

In general, **late assignments are not accepted.** Late could mean minutes late. If I do decide to accept a late assignment, there will be a grade penalty.

AMERICANS WITH DISABILITIES ACT (ADA):

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

MAR 10 2010

Date of Submission: 2/24/2010 (mm/dd/yyyy)

Department Initiating Request:

Accounting & Finance

Faculty Member Requesting:

Leisa L. Marshall

Proposed New Course Prefix & Number:

(See course description abbreviations in the catalog for approved prefixes)
ACCT 7400

Proposed New Course Title:

Fraudulent Financial Reporting

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)
Fraudulent Financial Reporting

Semester/Year to be Effective:

Spring 2011

Estimated Frequency of Course Offering:

once per year

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Provides a foundation for analyzing and evaluating fraudulent financial statements. Topics include the importance of producing reliable financial information, the effects of fraudulent financial reporting, symptoms and schemes of modern corporate fraud, and the roles of the major corporate governance "players" (e.g. board of directors) in preventing and detecting fraudulent financial reporting.

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: Course syllabus with learning outcomes attached.
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: This course is suggested as a Master of Accounting elective course. This course will be available as a MAcc elective course.

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.) Increased enrollments in the undergraduate intro to fraud course indicate an increased interest in fraud and accounting.

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.) In-class multiple-choice and/or short answer examinations and responses to end-of topic assignments will measure students' attainment of course content (MAcc LO #1); a semester-long project involving the examination, evaluation, analysis, and recommendations of an SEC-alleged fraudulent financial reporting company will be used to measure knowledge (MAcc LO #1), critical thinking (MAcc LO #2), oral communication (MAcc LO #3), written communication (MAcc LO #4), and the ability to utilize technology via spreadsheet software, presentation software, and word processing software (MAcc LO #5).
- Other:

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

Approvals:		
Dept. Head:	<i>Len Wood</i>	Date: 3/9/10
College/Division Exec. Comm.:	<i>Allyson [unclear]</i>	Date: 3/9/10
Dean/Director:	<i>Allyson [unclear]</i>	Date: 3/9/10
Graduate Exec. Comm.: (for graduate course):	<i>Karla M Huller</i>	Date: 4-1-10
Graduate Dean: (for graduate course):	<i>Karla M Huller</i>	Date: 4-1-10
Academic Committee:		Date:

Form last updated: January 6, 2010

**Proposed Fraudulent Financial Reporting
Valdosta State University - LCOBA - Accounting & Finance**

ACCT 7400 - Course Syllabus - Fall 2010

Professor: Leisa L. Marshall, DBA, CPA, CMA
Office: 209 Pound Hall
Phone: (229) 245-3815 (Office); 247-6839 (Home); 333-5967 (Acct. office)
e-mail: lmarshall@valdosta.edu; FAX: (229) 249-2706
Office hours: TBD

REQUIREMENTS:

Prerequisite:

Texts: Rezaee, Z. and R. Riley. 2009. *Financial Statement Fraud: Prevention and Detection*, 2nd Edition. John Wiley & Sons, Inc. ISBN: 978-0-470-45570-8.

K. H. Spencer Pickett. 2007. *Corporate Fraud: A Manager's Journey*. John Wiley & Sons, Inc. ISBN: 978-0-470-11479-7.

COURSE POLICIES

GRADING:		Percentage of <u>total grade</u>
Tentative Examinations		
♦ Mid-term	20	40
♦ Final exam	20	
Assigned end-of-chapter homework		20
Semester Project - Fraudulent financial reporting project		40

Grading scale: Grades based on the typical 90, 80, 70, 60 scale.

EXAMINATIONS: Exams will consist of mainly matching, problem-solving, and/or short answer questions. All improprieties while taking examinations present cause for immediate expulsion from class.

Missed Exams: Make-up tests will not be administered during the term. A missed exam receives a grade of **ZERO (0)**.

HOMework: Timely completion of homework (hard copy ready for submission when requested) is critical - late homework is not accepted. One dropped homework assignment will be allowed.

Attendance: You are expected to attend class and participate in daily class

discussions and/or activities. Attendance will be recorded daily.

FRAUDULENT FINANCIAL REPORTING

ORGANIZATION PROJECT: You will identify an organization from the Securities and Exchange Commission's (SEC) web page of Accounting and Auditing Enforcement Releases (AAER)

<http://www.sec.gov/divisions/enforce/friactions.shtml> that has been charged with fraudulent financial reporting. Once you have identified your company, you will retrieve all information (e.g. AAER, relevant EDGAR filings, news releases, financial press articles) related to the fraud.

Based on an analysis of the relevant information, you will submit a written document of your findings and present your results to the class. Both written and oral presentations should contain a financial analysis, as well as recommendations on preventive and detective measures.

ADDITIONAL POLICIES

PROFESSIONALISM & CODE OF CONDUCT:

You are expected to conduct yourself as a professional. Among other things, this means that you extend common courtesies to all with whom you come in contact, present yourself in a mature manner, arrive to class on time, attend class, arrive to class prepared, submit timely homework, etc.

ACADEMIC INTEGRITY: As stated in the *VSU Student Handbook* (http://www.valdosta.edu/studentaffairs/documents/SAF_Student_Handbook_08_FIN_AL.pdf), you are expected to comply with all rules and regulations established by VSU. This includes, but is not limited to, information listed in the Student Code of Conduct section of the *Student Handbook* (see Appendix A, Section I). Sanctions for an academic integrity violation will result in an "F" grade in the course.

Academic integrity violations as they appear in the *Student Handbook* and hence apply in this course include, but are not limited to (1) the use of unauthorized materials to achieve a better grade, (2) giving or receiving unauthorized assistance

in the preparation of course materials, and/or (3) engaging in plagiarism (this includes but is not limited to the purchase and/or use of solutions materials and other unauthorized textbook materials from the Internet or any other unauthorized source). The unauthorized use of technology (cell phones, computers, etc.) to further enhance one's grade also constitutes an academic integrity violation. You are responsible for all information contained in the Student Code of Conduct section of the *VSU Student Handbook*.

LANGDALE COLLEGE FOOD & DRINK

POLICY: Food and/or drinks are allowed in the **Student Lounge** of Pound Hall (located in the basement of Pound Hall). Food and/or drinks are NOT allowed in the Decision Center, the Decision Center classrooms, Pound Hall classrooms, or Pound Hall Auditorium. Students will be required to remove any food and/or drinks from these areas.

CELLULAR PHONES & BEEPERS: The sound should be turned OFF upon entering the classroom and remained in the OFF position until class is over.

ACCESS OFFICE FOR STUDENTS WITH

DISABILITIES: The Access Office is designed to assist students with disabilities pursue educational goals to the fullest. Students that require the services of the Access Office should contact the Access Office at 245-2498 (voice) or 219-1348 (tty), 1115 Nevins Hall, in addition to informing the professor.

COURSE CONTENT & ASSESSMENT

Course Description:

The content and activities of this course provides a basis for analyzing and evaluating fraudulent financial statements. An overview of the importance of financial reporting systems in producing reliable financial information and the effects of fraudulent financial reporting provide the foundation for a deeper examination of the fraudulent financial reporting symptoms and schemes of modern corporate fraud. The course also examines the roles of the

major corporate governance “players” (board of directors, audit committees, management, internal auditors and external auditors) in preventing and detecting fraudulent financial reporting.

Learning Outcomes: Upon completion of this course, students will be able to:

1. Discuss topics related to fraudulent financial reporting.
2. Discuss the well-known cases of fraudulent financial reporting (e.g. Waste Management, Inc).
3. Discuss corporate governance’s role in fraudulent financial reporting; including prevention and detection by various corporate governance bodies (e.g. Securities and Exchange Commission, boards of directors, audit committees).
4. Conduct research on a current corporate financial reporting fraud as alleged by the Securities and Exchange Commission (SEC) and publicized in the SEC’s Accounting & Auditing Enforcement Releases (AAER) and recommend appropriate governance structures as well as appropriate methods of prevention and detection.
5. Communicate findings of their research, both verbally and in writing.

Assessments/Assurance of Learning (AOL) Activities: Consistent with the Valdosta State University’s and Langdale College of Business Administration’s AOL activities, the following learning objectives and measures will be used in this course.

1. **Knowledge.** Demonstrate competence in fraudulent financial reporting concepts. Measures include responses to end-of-topic assignments, in-class examinations, and a semester-long project (LCOBA #5, MAcc #1).
2. **Critical Thinking.** These activities will occur via responses to the end-of-topic assignments that require the analysis of the presented materials to generate solutions. In addition, students will examine, analyze and evaluate a recent SEC-alleged corporate fraud organization to make prevention and/or detection recommendations (VSU #7, LCOBA #1, MAcc 2).
3. **Oral and Written Communication.** Students will express themselves clearly, logically, and precisely in a semester-long project that culminates in an end-of-semester presentation. Students will recommend, based on their research results, appropriate corporate governance structures, technology, internal controls, changes to existing laws, regulations, and/or reporting requirements, and/or business processes (inputs, processes, and outputs) to prevent and/or detect their company’s fraud. Their results will be presented in both written (VSU #4, LCOBA #2, MAcc #4) and oral form (VSU #4, LCOBA #2, MAcc #3). The length of the paper will be a minimum of 10 pages. The oral presentation requires a 15-minute PowerPoint® presentation to the class.
4. **Technology.** Students will be required to perform spreadsheet applications in their semester projects. In addition, students will learn specific technologies as they relate to fraudulent financial reporting (e.g. electronic data interchange (EDI), extensible business reporting language (XBRL) and reply to knowledge-based technology questions on examinations. Finally, students will demonstrate the ability to use PowerPoint® presentation software during their end-of-semester presentations of their project results (VSU #3, LCOBA #7, MAcc #5).

Proposed Schedule & Topics

Week/ Chap.	Chapter Title	Subtopics
Financial Reporting and Financial Statement Fraud		
1	Financial Statement Fraud Defined	History, definition, nature of financial statement (f/s) fraud, fraud cases, cost of f/s fraud, fraud studies, antifraud programs, prevention and detection
2	Financial Reporting Structure	Financial reporting system, importance of financial information, reporting requirements, financial reporting process, corporate financial reports, financial restatements, fair value, stock options, XBRL-generated reports
Financial Statement Fraud Profile, Taxonomy, and Schemes		
3	Cooking the Books Equals Fraud	Why does f/s fraud occur? profile of f/s fraud, Waste Management Inc., f/s analysis
4	Realization, Prevention, and Detection	Realization, prevention, detection, correction
5	Taxonomy and Schemes	Symptoms, Common fraud schemes, revenue schemes, f/s fraud red flags, whistle-blower regulations
Corporate Governance and Its Role in Preventing and Detecting Financial Statement Fraud		
6	Role of Corporate Governance	Corporate Governance: defined, characteristics, functions, global
7	Board of Directors' Oversight Responsibility	Role, composition, functions, attributes of Board of Directors
8	Audit Committees and Corporate Governance	Attributes, roles and responsibilities, charters, chairperson, report, preventing and detecting f/s fraud
9	Management Responsibility	Financial reporting, f/s fraud prevention and protection, motives and incentives, override of internal controls, risk management
10	Role of the Internal Auditor	Responsibilities, fraud standards, prevention and detection, cooperation with external auditor, and the audit committee
11	Role of External Auditors	Financial statements fraud, audit and internal control, report on internal controls, fraud detection audit procedures, materiality guidance, risk factors, communication of fraud
12	Governing Bodies	Sarbanes-Oxley Act of 2002, SEC: fair disclosure, prevention, detection, enforcement, FASB
Digital (Computer) Approaches to Fraud and Forensic Accounting		
13	Fraud in Digital Environment	E-commerce, changes in business environment, electronic financial reporting
14	Fraud Examination Practice, Education, and Research	Certification, Training

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 02/24/2010 (mm/dd/yyyy)

Department Initiating Request:
Management

Faculty Member Requesting:
Taewon Hwang

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
MGNT 4780

Proposed New Course Title:

Supply Chain Management

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Supply Chain Mgmt

Semester/Year to be Effective:
Fall, 2010

Estimated Frequency of Course Offering:
yearly

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.) MGNT 4780 Supply Chain Management
Prerequisite: MGNT 3250. The management of supply chain organizations in achieving a sustainable competitive advantage. Topics include the introduction to the field, the order fulfillment process, global supply chain design, supply chain mapping, supply chain rationalization, supplier selection & relations, information sharing, and the applications of information technologies to the supply process.

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: Student survey indicated interest in this course among graduating seniors.

Adopting current best practice(s) in field: Survey of aspirant and peer institutions revealed that all aspirant institutions surveyed offered at least a course in supply chain management and one had a major in the area. However, only one of the peer institutions offered the course.

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. Survey of students, survey of peer and aspirant schools in AACSB-International

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.) Assessments are detailed in syllabus; projects will be evaluated by management assessment committee to determine whether at least 70% of students are demonstrating that objectives are being met.
- Other:

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

Approvals:	
Dept. Head: <i>Phyllis D. Holland</i>	Date: <i>3/9/10</i>
College/Division Exec. Comm.: <i>J. Wayne Smith</i>	Date: <i>3/9/10</i>
Dean/Director: <i>J. Wayne Smith</i>	Date: <i>3/9/10</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Course Syllabus

MGNT 4780: Supply Chain Management

3 Credits

■ **Course Information**

• Meetings: Thaxton Hall

• Pre-requisite: MGNT 3250

■ **Instructor Information**

• Name: Taewon Hwang

• Office: Pound Hall 103D

• Office Phone: (229) 245 – 2238

• Email: thwang @ valdosta.edu

• Office Hours:

■ **Course Description**

The management of supply chain organizations in achieving a sustainable competitive advantage. Topics include the introduction to the field, the order fulfillment process, global supply chain design, supply chain mapping, supply chain rationalization, supplier selection & relations, information sharing, and the applications of information technologies to the supply process.

■ **Required Text**

Supply Chain Management: From Vision to Implementation, Prentice Hall, 2006

Authors: Stanley E. Fawcett, Lisa M. Ellram, and Jeffrey A. Ogden

■ **VSU General Education Outcomes**

Outcomes	Assessments		
	Homework	Quiz & Exam	Project
3. <u>Students will use computer and information technology when appropriate.</u> They will demonstrate knowledge of computer concepts and terminology. They will possess basic working knowledge of a computer operating system. They will be able to use at least two software tools, such as word processors, <i>spreadsheets</i> , database management systems, or statistical packages. They will be able to find information using computer searching tools.	Yes	Yes	
4. <u>Students will express themselves clearly, logically, and precisely in writing and in speaking, and they will demonstrate competence in reading and listening.</u> They will display the ability to <i>write coherently in standard English; to speak well; to read, to understand, and to interpret the content of written materials</i> in various disciplines; and to listen effectively and to understand different modes of communication.			Yes
7. <u>Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written, and visual materials.</u> They will <i>understand the basic concepts and principles underlying scientific methodology and be able to collect, analyze, and interpret data.</i> They will learn a body of scientific knowledge and be able to judge the merits of arguments about scientific issues. They will be able to perform basic algebraic manipulations and to use fundamental algebraic concepts to solve word problems and equations. They will be able to <i>use basic knowledge of statistics to interpret and to analyze data.</i> They will be able to evaluate arguments based on quantitative data.	Yes	Yes	

■ Langdale College of Business Undergraduate Program Objectives

Outcomes	Assessments		
	Homework	Quiz & Exam	Project
2. Students will be effective oral and written communicators in a business environment.			Yes
4. Students will be aware of the global business environment.		Yes	
5. Students will be competent in management-specific areas.	Yes	Yes	Yes
6. Students will be cooperative and productive in group settings.			Yes
7. Students will be competent in the use of technology.	Yes	Yes	

■ Management Program Objectives

Outcomes	Assessments		
	Homework	Quiz & Exam	Project
1. Demonstrate knowledge of management concepts and processes and their application in organizations.	Yes	Yes	Yes
2. Plan, organize, lead, and control in a variety of organizations and cultures.			Yes

■ MGNT 4780 SUPPLY CHAIN MANAGEMENT Course Outcomes

Outcomes	Assessments		
	Homework	Quiz & Exam	Project
1. Students will be able to define supply chain management theoretically and practically.	Yes	Yes	Yes
2. Students will be able to identify supply chain management's role in enhancing the order fulfillment process.	Yes	Yes	Yes
3. Students will be able to discuss the critical issues involved in designing a global supply chain network.	Yes	Yes	Yes
4. Students will be able to map out a supply chain and describe key insights a company can gain from a supply chain map.	Yes	Yes	Yes
5. Students will be able to define supply chain rationalization, identify the key areas of the supply chain that must be rationalized, and discuss supply-base optimization as an example of the rationalization process.	Yes	Yes	Yes
6. Students will be able to discuss the supplier selection decision and the type of relationship to build with supply chain members.	Yes	Yes	Yes
7. Students will be able to identify what information should be shared, who should be sharing this information along the supply chain, and the challenges involved in information sharing.	Yes	Yes	Yes
8. Students will be able to discuss the role of modern information technologies in improving supply chain performance.	Yes	Yes	Yes

■ Grading Policy

Activities	Total: 100 points
Quiz	15 points
Exam 1	15 points
Exam 2	20 points
Final exam	25 points
Project (Group Presentation)	10 points
Homework	15 points

■ Final Letter Grades

Point	Grade
> 90	A
89-80	B
79-70	C
69-60	D
< 59	F

■ Quizzes

There will be several in-class quizzes. Quizzes will consist of relatively simple questions based on the topics covered in the previous classes.

■ Exam 1, Exam 2 and Final exam

There will be two regular exams and one final exam this semester. All exams will be comprehensive. Final exam will be given during the time slot specified by the official Langdale College exam schedule. Final exam will not be reviewed or returned to students. Makeup tests are very rarely given and will be at the discretion of the instructor. Contact instructor prior to the exam if possible. Documentation of illness or other emergency required.

■ Project (Group Presentation)

Your group will analyze a supply chain case study assigned by the instructor and present it to the class. Cases afford the chance to apply the latest research and theoretical developments in the field to real-life issues, opportunities, decisions, and problems faced by practitioners. Details on team projects, including group members, guideline, grading policy, etc. will be given in class.

■ Homework

There will be two assignments. The first will be given after covering chapter 2 (The order fulfillment process). You should use MS Excel to construct control charts (p-chart and x-bar chart). The second will be given after covering chapter 4 (Supply chain mapping). You should use MS Visio to draw a value stream map. Details on homework, including guideline, grading policy, due dates, etc. will be given in class.

■ Appeal

All appeals must be in the form of a written document (Microsoft Word). Send your document as an email attachment to: thwang@valdosta.edu within five working days of the action being appealed.

■ Academic Honesty

Students who violate VSU's Student Code of Conduct will not be tolerated in class. Any students suspected of fraudulent behavior will be reported to the student judiciary for prosecution.

■ Students with Disabilities

Students requesting classroom accommodations or modifications because of a documented disability should contact the Access Office for Students with Disabilities located in room 1115 Nevins Hall. The phone numbers are 229-245-2498 (voice) and 229-219-1348 (tty).

■ Tentative Schedule of Topics

Part I: Building Blocks of Supply Chain Strategy	Chapter 1: Supply Chain Management and Competitive Strategy
	Chapter 2: Customer Fulfillment Strategies
	Chapter 4: The Order Fulfillment Process
	Exam 1
Part II: Designing the Global Supply Chain	Chapter 6: Scanning and Global Supply Chain Design
	Chapter 7: Supply Chain Mapping
	Chapter 10: Supply Chain Rationalization
	Exam 2
Part III: Collaborating across the Supply Chain	Chapter 11: Supplier Selection & Relations
	Chapter 12: Information Sharing
	Chapter 13: The Applications of Information Technologies to the Supply Process
	Final Exam (Comprehensive)

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OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number: 195

Proposed Effective Date for Revised Catalogue Copy: (new or revised) 2010-2011 or 2011-2012

Degree and Program Name: BBA, Major in Marketing

Present Requirements: Marketing Major Learning Outcomes

1. Marketing majors will be knowledgeable of current behavior theory and be able to apply it in target market selection.
2. Marketing majors will be able to develop a marketing mix capable of reaching a selected target market.
3. Marketing majors will be capable of developing and implementing a small-scale marketing research project.
4. Marketing majors will demonstrate knowledge of the interdependence of global markets and global issues affecting marketing strategies.

Proposed Requirements: (highlight changes after printing) Learning Outcomes for the Marketing Major

Marketing majors will be able to:

1. Demonstrate knowledge of marketing strategy as it relates to market selection, product development and management, supply chain management, integrated marketing communication, and pricing.
2. Demonstrate knowledge of current consumer behavior theories as they relate to the evaluation, selection, and consumption of products and services.
3. Demonstrate knowledge of the tools needed to conduct a small-scale marketing research study.
4. Demonstrate knowledge of the major factors affecting the development of a marketing strategy when it is to be implemented globally.

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

Improving Student Learning Outcomes The learning outcomes need to be stated in terms of active behaviors that can be readily assessed by the redesigned assessment test. In addition, the outcomes needed to be more specific about what marketing majors are expected to know.

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.) **The assessment measures used in previous years were not able to adequately measure the degree of attainment of Learning Outcomes #2 and 3.**

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.) **A multiple-choice test will be given at the end of each spring semester to students enrolled in MKTG 4900 (Strategic Planning). The purpose of the test will be to assess the degree of attainment of the new Learning Outcomes #1 - 4. Since MKTG 4900 is a capstone course, marketing majors have completed all other required upper-division marketing courses when they take MKTG 4900. The test has been redesigned and improved in light of what is important based on current research in marketing. Each question on the test is linked to a particular learning outcome and a subfield in marketing. The assessment standard will be the percentage of questions on the entire test (and for each learning outcome and subfield) that are answered correctly by at least 70 percent of the students. The goal is that at least 70 percent of the questions (in total and for each learning outcome and subfield) will be answered correctly by 70 percent or more of the students.**

Approvals:	
Department Head: <i>J. Wayne Smith</i>	Date: 3/9/10
College/Division Exec. Committee: <i>J. Wayne Smith</i>	Date: 3/9/10
Dean(s)/Director(s): <i>J. Wayne Smith</i>	Date: 3/9/10
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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

Valdosta State University

MAP 2010

Area of Change: Core Senior Graduate

Current Catalogue Page Number: 44, Graduate School Web Site

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall 2010

Degree and Program Name: Master of Arts in English

Present Requirements:

Non-Thesis Option-Comprehensive Examination

Students will develop, in consultation with their committee, a reading list in a specialized area. This list should consist of approximately six to eight primary and secondary works, excluding material that students have already studied in their classes.

Proposed Requirements: (highlight changes after printing)

Non-Thesis Option—Comprehensive Examination

Students in the literature emphasis will develop, in consultation with their committee, a reading list representative of a currently recognized area in literary studies. This list should consist of no fewer than six primary sources and no fewer than 20 secondary sources (articles and/or book chapters), excluding material that students have already studied in their classes. The list should seek depth of coverage in no fewer than two recognized periods in British and/or American literature. Committee chairs should ensure the list is coherent and meets the above requirements. Students will then take a three-hour written examination over this reading list and a follow-up oral examination over that written test and their coursework.

In addition, the exam must contain at least three questions or question categories.

- One question or category must cover breadth of knowledge in the field or area.
- One question or category must require in-depth discussion of a particular work or perspective using key facts, concepts,

Non-Thesis Option-Comprehensive Examination

Students will develop, in consultation with their committee, a reading list in a specialized area. This list should consist of approximately six to eight primary and secondary works, excluding material that students have already studied in their classes.

Students entering the literature emphasis without an undergraduate degree in English must complete at least 6 hours in British literature and 6 hours in American literature; for students in the Rhetoric and Composition Emphais, 3 hours each.

(To be inserted on the Graduate School's web page <www.valdosta.edu/gradschool/EnglishPrograms.shtml> under "Specific English Program Admission Requirements.")

or contexts.

- One question or category must require the ability to employ various theoretical and/or pedagogical perspectives.

Finally, question categories can provide options.

These examinations should be taken during the final semester. Students following this option must complete 36 hours of coursework.

Non-Thesis Option--Comprehensive Examination

Students in the rhetoric and composition emphasis will develop, in consultation with their committee, a reading list in a specialized area. This list should consist of approximately six to eight primary and secondary works, excluding material that students have already studied in their classes.

Students entering either emphasis without an undergraduate degree in English or an English minor or its equivalent must complete the following requirements prior to enrollment in graduate-level coursework: ENGL 3060; ENGL 3210 and ENGL 3215; ENGL 3110 and ENGL 3120-all with a grade of "B" or higher in each and prior to enrollment in graduate-level courses.

Students may be accepted as a probationary student in the Department of English. In order to be accepted as such, the student must meet either the minimum GPA or GRE requirements described above. Moreover, the student

must submit a three-page essay to the Department of English, detailing (a) career goals and (b) academic interests. Probationary acceptance is provisional and at the discretion of the Graduate Committee.

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 These changes are intended to improve educational outcomes 1, 2, and 3.
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other Provide more detail for admissions criteria.

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.) **Assessment data provided by comprehensive exam or thesis committees**

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. SOIs
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Assessment data provided by comprehensive exam or thesis committees**

Approvals:		
Department Head:	<i>M. Smith</i>	Date: 3-4-10
College/Division Exec. Committee:	<i>Bonnie Kibbick</i>	Date: 3/10/10
Dean(s)/Director(s):	<i>Bonnie Kibbick</i>	Date: 3/11/10
Graduate Exec. Comm.: (for grad program)	<i>Karla M. Hull</i>	Date: 4-1-10
Graduate Dean: (for grad program)	<i>Karla M. Hull</i>	Date: 4-1-10
Academic Committee:		Date:

Form last updated: January 6, 2010

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 OFFICE OF THE REGISTRAR
 VALDOSTA STATE UNIVERSITY

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 12/07/2009 (mm/dd/yyyy)

Department Initiating Request:

Biology

Faculty Member Requesting:

J R Carter

Proposed New Course Prefix & Number:

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

BIOL 3610

Proposed New Course Title:

Dendrology

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)

Dendrology

Semester/Year to be Effective:

Fall / 2010

Estimated Frequency of Course Offering:

alternate years

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 3

Credit Hours: 4

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.)

Prerequisite: Completion of Core Area D. A survey of the biology and diversity of trees and of the major forest communities. The course will emphasize species of the southeastern United States and forest communities of North America, including field identification, description and classification of forest communities, and a study of reproductive cycles, anatomy, and development of representative species.

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: cf. attached course syllabus

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: This course will provide essential skills for students seeking careers in natural resources management, conservation biology, environmental science, secondary education, forestry, agriculture, and wildlife biology. Students will use analytical skills to identify unknown specimens in the field and laboratory, and will apply identification skills in the qualitative and quantitative description of plant communities. Students will use a variety of systems to classify plant communities, including the one currently employed by conservation biologists with the Georgia Department of Natural Resources. Students will be required to consult the most current phylogeny for plant families in order to update the classification systems in their texts.

Scheduling this course during Fall term will add to our Fall semester elective offerings and increase course options available to our students.

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 scored for program assessment purposes (tests, portfolios, specific assignments, etc.)

Three written examinations

Routine field identification quizzes

Laboratory report in format of scientific journal

Course notebook

Other:

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

Approvals:	
Dept. Head: <i>Albert Cannon</i>	Date: <i>3-8-10</i>
College/Division Exec. Comm.: <i>Conni Richards</i>	Date: <i>3/11/10</i>
Dean/Director: <i>Conni Richards</i>	Date: <i>3/11/10</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: December 1, 2009

BIOL 3610 – Dendrology

Fall Semester 2010

Instructor: Dr. Carter

Office: BC 1105

Telephone: 229/333-5759, ext. 5763

e-mail: Please use the mail tool in BlazeVIEW.

Office Hours: BC 1040 or BC 1105

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Other times by appointment

Weekly Course Schedule

Mon Lec 1:00 – 1:50 PM, BC #####

Mon Lab 2:00 – 4:50 PM, BC 2040

Wed Lec 1:00 – 1:50 PM, BC #####

Fri Lec 1:00 – 1:50 PM, BC #####

Miscellaneous

One or two day-long field trips and one three-day weekend field trip to the Appalachians will be included.

Course Description

Pre-requisite: Completion of Core Area D. A survey of the biology and diversity of trees and of the major forest communities. The course will emphasize species of the southeastern United States and forest communities of North America, including field identification, description and classification of forest communities, and a study of reproductive cycles, anatomy, and development of representative species. [3-3-4]

Course Outcomes

Following is a list of course outcomes linked to Biology Department Educational Outcomes (B) and Valdosta State University General Education Outcomes (V).

- The student will demonstrate understanding of the basic principles of taxonomy, including identification, nomenclature, and classification. [B 2; V 4, 7]
- The student will demonstrate comprehension of basic concepts and the ability to use scientific terminology accurately through effective oral and written communication and the use of dichotomous keys. [B 1; V 4, 5, 7]
- The student will demonstrate the ability to handle and analyze plant materials in the field and laboratory. [B 1; V 5, 7]
- The student will demonstrate the ability to work and use basic equipment effectively in the field and laboratory. [B 1; V 4, 5, 7]
- The student will demonstrate the ability to gather and analyze data scientifically. [B 1, 5; V 3, 5]
- The student will demonstrate the ability to follow oral and written instructions effectively. [V 4, 7]
- The student will demonstrate the ability to access course resources and complete assignments on-line using computer technology (i.e., BlazeView). [V 3]
- The student will demonstrate the ability to complete assignments, quizzes, and examinations ethically. [V 8]

Required Texts

Elias, T. S. 2000. Complete Trees Of North America: Field Guide and Natural History. Chapman & Hall. 948 pp.

Godfrey, R.K. 1989. Trees, Shrubs and Woody Vines of Northern Florida and Adjacent Southern Georgia and Alabama. University of Georgia Press, Athens. 734 pp.

Miscellaneous Required Items

- Pencils or pens for recording notes, etc.
- Spiral bound notebook, convenient for field trips
- 200 3X5 inch note cards for field identification quizzes
- Hand-lens with lanyard

Additionally, the following are recommended.

- Old clothes, including long pants, and sturdy shoes or boots for field trips
- Rain gear and warm clothing, as appropriate
- Insect repellent for field trips
- *Immediately upon returning from field trips, students are urged to check their bodies thoroughly for ectoparasites (i.e. ticks) and, if possible, to shower.*
- Bottled water for field trips
- Food for all-day field trips

Assessment of Learning

- Three lecture examinations will be given.
- Routine field identification quizzes will be given.
- Students will submit a laboratory report written in the format of a journal article.
- Students will keep a course notebook.

Grading

A = 900-1000 points

B = 800-899 points

C = 700-799 points

D = 600-699 points

F = <600 points

Allocation of points:

Lecture Exam 1	150 points
Lecture Exam 2	150 points
Final Exam	250 points
Field Quizzes	300 points
Course Notebook	100 points
<u>Written laboratory report</u>	<u>50 points</u>
Total	1000 points

Supplemental Reading

For current information on classification of angiosperm plant families –

Stevens, P. F. (2001 onwards). Angiosperm Phylogeny Website. Version 9, June 2008 [and more or less continuously updated since]. <http://www.mobot.org/MOBOT/research/APweb/> (Accessed: November 29, 2009)

For plant community classification –

Barbour, M.G., M.G. and N.L. Christensen. 1993. Vegetation, pp. 97-131 in: Morin, N.R. (Ed.). *Flora of North America*, Vol. 1. Oxford University Press. New York.

Description of the Ecoregions of the United States, compiled by R.G. Bailey, U.S. Forest Service. March 1995. <http://www.fs.fed.us/land/ecosysmgmt/index.html> (Accessed: November 29, 2009)

Ecological Subregions of the United States, compiled by McNab, W.H. and P.E. Avers. U.S. Forest Service. WO-WSA-5. July 1994. <http://www.fs.fed.us/land/pubs/ecoregions/> (Accessed: November 29, 2009)

Ecoregions, Nearctic. World Wildlife Fund, 1250 Twenty-Fourth Street, N.W., P.O. Box 97180, Washington, DC 20090-7180. http://www.worldwildlife.org/wildworld/profiles/terrestrial_na.html (Accessed: November 29, 2009)

NatureServe. 2008. NatureServe Explorer: An online encyclopedia of life [web application]. Version 7.0. NatureServe, Arlington, Virginia. <http://www.natureserve.org/explorer> (Accessed: November 29, 2009)

Peet, R.K., T.R. Wentworth, and P.S. White. 1998. A Flexible, Multipurpose Method for Recording Vegetation Composition and Structure. *Castanea* 63:262 -274.

Thorne, R.F. 1993. Phytogeography, pp. 132-153 in: Morin, N.R. (Ed.). *Flora of North America*, Vol. 1. Oxford University Press. New York.

Wharton, C.H. 1978. Physiography and Biota of Georgia. *BioScience* 28:336-339.

Wharton, C.H. 1978. The Natural Environments of Georgia. Bulletin 114, Georgia Department of Natural Resources. Atlanta.

Miscellaneous –

Peattie, D.C. 2007. *A Natural History of North American Trees*. Houghton Mifflin Co. New York. 606 pp.

Tomlinson, P. B. 2002. *The Biology of Trees Native to Tropical Florida*. Second Edition. Printed privately. Petersham, Massachusetts. 395 pp.

Course Outline with Laboratory Schedule

Week 1

Lecture:

Introduction to Course

What is a tree? What is a forest?

Overview of the Classification of Plants

Diversity of Trees

Gymnosperms

GINKGO

- Ginkgoales: Ginkgoaceae: *Ginkgo*: ginkgo

CONIFERS

- Pinales: Cupressaceae, Pinaceae, Taxaceae: *Chamaecyparis*, *Juniperus*, *Taxodium*; *Abies*, *Pinus*, *Picea*, *Tsuga*; *Taxus*, *Torreya*: white cedars, junipers, baldcypresses; firs, pines, spruces, hemlocks; yews, gopherwood

*Laboratory: Basic Vegetative Structure and Terminology

Week 2

Lecture: Diversity of Trees

Angiosperms

MONOCOTS

- Arecales: Arecaceae: *Sabal*: cabbage palm

MAGNOLIIDS

- Magnoliales, Laurales, Illiciales: Magnoliaceae, Annonaceae, Lauraceae, Illiciaceae: *Liriodendron*, *Magnolia*; *Asimina*; *Persea*, *Sassafras*, *Litsea*; *Illicium*: magnolias, yellow poplar; pawpaws; redbay, swampbay, sassafras, pondspice; Florida anise

EUDICOTS

- Proteales, Saxifragales: Platanaceae; Hamamelidaceae, Altingiaceae: *Platanus*; *Hamamelis*, *Liquidambar*: sycamore; witch hazel, sweetgum
- Malpighiales: Euphorbiaceae, Salicaceae, Rhizophoraceae: *Triadica*; *Populus*, *Salix*; *Rhizophora*: Chinese tallow; willows, cottonwoods; red mangrove

*Field Laboratory: Identification of Trees and Plant Communities

Week 3

Lecture: Diversity of Trees

- Fabales: Fabaceae: *Acacia*, *Albizia*, *Robinia*, *Gleditsia*, *Cercis*: acacias, mimosas, locusts, redbud
- Rosales: Rosaceae, Rhamnaceae, Ulmaceae, Celtidaceae, Moraceae: *Amelanchier*, *Crataegus*, *Malus*, *Prunus*; *Rhamnus*; *Planera*, *Ulmus*; *Celtis*; *Broussonetia*, *Morus*: serviceberries, hawthorns, crabapples, plums, cherries; Carolina buckthorn; elms; hackberries; mulberries

*Field Laboratory: Identification of Trees and Plant Communities

Week 4

Lecture: Diversity of Trees

- Fagales: Fagaceae, Betulaceae, Myricaceae, Juglandaceae: *Castanea*, *Fagus*, *Quercus*; *Alnus*, *Betula*; *Morella*, *Myrica*; *Carya*, *Juglans*: chestnuts, chinkapins, beeches, oaks; alder, birches; bayberries; hickories, walnuts

*Field Laboratory: Identification of Trees and Plant Communities

Week 5

Lecture: Diversity of Trees

- Myrtales: Combretaceae: *Combretum*, *Laguncularia*: buttonwood, white mangrove
- Malvales: Malvaceae: *Tilia*: basswoods
- Sapindales: Rutaceae, Meliaceae, Anacardiaceae, Sapindaceae: *Poncirus*, *Ptelea*, *Zanthoxylum*; *Melia*; *Rhus*, *Metopium*, *Schinus*, *Toxicodendron*; *Acer*, *Aesculus*, *Sapindus*: mockorange, wafer ash, prickly ashes; Chinaberry; sumacs, poisonwood, Brazilian pepper; maples, buckeyes, soapberry

*Field Laboratory: Identification of Trees and Plant Communities

Week 6

Lecture: Diversity of Trees

- Cornales: Hydrangeaceae, Cornaceae: *Philadelphus*; *Cornus*, *Nyssa*: mock oranges; dogwoods, gums
- Ericales: Sapotaceae, Theaceae, Ericaceae, Ebenaceae, Cyrillaceae, Styraceae, Symplocaceae: *Sideroxylon*; *Gordonia*, *Stewartia*; *Kalmia*, *Lyonia*, *Oxydendrum*; *Diospyros*; *Cliftonia*, *Cyrilla*; *Halesia*, *Styrax*; *Symplocos*: buckthorns; loblolly bay, silky camellia; mountain laurel, lyonias, sourwood; persimmon; titis; silverbells, storaxes; sweetleaf

*Field Laboratory: Identification of Trees and Plant Communities

Week 7

Lecture: Diversity of Trees

- Gentianales: Rubiaceae: *Cephalanthus*, *Pinckneya*: buttonbush, feverbark
- Lamiales: Oleaceae, Bignoniaceae, Avicenniaceae: *Chionanthus*, *Fraxinus*, *Ligustrum*, *Osmanthus*; *Catalpa*; *Avicennia*: graybeard, ashes, ligustrums, wild olive; catalpas; black mangrove
- Aquifoliales: Aquifoliaceae: *Ilex*: hollies
- Apiales: Apiaceae: *Aralia*: devil's walking stick
- Dipsacales: Adoxaceae: *Sambucus*, *Viburnum*: elderberries, viburnums

*Field Laboratory: Identification of Trees and Plant Communities

Week 8

Lecture: Introduction to Forest Ecology

- Ecosystems and communities
- Mycorrhizae
- Ecological succession and fire

*Field Laboratory: Identification of Trees and Plant Communities

Week 9

Lecture: Major Forest Communities of North America

- Recapitulation and Classification of Communities Encountered on Field Trips
- *Field Laboratory: Quantitative Characterization of a Forest Community

Week 10

Lecture: Major Forest Communities of North America

- Major Forest Communities of Eastern North America
- *Field Laboratory: Quantitative Characterization of a Forest Community

Week 11

Lecture: Major Forest Communities of North America

- Major Forest Communities of Western North America
- *Field Laboratory: Quantitative Characterization of a Forest Community

Week 12

Lecture: Anatomy and Development of Trees

- Primary and Secondary Growth in Roots and Stems
- *Laboratory: Primary and Secondary Growth in Roots and Stems

Week 13

Lecture: Anatomy and Development of Trees

- Wood Anatomy
 - Dendrochronology
- *Laboratory: Wood Anatomy in Pine, Oak and Basswood

Week 14

Lecture: Reproductive Cycles of Trees

- Reproduction in Pine
 - Reproduction in Oak
- *Laboratory: Reproduction in Pine and Oak
-

REQUEST FOR A NEW COURSE

Valdosta State University

RECEIVED
MAR 11 2010
VALDOSTA STATE UNIVERSITY
OFFICE OF THE DEAN

Date of Submission: 12/07/2009 (mm/dd/yyyy)

Department Initiating Request:

Biology

Faculty Member Requesting:

J R Carter

Proposed New Course Prefix & Number:

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

BIOL 5610

Proposed New Course Title:

Dendrology

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)

Dendrology

Semester/Year to be Effective:

Fall / 2010

Estimated Frequency of Course Offering:

alternate years

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 3

Credit Hours: 4

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.)

Prerequisite: Admission into the graduate program or permission of the instructor. A survey of the biology and diversity of trees and of the major forest communities. The course will emphasize species of the southeastern United States and forest communities of North America, including field identification, description and classification of forest communities, and a study of reproductive cycles, anatomy, and development of representative species.

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: cf. attached course syllabus

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: This course will provide essential skills for students seeking careers in natural resources management, conservation biology, environmental science, secondary education, forestry, agriculture, and wildlife biology. Students will use analytical skills to identify unknown specimens in the field and laboratory, and will apply identification skills in the qualitative and quantitative description of plant communities. Students will use a variety of systems to classify plant communities, including the one currently employed by conservation biologists with the Georgia Department of Natural Resources. Students will be required to consult the most current phylogeny for plant families in order to update the classification systems in their texts.

Scheduling this course during Fall term will add to our Fall semester elective offerings and increase course options available to our students.

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 scored for program assessment purposes (tests, portfolios, specific assignments, etc.)

Three written examinations

Routine field identification quizzes

Laboratory report in format of scientific journal

Course notebook

Students taking the course for graduate credit will be required to make an oral presentation during lecture and write a term paper on a course-related topic.

Other:

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

Approvals:		
Dept. Head:	<i>Robert Gannon</i>	Date: <i>3-8-10</i>
College/Division Exec. Comm.:	<i>Janine Kichuk</i>	Date: <i>3/11/10</i>
Dean/Director:	<i>Janine Kichuk</i>	Date: <i>3/11/10</i>
Graduate Exec. Comm.: (for graduate course):	<i>Karla M Hull</i>	Date: <i>4-1-10</i>
Graduate Dean: (for graduate course):	<i>Karla M Hull</i>	Date: <i>4-1-10</i>
Academic Committee:		Date:

Form last updated: December 1, 2009

BIOL 5610 – Dendrology

Fall Semester 2010

Instructor: Dr. Carter

Office: BC 1105

Telephone: 229/333-5759, ext. 5763

e-mail: Please use the mail tool in BlazeVIEW.

Office Hours: BC 1040 or BC 1105

#####

#####

#####

Other times by appointment

Weekly Course Schedule

Mon Lec 1:00 – 1:50 PM, BC #####

Mon Lab 2:00 – 4:50 PM, BC 2040

Wed Lec 1:00 – 1:50 PM, BC #####

Fri Lec 1:00 – 1:50 PM, BC #####

Miscellaneous

One or two day-long field trips and one three-day weekend field trip to the Appalachians will be included.

Course Description

Prerequisite: Admission into the graduate program or permission of the instructor. A survey of the biology and diversity of trees and of the major forest communities. The course will emphasize species of the southeastern United States and forest communities of North America, including field identification, description and classification of forest communities, and a study of reproductive cycles, anatomy, and development of representative species. [3-3-4]

Course Outcomes

Following is a list of course outcomes linked to the M.S. in Biology Selected Educational Outcomes (G).

- The student will demonstrate understanding of the basic principles of taxonomy, including identification, nomenclature, and classification. [G 1]
- The student will demonstrate the ability to handle and analyze plant materials in the field and laboratory. [G 1, 2]
- The student will demonstrate comprehension of basic concepts and the ability to use scientific terminology accurately through effective oral and written communication and the use of dichotomous keys. [G 1]
- The student will demonstrate the ability to gather and analyze data scientifically. [G 1, 2]

Assessment of Learning

- Three lecture examinations will be given.
- Routine field identification quizzes will be given.
- Students will submit a laboratory report written in the format of a journal article.
- Students will keep a course notebook.
- Students will write a term paper and make an oral presentation.

Required Texts

Elias, T. S. 2000. Complete Trees Of North America: Field Guide and Natural History. Chapman & Hall. 948 pp.

Godfrey, R.K. 1989. Trees, Shrubs and Woody Vines of Northern Florida and Adjacent Southern Georgia and Alabama. University of Georgia Press, Athens. 734 pp.

Miscellaneous Required Items

- Pencils or pens for recording notes, etc.
- Spiral bound notebook, convenient for field trips
- 200 3X5 inch note cards for field identification quizzes
- Hand-lens with lanyard

Additionally, the following are recommended.

- Old clothes, including long pants, and sturdy shoes or boots for field trips
- Rain gear and warm clothing, as appropriate
- Insect repellent for field trips
- *Immediately upon returning from field trips, students are urged to check their bodies thoroughly for ectoparasites (i.e. ticks) and, if possible, to shower.*
- Bottled water for field trips
- Food for all-day field trips

Grading

A = 1100-1200 points

B = 1000-1099 points

C = 900-999 points

D = 800-899 points

F = <800 points

Allocation of points:

Lecture Exam 1	150 points
Lecture Exam 2	150 points
Final Exam	250 points
Field Quizzes	300 points
Course Notebook	100 points
Written laboratory report	50 points
Oral presentation	100 points
<u>Term paper</u>	<u>100 points</u>
Total	1200 points

Supplemental Reading

For current information on classification of angiosperm plant families –

Stevens, P. F. (2001 onwards). Angiosperm Phylogeny Website. Version 9, June 2008 [and more or less continuously updated since]. <http://www.mobot.org/MOBOT/research/APweb/> (Accessed: November 29, 2009)

For plant community classification –

Barbour, M.G., M.G. and N.L. Christensen. 1993. Vegetation, pp. 97-131 in: Morin, N.R. (Ed.). *Flora of North America*, Vol. 1. Oxford University Press. New York.

Description of the Ecoregions of the United States, compiled by R.G. Bailey, U.S. Forest Service. March 1995. <http://www.fs.fed.us/land/ecosysmgmt/index.html> (Accessed: November 29, 2009)

Ecological Subregions of the United States, compiled by McNab, W.H. and P.E. Avers. U.S. Forest Service. WO-WSA-5. July 1994. <http://www.fs.fed.us/land/pubs/ecoregions/> (Accessed: November 29, 2009)

Ecoregions, Nearctic. World Wildlife Fund, 1250 Twenty-Fourth Street, N.W., P.O. Box 97180, Washington, DC 20090-7180. http://www.worldwildlife.org/wildworld/profiles/terrestrial_na.html (Accessed: November 29, 2009)

NatureServe. 2008. NatureServe Explorer: An online encyclopedia of life [web application]. Version 7.0. NatureServe, Arlington, Virginia. <http://www.natureserve.org/explorer> (Accessed: November 29, 2009)

Peet, R.K., T.R. Wentworth, and P.S. White. 1998. A Flexible, Multipurpose Method for Recording Vegetation Composition and Structure. *Castanea* 63:262 -274.

Thorne, R.F. 1993. Phytogeography, pp. 132-153 in: Morin, N.R. (Ed.). *Flora of North America*, Vol. 1. Oxford University Press. New York.

Wharton, C.H. 1978. Physiography and Biota of Georgia. *BioScience* 28:336-339.

Wharton, C.H. 1978. The Natural Environments of Georgia. Bulletin 114, Georgia Department of Natural Resources. Atlanta.

Miscellaneous –

Peattie, D.C. 2007. *A Natural History of North American Trees*. Houghton Mifflin Co. New York. 606 pp.

Tomlinson, P. B. 2002. *The Biology of Trees Native to Tropical Florida*. Second Edition. Printed privately. Petersham, Massachusetts. 395 pp.

Course Outline with Laboratory Schedule

Week 1

Lecture:

Introduction to Course

What is a tree? What is a forest?

Overview of the Classification of Plants

Diversity of Trees

Gymnosperms

GINKGO

- Ginkgoales: Ginkgoaceae: *Ginkgo*: ginkgo

CONIFERS

- Pinales: Cupressaceae, Pinaceae, Taxaceae: *Chamaecyparis, Juniperus, Taxodium; Abies, Pinus, Picea, Tsuga; Taxus, Torreya*: white cedars, junipers, baldcypresses; firs, pines, spruces, hemlocks; yews, gopherwood

*Laboratory: Basic Vegetative Structure and Terminology

Week 2

Lecture: Diversity of Trees

Angiosperms

MONOCOTS

- Arecales: Arecaceae: *Sabal*: cabbage palm

MAGNOLIIDS

- Magnoliales, Laurales, Illiciales: Magnoliaceae, Annonaceae, Lauraceae, Illiciaceae: *Liriodendron, Magnolia; Asimina; Persea, Sassafras, Litsea; Illicium*: magnolias, yellow poplar; pawpaws; redbay, swampbay, sassafras, pondspice; Florida anise

EUDICOTS

- Proteales, Saxifragales: Platanaceae; Hamamelidaceae, Altingiaceae: *Platanus; Hamamelis, Liquidambar*: sycamore; witch hazel, sweetgum
- Malpighiales: Euphorbiaceae, Salicaceae, Rhizophoraceae: *Triadica; Populus, Salix; Rhizophora*: Chinese tallow; willows, cottonwoods; red mangrove

*Field Laboratory: Identification of Trees and Plant Communities

Week 3

Lecture: Diversity of Trees

- Fabales: Fabaceae: *Acacia, Albizia, Robinia, Gleditsia, Cercis*: acacias, mimosas, locusts, redbud
- Rosales: Rosaceae, Rhamnaceae, Ulmaceae, Celtidaceae, Moraceae: *Amelanchier, Crataegus, Malus, Prunus; Rhamnus; Planera, Ulmus; Celtis; Broussonetia, Morus*: serviceberries, hawthorns, crabapples, plums, cherries; Carolina buckthorn; elms; hackberries; mulberries

*Field Laboratory: Identification of Trees and Plant Communities

Week 4

Lecture: Diversity of Trees

- Fagales: Fagaceae, Betulaceae, Myricaceae, Juglandaceae: *Castanea, Fagus, Quercus; Alnus, Betula; Morella, Myrica; Carya, Juglans*: chestnuts, chinkapins, beeches, oaks; alder, birches; bayberries; hickories, walnuts

*Field Laboratory: Identification of Trees and Plant Communities

Week 5

Lecture: Diversity of Trees

- Myrtales: Combretaceae: *Combretum, Laguncularia*: buttonwood, white mangrove
- Malvales: Malvaceae: *Tilia*: basswoods
- Sapindales: Rutaceae, Meliaceae, Anacardiaceae, Sapindaceae: *Poncirus, Ptelea, Zanthoxylum; Melia; Rhus, Metopium, Schinus, Toxicodendron; Acer, Aesculus, Sapindus*: mockorange, wafer ash, prickly ashes; Chinaberry; sumacs, poisonwood, Brazilian pepper; maples, buckeyes, soapberry

*Field Laboratory: Identification of Trees and Plant Communities

Week 6

Lecture: Diversity of Trees

- Cornales: Hydrangeaceae, Cornaceae: *Philadelphus*; *Cornus*, *Nyssa*: mock oranges; dogwoods, gums
- Ericales: Sapotaceae, Theaceae, Ericaceae, Ebenaceae, Cyrillaceae, Styraceae, Symplocaceae: *Sideroxylon*; *Gordonia*, *Stewartia*; *Kalmia*, *Lyonia*, *Oxydendrum*; *Diospyros*; *Cliftonia*, *Cyrilla*; *Halesia*, *Styrax*; *Symplocos*: buckthorns; loblolly bay, silky camellia; mountain laurel, *Lyonia*s, sourwood; persimmon; titis; silverbells, storaxes; sweetleaf

*Field Laboratory: Identification of Trees and Plant Communities

Week 7

Lecture: Diversity of Trees

- Gentianales: Rubiaceae: *Cephalanthus*, *Pinckneya*: buttonbush, feverbark
- Lamiales: Oleaceae, Bignoniaceae, Avicenniaceae: *Chionanthus*, *Fraxinus*, *Ligustrum*, *Osmanthus*; *Catalpa*; *Avicennia*: graybeard, ashes, ligustrums, wild olive; catalpas; black mangrove
- Aquifoliales: Aquifoliaceae: *Ilex*: hollies
- Apiales: Apiaceae: *Aralia*: devil's walking stick
- Dipsacales: Adoxaceae: *Sambucus*, *Viburnum*: elderberries, viburnums

*Field Laboratory: Identification of Trees and Plant Communities

Week 8

Lecture: Introduction to Forest Ecology

- Ecosystems and communities
- Mycorrhizae
- Ecological succession and fire

*Field Laboratory: Identification of Trees and Plant Communities

Week 9

Lecture: Major Forest Communities of North America

- Recapitulation and Classification of Communities Encountered on Field Trips
- *Field Laboratory: Quantitative Characterization of a Forest Community

Week 10

Lecture: Major Forest Communities of North America

- Major Forest Communities of Eastern North America

*Field Laboratory: Quantitative Characterization of a Forest Community

Week 11

Lecture: Major Forest Communities of North America

- Major Forest Communities of Western North America

*Field Laboratory: Quantitative Characterization of a Forest Community

Week 12

Lecture: Anatomy and Development of Trees

- Primary and Secondary Growth in Roots and Stems

*Laboratory: Primary and Secondary Growth in Roots and Stems

Week 13

Lecture: Anatomy and Development of Trees

- Wood Anatomy
- Dendrochronology

*Laboratory: Wood Anatomy in Pine, Oak and Basswood

Week 14

Lecture: Reproductive Cycles of Trees

- Reproduction in Pine
- Reproduction in Oak

*Laboratory: Reproduction in Pine and Oak

REQUEST FOR A NEW COURSE

Valdosta State University

MAR 11 2010

Date of Submission: 11/17/09 (mm/dd/yyyy)

Department Initiating Request:

Biology

Faculty Member Requesting:

Nienow

Proposed New Course Prefix & Number:

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

BIOL 7050

Proposed New Course Title:

Experimental Design and Data Analysis in the Biological Sciences

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)
Experimental Design

Semester/Year to be Effective:

Fall 2011

Estimated Frequency of Course Offering:

every 2 years

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisites: An introductory course in MATH statistical methods and admission into the graduate program or permission of the instructor. Application of statistical methods to the study of biological problems with an emphasis on the interaction between the choice of statistical methods and experimental design.

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: This course will help our students select and apply appropriate research protocols and analyze the resultant data for the types of problems typically encountered in biology. This is directly in line with the listed educational outcomes for the graduate program in biology (Educational Outcome 2 of the Graduate Catalog).

Adopting current best practice(s) in field: Examination and discussion of experimental designs and statistical methods used in the current biological literature will be an integral part of the course. This will ensure that the students are exposed to what are currently considered to be the best practices in the field.

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Plans for assessing the effectiveness of the course: Students will be assessed through written homework assignments (75%) and participation in classroom discussions of the statistical methods used in examples from the current biological literature (25%).

To assess the impact of the course on graduate student learning, each year the graduate theses from the Biology Department will be examined to determine the types of experimental design and data analysis used in the research. These will be compared to the methods included in the course curriculum.

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

Approvals:		
Dept. Head:	<i>[Signature]</i>	Date: 3-8-10
College/Division Exec. Comm.:	<i>Lennie Richards</i>	Date: 3/11/10
Dean/Director:	<i>Lennie Richards</i>	Date: 3/17/10
Graduate Exec. Comm.: (for graduate course):	<i>Karla M. Hull</i>	Date: 4-1-10
Graduate Dean: (for graduate course):	<i>Karla M. Hull</i>	Date: 4-1-10
Academic Committee:		Date:

Form last updated: August 6, 2009

VALDOSTA STATE UNIVERSITY

BIOLOGY 7050--Spring 201X

INSTRUCTOR: Dr. J. A. NIENOW

OFFICE: 2089 Biology/Chemistry Building; 249-4844

Office hours: TBA, or by appointment

EMAIL: jnienow@valdosta.edu

REQUIRED TEXT: Gotelli, N. J., & A. M. Ellison. 2004. A Primer of Ecological Statistics. Sinauer Associates, Inc., Sunderland Massachusetts.

SUPPLEMENTARY TEXT: Quinn, G. P., & M. J. Keough. 2002. Experimental Design and Data Analysis for Biologists. Cambridge University Press, Cambridge, UK

OTHER RESOURCES: <http://www.valdosta.edu/~jnienow>

PREREQUISITES: An introductory course in statistics or biostatistics and admission to the graduate program or permission of the instructor.

COURSE DESCRIPTION: Application of statistical methods to the study of biological problems with an emphasis on the interaction between the choice of statistical methods and experimental design.

COURSE OBJECTIVE: To help students understand the mathematical bases underlying experimental design and data analysis.

← POSSIBLE
2008-2009

ATTENDANCE: Students are responsible for attending class and for the material presented in all classes, whether they are present or not.

GRADING: Grades will depend on the student's performance in three areas:

- Traditional assigned problem sets chosen to illustrate the types of calculations common in biological statistics. These will account for 50% of the grade. (VSU General Educational Outcomes 3, 5 & 7; Biology Graduate Educational Outcome 2)
- Participation in classroom discussions of experimental designs taken from the current literature. Each student will be expected to lead one of the discussions and participate in all others. Participation in the discussions will account for 25% of the grade. (VSU General Educational Outcomes 4, 5, & 7; Biology Graduate Educational Outcome 2)
- Development of a written plan of action to carry out a field or laboratory study addressing some question of biological interest. The choice of question is up to the student. However, more credit will be given for questions worthy of a Master's project. The plan must include an analysis of the independent and dependent variables to be considered, how those values will be measured, and the types of statistical analyses to be employed. This assignment will account for 25% of the grade. (VSU General Educational Outcomes 4, 5 & 7; Biology Graduate Educational Outcome 2)

SPECIAL NOTE 1: Grades will be neither posted nor given out over the telephone.

SPECIAL NOTE 2: Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in Farber Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

RELEVANT UNIVERSITY AND DEPARTMENTAL EDUCATIONAL OUTCOMES:

UNIVERSITY OUTCOMES:

3. *Students will use computer and information technology when appropriate. They will demonstrate knowledge of computer concepts and terminology. They will possess basic working knowledge of a computer operating system. They will be able to use at least two software tools, such as word processors, spreadsheets, database management systems, or statistical packages. They will be able to find information using computer searching tools.*
4. *Students will express themselves clearly, logically, and precisely in writing and in speaking, and they will demonstrate competence in reading and listening. They will display the ability to write coherently in standard English; to speak well; to read, to understand, and to interpret the content of written materials in various disciplines; and to listen effectively and to understand different modes of communication.*
5. *Students will demonstrate knowledge of scientific and mathematical principles and proficiency in laboratory practices. They will understand the basic concepts and principles underlying scientific methodology and be able to collect, analyze, and interpret data. They will learn a body of scientific knowledge and be able to judge the merits of arguments about scientific issues. They will be able to perform basic algebraic manipulations and to use fundamental algebraic concepts to solve word problems and equations. They will be able to use basic knowledge of statistics to interpret and to analyze data. They will be able to evaluate arguments based on quantitative data.*
7. *Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written, and visual materials. They will be skilled in inquiry, logical reasoning, and critical analysis. They will be able to acquire and evaluate relevant information, analyze arguments, synthesize facts and information, and offer logical arguments leading to creative solutions to problems.*

DEPARTMENTAL GRADUATE EDUCATIONAL OUTCOMES:

2. *To demonstrate the ability to identify significant biological research questions, develop research protocols, and properly analyze research questions through the use of the scientific method.*

PROPOSED PACING SCHEDULE
BIOLOGY 7050

Weeks 1 - 2: An introduction to probability; random variables and probability distributions

Weeks 3 - 4: Descriptive statistics and parameter estimation

Weeks 5 - 6: Developing and testing statistical hypotheses: Monte Carlo, parametric, and Bayesian approaches

Weeks 7 - 9: Experimental design: types of variables; use of regression analysis and analysis of variance; managing and curating data

Week 10 - 11: Regression analysis

Week 12: Analysis of variance and analysis of covariance

Week 13 -15: Analyzing multivariate data: principle component analysis; cluster analysis

Request for Curriculum Change Valdosta State University

Choose area of change:

(Please click grey area below for drop box)

Core Curriculum (Area A, B, C, D, E, F) Other Curriculum (Specify): Native American

Studies Minor

Current Catalog page number: N/A

Proposed effective date for Curriculum Change: Upon approval (Month/Year)

Degree & Program name (e.g., BFA, Art): Minor in Native American Studies

Present Requirements:

N/A

Proposed Requirements (Show changes in **BOLD**):

The Minor in Native American Studies.....15 hours

Required Foundations Course:

PHIL 3610.....3 hours

Elective courses from the following areas.....12 hours

Continental Native North America:

ANTH 3130, HIST 4241, HIST 4242, NAS 4500.....3 hours

Regional Native North America:

HIST 4226, HIST 4243, HIST 4303, ANTH 3120, ARTH 4170, NAS 45003 hours

Contemporary Native North America:

NAS 3000, NAS 3500, PHIL/REL 3620, PHIL/REL 3630, ARTH 4180, NAS 4500....6 hours

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: Valdosta State University currently addresses diversity with other programming including minors offered by African American Studies Program and Women and Gender Studies Programs.

Similarly, students selecting a NAS minor will be able to focus their studies on a specific ethnic group – Native Americans. Faculty teaching courses for the NAS minor are housed in different departments, similar to faculty who teach courses for the African American Studies Program and Women and Gender Studies Program. Students will benefit from courses offered by committee members representing different departments and disciplines. These faculty include Dr. Melissa A. Rinehart, Dr. Marvin Smith, Dr. Fred Knowles, Dr. Lavonna Lovern, Dr. Bradley Finson, and Dr. Dixie Haggard. Courses are cross-listed with the respective department of the faculty member, which would allow students majoring in their field the opportunity to work toward a minor in NAS. Additionally, a minor in NAS would meet mandated diversity objectives as described in the Strategic Planning Initiative No. 9 Promotion of Diversity and International Programs. The NAS minor will be housed in the Department of Sociology, Anthropology, & Criminal Justice .

The NAS committee recognizes that this program will experience slow but steady growth after its initiation. Growth has been experienced at other institutions across the country. For example, NAS at Dartmouth College began as a certificate program in the 1980s and by the 1998-1999 academic year a major/minor had been established where fourteen majors were declared (Calloway 2001). The following year this increased to 21 majors (ibid.). Similarly, the NAS Program at the University of Oklahoma was established in 1994 and within six years of its implementation, 56 majors graduated (Kidwell 2001). Similar growth has taken place at VSU with the African American Studies and Women and Gender Studies Programs. The Women and Gender Studies Program was approved in 1992/1993, and now reports 30 minors. And, the African American Studies Program was approved in 1996, and now reports over 300 minors, averaging 25 minors a year (Hardin 2008). Based on these statistics, the NAS committee anticipates similar results after implementation of the NAS minor.

Valdosta State University will stand out regionally by supporting a NAS minor because only one peer institution offers such a minor, the University of North Carolina at Wilmington with a student population of 12,000. The selection of courses offered for a NAS minor at NC Wilmington is small with a total of nine courses compared to the seventeen courses proposed here. Larger institutions offer NAS programs including an undergraduate/graduate certificate in Native American Studies offered by the University of Georgia at Athens with a student population of 34,000. The University of North Carolina at Pembroke, with a student population of 5,900, offers a B.A. in American Indian Studies. And, Western Carolina University at Cullowhee, with a student population of 9,400, offers a minor in Cherokee Studies. Interestingly, there are no such programs in Florida, South Carolina, or Alabama. The lack of NAS programs offering minors and/or majors of any kind in the Southeast suggests a void in addressing Native American educational needs as well as educating others about Native Americans. This lack of programming also intimates that any non-Native American students interested in NAS will have to forgo such study if they remain at these institutions. For this reason, a NAS minor at VSU would provide a regional focus not found elsewhere.

Regional expertise is found amongst several of the NAS committee members. For example, Dr. Marvin Smith is well-known for his archaeological expertise in the Southeast and currently offers courses specializing on Southeastern Native Americans. Dr. Fred Knowles and Dr. Lavonna Lovern are well connected to the region, as both have ancestral ties as well as scholarly interests in the Southeast. And, because of Dr. Dixie Haggard's specialization on Southeastern Native American history, he has developed three courses in his respective department focusing on this population. It is feasible that because of this regional specialization, students will develop a regional focus not available elsewhere, and perhaps other peer institutions will see the benefit of offering similar programming. Collaborations with existent NAS programs in the Southeast, such as those already mentioned, are possible as well, which would create more visibility for a NAS minor at VSU. This would, also, clearly aid in student recruitment for the NAS minor.

Cont. on the following page after the Plan for Assessing Proposed Change section.

Plan for Assessing Proposed Change:

1. Creation of a writing portfolio containing a writing sample from every course taken in fulfillment of the NAS minor to be submitted to their NAS advisor.
2. Student participation in NAS sponsored activities, events, and conferences.
3. Using student feedback through one on one interviews and exit questionnaires, continue discussions with all participating departments and disciplines for the NAS minor.

Justification, cont., from previous page (The template for this document does not permit me to continue the justification on the previous page.)

According to the 2000 Census, .3% of the Georgia population claimed Native American status, which is higher than the Native American population in North Carolina at .1% (U.S. Census Bureau). Valdosta State University is situated in the heart of a significant Native American population, with a .4% Native American population in Lowndes County and the Native American population in surrounding counties range from .1% to .7% (Ibid.). As of Fall, 2008 there were thirty-three students at VSU claiming Native American identity. However, it is the NAS committee's belief, that the Native American population in Georgia and VSU is far larger than what is actually reported by the United States Census Bureau and the university respectively. For years Native Americans hid their identities in fear of discrimination, largely the reason the 1900 census counted only 225,000 Native Americans in the United States. It was not until 1977 that the General Assembly of the State of Georgia established the Georgia State Commission of Indian Affairs, thereby acknowledging their existence (Acts and Resolutions of the General Assembly of the State of Georgia 1977). Until this time, Native American affairs were dealt with, if at all, on a *quid pro quo* (form will not permit italics) basis. For years, many generations of Native Americans were invisible to the State of Georgia and elders today can recall earlier times when "being Indian" was not favorable, while younger generations openly claim their identities and express them in various ways. Based upon personal experiences with students, the NAS committee believes that many Native Americans from these younger generations who have deep connections to this region attend VSU.

Consistent with the Needs Assessment conducted by Dr. Kristina Cragg (See Appendix A) a minor in Native American Studies VSU would be fulfilling one of its strategic goals by promoting diversity. As Dr. Cragg determined and through research conducted by the Native American Studies Minor Committee, there are few like programs in the region. The proposed curriculum change includes utilizing 12 courses currently offered with an additional five proposed courses; therefore, there is no need for the addition of a new faculty member. There is also suggestive evidence, based on courses presently offered in the Departments of History and Anthropology, the potential for students in those programs with possible interests in minoring in Native American Studies. This minor will effectively demonstrate

how an interdisciplinary program provides students with a more comprehensive understanding of Native Americans in the past and today.

Bibliographic References

Acts and Resolutions of the General Assembly of the State of Georgia

1977 Georgia State Commission of Indian Affairs Established. House Bill No. 812, Law No. 326.
Vol. 1:764.

Calloway, Colin

2001 Native American Studies at Dartmouth. *Indigenous Nations Studies Journal*, Spring, 2(1):29-34.

Hardin, Shirley

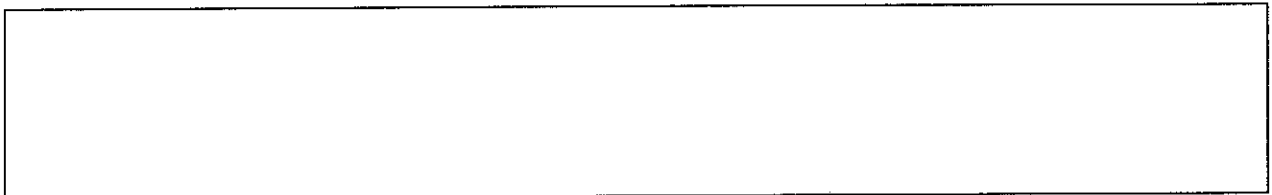
2008 From the Director's Desk. Electronic document, <http://www.valdosta.edu/afa/>, accessed Sept. 3, 2008.

Kidwell, Clara Sue

2001 The Native American Studies Program at the University of Oklahoma. *Indigenous Nations Studies Journal*, Spring, 2(1):71-75.

U.S. Census Bureau

2008 United States Census 2000. Electronic document,
<http://www.census.gov/main/www/cen2000.html>, accessed Jan. 25, 2008.



Approvals:

Department Head: [Signature] Date: 3/16/10
 Dean(s)/Director(s): Connie Richards Date: 3/24/10
 College Exec. Committee: Connie Richards Date: 3/24/10
 Grad. Exec. Committee: _____ Date: _____
 Academic Committee: _____ Date: _____

Program offered: At VSU

If the program is to be offered off campus:

Where will the course be offered? N/A

Does VSU already offer courses at this site? Yes

For VSU's SACS Liaison (Office of Strategic Research and Analysis)

	Yes	No
Does proposed change require notification of a substantive change to SACS? (if no, stop here)	<input type="checkbox"/>	<input type="checkbox"/>
If yes; Has the department proposing the change submitted the required information to you?	<input type="checkbox"/>	<input type="checkbox"/>
Does proposed effective date meet SACS notification requirements?	<input type="checkbox"/>	<input type="checkbox"/>
Has the VPAA been notified?	<input type="checkbox"/>	<input type="checkbox"/>
SACS Liaison: _____ Date: _____		

CATALOG COPY

The Native American Studies Minor at Valdosta State University is an academic program housed in the Department of Sociology, Anthropology, and Criminal Justice that provides students with an interdisciplinary approach to the study of Native American peoples and their cultures. Course offerings in several departments are designed to facilitate greater understanding of native peoples and their contributions to the global community. Core courses represent major divisions of learning within the university and will be taught by Native American and non-Native American faculty who specialize in these areas. This minor is designed for students from all ethnic and academic backgrounds and will focus on both past and contemporary experiences of native peoples. More specifically, indigenous theories will be examined in different contexts addressing subjects including oppression, resistance, and persistence over time.

Selected Educational Outcomes

Course work in Native American Studies will enable students:

1. to analyze central issues and topics involving the Native American past.
2. to explain Native American value systems.
3. to explore contemporary relationships between Native American and other American cultures.
4. to engage in independent critical research, synthesizing a variety of source materials.

The Minor in Native American Studies.....15 hours

Required Foundations Course:

PHIL 3610.....3 hours

Elective courses from the following areas.....12 hours

Continental Native North America:

ANTH 3130, HIST 4241, HIST 4242, NAS 4500.....3 hours

Regional Native North America:

HIST 4226, HIST 4243, HIST 4303, ANTH 3120, ARTH 4170,
NAS 45003 hours

Contemporary Native North America:

NAS 3000, NAS 3500, PHIL/REL 3620, PHIL/REL 3630,
ARTH 4180, NAS 4500.....6 hours

The required foundations course is structured to provide students with historical and current understandings within the areas of epistemology, ontology, metaphysics, religion, and spirituality preparing students for elective courses from three topical areas.

Examples of Outcome Assessments

1. Creation of a writing portfolio containing a writing sample from every course taken in fulfillment of the NAS minor to be submitted to their NAS advisor.
2. Student participation in NAS sponsored activities, events, and conferences.
3. Using student feedback through one on one interviews and exit questionnaires, continue discussions with all participating departments and disciplines for the NAS minor.

Five-year Course Cycle for the Native American Studies Minor

2010/2011

- Fall, 2010* ANTH 3120 Archaeology of Eastern North America
PHIL 3620 Post Colonization Issues in Indigenous Cultures
HIST 4241 Native American History to 1850
- Spring, 2011* ANTH 3130 Indians of North America
PHIL 3620 Native American Women
HIST 4242 Native American History Since 1850
HIST 4226 Southeastern Colonial Experience
- Summer, 2011* CRJU 4700 Native Americans & Criminal Justice

2011/2012

- Fall, 2011* ANTH 3120 Archaeology of Eastern North America
PHIL 3610 Native American Thought
NAS 3500 Contemporary Native American Experience
NAS 3000 Survey of Native American Languages
HIST 4303 The Spanish Borderlands
ARTH 4180 Native American Art: Modern & Contemporary
- Spring, 2012* ANTH 3130 Indians of North America
PHIL 3620 Post Colonization Issues in Indigenous Cultures
HIST 4243 Native People in the American Southeast
- Summer, 2012* CRJU 4700 Native Americans & Criminal Justice

2012/2013

- Fall, 2012* NAS 3500 Contemporary Native American Experience
PHIL 3630 Native American Women
HIST 4241 Native American History to 1850
ARTH 4170 Prehistoric Southeastern Native American Art
- Spring, 2013* ANTH 3130 Indians of North America
PHIL 3610 Native American Thought
HIST 4242 Native American History Since 1850
HIST 4226 Southeastern Colonial Experience
- Summer, 2013* CRJU 4700 Native Americans & the Law

2013/2014

- Fall, 2013* ANTH 3120 Archaeology of Eastern North America
NAS 3500 Contemporary Native American Experience
NAS 3000 Survey of Native American Languages
PHIL 3620 Post Colonization Issues in Indigenous Cultures
HIST 4303 The Spanish Borderlands
ARTH 4180 Native American Art: Modern & Contemporary
- Spring, 2014* ANTH 3130 Indians of North America
PHIL 3630 Native American Women
HIST 4243 Native American People in the Southeast
- Summer, 2014* CJ 4700 Native Americans & the Law

2014/2015

- Fall, 2014* ANTH 3120 Archaeology of Eastern North America
ANTH Survey of Native American Languages
NAS 3500 Contemporary Native American Experience
PHIL 3610 Native American Thought
HIST 4241 Native American History to 1850
ARTH 4170 Prehistoric Southeastern Native American Art
- Spring, 2015* ANTH 3130 Indians of North America
PHIL 3620 Post Colonization Issues in Indigenous Cultures
HIST 4242 Native American History Since 1850
HIST 4226 Southeastern Colonial Experience
- Summer, 2015* CJ 4700 Native Americans & the Law

**Information for the Department of Sociology, Anthropology, and Criminal Justice
Regarding a Minor in Native American Studies**

I. Purpose

In order to carry out the mission of a regional university, VSU is conducting background research to establish a Native American Studies minor. Native American Studies (NAS) emphasizes the importance of ethnic diversity by focusing on specific geographic regions and providing an attribution to students whose career requires background knowledge of diverse cultures so that they might be successful. The Department of Sociology, Anthropology, and Criminal Justice will integrate NAS and help broaden a rare and more diverse learning experience for students attending VSU. This report, prepared by the Office of Strategic Research and Analysis, contains summaries of data describing the current situation and need for this program in Georgia and the VSU service area. The University System of Georgia, Georgia Department of Labor, and published literature provide data to assist the evaluation of need, current providers, and capacity at VSU for a Native American Studies program.

II. Institutions Offering Programs in Native American Studies (or related)

The University of Georgia (UGA) and the University of Florida (UF) are the only two institutions in Georgia and surrounding states that offer a NAS program. Table 1 contains neighboring institutions within the Southeast region, aspirational and peer institutions of VSU, as well as other state institutions throughout the United States who provide NAS related undergraduate majors, minors, and graduate degrees. The Southeast region is currently lacking in undergraduate majors, minors, and graduate degrees in NAS.

Table 1: Southeastern U.S. Institutions Offering Programs in Native American Studies

Institutions In the Southeast United States		
Type of Degree	Major	School/University
Undergraduate Certificate (of Less than One Year)	Native American Studies	University of Georgia
Graduate Certificate (18 hours)	Native American Studies	
Minor	American Indian and Indigenous Studies	University of Florida
Minor	Native American Studies	University of North Carolina, Wilmington
B.A.	American Indian Studies	University of North Carolina, Chapel Hill
Minor	American Indian Studies	
B.A.	American Indian Studies	University of North Carolina, Pembroke
Minor	American Indian Studies	
M.A.	Cherokee Studies	Western Carolina University*
Minor	Cherokee Studies	
Minor	Native American Studies	North Carolina State University
Minor	American Indian Studies	Virginia Tech

Aspirational Institutions and Peer Institutions		
Type of Degree	Major	School/University
Minor	American Indian Studies Minor	St. Cloud State University*
Minor Certificate	Native American Studies	Southern Oregon University†
Minor	Native Studies	California State University, San Marcos*

Note: †Peer Institution, *Aspirational Peer Institution

Sources: USG Degrees and Majors (2009) <https://app.usg.edu/portal/page/portal/DMA> and individual colleges' websites.

In addition to the Southeastern institutions that offer programs in Native American Studies which are listed in Table 1, 93 institutions throughout the United States offer various Native American Studies programs. Table 2 provides a summary of other states which have institutions that offer majors and minors in Native American Studies.

Table 2: States by the Number of Institutions Offering Programs in Native American Studies

State	Number	State	Number
California	16	Iowa	2
New York	7	Kansas	2
Wisconsin	7	Hawaii	2
Minnesota	6	Idaho	2
Massachusetts	5	New Mexico	2
Oklahoma	5	Oregon	2
Montana	4	New Hampshire	1
Washington	4	West Virginia	1
Indiana	3	Kentucky	1
Michigan	3	Alaska	1
Nebraska	3	Colorado	1
Arizona	3	Utah	1
South Dakota	3	Wyoming	1
Maine	2	Ohio	1
Illinois	2	Total	93

III. Enrollment Trends

Enrollment data is difficult to locate because Native American Studies is rare and many institutions offer only minors or certificates in this field. The University System of Georgia reported that no students have enrolled in the certificate programs at the University of Georgia, which were activated in 2004. If needed, more research (i.e., contacting institutions via email or phone) can be completed to determine specific enrollment at the institutions listed in Table 1.

IV. Degrees Conferred by Program and Year

Table 3 displays the number of Native American Studies/United States Studies degrees from the institutions listed in Table 1, conferred from the fiscal years 2004-2008. The institutions awarded 798 degrees during the past five fiscal years for an average of 160 degrees per year.

Table 3: Degrees Conferred by CIP Code, 2004-2008

CIP Code	FY 2004		FY 2005		FY 2006		FY 2007		FY 2008	
	UG	GR	UG	GR	UG	GR	UG	GR	UG	GR
5.0102 American/United States Studies/ Civilization	20	0	14	0	16	0	14	0	17	0
5.0202 American Indian/ Native American Studies	5	2	9	11	0	8	11	1	4	0
5.9999 Area, Ethnic, Cultural, and Gender Studies, Other	124	0	121	0	123	0	131	0	167	0
Total	151		155		147		157		188	

Source: NCES, IPEDS 2009, <http://nces.ed.gov/ipeds/datacenter/>

V. Potential Employers/Careers/Occupations

Native American Studies minors could obtain career positions in the following fields:

- Bureau of Indian Affairs
- Federal, State, and Local Government Agencies
- Museum/Archival Work
- Politics and Law
- Social Worker
- Teaching and Administration
- Tribal Language Preservation and Immersion Program

VI. Occupational Outlook

Information specifically for individuals with a minor in NAS is not available. It is important to note the following information applies to NAS related careers.

An extensive explanation about Native American Studies related careers, including employment and earnings, is featured in the following *Occupational Outlook Handbooks (2008-09)*: federal government, state and local government, social work, museum/archival, and teaching. These websites include information on the nature of work, training, employment, job outlook, projections, and earnings for Native American Studies majors and minors. While a student who chose to enter any of the above fields would most likely earn a postsecondary degree either at the baccalaureate or graduate level, earning a Native American Studies minor would enhance candidates' knowledge base in these fields.

VII. National Employment and Outlook (2006 to 2016)

For federal government occupations, the *Occupational Outlook Handbook* (2008-2009) states:

- “With more than 1.8 million civilian employees, the Federal Government, excluding the Postal Service is the Nation’s largest employer.” (Significant points)
- “Wage and salary employment in the Federal Government is projected to decline by 4.6 percent over the 2006-16 period. There is projected slow growth or declines in other Federal sectors due to governmental cost-cutting, the growing use of private contractors, and continuing devolution—the practice of turning over the development, implementation, and management of some programs of the Federal Government to State and local governments.” (Outlook)
- “The analytical and technical nature of many government duties translates into a much higher proportion of professional, management, business, and financial occupations in the Federal Government, compared with most industries. Conversely, the Government sells very little, so it employs relatively few sales workers.” (Occupations in the industry)
- “Management, business, and financial workers made up about 33 percent of Federal employment and were primarily responsible for overseeing operations. Professional and related occupations accounted for about 33 percent of Federal employment in 2006. About 1 out of 2 Federal workers in service occupations were protective service workers, such as *correctional officers and jailers, detectives and criminal investigators, and police officers.*” (Occupations in the industry)

For state and local government occupations, the *Occupational Outlook Handbook* (2008-2009) states:

- “Local governments employ more than twice as many workers as State governments. Professional and service occupations accounted for more than half of all jobs; fire fighters and law enforcement workers, concentrated in local government, are the largest occupations.” (Significant Points)
- “State and local governments, excluding education and hospitals, employed about 8 million people in 2006. In addition, large numbers of State and local workers work in public education; they are not included in these figures. Seven out of 10 of these workers were employed in local government.” (Employment)
- “Service occupations made up the largest share of employment in State and local governments, accounting for 31 percent of all jobs. Professional and related occupations accounted for 21 percent of employment; office and administrative support occupations accounted for 20 percent; and management, business, and financial occupations constituted 12 percent. About 14 percent of Federal workers were in office and administrative support occupations.” (Occupations in the industry)

For social worker, the *Occupational Outlook Handbook* (2008-2009) states:

- “About 5 out of 10 jobs were in health care and social assistance industries and 3 in 10 work for State and local government agencies.” (p. 1)

- “Social workers held about 595,000 jobs in 2006. About 5 out of 10 jobs were in health care and social assistance industries and 3 out of 10 are employed by State and local government agencies.” (p. 2)
- “Employment for social workers is expected grow much faster than the average for all occupations through 2016. Job prospects are expected to be favorable. Employment of social workers is expected to increase by 22 percent during the 2006-16 decade, which is much faster than the average for all occupations.” (p. 2-3)

For museum/archival work occupations, the *Occupational Outlook Handbook* (2008-2009) states:

- “Archivists, curators, and museum technicians held about 27,000 jobs in 2006. About 38 percent were employed in museums, historical sites, and similar institutions, and 18 percent worked for State and private educational institutions, mainly college and university libraries. Nearly 31 percent worked in Federal, State, and local government, excluding educational institutions.” (p. 3)
- “Faster than average employment growth is expected through 2016. Jobs for archivists are expected to increase as public and private organizations require organization of and access to increasing volumes of records and information. There has been an increase in self-employment among conservators, as many museums move toward hiring these workers on contract rather than keeping them permanently on staff. This trend is expected to continue.” (p. 3)

For teaching (including preschool through secondary) occupations, the *Occupational Outlook Handbook* (2008-2009) states:

- “Job prospects should be favorable; opportunities will vary by geographic area and subject taught.” (p. 1)
- “Preschool, kindergarten, elementary school, middle school, and secondary school teachers, except special education, held about 4.0 million jobs in 2006. The vast majority work in elementary and secondary schools. Preschool teachers, except special education, are most often employed in child daycare services (59 percent), public and private educational services (16 percent), and religious organizations (15 percent). Employment of teachers is geographically distributed much the same as the population.” (p. 4)
- “Employment of school teachers is expected to grow by 12 percent between 2006 and 2016, about as fast as the average for all occupations. However, because of the size of the occupations in this group, this growth will create 479,000 additional teacher positions, more than all but a few occupations.” (p. 4)

Table 4 contains the actual employment amount, projected employment amount, and percent change for careers where Native American Studies minors could be employed. A link to a PDF provides more details about each occupation’s employment rates. More detailed information can be found by following the links in Section VI.

Table 4: Projections Data from the National Employment Matrix, 2006 to 2016

Occupational Title	Employment, 2006	Projected Employment, 2016	Change, 2006-16		Detailed Statistics
			Number	Percent	
Archival Research	122,000	124,000	2,800	2%	PDF
Education Administrators	443,000	496,000	53,000	12%	PDF
Teachers (preschool through postsecondary)	3,954,000	4,433,000	479,000	12%	N/A
Medical and Public Health Social Workers	124,000	154,000	30,000	24%	PDF
All Other Social Work	66,000	78,000	12,000	18%	PDF
Federal Government Agencies	1,800,000	1,717,200	-82,800	-5%	N/A
Local and State Government Agencies	8,018	8,635	617	8%	N/A

Source: *Occupational Outlook Handbook 2008-09*, <http://www.bls.gov/oco/cg/cgs041.htm>,
<http://www.bls.gov/oco/cg/cgs042.htm>, <http://www.bls.gov/oco/pdf/ocos060.pdf>,
<http://www.bls.gov/oco/pdf/ocos065.pdf>, <http://www.bls.gov/oco/pdf/ocos069.pdf>,
<http://www.bls.gov/oco/pdf/ocos007.pdf>

VIII. Georgia Labor Demand and Wages

Georgia's Short-Term Employment Projections for 2009-10 lists twenty professions with the most expected annual job openings. State and local government and teaching jobs are included in the twenty jobs that are expected to grow at a higher rate in Georgia. State government estimated 24.5% of the 2,040 annual job openings will be new positions. Local government stated 33.7% of the 4,900 annual job openings will be new positions. Educational services concerning teaching averaged a total of 17,750 annual job openings and 58.5% new positions available. Federal government and museum/archival workers are not listed in the twenty most expected occupational openings for Georgia. The *2009 Georgia Wage Survey*, published by the Department of Labor, provided the current wages for Native American studies-related careers. Table 5 shows the wages for the entire state; however, wages for the South Georgia area are typically less than the Georgia average.

Table 5: Georgia Statewide Wage Survey (October, 2009)

Occupational Title	Entry Wage	Average Wage	Median Wage	Middle Range	
				25th %	75th %
Museum Technicians and Conservators	\$ 12.12	\$ 19.88	\$ 16.73	\$ 13.74	\$ 23.24
Education Administrators (K-12)	\$ 64,718	\$ 83,920	\$ 82,953	\$ 71,658	\$ 98,219
Elementary School Teachers	\$ 39,103	\$ 52,069	\$ 51,538	\$ 42,888	\$ 61,718
Secondary School Teachers	\$ 38,759	\$ 53,621	\$ 53,945	\$ 43,710	\$ 63,972
Medical and Public Health Social Workers	\$ 15.79	\$ 22.22	\$ 21.12	\$ 17.18	\$ 26.95
Social Workers (All Other)	\$ 13.01	\$ 24.09	\$ 25.77	\$ 17.28	\$ 31.60

Source: Georgia Department of Labor, <http://explorer.dol.state.ga.us/mis/Current/wagesurveycurrent.pdf>

IX. Capacity at VSU to Accommodate this Program

The proposed program utilizes 12 current courses taught in Philosophy, Anthropology, History, and Art History, and creating five new NAS courses. Of the 12 current courses, only five have been continuously taught at least once in the past four years. Examining the current semester course and room capacity for the currently taught courses may be useful. Because the new courses will be entirely hosted by the Department of Sociology, Anthropology, and Criminal Justice, redirecting current faculty to teach the additional courses may be necessary. Table 6 is an analysis of the seat and room capacity for Fall 2006-2009 for the currently existing courses. According to this cursory review, the professors of the courses currently being offered are teaching an average of 89.84% of its total seats offered per year. It is also noted that the department is offering seats for an average of 65.68% of the room capacity total per year. If a NAS minor were developed many of the students opting to take the courses currently offered may choose to enroll in the minor.

Table 6: Semester Course and Room Capacity Analysis for a Native American Studies Minor

Anthropology Courses (3120 and 3130*)					
Fall Term	Sum of Room Capacity	Sum of Total Seats Offered	Sum of Seats Taken	Percent of Room Capacity Offered	Percent of Seats Taken
2006	32	35	32	109.38%	91.43%
2007	48	15	15	31.25%	100.00%
2008	48	15	17	31.25%	113.33%

* This is the Native American Anthropology course and was the only one of the two courses shown that was taught in 2006.

History Courses (4241 and 4303)					
Fall Term	Sum of Room Capacity	Sum of Total Seats Offered	Sum of Seats Taken	Percent of Room Capacity Offered	Percent of Seats Taken
2006	31	23	23	74.19%	100.00%
2007	31	23	10	74.19%	43.48%
2008	31	23	22	74.19%	95.65%
2009	27	23	21	85.19%	91.30%

Philosophy/Religion Courses (3630)					
Fall Term	Sum of Room Capacity	Sum of Total Seats Offered	Sum of Seats Taken	Percent of Room Capacity Offered	Percent of Seats Taken
2009	63	15	14	23.81%	93.33%

Source: VSU Office of Strategic Research and Analysis, November 2009.

Table 7 contains the possible costs associated with adding a minor in Native American Studies. The analysis is based on the data provided in the department's Curriculum Change Form. This table is based on enrollment of three new students the first year, five new students in years two and three, and ten new students in years four and five.

X. Conclusion

Valdosta State University has increased its course offerings to encompass the study of Women's and Gender Studies and African American Studies. By expanding the curriculum to include Native American Studies, the institution would be fulfilling one of its strategic goals by promoting diversity and international programs. The proposed curriculum change includes utilizing 12 courses currently offered at VSU and creation of an additional five Native American Studies courses; therefore there is positive net revenue if the courses are added without hiring additional personnel. The student to seats offered capacity for courses currently offered in History and Anthropology that encompass Native American Studies has been over 90%, suggesting that there are current students who may be interested in a NAS minor. As the proposal suggests, the potential students who will enroll in a NAS minor are current students.

Valdosta State has the ability to establish and coordinate the Minor in Native American Studies program but the sponsoring department should consider:

- Hiring an adjunct to teach introduction level courses allowing a professor to teach the proposed NAS courses.
- Adequately marketing to attract students to the program.
- Adequately marketing to inform faculty advisors of the program.

- Developing some internal memorandums of understanding between participating departments to ensure that the courses in the proposed program are taught on a regular and consistent basis, and do not conflict with each other.
- Conferring with other minor program coordinators on campus regarding pros and cons.

Additionally, the participating departments should be aware that:

- The establishment of this minor program will likely not attract students to VSU solely for the purpose of completing a minor, but rather attract current students who are in Education, Philosophy, Anthropology, History, Sociology, or other majors. As such, participating departments should be prepared for enrollment numbers within the department not to fluctuate due to the addition of the NAS minor as students may have taken a class in the department regardless of the NAS minor.
- The *Occupational Outlook Handbook* contains information for those fields requiring with bachelor's degree or higher. The *Occupational Outlook Handbook* does not provide information regarding minor or certificate program holders.
- Notification of the minor will need to be reported to SACS prior to implementation. If this minor moves forward, the sponsoring department must notify the SACS liaison, Dr. Kristina Cragg (kmcragg@valdosta.edu). In addition, appropriate on-campus protocols for adding a minor must be followed (i.e., Academic Committee process/notification).

Request for a New Course
Valdosta State University

Date of Submission: 2/26/2010(mm/dd/yyyy)

Department Initiating Request: Sociology, Anthropology, & Criminal Justice

Faculty Member Requesting: Melissa Rinehart

Proposed New Course Prefix & Number: NAS 4500

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

Proposed New Course Title: Special Topics in Native American Studies

Proposed New Course Title Abbreviation: SPEC TOPICS NATIVE AMER STUD

(For student transcript, limit to 30 characters and spaces)

Semester/Term/Year to be Effective: Upon approval

Estimated Frequency of Course Offering: Every semester

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

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

Total Contact Hours: 3.0

Lecture Hours: 3.0

Lab Hours: 0

Credit Hours: 3.0

Proposed Course Description: (box expands indefinitely)

Topics vary. Designed to provide an intensive study in a current topic relevant to Native American Studies. May be repeated twice for credit.

Justification: *Select one or more of the following to indicate why the requested new course will be beneficial and give justification. Please include or append relevant supporting data.*

(box expands indefinitely)

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting mandates of state/federal/outside accrediting agencies:

Other: A Special Topics designation for the Native American Studies minor will provide students with a variety of elective courses. Course topics will vary and may include, but not be limited to Native American Literature, Native American Music, and Native Americans in the Media. This course will be designed to provide an intensive study in a current topic relevant to Native American Studies. It may be repeated up to 2 times for credit.

Plans for assessing proposed course: (box expands indefinitely)

This course emphasizes active engagement with relevant literature, classroom discussion, as well as critical writing in preparation for the writing portfolio for the Native American Studies minor.

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

Approvals: (Print out for signatures & dates)

Dept. Head(s)	<u>M. CAPECE</u>	Date	<u>3/16/10</u>
Dean(s)/Director(s)	<u>Bonnie Richard</u>	Date	<u>3/24/10</u>
College Exec. Comm.	<u>Bonnie Richard</u>	Date	<u>3/24/10</u>
Graduate Exec. Comm.	_____	Date	_____
Academic Comm.	_____	Date	_____

Indicate How Course will be Taught: Face to Face

If course is online:

Does proposed new course alter the percentage of the degree program available online? No

As a result of this new course, how much of the program will now be available online? less than 25%

***If more than 25%, notify SACS Liaison and Asst. Director for Distance Learning.**

(Sample Syllabus for Special Topics Course)

NAS 4500: Native Americans & the Media

Instructor: Dr. Melissa Rinehart

Office: UC #1141

Phone: 249-4975

E-mail: marinehart@valdosta.edu

Office Hours: M/W 10:00-11:30am

Course Description: An examination of Native Americans in the media. This course is designed to provide an intensive study of the ways Native Americans have been represented in the mainstream media from the nineteenth century until the present day. Various topics are explored including Native American representation in news resources, product marketing, television, and film from Native and non-Native perspectives.

Course Objectives

1. To assist the student in understanding the dynamics of Native American representation in the American media over time.
2. To provide an understanding of the rationale behind Native American representation from a non-Native point of view.
3. To provide an understanding of Native American responses to the ways they have been depicted in the media.
4. To frame the above objectives in the greater landscape of Native American sovereignty.
5. To ensure that the student is aware of the continued presence of exploitative media representations of Native Americans and their struggles to reclaim these representations.

Educational Outcomes: The above objectives and the course process address the General Education Outcomes of Valdosta State University in the following manner:

1. Students will demonstrate understanding of the society of the United States and its ideals. They will possess the requisite knowledge of the society of the United States, its ideals, and its functions to enable them to become informed and responsible citizens. They will understand the connections between the individual and society and the roles of social institutions. They will understand the structure and operational principles of the United States government and economic system. They will understand United States history and both the historical and present role of the United States in the world. (Objective 1-5, above)
2. Students will demonstrate cross-cultural perspectives and knowledge of other societies. They will possess sufficient knowledge of various aspects of another culture, including the language, social and religious customs, aesthetic expression, geography, and intellectual and political history, to enable them to interact with individuals within that society from an informed perspective. They will possess an international

viewpoint that will allow them to examine critically the culture of their own nation and to participate in global society. (Objective 1-5, above)

3. Students will use computer and information technology when appropriate. They will demonstrate knowledge of computer concepts and terminology. They will possess basic working knowledge of a computer operating system. They will be able to use at least two software tools, such as word processors, spreadsheets, database management systems, or statistical packages. They will be able to find information using computer searching tools. (Course Process and use of blaze view package)
4. Students will express themselves clearly, logically, and precisely in writing and in speaking, and they will demonstrate competence in reading and listening. They will display the ability to write coherently in standard English; to speak well; to read, to understand, and to interpret the content of written materials in various disciplines; and to listen effectively and to understand different modes of communication. (Assessment method, discussion and interaction in class)
5. Students will demonstrate knowledge of diverse cultural heritages in the arts, the humanities, and the social sciences. They will develop understanding of the relationships among the visual and performing arts, literature and languages, and history and the social sciences. Students will be versed in approaches appropriate to the study of those disciplines; they will identify and respond to a variety of aesthetic experiences and engage in critical thinking about diverse issues. They will be able to identify the components of and respond to aesthetic experiences in the visual and performing arts. They will develop knowledge of world literature within its historical and cultural frameworks. They will understand modern issues within a historical context and the role of the individual in various forms of societies and governments. (Objective 1-5, above)
6. Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written, and visual materials. They will be skilled in inquiry, logical reasoning, and critical analysis. They will be able to acquire and evaluate relevant information, analyze arguments, synthesize facts and information, and offer logical arguments leading to creative solutions to problems. (Overall conduct of the course)
7. Students will demonstrate knowledge of principles of ethics and their employment in the analysis and resolution of moral problems. They will recognize and understand issues in applied ethics. They will understand their own value systems in relation to other value systems. They will judge values and practices in a variety of disciplines. (Objective 1-5)

Class Format: This course combines lecture and discussion formats.

Course Requirements: To complete all assigned readings and response papers in a timely fashion as well as take exams on the given dates. For students minoring in Native American Studies and in collaboration with their professor will select the strongest paper they submitted for a grade in this class and will submit it for their writing portfolio nearing the end of their degree program to be reviewed by the Native American Studies minor.

Assignments: You are responsible for completing all homework assignments including readings, written assignments, and internet-based assignments. Ten response papers will be required for this course. These papers (which should be a minimum of 3 paragraphs with a definable introduction, body and conclusion) should highlight the assigned reading, but more importantly focus on your reactions to the reading(s). Make sure to substantiate your reactions. Any essays that do not fulfill the 3 paragraph requirement will receive an automatic 50% reduction. Each essay is worth 25 pts. for a total of 250 pts. or 38% of your final grade.

Unless instructed otherwise, all assignments should be typed and double-spaced, and all deadlines are to be maintained. LATE assignments will NOT be accepted under any circumstances (late assignments are considered as such after the original due date, unless instructed otherwise) and NO assignments will

be accepted electronically, unless prearranged. Papers will not be printed out for students either. Each assignment should include your name in the upper left hand corner of the first page, along with your course # and the date. Cover sheets are unnecessary.

Exams: There are 4 open-note short answer and essay exams. Each student should strive to take both exams on the designated dates and times. Make-ups will be permitted under extreme circumstances and will be done at the instructor's convenience. Only 1 make-up exam is allowed per student and failure to make up the exam results in an automatic zero for that exam. Each exam is worth 100 pts. for a total of 400 pts or 62% of your final grade.

Required texts:

-*Native Americans in the News: Images of Indians in the Twentieth Century Press* by Mary Ann Weston, 1996

-*Native Americans in the Media* by Scott Sochay, 2009

-*American Indians: Stereotypes & Realities* by Devon Mihesuah, 2009

-*Celluloid Indians: Native Americans & Film* by Jacquelyn Kilpatrick, 1999

- *Selling the Indian* by Carter Jones Meyer & Diana Royer, 2001

Selected Readings of the following can be found as Pdf' on BlazeVIEW:

-Selected chapters from *Anthropology Goes to the Fair* by Nancy Parezo & Don Fowler, 2007

-Selected chapters from *Killing the Indian Maiden: Images of Native American Women in Film* by M. Elise Marubbio

-Selected chapters from *White Man's Indian* by Robert Berkhofer, 1978

-Selected chapter from *Playing Indian* by Philip Deloria, 1998

-Selected chapters from *Dancing at Halftime: Sports and the Controversy over American Indian Mascot* by Carol Spindel, 2000

- "Superficiality and Bias: The (Mis)Treatment of Native Americans in U.S. Government Textbooks" by Jeffery Ashley and Karen Jarratt-Ziemski

Policy on Academic Student Conduct Code: Plagiarism or otherwise unethical behavior will not be tolerated. If you are unsure what constitutes plagiarism, consult the student handbook, or ask your professor. Violations of policy on academic honesty and integrity will be dealt with as per established University procedure. See, for reference, <http://www.valdosta.edu/academic/AcademicHonestyPoliciesandProcedures.shtml>

Special Needs: Please do not hesitate to make your professor aware of any special needs you may have. Any good faith request will be accommodated and without undue attention being brought to bear on the request. Students requesting classroom accommodations or modifications due to a documented

disability must contact the Access Office for Students with Disabilities located in Farber Hall . The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY) or access@valdosta.edu.

Course Schedule:

Week 1: Introduction to Course, Savage & Noble Indian Images

- Berkhofer, Jr.

-Deloria, P

-For Response Paper 1 address how Indian representation has been used to define White identity?

Week 2: 19th Century Imagery

-Parezo & Fowler

-Excerpts of Captivity Narratives distributed in class

-For Response Paper 2 address how you feel about Indians as living exhibits at the Louisiana exposition of 1904.

Week 3: 19th Century Imagery, cont.

-Meyer & Royer

-For Response Paper 3 address what you think are the most critical issues Native Americans were encountering with representation near the end of the 19th century

Week 4: Visit to Lowndes County Historical Museum, Exam #1

Week 5: 20th Century Imagery, Indians & the Media

-Sochay

Week 6: Indians & the News Media

-Weston

-For Response Paper 4 find a newspaper article online at any of the following news sources and examine the way Native Americans are depicted. Is there bias? If so, how can you tell? Who's the audience for this article? <http://www.indiancountry.com>, <http://www.indianz.com> or <http://www.nativetimes.com>

Week 7: Indian Mascots & Film "In Whose Honor"

-Spindel

-For Response Paper 5 address your position about the mascot issue.

Week 8: Review & Exam #2

Week 9: Indians & Film

-Kilpatrick

-For Response Paper 6 reflect on films you've seen before involving Native Americans. What do you recall about the basic plotline? What kinds of imagery were used? Was this film romanticizing Native American culture(s)? Or, was it more realistic?

Week 10: Indians & Film cont., Film clips & Discussion

-Marubio

-In groups of 2, show a film clip to class and talk about why you both chose this film and how it portrays Native Americans. Did you like this film? Who produced this film? Who's the audience?

Week 11: Native Americans & Textbooks

-Ashley & Jarratt-Ziemski

-For Response Paper 7 locate an introductory history textbook for any grade level, including university, and discuss how and what is included regarding Native Americans. Building on what you've learned so far in class, does anything strike you as unusual? .

Week 12: Review & Exam #3

Week 13: Selling the Indian, Film "Survival in the Weave"

-Meyer & Royer

-For Response Paper 8 –Which chapter speaks to you most from the Meyer & Royer volume? Were you surprised by anything?

Week 14: Bringing it Together with Bias in the Media

-Sochay

-For Response Paper 9 discuss what you think is the most critical area in media exploitation of Native Americans. Does bias in film trump bias in the news media? Should product marketing trump the mascot issue? Etc.

Week 15: Native American Responses to Bias in the Media

-Mihsuah

-For Response Paper 10 – How do you feel about Mihsuah's position on Native Americans and the media? Is she extremist on the critical nature of exploitative media? Or, does she give voice to the critical nature of exploitative media?

Week 16: Film & Review

Final Exam TBA

Request for a New Course
Valdosta State University

Date of Submission: 2/26/2010(mm/dd/yyyy)

Department Initiating Request: Sociology, Anthropology & Criminal Justice

Faculty Member Requesting: Melissa Rinehart

Proposed New Course Prefix & Number: NAS 3000

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

Proposed New Course Title: Survey of Native American Languages

Proposed New Course Title Abbreviation: SURVEY NATIVE AME LANGUAGES

(For student transcript, limit to 30 characters and spaces)

Semester/Term/Year to be Effective: Upon approval

Estimated Frequency of Course Offering: Every other academic year

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

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

Total Contact Hours: 3.0

Lecture Hours: 3.0

Lab Hours: 0

Credit Hours: 3.0

Proposed Course Description: (box expands indefinitely)

An examination of the diversity in Native American language families, problems of classification, language particulars and social uses, and contemporary issues. More specifically

mapping, language contact, historical language shift, oral histories, literacy, contemporary language shift, language revitalization programming, and the complex connections between language and identity.

Justification: *Select one or more of the following to indicate why the requested new course will be beneficial and give justification. Please include or append relevant supporting data.*

(box expands indefinitely)

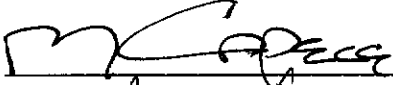
- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies:
- Other: Elective for the (new) Native American Studies minor

Plans for assessing proposed course: (box expands indefinitely)

Emphasizes active engagement with relevant literature, classroom discussion, as well as critical writing in preparation for the writing portfolio for the Native American Studies minor. This course will be assessed based upon extensive reading and writing assignments, in-class student participation, a final research paper and presentation, and three exams.

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

Approvals: (Print out for signatures & dates)

Dept. Head(s)	<u></u>	Date	<u>3/16/10</u>
Dean(s)/Director(s)	<u>Connie Richards</u>	Date	<u>3/24/10</u>
College Exec. Comm.	<u>Connie Richards</u>	Date	<u>3/24/10</u>
Graduate Exec. Comm.	_____	Date	_____
Academic Comm.	_____	Date	_____

Indicate How Course will be Taught: Face to Face

If course is online:

Does proposed new course alter the percentage of the degree program available online? No

As a result of this new course, how much of the program will now be available online? less than 25%

***If more than 25%, notify SACS Liaison and Asst. Director for Distance Learning.**

Survey of Native American Languages NAS 3000

Instructor: Dr. Melissa Rinehart

Office: UC #1141

Email: marinehart@valdosta.edu

Phone: 249-4975

Office Hours: M/W 11:00am-12:00pm, T/Th 1:00-2:30pm, Or by appointment

Catalogue/Course Description:

A survey of the diversity in Native American language families, problems of classification, language particulars and social uses, and contemporary issues. More specifically topics include language mapping, language contact, historical language shift, oral histories, literacy, contemporary language shift, language revitalization programming, and the complex connections between language and identity.

Rationale:

This course can be taken as an elective to fulfill the requirement for Contemporary Native North America in preparation for the Native American Studies minor.

Texts:

-*The Language Encounter in the Americas, 1492-1800*. Edward Gray & Norman Fiering, eds. New York:Berghahn Books, 2000.

-*Introduction to Handbook of American Indian Languages*. Franz Boas. Lincoln:University of Nebraska Press, 1991(1911).

-*Indian Linguistic Families of America North of Mexico*. James W. Powell. Lincoln:University of Nebraska Press, 1991(1891).

-*Western Apache Language and Culture. Essays in Linguistic Anthropology*. Keith Basso. Tucson:University of Arizona Press, 1990.

-*Flutes of Fire. Essays on California Indian Languages*. Berkeley:Heyday Books, 1994.

-Other readings found on WebCT as pdf.

Course Outcomes: Upon successful completion of the course, the student will be able to:

1. demonstrate familiarity with the complexity of native language family classification in North America (General Education Outcomes 1, 2, 4, 5, 6)
2. demonstrate a understanding of native language shift in North America (General Education Outcomes 1, 2, 4, 5, 6)
3. demonstrate an understanding of the critical nature of language and culture (General Education Outcomes 1, 2, 4, 5, 6, 7)
4. demonstrate an understanding of the importance and relevance of language endangerment in native North America (General Education Outcomes 1,2, 4, 5, 6, 7)
5. demonstrate an understanding of language reclamation efforts in native North America (General Education Outcomes 1, 2, 4, 5, 6, 7)

Evaluation: Methods of student evaluation will include:

1. performance on written exams
2. performance on response papers
3. research prospectus
4. research paper
5. research presentation
6. class attendance and participation

Course Outline:

Assignments:

You are responsible for completing all homework assignments including readings, written assignments, and internet-based assignments. At various times throughout the semester you will be required to furnish a response paper. These papers (which should be a minimum of 3 paragraphs with a definable introduction, body and conclusion) should highlight the assigned reading, but more importantly focus on your reactions to the reading(s). Make sure to substantiate your reactions. Any essays that do not fulfill the 3 paragraph requirement will receive an automatic 50% reduction. There are a total of 12 response papers.

Unless instructed otherwise, all assignments should be typed and double-spaced, and all deadlines are to be maintained. LATE assignments will NOT be accepted under any circumstances (late assignments are considered as such after the original due date, unless instructed otherwise) and NO assignments will be accepted electronically, unless prearranged. Papers will not be printed out for students either. Each assignment should include your name in the upper left hand corner of the first page, along with your course # and section, and the date. No cover sheets for assignments are necessary—save the paper!

You must follow the AAA method of formatting for proper citation which can be located at the following website: http://www.aaanet.org/pubs/style_guide.htm. Plagiarism of any kind will *not* be tolerated in this class. Plagiarism is the presentation of others' ideas as if they were your own. This includes: copying word-for-word from another source; cutting and pasting from the internet or other database sources; paraphrasing the work of another; adopting a phrase from another author; paraphrasing another's line of thinking in the development of a topic; receiving excessive help from a friend or elsewhere; and/or using someone else's project. If I suspect you of the aforementioned you will automatically receive a failure for the assignment, and then there will be a meeting conducted between you, myself, and the department chair. If this meeting does not resolve the issue and a second offense is suspected, I will again meet with you and the department chair and you will receive a semester grade of a failure (F). To learn more about plagiarism visit <http://romulus.valdosta.edu/academic/StudentResources.shtml> and for an overview of VSU's policies and procedures on plagiarism visit <http://romulus.valdosta.edu/academic/AcademicHonestyPoliciesandProcedures.shtml>

Research Paper & Presentation:

This project involves an in-depth examination of one American Indian Language and Speech community. This project is comprised of the following elements: a presentation of your project

and a final paper that present your research. The presentation will be an opportunity for you to both present your work, and to lead the class in discussion. For the presentation, you will be asked to identify a few short articles or pieces related to your research and you will describe those to class. The final paper will be an opportunity to connect your research findings to the more general topics discussed in the course. There will be more information regarding the project handed out in class later in the semester.

Class Participation & Attendance:

You should come to class prepared to discuss all readings. Attendance will be taken at the beginning of every class. If you come late to class it is your responsibility to make sure your attendance is accounted for at the conclusion of class. Instructor's notes will not be distributed to anyone who misses class. Note that if you miss *more* than 6 classes you will fail this course.

Exams: There are a total of three open-note/open-book exams. Each student should strive to take both exams on the designated dates and times. Make-ups will be permitted under extreme circumstances such as demonstrable medical excuses, but only if given appropriate notice. Only 1 make-up exam is allowed per student and failure to make up the exam results in an automatic zero for that exam.

Course Breakdown:

8 Response Papers @ 25 pts. each	= 200 pts
3 Exams @ 100 pts. each	= 300 pts
Research Presentation	= 50 pts
Research Paper	= <u>100 pts</u>
Total Pts possible	= 650 pts

Misc: No tobacco products will be permitted in class and all cell phones/pagers must be turned off. If anyone is caught text messaging or surfing the internet, you will be asked to shut off either device immediately. NO exceptions.

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

This syllabus is subject to change according to instructor's discretion.

Course Schedule

Week 1: Course Introductions
-no readings

Week 2: Language Encounter in North America
- *The Language Encounter in the Americas, 1492-1800* by Gray and Fiering

- Week 3: Language Encounter in North America, cont., Film *Blackrobe*
 - *Response Paper #1*: After reading this book how do you make sense of the “Babel of Tongues” upon colonization?
- Week 4: History of Native American linguistics
 - *Introduction to the Handbook of American Indian Languages* by Gray and Fiering
 - “History of American Indian Languages” (Article 1) by Harry Hoijer
- Week 5: Language Families and the Problems of Mapping
 - *Indian Linguistic Families of American North of Mexico* by Powell
 - “Central and North American Languages” (Article 2) by Edward Sapir
 - *Flutes of Fire* (pp. 75-85) by Hinton
 - *Response Paper #2*: Critique the history of Native American linguistics focusing on the problems of defining languages
- Week 6: Exam; Language and Worldview
 - *Flutes of Fire* (pp. 35-69, 107-137) by Hinton
 - *Western Apache Language and Culture* (Chapters 1 & 4) by Basso
- Week 7: Language and Worldview, cont., Language and Social Life
 - *Western Apache Language and Culture* (Chapter 5) by Basso
 - “When Words Become Deeds: An Analysis of Three Iroquois Longhouse Speech Events” (Article 3) by Michael Foster
 - *Response Paper #3*: What resonates most with you regarding Western Apache language and worldview?
- Week 8: Language and Gender, Language and Landscape
 - “Male and Female Forms of Speech in Yana” (Article 4) by Edward Sapir
 - “Men’s and Women’s Speech in Koasati” (Article 5) by Mary Haas
 - *Flutes of Fire* (pp. 139-143) by Hinton
 - “Men’s and Women’s Language” (pp. 277-280; Article 6) by Marianne Mithun
 - *Response Paper #4*: How does native language and gender compare and contrast with English speaking Americans?

 - *Western Apache Language and Culture* (Chapters 6-7) by Basso
 - *Flutes of Fire* (Chapters 7-9) by Hinton
- Week 9: Language and Landscape, cont., Language and Literacy
 - *Western Apache Language and Culture* (Chapter 3) by Basso
 - “Signs of Cherokee Culture” (select readings from; Articles 7 & 8) by Margaret Bender
 - *Response Paper #5*: What is Native American literacy a reflection of?
- Week 10: Exam; Contemporary Language Shift
 - “Ethnolinguistic Dimensions of Northern Arapaho Language Shift” (Article 9) by Jeffrey Anderson
 - *Western Apache Language and Culture* (Chapter 2) by Basso

-*Flutes of Fire* (Chapter 17) by Hinton

Week 11: Contemporary Language Shift, cont., Miami Language Shift

-Select readings on Miami Language shift (to be announced)

-*Response Paper #6*: What do you consider the most critical issue facing indigenous languages today?

Week 12: Language Endangerment Policies

-“Technical, Emotional, and Ideological Issues in Reversing Language Shift: Examples from Southeast Alaska” (Article 10) by Dauenhauer and Dauenhauer

-*Flutes of Fire* (Chapter 18) by Hinton

-“A Dictionary for Whom? Tensions between Academic and Nonacademic Functions of Bilingual Dictionaries” (Article 11) by Leanne Hinton and William Weigel

-*Response Paper #7*: Do you think governmental intervention is essential for curtailing language shift?

Week 13: New Approaches to Language Education, Miami Language Reclamation

-*Flutes of Fire* (pp. 189-247) by Hinton

“Nisga’a Studies and the Americanist Tradition: Bridging First Nations Research and Teaching into the Academy” (Article 12) by Margaret Anderson and Deanna Nyce

-“Language Revitalization and Identity in Social Context: A Community Based Athabascan Language Preservation Project in Western Interior Alaska” (Article 13) by Beth Dementi-Leonard and Perry Gilmore

-Select readings on Miami Language reclamation (to be announced)

-*Response Paper #8*: What do you think is a good or better way to go about language reclamation?

Week 14: Student Presentations

Week 15: Final Exam

Request for a New Course Valdosta State University

Date of Submission: 2/26/2010(mm/dd/yyyy)

Department Initiating Request: Sociology, Anthropology & Criminal Justice

Faculty Member Requesting: Fred Knowles

Proposed New Course Prefix & Number: NAS 3500

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

Proposed New Course Title: Contemporary Native American Experience

Proposed New Course Title Abbreviation: CONTEMP NATIVE AMER EXPER

(For student transcript, limit to 30 characters and spaces)

Semester/Term/Year to be Effective: Upon approval

Estimated Frequency of Course Offering: Once every academic year

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

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

Total Contact Hours: 3.0

Lecture Hours: 3.0

Lab Hours: 0

Credit Hours: 3.0

Proposed Course Description: (box expands indefinitely)

An examination of the Native American experience from WWII to the present. This course addresses issues of expectations of enfranchisement, poverty, termination, and self-determination. The development of social movements focusing on issues of Native American enfranchisement, cultural revitalization, and civil rights are also addressed.

Justification: *Select one or more of the following to indicate why the requested new course will be beneficial and give justification. Please include or append relevant supporting data.*

(box expands indefinitely)

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies:
- Other: This course will serve as an elective for students minoring in Native American Studies.

Plans for assessing proposed course: (box expands indefinitely)

Emphasizes active engagement with relevant literature, classroom discussion, as well as critical writing in preparation for the writing portfolio for the Native American Studies minor. Four essay exams will be required and student participation will be critical for this course.

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

Approvals: (Print out for signatures & dates)

Dept. Head(s)	<u>M. Pece</u>	Date	<u>3/16/10</u>
Dean(s)/Director(s)	<u>Connie Richards</u>	Date	<u>3/24/10</u>
College Exec. Comm.	<u>Connie Richards</u>	Date	<u>3/24/10</u>
Graduate Exec. Comm.	_____	Date	_____
Academic Comm.	_____	Date	_____

Indicate How Course will be Taught: Face to Face

If course is online:

Does proposed new course alter the percentage of the degree program available online? No

As a result of this new course, how much of the program will now be available online? less than 25%

***If more than 25%, notify SACS Liaison and Asst. Director for Distance Learning.**

NAS 3500 CONTEMPORARY NATIVE AMERICAN EXPERIENCE

Instructor: F. E. Knowles, Jr., Ph. D.
Phone: (229) 333-5494
Office: University Center 1136
E-mail: feknowles@valdosta.edu

Credit Hours: 3
Semester: TBA
Classroom: TBA
Class day/time: TBA

Office Hours: TBA

Prerequisites

None

Course Description

An examination of the Native American experience from WWII to the present. This course addresses issues of expectations of enfranchisement, poverty, termination, and self-determination. The development of social movements focusing on issues of Native American enfranchisement, cultural revitalization and civil rights are also addressed.

Course Objectives

1. To assist the student in understanding the dynamics of the Native American presence in America since the end of World War II.
2. To provide an understanding of the reasons for and resistance to public policy as it relates to termination and then self determination.
3. To ensure an understanding of the social movements and activism related to political enfranchisement and civil rights.
4. To frame the above objectives in the greater landscape of social change since 1945.
5. To ensure that the student is aware of the continued presence of the Native American in America and of the continued struggle to overcome colonization and deculturalization.

Targeted Educational Outcomes

The above objectives and the course process address the General Education Outcomes of Valdosta State University in the following manner:

1. Students will demonstrate understanding of the society of the United States and its ideals. They will possess the requisite knowledge of the society of the United States, its ideals, and its functions to enable them to become informed and responsible citizens. They will understand the connections between the individual and society and the roles of social institutions. They will understand the structure and operational principles of the United States government and economic system. They will understand United States history and both the historical and present role of the United States in the world. (Objective 1-5, above)
2. Students will demonstrate cross-cultural perspectives and knowledge of other societies. They will possess sufficient knowledge of various aspects of another culture, including the language, social and religious customs, aesthetic expression, geography, and intellectual and political history, to enable them to interact with individuals within that society from an informed perspective. They will possess an international viewpoint that will allow them to examine critically the culture of their own nation and to participate in global society. (Objective 1-5, above)

3. Students will use computer and information technology when appropriate. They will demonstrate knowledge of computer concepts and terminology. They will possess basic working knowledge of a computer operating system. They will be able to use at least two software tools, such as word processors, spreadsheets, database management systems, or statistical packages. They will be able to find information using computer searching tools. (Course Process and use of blaze view package)
4. Students will express themselves clearly, logically, and precisely in writing and in speaking, and they will demonstrate competence in reading and listening. They will display the ability to write coherently in standard English; to speak well; to read, to understand, and to interpret the content of written materials in various disciplines; and to listen effectively and to understand different modes of communication. (Assessment method, discussion and interaction in class)
5. Students will demonstrate knowledge of scientific and mathematical principles and proficiency in laboratory practices. They will understand the basic concepts and principles underlying scientific methodology and be able to collect, analyze, and interpret data. They will learn a body of scientific knowledge and be able to judge the merits of arguments about scientific issues. They will be able to perform basic algebraic manipulations and to use fundamental algebraic concepts to solve word problems and equations. They will be able to use basic knowledge of statistics to interpret and to analyze data. They will be able to evaluate arguments based on quantitative data. (Not specifically addressed)
6. Students will demonstrate knowledge of diverse cultural heritages in the arts, the humanities, and the social sciences. They will develop understanding of the relationships among the visual and performing arts, literature and languages, and history and the social sciences. Students will be versed in approaches appropriate to the study of those disciplines; they will identify and respond to a variety of aesthetic experiences and engage in critical thinking about diverse issues. They will be able to identify the components of and respond to aesthetic experiences in the visual and performing arts. They will develop knowledge of world literature within its historical and cultural frameworks. They will understand modern issues within a historical context and the role of the individual in various forms of societies and governments. (Objective 1-5, above)
7. Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written, and visual materials. They will be skilled in inquiry, logical reasoning, and critical analysis. They will be able to acquire and evaluate relevant information, analyze arguments, synthesize facts and information, and offer logical arguments leading to creative solutions to problems. (Overall conduct of the course)
8. Students will demonstrate knowledge of principles of ethics and their employment in the analysis and resolution of moral problems. They will recognize and understand issues in applied ethics. They will understand their own value systems in relation to other value systems. They will judge values and practices in a variety of disciplines. (Objective 1-5, above, as they relate to indigenous ethical structures)

Required Texts

American Indians, American Justice . (1983) V. Deloria & C. M. Lytle. Univeristy of Texas Press.

Self Determination and the Social Education of Native Americans. (1991) G. B. Senese. Praeger Publishing.

Class Format

This class will consist of lecture and discussion. Both lectures and discussion will center on the legal issues at hand. Students should feel free to comment and ask questions regarding the material.

Course Requirements

1. Examinations: There will be four papers required. Two of these papers will be minor papers and will involve an analysis of some question suggested by the text. These two minor papers will be worth a possible 50 points each. The other two papers are more substantial and will be worth a possible 100 points each. These major papers are more elaborate. All papers are due by the dates indicated on the schedule. Late papers will result in loss of credit. **If the paper has not been submitted by the third class meeting after it was due, it WILL NOT be graded.** Any delay MUST be discussed with the professor.
2. Attendance and Participation: These dimensions will not be weighted toward a grade. They will however enter into the professor's ability to legitimately enhance a numeric grade to the next highest letter grade. For example, if a student averages 89.6 on her papers but has excellent attendance and is engaged in and participates in class discussion, the professor might legitimately award an "A" as opposed to the "B" that would result from less participation. Of course, the student is expected to attend all sessions. If a student misses 20% of the sessions, the student is subject to failure based on those absences alone.

Grading System

The grading for this class will be fairly straightforward. The two major papers will be worth 100 points potentially. The lesser papers are worth 50 points each. If a student fully addresses the subject and cites and supports the work, full credit might be expected. Careful attention in class will reveal the pertinent points that deserve elaboration in the assigned papers.

Paper Requirements

Double space and type the paper, using 10-12 point font and 1 inch margins. Pay attention to proper citation for and provide a works cited page. Use the following example for citations:

Citing a case in the narrative of your paper- The case Mapp v. Ohio (1961) extended the protection of the Exclusionary Rule to cover actions by the states.

Citing a case on your "works cited" page-Mapp v. Ohio, 367 US 643 (1961)

Your paper should be otherwise cited in standard APA manner. If you are not familiar with this format, purchase a APA Style Manual, or find an internet source for proper citation form, in accordance with APA standard.

Make-up Exams

As these assigned papers will be "take-home" in format, there will be very little tolerance for late submission. As mentioned above, papers which are marginally late will be docked appropriate points. **Papers which are more than three class meetings late will not be graded.** Make-up

assignments will be available if the student has missed the original assignment for legitimate reason. Valid excuses will be those that are acceptable to the University, i.e., illness, religious observation, participation in a University function at the request of the University, or compelling circumstances beyond a student's control.

Rules on Disruptive Conduct

Academia is based on the free exchange of ideas and with that comes the requirement for mutual respect among academics. No disrespect, for either a person or an idea, will be tolerated. The instructor reserves the right to ask that you leave if you engage in disruptive or disrespectful behavior. To chronically come late to class is also a disruptive behavior. Lastly, ringers and ring tones for cellular phones will be disabled when entering class and will remain disabled for the duration of class. If you are awaiting an emergency call, and do not have a silent ring tone of your phone, please advise me. This should also preclude the need for text messaging, surfing, taking photographs or other electronic activities during class time.

Policy on Academic Student Conduct Code

Plagiarism or otherwise unethical behavior will not be tolerated. If you are unsure what constitutes plagiarism, consult the student handbook, or ask your professor. There is also a document, authored by Dr. Barnbaum, on the blazeview page for the class. Violations of policy on academic honesty and integrity will be dealt with as per established University procedure. For reference, see ...

<http://www.valdosta.edu/academic/AcademicHonestyPoliciesandProcedures.shtml>

Special Needs

Please do not hesitate to make your professor aware of any special needs you may have. Any good faith request will be accommodated and without undue attention being brought to bear on the request. For more information, see...

<http://www.valdosta.edu/access/facresources.shtml>

NAS 3500- tentative read schedule

Week One

American Indians and the Evolution of Federal Authority and Responsibility- Chapters One and Two, Deloria and Lytle

Week Two

The Development of Indian Country and Tribal Governments- Chapters Three and Four, Deloria and Lytle

Week Three

The Indian Judicial System and the Role Players within- Chapters Five and Six , Deloria and Lytle

Week Four
The Criminal and Civil Law Systems in Indian Country- Chapters Seven and Eight, Deloria and Lytle

Week Five
Public Policy and Legal Rights- Chapter Nine, Deloria and Lytle

Week Six
Swift Termination and Indian Emancipation- Chapter One, Senese

Week Seven
Justifying Termination Through Competency: The Roots of Self-determination- Chapter Two, Senese

Week Eight
The Developing Ideology of Self-determination- Chapter Three, Senese

Week Nine
The Task Force on Indian Affairs- Chapter Four, Senese

Week Ten
Primer for Control: Immediate Postwar Indian Education Policy - Chapter Five, Senese

Week Eleven
Community Action and the Development of the Indian- controlled Contract School- Chapter Six, Senese

Week Twelve
Self-determination and Education Assistance Act: The Illusion of Control- Chapter Seven, Senese

Week Thirteen
Sovereign Self-determination- Chapter Eight, Senese

Week Fourteen
The Wrong Voices- Chapter Nine, Senese

Week Fifteen
Self-determination and the Trust Relationship- Chapter Ten, Senese

Week Sixteen
Managing Manifest Destiny- Chapter Eleven, Senese