

VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET

ACADEMIC COMMITTEE

**MONDAY,
April 11, 2011**

2:30 p.m.

**Rose Room
UNIVERSITY CENTER**

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

ACADEMIC COMMITTEE
AGENDA
April 11, 2011

1. Minutes of the March 7, 2011 meeting. (pages 1-2) approved by email March 9, 2011.
2. **GRADUATE SCHOOL**
 - a. Graduate school dismissal policy (pages 3-5)
3. **COLLEGE OF NURSING**
 - a. New course NURS 7250 (pages 6-12)
 - b. Revised requirements for the MSN – Clinical Nurse Leader track (pages 13-16)
4. **COLLEGE OF EDUCATION**
 - a. Changing of the degree from MED to MAT for the Middle Grades or Secondary Education (ACT) (pages 17-18)
 - b. Revised requirements for the EDS in Teaching and Learning – Exemplary Teaching Track (pages 19-21)
 - c. Revised prerequisites for INTP 3010, 3150, 4010, 4020, 4030, 4040, 4050, 4060, 4070, and 4080 (pages 22-23)
 - d. Revised Area F and Senior college curriculum requirements for the BSED in American Sign Language/Interpreting (pages 24-26)
 - e. Revised credit hours and prerequisite for ASLS 3170 (pages 27-34)
 - f. Revised credit hours and prerequisite for ASLS 3180 (pages 35-43)
 - g. New course ASLS 3190 (pages 44-51)
 - h. New course DEAF 3100 (pages 52-60)
 - i. New course DEAF 3150 (pages 61-71)
 - j. Revised credit hours and prerequisite for INTP 4010 (pages 72-81)
 - k. Revised credit hours and prerequisite for INTP 4040 (pages 82-91)
 - l. New minor in Deaf Education (pages 92-95)
 - m. Revised Area F and Senior college curriculum for the BSED in Special Education – Deaf and Hard of Hearing (pages 96-99)
5. **COLLEGE OF ARTS AND SCIENCES**
 - a. New course FREN 1002H (pages 100-112)
 - b. Revised prerequisites MATH 6910 (pages 113-115)
 - c. Revised senior college curriculum for the BS in Physics (pages 116-118)
 - d. Revised degree requirements for the BA in Criminal Justice (pages 119-120)
 - e. Include CRJU 1100 in Area E (pages 121-127)
 - f. New course PADM 7420 (pages 128-136)
 - g. New course PADM 7500 (pages 137-146)
 - h. New course PADM 7510 (pages 147-157)
 - i. Revised course description POLS 4100 (pages 158-160)
 - j. Revised course description POLS 4900 (pages 161-163)
 - k. New course BIOL 3630 (pages 164-169)
 - l. New course BIOL 5630 (pages 170-175)
 - m. New course BIOL 3680 (pages 176-182)
 - n. New course BIOL 5680 (pages 183-189)
 - o. New course BIOL 3820 (pages 190-197)
 - p. New course BIOL 3850 (pages 198-203)
 - q. New course BIOL 5850 (pages 204-209)
6. **Pending items**
 - a. BA in Transatlantic Studies Program – BOR and SACS approval (Dec 10 AC)
 - b. Revised course CHEM 1010 – USG General Education Council approval
 - c. New course PERS 2760 – USG General Education Council approval (Dec 10 AC)
 - d. BA in Legal Assistant Studies (online delivery) – BOR and SACS approval (Jan 11 AC)
 - e. Revised course description ENGL 2110 – USG General Education Council approval (Dec 10 AC)
 - f. Revised course description ENGL 2110H – USG General Education Council approval (Dec 10 AC)
 - g. Revised course description ENGL 2130 – USG General Education Council approval (Dec 10 AC)
 - h. Revised course description ENGL 2130H – USG General Education Council approval (Dec 10 AC)
 - i. Revised program/major name for the EDS in Teaching Learning to EDS in Curriculum and Instruction – Track Teaching and Learning – Exemplary Teaching – Franchise schools and notification to GOML/INGRESS (FEB 11 AC)
 - j. Revised program/major name for the MED in Accomplished Teaching to MED in Curriculum and Instruction – Track Accomplished Teaching – Franchise schools and notification to GOML/INGRESS (FEB 11 AC)
 - k. New course ECON 1500H - must be approved by Business Education, Management, and Economics Advisory Committee and the USG General Education Council for inclusion in Area E of the VSU core (FEB 11AC)
 - l. New course PERS 2360 – USG General Education Council approval (MAR 11 AC)
 - m. BGS in General Studies (online deliver) – BOR and SACS (MAR 11 AC)
 - n. New program BS in Organizational Leadership – BOR and SACS (MAR 11 AC)

VALDOSTA STATE UNIVERSITY
ACADEMIC COMMITTEE MINUTES
March 7, 2011

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Rose Room on Monday, March 7, 2011. Dr. Sharon Gravett, Assistant Vice President for Academic Affairs, presided.

Members Present: Dr. Iris Ellis (Proxy for Dr. Lai Orenduff), Dr. Lucia Lu, Dr. Deborah Weaver, Ms. Laura Wright, Dr. Linda Jurczak, Dr. Kathe Lowney (Proxy for Dr. Frank Flaherty), Dr. Nicole Gibson, Dr. Iris Ellis, Dr. Carol Rossiter, and Ms. Laura Wright (Proxy for Ms. Deborah VanPetten).

Members Absent: Dr. Lai Orenduff, Dr. Luis Bejarano, Dr. Nathan Moates, Mr. Michael Elliot, Dr. Frank Flaherty, Dr. Ray Elson, Dr. Donna Cunningham, Dr. Melissa Benton, Dr. Selen Lauterbach, and Ms. Deborah VanPetten.

Visitors Present: Dr. Patrick Biddix, Dr. Jerry Merwin, Mr. Jon Sizemore, Dr. James Shrader, Dr. Mary Ellen Dallman, Ms. Marsha Walden, Dr. Mark Smith, Dr. Christine James, Mr. Philip Allen, and Mr. Lee Bradley.

The Minutes of the February 14, 2011 meeting were approved by email on February 17, 2011. (pages 1-7).

A. College of the Arts

1. New course, Perspective (PERS) 2360, "The Development of Rock and Roll", (DEV ROCK & ROLL – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Fall Semester 2011 with the effective date changed from Summer to Fall. (pages 8-13). ***BOR General Education Council approval***

B. College of Education

1. Revised catalogue copy – admission requirements for the MED in Educational Leadership – Tracks – Higher Education Administration and Student Affairs was approved effective Fall Semester 2011. (pages 14-16).
2. Revised catalogue copy – admission deadline for the MED in Educational Leadership – Tracks – Higher Education Administration and Student Affairs was approved effective Fall Semester 2011. (pages 17-19).

C. College of Arts and Sciences

1. Delivery notification of the BGS degree – changing to online was noted effective Fall Semester 2011. (pages 33-47). ***BOR and SACS***
2. New course, English (ENGL) 2010, "Writing in the Professions", (WRITING IN THE PROFESSIONS – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Fall Semester 2011 with the spelling of "focused" corrected in the justification. (pages 21-32).

D. Miscellaneous

1. New degree program proposal for the BS in Organizational Leadership was approved effective Fall Semester 2011. ***BOR and SACS***
2. Strategic Focus and New Academic Program funding request process was noted with the following changes/suggestions:
 - a. In Step One, "DECLARATION OF INTENT"
Combine bullet points one and two
New bullet point two: "Dean should send notification of intent to the Office of Strategic Research and Analysis (SRA) so proposed program may be added to the Academic Program Forecast."
Bullet Point Three: "Twice yearly, the Academic Program Forecast will be shared by the SRA with the Academic Committee. This forecast will appear in the minutes forwarded to the Faculty Senate."
 - b. In Step Two: "ACADEMIC COMMITTEE"
Eliminate current block and replace with - NEW STEP TWO: STRATEGIC FOCUS
New bullet point one: If programs wish to request one-time planning funds through the Strategic Focus process, the program must appear on the Academic Program Forecast as seen by the Academic Committee and Faculty Senate.

(page 48).

Respectfully submitted,

Stanley Jones
Registrar

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:
29

Proposed Effective Date for Revised Catalogue Copy:
(new or revised) August 2011

Degree and Program Name:

Present Requirements: Earning grades below "B" in graduate courses will result in the following consequences:

1. Academic Warning

A student earning one grade below "B" will be issued a letter of academic warning.

2. Academic Dismissal

Students who have acquired any combination of two grades "D," "F," "WF," or "U" will be dismissed from the Graduate School.

Several programs have additional policies related to dismissal, visit <http://www.valdosta.edu/gradschool> and select a graduate program for specific information about dismissals.

Proposed Requirements: (highlight changes after printing)
Earning grades below "B" in graduate courses will result in the following consequences:

Students will be dismissed from the Graduate School if they accumulate three or more academic deficiency points unless otherwise indicated by individual departmental policy. A grade of "C" (while it may be credited toward their degree) equals one deficiency point. A grade of "D," "WF" or "F," or "U" (none of which will be credited toward a degree) equals two deficiency points.

Warning letters will be issued to students for each earned deficiency point until enough points are accumulated to warrant dismissal. Additional policies related to retention, dismissals, and readmission can be viewed at <http://www.valdosta.edu/gradschool>.

Students should work with their advisors and professors to avoid earning deficiency points (i.e., withdrawing from school before receiving failing grades. See withdrawal policies at <http://www.valdosta.edu/academic/AddDropWithdrawal.shtml>)

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

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. **Increasing number of graduate students who complete their coursework and do not have the required GPA 3.0 to graduate.**

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

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

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Number of students who reach graduation without required 3.0 should be reduced significantly as a result of this change.**

<u>Approvals:</u>	
Department Head:	Date:
College/Division Exec. Committee:	Date:
Dean(s)/Director(s):	Date:
Graduate Exec. Comm.: (for grad program) <i>Kel Huu</i>	Date: <i>4-5-11</i>
Graduate Dean: (for grad program) <i>Kel Huu</i>	Date: <i>4-5-11</i>
Academic Committee:	Date:

Form last updated: January 6, 2010

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MAR 28 2011

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 2/2/2011 (mm/dd/yyyy)

Department Initiating Request:

College of Nursing

Faculty Member Requesting:

Anita G. Hufft

Proposed New Course Prefix & Number:

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

NURS 7250

Proposed New Course Title:

Theoretical Foundations for Advanced Psychiatric/Mental Health Nursing Practice

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)
Advanced PMHN Theory

Semester/Year to be Effective:

Summer 2011

Estimated Frequency of Course Offering:

once a year

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3.0

Lab Hours: 0

Credit Hours: 3.0

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) **PREREQUISITE:** Admission to MSN program or permission of the instructor. Introduction to theories, concepts, and models, and ethics relevant to the Advanced Psychiatric/Mental Health Nurse. Emphasis is placed on neurobiological, developmental, and psychodynamic theories of mental illness in the care of persons or populations with or at risk for mental illness.

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: This course supports the development of comprehensive, integrated advanced practice nursing. Adult Health Nurse Practitioner students will be able to take this course, along with Advanced Psychopharmacology, relevant electives, and clinical coursework in advanced PMHN to qualify to sit for certification in adult psychiatric advanced practice nursing. Clinical Nurse Leader students may take this course as a nursing elective. This course is part of a set of four courses that will be transferable in a consortium collaboration that VSU CON is building with Georgia State University and the Health Sciences University of Georgia (MCG) to deliver the psychiatric nurse practitioner and psychiatric clinical nurse specialist programs across Georgia.

Meeting Mandates of State/Federal/Outside Accrediting Agencies: In order for our graduate nursing track in psychiatric/mental health nursing to be accredited and qualify our students to sit for certification, our coursework must reflect new standards that are reflected in the addition of this course.

Other:

Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Board of Regents Task Force on Behavioral Health Workforce data reflect the severe shortage, particularly of nurses. In addition to the need to prepare practitioners, we must also build the cadre of nurses prepared at the masters level or above to teach psychiatric nursing across all levels of nursing education. VSU is developing a collaboration with GSU and the Health Sciences University of Georgia (MCG) to deliver advanced psychiatric nursing across the state. This consortium will expand capacity through sharing coursework and increase accessibility through more frequent scheduling of online coursework.
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) During the development of our Accreditation Self Study the need to revise the Psychiatric/Mental Health track in the MSN program was identified.

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

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOI's, Certification pass rates
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Course assessment data provided in annual report for the Nursing Academic Committee
- Other:

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

Approvals:	
Dept. Head:	Date:
College/Division Exec. Comm.: <i>Mussalena</i>	Date: <i>3/28/11</i>
Dean/Director: <i>Al Skiff</i>	Date: <i>3/28/11</i>
Graduate Exec. Comm.: (for graduate course): <i>Kel Huu</i>	Date: <i>4/5/11</i>
Graduate Dean: (for graduate course): <i>Kel Huu</i>	Date: <i>4/5/11</i>
Academic Committee:	Date:

Form last updated: January 6, 2010

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

COURSE SYLLABUS

<u>COURSE NUMBER</u>	NURS 7250
<u>COURSE TITLE</u>	Theoretical Foundations for Advanced Psychiatric/Mental Health Nursing Practice
<u>COURSE CREDIT</u>	3-0-3
<u>PLACEMENT IN CURRICULUM</u>	Graduate course
<u>PRE- OR CO-REQUISITE</u>	Admission to MSN program or permission of the instructor

CATALOG DESCRIPTION

Introduction to theories, concepts, models, and ethics relevant to the Advanced Psychiatric/Mental Health Nurse. Emphasis is placed on neurobiological, developmental, and psychodynamic theories of mental illness in the care of persons or populations with or at risk for mental illness.

COURSE FACULTY

Anita G. Hufft PhD, RN
Martin Hall, Room 224
ahufft@valdosta.edu
(229) 333-5959 – office

COURSE OBJECTIVES

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

Course Objectives:	VSU MSN Program Objectives	AACN Master's Essential Competencies
1. Analyze the relationships among philosophy, theory, research, and practice in the development of advanced psychiatric/mental health nursing roles.	1	I. Scientific Background for Practice

2. Evaluate the impact of social, political, legal, and economic factors on the selection and use of theoretical models for advanced psychiatric/mental health nursing practice.	2	I. Scientific Background for Practice VI. Health Policy and Advocacy
3. Describe the evolution of theoretical knowledge applied to psychiatric nursing practice and its relationship to the development of advanced practice psychiatric nursing roles.	1	I. Scientific Background for Practice
4. Analyze theoretical and research-based evidence for advanced psychiatric/mental health nursing practice.	1	IV. Translating and Integrating Scholarship into Practice
5. Compare and contrast selected neurobiological, behavioral, developmental, and psychodynamic theories and models applied to advanced psychiatric/mental health nursing practice.	2	I. Scientific Background for Practice IV. Translating and Integrating Scholarship into Practice
6. Synthesize applications of advanced psychiatric/mental health nursing practice, demonstrating integration of theoretical knowledge linking philosophy, knowledge, skills, and roles.	1	I. Scientific Background for Practice II. Organizational and Systems Leadership

TOPICAL OUTLINE

- I. Advanced psychiatric nursing role
- II. Evolution of role and development of nursing knowledge
- III. Theoretical basis of advanced psychiatric nursing care – core concepts
- IV. Neuroanatomy, neurophysiology and behavior
- V. Overview of foundational theories
- VI. Preventive psychiatry models
- VII. Models for contemporary treatment modalities
- VIII. Course synthesis/ model integration

TEACHING STRATEGIES

Lecture, discussion, group and individual critical thinking exercises, and written papers.

TEXTBOOKS

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th Ed.). Washington, DC: Author.

Additional required and recommended readings are listed on the course schedule.

EVALUATION METHODS

Student performance will be based on a variety of assessment strategies which may include written assignments (discussion boards, formal papers), quizzes and examinations.

GRADING CRITERIA: (as used in College of Nursing courses)

- A (90-100)
- B (80-89)
- C (74-79)
- D (66-73)
- F (less than 66)

ADA STATEMENT

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

HIPAA STATEMENT:

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

POLICY ON STANDARDIZED TESTING

Valdosta State University College of Nursing implements a comprehensive standardized testing program as a part of its curriculum. The standardized computer-generated tests are used to identify academic nursing performance consistent with national norms to support documentation of student mastery of essential content. This data is used for individual and group feedback remediation, and as part of data to make decisions on progression and graduation. Certain tests have been selected as measures for student progression; students must achieve a target score identified through psychometric analysis consistent with success in nursing in order to progress in the program. Other tests have been identified for student remediation and development. Students who are unsuccessful on standardized tests are referred to the Office of the Assistant Dean for participation in the Student Success Program, which includes a variety of options, including but not limited to online testing, audio review, face-to-face seminars, enrollment in coursework, academic counseling, tutoring and immersion clinical coursework.

DRUG TESTING AND CRIMINAL BACKGROUND CHECK STATEMENT:

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

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VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

Core Curriculum Senior Curriculum Graduate Curriculum Other Curriculum

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

Current Catalog Page Number:
156

Proposed Effective Date for Curriculum Change:
(Month/Year): May 2011

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

Present Requirements:

Present MSN Core Requirements:

- NURS 7100 Clinical Pathophysiology (3-0-3)
- NURS 7110 Theories Used in Nursing (2-0-2)
- NURS 7120 Nursing Research (3-0-3)
- NURS 7130 Seminar in Issues and Health Policy (0-3-1)

Proposed Requirements (Underline changes after printing this form:

This is a new Clinical Nurse Leader track within the existing MSN program.

- NURS 7100 Advanced Pathophysiology (3-0-3)
- NURS 7110 Philosophical and Theoretical Foundations for Advanced Nursing Practice (2-0-2)
- NURS 7150 Nursing and Health Care Information Systems (2-0-2)
- NURS 7160 Health Care Delivery Systems, Economics, and Policy (2-0-2)
- NURS 7200 Advanced Health Assessment(3-0-3)
- NURS 7200L Advanced Health Assessment Practicum (0-4-1)
- NURS 7220 Advanced Evidence-Based Practice (3-0-3)
- NURS 7230 Advanced Pharmacology (3-0-3)
- NURS 7300 Population-Based Care Management (3-0-3)
- NURS 7310 Leadership for Quality Nursing Environments and Clinical Outcomes Management (3-0-3)
- NURS 7320 Clinical Nurse Leader Role Development in Practice (2-4-3)
- NURS 7410 Clinical Nurse Leader Synthesis and Best Practices (1-4-2)
- NURS 7420 Clinical Practicum and Residency for Clinical Nurse Leaders (0-24-6)

Total Credit Hours: 36
Total Clinical Hours: 540

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OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

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: This curriculum change incorporates the current trends in graduate nursing education approved by the American Association of Colleges of Nursing (AACN, 2008) in the development of the advanced generalist nurse, consistent with nursing roles mandated in the Institute of Medicine Report (2010) and the Carnegie Study on Nursing Education (2010).

Meeting mandates of state/federal/outside accrediting agencies: The curriculum for the Clinical Nurse Leader Track reflects current standards for the accreditation of masters nursing education by the Commission on Collegiate Nursing Education, incorporating the mandates for the AACN Essentials of Masters Education (1996; 2011 in press).

Other:

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. Alignment with the revisions to the AACN Essentials of Master's Education for Advanced Practice Nursing (1996; 2011 in press); consistency with Commission on Collegiate Nursing Education (CCNE) accreditation standards.

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. SOI's, program evaluation strategies such as focus groups among communities of interest and questionnaires.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Exit standardized tests (CNL Certification Examination pass rates); CNL Residency Preceptor Evaluations, CCNE Accreditation.

Approvals:

Department Head:

Date:

College/Division Exec. Committee: *Linda G. Floyd*

Date: *2/25/11*

Dean(s)/Director(s): *Anita G. Neff*

Date: *2/25/11*

Grad. Exec. Committee:
(for graduate course)

[Signature]

Date: *3/3/11*

Graduate Dean:
(for graduate course)

Re [unclear] Date: *3/3/11*
~~2/28/11~~

Academic Committee:

Date:

Form last updated: January 6, 2010

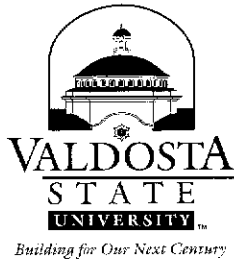
**Master of Science in Nursing Program
Curriculum for the Clinical Nurse Leader (CNL) Track**

Course Number/Title	Credits	Course Number/Title	Credits
Semester One: Core NURS		Semester Two: Core NURS	
7100 Advanced Pathophysiology	(3-0-3)	7200 Advanced Health Assessment	(3-0-3)
7110 Philosophical and Theoretical Foundations for Advanced Nursing Practice	(2-0-2)	7200L Advanced Health Assessment Practicum	(0-4-1)
7150 Nursing and Health Care Information Systems	(2-0-2)	7220 Advanced Evidence-Based Practice	(3-0-3)
7160 Health Care Delivery Systems, Economics, and Policy	(2-0-2)	7230 Advanced Pharmacology	(3-0-3)
Total Credits for Semester	9	Total Credits for Semester	10
Total CNL Clinical Hours	0	Total CNL Clinical Hours	60
Semester Three: Clinical Nurse Leader NURS		Semester Four: Clinical Nurse Leader NURS	
7300 Population-Based Care Management	(3-0-3)	7410 Clinical Nurse Leader Synthesis and Best Practices	(1-4-2)
7310 Leadership for Quality Nursing Environments and Clinical Outcomes Management	(3-0-3)	7420 Clinical Practicum and Residency for Clinical Nurse Leaders	(0-24-6)
7320 Clinical Nurse Leader Role Development in Practice	(2-4-3)		
Total Credits for Semester	9	Total Credits for Semester	8
Total CNL Clinical Hours	60	Total CNL Clinical Hours	420
		Total Credits for Program	36
		Total Program CNL Clinical Hours	540

Note: A prerequisite for admission to the MSN program includes successful completion of a graduate course in statistics.

Approved by Graduate Faculty Committee 2/18/11

Approved by CONFO 2/25/11



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MAR 14 2011

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

MEMORANDUM

March 1, 2011

To: Registrar, Graduate School Executive Committee, and Academic Committee

From: Barbara Stanley, Department Head
Middle, Secondary, Reading, and Deaf Education

Re: Naming Alternative Certification Programs as MAT programs (Master of Arts in Teaching)

The Alternative Certification Track (ACT) (p. 110, 2010-2011 VSU Graduate Catalog) describes two options for certification; one is for working teachers and one is for full time students. Alternative certification programs are designed for candidates who are seeking clear renewable teacher certification and are not fully certified when they enter the program. The Master of Arts in Teaching (MAT) in Middle Grades and Secondary Education (p. 111, 2010-2011 VSU Graduate Catalog) is identified appropriately as a teacher certification degree.

Currently, the working teacher option is labeled a MED degree (middle of page 110). Because candidates are not fully certified teachers when they enter the program and are seeking clear renewable certification, we are requesting that the degree program **Master of Education Program- Middle Grades or Secondary Education (ACT)** be renamed as **Master of Arts in Teaching (MAT) in Middle Grades and Secondary Education (ACT)**. This change will provide consistency in the identification of the nature and purpose of the degree and programs of study which are designed for candidates seeking initial certification. This change of name is in conformity with Board of Regents guidelines for the identification of MAT degrees.

APPROVALS:

Department Head: Barbara K Stanley Date: 3/10/11

College/Division Exec. Committee: [Signature] Date: 3/10/11

Dean(s) Director(s): [Signature] Date: 3/10/11

Grad. Exec. Committee: Kel Huh Date: 4/5/11

Department of Middle, Secondary, Reading & Deaf Education
Dewar College of Education

Address 1500 N. Patterson St. • Valdosta, GA 31698-0098
Phone 229.333.5611 • Fax 229.333.5963

(for graduate courses)

Graduate Dean: _____ Date: _____
(for graduate course)

Academic Committee: _____ Date: _____

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VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

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

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number: 123

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall 2011

Degree and Program Name: Ed.S Degree in Curriculum and Instruction with a Major in Teaching and Learning-Exemplary Teaching Track A Georgia ONMYLINE program

Present Requirements: Specialized Courses (numbered 6000 & above).....9 hours

Proposed Requirements: (highlight changes after printing) Specialized Courses (numbered 5000 & above).....9 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.)

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other : Graduate courses are numbered at the 5000 level and above and Ed.S students select specialized electives which will enhance their professional preparation including courses in gifted endorsement and special education, some of which are at the 5000 level. In the future as certification rules change students will be taking more courses in content areas as well, a number of which are at the 5000 level and above.

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Many students request which endorsement electives are available prior to applying to the Ed.S. program and indicate that the school system will pay for the endorsement program or that principals are requesting that they earn an endorsement.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **The number of students seeking endorsements and the quality of their performance is monitored by: Graduation applications indicate the number of students seeking endorsements, the graduate school is tracking those students who are seeking endorsements, and the Psychology Department recommends students for gifted**

endorsement.

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. **Program assessments are the same**
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Program assessments are the same**

Approvals:		
Department Head:	<i>Barbara K. Stealey</i>	Date: 3/10/11
College/Division Exec. Committee:	<i>[Signature]</i>	Date: 3/10/11
Dean(s)/Director(s):	<i>[Signature]</i>	Date: 3/10/11
Graduate Exec. Comm.: (for grad program)	<i>Kevin Hines</i>	Date: 4/5/11
Graduate Dean: (for grad program)	<i>Kevin Hines</i>	Date: 4/5/11
Academic Committee:		Date:

Form last updated: January 6, 2010



RECEIVED

MEMORANDUM

MAR 11 2011

March 10, 2011

**OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY**

To: Registrar, Stanley Jones

From: Barbara Stanley, Department Head

RE: Correction of Prerequisite course numbers in the catalog for INTP: Interpreting pp. 366-367 VSU 2010-2011 Undergraduate Catalog

The following prerequisites were changed with previous curriculum change requests but changes have not been made in the course descriptions. Several courses no longer exist in the catalog. We are requesting the following corrections for course descriptions, p. 366-377.

Course	Current Prerequisites	Change Prerequisites To
INTP 3010	INTP 2999 and SPEC 2120	INTP 2998 and ASLS 2120
INTP 3150	INTP 2999, SPEC 3100, SPEC 3170	INTP 2998, SPEC 3000, ASLS 3170
INTP 4010	INTP 2999, COMD 3140, INTP 3010, SPEC 3140	INTP 2998, ASLS 3170, ASLS 3180, INTP 3010, ASLS 3140, and DEAF 3100 Curriculum change form submitted March 2011
INTP 4020	INTP 2999, COMD 3140, INTP 3010, SPEC 3140	INTP 2998, ASLS 3140, INTP 3010 (COMD 3140 and SPEC 3140 do not exist)
INTP 4030	INTP 2999, COMD 3140, INTP 3010, SPEC 3140	INTP 2998, ASLS 3140, INTP 3010 (COMD 3140 and SPEC 3140 do not exist)
INTP 4040	INTP 2999, COMD 3140, INTP 3010, SPEC 3140	INTP 2998, ASLS 3170, ASLS 3180, INTP 3010, ASLS 3140, and DEAF 3100 Curriculum change form submitted March 2011
INTP 4050	INTP 2999, INTP 3010, INTP 4010, INTP 4020, INTP 4030, and INTP 4040	INTP 2998 (all other prerequisites remain the same)

Department of Middle, Secondary, Reading & Deaf Education

Dewar College of Education

Address 1500 N. Patterson St. • Valdosta, GA 31698-0098

Phone 229.333.5611 • Fax 229.333.5963

A Regional University of the University System of Georgia & an Equal Opportunity Institution

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INTP 4060	INTP 2999, INTP 3010, INTP 4010, INTP 4020, INTP 4030, and INTP 4040	INTP 2998 (all other prerequisites remain the same)
INTP 4070	INTP 2999, INTP 3010, INTP 4010, INTP 4020, INTP 4030, and INTP 4040	INTP 2998 (all other prerequisites remain the same)
INTP 4080	INTP 2999, INTP 3010, INTP 4010, INTP 4020, INTP 4030, and INTP 4040	INTP 2998 (all other prerequisites remain the same)

APPROVALS:

Department Head: Betha Stanley Date: 3/10/11

College/Division Exec. Committee: [Signature] Date: 3/10/11

Dean(s) Director(s): [Signature] Date: 3/10/11

Grad. Exec. Committee: _____ Date: _____
(for graduate courses)

Graduate Dean: _____ Date: _____
(for graduate course)

Academic Committee: _____ Date: _____

RECEIVED

MAR 11 2011

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

23

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:
2010-2011 Page 237

Proposed Effective Date for Curriculum Change:
(Month/Year): 8/2011

Degree & Program Name:
(e.g., BFA, Art): American Sign Language/Interpreting

<u>Core Curriculum (Area F)</u>	<u>Core Curriculum (Area F)</u>
INTP 2999 Entry into the Program 0	<u>INTP 2998 Entry into the Program</u> 0
ACED 2400 Computer Technology for the Workplace 3	<u>Guided Elective</u> 3
Present Requirements: 60 Hours	Proposed Requirements: 60 Hours
<u>Junior Curriculum (32 Hours):</u>	<u>Junior Curriculum (30 Hours):</u>
<i>Fall Semester (16 Hours)</i>	<i>Fall Semester (15 Hours)</i>
ASLS 3170 American Sign Language III 4	<u>ASLS 3170 American Sign Language III</u> 3
DEAF 3110 Orientation to Deafness 3	<u>DEAF 3100 Orientation to Deaf Education & Language Learning</u> 3
INTP 3010 Intro to ASL/English Interpreting 3	INTP 3010 Intro to ASL/English Interpreting 3
SPEC 3100 Serving Students with Diverse Needs 3	<u>SPEC 3000 Serving Students with Diverse Needs</u> 3
Guided Elective 2	<u>ASLS 3190 Fingerspelling, Numbers, and Classifiers</u> 3
<i>Spring Semester (16 Hours)</i>	<i>Spring Semester (15 Hours)</i>
ASLS 3180 American Sign Language IV 4	<u>ASLS 3180 American Sign Language IV</u> 3
DEAF 3130 Overview of Lang. Language & Deafness 3	<u>DEAF 3150 Deaf Community, Culture, & History</u> 3
DEAF 3120 Learning Cognition & Social Dev. In Deaf Children 3	DEAF 3120 Learning Cognition & Social Dev. In Deaf Children 3
DEAF 3140 Linguistics of American Sign Language 3	DEAF 3140 Linguistics of American Sign Language 3
INTP 3150 English/ASL Translation 3	INTP 3150 English/ASL Translation 3
<u>Senior Curriculum (28 Hours):</u>	<u>Senior Curriculum (30 Hours):</u>
<i>Fall Semester (13 Hours)</i>	<i>Fall Semester (15 Hours)</i>
INTP 4010 Consecutive English/ASL Interpreting 3	<u>INTP 4010 Consecutive English/ASL Interpreting</u> 4
INTP 4020 Consecutive ASL/English Interpreting 4	INTP 4020 Consecutive ASL/English Interpreting 4
INTP 4030 Consecutive Transliterating: English to a Manually Coded English Sign System 3	INTP 4030 Consecutive Transliterating: English to a Manually Coded English Sign System 3
INTP 4040 Practicum for Education Interpreters 3	<u>INTP 4040 Practicum for Educational Interpreters</u> 4
<i>Spring Semester (15 Hours)</i>	<i>Spring Semester (15 Hours)</i>
INTP 4050 Simultaneous English/ASL Interpreting I 3	INTP 4050 Simultaneous English/ASL Interpreting I 3
INTP 4060 Simultaneous ASL/English Interpreting 3	INTP 4060 Simultaneous ASL/English Interpreting 3
INTP 4070 Simultaneous Transliterating: English to English Sign System 3	INTP 4070 Simultaneous Transliterating: English to English Sign System 3
INTP 4080 Educational Interpreting Internship 6	INTP 4080 Educational Interpreting Internship 6

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: Many programs throughout the nation offer degrees in ASL/ Interpreting currently provide courses in Deaf Community, Culture, and History and in Fingerspelling, Numbers, and Classifiers. To stay abreast of the field these courses are being recommended.
- Meeting mandates of state/federal/outside accrediting agencies:
- Other: INTP 2998 has been revised and is in the catalog. Needs to be added to program of study.

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.) A review of current ASL/Interpreting programs has been conducted. These courses appear in several programs throughout the U.S.

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.) Program outcomes for interpreting include the following: students are required to pass the SLPI at the intermediate level, they must maintain a LiveText portfolio that includes course assignments (interpreting/transliterating artifacts), take either the written NIC or the EIPA, and complete interpreting evaluations relative to their internship.

Approvals:

Department Head:	<i>Bruce Stanley</i>	Date:	<i>3/10/11</i>
College/Division Exec. Committee:	<i>B. Cob</i>	Date:	<i>3/10/11</i>
Dean(s)/Director(s):	<i>B. Cob</i>	Date:	<i>3/10/11</i>
Grad. Exec. Committee: (for graduate course)		Date:	
Graduate Dean: (for graduate course)		Date:	
Academic Committee:		Date:	

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 2-7-2011 (mm/dd/yyyy)

Department Initiating Revision:
MSRD

Faculty Member Requesting Revision:
Glenna Ashton

Current Course Prefix, Title, & Number:

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

ASLS 3170 American Sign Language III

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

Current:

Course Prefix and Number:

Credit Hours: 4

Course Title:

Prerequisites: ASLS 2120

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours: 3

Course Title:

Prerequisites: ASLS 2120, INTP 2998 or DEAF 2999

Co-requisites:

Course Description:

Semester/Year to be Effective:

Fall, 2011

Estimated Frequency of Course Offering:

Once per academic year

Indicate if Course will be : Requirement for Major Elective

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. 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: ASLS 3170 was originally offered as a four hour class to allow for lab time to work on additional skills. A new course, ASLS 3190 has been designed to work on in-depth, specific skill development that was previously delegated for lab time. This will allow for professor instruction and feedback on a regular basis.

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs indicate that students are very capable of completing their lab assignments independently without time allocated for additional classroom instruction time.

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

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

Data Sources:

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

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Students are required to pass multiple expressive and receptive tests in ASL at a minimum of 70% level to show comprehension and fluency, and pass the SLPI at the intermediate level.

Approvals:	
Dept. Head: <i>Barbara Stanley</i>	Date: 3/10/11
College/Division Exec. Comm.: <i>B. Col</i>	Date: 3/10/11
Dean/Director: <i>B. Col</i>	Date: 3/10/11
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

**ASLS 3170
AMERICAN SIGN LANGUAGE III
THREE SEMESTER HOURS**

**College of Education
Valdosta State University
Department of Middle, Secondary, Reading and Deaf Education**

Conceptual Framework: Guiding Principles

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

Positively Impacting Learning Through Evidence-Based Practices

REQUIRED TEXTBOOK

Smith, D., Lentz, E. & Mikos, K. (1998). *Signing naturally level two*. San Diego, CA: Dawn Sign Press.

Baker & Cokely. *The original green books: a student text*. (Books 1 & 2). T. J. Publishing Company.

COURSE DESCRIPTION

Prerequisites: Successful completion of ASLS 2120, and INTP 2998 or DEAF 2999.

The third in a series of courses based on American Sign Language concepts and principles. This course is designed to increase recognition and recall skills in dialogue communication. American Sign Language idioms are also included as well as a deeper understanding of the grammar, syntax, and complexities within the language.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

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

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

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

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

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

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

COURSE OBJECTIVES (CO):

The student will:

CO 1. Demonstrate expressive mastery of vocabulary, grammar, and communication behaviors associated with the following language/communication functions (a) giving reasons, making requests, asking where objects are located, specifying locations and describing physical surroundings, correcting and affirming information, complaining and making suggestions and requests, expressing concern, asking for permission, declining, explaining why, telling shortcomings, asking for clarification, exchanging information about life events, giving family history, and asking about nationality, describing and identifying objects, asking what words or signs mean, giving definitions, and describing objects. When presented with language prompts eliciting the above functions students will generate accurate language samples with elaboration as required which satisfies the function(s) embedded in the prompt. (CFS I, II, III, V)

CO 2. Demonstrate receptive mastery of vocabulary, grammar, and communication behaviors associated with the following language/communication functions (a) giving reasons, making requests, asking where objects are located, specifying locations and describing physical surroundings, correcting and affirming information, complaining and making suggestions and requests, expressing concern, asking for permission, declining, explaining why, telling shortcomings, asking for clarification, exchanging information about life events, giving family history, and asking about nationality, describing and identifying objects, asking what words or signs mean, giving definitions, and describing objects. When presented with fluent narration in ASL presented by the instructor or via videotape of the above functions, students will respond appropriately to comprehension questions and/or respond in ASL appropriately. (CFS I, II, III, V)

CO 3 When presented with fluent conversational interchanges between two native signers or narrators via videotape, students will demonstrate understanding by answering questions designed to focus students' attention on specific grammatical and cultural aspects embedded in the signing. (CFS I, II, III, V)

CO 4 When presented with fluent conversational interchanges between two native signers or narrators via videotape students will practice expressively copying the signing being demonstrated including the specific vocabulary, grammar, and embedded cultural behaviors being demonstrated in the dialogue. (CFS I, II, III, V)

CO 5. When presented with narrative prompts, demonstrate ability to express self-generated narration of 10 or more sentences using accurate grammar, vocabulary, and language functions using ASL discourse structure. (CFS I, II, III, V)

CO 6. Effectively engage in one-to-one conversation and storytelling, demonstrating his/her ability to generate questions and responses while incorporating appropriate grammatical features and conversational behaviors in ASL. (CFS I, II, III, V)

CO 7. Demonstrate ability to critically evaluate self and classmates' ASL skills. When viewing live demonstration of classmates' ASL narration, students will provide supportive feedback. When viewing videotaped samples of student's own signed narratives, student will self evaluate, providing substantive analysis of strengths and areas needing improvement based on student's own developing sense of correctness for ASL expression. (CFS IV)

CO 8. Demonstrate knowledge of issues in the Deaf community by writing 3 abstracts summarizing articles related to these areas and sharing their abstracts via short presentations and class discussions. (CFS I, II, III, IV, V, VI)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. Successfully complete classroom and workbook assignments. (COs 1-7)
2. Successfully complete 3 major receptive tests. (COs 1-7)
3. Successfully complete 3 major expressive evaluations. (COs 1-7)
4. Successfully complete 1 ASL literature genre presentation. (COs 1-7)
5. Successfully analyze assigned videos relating to the Deaf community and ASL literature. (CO 8)
6. Successfully complete course final exam. (CO 1- 8)

COURSE EVALUATION

1. Classroom and workbook assignments - 10 points each week- $10 \times 15 = 150$ pts
 2. 3 major receptive tests – 100 points each test - $100 \times 2 = 300$ pts
 3. 3 major expressive evaluations – 100 points each story- $100 \times 2 = 300$ pts
 4. 8 video analyses – 15 pts each = 120 pts
 5. 1 ASL literature genre presentation = 30 pts
 5. Final Exam – 100 points
- TOTAL = 1000 pts

Final Grading Scale

- 100 - 90 A
- 89 - 80 B
- 79- 70 C
- 69-60 D
- Below 60 F

ATTENDANCE POLICY

The University 20% absence policy regarding attendance will be strictly adhered to during the course. Attendance—from the VSU Bulletin: — The University expects that all students shall regularly attend all scheduled class meetings held for instruction or examination. . . . It is recognized that class attendance is essentially a matter between students and their instructors. Instructors must explain their absence policy in the course syllabus. All students are held responsible for knowing the specific attendance requirements as prescribed by their instructors and for the satisfactory make-up work missed by absences. When students are to be absent from class, they should immediately contact the instructor. A student who misses more than 20% of the scheduled classes of a course will be subject to receive a failing grade in the course.

DEPARTMENTAL PLAGIARISM AND CHEATING POLICY

The Department of Middle, Secondary, Reading and Deaf Education has a policy statement on plagiarism and a document identifying the characteristics of plagiarized work and the penalties for such actions. The penalty of plagiarism in undergraduate course work is a zero (0) on the assignment for the first offense, for the second offense the consequence is a letter grade of —F for the course; for the third offense a letter grade of —F for the course as well as further appropriate action involving referral of the matter to the appropriate university officials within the administrative structures. For graduate work, a letter grade of —F for the course will be given for the first offense, and a letter grade of —F for the course as well as further appropriate action involving administrative structure will occur for the second offense. The entire Departmental Policy, which includes examples and non-examples of plagiarism, is available on the Departmental Home Page.

SPECIAL NEEDS STATEMENT

Students requiring classroom accommodations or modifications because of a documented disability should discuss this need with the professor at the beginning of the semester. Valdosta State University complies fully with the requirements of the Americans with Disabilities Act (ADA). If you believe that you are covered under this act, and if you have need for special arrangements to allow you to meet the requirements of this course, please contact the Access Office for Students with Disabilities in Nevins Hall, 245-2498(now temporarily at Farber Hall). Also, please discuss this need with the instructor at the time of the first class. Students not registered with the Special Services Program

should contact the Special Services office in Nevins Hall, Room 1115 (Farber Hall). The phone number is 245-2498.

DIVERSITY STATEMENT

The Department of Middle, Secondary, Reading and Deaf Education maintains a strong and sustained commitment to value the diverse and unique nature of the learner and to include all students in the high expectation for success. My commitment is to help you be successful in this course. Your commitment must be to commit yourself to success as well.

APA STYLE

The Department of Special Education and Communication Disorders has officially endorsed the style of the American Psychological Association (APA) for the completion of all written assignments unless otherwise stated. Procedures for APA style are found in:

American Psychology Association. (2009). Publication Manual of the American Psychological Association (6th ed.). Washington, D.C: Author.

INSTRUCTOR

Glenna R. Ashton, Ed.S., RSC

Office Number: College of Education Building, Room 1113

Office Hours:

Mondays 3:00 – 6:30 PM

Tuesdays 5:30 - 7:30 PM

Wednesdays 2:00 – 6:30 PM

Other days and times available by appointment only

Email: grashton@valdosta.edu

Office VP number: 866-862-8554

CLASSROOM DECORUM

Please, no cell phones should ring from the moment you enter the classroom. Also, no text messages should be written or read. Other personal electronic devices such as iPods should also be turned off. If this request is not followed, I will ask you to leave for the night. All students must sign at all times with no voice. Please dress appropriately for easy sign viewing.

ATTENTION INTERPRETING and DEAF EDUCATION MAJORS: You need to have a background check, have fingerprints made, buy liability insurance, and purchase LiveText. (Some of you may have already done this.)

You must register for the free account at www.dcmp.org to view the assigned videos.

ASL 3170: American Sign Language III

Course Sequence – Fall 2010

Tuesdays and Thursdays

3:00 PM – 5:15 PM

Odum Library 147

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 2-7-2011 (mm/dd/yyyy)

Department Initiating Revision:
MSRD

Faculty Member Requesting Revision:
Glenna Ashton

Current Course Prefix, Title, & Number:

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

ASLS 3180 American Sign Language IV

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

Current:

Course Prefix and Number:

Credit Hours: 4

Course Title:

Prerequisites: ASLS 3170

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours: 3

Course Title:

Prerequisites: ASLS 3170, INTP 2998 or DEAF 2999

Co-requisites:

Course Description:

Semester/Year to be Effective:

Fall, 2011

Estimated Frequency of Course Offering:

Once per academic year

Indicate if Course will be : Requirement for Major Elective

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. 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: ASLS 3180 was originally offered as a four hour class to allow for lab time to work on additional skills. A new course, ASLS 3190 has been designed to work on in-depth, specific skill development that was previously delegated for lab time. This will allow for professor instruction and feedback on a regular basis.

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs indicate that students are very capable of completing their lab assignments independently without time allocated for additional classroom instruction time.

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

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

Data Sources:

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

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Students are required to pass multiple expressive and receptive tests in ASL at a minimum of 70% level to show comprehension and fluency, and pass the SLPI at the intermediate level.

Approvals:		
Dept. Head:	<i>Barbara Stanley</i>	Date: 3/10/11
College/Division Exec. Comm.:	<i>[Signature]</i>	Date: 3/10/11
Dean/Director:	<i>[Signature]</i>	Date: 3/10/11
Graduate Exec. Comm.:		Date:
(for graduate course)		Date:
Graduate Dean:		Date:
(for graduate course)		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

ASLS 3180
AMERICAN SIGN LANGUAGE IV
THREE SEMESTER HOURS

College of Education
Valdosta State University
Department of Middle, Secondary, Reading and Deaf Education

Conceptual Framework: Guiding Principles

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

Positively Impacting Learning Through Evidence-Based Practices

REQUIRED TEXTBOOK

Smith, D., Lentz, E. & Mikos, K. (2001). *Signing naturally level three*. San Diego, CA: Dawn Sign Press.

Baker & Cokely (1981) *American Sign Language: A student text units 10-18*. T. J. Publishing Company.

Cassell, J. & McCaffrey, E. (1997). *Course 2001: ASL Grammatical Aspects: Comparative Translations*. Salem,OR: Sign Enhancers. – book & DVD available in ASL Lab, COE 1103 or at www.dcmp.org (DVD only)

Also use your previous textbooks for review and reference – Signing Naturally Level 1 & 2, ASL: student text 1-9 and other materials such as sign dictionaries and videos.

COURSE DESCRIPTION

Prerequisites: ASLS 3170, INTP 2998, or DEAF 2999

This is the fourth in a series of courses based on American Sign Language concepts and principles. This advanced course will have increased emphasis on receptive and expressive skills in discourse and narratives. Comprehension of extended narration will include the study and analysis of the grammatical features. American Sign Language literature will be explored in terms of the interplay between language and culture within the Deaf community.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

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

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

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

IV. ASSESSMENT: Teachers and ASL/English interpreters understand, help administer, and participate in a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

V. PLANNING AND INSTRUCTION: Teachers and ASL/English interpreters support the delivery of instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

VI. PROFESSIONALISM: Teachers and ASL/English interpreters recognize, participate in, and contribute to teaching and/or interpreting as a profession.

COURSE OBJECTIVES (CO):

The student will:

CO 1. Demonstrate expressive mastery of vocabulary, grammar, and communication behaviors associated with the following language/communication functions (a) narrative skills for presentation, (b) language skills needed to explain ideas, or concepts: or to illustrate how things work and why things are the way they are, (c) relaying information heard or read about, (d) translating or explaining facts, (d) discussing rules lived by, games played, and cultural behaviors and customs. When presented with language prompts eliciting the above functions, students will generate accurate language samples with elaboration as required which satisfies the function(s) embedded in the prompt. (CFS I, II, III, V)

CO 2. Demonstrate receptive mastery of vocabulary, grammar, and communication behaviors associated with the following language/communication functions (a) narrative skills for presentation, (b) language skills needed to explain ideas, or concepts: or to illustrate how things work and why things are the way they are, (c) relaying information heard or read about, (d) translating or explaining facts, (d) discussing rules lived by, games played, and cultural behaviors and customs. When presented with fluent narration in ASL, presented by the instructor or via videotape of the above functions, students will respond appropriately to comprehension questions and/or respond in ASL appropriately. (CFS I, II, III, V)

CO 3. When presented with fluent conversational interchanges between two native signers or narratives via videotape students will demonstrate understanding by answering questions designed to focus students' attention on specific grammatical and cultural aspects embedded in the signing. (CFS I, II, III, V)

CO 4. When presented with fluent conversational interchanges between two native signers pr narratives via videotape students will practice expressively copying the signing being demonstrated including the specific vocabulary, grammar, and embedded cultural behaviors being demonstrated in the dialogue. (CFS I, II, III, V)

CO 5. When presented with narrative prompts, demonstrate ability to express self-generated narration of 8 or more sentences using accurate grammar, vocabulary, and language functions using ASL discourse structure. Narrative topics include anecdotes, sharing facts, instructions, and incidents using perspectives, roles shifting, classifiers, comparisons, and sequencing.(CFS I, II, III, V)

CO 6. Effectively engage in one-to-one conversation and present narratives, demonstrating his/her ability to generate questions and responses while incorporating appropriate grammatical features and conversational behaviors in ASL. (CFS I, II, III, V)

CO 7. Demonstrate knowledge of American Sign Language literature genres and themes through study of handshape stories, poetry, narratives, stories, legends, and others in relation to the history and culture of the Deaf community. (CFS I, II, III, IV, V, VI)

CO 8. Demonstrate ability to critically evaluate self and classmates' ASL skills. When viewing live demonstration of classmates' ASL narration, students will provide supportive feedback. When viewing videotaped samples of student's own signed narratives, student will self evaluate providing substantive analysis of strengths and areas needing improvement based on student's own developing sense of —correctness for ASL expression. (CFS IV)

COURSE EVALUATION

1. Student will complete all receptive activities, assignments, and tests.
2. Student will complete all expressive activities, assignments, and tests.
3. Students will complete all receptive and expressive activities related to ASL literature.
4. Students will provide self-evaluations and feedback on the ASL skills demonstrated.
5. Students will participate in available Deaf or ASL-related events.
6. Students will take the SLPI: ASL interview for a rating.

GRADING

Receptive skills work = 30%
Expressive skills work = 30%
ASL Literature work = 10%
Course 2001 work = 10%
All other work = 10%
Deaf/ASL events=10%
Total = 100%

*Points may be taken off for late or makeup work at the discretion of the instructor based on the extenuating circumstances.

Final Grading Scale

90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
Below 60%	F

INSTRUCTOR

Glenna R. Ashton, Ed.S., RSC
Email: grashton@valdosta.edu
Office Videophone number: 229-351-5951
Office: COE room 1113
Office Hours: Tuesdays and Thursdays 12:30 – 5:30 PM, other days and times by appointment

ATTENDANCE POLICY

The University 20% absence policy regarding attendance will be strictly adhered to during the course. Attendance—from the VSU Bulletin: — “The University expects that all students shall regularly attend all scheduled class meetings held for instruction or examination. . . . It is recognized that class attendance is essentially a matter between students and their instructors. Instructors must explain their absence policy in the course syllabus. All students are held responsible for knowing the specific attendance requirements as prescribed by their instructors and for the satisfactory make-up work missed by absences. When students are to be absent from class, they should immediately contact the instructor. A student who misses more than 20% of the scheduled classes of a course will be subject to receive a failing grade in the course.”

This means a maximum of 6 absences for any reason. This also means being on time for class and remaining for the entire class period until dismissed. Make up work may or may not be allowed at the discretion of the instructor based on the extenuating circumstances.

CLASSROOM DECORUM

Please, no cell phones should ring from the moment you enter the classroom so they are to be turned off. Also, no text messages should be written or read. Other personal electronic devices such as iPods should also be turned off. Please do not talk or sign among yourselves during class activities since it is unprofessional behavior. If these requests are not followed, I will ask you to leave for the session. It is preferred that you sign for yourself whenever possible during class discussions. Please dress appropriately for easy sign viewing (solid contrasting colors, covered up, etc.). If there are continual problems, then a "cause for concern" form may be used which could jeopardize your future participation in the program.

ACCESS STATEMENT

Students requiring classroom accommodations or modifications because of a documented disability should discuss this need with the professor at the beginning of the semester. Valdosta State University complies fully with the requirements of the Americans with Disabilities Act (ADA). If you believe that you are covered under this act, and if you have need for special arrangements to allow you to meet the requirements of this course, please contact the Access Office for Students with Disabilities in Farber Hall, 245-2498. Please contact the Access Office if you have any questions or concerns.

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

DIVERSITY STATEMENT

The Department of Middle, Secondary, Reading and Deaf Education maintains a strong and sustained commitment to value the diverse and unique nature of the learner and to include all students in the high expectation for success.

DEPARTMENTAL PLAGIARISM AND CHEATING POLICY

The Department of Middle, Secondary, Reading and Deaf Education has a policy statement on plagiarism and a document identifying the characteristics of plagiarized work and the penalties for such actions. The penalty of plagiarism in undergraduate course work is a zero (0) on the assignment for the first offense, for the second offense the consequence is a letter grade of —F for the course; for the third offense a letter grade of —F for the course as well as further appropriate action involving referral of the matter to the appropriate university officials within the administrative structures. For graduate work, a letter grade of —F for the course will be given for the first offense, and a letter grade of —F for the course as well as further appropriate action involving administrative structure will occur for the second offense. The entire Departmental Policy, which includes examples and non-examples of plagiarism, is available on the Departmental Home Page.

*Note: This extends to any work done whether written or signed.

APA STYLE

The Department of Special Education and Communication Disorders has officially endorsed the style of the American Psychological Association (APA) for the completion of all written assignments unless otherwise stated. Procedures for APA style are found in:

American Psychology Association. (2009). Publication Manual of the American Psychological Association (6th ed.). Washington, D.C: Author (Second Printing).

ATTENTION INTERPRETING and DEAF ED MAJORS: You should have already finished the 2998/2999 requirements such as background check, fingerprints, liability insurance, and LiveText.

ASL 3180: American Sign Language IV

Course Sequence – Spring 2011

Mondays and Wednesdays

3:30 – 4:45

Odum Library 1470

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 2-7-2011 (mm/dd/yyyy)

Department Initiating Request:
MSRD

Faculty Member Requesting:
Glenna Ashton

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
ASLS 3190

Proposed New Course Title:

Fingerspelling, Numbers, & Classifiers

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
ASLS 3190 Fngspl, Num, & Clssf

Semester/Year to be Effective:
Fall, 2011

Estimated Frequency of Course Offering:
Once per academic year

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours:

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) A Special topics course that focuses on concepts and principles of ASL, provides increased emphasis on receptive and expressive skills in discourse and narratives with particular attention to fingerspelling, numbers, and classifiers. Prerequisites: ASLS 3170, ASLS 3180, INTP 2998 or DEAF 2999.

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: It has become apparent that students in the ASL/Interpreting program need additional work in fingerspelling, numbers, and classifiers to ensure that they are prepared to pass external certifying exams and enter the field upon graduation.

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. Student feedback continues to support the need for additional work in receptive and expressive skills in discourse and narratives with particular attention to fingerspelling, numbers, and classifiers.

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.) Students are required to pass multiple expressive and receptive tests in ASL at a minimum of 70% level to show comprehension and fluency, of ASL. Additional program outcomes for interpreting include the following: students are required to pass the SLPI at the intermediate level, they must maintain a LiveText portfolio that includes course assignments (interpreting/transliterating artifacts), take either the written NIC or the EIPA, and complete interpreting evaluations relative to their internship.
- Other:

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

Approvals:		
Dept. Head:	<i>Barbara Stanley</i>	Date: 3/10/11
College/Division Exec. Comm.:	<i>[Signature]</i>	Date: 3/10/11
Dean/Director:	<i>[Signature]</i>	Date: 3/10/11
Graduate Exec. Comm.: (for graduate course):		Date:
Graduate Dean: (for graduate course):		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

ASLS 3190
FINGERSPELLING, NUMBERS, & CLASSIFIERS
THREE SEMESTER HOURS

College of Education
Valdosta State University
Department of Middle, Secondary, Reading and Deaf Education

Conceptual Framework: Guiding Principles

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

Positively Impacting Learning Through Evidence-Based Practices

REQUIRED TEXTBOOK

Materials will be provided in the Sign Language Lab. Materials will be accessed through www.dcmp.org.

Use your previous textbooks for review and reference – Signing Naturally Level 1, 2, and 3; (Green Books) ASL: student text 1-18, Linguistics of ASL, and other materials such as sign dictionaries and videos.

COURSE DESCRIPTION

Prerequisites: ASLS 3170, ASLS 3180, INTP 2998 or DEAF 2999

This is the fifth in a series of courses based on American Sign Language concepts and principles. This special topics course will have an increased emphasis on receptive and expressive skills in discourse and narratives with particular attention to fingerspelling, numbers, and classifiers. Sign language laboratory work on the discrete elements will be emphasized.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

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

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

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

IV. ASSESSMENT: Teachers and ASL/English interpreters understand help administer and participate in a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

V. PLANNING AND INSTRUCTION: Teachers and ASL/English interpreters support the delivery of instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

VI. PROFESSIONALISM: Teachers and ASL/English interpreters recognize, participate in, and contribute to teaching and/or interpreting as a profession.

COURSE OBJECTIVES (CO):

The student will:

CO 1. Identify the different uses of fingerspelling.

CO 2. Identify the different systems and uses of ASL numbers.

CO 3. Develop receptive skills for comprehension of fingerspelling, numbers, and classifiers embedded within signed texts.

CO 4. Develop receptive skills for comprehension of fingerspelling, numbers, and classifiers used in ASL literature.

CO 5. Produce fingerspelling accurately, clearly, and without hesitation while doing words, word groups, phrases, acronyms, and sentences.

CO 6. Produce numbers accurately, clearly, and without hesitation while doing numbers, number phrases, and sentences.

CO 7. Produce fingerspelling and numbers accurately, clearly, and without hesitation while doing discourse and narratives.

CO 8. Analyze, choose, and produce the correct classifiers accurately, clearly, and without hesitation while doing descriptions, discourse, and narratives.

CO 9. Develop expressive skills incorporating fingerspelling, numbers, and classifiers used in ASL literature.

COURSE EVALUATION

1. Student will complete all receptive activities, assignments, and tests.
2. Student will complete all expressive activities, assignments, and tests.
3. Students will complete all receptive and expressive activities related to ASL literature.
4. Students will provide self-evaluations and feedback on the ASL skills demonstrated.
5. Students will participate in at least two Deaf or ASL-related events.

GRADING

Sign Lab work (4 monthly charts) = 40%

Four Receptive skills tests = 20%

Four Expressive skills tests = 20%

Four ASL Literature performances = 10%

Two Deaf/ASL events=10%

Total = 100%

*Points may be taken off for late or makeup work at the discretion of the instructor based on the extenuating circumstances.

Final Grading Scale

90% - 100% A

80% - 89% B

70% - 79% C

60% - 69% D

Below 60% F

INSTRUCTOR

Glenna R. Ashton, Ed.S., RSC

Email: grashton@valdosta.edu

Office Videophone number: 229-351-5951

Office: COE room 1113

Office Hours: Tuesdays and Thursdays 12:30 – 5:30 PM, other days and times by appointment

ATTENDANCE POLICY

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all scheduled class meetings held for instruction or examination. It is recognized that class attendance is essentially a matter between students and their instructors. Instructors must explain their absence policy in the course syllabus. All students are held responsible for knowing the specific attendance requirements as prescribed by their instructors and for the satisfactory make-up work missed by absences. When students are to be absent from class, they should immediately contact the instructor. A student who misses more than 20% of the scheduled classes of a course will be subject to receive a failing grade in the course." This means a maximum of 6 absences for any reason. This also means being on time for class and remaining for the entire class period until dismissed. Make up work may or may not be allowed at the discretion of the instructor based on the extenuating circumstances.

CLASSROOM DECORUM

Please, no cell phones should ring from the moment you enter the classroom so they are to be turned off. Also, no text messages should be written or read. Other personal electronic devices such as iPods should also be turned off. If this request is not followed, I will ask you to leave for the session. All students must sign at all times with no voice. Please dress appropriately for easy sign viewing (solid contrasting colors, covered up, etc.).

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American Psychology Association. (2009). Publication Manual of the American Psychological Association (6th ed.). Washington, D.C: Author (Second Printing).

ATTENTION INTERPRETING and DEAF ED MAJORS: You should have already finished the 2998/2999 requirements such as background check, fingerprints, liability insurance, and LiveText.

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 2-7-2011 (mm/dd/yyyy)

Department Initiating Request:
MSRD

Faculty Member Requesting:
Nanci Scheetz

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
DEAF 3100

Proposed New Course Title:
Orientation to Deaf Education & Language Learning
Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
DEAF 3100 Orientation to Deaf Ed

Semester/Year to be Effective:
Fall, 2011

Estimated Frequency of Course Offering:
Once per academic year

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours:

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) An overview of the field of deaf education with an emphasis on language development in children and adults who are deaf. Topics include: anatomy and physiology of the ear, language modes, assessment instruments, and other topics pertinent to the field. Emphasis is placed on flexibility in using different modes of communication as they relate to stages of language development. Prerequisites: INTP 2998 or DEAF 2999

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: Deaf Education in the 21st century has changed significantly. The majority of students who are deaf and hard of hearing are currently being educated in included classrooms. By examining language development and how it relates to accessing the general curriculum, both in included and residential settings, students will be better prepared to interpret for this population. Combining these two previous courses into one will better enable instruction to cover pertinent topics relevant to the 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.) A course of this nature is currently being offered by

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several University program's that offer degrees in Deaf Education. This new combined course will reflect current practice in the field.

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.) Students are required to pass multiple expressive and receptive tests in ASL at a minimum of 70% level to show comprehension and fluency, of ASL. Additional program outcomes for interpreting include the following: students are required to pass the SLPI at the intermediate level, they must maintain a LiveText portfolio that includes course assignments (interpreting/transliterating artifacts), take either the written NIC or the EIPA, and complete interpreting evaluations relative to their internship.
- Other:

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

Approvals:		
Dept. Head:	<i>Barbara Stanley</i>	Date: 3/10/11
College/Division Exec. Comm.:	<i>[Signature]</i>	Date: 3/10/11
Dean/Director:	<i>[Signature]</i>	Date: 3/10/11
Graduate Exec. Comm.: (for graduate course):		Date:
Graduate Dean: (for graduate course):		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

DEAF 3100
Orientation to Deaf Education and Language Learning
3 Semester Hours
Fall 2011

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College of Education
Valdosta State University
Department of Middle, Secondary, Reading & Deaf Education
.....

Conceptual Framework: Guiding Principles

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

Positively Impacting Learning Through Evidence-Based Practices

REQUIRED TEXTBOOK

Scheetz, N. (2011). Deaf Education in the 21st Century: Topics and Trends. Boston, MA: Allyn & Bacon.

Easterbrooks, S. & Baker, S. (2002). Language learning in children who are deaf and hard of hearing: multiple pathways. Boston, MA: Allyn & Bacon.

COURSE DESCRIPTION

Prerequisites: INTP 2998 or DEAF 2999

An overview of the field of deaf education with an emphasis on language development in children who are deaf from infancy through young adulthood. Topics include: psychosocial aspects of deafness, educational settings, modes of communication, technology, vocational opportunities, social development, and needs of the multi-disabled deaf and hard of hearing population. The course includes an examination of the various theories of language development and assessment instruments used to evaluate this population.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

- I. **CONTENT AND CURRICULUM:** Teachers and interpreters understand a strong content knowledge of content area(s) appropriate for their certification levels
- II. **KNOWLEDGE OF STUDENTS AND THEIR LEARNING:** Teachers and interpreters support the intellectual, social, physical, and personal development of all students.
- III. **LEARNING ENVIRONMENTS:** Teachers and interpreters 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 and interpreters recognize, participate in, and contribute to teaching as a profession.

COURSE OBJECTIVES (CO):

The student will:

- CO 1. Demonstrate an understanding of the Deaf Community and how these individuals' needs are different from those who are hard of hearing. (CFS I, IV, V)
- CO 2. Identify and describe the anatomy and physiology of the ear, the basic principles of audiology, the types and causes of hearing loss, the various types of audiograms and the various types of hearing aid technology (CFS I)
- CO 3. Describe how deafness impacts human development from familial, social, psychological, cultural, and educational perspectives. (CFS I, II, III, IV, V)
- CO 4. Identify and describe the learning styles of deaf/hard of hearing students and the variety of educational programs that are designed for them. (CFS III)
- CO 5. Explain federal and state legislation, as well as organizations that provide services to the deaf. (CFS I, III, V, VI)
- CO6. Dispel the myths and cultural differences surrounding deafness including what formal and informal assessments reveal. (CFS I, IV)
- CO7. Describe the various communication modes used by deaf/hh consumers and how communication impacts language development, reading comprehension, and educational achievement (CFS I, IV)
- CO8. Identify and describe the challenges of language assessment with children who are deaf or hard of hearing. (CFS I)
- CO9. Describe language methods, approaches, and practices to use with children who are deaf and hard of hearing.
- CO10. Describe employment characteristics of d/hh workers including unemployment, underemployment, and underserved members of the deaf/hh community. (CFS I)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Activities:

Students will:

- Submit answers to discussion questions (CO 1-9)

- Submit Deaf Social Event & Field Observation Summary Reports (CO 1, 3, 6, 7, 9)
- Complete a Book Review (CO 3 & CO7)
- Present a children's book using questioning and conversational skills (CO 1, 4, 7)
- Submit 3 Abstracts Related to Chapter Topics (CO 1-9)
- Conduct and Submit a Summary Sheet from Deaf Awareness Quiz (CO 1 & CO6)
- Complete the Communication Strategies Form (CO 7)
- Submit 3 Dialogues from Cybermentor/Literacy E-mail exchanges (CO 1-9)
- Submit Organization/Resource Review Sheet (CO 1)
- Submit Interview Questions (CO 1) and Research Article on Tech (CO 1-9)

Assignments:

Students will:

- Complete all chapter readings (CO 1-9)
- View all video taped lectures (CO 1-9)
- View all cultural and informational video tapes (CO 1-9)

Requirements:

Students will:

- Successfully complete three (3) tests. (CO 1)
- Successfully complete final exam. (CO 1)

COURSE EVALUATION

- 150 Points Total - 3 Tests (Each test is worth 50 points) - (CO 1-9)
- 40 Points Total - 8 Sets of Discussion Questions (set of chapter's discussion questions are worth 5 points) - (CO 1-9)
- 10 Points Total - 1 Deaf Social Event Summary Form - (CO1)
- 10 Points Total - 1 Field Experience/Observation Summary Form - (CO 1)
- 10 Points Total - 1 Book Review - (CO 3 & 7)
- 5 Points Total - 1 Communication Strategies Form - (CO 7)
- 10 Points Total - 1 Interview Questions Set (CO 1)
- 15 Points Total - 1 Summary Sheet/Deaf Awareness Quiz - (CO 1 & CO6)
- 15 Points Total - 3 Abstracts (5 points each) - (CO 1-9)
- 15 Points Total - 3 Cybermentor/Literacy Email Dialogues (5 Pts Each) (CO 1-9)

5 Points Total – 1 Research Article on Technology – (CO 1-9)
15 Points Total - 1 Organization/Resource Review Sheet - (CO1)
100 Points Total - 1 Final Exam - (CO 1)
400 Points – Maximum Total Points Possible

FINAL GRADING SCALE

371 – 400 A	331 – 370 B	291 – 330 C
251 – 290 D	Below 250 F	

ATTENDANCE POLICY

The University 20% absence policy regarding attendance will be strictly adhered to during the course.

POLICY STATEMENT ON PLAGIARISM AND CHEATING

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

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

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

THIRD OFFENSE: The student will earn the letter grade “F” for the course, and further action involving referral of the matter (with documentation) to the appropriate college (university) officials within the administrative structure will be taken. (Please also see page 39 of the VSU Student Handbook.)

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 because of a documented disability must contact the Access Office for Students with Disabilities located in Room 1115 Nevins Hall. The phone numbers are (229) 245-2498 (voice) and (229) 219-1348 (tty).

INSTRUCTOR

Cecil Bradley

Email Via Blaze-View/Net

Or cfbradley@valdosta.edu

(H) 850-942-0390 TTY (M-Th, 5-7p)

If Need Immediate Assistance, contact:

Nanci Scheetz

Education Building

229-219-1322

nascheet@valdosta.edu

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 2-7-2011 (mm/dd/yyyy)

Department Initiating Request:
MSRD

Faculty Member Requesting:
Glenna Ashton

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
DEAF 3150

Proposed New Course Title:
Deaf Community, Culture, & History
Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
DEAF 3150 Deaf Com, Cult & His

Semester/Year to be Effective:
Fall, 2011

Estimated Frequency of Course Offering:
Once per academic year

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours:

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Overview of the historical and cultural aspects of the Deaf community and the patterns of social change during the nineteenth and twentieth centuries. Students will be exposed to ASL literature including folklore, fiction, nonfiction and drama. Prerequisites: ASLS 3170, ASLS 3180, INTP 2998 or DEAF 2999

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 content will enhance student learning and prepare future interpreters with knowledge and information pertinent to the field.
- 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.) Several university programs are offering a course in Deaf Culture, Community, & History.

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.) Students are required to pass multiple expressive and receptive tests in ASL at a minimum of 70% level to show comprehension and fluency, and pass the SLPI at the intermediate level. Students are also required to submit a Live Text portfolio with artifacts reflecting their knowledge of cultural, linguistic, psychosocial and educational challenges faced by Deaf individuals.
- Other:

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

Approvals:		
Dept. Head:	<i>Barbara Stanley</i>	Date: 3/10/11
College/Division Exec. Comm.:	<i>[Signature]</i>	Date: 3/10/11
Dean/Director:	<i>[Signature]</i>	Date: 3/10/11
Graduate Exec. Comm.: (for graduate course):		Date:
Graduate Dean: (for graduate course):		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

**DEAF 3150
DEAF COMMUNITY, CULTURE, and HISTORY
THREE SEMESTER HOURS**

College of Education

Valdosta State University

Department of Middle Grades, Secondary, Reading, and Deaf Education

Conceptual Framework: Guiding Principles

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

Positively Impacting Learning Through Evidence-Based Practices

REQUIRED TEXT

Required Textbook: "A Journey into the Deaf – World" by Harlan Lane, Robert Hoffmeister, and Ben Bahan

There will be additional assigned videos and articles on particular topics. Students are to register with www.dcmp.org in order to view the videos online.

COURSE DESCRIPTION

Prerequisites: ASLS 3170, ASLS 3180, INTP 2998 or DEAF 2999

The course provides an in-depth study of the lives and experiences of deaf and hard of hearing persons and examines the reasons why many deaf people consider themselves to belong to a unique cultural group. Characteristics of the culture are examined along with the impact of hearing loss on one's relationships with family and friends, and on employment and social activities. Multi – cultural issues are covered since the impact of hearing loss is addressed differently in various ethnic groups. Also examined are societal attitudes regarding disability in general and hearing loss and communication difficulties in particular.

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):

CO1. Examine the society's attitudes towards disability in general and deafness in particular. (CFS I-III, VI)

CO2. Explore the concept of audism from the individual to the institutional level. (CFS I-III, VI)

CO3. Define culture in general and within the Deaf community. (CFS I, III, V, VI)

- CO4. Describe the rules for membership, social interaction, norms, and values. (CFS I, III, V, VI)
- CO5. Explore the concept of deafhood being embraced by the Deaf community. (CFS I, III, V, VI)
- CO6. Identify the role of sign language and the forms and functions of ASL. (CFS I, III, V, VI)
- CO7. Compare the sign systems still extant, especially in educational settings. (CFS I-III, V, VI)
- CO8. Examine the history and variety of organizations, arts, literature within the Deaf community. (CFS I,-III, V, VI)
- CO9. Research the Internet for access to information within the Deaf community. (CFS I- VI)
- CO10. Explain the diversity issues of the multicultural minorities within the Deaf community. (CFS I,-III, V, VI)
- CO11. Differentiate the social, psychological, and educational impact on families with deaf children at home and in the various education systems. (CFS I- VI)
- CO12. Explain the educational and communication philosophies behind the decisions made at home and in schools. (CFS I- VI)
- CO13. Evaluate the positive and negative impact and stresses of technology on the Deaf community. (CFS I- VI)
- CO14. Hypothesize the future of the Deaf World. (CFS I,-III, V, VI)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. Students will submit three current article abstracts relating to an issue studied. (CO 1-14)
2. Students will submit a historical report on one aspect of the Deaf community. (CO 1-14)
3. Students will post five times on the Discussion Board. (CO 1-14)
4. Students will complete the midterm and the final exams. (CO 1-14)
5. Students will watch assigned and extra videos. (CO 1-14)
6. Students will read and discuss assigned and extra articles. (CO 1-14)

COURSE EVALUATION

1. Three article abstracts – 105 points (35 points each) – 17%
 2. One historical report – 100 points – 17%
 3. Five Discussion Board posts – 75 points – 12%
 4. Midterm Exam - 120 points – 20%
 5. Final Exam – 120 points – 20%
 6. Video worksheets and/or discussions – 40 points – 7%
 7. Articles reaction papers and/or discussions – 40 points – 7%
- Total points = 600 points

Final Grading Scale

90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
Below 60%	F

INSTRUCTOR

Glenna R. Ashton, Ed.S., RSC

Email: grashton@valdosta.edu

Office VP number: 229-351-5951

Office: COE room 1113

Office Hours: Tuesdays and Thursdays 12:30 – 5:30 PM, other days and times by appointment

ATTENDANCE POLICY

The University 20% absence policy regarding attendance will be strictly adhered to during the course. Attendance—from the VSU Bulletin: — “The University expects that all students shall regularly attend all scheduled class meetings held for instruction or examination. . . . It is recognized that class attendance is essentially a matter between students and their instructors. Instructors must explain their absence policy in the course syllabus. All students are held responsible for knowing the specific attendance requirements as prescribed by their instructors and for the satisfactory make-up work missed by absences. When students are to be absent from class, they should immediately contact the instructor. A student who misses more than 20% of the scheduled classes of a course will be subject to receive a failing grade in the course.”

This means a maximum of 6 absences for any reason. This also means being on time for class and remaining for the entire class period until dismissed. Make up work may or may not be allowed at the discretion of the instructor based on the extenuating circumstances.

CLASSROOM DECORUM

Please, no cell phones should ring from the moment you enter the classroom so they are to be turned off. Also, no text messages should be written or read. Other personal electronic devices such as iPods should also be turned off. Please do not talk or sign among yourselves during class activities since it is unprofessional behavior. If these requests are not followed, I will ask you to leave for the session. It is preferred that you sign for yourself whenever possible during class discussions. Please dress appropriately for easy sign viewing (solid contrasting colors, covered up, etc.). If there are continual problems, then a “cause for concern” form may be used which could jeopardize your future participation in the program.

ACCESS STATEMENT

Students requiring classroom accommodations or modifications because of a documented disability should discuss this need with the professor at the beginning of the semester. Students not registered with the Special Services Program should contact the Access Office for Students with Disabilities in Farber Hall. The phone number is 245-2498. Please contact the Access Office if you have any questions or concerns. <http://www.valdosta.edu/access>

DIVERSITY STATEMENT

The Department of Middle Grades, Secondary, Reading, and Deaf Education maintains a strong and sustained commitment to value the diverse and unique nature of the learner and to include all students in the high expectation for success.

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The Department of Middle Grades, Secondary, Reading, and Deaf Education has a policy statement on plagiarism and a document identifying the characteristics of plagiarized work and the penalties for such actions. The penalty of plagiarism in undergraduate course work is a zero (0) on the assignment for the first offense, for the second offense the consequence is a letter grade of "F" for the course; for the third offense a letter grade of "F" for the course as well as further appropriate action involving referral of the matter to the appropriate university officials within the administrative structures. For graduate work, a letter grade of "F" for the course will be given for the first offense, and a letter grade of "F" for the course as well as further appropriate action involving administrative structure will occur for the second offense. The entire Departmental Policy, which includes examples and non-examples of plagiarism, is available on the Departmental Home Page.

APA STYLE

The Department of Middle Grades, Secondary, Reading, and Deaf Education has officially endorsed the style of the American Psychological Association (APA) for the completion of all written assignments unless otherwise stated. Procedures for APA style are found in:

American Psychology Association. (2009). *Publication Manual of the American Psychological Association (6th Ed.)*. Washington, D.C: APA.(Second Printing)

SAFEASSIGN FOR STUDENTS

Academic integrity is essential for all faculty and students, and part of academic integrity is ensuring that all academic work is the original product of the author. While academic work is often built on the research of others, that research and writing must be clearly attributed to the original author. Part of the learning process for students is to be able clearly to delineate the distinction between the students' own work and that of others.

SafeAssign is a tool that can assist both faculty and students not only in detecting plagiarism but in preventing it as well. Your instructor may opt to use SafeAssign in order to check the originality of your written work. In many cases, your instructor may give you the opportunity to submit assignments for originality review via SafeAssign, a tool within your BlazeVIEW course section. SafeAssign will then return an "originality report" on your submission. However, please note that SafeAssign only helps to identify passages that are unoriginal, which could include correctly cited quotations and information. Working with your instructor, you should review the originality report to distinguish between possible plagiarism and correctly documented research.

According to the Family Compliance Office of the U.S. Department of Education, your course work documents are education records within the meaning of the Family Educational Rights and Privacy Act of 1974 (FERPA). Education records may not be disclosed to third parties in a form that identifies you without your consent. As a third party product, SafeAssign is governed by this provision of FERPA. Course work documents submitted to SafeAssign may include but are not limited to papers, blog postings, journal entries, presentations, discussion postings, emails, or any

other written work, in electronic or hardcopy, submitted in the format and on the schedule required by the course instructor.

Your course work document may be submitted to SafeAssign via one of two methods. The different options simply determine how the work is submitted to SafeAssign, and whether the work includes identifying information.

1. YOU SUBMIT TO SAFEASSIGN, THEREBY CONSENTING TO DISCLOSE PERSONAL INFORMATION

You may consent to release your personal identification to SafeAssign by uploading your course work documents through the SafeAssign tool provided in your online course section. When you submit your work, you may choose to submit it either to the Global Reference Database or only to the institution's internal database. All submitted work will be included as source documents in the database(s) solely for the purpose of detecting plagiarism in other papers.

OR

2. YOUR ASSIGNMENT IS DIRECTLY SUBMITTED BY YOUR INSTRUCTOR AFTER YOUR PERSONAL INFORMATION IS REMOVED

If you choose not to consent to release your personal identification to SafeAssign, your instructor may choose to have you send TWO COPIES of your work to your instructor by the mail tool in the online course section. Your work will be uploaded to SafeAssign via DIRECT SUBMIT for you. YOU MUST send your work as an electronic attachment in the format and on the schedule required by the assignment. Your work must be saved in a file format that can be opened by Microsoft Word and saved with a file name in the following format:

COPY 1

Copy 1 should be in the EXACT format specified in the assignment. Your work must be saved in a file format that can be opened by Microsoft Word and saved with a file name in the following format:

yourname_coursenumber_assignmentnumber.doc

EX: janedoe_ENGL2201_assignment2.doc

COPY 2

Copy 2 must be identical to Copy 1 EXCEPT that you must remove all identifying information, including ALL references to your name or other information that specifically identifies you. Your work must be saved in a file format that can be opened by Microsoft Word and saved with a file name in the following format:

NOID_coursenumber_assignmentnumber.doc

EX: NOID_ENGL2201_assignment2.doc

Identifying information will be removed from your document in order to comply with FERPA, and your instructor may direct submit to SafeAssign for textual similarity review.

At the option of the instructor, a SafeAssign originality report on your document may be provided for your review.

** At any time, an instructor may choose to submit your work after removing your identifying information.

Lesson 12 Checklist and Overview

- Complete the Lesson 12 reading assignment – Chapter 11.
- Use the Prentice Hall website to check your understanding of the chapter.
- Do not use the PowerPoint as an alternative to reading.
- Work through the four Examples for Lesson 12, and check your answers.
- Review the checklist before submitting Assignment 12
- Complete and submit Assignment 12- Conducting t -tests and narratives

Overview

In this lesson you will learn about statistics other than the descriptive statistics about a particular group. Now we consider inferential statistics, those comparing group means and used to draw inferences and make conclusions about an unknown population. Examples of when group means may be compared are as follows:

- pretest/posttest scores for treatment vs. no treatment scores
- pretest/posttest scores for treatment 1 vs. treatment 2 scores.

For Assignment 12 you will conduct t -tests to compare the means from testing data you are provided (5th grade CRCT data) as well as data collected from your current students.

The big ideas in this Lesson 12 include the following:

- descriptive statistics vs. inferential statistics
- 1-tail t -test vs. 2-tail t -test
- significance levels
- p -values.

Four examples for conducting and reporting t -tests for Assignment 12 and their solutions are given. Also, step-by-step directions for conducting the t -tests are provided.

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 2-7-2011 (mm/dd/yyyy)

Department Initiating Revision:
MSRD

Faculty Member Requesting Revision:
Nanci Scheetz

Current Course Prefix, Title, & Number:

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

INTP 4010 Consecutive English/ASL Interpreting

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

Current:

Course Prefix and Number:

Credit Hours: 3

Course Title:

Prerequisites: INTP 2999, COMD 3140,
INTP 3010, and SPEC 3140

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours: 4

Course Title:

Prerequisites: ASLS 3170, ASLS 3180, INTP
3010, ASLS 3140, DEAF 3100, and INTP
2998

Co-requisites:

Course Description:

Semester/Year to be Effective:

Fall/2010

Estimated Frequency of Course Offering:

Once per academic year

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes: Learning how to interpret from one language to another requires mastery of a complex skill set. In order to provide students with ample instruction to foster this skill additional time needs to be spent in the classroom.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change:

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

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

portfolios, specific assignments, etc.)

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

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Students are required to pass multiple expressive and receptive tests in ASL at a minimum of 70% level to show comprehension and fluency, of ASL. Additional program outcomes for interpreting include the following: students are required to pass the SLPI at the intermediate level, they must maintain a LiveText portfolio that includes course assignments (interpreting/transliterating artifacts), take either the written NIC or the EIPA, and complete interpreting evaluations relative to their internship.

Approvals:		
Dept. Head:	<i>Barbara Stanley</i>	Date: 3/10/11
College/Division Exec. Comm.:	<i>BOC</i>	Date: 3/10/11
Dean/Director:	<i>BOC</i>	Date: 3/10/11
Graduate Exec. Comm.: (for graduate course)		Date:
Graduate Dean: (for graduate course)		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

INTP 4010
CONSECUTIVE ENGLISH/ASL INTERPRETING
FOUR CREDIT HOURS

College of Education
Valdosta State University
Department of Middle, Secondary, Reading, and Deaf Education

Conceptual Framework: Guiding Principles

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

Positively Impacting Learning Through Evidence-Based Practices

REQUIRED TEXT

Scheetz, N. (2009). *Building ASL and Translation Skills*. Boston, MA: Allyn & Bacon.

COURSE DESCRIPTION

Prerequisites: ASLS 3170, ASLS 3180, INTP 3010, ASLS 3140, DEAF 3100, and INTP 2998

A skills class designed to provide students with the opportunity to develop and enhance their interpreting skills. Emphasis is placed on techniques for interpreting spoken instructional and non-instructional activities into ASL.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

- I. **CONTENT AND CURRICULUM:** ASL/English interpreters demonstrate a strong content knowledge of content area(s) appropriate for their certification levels.
- II. **KNOWLEDGE OF STUDENTS AND THEIR LEARNING:** ASL/English interpreters help support the intellectual, social, physical, and personal development of all students.
- III. **LEARNING ENVIRONMENTS:** ASL/English interpreters help create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- IV. **ASSESSMENT:** ASL/English interpreters understand, help administer and participate in a range of formal and informal assessment strategies to evaluate and ensure the continuous development of themselves and all learners.
- V. **PLANNING AND INSTRUCTION:** ASL/English interpreters support the delivery of instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.
- VI. **PROFESSIONALISM:** ASL/English interpreters recognize, participate in, and contribute to interpreting as a profession.

COURSE OBJECTIVES (CO):

The student will:

CO 1. Demonstrate knowledge of how to interpret English words and phrases into American Sign Language while maintaining the original intent of the message. (CFS I)

CO 2. Implement language strategies geared toward equalizing communication. (CFS III, IV, V)
CO 3. Understand how the learning environment impacts on the field of interpreting thus creating a positive setting for communication to transpire. (CFS II, III, IV, V)

CO 4. Integrate effective sign choices thus ensuring that the interpreted message maintains the original intent of the message. (CFS I)

CO 5. Develop competence in the assessment of his/her interpreting skills, as well as class members' skills while critiquing self and class members' interpreted video segments. (CFS V & VI)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. Students will practice from "warm materials" whereby they consecutively interpret text. (CO 1-4)
2. Students will view their interpreting segments and write critiques of their performance. (CO 5)
3. Students will submit written evaluations of both self and classmates' interpretations. (CO 1-5)
4. Students may be required to participate in online tutoring of deaf and hard of hearing students from various schools for the deaf. (More information will be distributed in class about this activity). (CO 1-4)
5. Students are required to attend a minimum of 2 events involving Deaf consumers (interpreted events, workshops, silent suppers, etc.). (CO 1-5)

COURSE EVALUATION

1. Students' ability to consecutively interpret book and exam materials. (CO 1-4)
2. Students' ability to critique self and fellow classmates. (CO 5)
3. Successful completion of classroom and workbook activities (CO 1-7)
4. Successful completion of at least 2 reaction papers on Deaf consumer-related events. (CO 1-7)

5 interpreted texts tests - 75 pts each = 375

5 self and others critiques - 12 pts each = 60

2 Deaf event reaction papers - 25 pts each = 50

1 Final Exam - 100 pts

15 weeks classroom, workbook, and tutoring activities - 8 pts each = 120

Total points = 705

Final Grading Scale

90% - 100% A
80% - 89% B
70% - 79% C
60% - 69% D
Below 60% F

ATTENDANCE POLICY

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INSTRUCTOR

Ms. Glenna R. Ashton, Ed.S., RSC

Office Number: College of Education Building, Room 1113

Office Hours:

Mondays: 3:00 – 6:30 PM

Tuesdays: 5:30 – 7:30 PM

Wednesdays: 2:00 – 6:30 PM

Other days and times available by appointment only

Email: grashton@valdosta.edu

Office VP number: 866-862-8554

CLASSROOM DECORUM

Please, no cell phones should ring from the moment you enter the classroom. Also, no text messages should be written or read. Other personal electronic devices such as iPods should also be turned off. If this request is not followed, I will ask you to leave for the session. Please dress appropriately for easy sign viewing (solid contrasting tops, etc.). All must follow the basic ASL cultural rules of eye contact, silence, and signing at all times in the classroom and around any Deaf signers.

ACCESS STATEMENT

Students requiring classroom accommodations or modifications because of a documented disability should discuss this need with the professor at the beginning of the semester. Students not registered with the Special Services Program should contact the Access Office in Farber

Hall. The phone number is 245-2498. Please contact the Access Office if you have any questions or concerns. <http://www.valdosta.edu/access/facresources.shtml> 5

DIVERSITY STATEMENT

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"By taking this course, you agree that all required course work may be subject to submission for textual similarity review to SafeAssign, a tool within BlazeVIEW. For more information on the use of SafeAssign at VSU see [SafeAssignfor Students](http://www.valdosta.edu/academic/SafeAssignforStudents) (<http://www.valdosta.edu/academic/SafeAssignforStudents.shtml>).

APA STYLE

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COPY 1

Copy 1 should be in the EXACT format specified in the assignment. Your work must be saved in a file format that can be opened by Microsoft Word and saved with a file name in the following format:

yourname_coursenumber_assignmentnumber.doc

EX: janedoe_ENGL2201_assignment2.doc

COPY 2

Copy 2 must be identical to Copy 1 EXCEPT that you must remove all identifying information, including ALL references to your name or other information that specifically identifies you. Your work must be saved in a file format that can be opened by Microsoft Word and saved with a file name in the following format:

NOID_coursenumber_assignmentnumber.doc

EX: NOID_ENGL2201_assignment2.doc

Identifying information will be removed from your document in order to comply with FERPA, and your instructor may direct submit to SafeAssign for textual similarity review.

At the option of the instructor, a SafeAssign originality report on your document may be provided for your review.

** At any time, an instructor may choose to submit your work after removing your identifying information.

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 2-7-2011 (mm/dd/yyyy)

Department Initiating Revision:
MSRD

Faculty Member Requesting Revision:
Nanci Scheetz

Current Course Prefix, Title, & Number:

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

INTP 4040 Practicum for Educational Interpreters

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

Current:

Course Prefix and Number:

Credit Hours: 3

Course Title:

Prerequisites: INTP 2999, COMD 3140,
INTP 3010, and SPEC 3140

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours: 4

Course Title:

Prerequisites: ASLS 3170, ASLS 3180, INTP
3010, ASLS 3140, DEAF 3100, and INTP
2998

Co-requisites:

Course Description:

Semester/Year to be Effective:

Fall/2010

Estimated Frequency of Course Offering:

Once per academic year

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes: Students enrolled in the INTP 4040 practicum for Educational Interpreters are currently spending 100+ hours of observation in the field. In order to allow for additional classroom instruction, ethical discussions related to practicum observations, and instruction pertaining to other salient topics relevant to the field an additional hour of classroom instruction is being requested.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change:

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

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

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

Data Sources:

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

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Students are required to pass multiple expressive and receptive tests in ASL at a minimum of 70% level to show comprehension and fluency, of ASL. Additional program outcomes for interpreting include the following: students are required to pass the SLPI at the intermediate level, they must maintain a LiveText portfolio that includes course assignments (interpreting/transliterating artifacts), take either the written NIC or the EIPA, and complete interpreting evaluations relative to their internship.

Approvals:		
Dept. Head:	<i>Barbara Stanley</i>	Date: 3/10/11
College/Division Exec. Comm.:	<i>[Signature]</i>	Date: 3/10/11
Dean/Director:	<i>[Signature]</i>	Date: 3/10/11
Graduate Exec. Comm.:		Date:
(for graduate course)		
Graduate Dean:		Date:
(for graduate course)		
Academic Committee:		Date:

Form last updated: January 6, 2010

INTP 4040
PRACTICUM FOR EDUCATIONAL INTERPRETERS
FOUR CREDIT HOURS

College of Education
Valdosta State University
Department of Middle, Secondary, Reading, and Deaf Education

Conceptual Framework: Guiding Principles
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

Positively Impacting Learning Through Evidence-Based Practices

REQUIRED TEXTBOOKS

Cartwright, B.E. (1999). Encounters with reality 1,001 interpreter scenarios. Silver Spring, MD: Registry of Interpreters for the Deaf, Inc.

Seal, B.C. (2004). Best practices in educational interpreting, 2nd Ed., Boston, M: Allyn and Bacon, Inc.

COURSE DESCRIPTION

Prerequisites: ASLS 3170, ASLS 3180, INTP 3010, ASLS 3140, DEAF 3100, and INTP 2998

Provides advanced students with structured observation of professional interpreters, giving them an opportunity to acquire additional knowledge about the profession of interpreting.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

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

II. **KNOWLEDGE OF STUDENTS AND THEIR LEARNING:** ASL/Interpreters help support the intellectual, social, physical, and personal development of all students.

III. **LEARNING ENVIRONMENTS:** ASL/I interpreters help create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

IV. **ASSESSMENT:** ASL/Interpreters 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:** ASL/Interpreters support the delivery of instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

VI. **PROFESSIONALISM:** ASL/Interpreters recognize, participate in, and contribute to interpreting as a profession.

COURSE OBJECTIVES (CO):

At the conclusion of this course, students will demonstrate:

1. An understanding of how to handle ethical and situational problems related to the field of educational interpreting. (CFS I, II, VI)
2. Knowledge of sign choices used within various classroom settings. (CFS I, II)

3. An understanding of the skills and competencies of professional interpreter as compared to those of an entry level interpreter. (CFS I, VI)
4. An understanding of the word choices used by educational interpreters in various classroom settings. (CFS I, II, IV, V)
5. An understanding of the interpreter's role, rights, and responsibility within the educational setting. (CFS VI)

COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS

1. Students will observe classroom interpreters and/or interpret with mentor interpreter for a minimum of 100 hours. (CO 2, 3, 5)
2. Students will write up their observations and submit them on a weekly basis.(CO1, 2, 4, 5)
3. Students will read each text chapter and complete the assigned activities.(CO 1, 3, 5)
4. Students will read 3 designated articles, post a review, and reply to a review. (CO1, 3, 5)
5. Students will complete one Midterm and one Final Exam.
6. Students will participate in the on-line tutoring project. (CO 1-5)

COURSE EVALUATION

1. Observation/Interpreting hours (CO 1 – 5)	300 pts.
2. In Class and Online discussions (CO 1-5)	150 pts.
3. 3 Article Reviews/Responses (CO 1, 5)	90 pts.
4. On-line Tutoring (CO 1-5)	50 pts.
5. Midterm and Final Exam (CO 1-5)	210 pts.
Total:	800 pts.

Final Grading Scale

- 90% -100% A
- 80% - 89% B
- 70% - 79% C
- 60 % - 69% D
- Below 60% F

ATTENDANCE POLICY

The University 20% absence policy regarding attendance will be strictly adhered to during the course. Attendance—from the VSU Bulletin: — The University expects that all students shall regularly attend all scheduled class meetings held for instruction or examination. . . . It is recognized that class attendance is

essentially a matter between students and their instructors. Instructors must explain their absence policy in the course syllabus. All students are held responsible for knowing the specific attendance requirements as prescribed by their instructors and for the satisfactory make-up work missed by absences. When students are to be absent from class, they should immediately contact the instructor. A student who misses more than 20% of the scheduled classes of a course will be subject to receive a failing grade in the course. This means a maximum of 6 absences for any reason. This also means being on time for class and remaining for the entire class period until dismissed.

INSTRUCTOR

Ms. Glenna R. Ashton, Ed.S., RSC

Office Number: College of Education Building, Room 1113

Office Hours:

Mondays: 3:00 – 6:30 PM

Tuesdays: 5:30 – 7:30 PM

Wednesdays: 2:00 – 6:30 PM

Other days and times available by appointment only

Email: grashton@valdosta.edu

Office VP number: 866-862-8554

CLASSROOM DECORUM

Please, no cell phones should ring from the moment you enter the classroom. Also, no text messages should be written or read. Other personal electronic devices such as iPods should also be turned off. If this request is not followed, I will ask you to leave for the session. Please dress appropriately for easy sign viewing (solid contrasting tops, etc.). All must follow the basic ASL cultural rules of eye contact, silence, and signing at all times in the classroom and around any Deaf signers.

SPECIAL NEEDS STATEMENT

Students requiring classroom accommodations or modifications because of a documented disability should discuss this need with the professor at the beginning of the semester. Students not registered with the Special Services Program should contact the Access Office in Farber Hall. The phone number is 245-2498. Please contact the Access Office if you have any questions or concerns. <http://www.valdosta.edu/access/facresources>

DIVERSITY STATEMENT

The Department of Middle, Secondary, Reading, and Deaf Education maintains a strong and sustained commitment to value the diverse and unique nature of the learner and to include all students in the high expectation for success.

DEPARTMENTAL PLAGIARISM POLICY

The Department of Middle, Secondary, Reading, and Deaf Education has a policy statement on plagiarism and a document identifying the characteristics of plagiarized work and the penalties for such actions. The penalty of plagiarism in undergraduate course work is a zero (0) on the assignment for the first offense, for the second offense the consequence is a letter grade of "F"

for the course; for the third offense a letter grade of "F" for the course as well as further appropriate action involving referral of the matter to the appropriate university officials within the administrative structures. For graduate work, a letter grade of "F" for the course will be given for the first offense, and a letter grade of "F" for the course as well as further appropriate action involving administrative structure will occur for the second offense. The entire Departmental Policy, which includes examples and non-examples of plagiarism, is available on the Departmental Home Page.

APA STYLE

The Department of Middle, Secondary, Reading, and Deaf Education has officially endorsed the style of the American Psychological Association (APA) for the completion of all written assignments unless otherwise stated. Procedures for APA style are found in: American Psychology Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, D.C: Author.

"By taking this course, you agree that all required course work may be subject to submission for textual similarity review to SafeAssign, a tool within BlazeVIEW. For more information on the use of SafeAssign at VSU see [SafeAssignfor Students](http://www.valdosta.edu/academic/SafeAssignforStudents.shtml) (<http://www.valdosta.edu/academic/SafeAssignforStudents.shtml>).

SAFEASSIGN FOR STUDENTS

Academic integrity is essential for all faculty and students, and part of academic integrity is ensuring that all academic work is the original product of the author. While academic work is often built on the research of others, that research and writing must be clearly attributed to the original author. Part of the learning process for students is to be able clearly to delineate the distinction between the students' own work and that of others.

SafeAssign is a tool that can assist both faculty and students not only in detecting plagiarism but in preventing it as well. Your instructor may opt to use SafeAssign in order to check the originality of your written work. In many cases, your instructor may give you the opportunity to submit assignments for originality review via SafeAssign, a tool within your BlazeVIEW course section. SafeAssign will then return an "originality report" on your submission. However, please note that SafeAssign only helps to identify passages that are unoriginal, which could include correctly cited quotations and information. Working with your instructor, you should review the originality report to distinguish between possible plagiarism and correctly documented research.

According to the Family Compliance Office of the U.S. Department of Education, your course work documents are education records within the meaning of the [Family Educational Rights and Privacy Act of 1974 \(FERPA\)](#). Education records may not be disclosed to third parties in a form that identifies you without your consent. As a third party product, SafeAssign is governed by this provision of FERPA. Course work documents submitted to SafeAssign may include but are not limited to papers, blog postings, journal entries, presentations, discussion postings, emails, or any other written work, in electronic or hardcopy, submitted in the format and on the schedule required by the course instructor.

Your course work document may be submitted to SafeAssign via one of two methods. The different options simply determine how the work is submitted to SafeAssign, and whether the work includes identifying information.

1. YOU SUBMIT TO SAFEASSIGN, THEREBY CONSENTING TO DISCLOSE PERSONAL INFORMATION

You may consent to release your personal identification to SafeAssign by uploading your course work documents through the SafeAssign tool provided in your online course section. When you submit your work, you may choose to submit it either to the Global Reference Database or only to the institution's internal database. All submitted work will be included as source documents in the database(s) solely for the purpose of detecting plagiarism in other papers.

OR

2. YOUR ASSIGNMENT IS DIRECTLY SUBMITTED BY YOUR INSTRUCTOR AFTER YOUR PERSONAL INFORMATION IS REMOVED

If you choose not to consent to release your personal identification to SafeAssign, your instructor may choose to have you send TWO COPIES of your work to your instructor by the mail tool in the online course section. Your work will be uploaded to SafeAssign via DIRECT SUBMIT for you. YOU MUST send your work as an electronic attachment in the format and on the schedule required by the assignment. Your work must be saved in a file format that can be opened by Microsoft Word and saved with a file name in the following format:

COPY 1

Copy 1 should be in the EXACT format specified in the assignment. Your work must be saved in a file format that can be opened by Microsoft Word and saved with a file name in the following format:

yourname_coursenumber_assignmentnumber.doc

EX: janedoe_ENGL2201_assignment2.doc

COPY 2

Copy 2 must be identical to Copy 1 EXCEPT that you must remove all identifying information, including ALL references to your name or other information that specifically identifies you. Your work must be saved in a file format that can be opened by Microsoft Word and saved with a file name in the following format:

NOID_coursenumber_assignmentnumber.doc

EX: NOID_ENGL2201_assignment2.doc

Identifying information will be removed from your document in order to comply with FERPA, and your instructor may direct submit to SafeAssign for textual similarity review.

At the option of the instructor, a SafeAssign originality report on your document may be provided for your review.

** At any time, an instructor may choose to submit your work after removing your identifying information.

REQUEST FOR A NEW PROGRAM

Valdosta State University

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

Proposed Effective Date: Fall/2011

Degree and Program Name:
Minor in Deaf Studies

Requirements: (attach new or revised course proposals separately) See documents titled Minor in Deaf Studies, as well as course syllabi.

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

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other The proposed Deaf Studies minor has been developed for students who want to gain insights and knowledge into American Sign Language, Deaf Culture and become familiar with careers that relate, in the broadest sense to the field of Deaf Education. By offering a minor in Deaf Studies, students in other fields, such as education, nursing, counseling, social work, business, and criminal justice, have the opportunity to develop a foundation of knowledge and skills that will enable them to understand how to serve students, clients, and patients who are deaf. Other majors such as anthropology, linguistics, world languages, psychology, sociology, and media will also have an opportunity to develop a foundation of knowledge and skills that will acquaint them with the Deaf community.

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 proposal follows the national trend of other colleges and universities who are establishing minors in Deaf Studies. These programs are designed to meet the needs of aspiring professionals by providing them with a foundation that allows for broadening their perspective with respect to individuals who are deaf and hard of hearing.

Assessment Plan for the proposed program:

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Students are required to pass multiple expressive and receptive tests in ASL at a minimum of 70% level to show comprehension and fluency, and pass the SLPI at the intermediate level. Students are also required to submit a Live Text portfolio with artifacts reflecting their knowledge of cultural, linguistic, psychosocial and educational challenges faced by Deaf individuals.

Date that formal proposal was submitted to the University System of Georgia (formal proposal form available at http://www.usg.edu/academic_programs/new_programs/)

Approvals:

Dept. Head:	<i>Bretton Stanley</i>	Date:	3/10/11
College/Division Exec. Comm.:	<i>[Signature]</i>	Date:	3/10/11
Dean/Director:	<i>[Signature]</i>	Date:	3/10/11
Graduate Exec. Comm.: (for graduate program)		Date:	
Graduate Dean (for graduate program):		Date:	
Academic Committee:		Date:	

Form last updated: January 21, 2010

Minor in Deaf Studies

The Department of Middle, Secondary, Reading and Deaf Education is proposing that a new minor in Deaf Studies be offered through the Dewar College of Education at Valdosta State University. The proposed curriculum would provide students with knowledge and skills in American Sign Language (ASL) as well as Deaf Culture, history, literature and linguistics. Students planning to earn their master's in Deaf Education will be required to minor in Deaf Studies, or have equivalent course work.

Students pursuing a minor in Deaf Studies are exposed to the uniqueness of ASL as a world language while acquiring cultural knowledge that will enable them to successfully interact with the American Deaf community. The curriculum is designed to promote a cultural and linguistic understanding of Deaf individuals while encouraging students to analyze existing stereotypes pertaining to this population, so they in turn, can effectively educate hearing members of society.

Students enrolled in programs such as Sociology, Psychology, Communication Sciences and Disorders, Criminal Justice, Anthropology, a foreign language, Counseling, Fine Arts (Music, Dance, Theater, and Film), Communications, Mass Media, and other fields of study are highly encouraged to consider this minor. Selected **educational outcomes** for the minor in Deaf Studies include:

1. The ability to demonstrate expressive and receptive skills in American Sign Language at the intermediate level of proficiency, as defined by the Sign Language Proficiency Interview.
2. Knowledge of cultural differences between Deaf and Hearing individuals.
3. Knowledge of major historical events and their role in the development of Deaf culture as well as knowledge of the major literary and artistic works of this culture.
4. Knowledge of the Deaf community and the impact hearing loss has on individuals with respect to language development, educational challenges, family dynamics, technological advances, and psycho-social development.

Courses included in the minor are as follows:

• ASLS 2110	American Sign Language I	3 Credit Hours
• ASLS 2120	American Sign Language II	3 Credit Hours
• ASLS 3170	American Sign Language III	3 Credit Hours
• ASLS 3180	American Sign Language IV	3 Credit Hours
• DEAF 3100	Orientation to Deaf Education & Language Learning	3 Credit Hours
• DEAF 3150	Deaf Community, Culture, & History	3 Credit Hours

Course Descriptions

ASLS 2110 American Sign Language I

This is the first in a series of courses based on American Sign Language (ASL) concepts and principles. This beginning course will introduce receptive and expressive skills in discourse and narratives. Introductory components of ASL including signs, fingerspelling, numbers, classifiers, and syntax are

practiced as part of conversational and storytelling practice. ASL literature and the Deaf community's culture and history will be introduced.

ASLS 2120 American Sign Language II

Prerequisite: ASLS 2110. This is the second in a series of courses based on American Sign Language (ASL) concepts and principles. This beginning course will increase receptive and expressive skills in discourse and narratives. Additional components of ASL including signs, fingerspelling, numbers, classifiers, and syntax are practiced as part of conversational and storytelling practice. ASL literature comprehension and the Deaf community's culture and history information will be increased.

ASLS 3170 American Sign Language III

Prerequisite: ASLS 2120. This is the third in a series of courses based on American Sign Language (ASL) concepts and principles. This intermediate course will expand receptive and expressive skills in discourse and narratives. Expanded components of ASL including signs, fingerspelling, numbers, classifiers, idioms, and syntax are practiced as part of conversational and storytelling practice. Comprehension of the stories will include the study and analysis of the grammatical features. ASL literature comprehension and the Deaf community's culture and history information will be expanded.

ASLS 3180 American Sign Language IV

Prerequisite: ASLS 3170. This is the fourth in a series of courses based on American Sign Language (ASL) concepts and principles. This intermediate course will extend receptive and expressive skills in discourse and narratives. Extended components of ASL including signs, fingerspelling, numbers, classifiers, idioms, and syntax are practiced as part of conversational and storytelling practice. Comprehension of the stories will include the study and analysis of the grammatical features. ASL literature comprehension and the Deaf community's culture and history information will be extended.

DEAF 3110 Orientation to Deaf Education and Language Learning

This course provides an overview of the field of deaf education along with language development in children and adults who are deaf. Topics include psychosocial aspects in children and adults who are deaf, educational settings, modes of communication, technology, vocational opportunities, social development, and children who are deaf with special needs. There will be an examination of the various theories of language development and assessment instruments used to evaluate this population. Emphasis is placed on flexibility in using the different modes of communication as they relate to the various stages of language development and language preferences.

DEAF 3140 Deaf Community, Culture, & History

This course provides an overview of the historical and cultural aspects of the Deaf community; the influence of geographic, cultural, educational, and economic forces on Deaf people; and the patterns of social change during the nineteenth and twentieth centuries. Students will be introduced to specific cultural and historical experiences via literature and media in the Deaf community.

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

Area F

Current Catalog Page Number:
2010-2011 Page 236

Proposed Effective Date for Curriculum Change:
(Month/Year): 8/2011

Degree & Program Name:
(e.g., BFA, Art): BSED
Special Education: Deaf and Hard of Hearing

<u>Core Curriculum (Area F)</u>	<u>Core Curriculum (Area F)</u>
SPEC 2999 Entry into the Program 0	<u>DEAF 2999 Entry into the Program</u> 0
ISCI 2001 or ISCI 2002 3	ISCI 2001 or ISCI 2002 3
EDUC 2110, EDUC 2120, & EDUC 2130 9	EDUC 2110, EDUC 2120, & EDUC 2130 9
ASLS 2110 & ASLS 2120 6	ASLS 2110 & ASLS 2120 6
ACED 2400 Computer Technology for the Workplace 3	<u>Guided Elective</u> 3
Present Requirements: 60 Hours	Proposed Requirements: 59 Hours
<u>Junior Curriculum (32 Hours):</u>	<u>Junior Curriculum (28 Hours):</u>
<i>Fall Semester (16 Hours)</i>	<i>Fall Semester (14 Hours)</i>
ASLS 3170 American Sign Language III 4	<u>ECSE 3010 Introduction to Assessment, Planning & Instruction</u> 3
DEAF 3110 Orientation to Deafness 3	<u>ECSE 3210 Introduction to the Management Of Learning Environments</u> 3
ECED 3190 Pract I: Classrm Mang. & Environ. Design PH-K (CoReq READ 3200) 3	<u>LITR 3110 Emergent Literacy</u> 3
READ 3200 Int. Lit & Fine Arts (CoReq ECED 3190) 3	SPEC 3000 Serving Students with Diverse Needs 3
SPEC 3000 Serving Students with Diverse Needs 3	<u>ECSE 3390 Early Childhood Inclusive Practicum & Seminar: Pre-K-K</u> 2
SPEC 3020 Applied Behavior Analysis 3	<i>Spring Semester (14 Hours)</i>
<i>Spring Semester (16 Hours)</i>	<u>ECSE 3220 Intermediate Management of Learning Environments</u> 3
ASLS 3180 American Sign Language IV 4	<u>ECSE 3490 Early Childhood Inclusive Practicum & Seminar: Grades 1-3</u> 2
DEAF 3130 Overview of Lang. Lrng. & Deafness 3	<u>ECSE 3020 Intermediate Assessment, Planning & Instruction</u> 3
DEAF 3120 Learning Cognition & Social Dev. In Deaf Children 3	<u>LITR 3120 Early Literacy</u> 3
ECED 3690 Early Childhood Inclusive Practicum Grades 3-5 (CoReq READ 3500) 3	<u>LITR 3130 Developing Literacy</u> 3
READ 3500 Teaching Children to Read 3	Senior Curriculum (31 Hours)
SEEC 3410 Indiv & Grp Planning & Curriculum in Early Childhood 3	<i>Fall Semester (18 Hours)</i>
<u>Senior Curriculum (28 Hours):</u>	<u>ASLS 3170 American Sign Language III</u> 3
<i>Fall Semester (13 Hours)</i>	<u>DEAF 3100 Orientation to Deaf Education & Language Learning</u> 3
DEAF 4050 Manual Communication 3	<u>MATH 2008 Foundations of Numbers And Operations</u> 3
MATH 3161 Mathematics for Early Childhood Teachers 3	READ 4550 Reading in Content Areas 3
MGED 3991 Differentiated Classroom for Middle Grades 3	SPEC 3020 Applied Behavior Analysis 3
READ 4100 Corrective Reading in the Early Grades 3	SPEC 3040 Legal and Ethical Issues for Special Education 3
SEEC 3300 Teaching Concepts & Content to All Young Children 3	

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<i>Spring Semester (15 Hours)</i>			<i>Spring Semester (13 Hours)</i>		
READ 4550	Reading in Content Areas (Middle & Second Education)	3	<u>ASLS 3180 American Sign Language IV</u>		<u>3</u>
SEEC 3400	Classroom Management	3	DEAF 3120	Learning Cognition & Social Development in Deaf Children	3
SEEC 4140	Practicum in Mild Disabilities	3	SEED 4010	Integrating Technology in Education Secondary	1
SEEC 4690	Early Childhood Inclusive Practicum Grades 3-5 (CoReq SEEC 3400)	3	MGED 3991	Differentiated Instruction for Middle Grades	4
SEEC 4010	Integrating Technology in Secondary Education	3	MATH 3161	Mathematics for Early Childhood Teachers	3
SPEC 3040	Legal & Ethical Issues for Special Education	3			
SPEC 4110	Methods & Materials Child/Youth w/Mild Disabilities (CoReq SEEC 4140)	3			

Justification:

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

Improve student learning outcomes: Approximately 80% of the student population comprised of deaf and hard of hearing learners are being educated in included classrooms. As a result, while some teachers of students who are deaf and hard of hearing are being asked to serve as itinerant teachers, others are working in collaborative relationships, while some are serving as resource room or classroom teachers. They must be prepared to teach students that represent a wide range of language abilities. By offering students majoring in Deaf Education courses focused on early language development, provided by the Department of Early Childhood and Special Education these students will be better prepared to assist this student population (deaf and hard of hearing) as they access the general education curriculum.

Adopting current best practice(s) in field: The existing Early Childhood curriculum meets the need for a block of language development courses for the critical school tasks.

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.) Courses of this nature are currently being offered by several University programs that offer degrees in Deaf Education. This new curriculum will reflect current practice in the field.

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.) Program outcomes for deaf education include the following: students are required to pass the SLPI at the intermediate level, they must maintain a LiveText portfolio that includes course assignments (lesson plans, video teaching episodes, assessment artifacts, etc), and complete the COE observations for student teaching.

<u>Approvals:</u>	
Department Head: <i>Richard Stanley</i>	Date: 3/10/11
College/Division Exec. Committee: <i>[Signature]</i>	Date: 3/10/11
Dean(s)/Director(s): <i>[Signature]</i>	Date: 3/10/11
Grad. Exec. Committee: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 03/22/2011 (mm/dd/yyyy)

Department Initiating Request:

Modern and Classical Languages

Faculty Member Requesting:

Ofelia Nikolova

Proposed New Course Prefix & Number:

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

FREN 1002H

Proposed New Course Title:

French Language and Introduction to Francophone Cultures II(Honors)

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)
Fren Lang and Cult II (HONS)

Semester/Year to be Effective:

Fall, 2011

Estimated Frequency of Course Offering:

one semester 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.) A continuation of FREN 1001 in an enriched environment, with emphasis on the development of proficiency and communicative competence at the novice level in the basic skills: speaking, listening, reading and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness of various socio-cultural aspects and the distinctiveness of certain cultural traditions.

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: Specialized offering required for the new Honors College
- 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.) all elements listed will be utilized

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

Data Sources:

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

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

Approvals:		
Dept. Head:	<i>awsonly</i>	Date: <i>MAR 22, 2011</i>
College/Division Exec. Comm.:	<i>Conni Richards</i>	Date: <i>3/22/11</i>
Dean/Director:	<i>Conni Richards</i>	Date: <i>3/22/11</i>
Graduate Exec. Comm.: (for graduate course):		Date:
Graduate Dean: (for graduate course):		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

FREN 1002H: Beginning French and Introduction to Francophone Cultures
FALL 2011
TR 11h - 12:15

Honors House rm 115
Department of Modern and Classical Languages
College of Arts & Sciences
Valdosta State University

Dr. Ofélia R. Nikolova ornikolova@valdosta.edu ph. 229-249-4894
Office: Honors House
Office hours: TR: 12:15-13:15h and by appointment.

COURSE DESCRIPTION (catalogue): A continuation of FREN 1001 in an enriched environment, with emphasis on the development of proficiency and communicative competence at the novice level in the basic skills: speaking, listening, reading and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness of various socio-cultural aspects and the distinctiveness of certain cultural traditions.

TEXTBOOK with CDs (required): Oates, Michael D. and Larbi Oukada. *Entre amis: An Interactive Approach (including CDs and on-line QUIA)*, 5th Edition. New York: Houghton Mifflin Co., 2006.

QUIA key (required): Oukada, Larbi and Didier Bertrand; Kathleen E. Ford and Anne C. Cummings; Rick Altman. *Entre Amis: An Interactive Approach*, 5th Edition. New York: Houghton Mifflin Company, 2006.

WEBSITE: www.college.hmco.com/students **Quia:** www.books.quia.com

COURSE GOALS

Upon completion of the course the student will demonstrate proficiency in the four language skills (listening, reading, writing and speaking) at the novice-mid to novice-high level of proficiency as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines (ACTFL) and an awareness of various socio-cultural aspects and the distinctiveness of certain cultural traditions.

ACTFL PROFICIENCY GUIDELINES AT NOVICE-MID LEVEL:

1. **Listening:** Understand some short learned utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehend some words and phrases from simple questions, statements, high-frequency commands and courtesy formulae about topics that refer to basic personal information or the immediate physical setting. The listener requires long pauses for assimilation and periodically requests repetition and/ or a slower rate of speech.
2. **Speaking:** Communicate using isolated words and learned phrases within very predictable areas of need, as at the Novice Low level, although quantity is increased

at Novice Mid level. Vocabulary is sufficient only for handling simple, elementary needs and expressing basic courtesies. Utterances rarely consist of more than two or three words and show frequent long pauses and repetition of interlocutor's words. Speaker may have some difficulty producing even the simplest utterances. Some Novice Mid speakers will be understood only with great difficulty.

3. **Reading:** Recognize the symbols of an alphabetic and/or syllabic writing system that uses characters. The reader can identify an increasing number of highly contextualized words, where appropriate. Re-reading may be required.
4. **Writing:** Copy or transcribe familiar words or phrases and reproduce some from memory and write short prose selections that describe persons, locations, or events, or that narrate briefly an experience in the present, past or near future.

ACTFL PROFICIENCY GUIDELINES AT NOVICE-HIGH LEVEL:

1. **Listening:** Able to understand short, learned utterances and some sentence-length utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends words and phrases from simple questions, statements, high-frequency commands, and courtesy formulae. May require repetition, rephrasing, and/or a slowed rate of speech for comprehension.
2. **Speaking:** Able to satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these through simple recombinations of their elements. Can ask questions or make statements involving learned material. Shows signs of spontaneity although this falls short of real autonomy of expression. Speech continues to consist of learned utterances rather than of personalized, situationally adapted ones. Vocabulary centers on areas such as basic objects, places, and most common kinship terms. Pronunciation may still be strongly influenced by first language. Errors are frequent and, in spite of repetition, some Novice-High speakers will have difficulty being understood even by sympathetic interlocutors.
3. **Reading:** Has sufficient control of the writing system to interpret written language in areas of practical need. Where vocabulary has been learned, can read for instructional and directional purposes, standardized messages, phrases, or expressions, such as some items on menus, schedules, timetables, maps, and signs. At times, but not on a consistent basis, the Novice-High level reader may be able to derive meaning from material at a slightly higher level where context and/or extralinguistic background knowledge are supportive.
4. **Writing:** Able to write simple, fixed expressions and limited memorized material and some recombinations thereof. Can supply information on simple forms and documents. Can write names, numbers, dates, own nationality, and other simple autobiographical information, as well as some short phrases and simple lists. Can write all the symbols in an alphabetic or syllabic system or 50-100 characters or

compounds in a character writing system. Spelling and representation of symbols (letters, syllables, characters) may be partially correct.

GRADE DISTRIBUTION:

- | | |
|--|-----|
| 1. Participation | 10% |
| 2. Homework, Quia | 10% |
| 3. Quizzes/ creative activities | 10% |
| 4. Written Tests / One cultural presentation | 40% |
| 5. Oral Tests / One test and one dialog | 14% |
| 6. Final exam/ exemption for a reading | 16% |

GRADING SCALE:

90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

ASSESSMENT STANDARDS

1. In this document ACTFL refers to the American Council on the Teaching of Foreign Languages Proficiency Guidelines, which can be found at:
<http://www.sil.org/lingualinks/languagelearning/OtherResources/ACTFLProficiencyGuidelines/contents.htm>
And (Speaking, revised 1999; Writing, revised 2001)
<http://www.actfl.org/i4a/pages/index.cfm?pageid=4236>
2. Valdosta State University General Education Outcomes can be found at:
<HTTP://WWW.VALDOSTA.EDU/ACADEMIC/VSUGENERALEEDUCATIONOUTCOMES.SHTML>
3. Outcomes for the major in French Language and Culture track can be found at:
<http://www.valdosta.edu/mcl/assessments.shtml>
4. Future and prospective teachers (Foreign Language Education track) may consult the Conceptual Framework of the College of Education at:
<http://www.valdosta.edu/coe/ecre/documents/COEConceptualFrameworkELEMENTSANDINDICATORS2.doc>.

COURSE OUTCOMES*:

Upon successful completion of FREN 1002 the learner will be able to:

1. Give information about routines in different contexts.
2. Describe people and things.
3. Use present and past tenses to describe activities of self and others.
4. Communicate time, date and quantity for different situations.

5. Inquire about present and past activities and routine of others.
6. Demonstrate ability to obtain food and lodging.
7. Use negation to ask and respond to questions.
8. Demonstrate basic geographical and cultural knowledge of the French-speaking world.
9. Compare and contrast information of the French-speaking world with the students' native culture.
10. Speak French with correct vowel and consonant sounds and accentuation so as to be understood by a native speaker used to dealing with second language learners.
11. Manipulate more freely information in the target language than their FREN 1102 counterparts.

* All outcomes are in French utilizing the present and past tenses (Preterite or Imperfect).
ACTFL target level: Novice Mid to Novice High.

Course Objectives	Assessment Instruments used to Measure Outcomes	Types of Assessments	ACTFL/NCATE Program Standards	Projected Major Outcomes
1	1,2,3,4,5,6	Formative written and oral assessments	1a, 2a, 2c	1,2,3,4,6,9
2	2,4,5	Formative written and oral assessments	1a, 1b,2a, 2c	1,2,3,4,5,6,9
3	2,3,4,5,6	Formative and summative written and oral assessments	1a,1b	1,2,3,4,5
4	1,2,4,6	Formative and summative written and oral assessments	1a,1c, 2a	1,2,3,4,6, 8,9
5	1,3,5	Formative and summative written and oral	1a, 1b	1,2,3,4,5,8, 9

		assessments		
6	1,2,5,6	Formative and summative written and oral assessments	1a, 1b, 1c, 2a	1,2,3,4,6, 9
7	1,2,3,5	Formative and summative written and oral assessments	1a, 1b, 1c	1,2,3,4,5, 9
8	1,2,4,6	Formative and summative written and oral assessments	2a, 2c	1,2,3,4,6, 9
9	1,2,4,5	Formative and summative written and oral assessments	1a,1b, 2a, 2c	1,2,3,4,6,8, 9
10	1,2,5,6	Formative and summative oral assessments	1a, 1b, 1c	1,2,3,5, 9

***Comprehensive Assessment Rubric (To be completed for every student)**

	4	3	2	1
Task completion	Completes all required tasks without prompting or questioning by the instructor.	Completes most required tasks without prompting. Needs to be questioned to provide some details/data essential to the transaction.	Completes some required tasks without prompting. Needs to be questioned to provide many details/data essential to the transaction.	Completes very few required tasks without excessive prompting. Needs to be questioned to provide most details/data essential to the transaction.
Self-directedness and thoroughness in fulfilling the requirements of the situation	Provides most details/data essential to the transaction.	Needs to be questioned to provide some details/data essential to the transaction.	Needs to be questioned to provide many details/data essential to the transaction.	Needs to be questioned to provide most details/data essential to the transaction.
Score =				
Comprehension	Consistently	Almost always	Often	Rarely

<p>and Interpersonal Communicative Strategies</p> <p>Active participation and responsiveness in conversation; Ability to clarify misunderstanding</p> <p>Score=</p>	<p>participates actively and responds in conversation; usually clarifies by asking questions. Responds appropriately to unexpected complications.</p>	<p>participates actively and responds in conversation; often clarifies by asking questions. Hesitates a bit in comprehending unexpected complications, but then responds appropriately.</p>	<p>participates actively and responds in conversation. May avoid attempts at clarification. Hesitates a great deal in comprehending unexpected complications and/or does not respond appropriately.</p>	<p>participates actively or responds in conversation. Avoids any attempt at clarification. Shows evidence of not comprehending unexpected complications and/or cannot respond to them at all.</p>
<p>Vocabulary</p> <p>Appropriate, varied, and rich use of words in context</p> <p>Score =</p>	<p>Consistently uses appropriate and logical vocabulary for the context. Uses a broad range and variety of vocabulary.</p>	<p>Almost always uses appropriate and logical vocabulary for the context. Uses a somewhat limited range and variety of vocabulary.</p>	<p>Often uses appropriate and logical vocabulary for the context. Uses a more limited range and variety of vocabulary.</p>	<p>Rarely uses appropriate or logical vocabulary for the context. Uses a clearly limited range and variety of vocabulary.</p>
<p>Grammar</p> <p>Accurate word order, verb endings, noun/adjective agreement</p> <p>Score=</p>	<p>Consistently uses well-constructed sentences. Controls almost all verb conjugations and consistently observes agreement. Almost perfect; some minor, very few major errors.</p>	<p>Almost always uses well-constructed sentences. Controls most verb conjugations and almost always observes agreement. Majority of structures are accurate.</p>	<p>Often uses well-constructed sentences. Controls some verb conjugations and frequently observes agreement. Approximately half of structures are accurate.</p>	<p>Rarely uses well-constructed sentences. Controls very few verb conjugations and rarely observes agreement. Less than half of structures are accurate.</p>
<p>Comprehensibility</p> <p>Degree to which the language produced is</p>	<p>Pronunciation is consistently correct, especially in terms of vowel sounds. Very</p>	<p>Pronunciation is almost always correct. Some words are mispronounced, there is some</p>	<p>Pronunciation is often correct. Many words are mispronounced, there is a lot of</p>	<p>Pronunciation is rarely correct. Most words are mispronounced, English is used,</p>

understandable to a native speaker Score =	few words are mispronounced, and there is very little English interference. Very few brief pauses to reorganize thoughts. Message totally comprehensible	English interference, but utterances are still understandable One or two pauses of somewhat considerable length. Majority of message is comprehensible	English interference which often makes utterances difficult to understand. Several pauses of more considerable length. Approximately 1/2 of message is comprehensible	and most utterances are not understandable Number and length of pauses distracts significantly. Less than 1/2 of message is comprehensible
Total raw score				

*This rubric was adapted with slight modifications with the permission of Dr. Eileen Glisan of the Spanish and Teacher Education Program at Indiana University of Pennsylvania.

COURSE OBJECTIVES: The student who successfully completes this course should be able to perform (oral and written) the following tasks in French: ask and answer questions about daily life, describe someone, ask for help, accept and refuse help, describe events, tell stories, talk about the weather, ask for service (at hotel), and discuss health.

PARTICIPATION: The Participation grade is earned as follows:

If the student is present, is prepared, and participates every day, and speaks only French while completing activities in class, s/he will receive a 100 as the participation grade. Each day the student is absent the grade will be reduced by 4 points. If the student uses a language other than French, or does not participate at all, his or her grade will be reduced significantly.

HOMEWORK: You will always have a written assignment for each class which must be finished by the start of class, written out neatly on paper (not in the book) so it can be turned in if called for. **Generally, your homework is to listen to your CDs, repeat, and copy the vocabulary and expressions until you learn them. The homework pages and other assignments are noted on the syllabus on the day you are responsible for them (when they are due).**

Quia on-line WORKBOOK (and HOMEWORK): All students will receive 100 for workbook (or homework) assignments that are complete and submitted on time. The time assignments are due will be indicated in the Quia system online for each assignment. Students will receive half credit on work that is approximately 50% complete or no credit if the assignment is less than 50% complete. Two incomplete assignments will count as one missing. Students will receive a zero for all assignments not submitted (NO MAKE-UPS / NO LATE WORK).

QUIZZES: Quizzes may be given any and every day and will be averaged together and count as 10% of the final grade. The student will receive a **zero for all quizzes missed**, although the lowest grade (including a zero)—or two, depending on the total number of quizzes—may be dropped. THERE ARE NO MAKE-UP QUIZZES. A limited number of exceptions *may* be made for those students who provide valid approved excuses to take an alternate quiz. Quizzes are short, vocabulary or verbs, for example, or a short listening, reading, or writing exercise, and may be given at the beginning, middle, or end of the class period. Half of the quizzes will be replaced for the Honors section by a creative activity negotiated with the teacher at the beginning of the semester, such as writing a short story for a children's book, shooting a mini-video depicting a routine (or other) activity, or creating comic book pages.

WRITTEN TESTS: Tests will count as 40% of the final grade. The student will receive a **zero for all tests missed**. Since tests are returned in the next class meeting THERE ARE NO MAKE-UP TESTS. Any student who has been absent may take the test for practice, but the grade will not count. A limited number of exceptions may be made for those students who provide valid legal excuses. S/he may be allowed to take an alternate (i.e. *different*) test (within a reasonable period of time) for a grade. Tests will be varied and may consist of listening comprehension activities, speaking sections, reading and writing exercises, and may include information on cultural knowledge. All tests are necessarily cumulative due to the nature of language learning. One written test will be replaced in the Honors section by an in-depth cultural presentation based on data collected from authentic French websites, films, and/or texts.

ORAL TESTS: Two (2) oral tests will count as 14% (Each of 2 will count 7% each) of the final grade.

FINAL EXAM: THE FINAL EXAM IS CUMULATIVE. It counts as 16% of the final grade. The instructor may choose to exempt from the final exam some (up to all) students in the Honors section who have shown a consistently superior performance and will work on a reading from a more advanced level instead. These students will have to defend their reading, e.g. be ready to summarize, answer questions, translate passages, and explain grammar forms in front of the class.

LATE WORK: Late work will *not* be accepted. All students **MUST** turn in all assignments on time to get credit for them. **If a student is absent, s/he is responsible for contacting a classmate to get homework assignments for the next class meeting date.** Students must submit assignments early when they know ahead of time that they

will have an excused absence. Legitimate excuses will be accepted only with official documentation (e.g. hospital admission form).

MAKE-UP QUIZZES / TESTS / EXAMS: Generally, no make-ups will be given. Only those students with legitimate documented excuses may be offered the chance to drop the missed test or quiz.

ATTENDANCE POLICY: All students must attend class daily (See participation grade). THERE ARE NO "CUTS." According to University policy, any student who misses more than 20% of class meeting time (**6 days**) will fail.

ACCOMMODATIONS STATEMENT: Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in Farber Hall. The phone numbers are 245-2498 (voice) and 219-1348 (tty). URL <http://www.valdosta.edu/access/>

ACADEMIC INTEGRITY: Cheating will not be tolerated. Any student caught cheating (this includes plagiarism or having someone else do your assignment) will receive a zero and may be reported to university officials. You can consult VSU's policy on academic honesty in detail at the following web site:
<http://www.valdosta.edu/academic/AcademicHonestyPoliciesandProcedures.shtml>

CLASSROOM DEMEANOR: Students should arrive on time, switch off their cell phones and other electronic devices, and concentrate on the work required in the classroom. No disruptive behavior will be tolerated.

COMMUNICATION: Students are required to use their VSU e-mail account for class-related communications. Messages may be sent frequently on the part of the teacher, so it is highly recommended to check e-mail regularly.

CLASS SCHEDULE:

Nota bene: The following class schedule is subject to change.

janvier 13	Introduction.
15	Chapitre 6: Coup d'envoi (p.155) ; Lettre (p.156) ; A propos (p. 157) ; Prononciation (p. 158)
20	Chapitre 6 : Le passé composé avec avoir (p.160)
22	Chapitre 6: Les verbes écrire et lire (p. 164) ; Ne ... rien (p. 165) ; Temps, heure et fois (p. 167) ; Les verbes pronominaux (p. 168) ;
27	Chapitre 6: Les pronoms accentués (p. 172) ; Les verbes dormir, partir et sortir (p. 174) ; Les verbes nettoyer et envoyer (p. 175)
29	Chapitre 6: Révision
février 03	Chapitre 6: 1er EXAMEN ÉCRIT (pp. 155-182)
05	Chapitre 7: Coup d'envoi (p.184) ; Conversation (p. 185) ; A propos (p.

- 186) ; Prononciation (p. 188)
- 10 **Chapitre 7:** Le passé composé avec **être** (p. 189 - 192)
- 12 **Chapitre 7:** Le pronom **Y** (p. 193) ; Le verbe **venir** (p. 195) ; Les prépositions de lieu avec une ville ou un pays (suite) (p. 195)
- 17 **Chapitre 7 :** Les mois de l'année, les saisons, le temps (p. 198) ; **Venir de** + infinitif (p. 202)
- 19 **Chapitre 7:** Révision
- 24 **Chapitre 7:** 2eme **EXAMEN ÉCRIT** (pp. 184-208)
- 26 **Chapitre 8:** Coup d'envoi (p.210) ; Conversation (p. 211) ; L'article partitif (p. 217)
- mars 03 **Chapitre 8:** A propos (p. 213) ; Prononciation (p. 214) ; Ne ... plus (p. 219)
- 05 **Chapitre 8:** Le verbe **prendre** (p. 221) ; Les expression de quantité (p. 223) ; Le verbe **boire** (p. 224)
- 10 **Chapitre 8:** Les pronoms d'objet direct **le, la, les** (p. 228) ; Quelques expressions avec **avoir** (p. 229) ; Les verbes comme **préférer** (p.232)
- 12 **Congé, professeur en déplacement**
- 17 **SPRING BREAK**
- 19 **SPRING BREAK**
- 24 **Chapitre 8:** Révision
- 26 **Chapitre 8 :** 3 ème **EXAMEN ÉCRIT** (pp.210-239)
- 31 **Chapitre 9 :** Coup d'envoi (p.241) Les verbes en -re (p. 246) ; Conversation (p. 242) ; Les parties du corps (p. 249)
- avril 02 **Chapitre 9 :** A propos (p. 243) ; Prononciation (p. 244) ; Depuis (p. 251)
- 07 **Chapitre 9:** Making a purchase (p.254) ; Verbe **acheter** (p.255) ; Les pronoms relatifs (p.260)
- 09 **Chapitre 9:** Intégration (p.262). Révision.
- 14 **Chapitre 9:** 4 ème **EXAMEN ÉCRIT** (pp.241-268)
- 16 **Chapitre 10:** Coup d'envoi (p.270) ; Les verbes **vouloir et pouvoir** (p.274) ; Le verbe **connaître** (p. 277)
- 21 **Chapitre 10:** Les pronoms d'objet direct suite (p.278) ; L'impératif (p. 282)
- 23 **Chapitre 10:** Les pronoms à l'impératif (p.283) ; Les nombres ordinaux (p. 284)
- 28 **Chapitre 10 :** Le verbe **conduire** (p. 286) ; Les adverbes (p.287). Révision.
- 30 **Chapitre 10 :** 5 ème **EXAMEN ÉCRIT** (pp.270-293). Evaluations.

EXAMEN FINAL :

RECEIVED

MAR 23 2011

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 03/08/2011 (mm/dd/yyyy)

Department Initiating Revision:
Mathematics and Computer Science

Faculty Member Requesting Revision:
Dr. Andreas Lazari

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
Math 6910, Mathematical Models

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

Current:
Course Prefix and Number:
Credit Hours:
Course Title:
Prerequisites: Math 2263 or consent of instructor.
Co-requisites:
Course Description:

Requested:
Course Prefix and Number:
Credit Hours:
Course Title:
Prerequisites: Math 2263 and Math 3600/5600, each with a grade of "C" or higher, or consent of instructor.
Co-requisites:
Course Description:

Semester/Year to be Effective:
Spring 2012

Estimated Frequency of Course Offering:
Once a year

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field: The use of real world applications in applied mathematics
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: To match the prerequisites of Math 4910. The course is offered as Math 4910/6910.

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.) Oral Presentation, Written Report

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

Data Sources:

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

Approvals:		
Dept. Head:	<i>Arnon Kumar</i>	Date: <i>3/9/11</i>
College/Division Exec. Comm.:	<i>Cassie Richards</i>	Date: <i>3/22/11</i>
Dean/Director:	<i>Cassie Richards</i>	Date: <i>3/22/11</i>
Graduate Exec. Comm.:		
(for graduate course)	<i>Karl Huer</i>	Date: <i>4/5/11</i>
Graduate Dean:		
(for graduate course)	<i>Karl Huer</i>	Date: <i>4/5/11</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

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

Current Catalog Page Number:
175

Proposed Effective Date for Curriculum Change:
(Month/Year): 9/2011

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

Present Requirements: Requirements for the Bachelor Of Science Degree with a Major In Physics

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

Physics majors are required to take MATH 1113 in Area A and MATH 2261 in Area DII.
~~Physics majors are advised to take 3 hours of a Foreign Language in Area C.~~
They are advised to take PHYS 2211K, PHYS 2212K in Area DII.

Core Curriculum Area..... 18 hours

MATH 2261 (1 hour left over from Area D) 1 hour

MATH 2262 and MATH 2263 8 hours

PHYS 2700 1 hour

PHYS 2211K, PHYS 2212K if not taken in Area DII 0-8 hours

Lab Sciences, if PHYS 2211K and/or 2212K are taken in Area DII 0 - 8 hours

Senior-College Curriculum. 60 hours

Upper-Level Courses in Physics.39 hours

PHYS 3040, PHYS 4040 8 hours

PHYS 3100, PHYS 3810, PHYS 3820 ... 10 hours

PHYS 4111-4112 & PHYS 4211-4212 ... 12

Proposed Requirements (Underline changes after printing this form: Requirements for the Bachelor Of Science Degree with a Major In Physics

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

Physics majors are required to take MATH 1113 in Area A and MATH 2261 in Area DII.

They are advised to take PHYS 2211K, PHYS 2212K in Area DII.

Core Curriculum Area F. 18 hours

MATH 2261 (1 hour left over from Area D)

1 hour

MATH 2262 and MATH 2263 8 hours

PHYS 2700 1 hour

PHYS 2211K, PHYS 2212K if not taken in Area DII 0-8 hours

Lab Sciences, if PHYS 2211K and/or 2212K are taken in Area DII 0 - 8 hours

Senior-College Curriculum. 60 hours

Upper-Level Courses in Physics.39 hours

PHYS 3040, PHYS 4040 8 hours

PHYS 3100, PHYS 3810, PHYS 3820 10 hours

PHYS 4111-4112 & PHYS 4211-4212 12 hours

PHYS 4411-4412 6

<p>hours PHYS 4411-4412 6 hours PHYS 4310 3 hours</p> <p>Other Supporting Courses. 12-15 hours</p> <p>MATH 2150, MATH 3340, CS 1340 <u>9</u> hours Language Requirement 3-6 hours (3 hours may be taken in Area C)</p> <p>Guided Electives 6-9 hours</p> <p>*chosen from: MATH 3040, MATH 3600, MATH 4110, MATH 4081-4082, MATH 4150, MATH 4260, MATH 4300, MATH 4651, ASTR 3400, ASTR 3800, PHYS 4900, PHYS 4950</p> <p>*At least one course must be taken in MATH.</p> <p>Total hours required for the degree 120 semester hours</p>	<p>hours PHYS 4310 3 hours</p> <p>Other Supporting Courses. 12-15 hours</p> <p>MATH 2150, MATH 3340 <u>6</u> hours Language Requirement 3-6 hours (3 hours may be taken in Area C)</p> <p>Guided Electives <u>9-12 hours</u></p> <p>*chosen from: MATH 3040, MATH 3600, MATH 4110, MATH 4081-4082, MATH 4150, MATH 4260, MATH 4300, MATH 4651, ASTR 3400, ASTR 3800, PHYS 4900, PHYS 4950</p> <p>*At least one course must be taken in MATH.</p> <p>Total hours required for the degree 120 semester hours</p>
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Justification:

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

- Improve student learning outcomes: We wish to delete the CS 1340 requirement because it overlaps the work which students do in their required course, PHYS 3820.
- Adopting current best practice(s) in field: This change will allow our students to take an extra MATH, PHYS or ASTR elective, especially directed studies PHYS 4950 where we can offer physics courses in topics included at other universities, such as Plasma Physics, Biophysics, Fourier Transform Analysis.
- 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. Students have approached faculty with the complaint that they get what they need academically from PHYS 3820 (Computational Physics) and there is a large overlap of material with CS 1340. Also, they wish to have more selection over electives.

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

Approvals:

Department Head: *Edward E. Chapelain* Date: *3/2/11*

College/Division Exec. Committee: *Connie Richards* Date: *3/2/11*

Dean(s)/Director(s): *Connie Richards* Date: *3/2/11*

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

Graduate Dean:
(for graduate course) Date:

Academic Committee: Date:

Form last updated: January 6, 2010

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OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

118

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

Core Curriculum Senior Curriculum Graduate Curriculum Other Curriculum

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

Current Catalog Page Number:
180

Proposed Effective Date for Curriculum Change:
(Month/Year): Aug/2011

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

Present Requirements:

Additional Departmental Requirement: The grade earned in each CRJU course taken for the major must be a "C" or better.

Proposed Requirements (Underline changes after printing this form:

Additional Departmental Requirement: The grade earned in all Area F courses and required foreign language courses taken for the major, and in each CRJU course taken for the major must be a "C" or better.

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: As the Area F courses pertain to the criminal justice major and are required of all majors, it is appropriate for those courses to require a grade of "C" or better. This change will provide for consistency for all courses required for the major. This change also increases the competency level for the foreign language requirement for the major.

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. observed need to maintain and enhance rigor.
- 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?).

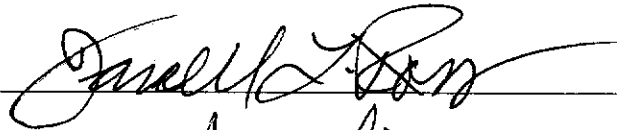
Data Sources:

Indirect measures: SOIs; student, employer, or alumni surveys, etc. This change will result in a better educated and better prepared graduate of our university and program.

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

Approvals:

Department Head:



Date: 2/25/11

College/Division Exec. Committee:



Date: 3/22/11

Dean(s)/Director(s):



Date: 3/22/11

Grad. Exec. Committee:
(for graduate course)

Date:

Graduate Dean:
(for graduate course)

Date:

Academic Committee:

Date:

Form last updated: January 6, 2010

Council on General Education
Core Curriculum Course Proposal Form

Note: Institutions submitting proposals for courses for the Core Curriculum should refer to the following information on the Board of Regents web site: Core Curriculum: Principles and Framework; General Guidelines: Areas A-E; Goals A-E and Goals I-III; and Common Course Prefixes, Numbers, and Descriptions.

Institutional Information

1. Institution : Valdosta State University
2. This is a proposal for (check one):
 - (a) A new course, or
 - (b) A change in an existing course
If this is a change, please provide information on the current course, complete information on the new course, and a rationale for the change.
 - (c) Placement of an existing Area F course into the Core Curriculum
 - (d) Placement of an existing course other than from Area F into the Core Curriculum
3. Has this course been reviewed and approved by the institution's curriculum committee and/or other appropriate campus committees that oversee the core curriculum? Courses that have not gone through the institutional review process will not be reviewed by the Council on General Education.
 - No
 - Yes Date: _____ (Attach documentation)
4. This course is requested to satisfy Core Area(s):
 - Area A (English and Mathematics)
 - Area B (Institutional Options)
 - Area C (Humanities, Fine Arts, and Ethics)
 - Area D (Natural Sciences, Mathematics, and Technology)
Specify D.I, and/or D.II.a, and/or D.II.b: _____
 - Area E (Social Sciences)

Course Information

5. Course Subject: Criminal Justice Course Prefix: CRJU _____
6. Course Number: CRJU 1100
7. Course Title Introduction to Criminal Justice
8. Lecture Hours-Laboratory Hours-Credit Hours 3-0-3 _____
9. Course Learning Support Prerequisites: none
10. Other Prerequisites: (if any) _____
11. Course Co-requisites (if any) _____
12. The institution has reviewed the list of common course prefixes, numbers and descriptions, and this course is in compliance. Yes No NA

13. Provide a catalog description of the course:

An introduction to the structure, functions, and operations of criminal justice agencies, including the police, the courts, and corrections.

14. Attach a syllabus with detailed information regarding the content of the course (and laboratory, if applicable), required reading, grading requirements, course objectives, and learning outcomes and assessment. (see attachment)

15. Explain how this specific course fits within the context of the institution's mission and general education program and advances the University System and the institution's general education learning outcomes. If this is a course proposal for Area B, explain how the course addresses the institution's philosophy, goals, and objectives for courses offered in Area B. Also note that courses specific to the major, skills-based courses and orientation courses are not appropriate for Area B of the Core.

This course will fit into the University System and the institutions general education learning outcomes Area E. Through Introduction to Criminal Justice, students will be able to demonstrate knowledge of the diversity in individual and social behavior, the structure and processes of the United States Government through the courts and corrections, and the interaction of the criminal justice system with other social institutions.

Goals A-E

16. Indicate the proposed or approved institutional Core Area learning outcome that this course supports (e.g., the course is proposed is support of Learning Goal A1 Communication Outcomes and the learning outcome is *Students have the ability to adapt communication to circumstances and audience*).

Students will demonstrate knowledge of diversity individual and social behavior, the structure and processes of the United States government, and the importance of historical changes over time.

Goals I-III

17. Does this course fulfill an overlay requirement for Learning Goal I *US Perspectives* in the institution's General Education Program?

x No
Yes

If "Yes," What is the proposed or approved learning outcome?
Explain how this course fulfills this goal:

Students will demonstrate understanding of the society of the United States and its ideals. Students will learn about the history and structure of American courts, including, federal and state courts, while also learning about the Pre-Trial processes.

18. Does this course fulfill an overlay requirement for Learning Goal II *Global Perspectives* in the institution's General Education Program?

- No
Yes

If "Yes," What is the proposed or approved learning outcome?
Explain how this course fulfills this goal:

Students will demonstrate an understanding of the cultural, religious and social dimensions that have been involved in shaping the criminal justice system. This will include a comparison and contrast of laws in the United States compared to other countries around the world including, England and Scotland. The fundamentals of law, including the documents from where our laws come from are also introduced.

19. Does this course fulfill an overlay requirement for Learning Goal III *Critical Thinking* in the institution's General Education Program?

- No
Yes

If "Yes," What is the proposed or approved learning outcome?
Explain how this course fulfills this goal:

Students will express themselves clearly, logically, and precisely in writing and in speaking, and they will demonstrate competence in reading and listening. Students will identify, evaluate, select and apply appropriate models, concepts and/or principles to issues in the Criminal Justice System and produce viable solutions to make relevant recommendations for the system.

Review Process

20. Has this course been reviewed by the relevant Academic Advisory Committee?

- No
Yes Date: _____ (Attach documentation)

21. Institutions may apply for permission to specify that students in one or more of their degree programs are required to take particular courses within Areas A-E. Applications for this exception must be reviewed and approved by the Administrative Committee on Academic Affairs (RACAA). Has this application been approved by RACAA?

- No
 Yes Date: _____ (Attach documentation)

PROCEDURE FOR ELECTRONIC SUBMISSION

The Chief Academic Officer should complete this form and email it with the requested attachments to Virginia Carson, Chair of the Council on General Education at virginia.carson@sgc.edu.

Please provide the following contact information:

VPAA name:

VPAA phone number and email address:

VPAA mailing address:

CRJU 1100 INTRODUCTION TO CRIMINAL JUSTICE

VALDOSTA STATE UNIVERSITY
College of the Arts and Sciences
Department of Sociology, Anthropology and Criminal Justice

Instructor: Dr. Prine Office UC 1103

Office Phone 333-5489

E-mail: rkprine@valdosta.edu CRN 20951

Class Location and Meeting Times: Tuesday & Thursday, 8:00-9:15 am, UC 1193

Office Hours: Mon-Thurs 12:30-2:30 pm

***Other Times by Appointment Only**

Course Description:

This course is an introduction to the structure, functions, and operations of criminal justice agencies, including the police, courts, and corrections. This course is open to students of all majors but it is a required course for criminal justice students. This course is the pre-requisite for all other criminal justice (CRJU) courses.

This course will address the following VSU General Education Outcome Area E:

Students will demonstrate knowledge of diversity in individual and social behavior, the structure and processes of the United States government, and the importance of historical changes over time.

This course will address the following Educational Outcome in Criminal Justice:

Students will develop an understanding an appreciation of the structure and function of the criminal justice system as it applies to adults and juveniles, federal, state, and local criminal laws and procedures, and the relationship of these to the Constitution of the United States.

Course Structure:

This course is constructed in a conventional lecture/discussion format. There is a required text for this course: *Criminal Justice, 8th Edition*, Sue Titus Reid, 8th edition, 2008, Cengage Learning. Students are responsible for all material presented in class and all material sent to their Live@VSTATE accounts. All students must maintain an active Live@VSTATE account in order to access class announcements and supplementary materials.

Grading:

Student grades will be the arithmetic total of their four in-class exams, all tests are weighted equally.

Exam 1 100 possible points, Chapters 1-4

Exam 2 100 possible points, Chapters 5-7

Exam 3 100 possible points, Chapters 8-10

Exam 4 100 possible points, Chapters 11-12

Final grades will be calculated according to the following point scale:

A=400-360; B=359-320; C=319-280; D=279-240; F=239 and below

Class Attendance:

Attendance will be taken at every class session. Students should miss no more than 20% of the scheduled classes as indicated in the University Catalogue. **Students who wish to withdraw from the class must do so via the Banner system prior to the official VSU mid-term. Students, who simply stop coming to class, without officially withdrawing, will receive a WF or an F for the course. *Students should also be aware of the new VSU policy that limits a student to five total Withdrawals per degree.**

Course Calendar:

17 August Tuesday, 1st Class Day
20 August Friday, last day for Drop/Add ending at 1:30pm
07 September Tuesday, 1st Exam
30 September Thursday, SCJA Conference, Class does not meet
05 October Tuesday, 2nd Exam
07 October Thursday, VSU Mid-Term, last day to withdraw via Banner, see note above*
19 October Tuesday, Fall Break, Class does not meet
11 November Thursday, CJAG Conference, Class does not meet
25 November Thursday, Thanksgiving Holiday, Class does not meet
02 December Thursday, Last Day of Class
08 December Wednesday, Final Exam, 10:15 am

Course Rules:

Students are expected to be courteous to both the instructor and their fellow students. Students are expected to arrive on time and to remain until class is dismissed. In accordance with both Departmental and University policy, students should miss no more than 20% of their scheduled classes. Students who fail to abide by these rules will be dropped from the course and/or face a disciplinary review with the Department Head and/or the Dean of Students.

Special Needs:

Reasonable accommodations will be made for students with special needs; however, all students who need special consideration MUST be registered with the Access Office for Students with Disabilities, 1115 Nevins Hall, telephone 245-2498 and 219-1348.

Course Objectives, Section I, Chapters 1-4:

- 1) List and describe the major components of the CJS
- 2) Discuss the importance and impact of discretion in the CJS
- 3) Compare and contrast civil and criminal law
- 4) Compare and contrast inquisitorial and adversarial systems
- 5) Discuss the general types and elements of criminal offenses
- 6) Briefly review the general defenses to criminal prosecutions
- 7) Discuss the relationship between morality and the criminal law
- 8) Critically review the major the sources of crime and victimization data
- 9) Identify the Index Offenses
- 10) Review and update both national and state trends in crime statistics
- 11) Discuss the issues involving hate crimes as a separate offense category
- 12) Discuss whether or not there is a general type of criminal offender
- 13) Define victimology and critically evaluate victimization sources
- 14) Discuss the factors that can increase or decrease the odds of victimization

- 15) Discuss the historical development of policing in the U.S.
- 16) Compare and contrast local, state, and federal systems
- 17) Review the FBI, DHS, and the TSA
- 18) Describe the professionalization of police
- 19) Compare and contrast POP and COP models
- 20) Explain the significance of the COMPSTAT model
- 21) Review the SETS model related to police administration
- 22) Discuss the relationship between the Constitution and policing
- 23) Apply Supreme Court decisions to detention, arrest and searches
- 24) Describe the interrogation process and the significance of Miranda

Course Objectives, Section II, Chapters 5-7

- 1) Review the major ethical dilemmas facing police officers
- 2) Distinguish between proactive and reactive policing
- 3) Identify key stressors related to policing and possible responses
- 4) Describe the police sub-culture
- 5) Discuss use of force issues related to law enforcement
- 6) Discuss the various types of police misconduct and possible responses
- 7) Describe the structure and functions of the judicial branch of government

- 8) Describe the role of the judge at trial and sentencing
- 9) Review the various methods of judicial selection
- 10) Briefly discuss the training, retention, and control of judges
- 11) Discuss the problems related to court over crowding and possible remedies
- 12) Briefly review the history of the legal profession
- 13) Discuss the role of the prosecution
- 14) Describe various types of prosecutorial misconduct
- 15) Explain the role of the defense attorney
- 16) Distinguish between the types of counsel available for indigent defendants
- 17) Describe the pre-trial process
- 18) Critically evaluate the practice of plea bargaining

Course Objectives, Section III, Chapters 8-10

- 1) Review the defendant's constitutional rights
- 2) Discuss the variables related to jury selection
- 3) Examine the stages of criminal trials and appeals
- 4) Discuss the problems related to sentencing disparities
- 5) Review the issues related to three strikes and truth in sentencing legislation
- 6) Discuss the pros and cons of capital punishment in the U.S.
- 7) Compare and contrast the following institutions: Walnut Street Jail, Pennsylvania System, and the Auburn System
- 8) Discuss the significance of the Elmira Reformatory
- 9) Distinguish between jails, prisons, and community corrections
- 10) Compare and contrast state and federal prison systems
- 11) Discuss the reasons for and the problems associated with prison over crowding
- 12) Critically evaluate boot camps
- 13) Discuss the privatization of prisons
- 14) Within a constitutional framework, review basic inmate rights
- 15) Review the major ethical dilemmas that correctional officers face

- 16) Discuss the influence of prison security threat groups
- 17) Describe the inmate sub-culture and explore how it affects adjustment to prison life
- 18) Critically evaluate prison programs for both male and female inmates
- 19) Discuss the special needs of the infirm and elderly within the prison population
- 20) Discuss strategies to reduce inmate violence and to increase officer safety

Course Objectives, Section IV, Chapters 11-12

- 1) Explain the term "community corrections"
- 2) Critically evaluate the use of Drug Courts
- 3) Review furlough, work release and pre-release programs
- 4) Distinguish probation from parole and discuss the challenges associated with each
- 5) Discuss the pros and cons of electronic monitoring and house arrest
- 6) Explain the advantages and disadvantages of intensive probation supervision
- 7) Discuss the Constitutional issues related to probation and parole
- 8) Assess the impact of Megan's Laws and the release and monitoring of sexual offenders
- 9) Discuss the basic philosophical and procedural differences between juvenile and adult systems
- 10) Review trend data on delinquency including violent crimes
- 11) Explore the historical background on gangs in the U.S.
- 12) Examine current issues related to gangs in the U.S.
- 13) Critically evaluate the use of juvenile curfews
- 14) Explore gender and racial issues related to juvenile justice
- 15) Examine the question of whether more or less attorneys should be involved in juvenile process
- 16) Review the issue of transferring juveniles to adult court
- 17) Examine alternatives to traditional juvenile justice
- 18) Discuss capital punishment within the context of juvenile justice
- 19) Assess the future of juvenile justice

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REQUEST FOR A NEW COURSE
Valdosta State University

MAR 23 2011

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission: 11/17/2010 (mm/dd/yyyy)

Department Initiating Request:
Political Science/ Public Administration

Faculty Member Requesting:
Dr. Viviane Foyou

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
PADM 7420

Proposed New Course Title:
Homeland Security
Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Homeland Security

Semester/Year to be Effective:
Fall 2011

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.) An overview of homeland security, focusing on conventional and unconventional threats. Special emphasis is placed on civil defense, emergency management and policy making.

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: Since 9/11 the employment of security management personnel have grown due to the threat of terrorism. Trends clearly demonstrate increased demand in all aspects of homeland security.

Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Many students, especially those in law enforcement, have requested the addition of this course. Students in the city manager track and those in criminal justice who are seeking the MPA have a special need for this course.
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) In a strategic planning session held in Fall 2010 with the Public Administration Advisory Committee, a recommendation was made that policy courses be added to meet student needs and professional demand.

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

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Alumni will be queried to determine the usefulness and relevance of this course. In addition, a survey is being planned with county and city managers in the service area to determine the need for and value of this course in homeland security.
- Other:

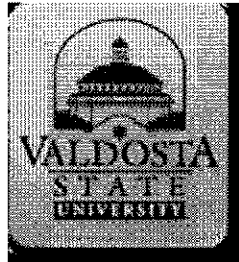
****Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.****

Approvals:		3/7/11
Dept. Head:	<i>James L. Peterson</i>	Date:
College/Division Exec. Comm.:	<i>Connie Richards</i>	Date: 3/22/11
Dean/Director:	<i>Connie Richards</i>	Date: 3/22/11
Graduate Exec. Comm.: (for graduate course):	<i>Kel Hill</i>	Date: 4/5/11
Graduate Dean: (for graduate course):	<i>Kel Hill</i>	Date: 4/5/11
Academic Committee:		Date:

Form last updated: January 6, 2010

VALDOSTA STATE UNIVERSITY
DEPARTMENT OF POLITICAL SCIENCE
MASTER OF PUBLIC ADMINISTRATION PROGRAM
HUMAN RESOURCE MANAGEMENT

www.valdosta.edu/mpaonline



PADM 7420

HOMELAND SECURITY

DR. VIVIANE FOYOU

(Office): Nevins 2217

Work: (229)247-4363

E-mail: vefyou@valdosta.edu

Course Description: This course is an overview of Homeland Security, focusing on conventional and unconventional threats. Special emphasis is placed on civil defense, emergency management and policy making.

Course Outcomes: This course provides an overview of homeland security activities undertaken in the U.S since 911. Upon successfully completing this course the student will be able to:

1. understand the history of homeland security as it evolved from the field of civil defense, emergency preparedness, and traditional intelligence studies,
2. Acquire an understanding of how to provide security against various hazards, natural or manmade,
3. Articulate how to plan for effective response and recovery efforts
4. examine the broad range of federal policies and procedures enacted since 9/11:
5. Identify the organizations involve in homeland security, how they are organize and they specific roles. This includes federal organizations such as the Department of Homeland Security, the National Guard, and those at the state and local levels.

Required Textbooks:

1. Bullock, J.A., et al. (2009). Introduction to homeland Security: Principles of all-Hazards Response, 3rd Ed. Boston: Elsevier
2. Kettl, D.F. (2007). System under Stress: Homeland Security and American Politics, 2nd Ed. Washington, D.C.: The CQ Press.

General Course Policies:

MPA Student Handbook: Each student is expected to be familiar with and to abide by the rules and regulations governing the Master of Public Administration. These rules and regulations may be accessed through the MPA homepage. <http://www.valdosta.edu/mpa/>

Academic Misconduct: As noted in the MPA Student Handbook, "all material taken from any source-books, articles, newspapers, other student papers, professor's class notes, etc.—must be properly cited, and all sources identified. **Plagiarism is prohibited**, and may result in a failing grade for the assignment or for the course, and in extreme cases suspension or dismissal from the program."

Each student is required to read and be familiar with the section on plagiarism in the VSU Thesis and Dissertation Guide. The guide may be accessed by going to the VSU homepage. Click on http://www.valdosta.edu/gradschool/documents/ThesisDissertation_Guide_2002.pdf 3

Student Materials: Students are strongly recommended to use Microsoft Office in the preparation of writing assignments for this course. All writing assignments should be submitted in *Microsoft Word*.

ADA Policy: Valdosta Ste University complies fully with the requirements of the Americans with Disabilities Act (ADA). If you believe that you are covered under this act, and if you have need for special arrangements to allow you to meet the requirements of this course, please contact the personnel at VSU Access Office for Students with Disabilities. Also, please discuss this with the instructor (via e-mail) at the time of the first class. You may contact the office at www.valdosta.edu/ssp/ or at 229-245-2498 (voice) or 229-219-1348 (tty).

Communication: You may contact me by email or by calling the office as noted on page 1.

Respect: All participants will treat each other with respect at all times. During discussions, there may be disagreement-professional, not personal; a fundamental premise underlying both academic freedom and public administration is respect for the individual. Disagree with respect, not contempt.

Course Discussion and Participation: Each participant is expected to be engaged in all discussions. Magnitude of participation does not imply quality. However, the two indicators are often correlated positively. We expect that participants are well prepared and share insightful comments, criticism, and perspective with the class. After completing an original posting, students can then post responses to what other students discuss in their original postings. Responses should add to the content of the discussion and not be "I agree" or short brief answers. *Remember not to ever plagiarize and/or copy and paste content from another source.* Course discussions will be graded using the following rubric and scale:

Objective/criteria	Performance Indicator Need Improvement	Meet Expectations	Good+
Original Posting content, grammar, style, originality)	(0 Points) Student does not post an original posting, or posting is not relevant/appropriate to forum	(1 Points) Student meets expectations in posting an original posting, and provides average content in the forum with some reference to course materials.	(2 Points) Students exceeds expectation in posting an original posting, and provides well thought out content in the forum with effective references to course materials
Responses to other students(content, grammar, style, originality)	(0 Points) students does not respond to other students' postings, or does not add relevant/appropriate information to topic	(1 Points) Student meets expectations in responding to other students' postings, and provides some additional content which references course materials	(2 Points) Student exceeds expectation in responding to other students' postings and provides well thought out additional content in the forum with effective references to course materials
Overall contribution to discussion	(0 Points) Student does not enhance the quality of substantive content in the forum	(1 Points) Student does not enhance the quality of substantive content in the forum	(1 Points) Student does not enhance the quality of substantive content in the forum

Grade Assessment:

Examination: No examinations are planned for this class.

The course grade will be calculated based upon three assignments (two short assignments, and one research paper). Students will also participate in the black board discussions. The Distribution of points for determining the grade will be as follows:

Writing Assignment 1	25 %
Writing Assignment 2	25%
Writing Assignment 3	25%
Discussion Board	25%
Total	100%

Course Outline:

- Week 1 ***Homeland Security Overview***
- Week 2 “The 9/11 Commission Report:” Chapters 1, 2, and 6
Statutory Authority for Homeland Security
- Week 3 ***Introduction to emergency management***
Bullock Chapter 1 and 4
Kettl “System under Stress:” Chapters 1 and 2
- Week 4 ***“U.S Constitution”*** Articles I, II, and IV and the first 10 amendments
“The 9/11 Commission Report:” Chapter 3
Bullock Chapters 2 and 3
- Week 5 ***Homeland Defense/ Security Policies***
PL 107-56 USA-Patriot Act -2001
PL 107-296 Homeland Security Act-2002
PL109-177 USA—PATRIOT Improvement and Reauthorization Act-2005
The national Strategy for Homeland Security –October 2007
- Week 6 ***Homeland Defense/ Security Policies (Continue)***
The National Security Strategy – March 2006
The National Military Strategy – 2004
The National Intelligence Strategy October 2005
The National Strategy for Combating Terrorism- September 2006
The National Strategy to Secure Cyberspace-February 2003
- Week 7 ***Homeland Security Players and Organizations***
Kettl “System under Stress” – Chapter 3
Bullock Chapters 5 and 6
The National Response Framework-January 2008: Pages I thru 46
The National Infrastructure Protection Plan – 30 June 2006: Pages I thru 50

- Week 8 ***Homeland Security Players and Organizations***
The National Response Framework-January 2008 – Pages 46 thru 81
The National Infrastructure Protection Plan – 30 June 2006- Pages 51 thru 100
Kettle “System under Stress” Chapter 4
- Week 9 ***Emergency Management***
Mitigation and Preparedness
Response and Recovery
- Week 10 ***Legal and Jurisdictional Issues***
Kettl “System under Stress:” Chapter 5, 6, and 7
Pious Chapter 1- “Homeland Security: Must we Trade Civil Liberties for National Security?”
Bullock Chapter 10
Wise Article - “Organizing for Homeland Security after Katrina...”
- Week 11 ***The Future of Homeland Security***
Current and Emerging Threats to National Defense

REQUEST FOR A NEW COURSE

Valdosta State University

RECEIVED

MAR 23 2011

Date of Submission: 02/07/11 (mm/dd/yyyy)

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Department Initiating Request:
Political Science/Public Administration

Faculty Member Requesting:
Mary Eleanor Wickersham

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
PADM 7500

Proposed New Course Title:
Environmental Policy
Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Environmental Policy

Semester/Year to be Effective:
Fall 2011

Estimated Frequency of Course Offering:
Every two years

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) An examination of environmental politics and policy in the U.S. and U.S. involvement in global environmental issues. Using historical and current case topics, students will gain a greater understanding of challenges facing public administrators in managing environmental concerns for this and future generations.

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: Expand policy courses in public administration program to meet needs and expanding career foci of PA graduate students. Some background in environmental policy is needed by public practitioners whose jobs require them to implement and regulate environmental policy that affect this and future generations

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.) In a strategic planning session held in Fall 2010, the Public Administration Advisory Committee has recommended expansion of policy courses to meet students needs and professional demand

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

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOI will be used to measure student opinion of the class.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Alumni will be queried in the future once this course is part of the curriculum to determine its usefulness and relevance

Other:

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

Approvals:		
Dept. Head:	<i>James W. Peterson</i>	Date: <i>3/3/11</i>
College/Division Exec. Comm.:	<i>Connie Richards</i>	Date: <i>3/22/11</i>
Dean/Director:	<i>Connie Richards</i>	Date: <i>3/22/11</i>
Graduate Exec. Comm.: (for graduate course):	<i>Ral Hues</i>	Date: <i>4/5/11</i>
Graduate Dean: (for graduate course):	<i>Ral Hues</i>	Date: <i>4/5/11</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

Environmental Policy – PADM 7500

3 Credit Hours

Public Administration Program

Department of Political Science, College of Arts and Sciences

On-Line Class

Instructor Name: Mary Eleanor Wickersham, D.P.A.

Office: 106 West Hall, VSU

Office Hours: Wednesdays, 10 a.m. - noon or by appointment

E-Mail: mrwickersham@valdosta.edu

Phone: Office – 229-333-5776; Cell – 478-952-3902

Course Description

An examination of environmental politics and policy in the U.S. and U.S. involvement in global environmental issues. Using historical and current case topics, students will gain a greater understanding of challenges facing public administrators in managing environmental concerns for this and future generations.

Required Text, Materials, and Out-of-Class Activities

Rosenbaum, Walter A. 2011. *Environmental Politics and Policy*. Washington, D.C.: CQ Press.

Standards, Goals, Objectives, or Outcomes

This course should enable students to:

1. Demonstrate an understanding of the political, social, and scientific complexities of environmental policy;
2. Gain knowledge about the politics and public policy process as related to environmental policy;
3. Demonstrate an understanding of the institutions and agents who formulate and influence environmental policy;
4. Improve their skills in gathering information about the environment and ecosystems in order to improve their capacity for decision-making;
5. Demonstrate the ability to critically analyze and discuss U. S. environmental policy, including the ability to prepare policy memos on environmental policy topics;
6. Increase their awareness of the role of public administrators in handling environmental challenges at the local, state, and national level;
7. Create a greater awareness of the public interest nature of environmental affairs and the public administrator's role in managing current and future concerns;
8. Demonstrate an understanding of the ethical issues inherent in environmental policy.

The following provides the schedule of activities. Please note that the contents of this schedule are subject to change.

Date	Readings	Discussion
Week 1	<p>Introduce Yourself The Beginnings of the Environmental Movement Read: U.S. Forest Service. Undated. "Gifford Pinchot (1865-1946)." http://www.foresthistory.org/ASPNET/people/Pinchot/Pinchot.aspx. Read: "John Muir (1838-1914). Undated." http://www.pbs.org/nationalparks/people/historical/muir/ Read and watch: http://www.pbs.org/nationalparks/history/ep2/2/#preservation (and short video)</p>	<p>On-line Discussion: What is the difference in the approach to environmental issues of Muir and Pinchot? What do you think is the dominant attitude in today's world?</p>
Week 2	<p>A Brief History of Environmental Policy: How did we get here from there?</p> <ul style="list-style-type: none"> • Chapter 1 in Text • Read: Robert A. McElmurray, III. 2008. Testimony Before the United States Senate Committee on Environment and Public Works. http://www.sludgenews.org/resources/documents/McElmurrayTestimony.pdf 	<p>On-Line Discussion: What does the McElmurray case have in common with the wind energy in Wyoming case described in your text?</p>
Week 3	<p>The Policy Making Process Read:</p> <ul style="list-style-type: none"> • Chapter 2 in textbook • Downs, Anthony. 1972. "Up and Down with Ecology—the Issue-Attention Cycle." <i>Public Interest</i> 28 (Summer): 38 – 50. 	<p>On-line Discussion: Downs' article was written in 1972. He writes that the country is "well into the third stage" (46) of his issue-attention cycle. Would you agree? What are some of the events that have kept environmental interests alive? Can you think of some examples of "realizing the cost of significant progress" that have affected policy implementation?</p>
Week 4	<p>The Environment and Federalism</p> <ul style="list-style-type: none"> • Read 259 – 264 and Conclusion starting on 272: Woods, Neale. 2005. "Primacy Implementation of Environmental Policy in the U.S." <i>Publius: The Journal of Federalism</i> 36(2): 259-276. • Wingfield, Brian, and Marcus, Miriam. 2007. "America's Greenest States." <i>Forbes.com</i>. (October 17.) http://www.forbes.com/2007/10/16/environment-energy-vermont-biz-beltway- 	<p>On-line Discussion: Environmental laws were for most of the country's history delegated to the states. On what basis have exceptions been made? Does the Preamble to the Constitution provide any support for environmental laws? Are certain kinds of environmental issues more relevant to the states than the federal government? Why does Woods believe many states</p>

	<p>cx bw mm 1017greenstates print.html.</p> <p>The following are very brief.</p> <ul style="list-style-type: none"> • Watch: "The Weeks Act." http://www.youtube.com/watch?v=PLMPYZaix7A&feature=player_profilepage • Read: "The Weeks Act." http://www.foresthistory.org/ASPNET/Policy/WeeksAct/index.aspx • Read: The Preamble to the Constitution • Listen: Look for the Clean Air Link: Nina Totenberg. 2001. "Clean Air." <i>All Things Considered</i> (February 28). http://www.npr.org/news/specials/supremecourt/index.html • Listen: Look for the Clean Water Link: Nina Totenberg. 2001. "Clean Water." <i>All Things Considered</i> (January 9). http://www.npr.org/news/specials/supremecourt/index.html 	<p>seek primacy?</p> <p>Submit case study topics via BlazeView email</p>
<p>Week 5</p>	<p>Policy Actors in Environmental Politics</p> <ul style="list-style-type: none"> • Read Chapter 3 in Text • Watch entire episode (about 2 hours): "What's Poisoning America's Waters?" http://www.pbs.org/wgbh/pages/frontline/poisonedwaters/view/ 	<p>Discuss the types of policy actors and their roles in the Imperiled Chesapeake Bay episode. What are some of the causes of the problems in the Chesapeake Bay?</p>
<p>Week 6</p>	<p>Competing Values</p> <ul style="list-style-type: none"> • Listen to or read the Tahoe-Sierra Preservation Council v. Tahoe Regional Planning Agency case: http://www.oyez.org/cases/2000-2009/2001/2001_00_1167 • Epstein, Richard. 2002. "The Ebbs and Flows in Takings Law: Reflections on the Lake Tahoe Case." <i>Cato Supreme Court Review</i>. http://www.cato.org/pubs/scr/2002/epstein.pdf • Read the Fifth Amendment to the Constitution • Read this news article: Fretwell, Sammy. 2010. "Court's Ruling Protects S.C. Wetlands." <i>The State</i> (February 2). http://www.thestate.com/2010/02/02/1138269/conservationists-applaud-long.html#. 	<p>On-line Discussion:</p> <p>The temporary "taking" in the Lake Tahoe case was to protect the pristine waters of Lake Tahoe until a preservation plan could be achieved. Do you think the landowners affected by the moratorium should have been compensated? Justify your opinion on such regulatory takings, when they are related to environmental issues like the endangered species act.</p> <p>In the case of the isolated wetlands in S.C. (news article), how is this different from the Chicago isolated wetlands mentioned in your text?</p> <p>In all of these cases, what values are debated?</p>

Week 7	<p>Competing Values Read Chapter 8</p> <ul style="list-style-type: none"> • With two other students, do some research into one of the following: <ol style="list-style-type: none"> 1. Coal-fired power plants 2. Nuclear power plants 3. Wind turbines 4. Biosolids power plant 	<p>Group Written Assignment – Submit through assignments link. With your area of the state growing fast, it's clear that future energy needs will not be met with existing power sources. Four alternatives exist. You work for the Speaker of the State House. Prepare a 4 page introductory memo to your boss describing the positives and negatives of each alternative. Pick your preference and justify it, given federal policy and positive aspects to communities, but also including negative aspects to communities. Include references to our national energy policy.</p>
Week 8	<p>Policy Challenges</p> <ul style="list-style-type: none"> • Read Chapter 4 • http://www.cbsnews.com/video/watch/?id=1419490n&tag=contentMain;contentBody • CBS News. 2010. "Phthalates: Are They Safe?" http://www.cbsnews.com/video/watch/?id=6512528n&tag=related;photovideo 	<p>On-Line Discussion: Phthalates are an example of a substance no one realized was dangerous until it was all around us. What are some other examples of such substances and the after-effects of those? Discuss the ideas of latency and the challenges of measuring risk in explaining some of the challenges of making environmental policy. How does politics get into the mix?</p>
Week 9	<p>Regulatory Economics: Is Cost-Benefit Analysis the Only Answer?</p> <ul style="list-style-type: none"> • Read Chapter 5 • Read on of the following cases: <ul style="list-style-type: none"> ○ Platte River and the Sandhill Crane ○ Columbia River and Salmon ○ Claxton Poultry and the Ogeechee River 	<p>On-line Discussion:</p> <ul style="list-style-type: none"> • What makes cost-benefit analysis particularly difficult in environmental policy making? How does this relate to the case you read? As a PA, how do you get reliable information in such cases?
Week 10	<p>Case Study Presentations (Discussion will continue for three weeks.)</p>	<p>Case Study Presentations – Using a narrated PP on BlazeView or live on Wimba, students will present their analysis of an environmental issue, weighing costs and benefits.</p>
Week 11	<p>Command and Control</p> <ul style="list-style-type: none"> • Read Chapter 6 • Watch: http://video.yahoo.com/watch/278778/1988871 • http://wn.com/Hog_Farm_Tour 	<p>On-Line Discussion: Have air and water quality in the U.S. improved or gotten worse since the 1970s? Discuss. What can be done about nonpoint</p>

		<p>water pollution? Should states permit mega-farms?</p> <p>Why is the role of the bureaucracy particularly difficult in implementing and regulating environmental policy?</p>
Week 12	<p>Regulation</p> <ul style="list-style-type: none"> • Read Chapter 7 (Mesothelioma) http://www.cbsnews.com/video/watch/?id=7321865n • The Wasteland. 2009. http://www.cbsnews.com/video/watch/?id=5274959n • Drinking Water Drug Cocktail. 2008. http://www.cbsnews.com/video/watch/?id=3920498n&tag=related;photovideo 	<p>On-Line Discussion: Identify the Superfund sites in your state. Can you find out what is happening to any of them?</p> <p>Hazardous waste is a huge problem. How can we get a handle on it?</p>
Week 13	<p>Public Lands and the Public Interest</p> <ul style="list-style-type: none"> • Read Chapter 9 • Watch: http://www.pbs.org/nationalparks/watch-video/#914 • Read: http://articles.cnn.com/2011-01-13/us/georgia.cranes.shot_1_whooping-crane-eastern-partnership-international-crane-foundation-feds-offer-reward?_s=PM:US • Video: http://www.naturaloregon.org/2009/06/16/video-saving-the-northern-spotted-owl/ 	<p>On-line discussion:</p> <ul style="list-style-type: none"> • Comment on the pros and cons of timbering and mining in national forests. • What difference does it make about the survival of the spotted owl and the whooping crane? • Is there a lesson in the barred owl vs. spotted owl situation?
Week 14	<p>Climate Change, Domestic Politics, and the Challenge of Global Policymaking</p> <ul style="list-style-type: none"> • Read Chapter 10 	<p>On-line discussion:</p> <ul style="list-style-type: none"> • Discuss the environmental and economic trade-offs in cap and trade. • Why is global warming so controversial? What is your take?
Week 15	Final Exam	

Assignments

Current Topics in Environmental Policy and Politics – Presentation 20 points; points; Discussion – 5 points – Total 25 points

You will prepare a 15-minute narrated presentation on a current and, preferably controversial topic in environmental policy. All topics must be approved in advance by the instructor. This is not a paper, but a 15 minute presentation that you will share with other class members either through WIMBA or a narrated PP posted to BlazeView. You will be expected to listen to at least four other presentations. Part of your grade will be your discussion with presenters about their topics. This discussion will be available for three weeks, but the case studies must be posted by _____. Issues should be well

researched and documented at the end of the PP. You are expected to provide scientific background in layman's terms, if that is relevant. Discuss cost/benefit issues, including any budgetary info you can find. Include in your discussion the public interest components in the issue. Discuss the positive and negative aspects of the policy. Include a recommendation for or against the policy. Cite resources according to the APSA style manual at the end of the PP and use APSA citations as appropriate in the PP. Students who submit papers late will receive a 5=point penalty per day. The presentation is worth 20 points and thoughtful commentary on other presentations is worth 5 for a total of 25 points.

Discussion – 4 points each to up 40 points

Discussion posts should be short essays of two to three paragraphs, depending on the questions. Essays and responses must be posted before Monday at noon at the end of the unit. The best essays will reference the assigned readings and tie into other course material. Don't worry about full citations in the weekly postings, but please reference the author and page (Author, 2) within the text of the essay. Respond to the postings of at least two other students. Responding to all students is not necessary. You will be graded on your essay, your responses, and your active participation in the discussion. Posting earlier improves class discussion. There are 11 opportunities for discussion, so this allows you to miss one week without penalty.

Group Written Assignment – Policy Memo – 15 points

With your area of the state growing fast, it's clear that future energy needs will not be met with existing power sources. Four new energy alternatives exist and large companies are lobbying the legislature for political support. You work for the Speaker of the State House. Prepare a 4 page introductory policy memo to your boss describing the positives and negatives of each alternative. Pick your preference and justify it, given federal policy and positive aspects to communities weighed against negative aspects to the area the utility will be located. Include references to our national energy policy.

Other Grades

In addition to the assignments listed above, the final exam will be worth 20 points. The final will be an essay based on your readings or a case study, which will be open notebook.

Class Policies

- Readings: To demonstrate familiarity with the readings, reference them in the on-line discussions. Part of your grade is based on how much you participate in the readings.
- Discussion must always be civil. I will likely comment here and there, but the point is for you to learn from each other. I am not tolerant of rudeness or disrespect of other students. We will respect the thoughts and opinions and others, even when we do not agree.
- This schedule of activities is intended to be used as a guide. Changes may be necessary. Students will be informed of changes to the syllabus.
- No extra points are offered.
- Check Blazeview for announcements and postings on a regular basis.
- Communications with the instructor should be via VSU email (mrwickersham@valdosta.edu) or the phone number listed above. Email is preferred.

Accommodations

Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are 229-245-2498 (V/VP) and 229-219-1348 (TTY).

Academic Integrity

Academic integrity is the responsibility of all VSU faculty and students. Cheating and plagiarism are not tolerated and will result in a failing grade, if the student is found guilty of cheating. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty member's syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

Each graduate student is required to read and to be familiar with the section on plagiarism in the Valdosta State University *Thesis and Dissertation Guide* (available online under the Graduate School). You may also access this statement at www.valdosta.edu/mpa/students. Plagiarism will result in a failing grade for the course. In extreme cases, plagiarism will result in dismissal from the program.

Portfolio

Students seeking the M.P.A./D.P.A. have a requirement for a portfolio. If you create materials in this class that you want to include in the portfolio, it is wise to save them on your personal computer, since BlazeVIEW materials may not be accessible in the future. Establishing a portfolio now will save you hours of time later.

RECEIVED

REQUEST FOR A NEW COURSE

Valdosta State University

MAR 23 2011

Date of Submission: 02/15/11 (mm/dd/yyyy)		VALDOSTA STATE UNIVERSITY GRADUATE SCHOOL
Department Initiating Request: Political Science/Public Administration	Faculty Member Requesting: Mary Eleanor Wickersham	
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) PADM 7510	Proposed New Course Title: Health Policy Proposed New Course Title Abbreviation: (For student transcript, limit to 30 character spaces) Health Policy	
Semester/Year to be Effective: Fall 2011	Estimated Frequency of Course Offering: every two years	
Indicate if Course will be : <input type="checkbox"/> Requirement for Major <input checked="" type="checkbox"/> Elective		
Lecture Hours: 3	Lab Hours: 0	Credit Hours: 3
Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) An examination of politics and policy making in health care in the United States. Topics will include providers, payers, and regulators; policy evaluation; and the challenges facing public administrators who manage or access the health care system.		
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 checked="" type="checkbox"/> Improving student learning outcomes: Expand policy courses in public administration program to meet needs and expanding career foci of PA graduate students. With health care as a major part of state budgets and a growing percentage of GDP, it is essential that public administrators working in health care and those accessing the health system understand the complexities and challenges they will face in the future. <input type="checkbox"/> Adopting current best practice(s) in field: <input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: <input type="checkbox"/> Other:		
Source of Data to Support Suggested Change: <input checked="" 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.) In a strategic planning session held in Fall 2010, the Public Administration Advisory Committee has recommended expansion of policy courses to meet students needs and professional demand		

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

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOI will be used to measure student opinion of the class.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Alumni will be queried in the future once this course is part of the curriculum to determine its usefulness and relevance

Other:

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

Approvals:		
Dept. Head:	<i>James N. Peterson</i>	Date: <i>3/3/11</i>
College/Division Exec. Comm.:	<i>Connie Richards</i>	Date: <i>3/22/11</i>
Dean/Director:	<i>Connie Richards</i>	Date: <i>3/22/11</i>
Graduate Exec. Comm.: (for graduate course):	<i>Karl Huce</i>	Date: <i>4/5/11</i>
Graduate Dean: (for graduate course):	<i>Karl Huce</i>	Date: <i>4/5/11</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

Health Policy - PADM 7510
3 Credit Hours
Public Administration Program
Department of Political Science, College of Arts and Sciences
On-Line Class

Instructor Name: Mary Eleanor Wickersham, D.P.A.
Office: 106 West Hall, VSU
Office Hours: Wednesdays, 10 a.m. - noon or by appointment
E-Mail: mrwickersham@valdosta.edu
Phone: Office – 229-333-5776; Cell – 478-952-3902

Course Description

An examination of politics and policy making in health care in the United States. Topics will include providers, payers, and regulators; policy evaluation; and the challenges facing public administrators who manage or access the health care system.

Required Text, Materials, and Out-of-Class Activities

- Readings in BlazeVIEW and Course Reserves (On-Line)

Standards, Goals, Objectives, or Outcomes

This course should enable students to:

1. Demonstrate an understanding of the complexities of the U.S. health system.
2. Gain knowledge about the politics and public policy process as related to health care;
3. Demonstrate an understanding of the institutional arrangements that compose the health system, including payers, providers, insurers, public health, and the roles of the local, state, and federal governments.
4. Improve skills in gathering information about health topics in order to improve their capacity for decision-making;
5. Demonstrate the ability to critically analyze and discuss health policy in the U.S., including the ability to prepare policy memos on health policy topics;
6. Increase their awareness of the role of public administrators in the health care arena;
7. Increase awareness of the challenges and opportunities facing the U.S. health care system.
8. Demonstrate an understanding of the ethical issues inherent in health policy-making.

The following provides the schedule of activities. Please note that the contents of this schedule are subject to change.

Date	Readings	Discussion	Pts.
Week 1	<p>Introduce Yourself Health Care vs. Medical Care</p> <ul style="list-style-type: none"> • Atul Gawande. 2009. "The Cost Conundrum." <i>New Yorker</i> (June 1), http://www.newyorker.com/reporting/2009/06/01/090601fa_fact_gawande. • The Commonwealth Commission on a High Performance Health System, 2008. "Why Not the Best? Results from the National Scorecard on U.S. Health System Performance." (July 17). http://www.commonwealthfund.org/20Content/Publications/Fund-Reports/2008/Jul/Why-Not-the-Best-Results-from-the-National-Scorecard-on-U-S-Health-System-Performance-2008.aspx 	<p>On-line Discussion:</p> <ul style="list-style-type: none"> • Do you think there is a difference between health care and medical care? • Beyond services to patients, how does medical care affect the U.S. economy? • When reading The Commonwealth Fund report, what are some of the questions you should ask about the findings? 	4
Week 2	<p>Creating Health Care Policy and Politics Read:</p> <ul style="list-style-type: none"> • Downs, Anthony. 1972. "Up and Down with Ecology—the Issue-Attention Cycle." <i>Public Interest</i> 28 (Summer): 38 – 50. • Anderson, James E. 2003. "Chapter 3" in <i>Public Policymaking: An Introduction</i>. Boston: Houghton Mifflin. • http://www.legis.ga.gov/Legislation/en-US/default.aspx • Read WSJ blog, "The Congressional Accountability Act," in BlazeView 	<p>On-line Discussion:</p> <ul style="list-style-type: none"> • Relate the passage of health reform in March 2010 to these articles on policy formation. • Where do public administrators fit into the policymaking process? 	4
Week 3	<p>A Brief History of Health Policy: How did we get here from there?</p> <ul style="list-style-type: none"> • Quadagno, Jill. 2004. "Why the United States Has No National Health Insurance: Stakeholder Mobilization Against the Welfare State, 1945 – 1996." <i>Journal of Health and Social Behavior</i> 45(Extra Issue): 25-44. • Aizenman, N.C., and Goldstein, Amy. 2011. "Judge Strikes Down Entire New Health-care Law." <i>The Washington Post</i> (February 1). http://www.washingtonpost.com/wp-dyn/content/article/2011/01/31/AR20 	<p>On-line Discussion: 26 states are suing the federal government over health reform. What is the basis for the lawsuit? Do you agree or disagree?</p> <p>Submit paper topics via BlazeView email</p>	4

	<p>11013103804_pf.htmlAdvertisementPrintPoweredByJudgestrikesdownentirenewhealth-carelawJudgestrikesdownentirenewhealth-carelawPage4of4 (February 2, 2010).</p>		
Week 4	<p>Competing Values in Health Care Efficiency vs. Quality Cost Effectiveness vs. Equity Right vs. Commodity Public vs. Private Prevention vs. Cure</p> <ul style="list-style-type: none"> • Quadagno, Jill. 2010. "Institutions, Interest Groups, and Ideology: An Agenda for the Sociology of Health Care Reform." <i>Journal of Health and Social Behavior</i> (51):125-136. • Davis, Frank, Post, Edward, Rogers, Connie, Depp, Michael. Ferrell, Peter, and Worthy, Jane. 1998. "Who Could Have Saved John Worthy?" <i>The Hastings Center Report</i> 28(4): S1-S17. • Russell, Louise. 2009. "Preventing Chronic Disease: An Important Investment, But Don't Count on Cost Savings." <i>Health Affairs</i> 28(1):42-45. 	<p>On-line Discussion: After reading these articles, what do you think were the primary values in John Worthy's case? What are your feelings about U.S. healthcare after reading this article?</p>	4
Week 5	<p>Who Drives Policy? The Major Players</p> <ul style="list-style-type: none"> • Oberlander, Jonathan. 2010. "Long Time Coming: Why Health Reform Finally Passed." <i>Health Affairs</i> 29(6): 1112 – 1116. • Listen to Roe v. Wade Oral Reargument: http://www.oyez.org/cases/1970-1979/1971/1971_70_18 • Review to get the gist: "The Pain-Capable Unborn Child Protection Act." http://www.legis.ga.gov/Legislation/20112012/108633.pdf • Gawande, Atul. 2009. "Getting There from Here: How Should Obama Reform Health Care?" <i>The New Yorker</i> (January 26): 1 -11. • Eggen, Dan. 2010. "How Interest Groups Behind Health-Care Legislation Are Financed Is Often Unclear." <i>The Washington Post</i> (January 7): A1. 	<p>How did the Supreme Court drive policy in Roe v. Wade?</p> <p>Where did the authors get the Pain-Capable Unborn Child Protection Act language? How do national politics affect state policy? If passed, do you think this law would be declared unconstitutional? Offer support.</p>	4

<p>Week 6</p>	<p>What Drives Policy: The Big Issues</p> <ul style="list-style-type: none"> Olshansky, S. Jay, Passaro, Douglas, Hershow, Ronald, Layden, Jennifer, Barnes, Bruce, Brody, Jacob, Hayflick, Leonard, Butler, Robert, Allison, David B., and Ludwig, David S. 2005. "A Potential Decline in Life Expectancy in the United States in the 21st Century." <i>The New England Journal of Medicine</i> 352(11): 1138 – 1145. Executive Summary Only: Committee on Quality of Health Care in America. 2000. Executive Summary, "Too Err is Human: Building a Safer Health System." Eds. Linda T. Kohn, Janet M. Corrigan, and Molla S. Donaldson. Institute of Medicine. Anonymous. 2011. "Electronic Medical Records Don't Improve Outpatient Care quality: Study." <i>The Wall Street Journal</i> (January 25). http://blogs.wsj.com/health/2011/01/25/electronic-medical-records-dont-improve-outpatient (January 29, 2011). 	<p>Submit through the Assignments tab. You may work on this assignment with a teammate, but be sure to include both names in the submission.</p> <p>Adoption of embryos legislation http://www.legis.ga.gov/Legislation/20092010/90635.pdf</p> <p>Summarize this bill. Who are the stakeholders? What interest groups would be for or against this legislation? What would be the effect of this legislation if it passed (beyond the obvious intent)? Who would be affected? How would this affect the state? Would this be expensive? Would you recommend passage?</p>	<p>8</p>
<p>Week 7</p>	<p>Paying for Health Care: Insurance</p> <ul style="list-style-type: none"> Claxton, Gary, and Lundy, Janet. 2008. "How Private Health Care Coverage Works: A Primer 2008 Update." The Henry J. Kaiser Family Foundation. (April): 1 – 28. http://www.kff.org/insurance/upload/7766.pdf. Mariner, Wendy. 2010. "Health Reform: What's Insurance Got to Do With It? Recognizing Health Insurance as a Separate Species of Insurance." <i>American Journal of Law and Medicine</i> 36: 436-451. 	<p>On-line Discussion:</p> <p>Describe potential effects of the health reform provision that allows children to remain on their parents' insurance up to age 26, even if they are married and don't live at home.</p> <p>What does the minimum loss ratio mean and what does it have to do with health reform?</p> <p>In states that have used guaranteed issue and community rating, what have been the effects on the cost of insurance?</p>	<p>4</p>

<p>Week 8</p>	<p>Paying for Health Care: The Government as Payer – Medicare and Medicaid</p> <ul style="list-style-type: none"> • The Kaiser Commission on Medicaid and the Uninsured. 2010. "Medicaid: A Primer." Henry J. Kaiser Family Foundation. 1-50. (http://www.kff.org/medicaid/upload/7334-04.pdf). • Henry J. Kaiser Family Foundation. "Medicare: A Primer." 2010. 1-32. http://www.kff.org/medicare/upload/7615-03.pdf 	<p>Note the slide in the PP about ER utilization. What are some of the reasons Medicaid recipients use the ER more than those with private coverage?</p> <p>Dual eligibles (see definition in reading) are very expensive. Can you explain this?</p>	<p>4</p>
<p>Week 9</p>	<p>Acute Care and Long Term Care</p> <ul style="list-style-type: none"> • <i>Read the highlights page or more of the full document if you're interested.</i> It might be helpful in writing the memo. General Accounting Office. 2008. "Nonprofit Hospitals: Variation in Standards and Guidance Limits Comparison of How Hospitals Meet Community Benefit Requirements. http://www.gao.gov/products/GAO-08-880. • Jost, Timothy. 2010. "Implementing Health Reform." <i>Health Affairs Blog</i> (May 29). http://healthaffairs.org/blog • HHS has a good website called the National Clearinghouse for Long Term Care Information. Check out the services section at least to familiarize yourself with the range of long term care services. http://www.longtermcare.gov/LTC/Main Site/Understanding Long Term Care/Services/Services.aspx. • Grabowski, David C. 2007. "Medicare and Medicaid: Conflicting Incentives for Long Term Care." <i>The Milbank Quarterly</i> 85(4): 579-610. 	<p>Submit through the Assignments tab. You may work on this assignment with a teammate, but be sure to include both names in the submission.</p> <p>Review this Georgia legislation from 2010: Non-Profit Hospitals and Community Benefits. http://www.legis.ga.gov/Legislation/en-US/display.aspx?Legislation=26636</p> <p>Summarize the bill and explain what it would do. Who are the stakeholders? Who supports and who is against? How does this bill tie into federal legislation? Would you recommend or not recommend?</p>	<p>8</p>

Week 10	<p>End of Life Issues</p> <p>Hospice</p> <ul style="list-style-type: none"> Gross, Jane. 2008. "How Many of You Expect to Die?" <i>The New York Times</i> (July 8). http://newoldage.blogs.nytimes.com/2008/07/08/how-many-of-you-expect-to-die/?pagemode=print Watch video on the cost of end of life care. http://www.cbsnews.com/video/watch/?id=6754650n&tag=related;photovideo Advance Directives for your state: http://caringinfo.org/i4a/pages/index.cfm?pageid=3289 	Papers Due	20
Week 11	<p>From the Provider Perspective: Practitioners</p> <p>Guest Speaker on WIMBA or recorded narration.</p>	<p>Submit through the Assignments tab. You may work on this assignment with a teammate, but be sure to include both names in the submission.</p> <p>Proxy Caregivers http://www1.legis.ga.gov/legis/2009_10/pdf/hb1040.pdf</p> <ul style="list-style-type: none"> What does this bill do? Does this substantially change the existing statute? What groups do you think were engaged in this bill? Who do you think was for or against? What were their interests? Could this save money? What were the concerns? What are the positive aspects? Are there negative aspects? Would you recommend this bill for passage? 	8
Weeks 12 - 13	Challenges: Current Topics in Health Care	Student Presentations We will do either taped narrations or WIMBA.	8

Week 14	Looking to the Future of U.S. Health Care <ul style="list-style-type: none"> • Read: Gawande, Atul. 2011. "The Hot Spotters: Can We Lower Medical Costs by Giving the Neediest Patients Better Care?" <i>The New Yorker</i> (January 24): 41-51. • Pollack, Craig, Gidengil, Courtney, and Mehrotra. 2010. "The Growth of Retail Clinics and the Medical Home: Two Trends in Concern or in Conflict?" <i>Health Affairs</i> 29(5): 998-1003. • Terry, Ken. 2011. "ACOs Forging the Links." <i>Hospitals and Health Networks Weekly</i> (Digital Edition) (January). http://www.hhnmag.com/hhnmag_app/jsp/articledisplay.jsp?dcrpath=HHNMAG/Article/data/01JAN2011/0111HHN_Coverstory&domain=HHNMAG 	No written assignment; read these prior to the exam.	
Week 15	Final Exam		20

Assignments

Current Topics in Health Care – Paper 20 points; Presentation – 8 points

You will prepare a paper on a current issue in health policy. All topics must be approved in advance by the instructor. Papers should be five pages in length, not counting the title and reference pages. Issues should be well researched and such discuss the positive and negative aspects of the policy. Include a recommendation for or against the policy. Papers are due _____ and must be submitted via BlazeView by _____. Cite resources according to the APSA style manual. Seven points will be subtracted from the grade for each week the paper is late. Presentations will be either via WIMBA or posted narrated PPs. The presentation will be worth 8 points.

Discussion – 4 points each

Discussion posts should be short essays of two to three paragraphs, depending on the questions. Essays and responses must be posted before Monday at noon at the end of the unit. The best essays will reference the assigned readings and tie into other course material. Don't worry about full citations in the weekly postings, but please reference the author and page (Author, 2) within the text of the essay. Respond to the postings of at least two other students. Responding to all students is not necessary. You will be graded on your essay, your responses, and your active participation in the discussion. Posting earlier improves class discussion.

Policy Memos – 8 points each

You will have the opportunity to work with a partner on three policy memos. (You might want to get a regular writing partner.) The format is loosely spelled out in the syllabus, that is, I've given you some questions to kick start your thinking. The memo should have the title and should restate in short form the purpose of the legislation. Include the primary sponsors of the legislation and their political parties as (R)(D)(I). Discuss who the stakeholders (individuals, interest groups, political party, etc.) are and how they stand on the issue. Explain how the legislation affects existing law and, if appropriate, how it ties into federal law. Discuss what the proposed legislation would do and the positive and negative impacts, including unintended consequences and costs. (I'm not looking for hard numbers.) Think broadly about

this – include other agencies, individuals, groups, laws etc. Close with a recommendation for or against the legislation. For these topics, two pages is OK, though some might require three. Submit these via the Assignments tab on BlazeView. Assignments are due at noon on the Monday at the end of the weekly unit.

Other Grades

In addition to the assignments listed above, the final exam will be worth 20 points. The final will be an essay based on your readings or a case study, which will be open notebook.

Class Policies

- Readings: To demonstrate familiarity with the readings, reference them in the on-line discussions. Part of your grade is based on how much you participate in the readings.
- Discussion must always be civil. I will likely comment here and there, but the point is for you to learn from each other. I am not tolerant of rudeness or disrespect of other students. We will respect the thoughts and opinions and others, even when we do not agree.
- This schedule of activities is intended to be used as a guide. Changes may be necessary. Students will be informed of changes to the syllabus.
- No extra points are offered.
- Check Blazeview for announcements and postings on a regular basis.
- Communications with the instructor should be via VSU email (mrwickersham@valdosta.edu) or the phone number listed above. Email is preferred.

Accommodations

Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are 229-245-2498 (V/VP) and 229-219-1348 (TTY).

Academic Integrity

Academic integrity is the responsibility of all VSU faculty and students. Cheating and plagiarism are not tolerated and will result in a failing grade, if the student is found guilty of cheating. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty member's syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

Each graduate student is required to read and to be familiar with the section on plagiarism in the Valdosta State University *Thesis and Dissertation Guide* (available online under the Graduate School). You may also access this statement at www.valdosta.edu/mpa/students. Plagiarism will result in a failing grade for the course. In extreme cases, plagiarism will result in dismissal from the program.

Portfolio

Students seeking the M.P.A./D.P.A. have a requirement for a portfolio. If you create materials in this class that you want to include in the portfolio, it is wise to save them on your personal computer, since BlazeVIEW materials may not be accessible in the future. Establishing a portfolio now will save you hours of time later.

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 02/28/11 (mm/dd/yyyy)

Department Initiating Revision:
Political Science

Faculty Member Requesting Revision:
Jim Peterson

Current Course Prefix, Title, & Number:

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

POLS 4100 Political Science Capstone Course 3-0-3

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

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description: Prerequisite: POLS 3100. An application of political science research skills to the study of specialized topics that reflect the expertise of the instructor. Students will prepare and present a formal research paper. POLS 4900 may be taken as a substitute or in addition.

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description: Prerequisite: POLS 3100. An application of political science research skills to the study of specialized topics that reflect the expertise of the instructor. Students will prepare and present a formal research paper.

Semester/Year to be Effective:
Summer 2011

Estimated Frequency of Course Offering:
Twice per year

Indicate if Course will be : Requirement for Major Elective

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. 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: A curriculum change no longer permits use of POLS 4900 as a substitute for POLS 4100. All students must take POLS 4100.

Source of Data to Support Suggested Change:

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

practices at comparable universities.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The survey of Political Science Departments at comparable universities.

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.) Research papers and tests.

Approvals:	
Dept. Head: <i>James H. Peterson</i>	Date: 2/28/11
College/Division Exec. Comm.: <i>Cornie Richards</i>	Date: 3/22/11
Dean/Director:	Date:
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 02/28/2011 (mm/dd/yyyy)

Department Initiating Revision:
Political Science

Faculty Member Requesting Revision:
Jim Peterson

Current Course Prefix, Title, & Number:

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

POLS 4900 Internship in Political Science 3 to 12 credit hours

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

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description: Supervised study in a structured governmental, political, or other suitable environment, as approved by the department head. Open to any student, regardless of major. The number of credit hours granted is dependent upon the particular program, academic work, requirements, and nature of participation. May be substituted for POLS 4100 as the capstone course for political science majors. If a 6-, 9-, or 12-hour internship is taken, the student must use those additional hours as elective courses. The student may not use any additional hours above 3 in lieu of a political science course that is part of the major.

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description: Supervised study in a structured governmental, political, or other suitable environment, as approved by the department. Open to any student, regardless of major. The number of credit hours granted is dependent upon the particular program, academic work requirements, and nature of participation. If a 6-, 9-, or 12-hour internship is taken, the student must use those additional hours as elective courses. The student may not use any additional hours above 3 in lieu of a political science course that is part of the major.

Semester/Year to be Effective:
Summer 2011

Estimated Frequency of Course Offering:
Multiple Times Each Semester

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: A curriculum change no longer permits use of POLS 4900 as a substitute for POLS 4100. All students must take POLS 4100

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. Examination of best practices at comparable universities.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The survey of Political Science Departments at comparable universities.

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. Site Supervisor Mid-Term and Final Reviews of Student's Work.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Internship papers and Departmental Assessment Committee Rubric Review of a Sample of them.

Approvals:	
Dept. Head: <i>James H. Peterson</i>	Date: <i>2/28/11</i>
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>3/22/11</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>3/22/11</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 02/4/2011 (mm/dd/yyyy)

Department Initiating Request:

Biology

Faculty Member Requesting:

Emily Cantonwine

Proposed New Course Prefix & Number:

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

BIOL 3630

Proposed New Course Title:

Biology of Horticulture

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)

Biology of Horticulture

Semester/Year to be Effective:

Spring/2012

Estimated Frequency of Course Offering:

Spring, every other year

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.) Prerequisites: BIOL 1107, BIOL 1108, or permission of the instructor.

Introduction to the biological principles and practices of propagating and growing plants.

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:

This course will contribute to the achievement of Biology Education Outcomes #1, #3, and #5.

1. Develop and test hypotheses, collect and analyze data, and present the results and conclusions in both written and oral format used in peer-reviewed journals and at scientific meetings.

3. Demonstrate an understanding of the cellular basis of life.

5. Interpret ecological data pertaining to the behavior of the individual organism in its natural environment; to the structure and function of populations, communities, and ecosystems; and to human impacts on these systems and the environment.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: A course in horticulture was identified by the plant-oriented faculty in the biology department as a desirable addition to a plant science track within the biology major. This course is not currently offered at VSU.

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.) tests, poster presentation, lab report, service project video presentation

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.) tests, poster presentation, lab report, service project video presentation
- Other:

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

Approvals:	
Dept. Head: <i>Paul Brown</i>	Date: 3-7-11
College/Division Exec. Comm.: <i>Annex Richards</i>	Date: 3/22/11
Dean/Director: <i>Annex Richards</i>	Date: 3/22/11
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Biology of Horticulture
BIOL 3630
Spring 2012

Instructor: Dr. Emily Cantonwine

Lecture 9:00-9:50 (BC 2022)
Lab 11:00-1:50 (BC 2040)
Office Hours M 2:30-4, W 2:30-4, F 10-11:30, or by appointment

Course Description: Introduction to the biological principles and practices of propagating and growing plants.

Course Objectives: By the end of the semester, students will be able to

- start and maintain plants in a greenhouse
- identify important horticultural plants and plant families
- identify structural components of horticultural plants
- explain how environmental factors affect plant growth
- explain the biological principles behind the manipulation of plant growth for aesthetic and economic purposes
- explain how plants, insects, and pathogens damage plants or affect plant value
- present complex biological information in report, poster, and video-log format
- design and complete an experiment, including the analysis of data and composition of a report.

Required Text: Preece, J.E. & Read, P. E. 2005. The Biology of Horticulture, an introductory textbook. Second edition. John Wiley & Sons, Inc.

Students are required to bring the syllabus & lecture notes to lecture periods; The Biology of Horticulture text is recommended.

Students are required to bring the syllabus & lecture notes to each laboratory. The Biology of Horticulture text may be required occasionally.

Important information:

- A grade of C or higher is required in this course to count towards biology degree.
- Midterm, March 3, is the last day to withdraw from the course.
- If you have need for special arrangements to meet the requirements of this course, please contact the Access Office for Students with Disabilities in Nevins Hall, 245-2498. Please discuss this need with me as soon as possible.

<u>Assessment</u>	<u>#</u>	<u>points each</u>	<u>points total</u>	<u>SCALE</u>	
Exams	5 of 6	100	500	A	90-100%
Poster	1	50	50	B	80-89.99%
Lab report	1	50	50	C	70-79.99%
Service Project	1	100	100	D	60-69.99%
Total			700	F	< 60%

Assessments:

- *Exams:* There are 5 exams and a cumulative final exam, each worth 100 points. Material on the exams will include both lecture and laboratory material. Students may drop their lowest exam score (or elect to not take the final). Students may not take exams late, and may not take exams early unless there is a documented university or religious excuse. In case of illness or family emergency, the exam you miss is the exam that will be dropped.
- *Poster:* Each student will research a horticultural topic (selected from a list or with the instructor's permission) and present their findings to the class in the form of a poster. Information and photographs on the poster must be cited appropriately. More information will be provided in lab.
- *Lab Report:* There will be one lab report based on data collected from a propagation experiment. More information will be provided in lab.
- *Service Project:* Students will participate in one of six service projects – 1) Pinevale Learning Center Garden Project, 2) VSU Whitehead Camellia Garden, 3) VSU Horticulture Club (foundation & fundraiser), 4) VSU Composting project, 5) Blazer gardens, or 6) VSU Campus grounds maintenance. Your grade will be based on participation (during and outside of assigned lab time) and the documentation of the project. More information will be provided in lab.

Department of Biology Educational Outcomes (BEO)

1. Develop and test hypotheses, collect and analyze data, and present the results and conclusions in both written and oral format used in peer-reviewed journals and at scientific meetings.
2. Describe the evolutionary process responsible for biological diversity, explain the phylogenetic relationships among the other taxa of life, and provide illustrative examples.
3. Demonstrate an understanding of the cellular basis of life.
4. Relate the structure and function of DNA/RNA to the development of form and function of the organism and to heredity
5. Interpret ecological data pertaining to the behavior of the individual organism in its natural environment; to the structure and function of populations, communities, and ecosystems; and to human impacts on these systems and the environment.

Tentative Schedule:

Date	Lecture Topics	Reading Assignments (Chapters)	Lab
1/10	What are the features of horticultural plants? <i>(Introduction, Classification, Plant structure)</i> EXAM 1 - chapters 1-3 (1/31)	1,2	Service projects, Poster topics
1/17		3	MLK Day – no lab
1/24		3	Anatomy Lab
1/31		3	Begin plant propagation experiment (Lab Report - Due 3/7)
2/7	How is plant growth manipulated? <i>(Hormones, Chemical control of growth, Propagation, Pruning)</i> EXAM 2 - chapters 11-14 (2/28)	11	grafting, pruning, repotting, mulching
2/14		12	Tree planting; data collection
2/21		13	Service Project
2/28		14	Start plants for flower pots, develop planting plan
3/7	How does the ambient environment affect plant growth? <i>(Light, T°)</i> ----- Spring Break ----- EXAM 3 – chapters 5-6 (3/25)	5, 6	Service Project
3/14		---	Spring Break – no lab
3/21		6	Service Project
3/28	How does the rhizosphere environment affects plant growth? <i>(Water, Soils, Minerals, Mulch)</i> EXAM 4 – chapters 7-9 (4/15)	7	Soil Testing
4/4		7, 8	Service Project
4/11		8,9	Pests
4/18	How do plant pests damage plants & how are they controlled? <i>(Breeding, Pests)</i> EXAM 5 – chapters 4 & 16 (4/29)	4, 16	Plant flower pots
4/25		16	Service Project & Poster Presentations
5/2	FINAL EXAM (Thursday May 5, 8-10am)	cumulative	no lab

RECEIVED

REQUEST FOR A NEW COURSE

Valdosta State University

MAR 23 2011

Date of Submission: 02/04/2010 (mm/dd/yyyy)

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Department Initiating Request:
Biology

Faculty Member Requesting:
Emily Cantonwine

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
BIOL 5630

Proposed New Course Title:
Biology of Horticulture
Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Biology of Horticulture

Semester/Year to be Effective:
Spring/2012

Estimated Frequency of Course Offering:
Spring, every other year

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.

Introduction to the biological principles and practices of propagating and growing plants.

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:
This course will contribute to the achievement of the Biology Graduate Program Learning Outcomes #1 and #2.
#1. To demonstrate competency in factual content and interpretation of the major biological concept areas of cell and molecular biology, genetics, organismal biology and evolution and ecology.
#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.
 Adopting current best practice(s) in field:
 Meeting Mandates of State/Federal/Outside Accrediting Agencies:
 Other: A course in horticulture was identified by the plant-oriented faculty in the biology department as a desirable addition to a plant science track within the biology major. This course is not currently offered at VSU.

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.) tests, poster presentation, lab report, service project video presentation, independent experiment report

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.) tests, poster presentation, lab report, service project video presentation, independent experiment report
- Other:

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

Approvals:		
Dept. Head:	<i>Mark Grogan</i>	Date: 3-7-11
College/Division Exec. Comm.:	<i>Connie Richards</i>	Date: 3/22/11
Dean/Director:	<i>Connie Richards</i>	Date: 3/22/11
Graduate Exec. Comm.: (for graduate course):	<i>Kela Hull</i>	Date: 4/5/11
Graduate Dean: (for graduate course):	<i>Kela Hull</i>	Date: 4/5/11
Academic Committee:		Date:

Form last updated: January 6, 2010

Biology of Horticulture

BIOL 5630

Spring 2012

Instructor: Dr. Emily Cantonwine

Lecture 9:00-9:50 (BC 2022)

Lab 11:00-1:50 (BC 2040)

Office Hours M 2:30-4, W 2:30-4, F 10-11:30, or by appointment

Course Description: Introduction to the biological principles and practices of propagating and growing plants.

Course Objectives: By the end of the semester, students will be able to

- start and maintain plants in a greenhouse
- identify important horticultural plants and plant families
- identify structural components of horticultural plants
- explain how environmental factors affect plant growth
- explain the biological principles behind the manipulation of plant growth for aesthetic and economic purposes
- explain how plants, insects, and pathogens damage plants or affect plant value
- present complex biological information in report, poster, and video-log format
- design and complete an experiment, including the analysis of data and composition of a report.

Required Text: Preece, J.E. & Read, P. E. 2005. The Biology of Horticulture, an introductory textbook. Second edition. John Wiley & Sons, Inc.

Students are required to bring the syllabus & lecture notes to lecture periods; The Biology of Horticulture text is recommended.

Students are required to bring the syllabus & lecture notes to each laboratory. The Biology of Horticulture text may be required occasionally.

Important information:

- A grade of C or higher is required in this course to count towards biology degree.
- Midterm, March 3, is the last day to withdraw from the course.
- If you have need for special arrangements to meet the requirements of this course, please contact the Access Office for Students with Disabilities in Nevins Hall, 245-2498. Please discuss this need with me as soon as possible.

<u>Assessment</u>	<u>#</u>	<u>points each</u>	<u>points total</u>	<u>SCALE</u>
Exams	5 of 6	100	500	A 90-100%
Poster	1	50	50	B 80-89.99%
Lab report	1	50	50	C 70-79.99%
Service Project	1	100	100	D 60-69.99%
<u>Independent experiment</u>	<u>1</u>	<u>100</u>	<u>100</u>	F < 60%
Total			800	

Assessments:

- *Exams:* There are 5 exams and a cumulative final exam, each worth 100 points. Material on the exams will include both lecture and laboratory material. Students may drop their lowest exam score (or elect to not take the final). Students may not take exams late, and may not take exams early unless there is a documented university or religious excuse. In case of illness or family emergency, the exam you miss is the exam that will be dropped.
- *Poster:* Each student will research a horticultural topic (selected from a list or with the instructor's permission) and present their findings to the class in the form of a poster. Information and photographs on the poster must be cited appropriately. More information will be provided in lab.
- *Lab Report:* There will be one lab report based on data collected from a propagation experiment. More information will be provided in lab.
- *Service Project:* Students will participate in one of six service projects – 1) Pinevale Learning Center Garden Project, 2) VSU Whitehead Camellia Garden, 3) VSU Horticulture Club (foundation & fundraiser), 4) VSU Composting project, 5) Blazer gardens, or 6) VSU Campus grounds maintenance. Your grade will be based on participation (during and outside of assigned lab time) and the documentation of the project. More information will be provided in lab.
- *Independent experiment:* Graduate students will design and implement a scientifically sound experiment in horticulture. A scientific paper based on the results of the experiment will be worth 100 pts.

Department of Biology Educational Outcomes for Graduate Students

1. To demonstrate competency in factual content and interpretation of the major biological concept areas of cell and molecular biology, genetics, organismal biology and evolution and ecology.
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.
3. To produce a systematic and thoroughly research thesis suitable for publication and appropriate to the thesis sub-discipline.
4. To participate in activities related to the profession.

Tentative Schedule:

Date	Lecture Topics	Reading Assignments (Chapters)	Lab
1/10	What are the features of horticultural plants? <i>(Introduction, Classification, Plant structure)</i>	1,2	Service projects, Poster topics
1/17		3	MLK Day – no lab
1/24		3	Anatomy Lab
1/31		EXAM 1 - chapters 1-3 (1/31)	3
2/7	How is plant growth manipulated? <i>(Hormones, Chemical control of growth, Propagation, Pruning)</i>	11	grafting, pruning, repotting, mulching
2/14		12	Tree planting; data collection
2/21		13	Service Project
2/28		EXAM 2 - chapters 11-14 (2/28)	14
3/7	How does the ambient environment affect plant growth? <i>(Light, T°)</i> ----- Spring Break -----	5, 6	Service Project
3/14		---	Spring Break – no lab
3/21		EXAM 3 – chapters 5-6 (3/25)	6
3/28	How does the rhizosphere environment affects plant growth? <i>(Water, Soils, Minerals, Mulch)</i>	7	Soil Testing
4/4		7, 8	Service Project
4/11		EXAM 4 – chapters 7-9 (4/15)	8,9
4/18	How do plant pests damage plants & how are they controlled? <i>(Breeding, Pests)</i>	4, 16	Plant flower pots
4/25		EXAM 5 – chapters 4 & 16 (4/29)	16
5/2	FINAL EXAM (Thursday May 5, 8-10am)	cumulative	no lab

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 02/04/2010 (mm/dd/yyyy)

Department Initiating Request:
Biology

Faculty Member Requesting:
Emily Cantonwine

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
BIOL 3680

Proposed New Course Title:

Plant Pathology

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Plant Pathology

Semester/Year to be Effective:
Fall/2012

Estimated Frequency of Course Offering:
Fall, every other year

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.) Prerequisites: BIOL 1107, BIOL 1108, BIOL 3200, BIOL 3250, or permission of the instructor.

Study of plant diseases with emphasis on disease etiology, pathogenesis, ecology of host/pathogen interactions, epidemiology, and strategies for disease control.

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:

This course will contribute to the achievement of the Biology Education Outcomes #1, #3, #5.

1. Develop and test hypotheses, collect and analyze data, and present the results and conclusions in both written and oral format used in peer-reviewed journals and at scientific meetings.

3. Demonstrate an understanding of the cellular basis of life.

5. Interpret ecological data pertaining to the behavior of the individual organism in its natural environment; to the structure and function of populations, communities, and ecosystems; and to human impacts on these systems and the environment.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: This course will provide an additional course relevant to students interested in a plant biology track. Students interested in medicine may also find the course appealing because there is significant overlap of content and concepts between plant and human pathology.

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.) tests, lab practical examination, lab assignments, disease report

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.) tests, lab practical examination, lab assignments, disease report
- Other:

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

Approvals:	
Dept. Head: <i>Phil Gross</i>	Date: 3-7-11
College/Division Exec. Comm.:	Date:
Dean/Director:	Date:
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Fall 2012, BIOL 3680 - Plant Pathology (4 credit hours)

Instructor: Dr. Emily Cantonwine, Office: BC 2031, Email: egcantonwine@valdosta.edu, Phone: 333-5337

Lecture – BC2022 - M, W, F - 9:00-9:50

Lab – BC2040 - W - 2:30-5:20

Office hours – R - 1-3:30, T & F by appointment

Course Description: Study of plant diseases with emphasis on disease etiology, pathogenesis, ecology of host/pathogen interaction, epidemiology, and strategies for disease control.

Course Objectives (Educational Outcomes): By the end of the semester, students will be able to

- describe the process used to establish disease of a plant. (GEO 5; BEO 2,5)
- identify symptoms and/or signs of plant pathogenic organisms on various plant parts. (GEO 5; BEO 2)
- identify and describe disease cycles of plant diseases of significance in Georgia &/or US. (GEO 5; BEO 5)
- demonstrate knowledge of plant/pathogen interactions affecting plant disease development. (GEO 5; BEO 3, 5)
- explain biotic and abiotic factors that affect plant disease epidemics. (GEO 5; BEO 5)

Required Text: Schumann G.L. & D'Arcy, C.J. 2009. Essential Plant Pathology, Second Edition. APS Press, St. Paul, MN

Students are required to bring the syllabus & lecture notes to lecture periods; the textbook is recommended. Students are required to bring the syllabus, textbook, & lecture notes to each laboratory.

Important information:

- A grade of C or higher is required in this course to count towards biology degree.
- Midterm, March 4, is the last day to withdraw from the course.
- If you have need for special arrangements to meet the requirements of this course, please contact the Access Office for Students with Disabilities in Nevins Hall, 245-2498. Please discuss this need with me as soon as possible.

Assessment	#	points each	points total		SCALE
Exams	4	100	400	A	90-100%
Disease Discussions	3-5	10	30-50	B	80-89.99%
Lab Practical	1	100	100	C	70-79.99%
Lab Assignments	10	15	150	D	60-69.99%
Disease Report	1	50	50	F	< 60%
Total			730-750		

Assessments:

Exams: There will be 3 lecture exams and a cumulative final exam, each worth 100 points. Make-up exams are an option for those with legitimate reasons, but will be more challenging than the original exam. *Students wishing to take a makeup exam must contact me via email the day of the missed exam and must complete the make-up within 2 days of the missed exam (if physically possible).* Students may not take exams early, with the exception of students with a university related excuse.

Discussions: There will be 3-5 discussions during lecture or lab. Grades will be based on individual participation.

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Lab Practical: One lab practical will be conducted to evaluate identification skills of symptoms and signs of plant pathogenic fungi, oomycetes, bacteria, and nematodes. Students may use their lab notebooks on the practical, but these notebooks must only include handwritten materials. No photographs or photocopies of any kind are allowed.

Lab Assignments: There will be 10 lab assignments throughout the semester, each worth 15 points. Assignment should be turned in to the box outside my office door by 3:00pm on the Friday of the following week after the lab (~ 9 days after lab), unless otherwise directed. Late assignments will not be accepted. Student who did not attend the lab of an assignment may not turn in the assignment for credit unless their absence is excused.

Disease Report: Each student will write a report that reviews three important diseases of an assigned crop. The importance of the crop, importance of the three pathogens to crop production, unique representations of each disease cycle, descriptions of factors that influence the development of each disease, and recommendations for the management of each disease must be included in the report. The report will be due Friday, April 30 by 3:00 and a summary of the report will be presented in lab as the last lab assignment.

GENERAL RULES

Attendance: I do not record attendance, but highly recommend that you attend all lectures & labs unless you are sick. If you are absent (excused or unexcused), it is your responsibility to obtain missed lecture notes from another student. If you miss a lab, you may or may not be able to make it up (even with an acceptable excuse). See me to discuss options. Missed lecture and lab handouts, if applicable, may be picked up during office hours.

Lecture notes: Lecture notes are not provided in my upper division courses. It is your responsibility to take notes during lecture.

Access to the laboratory: Students are granted access to the Laboratory (BC 2040) during weekdays except for Tuesday and Thursday afternoon, when there will be other lab courses using this space. Access to the laboratory is a privilege and it may be taken away if problems occur related to safety, security, neatness, and general order in the room.

Food and Drink in the Laboratory and Lecture Rooms: No food, drink, or chewing gum is allowed in the laboratory. These will be disposed of if I see them. My policy in the lecture room is more lenient. You may consume food or drink as long as their use does not cause a disturbance. Each student is responsible for cleaning up after him or herself; otherwise, this privilege will be taken away.

Expectations of student conduct in the classroom and lab: I expect your *full attention* to be focused on the material during instruction. If you cannot do this (for whatever reason), then I expect you to be *respectful* of other students and myself by not being disruptive. Cell phone use is discouraged in lecture and not allowed in lab!

Academic Integrity: I follow the Academic Honesty Policies and Procedures of the University and the Policy on Plagiarism composed by the Department of Biology. For more information, refer to www.valdosta.edu/academic/AcademicHonestyPoliciesandProcedures.shtml and www.valdosta.edu/biology/documents/biologyplagiarism.doc, respectively. "Academic Integrity/Honesty" means performing all academic work without plagiarism, cheating, lying, tampering, stealing, receiving unauthorized or illegitimate assistance from any other person, or using any source of information that is not common knowledge.

Tentative Schedule:

Week	Lecture Topics	Reading Assignments (Chapters)	Lab
Jan 11-15	Diagnosing Plant Diseases	1	Signs & Symptoms
Jan 18-22	Fungal Pathogens	2	Fungi I
Jan 25-29	Fungal Pathogens	2	Fungi II
Feb 1-5	Bacterial Pathogens	3	Oomycetes
Feb 8-12	Bacterial Pathogens; EXAM 1 (Feb 12)	3	Bacteria
Feb 15-19	Nematode Pathogens; Viral Pathogens	4; 5	Nematodes
Feb 22-26	Viral Pathogens; Parasitic Plants	5; 6	Set-up virus, abiotic, & creeping bent grass tests; Pathogen isolation
March 1-5	Abiotic Factors	7	Lab Practical I ; Observe viral & abiotic symptoms week 1; ID isolated pathogen (assignment I)
March 8-12	EXAM 2 (March 8) ; Types of Plant Diseases	8	Observe viral & abiotic symptoms week 2
March 15-19	SPRING BREAK		-----
March 22-26	Types of Plant Diseases	8	Observe viral & abiotic symptoms week 4 (assignments II & III); Seed and seedling diseases (assignment IV); Begin seed treatment experiment
March 29 - April 2	Plant Pathogen Interactions	9	Diseases of foliage, flowers & fruits (assignment V); Collect seed treatment data (assignment VI)
April 5-9	Plant Pathogen Interactions	9	Vascular diseases & root rots (assignment VII)
April 12-16	Epidemiology	10	Field Trip to UGA Tifton Campus (assignment VIII)
April 19-23	EXAM 3 (April 26) ; Disease Management	11	Late Blight of Potato Simulation (assignment IX); Disease Report Presentations (assignment X)
April 26-30	Disease Management	11	Disease Report Presentations (assignment X)
May 3-7	FINAL EXAM (Thursday May 6, 8:00AM)	cumulative	

Department of Biology Educational Outcomes (BEO)

1. Develop and test hypotheses, collect and analyze data, and present the results and conclusions in both written and oral format used in peer-reviewed journals and at scientific meetings.
2. Describe the evolutionary process responsible for biological diversity, explain the phylogenetic relationships among the other taxa of life, and provide illustrative examples.
3. Demonstrate an understanding of the cellular basis of life.
4. Relate the structure and function of DNA/RNA to the development of form and function of the organism and to heredity
5. Interpret ecological data pertaining to the behavior of the individual organism in its natural environment; to the structure and function of populations, communities, and ecosystems; and to human impacts on these systems and the environment.

REQUEST FOR A NEW COURSE
Valdosta State University

RECEIVED

MAR 23 2011

Date of Submission: 02/04/2010 (mm/dd/yyyy)

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Department Initiating Request:
Biology

Faculty Member Requesting:
Emily Cantonwine

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
BIOL 5680

Proposed New Course Title:

Plant Pathology

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Plant Pathology

Semester/Year to be Effective:
Fall/2012

Estimated Frequency of Course Offering:
Fall, every other year

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.) Prerequisites: Admission into the graduate program or permission of the instructor.

Study of plant diseases with emphasis on disease etiology, pathogenesis, ecology of host/pathogen interactions, epidemiology, and strategies for disease control.

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:

This course will contribute to the achievement of the Biology Graduate Program Learning Outcomes #1 and #2.

#1. To demonstrate competency in factual content and interpretation of the major biological concept areas of cell and molecular biology, genetics, organismal biology and evolution and ecology.

#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.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: This course will provide an additional course relevant to students interested in a plant biology track. Students interested in medicine may also find the course appealing because there is significant overlap of content and concepts between plant and human pathology.

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.) tests, lab practical examination, lab assignments, disease report, journal article summaries

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.) tests, lab practical examination, lab assignments, disease report, journal article summaries
- Other:

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

Approvals:		
Dept. Head:	<i>Robert G...</i>	Date: 3-7-11
College/Division Exec. Comm.:	<i>Connie Richards</i>	Date: 3/22/11
Dean/Director:	<i>Connie Richards</i>	Date: 3/22/11
Graduate Exec. Comm.: (for graduate course):	<i>Karl H...</i>	Date: 4/5/11
Graduate Dean: (for graduate course):	<i>Karl H...</i>	Date: 4/5/11
Academic Committee:		Date:

Form last updated: January 6, 2010

Fall 2012, BIOL 5680 Plant Pathology (4 credit hours)

Instructor: Dr. Emily Cantonwine, Office: BC 2031, Email: egcantonwine@valdosta.edu, Phone: 333-5337

Lecture – BC2022 - M, W, F - 9:00-9:50

Lab – BC2040 - W - 2:30-5:20

Office hours – R - 1-3:30, T & F by appointment

Course Description: Study of plant diseases with emphasis on disease etiology, pathogenesis, ecology of host/pathogen interaction, epidemiology, and strategies for disease control.

Course Objectives: By the end of the semester, students will be able to

- describe the process used to establish disease of a plant.
- identify symptoms and/or signs of plant pathogenic organisms on various plant parts.
- identify and describe disease cycles of plant diseases of significance in Georgia &/or US.
- demonstrate knowledge of plant/pathogen interactions affecting plant disease development.
- explain biotic and abiotic factors that affect plant disease epidemics.

Required Text: Schumann G.L. & D'Arcy, C.J. 2009. Essential Plant Pathology, Second Edition. APS Press, St. Paul, MN

Students are required to bring the syllabus & lecture notes to lecture periods; the textbook is recommended. Students are required to bring the syllabus, textbook, & lecture notes to each laboratory.

Important information:

- A grade of C or higher is required in this course to count towards biology degree.
- Midterm, March 4, is the last day to withdraw from the course.
- If you have need for special arrangements to meet the requirements of this course, please contact the Access Office for Students with Disabilities in Nevins Hall, 245-2498. Please discuss this need with me as soon as possible.

<u>Assessment</u>	<u>#</u>	<u>points each</u>	<u>points total</u>	<u>SCALE</u>	
Exams	4	100	400	A	90-100%
Disease Discussions	3-5	10	30-50	B	80-89.99%
Lab Practical	1	100	100	C	70-79.99%
Lab Assignments	10	15	150	D	60-69.99%
Disease Report	1	50	50	F	< 60%
Journal article summary	4	25	100		
Total			830-850		

Assessments:

Exams: There will be 3 lecture exams and a cumulative final exam, each worth 100 points. Make-up exams are an option for those with legitimate reasons, but will be more challenging than the original exam. *Students wishing to take a makeup exam must contact me via email the day of the missed exam and must complete the make-up within 2 days of the missed exam (if physically possible).* Students may not take exams early, with the exception of students with a university related excuse.

Discussions: There will be 3-5 discussions during lecture or lab. Grades will be based on individual participation.

Lab Practical: One lab practical will be conducted to evaluate identification skills of symptoms and signs of plant pathogenic fungi, oomycetes, bacteria, and nematodes. Students may use their lab notebooks on the practical, but these notebooks must only include handwritten materials. No photographs or photocopies of any kind are allowed.

Lab Assignments: There will be 10 lab assignments throughout the semester, each worth 15 points. Assignment should be turned in to the box outside my office door by 3:00pm on the Friday of the following week after the lab (~ 9 days after lab), unless otherwise directed. Late assignments will not be accepted. Student who did not attend the lab of an assignment may not turn in the assignment for credit unless their absence is excused.

Disease Report: Each student will write a report that reviews three important diseases of an assigned crop. The importance of the crop, importance of the three pathogens to crop production, unique representations of each disease cycle, descriptions of factors that influence the development of each disease, and recommendations for the management of each disease must be included in the report. The report will be due Friday, April 30 by 3:00 and a summary of the report will be presented in lab as the last lab assignment.

Journal Article Summary: Graduate students will read and summarize 4 manuscripts related to plant pathological research. More information will be provided in class.

Tentative Schedule:

Week	Lecture Topics	Reading Assignments (Chapters)	Lab
Jan 11-15	Diagnosing Plant Diseases	1	Signs & Symptoms
Jan 18-22	Fungal Pathogens	2	Fungi I
Jan 25-29	Fungal Pathogens	2	Fungi II
Feb 1-5	Bacterial Pathogens	3	Oomycetes
Feb 8-12	Bacterial Pathogens; EXAM 1 (Feb 12)	3	Bacteria
Feb 15-19	Nematode Pathogens; Viral Pathogens	4; 5	Nematodes
Feb 22-26	Viral Pathogens; Parasitic Plants	5; 6	Set-up virus, abiotic, & creeping bent grass tests; Pathogen isolation
March 1-5	Abiotic Factors	7	Lab Practical I; Observe viral & abiotic symptoms week 1; ID isolated pathogen (assignment I)
March 8-12	EXAM 2 (March 8); Types of Plant Diseases	8	Observe viral & abiotic symptoms week 2
March 15-19	SPRING BREAK		-----
March 22-26	Types of Plant Diseases	8	Observe viral & abiotic symptoms week 4 (assignments II & III); Seed and seedling diseases (assignment IV); Begin seed treatment experiment
March 29 - April 2	Plant Pathogen Interactions	9	Diseases of foliage, flowers & fruits (assignment V); Collect seed treatment data (assignment VI)
April 5-9	Plant Pathogen Interactions	9	Vascular diseases & root rots (assignment VII)
April 12-16	Epidemiology	10	Field Trip to UGA Tifton Campus (assignment VIII)
April 19-23	EXAM 3 (April 26); Disease Management	11	Late Blight of Potato Simulation (assignment IX); Disease Report Presentations (assignment X)
April 26-30	Disease Management	11	Disease Report Presentations (assignment X)
May 3-7	FINAL EXAM (Thursday May 6, 8:00AM)	cumulative	

Department of Biology Educational Outcomes for Graduate Students

1. To demonstrate competency in factual content and interpretation of the major biological concept areas of cell and molecular biology, genetics, organismal biology and evolution and ecology.
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.
3. To produce a systematic and thoroughly research thesis suitable for publication and appropriate to the thesis sub-discipline.
4. To participate in activities related to the profession.

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 02/01/2011 (mm/dd/yyyy)

Department Initiating Request:
Biology

Faculty Member Requesting:
Colleen McDonough

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
BIOL 3820

Proposed New Course Title:
Vertebrate Zoology
Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Vertebrate Zoology

Semester/Year to be Effective:
Spring 2012

Estimated Frequency of Course Offering:
once/ 2 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.) BIOL 3820 Vertebrate Zoology
Pre-requisites: BIOL 1107, BIOL 1108, or permission of instructor. An integrated approach to the study of chordates including their classification, evolution, morphology, physiology, ecology and behavior.

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: Students will be required to research a specific topic in vertebrate zoology and give a professional poster/talk to the class (outcome #1 pg 116). In addition this course will include vertebrate classification and consider phylogenetic relationships between the different classes of chordates (outcome #2.).

Adopting current best practice(s) in field: Laboratories will stress the ways various vertebrates have solved physiological problems as evident in their morphology and physiology. I hope to use experimental approaches rather than solely all descriptive work.

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: I have planned a number of field trips to areas in the southeast to reinforce concepts learned and add a field component to the laboratory.

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. There have been repeated comments of students in their SOIs for BIOL 2270 (Zoology) that they would like more

exposure to vertebrate biology.

- 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.) Course assessment will include some questions on final that specifically address the relevant learning outcomes of the department. In addition students will be assessed on their communicative skills, both written and oral during the semester.
- Other:

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

Approvals:	
Dept. Head: <i>Robt Bergner</i>	Date: <i>3-4-11</i>
College/Division Exec. Comm.: <i>Conie Richards</i>	Date: <i>3/22/11</i>
Dean/Director: <i>Conie Richards</i>	Date: <i>3/22/11</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

BIOL 3820 (4 cr.) Spring SEMESTER 2012
VERTEBRATE ZOOLOGY
Department of Biology
College of Arts and Sciences
Valdosta State University

CLASS TIME: Lecture:
 Lab:

Dr. Colleen M. McDonough

OFFICE HOURS: XXXXX or by appointment.
OFFICE: 2086 Hugh Bailey Science Center
PHONE: 333-5759 biology office, 333-5764 my office
Email: cmcdonou@valdosta.edu

COURSE DESCRIPTION: An integrated approach to the study of chordates including their classification, evolution, morphology, physiology, ecology and behavior.

PREREQUISITES: BIOL 1107, 1108 or permission of instructor.

REQUIRED TEXT: Vertebrate Life, 8th edition, Harvey-Pough, Janis and Heiser, Benjamin Cummings, 2008.

COURSE OBJECTIVES:

This course will - address diversity within each class.

- cover major trends or adaptations within organ systems.
- identify the taxonomy and phylogeny of the different animals studied.
- Address natural history within each group studied

Standards

Department of Biology Educational Outcomes (Page 116 in 2010-2011 Undergraduate Catalog).
This course meets outcomes 1, and 2.

ATTENDANCE POLICY: Laboratory attendance is **required**. It is university policy that if you miss 20% of your classes you fail the course. In this case if you miss 20% of the laboratories (more than 2 absences) you will fail the lab section of this course. (It would be difficult to pass the class with a failing grade in lab.) **You must be in laboratory on time**. I will mark people absent prior to the start of my introduction to the material covered in lab. If you know that you are going to have problems getting to class on time, let me know now.

I do periodically monitor lecture attendance. **Usually students who don't attend lecture do not do as well as they would like**. It is difficult to learn lecture material from someone else's notes. If you have to miss a lecture, get the notes from someone who attended class.

GRADING POLICY: Your grade will be based on a total of **555** points;
 400 points (4 lecture tests – 100 points each)
 100 points (average of 3 -100 point laboratory tests)

5 points ("on time for lab" points)
25 points (oral report and associated written report)
530 points

Lecture: There will be 3 lecture tests and a comprehensive final. I will take your test average and multiply by 400. Example: If you have a 75% average for the four tests, then you have 300 pts (.75 x400) for this section of the grading.

The exams and the final will have a mixture of multiple choice, short answer, short essay, and essay questions. Questions will be based on information given during lecture and laboratory and reading material assigned in class. Any questions, problems, or complaints about grading must be made within one week of receiving an exam back. No grade changes will be made after that time.

Laboratory: Your lab score will be worth a total of 100 grade points. There will be two laboratory practical tests. At the end I will average the 2 grades (for example, 85% average, $.85 \times 100 = 85$, 85 will be your lab score). Five points will be given for on time for lab. Roll will be taken at beginning of class and those individuals not present will have one point deducted.

Course Grade: The total number of points again is 520 (400 +100+15+5). Your course grade will be based on your total number of points from lecture and lab. Grades will be distributed according to the following point totals:

477-530	A	90-100%
424-476.9	B	80-89%
371-423.9	C	70-79%
318-370.9	D	60-69%

STUDENTS WITH DOCUMENTED DISABILITIES: Students requiring classroom accommodations or modifications because of documented disabilities should discuss this need with me at the beginning of the semester. Students not registered 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).

FEDERAL PRIVACY ACT: It is illegal to release personal information about an individual to others. Therefore, grades, test cores and other personal information will not be given to anyone over the phone or email, will not be posted without permission, and will not be released to anyone but that individual in person.

CLASS BEHAVIOR: Any student engaging in disruptive behavior will be asked to leave the lecture or laboratory. They will forfeit the chance to hand in the work resulting from that class period. If disruptive behavior continues the student will be dropped from the course.

CELL PHONE POLICY: No cell phone use (**THIS INCLUDES TEXTING**) in lecture or lab. You must turn your cell phones **off** (not just put them on vibrate) before entering the lecture. The exiting and entering of students answering their phones is disruptive to the other students in the class. **TEXTING IS DISRUPTIVE TO ME WHILE I'M LECTURING.** If it becomes a problem, I will ask people to leave. You cannot use cell phones during tests.

PLAGIARISM AND OTHER FORMS OF CHEATING: Adhere to the policy listed on the Biology Department's website (See list of items under "FOR STUDENTS").

By taking this course, you agree that all required course work may be subject to submission for textual similarity review to SafeAssign, a tool within BlazeVIEW. For more information on the use of SafeAssign at VSU see ().

If caught cheating a student will be given a zero for the assignment or test and be reported to the dean of students. If caught a second time, they will fail the course. The following are some examples of cheating (not an exhaustive list).

--If a student copies from another student (includes use of cell phones during test), brings in cheat sheets to a test, then he/she has cheated.

--If a student allows someone to copy from his/her test, he/she has cheated.

--If a student plagiarizes someone else's written assignments, he/she has cheated.

--If a student allows someone to plagiarize his/her written assignments, he/she has cheated.

Plagiarism not only includes copying something word for word, it also includes copying and paraphrasing someone else's work without citation (i.e., stealing someone else's thoughts and ideas and claiming them as your own).

DATES TO REMEMBER

xxxx – Mid-Term – Last day to drop the class unconditionally with a withdraw pass (WP)

xxxx – XXXX Break -NO CLASSES

xxxx –Final Exam- xxxxx – SAME CLASS ROOM

TENTATIVE WEEKLY LECTURE SCHEDULE – sections in book are subject to change

<u>Week:</u>	<u>Topic</u>	<u>Chapters</u>
1	Introduction to phylogeny,	
2	Origins / Hemichordates, Urochordates	
3	Jawless fishes,	
4	Homeostasis, Cartilaginous fishes	
5	TEST 1	
5	Bony fishes – Sarcopterygii, Actinopterygii	
6	Bony fishes – Sarcopterygii, Actinopterygii	
7	Tetrapod origins, Amphibians	
8	Amphibians	
9	TEST 2	
9	Early Amnoites,	
10	Lepidosauurs	
11	Testudines, Crocodilia	
12	Avian origins	
13	TEST 3	
13	Birds	
14	Mammals	
15	Mammals	
	Final	

TENTATIVE LABORATORY SCHEDULE

Week

- 1 Introduction to major groups; Phylogeny exercise
- 2 Fishes – characteristics, taxonomy
- 3 Fishes – experimental lab
- 4 Amphibians
- 5 Turtles, Lizards
Field Trip – Reed Bingham (Gopher tortoise work)
- 6 Lizards, Snakes
- 7 **Practicum I**
- 8 Crocodillians
- 9 Lab Reports
- 10 Lab Reports
Field Trip Jacksonville Zoo/Gainesville Zoo
- 11 Birds
- 12 Birds
- 13 Mammals
- 14 Mammals
Tall Timbers Research Station (Armadillo ecology/behavior)
- 15 **Practicum II**

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 01/25/2011 (mm/dd/yyyy)

Department Initiating Request:
Biology

Faculty Member Requesting:
Dr. Mark S. Blackmore

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
BIOL 3850

Proposed New Course Title:
Medical and Veterinary Entomology
Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Med. Vet. Entomology

Semester/Year to be Effective:
SP 2012

Estimated Frequency of Course Offering:
Annually

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: BIOL 1107, BIOL1108 or permission of instructor. Overview of medical and veterinary entomology. Reviews basic biology of insects and other arthropods, with emphasis on species affecting health of humans, domestic animals and livestock. Diseases associated with arthropods and principles of forensic entomology will be considered.

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: A large proportion of biology students intend to enter medical and allied health professions or veterinary medicine. This course provides content relevant to those fields. Students planning to study forensic science will also benefit from this course.

Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Students have requested additional entomology courses and specifically asked about this. Planned forensics specialization in Criminal Justice would also be able to use this course.
- 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.) Students will be assessed based upon performance on lecture exams and laboratory practical exams.
- Other:

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

Approvals:	
Dept. Head: <i>Robert G. Brown</i>	Date: 3-3-11
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: 3/22/11
Dean/Director: <i>Connie Richards</i>	Date: 3/22/11
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

**BIOL 3850/5850 – MEDICAL & VETERINARY ENTOMOLOGY SPRING 2012
SYLLABUS & COURSE POLICIES**

Lecture: BC 2022 (M, W, F)

Laboratory : BC 2073 (11-1:50 F)

Instructor: Dr. Mark Blackmore

Office: BC 2022, Tel. 259-5114; email = mblackmo@valdosta.edu

Office Hours: TBA or by appointment

Research Lab: BC 2060, Tel. 245-6422

Course scope and objectives: This course is intended to introduce the student to the study of insects, their biology, ecology and behavior. Factors contributing to the diversity and success of these arthropods and their interactions with humans will be emphasized. Students are expected to learn the characters used to identify the more common and important North American taxa and to assemble a broadly representative collection of locally-occurring species. These correspond to Department of Biology Educational Outcomes 2 (“Describe the evolutionary processes responsible for biological diversity, explain the phylogenetic relationships among the major taxa of life, and provide illustrative examples”) and 5 (Interpret ecological data pertaining to the behavior of the individual organism in its natural environment; to the structure and function of populations, communities and ecosystems, and to the human impacts on these systems and the environment.”)

Catalogue Description: BIOL 3850/5850 Overview of medical and veterinary entomology. Reviews basic biology of insects and other arthropods, with emphasis on species affecting health of humans, domestic animals and livestock. Diseases associated with arthropods and principles of forensic entomology will be considered. **4 credit hours. Prerequisite: BIOL 1107, BIOL 1108, or permission of instructor; admission to graduate program (BIOL 5850 only).**

Texts: *Medical and Veterinary Entomology* 2nd ed. 2009 by Gary Mullen & Lance Durden.

Course requirements & grading policy: Students are expected to attend all scheduled lectures and laboratory sessions, take examinations and turn in reference collection of medically important arthropods. **Attendance** will not be recorded after the Drop/Add period but students are responsible for all material presented in class. The Instructor is not obligated to provide lecture notes or handouts to absentee students and reserves the right to offer make-up examinations to students with documented valid excuses (eg. a death in the immediate family). Due to the logistical problems of setting up laboratory practical exams, make-ups of these tests may not be available. Lecture topics will be covered in three one-hour examinations and a comprehensive final examination. These exams may consist of any combination of objective (fill-in, true-false, multiple choice) and subjective (essay, diagrams etc.) questions about material presented in class or in the text. **Exams will be retained by the instructor** for 1 calendar year; students may arrange to see these at any time. Laboratory material will be covered by 6 quizzes and 2 practical examinations (sight identification). Reading material assigned for the lab also may be covered on these tests but students will not be tested in the lab on subjects covered only in lecture. **All tests are cumulative.** Oral presentations and curatorial duties to improve the teaching collection also may be assigned; satisfactory completion will earn additional points.

Points for the course will be allocated as follows:

LABORATORY

Quizzes: 50 pts (10 each, low score dropped)

Exam I: 25 pts

Exam II: 75 pts

Collection: 50 pts

TOTAL: 200 pts

LECTURE

Hour Exams 200 pts

Final Exam 100 pts

TOTAL: 300 pts

CURATION & Extra Cr. Will not exceed 50 pts

The following scale will be used to assign final grades:

<u>POINTS EARNED</u>	<u>GRADE</u>
450-500	A
400-449	B
350 - 399	C
300- 349	D
< 300	F

Special needs: 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).

Tentative Lecture Schedule – Spring 2012

<u>Lecture Topics</u>	<u>Assigned Reading</u>
Introduction & Overview of Arthropods	Ch.1
Epidemiology of Vector-borne Diseases	Ch. 2
Cockroaches	Ch. 3
Lice	Ch. 4
True Bugs	Ch. 5
Beetles & Fleas	Ch. 6 & 7
Flies	Ch. 8, 9, 10 & 11
Mosquitoes	Ch. 12
Brachycerid Flies	Ch. 13, 14, 15, 16 & 17
Moths & Butterflies	Ch. 18
Ants, Wasps & Bees	Ch. 19
Scorpions & Solpugids	Ch. 20 & 21
Spiders	Ch. 22
Mites	Ch. 23
Ticks	Ch. 24
Forensic Entomology	TBA

Tentative lecture exam dates: TBA

Tentative Lab Schedule

<u>Week</u>	<u>Topic/Activity</u>
1	Classification, External morphology, Arthropod classes
2	Insect & Arachnid orders, Dichotomous keys
3	Quiz 1; Blattaria, Phthiraptera
4	Hemiptera, Coleoptera & Siphonaptera
5	Quiz 2; Diptera part I
6	Diptera part I
7	Quiz 3; Diptera part II
8	Diptera part III
9	Lab practicum I
10	Lepidoptera & Hymenoptera
11	Quiz 4; Arachnid orders part I
12	Quiz 5; Arachnid orders part II
13	Quiz 6; Forensics lab
14	Lab practicum II;
15	Collections due

Graduate Students: In addition to the requirements set forth above, students enrolled for Graduate Credit (BIOL 5850) will read and provide written critiques of assigned research papers (TBA) (20 points total) , and present 3 class lectures (10 points each).

Grade scale for graduate students:

<u>POINTS EARNED</u>	<u>GRADE</u>
512-550	A
471-511	B
435 - 470	C
360- 434	D
< 360	F

RECEIVED

REQUEST FOR A NEW COURSE
Valdosta State University

MAR 23 2011

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission: 01/25/2011 (mm/dd/yyyy)

Department Initiating Request:
Biology

Faculty Member Requesting:
Dr. Mark S. Blackmore

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
BIOL 5850

Proposed New Course Title:
Medical and Veterinary Entomology
Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Med. Vet. Entomology

Semester/Year to be Effective:
SP 2012

Estimated Frequency of Course Offering:
Annually

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 to the graduate program or permission of instructor. Overview of medical and veterinary entomology. Reviews basic biology of insects and other arthropods, with emphasis on species affecting health of humans, domestic animals and livestock. Diseases associated with arthropods and principles of forensic entomology will be considered.

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: Medical and Veterinary Entomology comprise a major area within the field of Entomology. This course provides content relevant to graduate students with research interests in entomology or wildlife biology as well as those who intend to enter medical and allied health professions, veterinary medicine, or the forensic sciences. This course will contribute to achievement of Selected Learning Outcomes 1. (To demonstrate competency in factual content and interpretation of the major biological concept areas of organismal biology, and evolution and ecology) and 3. (To produce a systematic and thoroughly research thesis suitable for publication and appropriate to the thesis sub-discipline) for those students.

Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Needed for graduate

students studying medically important species (eg. mosquitoes).

- 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.) Students will be assessed based upon performance on lecture exams and laboratory practical exams.
- Other:

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

Approvals:		
Dept. Head:	<i>Robt Gannon</i>	Date: <i>3-4-11</i>
College/Division Exec. Comm.:	<i>Lennie Richard</i>	Date: <i>3/22/11</i>
Dean/Director:	<i>Lennie Richard</i>	Date: <i>3/22/11</i>
Graduate Exec. Comm.: (for graduate course):	<i>Kel Hus</i>	Date: <i>4/5/11</i>
Graduate Dean: (for graduate course):	<i>Kel Hus</i>	Date: <i>4/5/11</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

**BIOL 3850/5850 – MEDICAL & VETERINARY ENTOMOLOGY SPRING 2012
SYLLABUS & COURSE POLICIES**

Lecture: BC 2022 (M, W, F)

Laboratory : BC 2073 (11-1:50 F)

Instructor: Dr. Mark Blackmore

Office: BC 2022, Tel. 259-5114; email = mblackmo@valdosta.edu

Office Hours: TBA or by appointment

Research Lab: BC 2060, Tel. 245-6422

Course scope and objectives: This course is intended to introduce the student to the study of insects, their biology, ecology and behavior. Factors contributing to the diversity and success of these arthropods and their interactions with humans will be emphasized. Students are expected to learn the characters used to identify the more common and important North American taxa and to assemble a broadly representative collection of locally-occurring species. These correspond to Department of Biology Educational Outcomes 2 (“Describe the evolutionary processes responsible for biological diversity, explain the phylogenetic relationships among the major taxa of life, and provide illustrative examples”) and 5 (Interpret ecological data pertaining to the behavior of the individual organism in its natural environment; to the structure and function of populations, communities and ecosystems, and to the human impacts on these systems and the environment.”)

Catalogue Description: BIOL 3850/5850 Overview of medical and veterinary entomology. Reviews basic biology of insects and other arthropods, with emphasis on species affecting health of humans, domestic animals and livestock. Diseases associated with arthropods and principles of forensic entomology will be considered. **4 credit hours. Prerequisite:** BIOL 1107, BIOL 1108, or permission of instructor; admission to graduate program (BIOL 5850 only).

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Course requirements & grading policy: Students are expected to attend all scheduled lectures and laboratory sessions, take examinations and turn in reference collection of medically important arthropods. **Attendance** will not be recorded after the Drop/Add period but students are responsible for all material presented in class. The Instructor is not be obligated to provide lecture notes or handouts to absentee students and reserves the right to offer make-up examinations to students with documented valid excuses (eg. a death in the immediate family). Due to the logistical problems of setting up laboratory practical exams, make-ups of these tests may not be available. Lecture topics will be covered in three one-hour examinations and a comprehensive final examination. These exams may consist of any combination of objective (fill-in, true-false, multiple choice) and subjective (essay, diagrams etc.) questions about material presented in class or in the text. **Exams will be retained by the instructor** for 1 calendar year; students may arrange to see these at any time. Laboratory material will be covered by 6 quizzes and 2 practical examinations (sight identification). Reading material assigned for the lab also may be covered on these tests but students will not be tested in the lab on subjects covered only in lecture. **All tests are cumulative.** Oral presentations and curatorial duties to improve the teaching collection also may be assigned; satisfactory completion will earn additional points.

Points for the course will be allocated as follows:

LABORATORY

Quizzes: 50 pts (10 each, low score dropped)

Exam I: 25 pts

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Collection: 50 pts

TOTAL: 200 pts

LECTURE

Hour Exams 200 pts

Final Exam 100 pts

TOTAL: 300 pts

CURATION & Extra Cr. Will not exceed 50 pts

The following scale will be used to assign final grades:

<u>POINTS EARNED</u>	<u>GRADE</u>
450-500	A
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350 - 399	C
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< 300	F

Special needs: 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).

Tentative Lecture Schedule – Spring 2012

<u>Lecture Topics</u>	<u>Assigned Reading</u>
Introduction & Overview of Arthropods	Ch. 1
Epidemiology of Vector-borne Diseases	Ch. 2
Cockroaches	Ch. 3
Lice	Ch. 4
True Bugs	Ch. 5
Beetles & Fleas	Ch. 6 & 7
Flies	Ch. 8, 9, 10 & 11
Mosquitoes	Ch. 12
Brachycerid Flies	Ch. 13, 14, 15, 16 & 17
Moths & Butterflies	Ch. 18
Ants, Wasps & Bees	Ch. 19
Scorpions & Solpugids	Ch. 20 & 21
Spiders	Ch. 22
Mites	Ch. 23
Ticks	Ch. 24
Forensic Entomology	TBA

Tentative lecture exam dates: TBA

Tentative Lab Schedule

<u>Week</u>	<u>Topic/Activity</u>
1	Classification, External morphology, Arthropod classes
2	Insect & Arachnid orders, Dichotomous keys
3	Quiz 1; Blattaria, Phthiraptera
4	Hemiptera, Coleoptera & Siphonaptera
5	Quiz 2; Diptera part I
6	Diptera part I
7	Quiz 3; Diptera part II
8	Diptera part III
9	Lab practicum I
10	Lepidoptera & Hymenoptera
11	Quiz 4; Arachnid orders part I
12	Quiz 5; Arachnid orders part II
13	Quiz 6; Forensics lab
14	Lab practicum II;
15	Collections due

Graduate Students: In addition to the requirements set forth above, students enrolled for Graduate Credit (BIOL 5850) will read and provide written critiques of assigned research papers (TBA) (20 points total) , and present 3 class lectures (10 points each).

Grade scale for graduate students:

<u>POINTS EARNED</u>	<u>GRADE</u>
512-550	A
471-511	B
435 - 470	C
360- 434	D
< 360	F