

VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET

ACADEMIC COMMITTEE

**MONDAY,
February 8, 2010**

2:30 p.m.

**Rose Room
UNIVERSITY CENTER**

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

ACADEMIC COMMITTEE
AGENDA
February 8, 2010

1. Minutes of the January 25, 2009 meeting. (pages 1-2) approved by email February 3, 2010.
2. **COLLEGE OF BUSINESS**
 - a. Deactivation of ACCT 4510 (pages 3-4)
3. **COLLEGE OF ARTS AND SCIENCE**
 - a. Revised educational outcomes and outcomes assessments for the BA in Philosophy and Religious Studies – Philosophy Track and Religious Studies Track (pages 5-7)
 - b. Letter of intent for the development of the Master of Arts in Literature and Language to be offered through GOML (pages 8-13)
4. **COLLEGE OF NURSING**
 - a. Revised course description for NUTR 3350 (pages 14-19)
 - b. Revised course prerequisite and description NUTR 4000 (pages 20-25)
 - c. Revised course prerequisite and description NUTR 4950 (pages 26-31)
5. **COLLEGE OF EDUCATION**
 - a. Revised admission requirements for the MLIS program (pages 32-33)
 - b. Revised catalog copy Dissertation Credit guidelines (page 34)
 - c. Revised admission requirements for the Ed.D. in Curriculum and Instruction (pages 35-40)
 - d. Revised transfer credit policy for the Ed.D. in Curriculum and Instruction (pages 41-43)
 - e. Revised admission requirements for the Ed.D in Leadership (pages 44-49)
 - f. Revised transfer credit policy for the Ed.D in Leadership (pages 50-52)
 - g. Revised curriculum for the MED in Educational Leadership – Higher Education Track (pages 53-57)
 - h. New course LEAD 7840 (pages 58-68)
 - i. New course LEAD 7850 (pages 69-83)
 - j. New course LEAD 7880 (pages 84-97)
 - k. New course LEAD 7890 (pages 98-105)
6. **COLLEGE OF THE ARTS**
 - a. Revised prerequisite ARID 3411 (pages 106-108)
 - b. Revised course description ART 1011 (pages 109-111)
 - c. Revised course title ART 3071 (pages 112-113)
 - d. New course ART 3072 (pages 114-117)
 - e. Revised course title and description ART 4072 (pages 118-120)
 - f. Revised senior curriculum for the BA in Art (pages 121-122)
 - g. Revised senior curriculum for the BFA in Art (pages 123-124)
 - h. Revised prerequisite for ARTH 3121 (pages 125-127)
 - i. Revised prerequisite for ARTH 3122 (pages 128-130)
 - j. Revised prerequisite for ARTH 4120 (pages 131-133)
 - k. Revised prerequisite for ARTH 4130 (pages 134-136)
 - l. Revised prerequisite for ARTH 4150 (pages 137-139)
 - m. Revised prerequisite for ARTH 4160 (pages 140-142)
 - n. New course MUSC 2411 (pages 143-147)
 - o. Revised credit hours MUE 3100 (pages 148-150)
 - p. Revised credit hours MUSC 1052 (pages 151-153)
 - q. Revised course description MUSC 2011 (pages 154-156)
 - r. Revised course description MUSC 2012 (pages 157-159)
 - s. Revised credit hours MUSC 2051 (pages 160-162)
 - t. Revised credit hours MUSC 2052 (pages 163-165)
7. **Pending items**
 - a. Notice to SACS that the BS in Mathematics with an option in Computer Science has been deactivated.
 - b. Notice to SACS that the BS in Athletic Training was changed to a BSAT in Athletic Training.
 - c. Notice to SACS for the new BBA in International Business, BA in Biology, and the reactivation of the Master in Accountancy.
 - d. BA in Transatlantic Studies Program

VALDOSTA STATE UNIVERSITY
ACADEMIC COMMITTEE MINUTES
January 25, 2010

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Rose Room on Monday, January 25, 2010. Dr. Sharon Gravett, Assistant Vice President for Academic Affairs, presided.

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

Members Absent: Dr. Lucia Lu, Dr. Deborah Weaver, Dr. Iris Ellis, Dr. James Humphrey, and Dr. Mike Meacham.

Visitors Present: Dr. Kelly Heckaman, Ms. Teresa Williams, and Mr. Lee Bradley.

The Minutes of the November 16, 2009 meeting were approved by email on December 10, 2009. (pages 1-4).

A. College of the Arts

1. Revised senior curriculum for the BFA in Theatre Arts – Performance Track was approved effective Fall Semester 2010. (pages 5-6).
2. New course, Dance (DANC) 4900, “Directed Study in Dance”, (DIRECT STUDY IN DANCE – 1-9 credit hours, 0 lecture hours, 1-9 lab hours, and 1-9 contact hours), was approved effective Fall Semester 2010 with the effective term changed from Fall 2009 to Fall 2010 and course description changed to read ...instructor. Individual instruction....specialization. This course may be repeated for up to 9 hours of credit. (pages 7-11).

B. College of Education

1. Revised admission requirements for the MAT in Special Education was approved effective Fall Semester 2010 with the justification changed to read ..been fully admitted, taken up... . (pages 12-15).
2. Revised curriculum for the on-line MAT in Special Education – Adapted Curriculum was approved effective Fall Semester 2010. (pages 16-17).
3. Revised curriculum for the on-line MAT in Special Education – General Curriculum was approved effective Fall Semester 2010. (pages 18-19).
4. Revised course title, hours, and description, Special Education Adapted Curriculum (SEAC) 5520, “Assessment and Curriculum for Students with Low Incidence Disabilities”, (ASSESSMENT AND CURRICULUM – 3 credit hours, 3 lecture hours, 1 lab hour, and 4 contact hours), was approved with the effective term changed from Spring 2010 to Summer Semester 2010. (pages 20-27).
The course description was changed to read: Curricular approaches to design, implement, and monitor functional and age-appropriate programs for children and youth with low incidence disabilities in school, home, and community settings. Required activities include informal assessment procedures across curriculum areas to generate IEP objectives, measurement strategies, and methods for monitoring progress.
5. New course, Special Education Adapted Curriculum (SEAC) 6200, “Internship in Special Education and Adapted Curriculum”, (INTERNSHIP SP ED ADAPTED CURR – 3 credit hour, 3 lecture hours, 1 lab hour, and 4 contact hours), was approved effective Summer Semester 2010 with the effective term changed from Spring 2010 to Summer Semester 2010. (pages 28-35).
The course description was changed to read: Graded “Satisfactory” or “Unsatisfactory”. A clinical practice experience completed in the last semester of program and designed for candidates in the online M.A.T. program in special education, adapted curriculum who are seeking initial certification. Candidates will complete a minimum of four weeks of full-time teaching in the role of a special educator, with supervision provided by a university supervisor and the school principal or the principal’s designee.
6. Revised course description, Special Education General Curriculum (SEGC) 6110, “Professional Capstone Experience”, (PROF CAPSTONE EXPERIENCE– 3 credit hour, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2010 with the effective term changed from Spring 2010 to Summer Semester 2010 with the e

description changed to read Graded "Satisfactory" or "Unsatisfactory". Culminating course experience in which students will select and post evidence from class assignments...knowledge, skills, and dispositions... (pages 36-43).

7. New course, Special Education General Curriculum (SEGC) 6200, "Internship in Special Education and General Curriculum", (INTERNSHIP SP ED GEN CURR – 3 credit hour, 3 lecture hours, 1 lab hour, and 4 contact hours), was approved effective Summer Semester 2010 with the effective term changed from Spring 2010 to Summer Semester 2010. (pages 44-51).
The course description was changed to read: Graded "Satisfactory" or "Unsatisfactory". A clinical practice experience completed in the last semester of program and designed for candidates in the online M.A.T. program in special education, adapted curriculum who are seeking initial certification. Candidates will complete a minimum of four weeks of full-time teaching in the role of a special educator, with supervision provided by a university supervisor and the school principal or the principal's designee.
8. New course, Special Education Reading (SERD) 6030, "Teaching Children to Read", (TEACHING CHILDREN TO READ – 3 credit hour, 3 lecture hours, 1 lab hour, and 4 contact hours), was approved effective Summer Semester 2010 with the effective term changed from Spring 2010 to Summer Semester 2010 with the description changed to read ...children to read, with an... literacy foundation, oral language..... (pages 52-58).
9. New course, Special Education Reading (SERD) 6060, "Problems in Learning to Read: Comprehension", (LEARNING TO READ; COMPREHEN – 3 credit hour, 3 lecture hours, 1 lab hour, and 4 contact hours), was approved effective Summer Semester 2010 with the effective term changed from Spring 2010 to Summer Semester 2010 with the description changed to read "An introduction to" deleted from the beginning of course description. (pages 59-69).
10. Deactivation of PSYC 7300, 8020, 8030, 8050, 8100, 8600, SCHC 6900, 7982, 7993, and 8892. (pages 70-71).
11. Revised curriculum for the MS in Psychology – Clinical Counseling Track was approved effective Fall Semester 2010. (pages 72-73).
12. Revised catalog copy for the EDD in Adult and Career Education was approved effective Fall Semester 2010. (pages 74-75).

C. College of Arts and Sciences

1. Letter of Intent – for the online MA in Literature and Language (pages 76-81) TABLED

D. Miscellaneous

1. Dr. Gravett presented the updated course forms to the Academic Committee that now contain further clarification about assessment plans and about sources of data for curriculum changes.

Respectfully submitted,

Stanley Jones
Registrar

RECEIVED

JAN 14 2010

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

REQUEST TO DEACTIVATE A COURSE/PROGRAM

Valdosta State University

Date of Submission: 1/12/2010

Department Initiating Deactivation:
Department of Accounting & Finance

Semester & Year to be Effective:
Summer 2010

List of courses (or the program or track) to be deactivated: ACCT 4510 - Corporate and Partnership Taxation

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 course changes are due to the BOR approval of the Masters of Accountancy degree. ACCT 4510 will no longer be taught at the undergraduate level.

Approvals:	
College/Division Exec. Comm.:	Date: 1/13/10
Dept. Head:	Date: 1/12/10
Dean/Director:	Date: 1/12/10
Graduate Exec. Comm.: (for grad course/program)	Date:
Graduate Dean: (for grad course/program)	Date:
Academic Committee:	Date:

Form last updated: August 6, 2009

REQUEST FOR A REVISED CATALOGUE COPY

Valdosta State University

Indicate area of change (by typing an 'X'):

Core Curriculum (Area A,B,C,D,E,F):

Senior Curriculum

Graduate Program

Other

Current Catalog page number

160-162

Effective Date for Curriculum change

August

2010

(month)

(year)

Degree & Program Name

B.A.

Philosophy and Religious Studies

(e.g., BFA, Art)

Present Requirements or Present Outcomes & Assessments

Proposed Requirements or Proposed Outcomes & Assessments

(Show changes in BOLD)

Selected Educational Outcomes (Philosophy Track)

1. To encourage an understanding of central issues, topics and philosophers in the history of philosophy, from the ancient to the modern periods.
2. To develop students' abilities to think, write, and speak critically and logically.
3. To enable students to challenge their own ideas and to develop self-understanding in the context of a diverse range of ideas which inform contemporary controversies and social conflict.
4. To enable students to engage in independent philosophical research, and to be responsible for communicating their understanding of the issues researched and developed, including a working familiarity with current research methods.

Selected Educational Outcomes (Religious Studies Track)

1. To encourage an understanding of the world's religious traditions and their influence on values, norms, and public policies.
2. To develop students' critical and analytical skills and their abilities to articulate clearly an attention to multiple religious perspectives.
3. To enable students to challenge their own ideas and to develop self-understanding in the context of diverse ideas that inform contemporary controversies and social conflict.
4. To enable students to engage in independent research, to increase their sense of problem and to communicate their understanding of the issues researched and developed in the context of current theories and research methods in the discipline.

Examples of Outcome Assessments (Philosophy and Religious Studies Track)

1. The on-going evaluation of student examinations and research papers and reports of other scholarly activities outside of the classroom.
2. Exit questionnaires to be administered to each student completing work for the major.
3. Surveys of graduates of the program to assess the relevancy of the program to their current work and their suggestions for refinements.
4. The use of university or external data that may become available to assess the quality of the program and the performance of its graduates.

Selected Educational Outcomes (Philosophy Track)

1. To explain and analyze central issues, topics, and philosophers in the history of philosophy, from the ancient to the modern periods.
2. To write and speak critically and logically, applying various theories to specific cases and examples.
3. To explain their own value system, evaluating their values in the context of a diverse range of ideas which inform contemporary controversies and social conflict.
4. To create independent philosophical research, synthesizing a variety of sources including traditional primary philosophical texts and secondary source commentaries.
5. To demonstrate a working familiarity with current research methods, citation styles, and presentation techniques.

Selected Educational Outcomes (Religious Studies Track)

1. To explain and interpret the world's religious traditions and their influence on values, norms, and public policies.
2. To apply critical and analytical skills in analyzing multiple religious perspectives.
3. To identify and evaluate their self-understanding in the context of diverse ideas that inform contemporary controversies and social conflict.
4. To create independent research, synthesizing sources including sacred texts, religious autobiographies, and other secondary sources.
5. To demonstrate a working familiarity with current research methods, citation styles, and presentation techniques.

Examples of Outcome Assessments (Philosophy Track and Religious Studies Track)

1. The on-going evaluation of student examinations and research papers using rubrics, comparing quantitative data over time.
2. Exit surveys to be administered to each student completing work for the major.
3. Exit examinations administered during the senior Metaphilosophy/Religious Studies Capstone combined course.
4. Surveys of alumni to assess the relevancy of the program to their current work and their suggestions for refinements.
5. The use of university or external data that may become available to assess the quality of the program and the performance of graduates.

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 supporting data:

- Improve student learning outcomes: We are rewriting the learning outcomes to make them more measureable.
- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies:
- Other:

Assessment:

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

Approvals:

Department Head(s)	<input type="text" value="Fred Downing"/>	Date	<input type="text" value="1/8/10"/>
Dean(s)/Director(s)	<input type="text" value="Lynn Richards"/>	Date	<input type="text" value="1/19/10"/>
College Executive Committee	<input type="text"/>	Date	<input type="text"/>
Graduate Executive Committee	<input type="text"/>	Date	<input type="text"/>
Academic Committee	<input type="text"/>	Date	<input type="text"/>

November 2010

Board of Regents
University System of Georgia
270 Washington Street
Atlanta, GA 30334

Board of Regents:

To pursue its mission as a growing regional university seeking a national reputation, the department of English at Valdosta State University seeks approval to develop a GeorgiaOnMyLine Master of Arts program in Literature and Language (CIP 23.0101).

This program is aimed specifically at middle-grades and high-school language arts teachers who wish to expand their content knowledge in areas of English studies directly related to their work in the classroom. These areas include literature, rhetoric, composition, linguistics, and creative writing.

Students in the program will acquire

1. A depth of general knowledge of the major subfields of contemporary English studies.
2. The ability to produce cogent written work blending knowledge of each subfield and its implications for the teaching of language arts.
3. The ability to articulate their own work.
4. The ability to work in each subfield in light of key facts and concepts.
5. The ability to produce systematic and researched work appropriate to the discipline.

VSU has enjoyed past success in developing GOML degree programs and has demonstrated a general commitment to quality distance learning. In spring 2008, Valdosta State became one of five original USG institutions to join the GeorgiaOnMyLine distance-learning initiative. Since that first semester, student enrollment in GOML programs offered by VSU has increased significantly, from 51 students in the spring of 2008 to 259 students in spring 2009, a 407 percent increase in individual program headcount enrollment in one calendar year. Additionally, VSU has reported the highest individual enrollment headcount of any participating GOML program each semester since spring 2008. The consistent increase in enrollment and continuing success of the GOML programs at VSU are the result of a demonstrated institutional commitment to providing quality distance education programs which serve our region and our state.

The experience of its faculty and the contingent support services make VSU an ideal candidate for what we think will prove to be the first online degree of its kind in Georgia and in the greater U.S.

Background

In the field of Language Arts, certified, working teachers often encounter difficulty pursuing an advanced degree in a traditional bricks-and-mortar setting, often resulting in individuals' taking several years to complete the degree. This situation underscores the need for online alternatives for teachers, especially middle-grades and secondary language arts teachers.

The University System of Georgia conservatively anticipates serving an additional 100,000 students by the year 2020, an increase of 40 percent over present levels. Currently, 31 percent of USG institutions (11 of 35) offer some type of an English language-focused major. According to the most recent program enrollment available, fall 2008, 307 students are enrolled in these majors. The enrollment in these programs over a five-year period decreased at an average of 4 percent per year, so one could forecast enrollment to be approximately 295 students throughout the USG System in fall 2009. The USG headcount for students in Master's or Education Specialist's degree programs in fall 2008 was 24,283; students in English graduate degree programs represented 1.3 percent of the total USG System's enrollment.

GOML currently offers a Master of Arts in Teaching (M.A.T.) in Reading, Language, and Literacy Education Online Program and a Master of Education (M.Ed.) in Reading, Language, and Literacy Education Online Program through Georgia State University. Furthermore, the University of Georgia has a Master of Arts in Teaching degree offered in English, but the total enrollment over the previous five years has been four students.

However, we believe that the weakness in the above numbers may be attributable more to the available degrees than to the actual demand. This supposition is supported by the fact that the number of undergraduate degrees conferred in English/Language Arts Teacher Education and English programs in Georgia has grown from 780 in 2006 to 828 in 2008. These numbers suggest a growing potential audience. Moreover, with many school teachers now pursuing graduate degrees, we believe that an online degree program will allow working teachers to enhance their teaching certification levels and strengthen their content knowledge. Such programs insure that Georgia's teachers meet the needs of its citizens and that the state continues its efforts to be a leader in teacher education and K-12 instruction.

Furthermore, eleven USG institutions offering some form of a graduate-level English or language-focused degree have awarded 458 degrees during the past three fiscal years for an average of about 153 degrees per year. Therefore, there are potentially 1,181 candidates (graduates during fiscal year 2008) for an online Master of Arts in Language and Literature. Moreover, through our own and GOML's marketing efforts, we hope to achieve a national audience for the degree by the program's second year. The national numbers support this optimism: In 2006, middle school teachers in the United States held about 674,000 jobs, and secondary school teachers held about 1.1 million positions. Employment is expected to grow as fast as the national average (7-13 percent) annually.

We believe our program will be very attractive and draw students from across our service area, the state, and eventually the greater U.S. Unlike a traditional M.A. program in English, which is typically designed to teach advanced research skills and the content knowledge required for a

Ph.D. programs in either literature or rhetoric and composition, our program will serve the *specific needs of language arts teachers*, offering intensive study of virtually every sub-area in English studies including literature, composition, rhetoric, linguistics (including second language learning), and creative writing. What's more, the courses themselves have been designed for our specific target demographic. Below are three examples from the draft curriculum.

- **American Literature for Language Arts Teachers**

A survey of major American literary authors and movements, especially those appropriate for use in middle- and high-school classrooms. This course may also introduce students to writers and texts less well-known, but which are currently in the process of becoming traditional university survey assignments. The course provides depth of coverage including coverage of historical and cultural context.

- **History of the English Language: English Language Change Past and Present**

A study of past and present changes in the English language relevant to the concerns of language arts teachers. This course surveys changes in the English sound system and how these have and have not been reflected in its spelling; changes in English vocabulary through word formation, borrowing through language contact, and semantic shift; and the change of English from a more inflected to a less inflected language. Students will engage in close study of a specific present-day change in English to successfully fulfill the requirements of the course.

- **English Grammar for Language Arts Teachers**

A study of the grammatical standards and principles of effective writing. Students will improve their own writing through a review of grammatical principles and a study of rhetorical and stylistic techniques. Students will also work to articulate their own standards for writing as a means of developing effective methods for the teaching of grammar and of writing in the language arts classroom.

Finally, our degree does not require any credit hours in pedagogy. We think this will be very attractive to language-arts teachers who want to go back to school and study English, but are looking for an alternative to the present curriculum.

Institutional Resources

Faculty for the program in year one will come from tenured and tenure-track faculty in the department who are members of VSU's Graduate Faculty. In the event that outside labor will be required, the program will adhere to SACs standards and established VSU Graduate School requirements for hiring adjunct graduate faculty. According to a cursory analysis by the VSU Department of Strategic Research and Analysis of the English Department's seat and room capacity for fall 2006-2009, the department is already teaching an average of 104% of its total seats offered, so it may be necessary to hire faculty to accommodate the new program after year

one. Overall, however, the SRA analysis found that already-existing resources are adaptable to the needs of the new program.

The SRA also undertook a cost-benefit analysis to assess the impact of the prospective program on institutional resources. As the table in appendix A suggests, existing resources are adequate for initializing the program and carrying it through to its first review.

We are currently developing the course requirements, syllabi and online delivery standards in anticipation of approval of this letter.

Sincerely,

Mark Smith, Ph.D.
Professor of English and Department Head

Appendix A

Program Expenses (academic yr): Yr 1 (FY10) Yr 2 (FY11) Yr 3 (FY12) Yr 4 (FY13) Yr 5 (FY14)					
Full Time Faculty					
Salary (fall/spring)	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
Operating Expenses ex. supplies, equipment, travel	\$ -	\$ -	\$ -	\$ -	\$ -
Indirect Costs ex. inst'l support, student services	\$ 11,786	\$ 11,786	\$ 11,786	\$ 16,501	\$ 16,501
General Education Costs	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL COSTS	\$ 11,786	\$ 11,786	\$ 11,786	\$ 16,501	\$ 16,501
Income (per academic year):					
	Year 1	Year 2	Year 3	Year 4	Year 5
State appropriation (instruction) and tuition	\$ 20,404	\$ 20,404	\$ 20,404	\$ 28,565	\$ 28,565
Total Income from Instruction	\$ 20,404	\$ 20,404	\$ 20,404	\$ 28,565	\$ 28,565
State appropriation (other support)	\$ 11,786	\$ 11,786	\$ 11,786	\$ 16,501	\$ 16,501
Total Other Monies Entering VSU	\$ 11,786	\$ 11,786	\$ 11,786	\$ 16,501	\$ 16,501
Less 25% capital risk	\$ (8,048)	\$ (8,048)	\$ (8,048)	\$ (11,267)	\$ (11,267)
Total Reductions	\$ (8,048)	\$ (8,048)	\$ (8,048)	\$ (11,267)	\$ (11,267)
TOTAL INCOME	\$ 24,143	\$ 24,143	\$ 24,143	\$ 33,800	\$ 33,800
TOTAL INCOME/COST	\$ 12,356	\$ 12,356	\$ 12,356	\$ 17,299	\$ 17,299

Appendix B

Degree Requirements (36 Hours)

I. Comprehensive Exam

II. Required Courses (27 Hours)

1. Intro to Graduate Study for Middle and Secondary English Teachers
2. American Literature for Language Arts Teachers
3. British Literature for Language Arts Teachers
4. Multicultural Literature for Language Arts Teachers
5. Creative Writing for Language Arts Teachers
6. Composition Theory for Language Arts Teachers
7. English Language Change Past and Present
8. English Grammar for Language Arts Teachers
9. Rhetorical Theory for Language Arts Teachers

III. Electives (9 hours total including up to three credits from outside the program)

At least three credits from among the following:

1. History of Rhetorical Theory
2. Language in School Community and Society
3. English Language Learners

At least three credits from among the following:

1. Special Topics in CW
2. Special Topics in American Lit
3. Special Topics in Brit Lit

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 01/26/10 (mm/dd/yyyy)

Department Initiating Revision:

College of Nursing

Faculty Member Requesting Revision:

Melissa J. Benton

Current Course Prefix, Title, & Number:

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

NUTR 3350 - Weight Management & Behavior

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

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: PSYC 2500, PERS 2430, or NUTR 3100 or NUTR 3300, or permission of instructor

Co-requisites:

Course Description: An integrative approach dealing with issues related to the prevention of obesity in children and adults. The course focuses on assessment of factors that affect weight management (eating behaviors, self-esteem, self-image, stress, nutrition and activity needs, and environment) and a variety of intervention strategies for weight management (behavioral, non-behavioral, and non-traditional approaches).

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: None

Co-requisites:

Course Description: Assessment and interventions for management of unhealthy weights. Emphasis is on the relationship between weight and health problems. The role of behavior change and nutritional strategies in health promotion will be discussed.

Semester/Year to be Effective:

Fall 2010

Estimated Frequency of Course Offering:

Bi-annual

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field: Although obesity (unhealthy excess weight) increases risks of chronic disease, eating disorders (unhealthy low weight) present greater acute health risks and should also be included in course content.

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Change in Prerequisites: The study of obesity and weight management does not necessitate prior coursework in nutrition or psychology. Basic concepts of nutrition can be effectively integrated into class discussions. Also, simplification of the prerequisites will increase student access to the nutrition elective courses by allowing more students to meet the requirements and enroll in the course. Change in Course Description: The description has been changed to be more in keeping with the title of the course and teaching content.

Source of Data to Support Suggested Change:

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

Plans for assessing the effectiveness of the course in meeting 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.) Nutrition project development and presentation

Approvals:	
Dept. Head: <i>Susan J. Wolk, NAC Chair</i>	Date: <i>1-29-10</i>
College/Division Exec. Comm.: <i>Smider Fryd</i>	Date: <i>2/2/10</i>
Dean/Director: <i>Quita H. Hufft</i>	Date: <i>2/2/10</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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

COURSE SYLLABUS

<u>COURSE NUMBER</u>	NUTR 3350
<u>COURSE TITLE</u>	Weight Management and Behavior
<u>COURSE CREDITS</u>	3-0-3
<u>CONTACT HOURS</u>	3 lecture hours x 15 weeks = 45 hours
<u>PLACEMENT IN THE CURRICULUM</u>	Undergraduate Elective
<u>PREREQUISITES AND/OR CO-REQUISITES</u>	None

COURSE DESCRIPTION

Assessment and interventions for management of unhealthy weights. Emphasis is on the relationship between weight and health problems. The role of behavior change and nutritional strategies in health promotion will be discussed.

COURSE FACULTY

Melissa Benton, PhD, RN, CNS
Office: Martin Hall, Room 250
Office Phone: 229-245-3775
Cell Phone: 480-390-0859
Office Hours: Mon/Tues 3:00-4:00 pm and by appointment
E-mail: mjbenton@valdosta.edu

COURSE OBJECTIVES

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

1. describe multiple factors that affect weight and weight management;
2. explain the benefits of maintaining a healthy weight;
3. discuss current psychological concepts, principles, and behavior theories utilized in weight control;
4. compare individual differences in nutrient and activity needs for weight management;
5. discuss issues surrounding the impact of obesity in the United States;
6. evaluate differences among various weight management strategies;

TOPICAL OUTLINE

- Introduction to weight management
- The role of genetics in weight maintenance
- The health impact of disordered eating
- Weight and morbidity/mortality
- Weight Management - Obesity:
 - Societal Impact
 - National Treatment Guidelines
- Long-term weight management strategies

TEACHING/LEARNING STRATEGIES

Lecture, assigned reading, class discussion, small group work, individual projects, self-evaluation and problem-solving; oral presentations

REQUIRED TEXTS

Thompson, J. L., Manore, M. M., & Vaughan, L. A. (2008). *The science of nutrition*. San Francisco: Pearson Benjamin Cummings.

NHLBI. (2002) *The practical guide: Identification, evaluation, and treatment of overweight and obesity in adult*, (NIH Publication No. 02-4084).

Can be retrieved from http://www.nhlbi.nih.gov/guidelines/obesity/ob_home.htm

Other readings as assigned.

EVALUATION METHODS

Students will be evaluated in a variety of ways: written examination, class participation/attendance, group discussion, individual projects and oral presentations.

GRADING CRITERIA

Written exams	300 points
Individual projects	100 points
Oral presentations	50 points
Class participation/attendance	<u>100 points</u>
Total	550 points

GRADING SCALE

A	90 – 100%
B	80 – 89%
C	74 – 79%
D	66 – 73%
F	≤ 65%

ATTENDANCE POLICY

Since class content, including lectures and class discussions, is essential for a thorough understanding of course material, attendance and active participation during all class meetings is mandatory. If you cannot attend a meeting it is your responsibility to contact the instructor and obtain any class content you missed. Points may be taken from the class participation/attendance part of your grade for absences.

TESTING POLICY

All students are expected to take the scheduled exams at the regularly scheduled times. There will be **no make up tests** given unless previous arrangements have been made with the instructor prior to the date of the scheduled exam. If you miss an exam you will receive no credit for that exam.

WORK SUBMITTED AFTER THE DUE DATE

All assigned class work must be submitted at the beginning of class on the date due. 10% of the grade will be deducted for the first day that assignments are late and an additional 2% will be deducted for every additional day until the assignment is submitted.

PLEASE BRING A CALCULATOR WITH YOU TO CLASS AND TO ALL EXAMS.

ADA STATEMENT

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

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 01/26/2010 (mm/dd/yyyy)

Department Initiating Revision:

College of Nursing

Faculty Member Requesting Revision:

Melissa J. Benton

Current Course Prefix, Title, & Number:

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

NUTR 4000 - Advanced Nutritional Therapy

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

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: NUTR 3100 or PERS 2430

Co-requisites:

Course Description: Explores physiological responses at the cellular level to inadequate and excessive nutrients in culturally diverse clients throughout the lifespan. Incorporates advanced nutritional assessment. Emphasis is on providing nutritional support and dietary modifications for primary, secondary, and tertiary prevention, consistent with the cultural milieu.

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: NUTR 3100 or permission of instructor.

Co-requisites:

Course Description: Nutritional assessment and interventions for health management in hospital and community settings. Emphasis is on therapeutic diets and physiologic responses to individual nutrients in the treatment of acute and chronic disease.

Semester/Year to be Effective:

Fall 2010

Estimated Frequency of Course Offering:

Annual

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Change in Prerequisites: The content of this course requires a strong knowledge base in nutritional science. PERS 2430 does not provide the level of knowledge needed to ensure student success in this course. Change in Course Description: The description has been changed to be more in keeping with the title of the course and teaching content.

Source of Data to Support Suggested Change:

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

Plans for assessing the effectiveness of the course in meeting 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.) Nutrition project development and presentation

Approvals:	
Dept. Head: <i>Deanna J. Wild, NAC Chair</i>	Date: <i>1-29-10</i>
College/Division Exec. Comm.: <i>Linda Floyd</i>	Date: <i>2/2/10</i>
Dean/Director: <i>Luella H. Huppert</i>	Date: <i>2-2-10</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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

<u>COURSE NUMBER</u>	NUTR 4000
<u>COURSE TITLE</u>	ADVANCED NUTRITIONAL THERAPY
<u>COURSE CREDIT</u>	3-0-3
<u>CONTACT HOURS</u>	3 hours of lecture X 15 weeks = 45 hours
<u>PLACEMENT IN CURRICULUM</u>	Undergraduate Elective
<u>PREREQUISITES</u>	NUTR 3100 or permission of instructor

CATALOG DESCRIPTION

Nutritional assessment and interventions for health management in hospital and community settings. Emphasis is on therapeutic diets and physiologic responses to individual nutrients in the treatment of acute and chronic disease.

COURSE FACULTY

Melissa Benton, PhD, MSN, RN
Martin Hall Room 250
Phone: 229-245-3775
Office Hours: Posted weekly and by appointment
Email: mjbenton@valdosta.edu

COURSE OBJECTIVES

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

1. describe the nutrients and their sources that are needed for prevention and treatment of various alterations in health and illness;
2. utilize advanced nutritional assessment to identify nutritional problems of individuals with acute or chronic diseases;
3. recommend dietary modifications required to meet the nutritional needs of individuals with acute or chronic diseases;
4. develop an individualized plan of care to meet nutritional needs;
5. describe alternative methods of providing nutritional support to clients;

TOPICAL OUTLINE

- Health and nutritional needs
- Advanced nutritional assessment and care
- Drug-nutrient interactions
- Guidelines for enteral and parenteral nutrition
- Nutrition and chronic diseases
 - Gastrointestinal Disease
 - Metabolic disease – diabetes and obesity
 - Cardiovascular disease
 - Urinary tract disease
 - Cancer
 - HIV/AIDS
- Dietary modifications based on Medical Nutrition Therapy
 - Consistency, texture and number of meals
 - Caloric requirements
 - Modified carbohydrate needs
 - Fat restricted diets
 - Protein restricted diets
 - Mineral and fluid modifications

TEACHING STRATEGIES

Lecture, assigned reading, class discussion, small group work, individual projects, self-evaluation and problem-solving.

REQUIRED TEXTS

DeBruyne, L. K., Pinna K., & Whitney, E. (2008). *Nutrition & diet therapy* (7th ed.). Belmont, CA: Thomson Wadsworth.

Other readings as assigned.

EVALUATION METHODS

Students will be evaluated in a variety of ways, as appropriate to the course level and type. Evaluation methods may be selected from the following possibilities: class participation, group discussions, independent group projects, oral presentations, debates, annotated bibliographies, guided computer assignments, essays, research projects, formal papers, journals, written examinations and peer evaluations.

GRADING CRITERIA

Written exams	300 points
Individual projects	100 points
Oral presentations	50 points
24-hour diet analysis	25 points
Class participation/attendance	<u>75 points</u>
Total	550 points

GRADING SCALE

A	90 – 100%
B	80 – 89%
C	74 – 79%
D	66 – 73%
F	≤ 65%

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).

ATTENDANCE POLICY

Since class content, including lectures and class discussions, is essential for a thorough understanding of course material, attendance and active participation during all class meetings is mandatory. If you cannot attend a meeting it is your responsibility to contact the instructor and obtain any class content you missed. Points may be taken from the class participation/attendance part of your grade for absences.

TESTING POLICY

All students are expected to take the scheduled exams at the regularly scheduled times. There will be **no makeup tests** given unless previous arrangements have been made with the instructor prior to the date of the scheduled exam. If you miss an exam you will receive no credit for that exam.

WORK SUBMITTED AFTER THE DUE DATE

All assigned class work must be submitted at the beginning of class on the date due. 10% of the grade will be deducted for the first day that assignments are late and an additional 2% will be deducted for every additional day until the assignment is submitted.

PLEASE BRING A CALCULATOR WITH YOU TO CLASS AND TO ALL EXAMS.

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 01/26/2010 (mm/dd/yyyy)

Department Initiating Revision:

College of Nursing

Faculty Member Requesting Revision:

Melissa J. Benton

Current Course Prefix, Title, & Number:

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

NUTR 4950 - Community Nutrition and Health

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

Current:

Course Prefix and Number:

Credit Hours: 2-2-3

Course Title:

Prerequisites: PERS 2430 or NUTR 3100, NURS 3220 or NURS 3250, or permission of instructor

Co-requisites:

Course Description: Focus is on involvement in community health and nutritional programs and problems. The course emphasizes application and utilization of tools to assess, analyze, and design programs to meet the nutritional and health needs of multicultural communities. It also explores the roles of research and government as they impact nutritional, health, and wellness programs.

Requested:

Course Prefix and Number:

Credit Hours: 3-0-3

Course Title:

Prerequisites: Prior nutrition course or permission of instructor

Co-requisites:

Course Description: Role of nutrition policy and research in community health and nutrition programs. Emphasis is placed on application and utilization of tools to assess, analyze, and develop programs to meet the nutrition and health needs of communities.

Semester/Year to be Effective:

Fall 2010

Estimated Frequency of Course Offering:

Bi-annual

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Change in Credit Hours: Community Nutrition and Health does not need community clinical hours. Although students may complete projects in the community the course content is

appropriately delivered in a classroom (didactic) setting.

Change in Prerequisites: Simplification of the prerequisites will increase student access to the nutrition elective courses by allowing more students to meet the requirements and enroll in the course.

Change in Course Description: The description has been changed to be more in keeping with the title of the course and teaching content.

Source of Data to Support Suggested Change:

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

Plans for assessing the effectiveness of the course in meeting 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.) Nutrition project development and presentation

Approvals:	
Dept. Head: <i>Sharon J. Wold, NAC Chair</i>	Date: <i>1-29-10</i>
College/Division Exec. Comm.: <i>Linda Floyd</i>	Date: <i>2/2/10</i>
Dean/Director: <i>Anita H. Hufft</i>	Date: <i>2-2-10</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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

COURSE SYLLABUS

<u>COURSE NUMBER</u>	NUTR 4950
<u>COURSE TITLE</u>	Community Nutrition and Health
<u>COURSE CREDITS</u>	3-0-3
<u>CONTACT HOURS</u>	3 lecture hours x 15 weeks = 45 hours
<u>PLACEMENT IN CURRICULUM</u>	Undergraduate Elective
<u>PREREQUISITES AND/OR COREQUISITES</u>	None

FACULTY

Melissa Benton, PhD, RN, CNS
Martin Hall Room 250
Office Phone: 229-245-3775
Cell Phone: 480-390-0859
Office Hours: Posted weekly and by appointment
E-mail: mjbenton@valdosta.edu

CATALOG DESCRIPTION

Role of nutrition policy and research in community health and nutrition programs. Emphasis is placed on application and utilization of tools to assess, analyze, and develop programs to meet the nutrition and health needs of communities.

COURSE OBJECTIVES

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

1. describe the significance of nutrition to health in the community;
2. explain how research interacts with government policies and programs to influence community nutrition and health;
3. utilize technology to obtain data related to community health and nutrition;
4. assess and analyze the health and nutritional needs of a community;
5. apply principles of teaching/learning, marketing, and program design to improve public health and nutrition.

TOPICAL OUTLINE

- I. Introduction to nutrition in community health
- II. Trends affecting nutrition and health care
 - a. Government policy
 - b. Research
 - c. Monitoring and surveillance
- III. Community nutrition and health needs assessment
- IV. Program planning and evaluation
 - a. Marketing nutrition and health promotion
- V. Current program delivery systems
 - a. Domestic hunger
 - b. Assistance programs
 - i. Women, Infants, and Children (WIC)
 - ii. Child and adolescent programs
 - iii. Programs for older adults
 - c. International awareness

TEACHING STRATEGIES

Lecture, class discussion, experiential activities, assigned readings, audio-visual aids, small group work, simulation, role playing, demonstrations, computer assisted instruction, student presentations and clinical application may be utilized to meet the course objectives.

REQUIRED TEXT

Nnakwe, N.E. (2009). *Community Nutrition: Planning Health Promotion and Disease Prevention*. Boston: Jones and Barlett.

Other readings as assigned.

EVALUATION METHODS

Students will be evaluated in a variety of ways, as appropriate to the course level and type. Evaluation methods may be selected from the following possibilities: class participations, group discussion, independent study projects, oral presentations, debates, annotated bibliographies, guided computer assignments, essays, research projects, formal papers, journals, written examinations and peer evaluations.

GRADING CRITERIA

Written exams	300 points
Individual projects	100 points
Oral presentations	50 points
Class participation/attendance	<u>100 points</u>
Total	550 points

GRADING SCALE

A	90 – 100%
B	80 – 89%
C	74 – 79%
D	66 – 73%
F	≤ 65%

ATTENDANCE POLICY

Since class content, including lectures and class discussions, is essential for a thorough understanding of course material, attendance and active participation during all class meetings is essential. If you cannot attend a meeting it is your responsibility to contact the instructor and obtain any class content you missed. Points may be taken from the class participation/attendance part of your grade for absences.

TESTING POLICY

All students are expected to take the scheduled exams at the regularly scheduled times. There will be no makeup tests given unless previous arrangements have been made with the instructor prior to the date of the scheduled exam. If you miss an exam you will receive no credit for that exam.

WORK SUBMITTED AFTER THE DUE DATE

All assigned class work must be submitted at the beginning of class on the date due. 10% of the grade will be deducted for the first day that assignments are late and an additional 2% will be deducted for every additional day until the assignment is submitted.

PLEASE BRING A CALCULATOR WITH YOU TO CLASS AND TO ALL EXAMS.

ADA STATEMENT

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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 students are placed. Violation of HIPAA may result in dismissal for the nursing program.

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JAN 19 2010

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Select Area of Change:

Core Curriculum

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

Senior Curriculum

Graduate Curriculum

Other Curriculum

Current Catalog Page Number:

<http://www.valdosta.edu/gradschool/MLISAdmissionsrev.shtml>

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

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

Present Requirements:

- 950 combined Verbal and Quantitative OR
- 450 Verbal score and 4.0 Analytical score
- For GRE's taken prior to October 1, 2002, a 950 combined Verbal-Quantitative or Verbal-Analytical is required.
- Minimum MAT score: 410

Minimum GRE Requirements:

Proposed Requirements (Underline changes after printing this form:

Graduate Record Examination (GRE)
Verbal score of 490 and an Analytic score of 4.0 or Miller Analogies Test (MAT) score of 403 (For MAT taken prior to October 2004, a score of 50 is required.)

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.

- Improve student learning outcomes:
- Adopting current best practice(s) in field: appropriate use of GRE or MAT scores for admissions
- Meeting mandates of state/federal/outside accrediting agencies:
- Other:

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. Studies of GRE and MAT scores as predictors of graduate school success as provided by the Graduate Executive Committee
- Direct measures:** Materials collected and scored for program assessment purposes (tests, portfolios, specific assignments, etc.) Statistical analysis of GPA scores and GRE and MAT scores.

Approvals:

Department Head: *William Ke* Date: *1/19/2010*

College/Division Exec. Committee: *N/A* Date:

Dean(s)/Director(s): *J.D. Burrows* Date: *1-19-10*

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

Graduate Dean:
(for graduate course) *Kal Hill* Date: *2-1-2010*

Academic Committee: Date:

Form last updated: December 1, 2009

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JAN 08 2010

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

MEMORANDUM

To: Dewar College of Education Executive Committee
Graduate Executive Committee ✓
Academic Committee

From: Don Leech, Head, Curriculum, Leadership, and Technology

Subject: Dissertation Credit Guidelines for Curriculum and Instruction and Leadership Doctoral Programs

Date: December 11, 2009

DL

*Reviewed
1-28-10*

The November 18, 2009 memorandum was revised based on the Dewar College of Education Executive Committee feedback. The following is proposed for addition to the COE Doctoral program Handbook.

Doctoral candidates will be required to register for a minimum of 2 semester hours of dissertation credit for each fall and spring semester in which written materials are to be submitted for feedback from their chairs and/or committees. Candidates who are not actively engaged with their chairs and/or committees would continue to register for a minimum of 1 hour credit for fall and spring.

Registration for summer is dependent upon candidates' active engagement with their chairs and/or committees. Candidates will be required to register for a minimum of 2 semester hours of dissertation credit during the summer if written materials are to be submitted for feedback from their chairs and/or committees.

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

JAN 21 2010

Valdosta State University

VALDOSTA STATE UNIVERSITY GRADUATE SCHOOL

Area of Change: [] Core [] Senior [X] Graduate

Current Catalogue Page Number: http://www.valdosta.edu/gradschool/Ed.D.CIAdmissions.shtml

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

Degree and Program Name: Ed.D. Curriculum and Instruction

Present Requirements: • Must hold a minimum of a master's degree from a regionally-accredited institution.
• Minimum graduate GPA of 3.5 on a 4.0 Scale. GPA will be calculated on all attempted graduate coursework in which a letter grade was awarded.
• Official Scores on the Graduate Record Examination (GRE) - www.gre.org
• Minimum GRE Requirements:
o 1000 combined Verbal plus Quantitative Score and an Analytical score of 4.5 or higher.
Doctor of Education Biographical Career Goal Statement
Download the Doctor of Education Biographical Career Goal Statement instructions at:
http://www.valdosta.edu/gradschool/documents/EDDBiographical-CareerStmnt.pdf
• Resume
• Must have 3 years minimum acceptable school or related agency experience.
Doctor of Education Letter of Support Form
The Doctor of Education Letter of Support Form MUST be completed by your School Administrator or School District Administrator.
Three Recommendations Recommendations from professionals who can assess professional qualifications & potential for successfully completing the program must be accompanied by a General Recommendation Form.

Proposed Requirements: (highlight changes after printing) • The applicant must complete a full set of application forms as required by the Graduate School.
• The applicant must arrange for official transcripts from all colleges previously attended to be submitted to the Graduate School.
• The applicant must have completed a Master's Degree at an accredited or approved institution.
• The applicant must have completed three years or more of acceptable school or related agency experience documented in a current resume.
• The applicant must submit a minimum 3.25 grade-point average (on a 4.0 scale) for all graduate work attempted.
• The applicant must submit official GRE scores (Verbal with a minimum score of 425, Quantitative with a minimum score of 425, and Analytical with a minimum score of 425 or 3.5) on the GRE general test or an official MAT score with a minimum score of 390 or 36.
• The applicant must submit a letter of support from his or

her school district, institution, or agency.

- The applicant must submit three recommendations from persons who can address the applicant's professional qualifications and potential for successfully completing the program.

- The applicant must submit a biographical/career goals statement which addresses the questions provided in the doctoral program application. This statement will serve as a writing sample and will be rated as part of the admissions process.

Individuals who do not meet the minimum admission standards specified may submit a request for admission by exception. A letter stating the rationale for why the applicant should be considered for admissions should be addressed to the Departmental Doctoral Admissions Committee. The letter should be submitted as part of the application packet.

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 The revisions comply with ETS guidelines for the use of GRE scores. Combined scores are not recommended. GRE scores and GGPA were not significant predictors of dissertation completion based on analysis of data for prior doctoral students within our program and current literature. Current literature also suggests that MAT scores are as significant a predictor of success as GRE (Young, 2007). The addition of MAT as an academic admissions requirement aligns us with the other Regional University in the state. The GGPA minimum will allow for variance in graduate programs level of difficulty.

Meeting Mandates of State/Federal/Outside Accrediting Agencies

Other

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 scored for program assessment purposes (tests, portfolios, specific assignments, etc.) Data will continue to be gathered and analyzed based on admissions criteria, inquiry course grades, and dissertation completion.

Approvals:	
Department Head: <i>[Signature]</i>	Date: 1/20/10
College/Division Exec. Committee: <i>Julia M. Ruffel</i>	Date: 1/20/10
Dean(s)/Director(s): <i>Julia M. Lee</i>	Date: 1/21/10
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program) <i>Paul Hunt</i>	Date: 2/1/2010
Academic Committee:	Date:

Form last updated: December 1, 2009

Supporting References

- Grove, W. A., Dutkowsky, E. H., & Grodner, A. (2007). Survive then thrive: Determinants of success in the economics Ph.D. program. *Economic Inquiry*, 45(4), 864-871.
- Kunkle, N. R., Hezlett, S. A., & Ones, D. S. (2001). A comprehensive meta-analysis of the predictive validity of the Graduate Record Examinations: Implications for graduate student selection and performance. *Psychological Bulletin*, 127(1), 162-181.
- Reisig, M. D., & DeJong, C. (2005). Using GRE scores and prior GPA to predict academic performance among criminal justice graduate students. *Journal of Criminal Justice Education*, 16(1), 37-59.
- Young, I. P., (2007). Predictive validity of grade point averages and of the miller analogies test for admission to a doctoral program in educational leadership. *Educational Research Quarterly*, 31(2), 44-54.

Academic-Admissions Criteria Model- Years to Complete Dissertation: Bivariate Correlations

	Years to Complete	GRE Verbal	GRE Quantitative	GRE Analytical	Entering GGPA
Years to Complete		$r = -.108$ $p = .303$	$r = -.062$ $p = .553$	$r = -.120$ $p = .255$	$r = -.136$ $p = .193$
GRE Verbal			$r = .088$ $p = .400$	$r = .185$ $p = .079$	$r = .183$ $p = .079$
GRE Quantitative				$r = .178$ $p = .098$	$r = .075$ $p = .474$
GRE Analytical					$r = .324^{**}$ $p = .001$
Entering GGPA					

** . Correlation is significant at the .01 level (2-tailed).

N=117

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JAN 08 2010

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number:
<http://www.valdosta.edu/gradschool/CIPolicies.shtml>

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

Degree and Program Name: Ed.D. Curriculum and Instruction

Present Requirements: No more than 6 semester hours of post-master's academic work may be transferred from another institution into a Dewar College of Education doctoral program. Transfer credit will be evaluated after admission, by the academic department. To be eligible, credit must be no more than seven years old prior to completion of the degree.

Proposed Requirements: (highlight changes after printing) No more than 6 semester hours of post-master's academic work may be transferred from another institution into a Dewar College of Education doctoral program. Transfer credit will be evaluated after admission, by the academic department. To be eligible, credit must be no more than seven years old prior to admission to candidacy.

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 Coursework is validated prior to admission to candidacy

The current doctoral guidelines have a "clock" that starts with the comprehensive exam which "ticks" until dissertation completion. However, the students are able to progress through coursework at different rates. The former 7 years for coursework rules would appear to be outside of the current framework where we no longer have a coursework time clock. The current doctoral students are allowed to bring 6 hours of post masters work into their program of study with advisor approval. The students are required to provide the course title, description, and rationale for how the course will fit into their program of study. There are three faculty members in the COE who currently advise doctoral students from the start of their program of study to the comprehensive exam.

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 scored for program assessment purposes (tests, portfolios, specific assignments, etc.) Seven year requirement for coursework completion will be assessed prior to comprehensive exams.

Approvals:		
Department Head:	<i>Dur</i>	Date: 12/17/09
College/Division Exec. Committee:	<i>Jana M. Biffel</i>	Date: 12/17/09
Dean(s)/Director(s):	<i>Jana M. Biffel for PLG.</i>	Date: 12/17/07
Graduate Exec. Comm.: (for grad program)		Date:
Graduate Dean: (for grad program)	<i>Kel Huer</i>	Date: 2/1/2010
Academic Committee:		Date:

Form last updated: December 1, 2009

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

Valdosta State University

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VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Area of Change: Core Senior Graduate

Current Catalogue Page Number:
<http://www.valdosta.edu/gradschool/ED.D.LeadershipProgramAdmissions.shtml>

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

Degree and Program Name: Ed.D. Leadership

Present Requirements:

- Must hold a minimum of a master's degree from a regionally-accredited institution.
- Minimum graduate GPA of 3.5 on a 4.0 Scale. GPA will be calculated on all attempted graduate coursework in which a letter grade was awarded.
- Official Scores on the Graduate Record Examination (GRE) – www.gre.org
- Minimum GRE Requirements:
 - o 1000 combined Verbal plus Quantitative Score and an Analytical score of 4.5 or higher.

Doctor of Education Biographical Career Goal Statement
 Download the Doctor of Education Biographical Career Goal Statement instructions at:
<http://www.valdosta.edu/gradschool/documents/EDDBiographical-CareerStmnt.pdf>

- Resume
- Must have 3 years minimum acceptable school or related agency experience.

Doctor of Education Letter of Support Form
 The Doctor of Education Letter of Support Form MUST be completed by your School Administrator or School District Administrator.
 Three Recommendations Recommendations from professionals who can assess professional qualifications & potential for successfully completing the program must be accompanied by a General Recommendation Form.

Proposed Requirements:
 (highlight changes after printing)

- The applicant must complete a full set of application forms as required by the Graduate School.
- The applicant must arrange for official transcripts from all colleges previously attended to be submitted to the Graduate School.
- The applicant must have completed a Master's Degree at an accredited or approved institution.
- The applicant must have completed three years or more of acceptable school or related agency experience documented in a current resume.
- The applicant must submit a minimum 3.25 grade-point average (on a 4.0 scale) for all graduate work attempted.
- The applicant must submit official GRE scores (Verbal with a minimum score of 425, Quantitative with a minimum score of 425, and Analytical with a minimum score of 425 or 3.5) on the GRE general test or an official MAT score with a minimum score of 390 or 36.
- The applicant must submit a letter of support from his or

her school district, institution, or agency.

- The applicant must submit three recommendations from persons who can address the applicant's professional qualifications and potential for successfully completing the program.
- The applicant must submit a biographical/career goals statement which addresses the questions provided in the doctoral program application. This statement will serve as a writing sample and will be rated as part of the admissions process.

Individuals who do not meet the minimum admission standards specified may submit a request for admission by exception. A letter stating the rationale for why the applicant should be considered for admissions should be addressed to the Departmental Doctoral Admissions Committee. The letter should be submitted as part of the application packet.

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 The revisions comply with ETS guidelines for the use of GRE scores. Combined scores are not recommended. GRE scores and GGPA were not significant predictors of dissertation completion based on analysis of data for prior doctoral students within our program and current literature. Current literature also suggests that MAT scores are as significant a predictor of success as GRE (Young, 2007). The addition of MAT as an academic admissions requirement aligns us with the other Regional University in the state. The GGPA minimum will allow for variance in graduate programs level of difficulty.

Meeting Mandates of State/Federal/Outside Accrediting Agencies

Other

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 scored for program assessment purposes (tests, portfolios, specific assignments, etc.) Data will continue to be gathered and analyzed based on admissions criteria, inquiry course grades, and dissertation completion.

Approvals:		
Department Head:	<i>One</i>	Date: 1/20/10
College/Division Exec. Committee:	<i>Julia M. Goffel</i>	Date: 1/21/10
Dean(s)/Director(s):	<i>Julia M Lee</i>	Date: 1/21/10
Graduate Exec. Comm.: (for grad program)		Date:
Graduate Dean: (for grad program)	<i>Rah Huss</i>	2-1-2010 Date:
Academic Committee:		Date:

Form last updated: December 1, 2009

Supporting References

- Grove, W. A., Dutkowsky, E. H., & Grodner, A. (2007). Survive then thrive: Determinants of success in the economics Ph.D. program. *Economic Inquiry*, 45(4), 864-871.
- Kunkle, N. R., Hezlett, S. A., & Ones, D. S. (2001). A comprehensive meta-analysis of the predictive validity of the Graduate Record Examinations: Implications for graduate student selection and performance. *Psychological Bulletin*, 127(1), 162-181.
- Reisig, M. D., & DeJong, C. (2005). Using GRE scores and prior GPA to predict academic performance among criminal justice graduate students. *Journal of Criminal Justice Education*, 16(1), 37-59.
- Young, I. P., (2007). Predictive validity of grade point averages and of the miller analogies test for admission to a doctoral program in educational leadership. *Educational Research Quarterly*, 31(2), 44-54.

Academic-Admissions Criteria Model- Years to Complete Dissertation: Bivariate Correlations

	Years to Complete	GRE Verbal	GRE Quantitative	GRE Analytical	Entering GGPA
Years to Complete		$r = -.108$ $p = .303$	$r = -.062$ $p = .553$	$r = -.120$ $p = .255$	$r = -.136$ $p = .193$
GRE Verbal			$r = .088$ $p = .400$	$r = .185$ $p = .079$	$r = .183$ $p = .079$
GRE Quantitative				$r = .178$ $p = .098$	$r = .075$ $p = .474$
GRE Analytical					$r = .324^{**}$ $p = .001$
Entering GGPA					

** Correlation is significant at the .01 level (2-tailed).

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 VALDOSTA STATE UNIVERSITY

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

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number:
 http://www.valdosta.edu/gradschool/
 Ed.D.LeadershipPolicies.shtml

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

Degree and Program Name: Ed.D. Leadership

Present Requirements: No more than 6 semester hours of post-master's academic work may be transferred from another institution into a Dewar College of Education doctoral program. Transfer credit will be evaluated after admission, by the academic department. To be eligible, credit must be no more than seven years old prior to completion of the degree.

Proposed Requirements: (highlight changes after printing) No more than 6 semester hours of post-master's academic work may be transferred from another institution into a Dewar College of Education doctoral program. Transfer credit will be evaluated after admission, by the academic department. To be eligible, credit must be no more than seven years old prior to admission to candidacy.

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 Coursework is validated prior to admission to candidacy.

The current doctoral guidelines have a "clock" that starts with the comprehensive exam which "ticks" until dissertation completion. However, the students are able to progress through coursework at different rates. The former 7 years for coursework rules would appear to be outside of the current framework where we no longer have a coursework time clock. The current doctoral students are allowed to bring 6 hours of post masters work into their program of study with advisor approval. The students are required to provide the course title, description, and rationale for how the course will fit into their program of study. There are three faculty members in the COE who currently advise doctoral students from the start of their program of study to the comprehensive exam.

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 scored for program assessment purposes (tests, portfolios, specific assignments, etc.) Seven year requirement for coursework completion will be assessed prior to comprehensive exams.

Approvals:		
Department Head:	<i>[Signature]</i>	Date: 12/17/09
College/Division Exec. Committee:	<i>Jana M. Biffer</i>	Date: 12/17/09
Dean(s)/Director(s):	<i>Jana M. Biffer for PLG</i>	Date: 12/17/09
Graduate Exec. Comm.: (for grad program)		Date:
Graduate Dean: (for grad program)	<i>Kal Hill</i>	2/1/2010 Date:
Academic Committee:		Date:

Form last updated: December 1, 2009

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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
 A,B,C,D

Current Catalog Page Number:
85-86

Proposed Effective Date for Curriculum Change:
(Month/Year): 5/2010

Degree & Program Name: (e.g., BFA, Art):
M.Ed. Higher Ed Leadership Option

Present Requirements:

Current M.Ed. Higher Ed Leadership Option

Area A: Core
 PSYC 7860 The College Student.....3 hrs.
 RSCH 7100 Research Method in Ed..... 3 hrs.
 ACED 7400 Computer Tech for Workplace or
 ACED 7600 Applied Computer Tech.....3 hrs.

Area B: Academic Concentration
 LEAD 7800 Org & Governance of HE.....3 hrs.
 LEAD 7810 Finance & Budgeting in HE.....3 hrs.
 LEAD 7820 Assessment & Eval in HE.....3 hrs.
 LEAD 7830 Law & Policy in HE.....3hrs.
 CIED 7440 Teaching & Curr in HE.....3 hrs.

Area C: Electives, choose two courses
 ACED 7150, CIED 7200, ITED 7200, PSYC 7040, SCHC 7870, or other courses approved by advisor.....6 hrs.

Area D: Field Experiences
 LEAD 7921 Internship in HE I.....3 hrs.
 LEAD 7922 Internship in HE II.....3 hrs.

Total.....36 hrs.

NOTE: This proposal would divide the existing M.Ed. in Higher Education Leadership Option into two tracks. The first (an M.Ed. in Higher Education Leadership Track) would retain the existing curriculum with minor course changes and outcomes. The second (an M.Ed. in Student Affairs Track) would share several courses, but have six additional courses not currently offered. The proposed Student Affairs Track would be a 42 hr. track versus the 36 hr. Higher Education Track. The narrative below outlines justification for these proposed changes.

Proposed Requirements (Underline changes after printing this form:
M.Ed. in Higher Education Track

Area A: Core
 LEAD 7840 History & Phil of HE.....3 hrs.
 RSCH 7100 Research Meth in Ed.....3 hrs.
 LEAD 7850 Ethics & Standards.....3 hrs.

Area B: Academic Concentration
 LEAD 7800 Org & Gov of HE.....3 hrs.
 LEAD 7810 Finance & Bud in HE.....3 hrs.
 LEAD 7820 Assess & Eval in HE.....3 hrs.
 LEAD 7830 Law & Policy in HE.....3hrs.
 PSYC 7860 The College Student.....3 hrs.
 LEAD 8710 Directed Study.....3 hrs.

Area C: Elective
 Guided Elective I.....3 hrs.

Area D: Field Experiences
 LEAD 7921 Internship in HE I.....3 hrs.
 LEAD 7922 Internship in HE II or
 LEAD 8710 Directed Study.....3 hrs.

Total.....36 hrs.

M.Ed. in Student Affairs Track

Area A: Core

LEAD 7840 History & Phil of HE....3 hrs.
RSCH 7100 Research Meth in Ed...3 hrs.
LEAD 7850 Ethics & Standards.....3 hrs.

Area B: Academic Concentration

LEAD 7810 Finance & Bud in HE.....3 hrs.
LEAD 7820 Assess & Eval in HE.....3 hrs.
LEAD 7830 Law & Policy in HE.....3hrs.
PSYC 7860 The College Student.....3 hrs.
SCHC 7870 Student Pers Services...3 hrs.
LEAD 7880 Counseling in SA.....3 hrs.
LEAD 7890 Technology in SA or
ACED 7110 Intro to HP Tech.....3 hrs.
LEAD 8710 Directed Study I.....3 hrs.
LEAD 8710 Directed Study II.....3 hrs.

Area C: Electives

Guided Elective I.....3 hrs.

Area D: Field Experience

LEAD 7921 Internship in HE I.....3 hrs.

Total.....42 hrs.

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.

Improve student learning outcomes:

The existing Ed.D. Higher Education Leadership Option is broadly designed to benefit students who desire to work in both administrative and student affairs settings. The Council for Advancement of Standards (CAS) in Higher Education has recently updated its recommendations for master's level graduate preparation. The newly adopted standards call for student learning outcomes tied first to CAS recommendations, then adjusted to fit institutional and departmental missions. Further, the standards recommend programs specify a specific focus (e.g. higher education versus student affairs), as opposed to being broadly tailored. This past fall, following CAS recommendations for creating new outcomes, a group of faculty, students, alumni of the program, and current VSU student affairs professionals developed new learning outcomes, which were formally adopted 11/2009:

Graduates will be able to . . .

Specific Student Learning Outcomes for Higher Education Track Graduates

1. Demonstrate knowledge of ethical leadership practices in higher education settings.
2. Establish operational plans to accomplish strategic goals utilizing practical applications of theory.
3. Describe processes of educational leadership and relate them to programs in higher education.
4. Interact effectively with internal and external audiences.

Specific Student Learning Outcomes for Student Affairs Track Graduates

1. Discuss and justify the role of student affairs and higher education in society.
2. Synthesize and critique educational research and explore its practical applications.
3. Adapt and relate information and communication technology to professional contexts.
4. Recognize and support civic engagement, public service, and social justice learning opportunities.

Adopting current best practice(s) in field: See previous justification.

Meeting mandates of state/federal/outside accrediting agencies:

Other:

The M.Ed. in Student Affairs Track was funded by Strategic Focus 2010. Below is the approved justification:

"A Student Affairs track would be a new academic program providing semi-professional staff to support undergraduate students. Graduate assistants in student affairs divisions such as career services, housing and residential life, orientation, parent programs, and student activities will be increasingly valuable as the university reaches its enrollment and retention goals, specifically by helping offset the cost of otherwise needed new professionals. Further, this involvement, supported by classroom experiences, prepares graduates students with valuable and extremely competitive experiences for future employment.

"A Student Affairs track complements the growth and expansion of a Higher Education program, allowing enrollees in the former to focus on academic management, while the later to focus on student development. (1) The proposed track, coupled with competitive graduate assistantships would attract new students who would otherwise not apply. This is evidenced by the questions and requests for information VSU staff receive when recruiting graduate assistants at national conferences. (2) Research consistently demonstrates student affairs professionals aid in the retention of students through advising, mentoring, and programming. The proposed track adds additional personnel, at a significant cost savings over full-time professionals, who work directly in areas supporting students. (3) A curricular requirement for students in the proposed track is a research internship, distinguishing the program from all but a select few in the country. Publication and grant submissions will enhance the university's reputation and help establish the prestige of the program."

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.

In addition to the aforementioned program evaluation (which included faculty, students, alumni, and staff) designed to develop new learning outcomes, two additional data sources were utilized.

SRA Market Analysis, Summer 2009

In summer 2009, the Office of Strategic Research and Analysis (SRA) completed a market analysis to determine the viability of an M.Ed. in Student Affairs Track, determining the following conclusions:

"After analyzing employee information in the PeopleSoft database, it was determined that 180 employees at Valdosta State University have a Bachelor's degree and could be conceivable candidates for the General Administration track or Student Affairs track for the Master of Education with a Major in Higher Education Leadership. Of these 180 employees, 20 employees are in the Student Affairs division. From the data in this assessment, adding a Student Affairs track to the current Higher Education major could be accomplished with minor curriculum revisions. As long as the program continues to attract new students, it should be able to continue. Enrollment in VSU's program has increased from approximately 8 students in 1998 to approximately 30 students today indicating a growing demand for the major in higher education leadership and the reputation of VSU's program. Expanding the Student Affairs track would also attract students interested in this field to a regional, smaller school instead of the large research institutions such as UGA, FSU, UF, and USF. With the number of colleges in South Georgia, this track could attract students from the Tifton area and Coastal Georgia regions interested in pursuing student affairs."

Higher Education Graduate Assessment, Fall 2009

In fall 2009, faculty and students completed a qualitative assessment of M.Ed. Higher Education Leadership Option graduates (17/43, 40% participation). The purpose of the project was to ascertain which elements of the program either complemented or did not complement employment, with a focus on recommendations for revising the program. The following recommendations were considered to revise the current program and create the new curricular track:

In completing the focus group and interviews, the following suggestions arose:

- Teaching approach from a holistic higher education perspective versus student affairs emphasis
- A variation of elective courses ranging across the higher education spectrum
- Discretionary choice of internships with the option of graduate assistantship counting as one

Direct measures: Materials collected and scored for program assessment purposes (tests, portfolios, specific assignments, etc.) See previous section.

Approvals:	
Department Head: <i>[Signature]</i>	Date: 12/17/09
College/Division Exec. Committee: <i>Julia M. Beffel</i>	Date: 12/17/09
Dean(s)/Director(s): <i>Julia M. Beffel for P&H</i>	Date: 12/17/09
Grad. Exec. Committee: (for graduate course)	Date:
Graduate Dean: (for graduate course) <i>Kal Hues</i>	2-1-2010 Date:
Academic Committee:	Date:

Form last updated: December 1, 2009

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VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A NEW COURSE Valdosta State University		
Date of Submission: 12/04/2009 (mm/dd/yyyy)		
Department Initiating Request: Curriculum, Leadership, & Technology	Faculty Member Requesting: J. Patrick Biddix, Ph.D.	
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) LEAD 7840	Proposed New Course Title: History and Philosophy of Higher Education Proposed New Course Title Abbreviation: (For student transcript, limit to 30 character spaces) History & Philosophy of HE	
Semester/Year to be Effective: Fall 2010	Estimated Frequency of Course Offering: Once per academic year.	
Indicate if Course will be : <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> 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 study of the history and philosophy of higher education and student affairs. Students will be introduced to the environments, institutions, and individuals that shaped higher education in the United States. Readings and course activities relate historical record and perspective to contemporary policy and practice.		
Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data. <input checked="" type="checkbox"/> Improving student learning outcomes: The Council for Advancement of Standards (CAS) in Higher Education has recently updated its recommendations for master's level graduate preparation. The newly adopted standards call for student learning outcomes tied first to CAS recommendations, then adjusted to fit institutional and departmental missions. Further, the standards recommend programs specify a specific focus (e.g. higher education versus student affairs), as opposed to being broadly taylored. This past fall, following CAS recommendations for creating new outcomes, a group of faculty, students, alumni of the program, and current VSU student affairs professionals developed new learning outcomes, which were formally adopted 11/2009: Graduates will be able to . . .		
<ol style="list-style-type: none"> 1. Discuss and justify the role of student affairs and higher education in society. 2. Synthesize and critique educational research and explore its practical applications. 3. Adapt and relate information and communication technology to professional contexts. 4. Recognize and support civic engagement, public service, and social justice learning 		

opportunities.

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

Plans for assessing the effectiveness of the course:

Assessment activities for this course include reflective papers, online and class discussions, group/individual projects, and various presentations.

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

Approvals:		
Dept. Head:	<i>[Signature]</i>	Date: 12/17/09
College/Division Exec. Comm.:	<i>Julia M. Boffel</i>	Date: 12/17/09
Dean/Director:	<i>Julia M. Boffel</i> <i>Reg PLG</i>	Date: 12/17/09
Graduate Exec. Comm.: (for graduate course):		Date:
Graduate Dean: (for graduate course):	<i>Ken Hill</i>	2-1-2010 Date:
Academic Committee:		Date:

Form last updated: August 6, 2009

LEAD 7840
History and Philosophy of Higher Education
3 SEMESTER HOURS

College of Education
Valdosta State University
Department of Curriculum, Leadership, and Technology

Conceptual Framework: Guiding Principles

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

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

Positively Impacting Learning through Evidence-Based Practices

REQUIRED TEXTBOOKS

Thelin, J. R. (2004) *A history of American higher education*. Baltimore, MD: The Johns Hopkins University Press.

Davis, D. S. (2001) *Valdosta State University* (College History Series). Charleston, SC: Arcadia Publishing.

READINGS

This course has two primary texts (Thelin & Davis), and readings from various books, journals, and other publications. Reading assignments are listed in the **Course Schedule** at the end of the syllabus, as well as in Class Modules in WebCT. Most readings will be linked as a .pdf files in WebCT.

REQUIRED TECHNOLOGY

Students will need access to and a computer that meets the requirements to operate BlazeVIEW.

COURSE DESCRIPTION

A retrospective contemporary and prospective examination of the social, cultural, political, and philosophical contexts from which the current issues that affect higher education have evolved.

CONCEPTUAL FRAMEWORK STANDARDS - (Adapted from The Council for Advancement of Standards (CAS) in Higher Education)

Graduates will be able to . . .

1. Discuss and justify the role of student affairs and higher education in society.
2. Synthesize and critique educational research and explore its practical applications.
3. Adapt and relate information and communication technology to professional contexts.
4. Recognize and support civic engagement, public service, and social justice learning opportunities.

COURSE OBJECTIVES

The student will have an understanding of the history of American higher education. Students will be able to analyze historical trends and synthesize analysis to divisions within higher education.

Upon completion of this objective, students will be able to:

1. Understand the history of higher education.
2. Link the importance of higher education to the development of the United States.
3. Identify and interpret the issues that the earliest institutions of higher education faced.
4. Define the contemporary and traditional roles of post-secondary institutions.

COURSE REQUIREMENTS

Students are to complete all readings and assignments as listed under each class. Class assignments are a mixture of group and individual work, papers, and presentations.

Readings Question	Question from the assigned readings asked at the beginning of class.
Artifacts & Notes	<p>Students will be assigned one of three extracurricular organizations, on a rotating basis for each class. See Artifacts & Notes Assignments. This assignment requires students to bring two things to class:</p> <ol style="list-style-type: none"> 1) For the time period associated with the class session, students are to choose a group within each organization. bring an artifact representing that group to class. <u>Artifacts</u> can include images (pictures of students), documents (copies of letters, minutes, or bylaws) or objects (a sorority pin). Students are encouraged to be creative, but note that groups and artifacts must correspond with class dates. Students are strongly encouraged to focus on women and minority extracurricular involvement. A good place to locate images is on the online digital archive maintained by most major colleges and universities. 2) Using materials in addition to course readings, students are to create a one page summary of <u>Notes</u> on the organization, for discussion and presentation in class.
Peer Evaluation	Students will evaluate group members after each class based on: materials (1pt) and contribution to presentation (2pts).
Extra Credit (Vote)	Students will vote on best group presentation (1pt to all members).
Online Journal	Students will compose a minimum 250 word reflection on a topic of their choice from the readings in an online journal. Topics may be on any subject but must follow the assigned readings. Students may begin by completing the sentence – I found X interesting because. . .
Online Discussions (Rating)	Students will compose two 250 discussion posts answering the question, “What is the most influential event or organization in the social context of X era of higher education and why?” Students will use the online rating system to rate peer responses. Grades will be determined by confidential, average peer scores on a 0-7 scale.

Class Absence/Missed Assignments

Students missing class for any reason will miss the Readings Question and possible extra credit for that class session. These activities are designed as incentives to attend. Alternative/makeup assignments for other class activities are listed below.

*Assignments will not be accepted after this date without prior approval.

Reading Questions	No Makeup/In Class Assignment
Artifacts & Notes	Artifacts & Notes 1-3 5.22.09*; Artifacts & Notes 4-7 6.5.09* Submit Online (Link or Image of Artifact <u>with</u> 1p Notes) <u>and</u> 2p essay on your topic in social context *Four Subheadings* 1) Describe X and Importance of X, 2) Describe US context, 3) Describe HE context, 4) Describe enduring influence/legacy of X
Peer Evaluation	Peer Evaluation 1-3 5.22.09*; Peer Evaluation 4-7 6.5.09* <u>In addition</u> to submitting the Artifacts & Notes essay and materials as outlined above, students who miss the Peer Evaluation assignment must email the instructor a <u>blinded</u> copy of the Artifacts & Notes Essay (including the artifact & notes). Students will then receive a peer's blinded essay to evaluate and are to submit this evaluation via email to the instructor assigning up to 5 points: 2.5 points for including all information (artifact, notes, four subheadings); 2.5 points for engaging/relevant topic. Grades will be peer assigned, confidentially. Students who fail to evaluate a peer assignment will not receive credit.
Extra Credit (Vote)	No Makeup/In Class Assignment
Online Journal	Journals 1-3 5.22.09*; Journals 4-6 6.3.09*
Online Discussions (Rating)	No Makeup/Online Assignment

***Portfolio Reflection** (Higher Education majors only)
Higher Education majors should include the Final Discussion as a work example for Part V. of their Portfolio. Completion involves an additional reflection relating the assignment to one or more of the seven Learning Experiences (pg. 3) outlined in the Higher Education Portfolio Guidelines.

*******Late Assignments Policy*******

Late assignments will not be accepted for credit without prior instructor approval. See **Class Absence/Missed Assignments** for additional details.

EVALUATION

Activities			Points
Readings Questions	Class	7 @ 1	7
Artifacts & Notes	Class	7 @ 4	28
Peer Evaluation	Class	7 @ 3	21
Extra Credit (Vote)	Class	TBD	1-6
Online Journal	Online	6 @ 5	30
Online Discussions (Rating)	Online	2 @ 7	14

Grading Scale

Quality is expected in all products and performances. Final grades will be assigned accordingly.

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

INSTRUCTOR

Dr. J. Patrick Biddix [jpbiddix@valdosta.edu]
Assistant Professor, Higher Education & Graduate Research
Program Coordinator, Higher Education
Dept [229.333.5633] / Home [229.244.2226] / Cell [314.761.3888]
[<http://www.jpatrickbiddix.net/>]

POLICY STATEMENT ON PLAGIARISM AND CHEATING

Dewar College of Education

POLICY STATEMENT ON PLAGIARISM

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and candidates. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Candidates are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All candidates are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available in the on the Academic Affairs website

(<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

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SPECIAL NEEDS STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of our 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 Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as the Title IX in Section 504 of the Rehabilitation Act of 1973.

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

COURSE SCHEDULE

Class	Topic/s and Readings	Assignment/s
Class 1	Colleges in the Colonial Era (Thelin 1) The "American Way," 1785-1860 (Thelin 2)	
Class 2	The Extracurriculum (link) Women's Education (1800s) (link)	Online Journal 1
Class 3	Diversity and Adversity, 1860-1890 (Thelin 3) The Morrill Act (1862) (link) Black Colleges (Lucas) (link)	Readings Question 1 Artifacts & Notes 1 Peer Evaluation 1
Class 4	Taking Stock, 1880-1910 (Thelin 4, pp. 127-131) The Period of Fraternities & Athletics (Brubacher & Rudy, 120-139) (.pdf)	Readings Question 2 Artifacts & Notes 2 Peer Evaluation 2
Class 5	American College Fraternities (link) The History of the NCAA (link) The Emergence of Organized Student Activism (.pdf)	Online Journal 2 Online Discussion 1 Opens
Class 6	Alma Mater, 1890-1920 (Thelin 5, pp. 155-168) Minutes of the Conference of Deans of Women (link) The Student Personnel Point of View (link)	Readings Question 3 Artifacts & Notes 3 Peer Evaluation 3
Class 7	Alma Mater, 1890-1920 (Thelin 5, pp. 168-204)	Online Journal 3 Journals 1-3
Class 8	The Early Years, 1906-1922 (Davis 1) GSWC and the Twenties, 1922-1929 (Davis 2)	Readings Question 4 Artifacts & Notes 4 (Library) Peer Evaluation 4
Class 9	Success and Excess, 1920-1945 (Thelin 6)	Online Journal 4
Class 10	The Depression, 1929-1941 (Davis 3) The War Years, 1941-1950 (Davis 4)	Readings Question 5 Artifacts & Notes 5 (Library) Peer Evaluation 5
Class 11	Servicemen's Readjustment Act (1944) (link) Truman Commission's Vision for the Future (.pdf)	Online Journal 5
Class 12	"Golden Age," 1945-1970 (Thelin 7) Higher Education Act of 1965 (link)	Readings Question 6 Artifacts & Notes 6 Peer Evaluation 6

Class 13	Overview of the Unrest Era (Astin, 17-45) (.pdf) The Ten Generations of Higher Education (ref .pdf)	Online Journal 6 Journals 4-6
Class 14	When the Boys Came, 1950-1966 (Davis 5) The Big Boom, 1966-1978 (Davis 6)	Readings Question 7 Artifacts & Notes 7 (Library) Peer Evaluation 7
Class 15	Final	Online Discussion 2 Closes

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JAN 08 2010

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A NEW COURSE Valdosta State University		
Date of Submission: 12/04/2009 (mm/dd/yyyy)		
Department Initiating Request: Curriculum, Leadership, & Technology		Faculty Member Requesting: J. Patrick Biddix, Ph.D.
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) LEAD 7850		Proposed New Course Title: Ethics and Standards in Higher Education Proposed New Course Title Abbreviation: (For student transcript, limit to 30 character spaces) Ethics and Standards in HE
Semester/Year to be Effective: Fall 2010		Estimated Frequency of Course Offering: Once per academic year.
Indicate if Course will be : <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> 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.) Course is designed to familiarize the student with: 1) what ethics is; 2) important ethical thinkers through an historical and ideational methodology; 3) the occurrences and identification of primary foci of specific individuals in the ancient, medieval and modern world; 4) a prologue to more formal studies of ethics.		
Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data. <input checked="" type="checkbox"/> Improving student learning outcomes: The Council for Advancement of Standards (CAS) in Higher Education has recently updated its recommendations for master's level graduate preparation. The newly adopted standards call for student learning outcomes tied first to CAS recommendations, then adjusted to fit institutional and departmental missions. This past fall, following CAS recommendations for creating new outcomes, a group of faculty, students, alumni of the program, and current VSU student affairs professionals developed new learning outcomes. The proposed changes reflects the following desired learning outcomes, formally adopted 11/2009: Graduates will be able to . . .		
<ol style="list-style-type: none"> 1. Discuss and justify the role of student affairs and higher education in society. 2. Synthesize and critique educational research and explore its practical applications. 3. Adapt and relate information and communication technology to professional contexts. 4. Recognize and support civic engagement, public service, and social justice learning opportunities. 		

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

Plans for assessing the effectiveness of the course:

Assessment activities for this course include reflective papers, online and class discussions, group/individual projects, and various presentations.

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

Approvals:		
Dept. Head:	<i>Dur</i>	Date: <i>12/17/09</i>
College/Division Exec. Comm.:	<i>Julia M. Ruffe</i>	Date: <i>12/17/09</i>
Dean/Director:	<i>Julia M. Ruffe for PLG.</i>	Date: <i>12/17/09</i>
Graduate Exec. Comm.: (for graduate course):		Date:
Graduate Dean: (for graduate course):	<i>Kel Huen</i>	<i>2/1/2010</i> Date:
Academic Committee:		Date:

Form last updated: August 6, 2009

LEAD 7850
Ethics and Standards in Higher Education
3 SEMESTER HOURS

College of Education
Valdosta State University
Department of Curriculum, Leadership, and Technology

Conceptual Framework: Guiding Principles

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

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

Positively Impacting Learning through Evidence-Based Practices

REQUIRED TEXTBOOKS

Aristotle. The Nichomachean Ethics, J. E. C. Weldon, trans.
Amherst, New York: Prometheus Books, 1987.

Kant, Immanuel. Grounding for the Metaphysics of Morals: On a Supposed Right to Lie Because of Philanthropic Concerns. James W. Ellington, trans. Indianapolis, Cambridge: Hackett Publishing, 1993.

Mill, John Stuart. Utilitarianism and Other Essays. London, New York, Toronto, Victoria, Auckland: Penguin Books, 1987.

Machiavelli. The Prince. George Bull, trans. London, New York, Toronto, Victoria, Auckland: Penguin Books, 1999.

Wollstonecraft, Mary. A Vindication of the Rights of Men and A Vindication of the Rights of Woman. Cambridge: Cambridge University Press, 1995, 1999.

Mill, John Stuart. The Subjection of Women. New York: Dover Publications, 1997.

READINGS

This course has readings from various books, journals, and other publications. Reading assignments are listed in the **Course Schedule** at the end of the syllabus, as well as in Class Modules in WebCT. Most readings will be linked as a .pdf files in WebCT.

REQUIRED TECHNOLOGY

Students will need access to and a computer that meets the requirements to operate BlazeVIEW.

COURSE DESCRIPTION

Course is designed to familiarize the student with: 1) what ethics is; 2) important ethical thinkers through an historical and ideational methodology; 3) the occurrences and identification of primary foci of specific individuals in the ancient, medieval and modern world; 4) a prologue to more formal studies of ethics.

CONCEPTUAL FRAMEWORK STANDARDS - (Adapted from The Council for Advancement of Standards (CAS) in Higher Education)

Graduates will be able to . . .

1. Discuss and justify the role of student affairs and higher education in society.
2. Synthesize and critique educational research and explore its practical applications.
3. Adapt and relate information and communication technology to professional contexts.
4. Recognize and support civic engagement, public service, and social justice learning opportunities.

COURSE OBJECTIVES

The purpose of this course includes the goals stated in the course description and also entails the gained ability by the student to:

1. Demonstrate the ability to identify primary emphases of ethical thinkers and support their understanding by identifying said concepts with evidence from the writings of various philosophers in both oral and written forms;
2. Understand the basic ideas and principles in systems of ethical analysis (not all); and
3. Thoroughly discuss through your written work, the assigned readings.

COURSE REQUIREMENTS

Some General Rules of Order

1. Take notes on all your readings. There is no other way you will be able to increase your capacity and accumulate the knowledge needed to demonstrate your understanding of the material.
2. **No late assignments will be accepted.**
3. Keep copies of your work; hard copies and disc back-ups.
4. Buy the book(s). If you cannot buy the book(s), do not take the class.
5. After the end of the semester, there is no way to improve your grade.
6. You are responsible for all material read.
7. Plagiarism will not be tolerated and will constitute an immediate failure of the class without exception. The college may pursue other actions against you.
8. Reading assignments begin immediately and do not stop; accordingly, you should be reading material for the class the DAY you are dismissed from the initial class meeting or as soon thereafter as possible.
9. **ALL ASSIGNMENTS SHOULD BE SUBMITTED BY Email.**
10. **YOUR FIRST ASSIGNMENT, (-10 points from your average for failing to submit) is to send me an Email at the given address above, giving the following information:**
 - a. Name;
 - b. Email address;
 - c. Field of study or possible field of study;
 - d. Interest in philosophy;
 - e. Outside pursuits/interests;
 - f. Other humanities classes you have taken (ART, ENG, FRE, GER, HUM, MUS, PHI, PHT, REL, SPA, STD- theater);
 - g. How you learn the best (visually, orally, working with people, a combination of visually and orally, through the writing process);
 - h. Your expectations concerning an ethics course.

EVALUATION

Your grade will be determined by your scores from the best scores of four written assignments out of five. **You must submit all five written assignments.** You may employ outside sources for reading background information and explanations but all of your assignment answers must be supported by documentation from only the assigned texts and readings. You can find a suggested reading list as well as some on-line sources at the end of the syllabus.

Grades will be determined on a ten percentile basis; i.e. 100-90 = A, et cetera. No student will receive a grade lower than s/he deserves numerically. Your grade will be determined by your raw score; points earned divided by possible points. Assignments constitute 100 points each.

ASSIGNMENTS = (4 * 100) = 400 POINTS.

SIX ASIGNMENTS, HOWEVER, MUST BE SUBMITTED.
TOTAL POSSIBLE POINTS = 400 POINTS.

Grades will consist of a numerical figure based on the following: a. correct grammar; b. correct spelling; c. correct format; d. correct descriptions; e. clear analysis; and, f. **most important, a demonstrated understanding of what you have read.**

ASSIGNMENT FORMAT: 1. Each paper must be typed and double-spaced. 2. No cover pages, folders, plastic covers or notebooks are acceptable. 3. Papers must be stapled in the upper left-hand corner before you come to class. 4. Your name must be on the paper in the upper right-hand corner of the first page with no other information other than the beginning of your writing. 5. All pages are subject to one-inch margins on the top, bottom and sides. 5b. All pages must be numbered except the first page. 6. All material must be **documented**. (Footnotes are preferred in the Chicago style but I will also accept APA and MLA.) 7. A general rule of thumb: Each paragraph must have one (or more) notes whether direct quotes or paraphrased material. 8. Assignments must be a minimum of five (or more) complete pages in length, well developed with a clear thesis and conclusion based on evidence given from the readings. 9. Every half page missing will constitute a ten point deduction. 10. Please use "New Courier" or "Times New Roman" font size 12 (ten characters per inch/horizontal, 6 lines per inch/vertical).

It is important that you understand you will be reading works by philosophers. To be sure these works are translated but these are considered primary texts for our purposes. Read carefully and with time.

READ EARLY AND SUBMIT CORRESPONDENCE
REGARDING ANY QUESTIONS YOU MAY
HAVE. YOU SHOULD READ BACKGROUND MATERIAL WHICH
YOU CAN FIND ON-LINE OR IN THE LEARNING
RESOURCE CENTER. TAKE ADVANTAGE OF
COMMUNICATING WITH ME.

INSTRUCTOR

Dr. Keith Johnson

POLICY STATEMENT ON PLAGIARISM AND CHEATING

Dewar College of Education

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COURSE SCHEDULE

Week 1
AUGUST 25
SYLLABUS

Begin reading about Aristotle on line or in books from the reading list below. Read some published background information.

In the Nichomachean Ethics read: books 1-2, and 8-10.

Books 1 and 2 lay the foundations for virtue ethics and have had a major impact on the Western World View. Books 8 and 9 are Aristotle's work, to be sure, but may have been inserted in this body of work. 8 and 9 contend with "friendship" which, now, appears to be an unanalyzed concept. Book ten is the conclusion and encapsulates Aristotle's views on the "good life" which is found in reason.

Plato, who was Aristotle's teacher, was preceded by his teacher Socrates. Socrates was the first recorded major philosophical figure to discuss ethics but we only have Plato's works to consider as Socrates did not write his works; accordingly, Plato, by default and ability, was the first systematic ethicist.

Ethics is distinguishable from morals in this: ethical systems are methods of analysis and approaches to the consideration of what is right and what is wrong. The analyses are substantiated with reason which is more than simple explanations and includes emotions and passions. Morals are what people, usually participating in groups but occasionally upon self-reflection, believe to be right or wrong. Ethics can help to determine proper conduct and thought processes but the primary goal is understanding the ideas about morals.

Aristotle's Nichomachean Ethics is a seminal work in ethical theory and lays the foundation for what is now referred to as "Virtue Ethics". There are weaknesses in this work for we are to develop a virtuous character by learning from virtuous people and spending time with virtuous friends. It begs the questions, "How is virtue developed"? and, "How do I know who is virtuous"? Even with these weaknesses the ideas developed in this work are important to study in attempting to gain an understanding of "Virtue Ethics".

Assignment One:

Answer the following questions using only Aristotle to document your paper. Again, I urge you to read background data. Each paragraph you write should contain at least one direct quote from Aristotle to demonstrate your understanding and support your ideas. Every paragraph should also be documented at the end containing the pages you paraphrased from the work (i.e. Aristotle, pp. 53-57).

A. According to Aristotle, "What is good for man"?

B. From Aristotle, give two examples of the "golden mean" between two extremes briefly discussing both extremes and the mean (middle). Also give one example of a contemporary political issue that seems to address the extremes but does not and suggest the "actual" extremes and the "golden mean".

C. According to Aristotle, what are the three types of friendship discussed by Aristotle? Which friendship is the most virtuous and why?

D. According to Aristotle, what is the most virtuous life?

ASSIGNMENT ONE IS DUE SEPTEMBER 14TH.

Week 2

SEPTEMBER 1

Continue Reading Aristotle.

Week 3

SEPTEMBER 8

Continue Reading Aristotle.

Week 4

ASSIGNMENT ONE IS DUE ON THE 14TH.

September 15

Read Immanuel Kant's Grounding For the Metaphysics of Morals.

Immanuel Kant is the foremost philosopher in the systematizing of a "Deontological" theory. Deontology, simply, is the science of rule; follow the correct rules. Kant attempted to argue that reason is the approach to discovering what is proper behavior. Deontology precedes Kant, descriptively, but not as an ethical theory. Following teachings considered to be the ten commandments is deontological.

As an ethical theory, deontology or Kantian deontology, seems quite cold. It is characterized accordingly: 1. Do what is right no matter what the consequences; 2. In every-day life, we are socially called to follow hypothetical imperatives; 3. That which we should follow are categorical imperatives; 4. We should live as if every action and thought we take is going to become a universal law (valid for every person); 5. We should treat every person – every moral agent – as an end unto themselves (do not use or think of people as things); 6. Do not lie and do not kill; 7. The means (the action or thought) justifies the end.

Keep these considerations in mind as you read Kant.

ASSIGNMENT TWO:

Using only Kant to support your answers address:

- A. What are hypothetical and categorical imperatives?
- B. Why should we never lie according to Kant?
- C. What functions do reason and philosophy play in determining morals for Kant?
- D. Distinguish between hypothetical and categorical imperatives.
- E. Free will is discussed by Kant. What is the importance of this discussion to his argument?
- F. What is a rational being according to Kant?

ASSIGNMENT TWO IS DUE ON OCTOBER 5th.

Week 5

SEPTEMBER 22

Continue Reading Kant

Week 6

SEPTEMBER 29

Continue Reading Kant

Week 7

OCTOBER 5

ASSIGNMENT TWO IS DUE BY OCTOBER 2.

Begin reading John Stuart Mill's "Utilitarianism".

John Stuart Mill is considered the founder of the "Utilitarian" school of thought. It is quite functional and tends to permeate our society and the societies of many Euro-Centric nations.

Utilitarianism is characterized by: 1. The consequences are everything; 2. The end justifies the means; 3. We attempt to find the greatest good for the greatest number of people; and 4. Moral situations can be analyzed using the calculus of pleasure.

ASSIGNMENT THREE:

Using only Mill to support your answers, address the following:

- A. What is the calculus of pleasure and describe all of the categories of this system.
- B. What is the greatest good or the best end, according to Mill?
- C. What are perfect and imperfect obligations? Discuss through your own examples.
- D. List and discuss three criticisms against Utilitarian theory that Mill addresses.

ASSIGNMENT THREE IS DUE BY OCTOBER 24th.

Week 8

OCTOBER 13

Continue Reading Mill

Week 9

OCTOBER 20

Finish Reading Mill

ASSIGNMENT THREE IS DUE DURING THIS WEEK, OCTOBER 24th.

Read Machiavelli's The Prince.

ASSIGNMENT FOUR:

Using Machiavelli's The Prince discuss at least five aspects of the conduct of the "Prince" (a head of a "principality") that are "Utilitarian" in scope.

ASSIGNMENT FOUR IS DUE ON NOVEMBER 10th.

Week 10

OCTOBER 27

Continue Reading Machiavelli.

WEEK 11
NOVEMBER 3
Continue Reading Machiavelli

Week 12
NOVEMBER 10

ASSIGNMENT FOUR IS DUE TODAY.

ASSIGNMENT FIVE:

Read your choice of "The Subjection of Women," "A Vindication of the Rights of Men," or "A Vindication of the Rights of Women".

Clearly, all of these works are informed with an utilitarian edge.

- A. Employing three examples, explain how the work you chose is utilitarian?
- B. Explain how the arguments of the work you chose can yield "the greatest good for the greatest number".
- C. What aspects of the work you chose can be considered deontological? Be specific and lucid.
- D. What aspects of the work you chose can be classified as "virtue ethics"?

ASSIGNMENT FIVE IS DUE DECEMBER 7TH.

Week 13
NOVEMBER 17

Week 14
NOVEMBER 27

DURING THE COURSE OF THESE LAST FEW WEEKS, GO TO www.nv.cc.va.us AND FOLLOW THESE STEPS TO DO THE ON-LINE COURSE REVIEW.

- Click-on the Woodbridge Campus "picture" at the bottom of the page.
- Click-on "Academic Divisions"
- Click-on "Communications and Humanities"

Locate the PLS Course Analysis/Survey/Review, complete, and submit.
Thank you.

Week 15
NOVEMBER 31

Week 16
DECEMBER 8
ASSIGNMENT FIVE IS DUE ON DECEMBER 7th.

MANDATORY ASSIGNMENT 6:

- I. Using the sources from your academic area of concentration and examples that you found, construct your own code of ethics for your discipline.
- II. Theoretically classify and justify your code of ethics.

RECEIVED

JAN 08 2010

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A NEW COURSE Valdosta State University		
Date of Submission: 12/04/2009 (mm/dd/yyyy)		
Department Initiating Request: Curriculum, Leadership, & Technology	Faculty Member Requesting: J. Patrick Biddix, Ph.D.	
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) LEAD 7880	Proposed New Course Title: Counseling in Student Affairs Proposed New Course Title Abbreviation: (For student transcript, limit to 30 character spaces) Counseling in Student Affairs	
Semester/Year to be Effective: Fall 2010	Estimated Frequency of Course Offering: Once per academic year.	
Indicate if Course will be : <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> 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.) Course is designed to allow students to gain experience in helping skills and intervention techniques, skills in designating and implementing individual and group interventions, and skills in developing mentoring relationships. Emphasis is placed on basic counseling skills and techniques for work in student affairs settings.		
Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data. <input checked="" type="checkbox"/> Improving student learning outcomes: The Council for Advancement of Standards (CAS) in Higher Education has recently updated its recommendations for master's level graduate preparation. The newly adopted standards call for student learning outcomes tied first to CAS recommendations, then adjusted to fit institutional and departmental missions. Further, the standards recommend programs specify a specific focus (e.g. higher education versus student affairs), as opposed to being broadly taylored. This past fall, following CAS recommendations for creating new outcomes, a group of faculty, students, alumni of the program, and current VSU student affairs professionals developed new learning outcomes, which were formally adopted 11/2009: Graduates will be able to . . .		
<ol style="list-style-type: none"> 1. Discuss and justify the role of student affairs and higher education in society. 2. Synthesize and critique educational research and explore its practical applications. 3. Adapt and relate information and communication technology to professional contexts. 4. Recognize and support civic engagement, public service, and social justice learning 		

opportunities.

Adopting current best practice(s) in field: See previous justification.

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Plans for assessing the effectiveness of the course:

Assessment activities for this course include reflective papers, online and class discussions, group/individual projects, and various presentations.

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

Approvals:		
Dept. Head:	<i>Dun</i>	Date: <i>12/17/09</i>
College/Division Exec. Comm.:	<i>Julia M. Ruffe</i>	Date: <i>12/17/09</i>
Dean/Director:	<i>Julia M. Ruffe for PLG</i>	Date: <i>12/17/09</i>
Graduate Exec. Comm.: (for graduate course):		Date:
Graduate Dean: (for graduate course):	<i>Kel Ruffe</i>	<i>2/11/2010</i> Date:
Academic Committee:		Date:

Form last updated: August 6, 2009

LEAD 7880
Counseling in Student Affairs
3 SEMESTER HOURS

College of Education
Valdosta State University
Department of Curriculum, Leadership, and Technology

Conceptual Framework: Guiding Principles

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

Equity Principle: All learners deserve high expectations and support.

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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

Brammer, L.M. & MacDonald, G. (2002). *The helping relationship: Process and skills* (8th ed.). Boston: Allyn and Bacon.

Shafir, R.Z. (2000). *The ZEN of listening: Mindful communication in the age of distraction*. Wheaton, IL: Quest Books.

READINGS

This course has readings from various books, journals, and other publications. Reading assignments are listed in the **Course Schedule** at the end of the syllabus, as well as in Class Modules in WebCT. Most readings will be linked as a .pdf files in WebCT.

REQUIRED TECHNOLOGY

Students will need access to and a computer that meets the requirements to operate BlazeVIEW.

COURSE DESCRIPTION

Course is designed to allow students to gain experience in helping skills and intervention techniques, skills in designating and implementing individual and group interventions, and skills in developing mentoring relationships. Emphasis is placed on basic counseling skills and techniques for work in student affairs settings.

CONCEPTUAL FRAMEWORK STANDARDS - (Adapted from The Council for Advancement of Standards (CAS) in Higher Education)

Graduates will be able to . . .

1. Discuss and justify the role of student affairs and higher education in society.
2. Synthesize and critique educational research and explore its practical applications.
3. Adapt and relate information and communication technology to professional contexts.
4. Recognize and support civic engagement, public service, and social justice learning opportunities.

COURSE OBJECTIVES

As a result of this course, the student will:

1. Review knowledge of primary counseling theories and develop skills in the implementation of basic helping skills.
2. Obtain skills in the design and presentation of informational, professional, and developmental workshops
3. Obtain knowledge, practice, and skills in interpersonal communication and interventions and will transmit theory into practice.
4. Gain skills in developing facilitative behavior and establishing mentor interpersonal relationships.
5. Examine his/her individual perceptions, ideologies, and beliefs that may affect how he/she interpersonally relate to others.
6. Examine the impact of the community and larger society on individual and family development.

COURSE REQUIREMENTS

ASSIGNMENT POLICY:

All assignments are expected to be turned in on time. If the assignment is not submitted on time then a late penalty of **5** points will be deducted. Also, each additional day the assignment is late **10 additional** points will be deducted. All exams and assignments unless stated otherwise are due via WebCT. If the document is not submitted on time as outlined in the syllabus or in a format that can be read by the instructor then this is considered late and thus will not be accepted. In addition, the excuse of WebCT not working will also not be taken into consideration.

WEBCT VISTA:

Students are expected to be familiar and proficient with the WebCT Vista software. WebCT will be used in the class to enhance the class. We will use WebCT to obtain articles, additional information about assignments, hold class discussions, submit assignments, and watch videos. Each student is responsible for ensuring that you have the most current information and assignments. To ensure you are up to date check the site often and check announcements. I will often use the announcements versus sending email. Not knowing about these announcements does not qualify as an excuse.

EMAIL PROTOCOL:

There will be contact between students and instructor in the classroom setting but also online through WebCT. It is your responsibility to check your email account through WebCT frequently in order to receive status updates of classroom assignments and discussions. I expect students to be respectful of other students via their discussion even if you disagree with a student's point of view or epistemology. We are here to learn and grow. In this class, we may discuss issues and topics that may be uncomfortable for you or those issues that you may struggle with. Therefore, it is imperative to utilize honesty, respect, and healthy communication within yourself and with others.

All threaded discussions will be **due by midnight** on the date indicated in order to receive credit. Any threaded discussions received after the due date will not be graded, unless other arrangements have been made in advanced. **Any attachment sent via WebCT must include your name and the title of your assignment. All attachments must be completed in MS Word.**

LIBRARY:

Students are expected to be proficient in using the library system to obtain resources for papers. If you are unfamiliar or need a refresher you can schedule a consultation. Consultations are designed for in-depth or difficult research beyond what is typically possible at the Reference Desk. It provides VSU students, faculty and staff with the opportunity to work one-on-one with a member of Odum Library's Reference team. At a consultation you have opportunities for uninterrupted, focused sessions, training in advanced search techniques for specific electronic databases, in-depth discussion of your specific research needs, learning how and where to access appropriate databases, building skills in interpreting citations, and exploring various options for obtaining library

materials. To make an appointment with a Reference Librarian phone (229) 333-7149 or <http://www.valdosta.edu/library/forms/consult.php>

COURSE ASSIGNMENTS OVERVIEW:

Students are encouraged and expected to complete all reading assignments and viewing all videotapes before the designated class dates and as listed on the class schedule. Class assignments will be a combination of individual and group work, projects, papers, and quizzes. In addition, to completing all assignments prior to class, all students are encouraged and expected to participate in classroom discussions. I expect all students to be respectful of others in the classroom and each of our individual perspectives and ideas.

COURSE REQUIREMENTS:

1. **Genogram (50 pts):** Putting your family and yourself in context: Compose a genogram from your own family of origin, tracing your background and family patterns at least four generations (you and your siblings, your parents, their parents, and your great grandparents) if you do not have children, five if you have children. Interview at least two people with whom you have not recently spoken about the details of your family's developmental history and functioning. On the genogram collect information such as nodal events, recurrent patterns, triangles, patterns of emotional intensity, and competency themes.

In addition to the genogram itself, you will hand in an 6-8 page paper which follows APA guidelines and provides an interpretation of your genogram rather than explaining the facts of your family i.e. when and where they were born etc. You will present the genogram and discuss what you found with the class. The paper will only be read by the instructor. Please only present what *you* feel comfortable sharing with your classmates. Your grade will **not** be based on the specific content of your Genogram but on whether the directions are followed. Additional handouts and information will be presented in class to provide more specific information about what is required for both the genogram and the paper. An example of a genogram can be found on WebCT.

2. **The Mirror Project (30 pts):** During this course, you will be taking a "snapshot" of who you are, your values, beliefs, and assumptions that you currently hold. These assumptions report how you relate to others and how you encounter difference. Often times when we encounter difference, we place the person in the box labeled "other." You will identify if how you view yourself in the mirror is how others may view you and does this identity or perception influence how you respond to yourself and how you respond to others.

Your project should allow you the means to look carefully at, and/or to change, one or more aspects of epistemology as it relates to encountering difference. Your project will be successful to the degree that your chosen activities inspire reflective questions and thoughtful explorations of your current position you hold

in encountering difference and challenging this position i.e. to see through the lens of someone you think of as "other".

You will write an 6-8 page paper which follows APA guidelines and provides an intellectual and thoughtful response of identifying your own values, beliefs, and assumptions that you currently hold and how someone who you identify as "other" may perceive these epistemologies. You will articulate where these perceptions or beliefs may derive from, the benefit of such beliefs, how these ideologies shape and mold your own identity, how "others" may perceive these specific ideologies, and if you should modify these epistemologies based on others' perspectives. Be respectful, insightful, and creative in authoring this project.

In addition to the written paper, you will present a *15-20 minute presentation* (20 pts) of your *The Mirror Project* to the class identifying the "snap shot" of yourself, how you perceive yourself, how others may perceive you, your perceptions of your epistemologies, how "others" may be impacted by your own values, beliefs, and ideologies, and how you may modify these epistemologies when in interpersonal contact with others.

3. **Skilled Helper Project (50 pts.):** Students will divide up into groups of 5 students. Each group will choose their own individual clinical case study. Each case study must consist of pertinent issues that would be discussed in a traditional counseling setting. Each group will analyze the case study, present the case study to the class, and write a paper together analyzing and evaluating the case study and specific counseling skills that can be utilized to assist the client(s).

Each group must tape a counseling session utilizing the case study they are examining and present it to the class. The session must be at least 30 minutes but no longer than 50 minutes. The videotape must show the class the clinical issues examined, the counseling skills utilized, and the possible outcome of the session. Remember, I am not asking you to be seasoned therapists, but I am asking that you respond as Professionals and reveal how your group identifies, understands, and utilizes specific counseling and communication skills.

The class presentation should involve all group members and be 45 minutes in length. We will discuss in more detail in class the perimeters and expectations of this project. I expect all group members to work together and please respect each others' ideologies and perspectives. Examining the case study may be challenging to some of you; if you have any stressors and anxiety concerning this project, please come see me.

Each group will write an 8-10 page paper together which follows APA guidelines and provides an intellectual and thoughtful response of identifying the group's case study, examine the clinical issues that are brought up, discuss the

counseling skills that can be utilized with your case study, identify and describe the counseling skills your group chose to utilize in "working with the family" in your taped "counseling session," and discuss if this project was challenging or easy for your group. In addition, did any issues or stressors originate due to the group project? Did any group members shift in their own epistemologies based on conducting the "counseling session?" In addition, you can examine if the counseling skills appear to come naturally to your team members or if any of the team members appear to struggle with the utilization of appropriate and healthy "counseling skills." I will be the only one that reads your group's final paper. The group paper will not be shared with your classmates unless as a group, you choose to share some elements in your presentation.

4. **Reading Pop Quizzes (100 pts), 10 pts each:** There will be 10 reading pop quizzes given at the beginning of 10 class periods. The class dates for the 10 quizzes are listed in the class schedule. You will be asked 1-3 questions pertaining to the readings for each particular class date in order to confirm that you have completed the reading and understand its substance.

5. **Threaded Discussions 5 (50 pts), 10 pts each:** You will be given five discussion topics to complete and discuss with the other students in our class. You will be expected to write a detailed post (no more than 3 paragraphs) answering each topic presented. Then, you will be asked to comment on other students' answers and discussions. This is a way to improve and hone your communication skills and learn to verbalize your ideas to a group of individuals. The more one communicates, the easier communication becomes. The threaded discussions are there to enhance your knowledge, communication, and allow you to reflect on various issues and topics.

EVALUATION

POINT BREAK DOWN:

Genogram.....	50
The Mirror Project (Paper).....	30
The Mirror Project (Presentation).....	20
Skilled Helper Project (Paper, Videotape, & Presentation).....	50
Pop Quizzes.....	100
Threaded Discussions.....	50
Total.....	300

PERCENTAGE OF POINTS:

- A = 90% to 100% of possible points
- B = 80% to 89% of possible points
- C = 70% to 79% of possible points
- D = 60% to 69% of possible points
- F = 59% and below of possible points

INSTRUCTOR

Leah McMillan, LMFT
Email: lcmmill@valdosta.edu
Phone: (wk) 229-333-5940 or (cell/home) 229-254-1114

POLICY STATEMENT ON PLAGIARISM AND CHEATING

Dewar College of Education

POLICY STATEMENT ON PLAGIARISM

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and candidates. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Candidates are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All candidates are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available in the on the Academic Affairs website

(<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

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1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
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SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). According to the Dewar College of Education Concern Form Policy, "a second level two concern form will result in the candidate being dismissed from his/her program of

study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee.”

3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, “after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee.”

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

SUCCESS CENTER

The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. We provide free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of our services. Phone number 229-333-7570 and email is ssc@valdosta.edu.

COURSE SCHEDULE

TENTATIVE SCHEDULE:

DATE	TOPIC	READINGS
8/18	Course Overview, Introductions & Core Ideas	
8/20	What is family? What is development? What is family development? Brief Summary of the Family life cycle: Horizontal & Vertical Stressors, Introduction to the Genogram Assignment	Get Genogram Chapter in Carter & McGoldrick Book, Place online Bring APA manual if you have one
8/25	Discuss micro, meso, macro levels, Discuss the significance in examining the individual, family, and society	Shafir, Introduction & Chapter 1 Driver, et al. (2003) Article/Chapter
8/27	Correlate family issues + individual issues + your population	Shafir Chapters 2 & 3 Gates, et al. (2000) Article/Chapter
9/1	Watch movie clips, Group discussion and presentation	Shafir Chapter 4 McGoldrick (2003) Article/Chapter, Kaminiski, et al. (2006) Article Threaded Discussion 1
9/3	Various Mental Health issues that Student face; Discuss possible differences in similarities in primary/secondary students and higher education students	Shafir Chapters 5-7 Walsh (2003) Article Pop Quiz 1
9/7	Labor Day	No class or online assignments
9/8	Continue discussing multiple mental health issues students face	Bishop (2006) Article, Mellin (2008) Article, Wester & Trepal (2005) Article
9/10	Case scenarios, Group discussion and presentation	Shafir Chapters 8-10 Lopez & Fons-Scheyd (2008) Article Pop Quiz 2
9/15	Define counseling and basic helping skills, Discuss importance, significance in related fields	Shafir Chapters 11 & 12 Ferrier & Cimini

		(2005) Article, Gipple & Puig (2006) Article
9/17	Discuss different theories of Counseling, quick overview of foundations, differences in Orientations/Models of therapy	Brammer & McDonald Chapter Wang & Castaneda-Sounds (2008) Article Threaded Discussion 2
9/22	Discuss different theories of Counseling, quick overview of foundations, differences in Orientations/Models of therapy	Brammer & McDonald Chapter Schwartz, et al (2006) Article, Lewis & Clemens (2008) Article Pop Quiz 3
9/24	Discuss basic Counseling Skills, define basic counseling skills	Brammer & McDonald Chapters
9/29	Basic Counseling Skills continued	Brammer & McDonald Chapters
10/1	Basic Counseling Skills continued	Brammer & McDonald Chapters Pop Quiz 4
10/6	Basic Counseling Skills continued	Brammer & McDonald Chapters
10/8	Midterm: Last Day to Web Withdraw	McGoldrick (1998) Article/Chapter Pop Quiz 5 Genogram Due via WebCT by 11:59 pm
10/13	Genogram Presentations	Nilsson, et al. (2008) Article, Nolan et al. (2005) Article Threaded Discussion 3
10/15	Genogram Presentations	Brammer & McDonald Chapters
10/20	Fall Break	No class or online assignments
10/22	Group time to meet	No class, but meeting with group
10/27	Watch Movie	Pop Quiz 6
10/29	Discuss therapeutic context of movie, discuss role of	Brammer &

	therapists, friend, family, etc. Discuss how each could have utilized approp counseling skills	McDonald Chapters
11/3	Basic Counseling Skills continued, case studies	Brammer & McDonald Chapters
11/5	Discuss how one's own views and ideologies can impact others, how culture, gender, age, race, SES, etc. play a role in counseling	Brammer & McDonald Chapters Rosik (2003) Article Pop Quiz 7
11/10	The Mirror Project Presentations	The Mirror Project Due via WebCT by 11:59 pm
11/12	The Mirror Project Presentations	Mobley (2008) Article Threaded Discussion 4
11/17	Basic Counseling Skills continued, case studies	Brammer & McDonald Chapters Lunberg & Creasman (2008) Article Pop Quiz 8
11/19	The ethical obligations and risks of helping/counseling; Discussion of Virginia Tech Massacre	Nolan et al. (2006) Article, Sharkin & Coulter (2005) Article
11/24-11/27	No Class on 11-24; Thanksgiving Holidays on 11-25 to 11-27	No class or online assignments
12/1	Skilled Helper Project Presentations	Threaded Discussion 5
12/3	Skilled Helper Project Presentations	Pop Quiz 9
12/7	Exam Prep Day	No class or online assignments
12/8	Discussion about what was discussed, how class has modified our own individual, family, and career epistemologies	Pop Quiz 10
12/10	Final Exam Period 12/9-12/11; Wrap Up and Evaluations***	

RECEIVED

JAN 08 2010

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A NEW COURSE Valdosta State University		
Date of Submission: 12/04/2009 (mm/dd/yyyy)		
Department Initiating Request: Curriculum, Leadership, & Technology	Faculty Member Requesting: J. Patrick Biddix, Ph.D.	
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) LEAD 7890	Proposed New Course Title: Technology in Student Affairs Proposed New Course Title Abbreviation: (For student transcript, limit to 30 character spaces) Technology in Student Affairs	
Semester/Year to be Effective: Fall 2010	Estimated Frequency of Course Offering: Once per academic year.	
Indicate if Course will be : <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> 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.) Course combines the management of technology-based projects and strategies to support teaching and working with diverse learners. Class activities will enhance learning concerning ever-changing culture and inclusion. Use of the Internet and print resources will enable the students to participate in analyzing and critiquing different management and planning strategies.		
Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data. <input checked="" type="checkbox"/> Improving student learning outcomes: The Council for Advancement of Standards (CAS) in Higher Education has recently updated its recommendations for master's level graduate preparation. The newly adopted standards call for student learning outcomes tied first to CAS recommendations, then adjusted to fit institutional and departmental missions. Further, the standards recommend programs specify a specific focus (e.g. higher education versus student affairs), as opposed to being broadly tailored. This past fall, following CAS recommendations for creating new outcomes, a group of faculty, students, alumni of the program, and current VSU student affairs professionals developed new learning outcomes, which were formally adopted 11/2009: Graduates will be able to . . . <ol style="list-style-type: none">1. Discuss and justify the role of student affairs and higher education in society.2. Synthesize and critique educational research and explore its practical applications.3. Adapt and relate information and communication technology to professional contexts.4. Recognize and support civic engagement, public service, and social justice learning		

opportunities.

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

Plans for assessing the effectiveness of the course:

Assessment activities for this course include reflective papers, online and class discussions, group/individual projects, and various presentations.

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

Approvals:	
Dept. Head: <i>Dave</i>	Date: <i>12/17/09</i>
College/Division Exec. Comm.: <i>Julia M. Biffel</i>	Date: <i>12/17/09</i>
Dean/Director: <i>Julia M. Biffel for PLG</i>	Date: <i>12/17/09</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course): <i>Ken Hill</i>	Date: <i>2/1/2010</i>
Academic Committee:	Date:

Form last updated: August 6, 2009

LEAD 7890
Technology in Student Affairs
3 SEMESTER HOURS

College of Education
Valdosta State University
Department of Curriculum, Leadership, and Technology

Conceptual Framework: Guiding Principles

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

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

Positively Impacting Learning through Evidence-Based Practices

REQUIRED TEXTBOOKS

None.

READINGS

This course has readings from various books, journals, and other publications. Reading assignments are listed in the **Course Schedule** at the end of the syllabus, as well as in Class Modules in WebCT. Most readings will be linked as a .pdf files in WebCT.

REQUIRED TECHNOLOGY

Students will need access to and a computer that meets the requirements to operate BlazeVIEW.

COURSE DESCRIPTION

This course combines the management of technology-based projects and strategies to support teaching and working with diverse learners. Class activities will enhance learning concerning ever-changing culture and inclusion. Use of the Internet and print resources will enable the students to participate in analyzing and critiquing different management and planning strategies.

CONCEPTUAL FRAMEWORK STANDARDS - (Adapted from The Council for Advancement of Standards (CAS) in Higher Education)

Graduates will be able to . . .

1. Discuss and justify the role of student affairs and higher education in society.
2. Synthesize and critique educational research and explore its practical applications.
3. Adapt and relate information and communication technology to professional contexts.
4. Recognize and support civic engagement, public service, and social justice learning opportunities.

COURSE OBJECTIVES

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

1. Development and distinguish the different strategies of planning and managing technology-based programs.
2. Understand the different ways that knowledge-based and industrial-based organizations can affect the teaching and learning of technology.
3. Access the internet and apply all class material to the real world.
4. Use technology to enhance learning and meet the needs of students with diverse learning styles.

COURSE REQUIREMENTS

Develop Learning Modules (20% of grade)

Website Down-loads, Reviews, Applications, and Evaluations (20% of grade)

Candidates should access all websites and complete all activities indicated by the instructor. At least one search engine will require a free download. Resources should be used as indicated in the syllabus.

Online Discussions, Critiques, and Analyses (20% of grade)

Instructor initiated online discussions will be posted in each of the six module. Candidates should read the instructor's question(s) or comments and post a

personal response for each topic. You should also respond to at least one other Candidate's posting. Candidates may respond to more. Postings should be thoughtful and to the point. **POST CONTENTS ARE READ, BUT NOT GRADED BY THE INSTRUCTOR.**

Reflective Journals (10% of grade)

Candidates should keep a journal reflecting on your learning experiences. The journal's focus should be on what new behaviors and attitudes your experience with your classmates and the course itself engenders. It may be developed as a WORD document, module by module or it may encompass the entire class. The instructor will call for the journal in Module six. It is for the instructor's use and will not be shared with others.

Activities Using Software Applications (20% of grade)

Candidates will have activities requiring the use of WORD templates, POWERPOINT, EXCEL, ACCESS and one or more SEARCH ENGINES. If time allows, PUBLISH and other appropriate software may be introduced.

Self-Assessments and Completion of Rubrics (SOLO Objectives) (10% of grade).

Candidates will complete a self-assessment instrument and "deliverables" or product rubric at the completion of each of the six modules.

Attendance Policy

Interaction in an online learning community may be asynchronous (discussion, group postings, and email) or synchronous (chat). Because you are being prepared to accept professional responsibilities in leading learning communities, active and timely participation are critical to your success in this class and to your preparation as school leaders. Graduate candidates are expected to successfully complete all performances as outlined in the syllabus. If an inability to do so is anticipated, it should be discussed in advance with the instructor. In all cases, consider what would constitute professional behavior on your part.

EVALUATION

Participant performance is evaluated using rubrics, artifacts, and other authentic assessment methods including:

Completion of class activities

Individual reflective journals, (to be sent to the instructor at course end)

Contributions to the Discussion Boards

Preparation and submission of technology-based products

Completion of candidate self-assessments of course objectives. (SOLO, Self Assessment of Learning Objectives)

Performance on the Professional Standards Commission's *AssessOnline Test of Basic Computer Skills Competency*. **Note:** Candidates will NOT be graded on this, but must

complete it, and upload it to LiveText to receive course credit.

Final grades will be assigned as follows:

A = 90 -100
B = 80 – 89
C= 70 – 79
F = Below 70

INSTRUCTOR

Dr. J. Patrick Biddix [jpbiddix@valdosta.edu]
Assistant Professor, Higher Education & Graduate Research
Program Coordinator, Higher Education
Dept [229.333.5633] / Home [229.244.2226] / Cell [314.761.3888]
[<http://www.jpatrickbiddix.net/>]

POLICY STATEMENT ON PLAGIARISM AND CHEATING

Dewar College of Education

POLICY STATEMENT ON PLAGIARISM

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(<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).

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REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 01/13/2010 (mm/dd/yyyy)

Department Initiating Revision:
Art

Faculty Member Requesting Revision:
Selena Nawrocki

Current Course Prefix, Title, & Number:

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

ARID 3411 Computers for Interior Design

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

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: ART 2030

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: ART 2030 and ARID 2111

Co-requisites:

Course Description:

Semester/Year to be Effective:

Fall/2010

Estimated Frequency of Course Offering:

1X Year

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes: Students need the knowledge learned in ARID 2111, Interior Design Studio I, to adequately complete assignments in ARID 3144, Computers for Interior Design.

Adopting current best practice(s) in field:

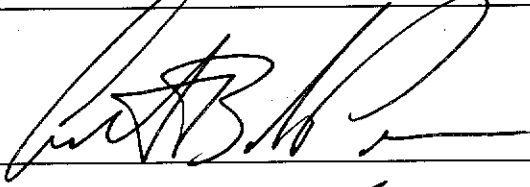
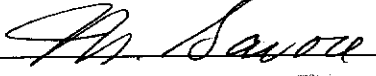

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

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.** Students will be better prepared for the course with the additional knowledge.
- Direct measures: Materials collected and scored for program assessment purposes (tests, portfolios, specific assignments, etc.)**

Approvals:		
Dept. Head:		Date: 1-26-10
College/Division Exec. Comm.:		Date: 1-26-10
Dean/Director:		Date: 1-27-10
Graduate Exec. Comm.: (for graduate course)		Date:
Graduate Dean: (for graduate course)		Date:
Academic Committee:		Date:

Form last updated: December 1, 2009

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 01/12/2010 (mm/dd/yyyy)

Department Initiating Revision:

Art

Faculty Member Requesting Revision:

Karin Murray

Current Course Prefix, Title, & Number:

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

ART 1011 Drawing II

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

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description: A continuation of Drawing I. Further development of drawing techniques and methods for a personal and experimental approach. Abstract imagery, non-representational, and representational imagery will be explored.

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description: A continuation of Drawing I. This course will include further development of drawing techniques and rendering methods. The relationship between perception and conception in form will be explored as it pertains to representation and abstraction.

Semester/Year to be Effective:

Fall/2010

Estimated Frequency of Course Offering:

2 x per year

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes: Course description is better aligned with Departmental and NASAD goals.

Adopting current best practice(s) in field:

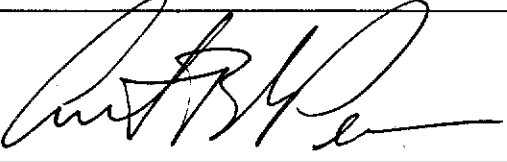


Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

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 scored for program assessment purposes (tests, portfolios, specific assignments, etc.) Committee review of student portfolios.

Approvals:	
Dept. Head: 	Date: 1-26-10
College/Division Exec. Comm.: 	Date: 1-26-10
Dean/Director: 	Date: 1-27-10
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: December 1, 2009

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 11/10/2009 (mm/dd/yyyy)

Department Initiating Revision:
Art

Faculty Member Requesting Revision:
Al Park

Current Course Prefix, Title, & Number:

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

ART 3071 Photography I

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

Current:

Course Prefix and Number:

Credit Hours:

Course Title: Photography I

Prerequisites:

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours:

Course Title: Black and White Photography

Prerequisites:

Co-requisites:

Course Description:

Semester/Year to be Effective:

Fall/2010

Estimated Frequency of Course Offering:

2X per year

Indicate if Course will be : Requirement for Major Elective

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

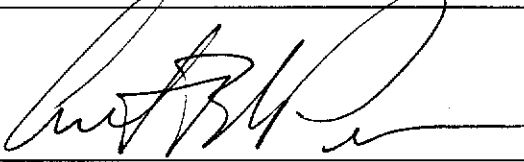
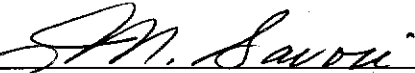

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: This will differentiate the course content from the newly developed ART 3072 Digital Photography course.

Plans for assessing the effectiveness of the course:

Approvals:		
Dept. Head:		Date: 1-26-10
College/Division Exec. Comm.:		Date: 1-26-10
Dean/Director:		Date: 1-27-10
Graduate Exec. Comm.: (for graduate course)		Date:
Graduate Dean: (for graduate course)		Date:
Academic Committee:		Date:

Form last updated: August 6, 2009

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 11/10/2009 (mm/dd/yyyy)

Department Initiating Request:

Art

Faculty Member Requesting:

Al Park

Proposed New Course Prefix & Number:

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

ART 3072

Proposed New Course Title:

Digital Photography

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)

Digital Photography

Semester/Year to be Effective:

Fall/2010

Estimated Frequency of Course Offering:

2X per year

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 0

Lab Hours: 6

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) An introductory course with emphasis on the technical and aesthetic foundations of digital photography, including camera functions, composition and presentation of work. A digital camera is required.

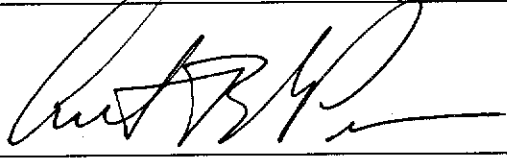
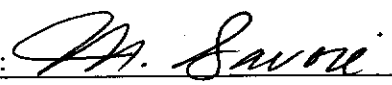
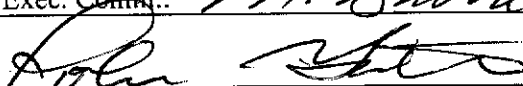
Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.

- Improving student learning outcomes:
- Adopting current best practice(s) in field: Digital technology has generally replaced chemical-based processing in commercially accepted photographic applications.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other:

Plans for assessing the effectiveness of the course:

1. Review of student work after taking the new prerequisite courses.
2. Senior Exhibition and Senior Portfolio assessment tools.
3. Feedback from student evaluations.

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

Approvals:	
Dept. Head: 	Date: 1-26-10
College/Division Exec. Comm.: 	Date: 1-26-10
Dean/Director: 	Date: 1-27-10
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: August 6, 2009

SYLLABUS

Valdosta State University - College of the Arts - Art Department

ART 3072 DIGITAL PHOTOGRAPHY

Credit load: 0-6-3

CATALOGUE DESCRIPTION: An introductory course with emphasis on the technical and aesthetic foundations of digital photography including camera functions, composition and presentation of work. A digital camera is required.

TEXT: *Digital Imaging for Photographers*, Davis & Fennessy

SELECTED STANDARDS, GOALS, OBJECTIVES and/or EDUCATIONAL OUTCOMES:

[Aligned with selected VSU General Education Outcomes & NASAD Standards]

Upon successful completion of this course;

1. Students will express themselves clearly, logically and precisely in writing and in speaking, and they will demonstrate competence in reading and listening. (VSU)
2. Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written and visual materials. (VSU)
3. Students will use appropriate studio practices, including hygiene, safety, and studio policies.
4. Students will demonstrate knowledge and skills in the use of basic tools, techniques, technologies, and processes sufficient to work from concept to finished product. This involves a mastery of the materials, equipment, and processes of the discipline, including but not limited to the uses of digital technologies and lighting relationships.
5. Students will present work that demonstrates perceptual acuity, conceptual understanding, and technical facility at a professional entry level in their chosen field.

SELECTED ASSESSMENTS and/or EVALUATIONS: Methods of evaluation may include:

1. Attendance and adherence to studio policies and studio practices.
2. Completion of all assigned work, including technical control of photographic processes;
3. Demonstration of key concepts and components of design through the design and execution of all studio assignments through creative interpretation and resolution of projects;
4. Demonstration of key concepts and components of design through written and verbal means in examinations and formal critiques.

CLASSROOM POLICIES:

Attendance:

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. ***See Course Outline for additional details regarding attendance.*

Email Communication:

VSU-related correspondence should be conducted via VSU email addresses for both student & instructor.

Student Access:

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

Academic Integrity:

Academic integrity is the responsibility of all VSU faculty and students. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

See the Student Handbook: Academic Integrity Violations - Cheating & Plagiarism:
www.valdosta.edu/studentaffairs

The Student Success Center:

The Student Success Center (SSC) provides free peer tutoring in core courses, the top four of which are math, writing, Spanish, and biology/chemistry. It also offers Regents' Test Preparation, time management, and study skills workshops as well as provides free professional academic advising and on-campus job information in one location: Langdale Residence Hall above the Tech shop. Help is available to all VSU students. Call 333-7570 to make an appointment, or visit the website: www.valdosta.edu/ssc.

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 11/10/2009 (mm/dd/yyyy)

Department Initiating Revision:
Art

Faculty Member Requesting Revision:
Al Park

Current Course Prefix, Title, & Number:

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

ART 4072 Photography II

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

Current:

Course Prefix and Number:

Credit Hours:

Course Title: Photography II

Prerequisites:

Co-requisites:

Course Description: Prerequisite: ART 3071. An advanced course in digital and black and white photography with emphasis on image manipulation and experimental processes. A 35mm camera with manual controls is required. May be repeated for up to 9 hours of credit.

Requested:

Course Prefix and Number:

Credit Hours:

Course Title: Advanced Photography

Prerequisites:

Co-requisites:

Course Description: Prerequisite: ART 3071 and ART 3072. An advanced course in digital and black and white photography with emphasis on image manipulation and experimental processes. A digital and 35mm camera with manual controls are required. May be repeated for up to 9 hours of credit.

Semester/Year to be Effective:

Fall/2010

Estimated Frequency of Course Offering:

Annually

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

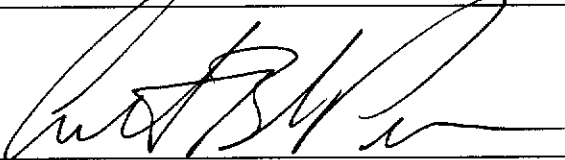
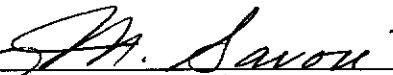
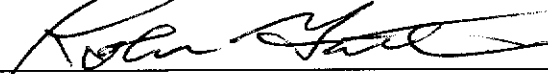
Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Previously photography courses were titled Photography I and II. With the title changes submitted it made sense to change this to course to "Advanced " since the department will no longer have a Photography I. It didn't appear logical to have a Photography II without there being a I (one). Since Advanced Photography (ART 4072) covers background material from both ART 3071 and ART 3072, the new prerequisite requires both ART 3071 and ART

3072.

Plans for assessing the effectiveness of the course:

1. Review of student work after taking the new prerequisite courses.
2. Senior Exhibition and Senior Portfolio assessment tools.
3. Feedback from student evaluations.

Approvals:		
Dept. Head:		Date: 1-26-10
College/Division Exec. Comm.:		Date: 1-26-10
Dean/Director:		Date: 1-27-10
Graduate Exec. Comm.: (for graduate course)		Date:
Graduate Dean: (for graduate course)		Date:
Academic Committee:		Date:

Form last updated: August 6, 2009

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

Core Curriculum
 Senior Curriculum
 Graduate Curriculum
 Other Curriculum

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

Major Curriculum

Current Catalog Page Number:
241

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

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

Present Requirements: Major Curriculum.....60 hours
Major Core Studio Sequence.....18 hours
Select three course sequences from
ART 3111, ART 4112.....6 hours
ART 3061, ART 4062.....6 hours
ART 3101, ART 4102.....6 hours
ART 3071, ART 4072.....6 hours
ART 3091, ART 3092.....6 hours
ART 3041, ART 4042.....6 hours
ART 3051, ART 4052.....6 hours
Foreign Language (three courses in sequence)
.....9 hours
ARTH 3121, ARTH 3122.....6 hours
Art History (ARTH) Elective.....3 hours
Studio and/or Art History and Criticism Electives
.....6-15 hours
Guided Electives or Minor*.....6-15 hours
ART 4170 and ART 4171.....3 hours

Proposed Requirements (Underline changes after printing this form): Major Curriculum.....60 hours
Major Core Studio Sequence.....18 hours
Select three course sequences from
ART 3111, ART 4112.....6 hours
ART 3061, ART 4062.....6 hours
ART 3101, ART 4102.....6 hours
ART 3071, ART 3072.....6 hours
ART 3091, ART 3092.....6 hours
ART 3041, ART 4042.....6 hours
ART 3051, ART 4052.....6 hours
Foreign Language (three courses in sequence)
.....9 hours
ARTH 3121, ARTH 3122.....6 hours
Art History (ARTH) Elective.....3 hours
Studio and/or Art History and Criticism Electives
.....6-15 hours
Guided Electives or Minor*.....6-15 hours
ART 4170 and ART 4171.....3 hours

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.

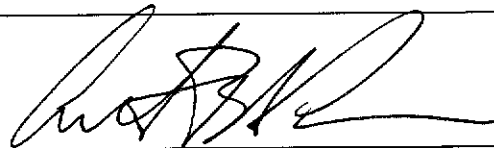
- Improve student learning outcomes:
- Adopting current best practice(s) in field: This will give the student foundations in both traditional studio darkroom and digital technology in applied photographic practices.
- Meeting mandates of state/federal/outside accrediting agencies:
- Other:

Plan for assessing the effectiveness of the proposed change:

1. Senior Exhibition review using a criterion-based check sheet.
2. Rating scales on Senior Exhibition assessments.
3. Comparisons of transcript audit results with curriculum accreditation requirements.
4. Review of program make-up (variety of courses) based on the liberal arts degree concept.
5. Portfolio review.

Approvals:

Department Head:



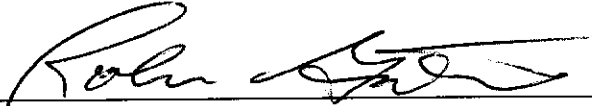
Date: 1-26-10

College/Division Exec. Committee:



Date: 1-26-10

Dean(s)/Director(s):



Date: 1-27-10

Grad. Exec. Committee:
(for graduate course)

Date:

Graduate Dean:
(for graduate course)

Date:

Academic Committee:

Date:

Form last updated: August 6, 2009

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

Core Curriculum
 Senior Curriculum
 Graduate Curriculum
 Other Curriculum

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

Major Curriculum

Current Catalog Page Number:

237

Proposed Effective Date for Curriculum Change:

(Month/Year): 08/2010

Degree & Program Name:

(e.g., BFA, Art): BFA, Art

Present Requirements:

Major Curriculum60 hours
 ART 3061, ART 30816 hours
 ART 3071, ART 3091, ART 30419 hours
 ART 3023, ART 3051.....6 hours
 ART 4170, ART 41713 hours
 ARTH 3121, ARTH 31226 hours
 Art History (ARTH) Elective.....3 hours
 Studio Electives.....18-27 hours
 Art History and Criticism Electives....0-9 hours

Proposed Requirements (Underline changes after printing this form:

Major Curriculum.....60 hours
 ART 3061, ART 3081.....6 hours
 ART (3071 or 3072), ART 3091, ART 3041
9 hours
 ART 3023, ART 3051.....6 hours
 ART 4170, ART 4171.....3 hours
 ARTH 3121, ARTH 3122.....6 hours
 Art History (ARTH) Elective.....3 hours
 Studio Electives.....18-27 hours
 Art History and Criticism Electives...0-9 hours

Justification:

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

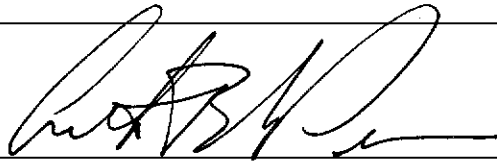
- Improve student learning outcomes:
- Adopting current best practice(s) in field: This will give the student an option in choosing the traditional studio darkroom experience or digital technology in applied photographic practices.
- Meeting mandates of state/federal/outside accrediting agencies:
- Other:

Plan for assessing the effectiveness of the proposed change:

1. Portfolio review.
2. Senior exhibition review using a criterion- based check sheet.
3. Comparisons of transcript audit results with accreditation curriculum requirements.

Approvals:

Department Head:



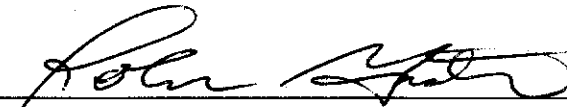
Date: 1-26-10

College/Division Exec. Committee:



Date: 1-26-10

Dean(s)/Director(s):



Date: 1-27-10

Grad. Exec. Committee:
(for graduate course)

Date:

Graduate Dean:
(for graduate course)

Date:

Academic Committee:

Date:

Form last updated: August 6, 2009

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 01/14/2010 (mm/dd/yyyy)

Department Initiating Revision:

Art

Faculty Member Requesting Revision:

Dr. Bradley A. Finson

Current Course Prefix, Title, & Number:

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

ARTH 3121 Western Art History Survey

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

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: ART 1100, ARTH 1120, or ARID 1120

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: ARTH 1120 or ARID 1120

Co-requisites:

Course Description:

Semester/Year to be Effective:

Fall/2010

Estimated Frequency of Course Offering:

2X Year

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes: ART 1100 is part of the University Core Curriculum and designed for non-art majors.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

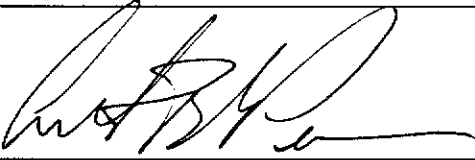
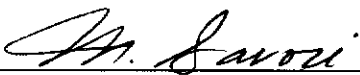
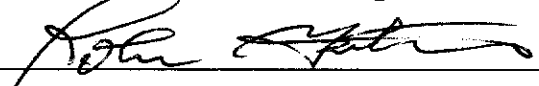
Other:

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. Faculty survey.

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

Approvals:		
Dept. Head:		Date: 1-26-10
College/Division Exec. Comm.:		Date: 1-26-10
Dean/Director:		Date: 1-27-10
Graduate Exec. Comm.: (for graduate course)		Date:
Graduate Dean: (for graduate course)		Date:
Academic Committee:		Date:

Form last updated: December 1, 2009

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 01/13/2010 (mm/dd/yyyy)

Department Initiating Revision:
Art

Faculty Member Requesting Revision:
Lai Orenduff

Current Course Prefix, Title, & Number:

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

ARTH 3122 20th Century Art Survey

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

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: ART 1100, ARTH 1120, or ARID 1120

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: ARTH 1120 or ARID 1120, and ARTH 3121

Co-requisites:

Course Description:

Semester/Year to be Effective:

Fall/2010

Estimated Frequency of Course Offering:

2X Year

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes: ART 1100 is part of the University Core Curriculum and designed for non-art majors. The content of ARTH 3122, 20th Century Art Survey, is predicated on knowledge learned in ARTH 3121, Western Art Survey. Students need the knowledge learned in ARTH 3121 to adequately understand the content and assignments in ARTH 3122.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

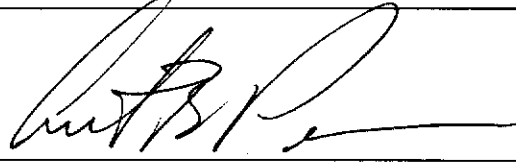

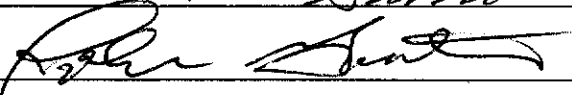
Other:

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. Faculty program surveys.

Direct measures: Materials collected and scored for program assessment purposes (tests, portfolios, specific assignments, etc.) Departmental faculty evaluations of Senior Portfolio Presentations.

Approvals:		
Dept. Head:		Date: 1-26-10
College/Division Exec. Comm.:		Date: 1-26-10
Dean/Director:		Date: 1-27-10
Graduate Exec. Comm.: (for graduate course)		Date:
Graduate Dean: (for graduate course)		Date:
Academic Committee:		Date:

Form last updated: December 1, 2009

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 01/13/2010 (mm/dd/yyyy)

Department Initiating Revision:
Art

Faculty Member Requesting Revision:
Lai Orenduff

Current Course Prefix, Title, & Number:

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

ARTH 4120 Issues in Art Criticism

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

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: ART 1100, ARTH 1120, or ARID 1120

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: ARTH 3122

Co-requisites:

Course Description:

Semester/Year to be Effective:

Fall/2010

Estimated Frequency of Course Offering:

1X Year

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes: ART 1100 is part of the University Core Curriculum and designed for non-art majors. The content of ARTH 4120, Issues in Art Criticism, concentrates on knowledge learned in ARTH 3122, 20th Century Art Survey. Students need the knowledge learned in ARTH 3122 to adequately understand the content and assignments in ARTH 4120.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

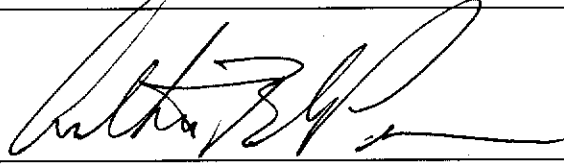

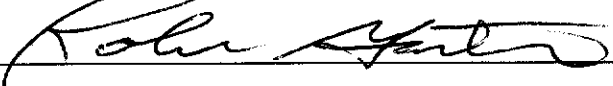
Other:

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. Faculty program surveys.

Direct measures: Materials collected and scored for program assessment purposes (tests, portfolios, specific assignments, etc.) Departmental faculty evaluations of Senior Portfolio Presentations.

Approvals:	
Dept. Head: 	Date: 1-26-10
College/Division Exec. Comm.: 	Date: 1-26-10
Dean/Director: 	Date: 1-27-10
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: December 1, 2009

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 01/13/2010 (mm/dd/yyyy)

Department Initiating Revision:

ART

Faculty Member Requesting Revision:

Lai Orenduff

Current Course Prefix, Title, & Number:

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

ARTH 4130 Women Artists

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

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: ART 1100, ARTH 1120, or ARID 1120

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: ARTH 3122

Co-requisites:

Course Description:

Semester/Year to be Effective:

Fall/2010

Estimated Frequency of Course Offering:

1X Every other year

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes: ART 1100 is part of the University Core Curriculum and designed for non-art majors. The content of ARTH 4130, Women Artists, concentrates on knowledge learned in ARTH 3122, 20th Century Art Survey. Students need the knowledge learned in ARTH 3122 to adequately understand the content and assignments in ARTH 4130.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

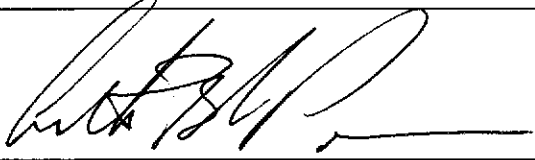


Other:

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. Faculty program surveys.

Direct measures: Materials collected and scored for program assessment purposes (tests, portfolios, specific assignments, etc.) Departmental faculty evaluations of Senior Portfolio Presentations.

Approvals:	
Dept. Head: 	Date: 1-26-10
College/Division Exec. Comm.: 	Date: 1-26-10
Dean/Director: 	Date: 1-27-10
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: December 1, 2009

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 01/13/2010 (mm/dd/yyyy)

Department Initiating Revision:
Art

Faculty Member Requesting Revision:
Lai Orenduff

Current Course Prefix, Title, & Number:

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

ARTH 4150 Contemporary Art

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

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: ART 1100, ARTH 1120, or ARID 1120

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: ARTH 3122

Co-requisites:

Course Description:

Semester/Year to be Effective:

Fall/2010

Estimated Frequency of Course Offering:

1X Year

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes: ART 1100 is part of the University Core Curriculum and designed for non-art majors. The content of ARTH 4150, Contemporary Art, concentrates on knowledge learned in ARTH 3122, 20th Century Art Survey. Students need the knowledge learned in ARTH 3122 to adequately understand the content and assignments in ARTH 4150.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

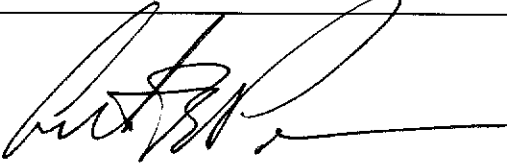
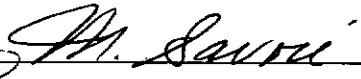
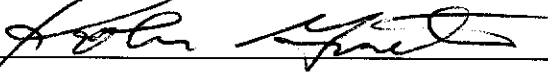
Other:

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. Faculty program surveys.

Direct measures: Materials collected and scored for program assessment purposes (tests, portfolios, specific assignments, etc.) Departmental faculty evaluations of Senior Portfolio Presentations.

Approvals:		
Dept. Head:		Date: 1-26-10
College/Division Exec. Comm.:		Date: 1-26-10
Dean/Director:		Date: 1-27-10
Graduate Exec. Comm.: (for graduate course)		Date:
Graduate Dean: (for graduate course)		Date:
Academic Committee:		Date:

Form last updated: December 1, 2009

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 01/13/2010 (mm/dd/yyyy)

Department Initiating Revision:
Art

Faculty Member Requesting Revision:
Lai Orenduff

Current Course Prefix, Title, & Number:

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

ARTH 4160 Directed Study in Art

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

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: ART 1100, ARTH 1120, or ARID 1120

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: ARTH 3122

Co-requisites:

Course Description:

Semester/Year to be Effective:

Fall/2010

Estimated Frequency of Course Offering:

2X Year

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes: ART 1100 is part of the University Core Curriculum and designed for non-art majors. The content of ARTH 4160, Directed Study in Art, concentrates on knowledge learned in both ARTH 3121 Western Art Survey and ARTH 3122 20th Century Art Survey. Students need the knowledge learned in both ARTH 3121 and ARTH 3122 to adequately complete the content and assignments in ARTH 4160.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

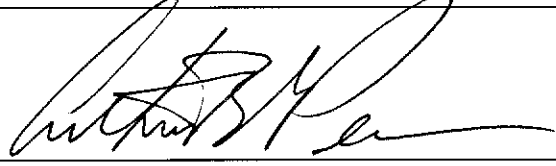

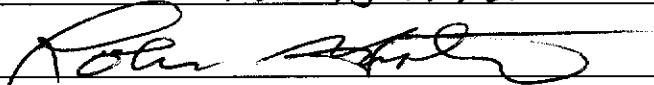
Other:

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. Faculty program surveys.

Direct measures: Materials collected and scored for program assessment purposes (tests, portfolios, specific assignments, etc.) Departmental faculty evaluations of Senior Portfolio Presentations.

Approvals:	
Dept. Head: 	Date: 1-26-10
College/Division Exec. Comm.: 	Date: 1-26-10
Dean/Director: 	Date: 1-27-10
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: December 1, 2009

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 1/19/2010 (mm/dd/yyyy)

Department Initiating Request:

Music

Faculty Member Requesting:

James Shrader

Proposed New Course Prefix & Number:

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

MUSC 2411

Proposed New Course Title:

Secondary Class Guitar

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)

Secondary Class Guitar

Semester/Year to be Effective:

Fall/2010

Estimated Frequency of Course Offering:

Every Fall & Spring Semesters

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 0

Lab Hours: 2

Credit Hours: 1

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) An instructional and performance class which includes the study of the basic guitar skills including technique and solo performance; and the development of an appreciation of the traditional guitar music through the study of artistic guitar literature.

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: Secondary Class Guitar will be offered in lieu of private Secondary Applied Guitar study (MUSC 2410) as a means of accommodating more students than is possible through private applied study (one-on-one). The justification for this substitution is the fair exchange of individual instruction for one-half hour a week for group instruction two hours a week. The added benefits of group study include the sharing of ideas, developing keener listening skills by listening to other guitarists, and learning more guitar literature.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Plans for assessing the effectiveness of the course: Departmental evaluation of student learning and course delivery.

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

Approvals:	
Dept. Head: <i>Tom Lulla</i>	Date: <i>1/29/10</i>
College/Division Exec. Comm.: <i>M. Savoni</i>	Date: <i>1-28-10</i>
Dean/Director: <i>John [Signature]</i>	Date: <i>1-28-10</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: August 6, 2009

MUSC 2411: SECONDARY CLASS GUITAR

Days/Times: TBA

Classroom: TBA

Credit: 0 – 2 – 1

Instructor: Nephtali Santiago

Email: nsantiago@valdosta.edu

Phone: 229.293.6193

Office Room: Music Annex

Office Hours: As posted or by appointment

CATALOGUE DESCRIPTION: Instructional and performance class which includes the study of the basic guitar skills, including technique and solo performance; and the development of an appreciation for the traditional guitar music through the study of artistic guitar literature.

RATIONALE: Students who successfully complete the course will have the ability to recognize artful guitar playing, both technically, musically, and expressively, in others and in themselves; and play at a level defined as 'non-major secondary,' or that which is at a level considerably less restrictive than a music major.

COURSE MATERIALS:

- Classical or acoustic guitar in satisfactory working condition
- Metronome
- Footstool
- Music assigned by instructor

COURSE OBJECTIVES: To build a sound technical and musical foundation that will enable students to reach a performance potential on the guitar. This will be achieved through:

1. The study of appropriate technical materials that address all aspects of guitar playing including proper posture, stance, position of guitar, and correct right and left hand technique. **DOM: Candidates will employ fundamental music pedagogy appropriate for their instrument or voice.**
2. Appropriate technical studies such as scales and etudes. **DOM: 1 Candidates will demonstrate acceptable solo performance skill. NASM 2A (3) An understanding of compositional processes, aesthetic properties of style, and the ways these shape and are shaped by artistic and cultural forces.**
3. Standard solo repertoire study. **DOM: Candidates will apply analytical and historical knowledge of activities related to music performance. NASM 2A (3) An understanding of compositional processes, aesthetic properties of style, and the ways these shape and are shaped by artistic and cultural forces.**
4. Development of guitar sight reading skills. **DOM: Candidates will demonstrate functional knowledge of the elements of musical construction. NASM Standards: 2A (1) The ability to hear, identify, and work conceptually with the elements of music.**

EVALUATION:

Class sessions:

Our class sessions are essential to your progress. We will do the following throughout the semester:

1. Discuss how the guitar functions and how to use best practices when playing.
2. Play together and alone to learn through demonstration

3. Discuss assignments
4. Listen to/watch recordings of other guitarists and each other
5. Discover strategies for learning a piece and performing it effectively

Outside of class you will be expected to complete the following:

1. Prepare and practice assigned music.
2. Maintain a daily practice journal.

ATTENDANCE POLICY: Consistent and punctual attendance at all classes is required. VSU policy states that absence from more than 20% of class meetings may result in a failing grade for the semester.

SPECIAL NEEDS STATEMENT

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

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

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 01/26/2010 (mm/dd/yyyy)

Department Initiating Revision:

Music

Faculty Member Requesting Revision:

David Morris

Current Course Prefix, Title, & Number:

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

MUE 3100 Arranging for School Band, Chorus, and Orchestra

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

Current:

Course Prefix and Number:

Credit Hours: 1-0-1

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours: 0-2-1

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Semester/Year to be Effective:

Fall/2010

Estimated Frequency of Course Offering:

2X 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: To assist in meeting technological standards from accreditation organizations (NCATE/NASM), a large component of this course has evolved to use supervised computer assisted instruction.

Other:

Source of Data to Support Suggested Change:



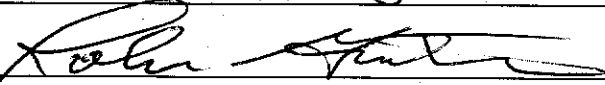
Indirect measures: SOIs, student, employer, or alumni surveys, etc. NCATE/NASM standards for use of technology.

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.) Specific assignments collected in electronic form.

Approvals:	
Dept. Head: 	Date: 1/28/10
College/Division Exec. Comm.: 	Date: 1-26-10
Dean/Director: 	Date: 1-27-10
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: 1/26/2010 (mm/dd/yyyy)

Department Initiating Revision:

Music

Faculty Member Requesting Revision:

David Morris

Current Course Prefix, Title, & Number:

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

MUSC 1052

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

Current:

Course Prefix and Number:

Credit Hours: 0-2-1

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours: 0-3-1

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Semester/Year to be Effective:

Spring 2011

Estimated Frequency of Course Offering:

1 X 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: Diagnostic assessment has shown a need for the expansion of the meeting time requirement for this course.

Source of Data to Support Suggested Change:

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

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

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.) Specific assignments and tests, and diagnostic testing

Approvals:	
Dept. Head: <i>[Signature]</i>	Date: 1/26/10
College/Division Exec. Comm.: <i>[Signature]</i>	Date: 1-26-10
Dean/Director: <i>[Signature]</i>	Date: 1-27-10
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: 1/26/2010 (mm/dd/yyyy)	
Department Initiating Revision: Music	Faculty Member Requesting Revision: David Morris
Current Course Prefix, Title, & Number: (See course description abbreviations in the catalog for approved prefixes) MUSC 2011	
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: The third course of a four-semester sequence. An advanced study of the harmonic, structural, melodic, and rhythmic elements of tonal music through composition and analysis.	Requested: Course Prefix and Number: Credit Hours: Course Title: Prerequisites: Co-requisites: Course Description: The third course of a four-semester sequence. An advanced study of the harmonic, countrapuntal, formal, melodic, and rhythmic elements of tonal music through composition and analysis.
Semester/Year to be Effective: Fall 2010	Estimated Frequency of Course Offering: 1X Year
Indicate if Course will be : <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> Elective	
Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data. <input type="checkbox"/> Improving student learning outcomes: <input type="checkbox"/> Adopting current best practice(s) in field: <input checked="" type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: NASM <input type="checkbox"/> Other:	
Source of Data to Support Suggested Change: <input checked="" type="checkbox"/> Indirect measures: SOIs, student, employer, or alumni surveys, etc. NASM handbook <input type="checkbox"/> Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)	

Plans for assessing the effectiveness of the course in meeting 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.) Specific assignments and tests and diagnostic testing.

Approvals:	
Dept. Head: <i>57 JMM</i>	Date: <i>1/26/10</i>
College/Division Exec. Comm.: <i>M. Savoni</i>	Date: <i>1-26-10</i>
Dean/Director: <i>John [Signature]</i>	Date: <i>1-27-10</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 1/26/2010 (mm/dd/yyyy)

Department Initiating Revision:
Music

Faculty Member Requesting Revision:
David Morris

Current Course Prefix, Title, & Number:

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

MUSC 2012

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: The fourth course of a four-semester sequence. An advanced study of the harmonic, structural, melodic, and rhythmic elements of tonal music through composition and analysis.

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description: The fourth course of a four-semester sequence. A continuation MUSC 2011 that also includes the study of the music of the 20th century to the present through composition and analysis.

Semester/Year to be Effective:
Spring 2011

Estimated Frequency of Course Offering:
1X 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: NASM
- Other:

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. NASM handbook
- 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.) Specific assignments and tests and diagnostic testing.

Approvals:	
Dept. Head: <i>207 July</i>	Date: <i>1/26/10</i>
College/Division Exec. Comm.: <i>M. Savoni</i>	Date: <i>1-26-10</i>
Dean/Director: <i>John Stant</i>	Date: <i>1-27-10</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 1/26/2010 (mm/dd/yyyy)

Department Initiating Revision:
Music

Faculty Member Requesting Revision:
David Morris

Current Course Prefix, Title, & Number:

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

MUSC 2051

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

Current:

Course Prefix and Number:

Credit Hours: 0-2-1

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours: 0-3-1

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Semester/Year to be Effective:

Fall 2010

Estimated Frequency of Course Offering:

1X 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: Diagnostic assessment has shown a need for the expansion of the meeting time requirement for this course.

Source of Data to Support Suggested Change:

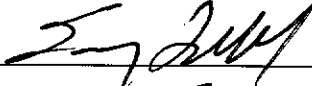
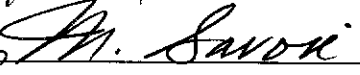

Indirect measures: SOIs, student, employer, or alumni surveys, etc.

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

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.) Specific assignments and tests, and diagnostic testing

Approvals:	
Dept. Head: 	Date: 1/26/10
College/Division Exec. Comm.: 	Date: 1-26-10
Dean/Director: 	Date: 1-27-10
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: 1/26/2010 (mm/dd/yyyy)

Department Initiating Revision:

Music

Faculty Member Requesting Revision:

David Morris

Current Course Prefix, Title, & Number:

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

MUSC 2052

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

Current:

Course Prefix and Number:

Credit Hours: 0-2-1

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours: 0-3-1

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Semester/Year to be Effective:

Spring 2011

Estimated Frequency of Course Offering:

1X 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: Diagnostic assessment has shown a need for the expansion of the meeting time requirement for this course.

Source of Data to Support Suggested Change:

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

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

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?).

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

Approvals:	
Dept. Head: <i>Jon Jull</i>	Date: 1/28/10
College/Division Exec. Comm.: <i>M. Savari</i>	Date: 1-26-10
Dean/Director: <i>John Spate</i>	Date: 1-27-10
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010