

VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET

ACADEMIC COMMITTEE

**MONDAY,
October 17, 2011**

2:30 p.m.

**Cypress Room
UNIVERSITY CENTER**

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

ACADEMIC COMMITTEE
AGENDA
October 17, 2011

1. Minutes of the September 12, 2011 meeting. (pages 1-4) approved by email September 21, 2011.
2. **DIVISION OF SOCIAL WORK**
 - a. Revised Advanced Standing Program Progression, Retention, Dismissal and Readmission Policies for the Master of Social Work program – Advanced Standing students (pages 5-8)
 - b. Revised Advanced Standing Program Progression, Retention, Dismissal and Readmission Policies for the Master of Social Work program (pages 9-12)
 - c. Revised copy for the Graduate School linked web pages for the Master of Social Work program (pages 13-15)
3. **COLLEGE OF THE ARTS**
 - a. Revised course description ARID 4000 (pages 16-18)
 - b. Revised course description MDIA 3050 (pages 19-21)
 - c. Revised course description MDIA 4030 (pages 22-24)
 - d. Revised course description MDIA 4970 (pages 25-27)
4. **COLLEGE OF EDUCATION**
 - a. Move the Associate of Applied Science – Dental Hygiene from the College of Education to the College of Nursing (pages 28-30)
 - b. Revised degree requirements for the online MAT – Special Education – General Curriculum (pages 31-32)
 - c. New course SERD 6070 (pages 33-39)
 - d. Revised course prerequisites, and description SEGC 6110 (pages 40-47)
 - e. Notification form for additional Distance Learning delivery – MED in Adult and Career Education (page 48)
 - f. Notification form for additional Distance Learning delivery – EDS in Coaching Pedagogy (page 49)
5. **ORGANIZATIONAL LEADERSHIP**
 - a. Revised senior college curriculum for the BS in Organizational Leadership (pages 50-51)
 - b. New course ORGL 3000 (pages 52-58)
 - c. New course ORGL 3050 (pages 59-66)
 - d. New course ORGL 4000 (pages 67-74)
 - e. New course ORGL 4690 (pages 75-81)
6. **COLLEGE OF ARTS AND SCIENCES**
 - a. New course PERS 2313H (pages 82-92)
 - b. Revised course description POLS 4860 (pages 93-95)
 - c. Revised course description POLS 4850 (pages 96-98)
 - d. Revised course description POLS 4840 (pages 99-101)
 - e. Revised course description POLS 4830 (pages 102-104)
 - f. Revised course description POLS 4820 (pages 105-107)
 - g. Revised course description POLS 4700 (pages 108-110)
 - h. Revised requirements for the minor in Legal Assistant Studies (pages 111-112)
 - i. New course LEAS 4800 (pages 113-120)
 - j. Revised senior college curriculum for the BA in Legal Assistant Studies (pages 121-122)
7. **MISCELLANEOUS**
 - a. Courses to be deactivated (pages 123-126)
8. **Pending items**
 - a. BA in Transatlantic Studies Program – BOR and SACS approval (Dec 10 AC)
 - b. Revised course CHEM 1010 – USG General Education Council approval
 - c. BGS in General Studies (online deliver) – BOR and SACS (MAR 11 AC)

VALDOSTA STATE UNIVERSITY
ACADEMIC COMMITTEE MINUTES
September 12, 2011

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Cypress Room on Monday, September 12, 2011. Dr. Sharon Gravett, Assistant Vice President for Academic Affairs, presided.

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

Members Absent: Dr. Deborah Weaver, Dr. Amy Aronson-Friedman, Dr. Nathan Moates, Dr. Tom Darling, Mr. Michael Elliott, Dr. Kathe Lowney, Dr. Donna Cunningham, Dr. Selen Lauterbach, and Dr. Colette Drouillard.

Visitors Present: Dr. Karla Hull, Mr. Mike Savoie, Dr. Chris Meyers, Dr. Corine Myers-Jennings, Ms. Teresa Williams, Dr. Alfred Fuciarelli, and Mr. Lee Bradley.

The Minutes of the August 22, 2011 meeting were approved by email on August 30, 2011. (pages 1-2).

A. College of the Arts

1. Revised course prerequisite, Art History (ARTH) 3121, "Western Art History Survey", (WESTERN ART HISTORY SURVEY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2012. (pages 3-5).
2. Revised course prerequisite, Art History (ARTH) 3122, "20th Century Art Survey", (20th CENTURY ART SURVEY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2012. (pages 6-8).
3. Revised senior college curriculum for the BA in Art was approved effective Fall Semester 2012 (pages 9-11).

B. College of Arts and Sciences

1. Revised course description, History (HIST) 3030, 3040, 3050, 3060, 3070, 3080, 3090, "Special Topics in History", (SPECIAL TOPICS IN HISTORY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2012. (pages 12-14).
2. Revised course description, History (HIST) 5030, 5040, 5050, 5060, 5070, 5080, 5090, "Special Topics in History", (SPECIAL TOPICS IN HISTORY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2012. (pages 15-17).
3. New course, History (HIST) 4219, "Genealogy", (GENEALOGY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2012. (pages 18-21).
4. New course, African American Studies (AFAM) 4233, "African American Cultural History", (AFRICAN AMERICAN CULTURAL HIST – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2012. (pages 22-26).
5. New course, History (HIST) 4233, "African American Cultural History", (AFRICAN AMERICAN CULTURAL HIST – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2012. (pages 27-31).
6. New course, History (HIST) 6233, "African American Cultural History", (AFRICAN AMERICAN CULTURAL HIST – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2012. (pages 32-36).
7. New course, African American Studies (AFAM) 4234, "African American Cultural History", (AFRICAN AMERICAN CULTURAL HIST – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2012 with "Also offered as HIST 4234." added to the beginning of the course description. (pages 37-41).
8. New course, History (HIST) 4234, "African American Cultural History, (AFRICAN AMERICAN CULTURAL HIST –

3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2012. (pages 42-46).

9. New course, History (HIST) 6234, "African American Cultural History", (AFRICAN AMERICAN CULTURAL HIST – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2012. (pages 47-51).
10. Revised course description, History (HIST) 4800, "Directed Study in History", (DIRECTED STUDY IN HISTORY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2012. (pages 52-54).
11. New course, History (HIST) 5203, "Renaissance and Reformation", (RENAISSANCE AND REFORMATION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2012. (pages 55-60).
12. New course, History (HIST) 6219, "Genealogy", (GENEALOGY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2012. (pages 61-64).
13. Revised course description, History (HIST) 7950, "Directed Study in History", (DIRECTED STUDY IN HISTORY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2012. (pages 65-67).

C. College of Education

1. New degree proposal SLP.D. in Communication Sciences and Disorders – Proposal, letters of recommendation, and course schedule was approved effective Fall Semester 2012. (pages 68-112). ***Pending BOR approval*** with the following changes:
 - page 84 ... The Library has excellent online tutorials, videos and assistance for researchers....
 - page 89 ...sections designed to assess the students' advanced....
 - page 90 ...acceptable, the student will be allowed to defend orally the dissertation...
 - ...item H changed to Possession of or eligibility state license
 - page 93 ...Graduate Executive Committee, Academic Committee, and Faculty Senate. The committee...
2. Degree requirements for the SLP.D. were approved effective Fall Semester 2012. (pages 114-120)
3. New course, Communication Science & Disorders (CSD) 9000, "Orientation to Doctoral Studies in CSD", (ORIENTATION TO DOC STUDIES – 1 credit hour, 1 lecture hour, 0 lab hours, and 1 contact hour), was approved effective Summer Semester 2012 with the description changed to read:
Review of curriculum and courses, doctoral policies and regulations; an orientation to online/hybrid learning environments; and an introduction to critical content, university faculty, and resources available in their graduate program. (pages 121-127).
4. New course, Communication Science & Disorders (CSD) 9100, "Professional Seminar in Doctoral Studies I", (PROFESSIONAL SEM DOCTORAL I – 1 credit hour, 1 lecture hour, 0 lab hours, and 1 contact hour), was approved effective Summer Semester 2013 with the description changed to read:
Graded "Satisfactory" or "Unsatisfactory". First professional development seminar based on major/minor topic areas of study. Students will meet with special topics groups to design, deliver, and evaluate professional presentations based on their implementation of an evidence-based practice and to share topical resources. Topical seminars will include lectures from experts in a variety of CSD fields. (pages 128-133).
5. New course, Communication Science & Disorders (CSD) 9110, "Advanced Clinical Supervision", (ADV CLINICAL SUPERVISION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2012 with the description changed to read:
Advanced study of both the theoretical and applied aspects of clinical supervision. This course will emphasize the development of skills and knowledge necessary to provide effective and culturally and developmentally appropriate clinical supervision. (pages 134-143).
6. New course, Communication Science & Disorders (CSD) 9200, "Professional Seminar in Doctoral Studies I", (PROFESSIONAL SEM DOCTORAL I – 1 credit hour, 1 lecture hour, 0 lab hours, and 1 contact hour), was approved effective Spring Semester 2013 with the description changed to read:
Graded "Satisfactory" or "Unsatisfactory". Prerequisite: Successful completion of CSD 9100 with a grade of "S".

Second professional development seminar based on major/minor topic areas of study. Students will meet with special topics groups to develop, present, and evaluate professional presentations based on their implementation of an evidence-based practice and to share topical resources. Topical seminars will include lectures from experts in a variety of CSD fields. (pages 144-149).

7. New course, Communication Science & Disorders (CSD) 9220, "Advanced Clinical Intervention", (ADV CLINICAL INTER – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2012 with the description changed to read:
A clinical practicum for demonstration of evidence-based interventions. Students will identify an intervention area and implement multiple evidence-based assessments/interventions with an appropriate client population. Students will share their findings and discuss evidence-based practices. Students must document a minimum of 150 intervention hours focused on increasing their evidence-based intervention effectiveness. Two semesters of this course are required. (pages 150-155).
8. New course, Communication Science & Disorders (CSD) 9400, "Advanced Topics Minor Focus-Literature Review", (ADV TOPICS MINOR LIT REVIEW – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2013 with the description changed to read ...current best practices in each area. (pages 156-163).
9. New course, Communication Science & Disorders (CSD) 9410, "Advanced Topics Minor Focus-Applications", (ADV TOPICS MINOR APPS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2013 with the description changed to read ...minor topic areas. Students will implement and evaluate an evidence-based intervention plan based on the needs of the clients. (pages 164-171).
10. New course, Communication Science & Disorders (CSD) 9500, "Advanced Topics Major Focus-Literature Review", (ADV TOPICS MAJOR LIT REVIEW – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2013 with the description changed to read ...current best practices in the area. (pages 172-179).
11. New course, Communication Science & Disorders (CSD) 9510, "Advanced Topics Major Focus-Applications", (ADV TOPICS MAJOR APPS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2013 with the description changed to read ...major topic areas. Students will implement and evaluate an evidence-based intervention plan based on the needs of the clients. (pages 180-187).
12. New course, Communication Science & Disorders (CSD) 9520, "Advanced Topics Major Focus-Product", (ADV TOPICS MAJOR PRODUCT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2013 with "in CSD" removed from the course description and lecture hours corrected to "3" from "1". (pages 188-193).
13. New course, Communication Science & Disorders (CSD) 9521, "Single Subject Design in Clinically Based Research", (SINGLE SUBJECT DES CLINICAL RSCH – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2012 with the description changed to read ...published research and will apply these methodologies... (pages 194-199).
14. New course, Communication Science & Disorders (CSD) 9530, "Social & Cultural Aspects of Underserved Populations", (SOC CULT ASPECTS UNDERSEVED – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2012 with the description changed to read ...cultural, economic, and linguistic... (pages 200-209).
15. New course, Communication Science & Disorders (CSD) 9531, "Assessment and Management of Underserved Populations", (ASSESS & MNGMT SOCIAL & CULTURAL – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2012. (pages 210-218).
16. New course, Communication Science & Disorders (CSD) 9998, "CSD Dissertation Proposal and Defense", (CSD DISSERTATION PROP & DEF – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2013 with the description changed to read:
Graded "Satisfactory" or "Unsatisfactory". Development and defense of dissertation proposal. Students will focus on identifying a suitable dissertation topic, reviewing relevant literature, and submitting and defending the dissertation proposal. (pages 219-223).

17. New course, Communication Science & Disorders (CSD) 9999, "CSD Dissertation", (CSD DISSERTATION – 1-3 credit hours, 1-3 lecture hours, 0 lab hours, and 1-3 contact hours), was approved effective Fall Semester 2013 with the hours changed from "3" to "1-3" and the description changed to read:
Graded "Satisfactory" or "Unsatisfactory". Prerequisites: Completion of major courses and approval of advisor. Implementation and defense of the completed dissertation. The number of hours taken per term must be approved by the dissertation chair. A minimum of 9 hours must be completed for the degree. (pages 224-228).
18. Revised senior college curriculum for the BSED in Special Education – Deaf and Hard of Hearing was approved effective Fall Semester 2012. (pages 233-236).

Respectfully submitted,

Stanley Jones
Registrar

RECEIVED

SEP 30 2011

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

VALDOSTA STATE UNIVERSITY GRADUATE SCHOOL

Select Area of Change:

Core Curriculum Senior Curriculum Graduate Curriculum Other Curriculum

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

Current Catalog Page Number: not in catalog - on Grad School linked web pages

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

Degree & Program Name: (e.g., BFA, Art): MSW Advanced Standing

Present Requirements: Master of Social Work Advanced Standing Program Progression, Retention, Dismissal and Readmission Policies 1.Students must maintain a grade point average of not less than 2.5 at all times. 2.No grade below "C" will be credited toward the M.S.W. degree. 3.Students will be dismissed from the program if they accumulate 4 or more academic deficiency points. A grade of "C" equals one deficiency point (and will be credited toward the M.S.W. degree). A grade of "D" equals 2 deficiency points (and will not be credited toward the M.S.W. degree). A grade of "F" or "WF" equals 3 deficiency points (neither of these will be credited toward the M.S.W. degree). Because of the emphasis on practicum performance in the social work program, a grade of "Unsatisfactory" in practicum equals 4 deficiency points and will result in permanent dismissal from the program. Students who are admitted with Advanced Standing Status will be dismissed from the program if they accumulate 2 academic deficiency points or a grade of "Unsatisfactory" in practicum. 4.Students may be terminated from the Division of Social Work for non-academic reasons that are identified in the 2009-2010 Student Handbook. A student's enrollment may be terminated for the following non-academic reasons: oViolation of the NASW Code of Ethics or the Code of Ethics of the State of Georgia Composite Board. Students are responsible for being familiar with the NASW Code of Ethics. Content from the code is infused throughout the curriculum.The Code of Ethics can be found on the Division of Social Work Website.Links to the Code are found in the 2009-2010 Field Handbook and in the 2009-2010 Student Handbook.

Proposed Requirements (Underline changes after printing this form: Master of Social Work - Advanced Standing Program Progression, Retention, Dismissal and Readmission Policies 1. Students must maintain a grade point average of not less than 2.5 at all times. 2. No grade below "C" will be credited toward the M.S.W. degree. 3. Students will be dismissed from the program if they accumulate 4 or more academic deficiency points. A grade of "C" equals one deficiency point (and will be credited toward the M.S.W. degree). A grade of "D" equals 2 deficiency points (and will not be credited toward the M.S.W. degree). A grade of "F" or "WF" equals 3 deficiency points (neither of these will be credited toward the M.S.W. degree). Because of the emphasis on practicum performance in the social work program, a grade of "F" in practicum courses equals 4 deficiency points and will result in permanent dismissal from the program. Students who are admitted with Advanced Standing Status will be dismissed from the program if they accumulate 2 academic deficiency points or a grade of "F" in practicum. 4. Students may be terminated from the Division of Social Work for non-academic reasons that are identified in the current Student Handbook. A student's enrollment may be terminated for the following non-academic reasons: o Violation of the NASW Code of Ethics or the Code of Ethics of the State of Georgia Composite Board. Students are responsible for being familiar with the NASW Code of Ethics. Content from the code is infused throughout the curriculum.The Code of Ethics can be found on the Division of Social Work Website.Links to the Code are found in the current Field Handbook and in the current Student Handbook. o Presenting oneself in such a way as to be

oPresenting oneself in such a way as to be rejected by four different agencies for practicum placement.

oA pattern of complaints that indicates the student is unable to engage clients in such a way as to form a professional and helpful relationship. (For example being unable or unwilling to demonstrate nonjudgmental attitude, unable or unwilling to allow client self-determination).

oA pattern of complaints that indicates the student is unable to work within agency policies and procedures when such policies and procedures are not in violation of professional social work values and/or codes of ethics (For example, failure to meet generally accepted standards of professional conduct, personal integrity or emotional stability, inability to engage in a supervisory relationship with an assigned field instructor including an inability to follow supervisory guidance, directives, or instructions; inappropriate or disruptive behavior toward colleagues, faculty, or staff, whether at school or within field placement.)

oA pattern of complaints that indicates the student's behavior does not reflect a standard of objectivity suitable to the profession. (For example, failure to maintain professional boundaries with clients, over identification or other behaviors with clients for personal advantage.)

oEngaging in behavior that renders the student ineligible for licensing in the State of Georgia, for membership in the National Association of Social Workers, or for certification by the National Association of Social Workers

oStudents dismissed for non-academic reasons will not be considered for readmission to the program.

oReadmission is not guaranteed for students dismissed because of academic deficiencies. A student must wait a full academic year before reapplying for readmission. If a student who was dismissed for academic reasons is readmitted, the student must retake only courses with deficiencies until the number of deficiency points is fewer than or equal to 2 deficiency points. A student may not take a class more than twice or apply for readmission more than once. If a candidate wishes to withdraw from a class with a grade of "WP," it is the candidate's

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responsibility to initiate and complete the withdrawal process prior to the midterm deadline. "WP" grades do not affect academic deficiency points or grade point average.

5. No more than 6 semester hours of academic work may be transferred from another institution into a master's-level -graduate 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.

6. Graduate coursework completed at other CSWE-accredited institutions will be evaluated for equivalence to the VSU M.S.W. curriculum after admission to the program.

7. The maximum time allowed for completion of the master's degree is seven calendar years. No work completed more than seven years prior to degree completion will be accepted toward the degree, except with special permission from the student's major professor and the Director of the Division of Social Work and approval from the Dean of the Graduate School.

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Justification:

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

- Improve student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies:
- Other:

Source of Data to Support Suggested Change:

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

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

Data Sources:

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

Approvals:

Department Head:

Date:

College/Division Exec. Committee:

Ann F. Reuter

Date: 9-28-11

Dean(s)/Director(s):

Marlene M. Sedding

Date: 9/25/2011

Grad. Exec. Committee:
(for graduate course)

Col/2011

Date: 10/10/11

Graduate Dean:
(for graduate course)

Col/2011

Date: 10/10/11

Academic Committee:

Date:

Form last updated: January 6, 2010

RECEIVED

REQUEST FOR A CURRICULUM CHANGE SEP 30 2011

Valdosta State University

VALDOSTA STATE UNIVERSITY GRADUATE SCHOOL

Select Area of Change:

- Core Curriculum
- Senior Curriculum
- Graduate Curriculum
- Other Curriculum

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

Current Catalog Page Number:
not in catalog - on Grad School
linked web pages

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

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

Present Requirements: Master of Social Work Program Progression, Retention, Dismissal and Readmission Policies

1. Students must maintain a grade point average of not less than 2.5 at all times.
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4. Students may be terminated from the Division of Social Work for non-academic reasons that are identified in the 2009-2010 Student Handbook. A student's enrollment may be terminated for the following non-academic reasons:
 - o Violation of the NASW Code of Ethics or the Code of Ethics of the State of Georgia Composite Board. Students are responsible for being familiar with the NASW Code of Ethics. Content from the code is infused throughout the curriculum. The Code of Ethics can be found on the Division of Social Work Website. Links to the Code are found in the 2009-2010 Field Handbook and in the 2009-2010 Student Handbook.
 - o Presenting oneself in such a way as to be

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student is unable to engage clients in such a way as to form a professional and helpful relationship. (For example being unable or unwilling to demonstrate nonjudgmental attitude, unable or unwilling to allow client self-determination).

o A pattern of complaints that indicates the student is unable to work within agency policies and procedures when such policies and procedures are not in violation of professional social work values and/or codes of ethics (For example, failure to meet generally accepted standards of professional conduct, personal integrity or emotional stability, inability to engage in a supervisory relationship with an assigned field instructor including an inability to follow supervisory guidance, directives, or instructions; inappropriate or disruptive behavior toward colleagues, faculty, or staff, whether at school or within field placement.)

o A pattern of complaints that indicates the student's behavior does not reflect a standard of objectivity suitable to the profession. (For example, failure to maintain professional boundaries with clients, over identification or other behaviors with clients for personal advantage.)

o Engaging in behavior that renders the student ineligible for licensing in the State of Georgia, for membership in the National Association of Social Workers, or for certification by the National Association of Social Workers

o Students dismissed for non-academic reasons will not be considered for readmission to the program.

o Readmission is not guaranteed for students dismissed because of academic deficiencies. A student must wait a full academic year before reapplying for readmission. If a student who was dismissed for academic reasons is readmitted, the student must retake only courses with deficiencies until the number of deficiency points is fewer than or equal to 2 deficiency points. A student may not take a class more than twice or apply for readmission more than once. If a candidate wishes to withdraw from a class with a grade of "WP," it is the candidate's responsibility to initiate and complete the withdrawal process prior to the midterm deadline. "WP" grades do not affect academic

withdrawal process prior to the midterm deadline. "WP" grades do not affect academic deficiency points or grade point average.

5. No more than 6 semester hours of academic work may be transferred from another institution into a master's-level -graduate 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.

6. Graduate coursework completed at other CSWE-accredited institutions will be evaluated for equivalence to the VSU M.S.W. curriculum after admission to the program.

7. The maximum time allowed for completion of the master's degree is seven calendar years. No work completed more than seven years prior to degree completion will be accepted toward the degree, except with special permission from the student's major professor and the Director of the Division of Social Work and approval from the Dean of the Graduate School.

deficiency points or grade point average.

5. No more than 6 semester hours of academic work may be transferred from another institution into a master's-level -graduate 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.

6. Graduate coursework completed at other CSWE-accredited institutions will be evaluated for equivalence to the VSU M.S.W. curriculum after admission to the program.

7. The maximum time allowed for completion of the master's degree is seven calendar years. No work completed more than seven years prior to degree completion will be accepted toward the degree, except with special permission from the student's major professor and the Director of the Division of Social Work and approval from the Dean of the Graduate School.

Justification:

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

- Improve student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies:
- Other:

Source of Data to Support Suggested Change:

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

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

Data Sources:

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

Approvals:	
Department Head:	Date:
College/Division Exec. Committee: <i>Carol F. Rasmussen</i>	Date: <i>9-28-11</i>
Dean(s)/Director(s): <i>Martha M. Seabury</i>	Date: <i>9/25/2011</i>
Grad. Exec. Committee: (for graduate course) <i>[Signature]</i>	Date: <i>10/10/11</i>
Graduate Dean: (for graduate course) <i>[Signature]</i>	Date: <i>10/10/11</i>
Academic Committee:	Date:

Form last updated: January 6, 2010

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VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

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

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number: not in catalog - on Grad School linked web pages

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Spring 2012

Degree and Program Name: MSW

Present Requirements: Important Program Information

- The MSW Web-Hybrid program admits for select Spring semesters. Please contact the Graduate School for information on the next available Spring semester.
- Prospective applicants who have earned a B.S.W. degree from an undergraduate program accredited by the Council on Social Work Education (CSWE) in the last five years, may be eligible for the Advanced Standing M.S.W. program. For information on admission requirements and semesters of admission for the Advanced Standing program, visit the Master of Social Work – Advanced Standing program information page.
- Applicants must have fulfilled the following prerequisite undergraduate courses with a grade of “C” or better, prior to entering the M.S.W. program:
 - o Humanities – 6 semester hours
 - o Mathematics – 3 semester hours
 - o Social Sciences – 6 semester hours
 - o Course with content in Human Biology – 3 semester hours
- Applicants to the program will identify their preference of program tracks on the MSW Supplemental Application. Please note: seats in tracks may be limited and first preferences cannot be guaranteed.
- BSW graduates seeking an Advanced Standing program should visit the MSW Advanced Standing Admissions Information Page for program admission requirements.

Proposed Requirements: (highlight changes after printing) Important Program Information

- The MSW Web-Hybrid program admits for select Spring semesters. Please contact the Graduate School for information on the next available Spring semester.
- Prospective applicants who have earned a B.S.W. degree from an undergraduate program accredited by the Council on Social Work Education (CSWE) in the last five years, may be eligible for the Advanced Standing M.S.W. program. For information on admission requirements and semesters of admission for the Advanced Standing program, visit the Master of Social Work – Advanced Standing program information page.
- Applicants must have fulfilled the following prerequisite undergraduate courses with a grade of “C” or better, prior to entering the M.S.W. program:
 - o Humanities – 6 semester hours
 - o Mathematics – 3 semester hours
 - o Social Sciences – 6 semester hours
 - o **Additionally, courses with content in Human Development, Behavioral Science, or Human Biology are highly recommended.**
- Applicants to the program will identify their preference of program tracks on the MSW Supplemental Application. Please note: seats in tracks may be limited and first preferences cannot be guaranteed.
- BSW graduates seeking an Advanced Standing program should visit the MSW Advanced Standing Admissions Information Page for program admission requirements.

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

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

Source of Data to Support Suggested Change:

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

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

Data Sources:

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

Approvals:	
Department Head:	Date:
College/Division Exec. Committee: <i>Carol A. Hunter</i>	Date: <i>9-28-11</i>
Dean(s)/Director(s): <i>Matthew M. Sedberry</i>	Date: <i>9/28/2011</i>
Graduate Exec. Comm.: (for grad program) <i>[Signature]</i>	Date: <i>10/10/11</i>
Graduate Dean: (for grad program) <i>[Signature]</i>	Date: <i>10/10/11</i>
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 10/01/2011 (mm/dd/yyyy)

Department Initiating Revision:
Art

Faculty Member Requesting Revision:
Dr. Nawrocki

Current Course Prefix, Title, & Number:

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

ARID 4000 Special Topics

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 course for relevant topics not included in the official interior design curriculum. Format may vary.

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description: A course for relevant topics not included in the official interior design curriculum. Format may vary. Course may be repeated with different topics for up to 9 hours of credit.

Semester/Year to be Effective:

Fall 2012

Estimated Frequency of Course Offering:

Once a year

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: ARID 4000 is offered as an elective. The current description does not include a statement about repeating the course for different content.

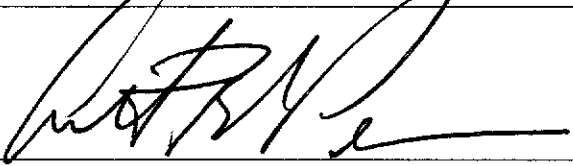
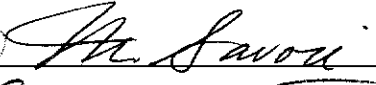
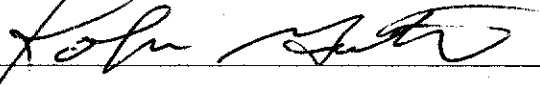
Source of Data to Support Suggested Change:

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

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.) Student transcripts and graduation check sheets

Approvals:	
Dept. Head: 	Date: 9/22/11
College/Division Exec. Comm.: 	Date: 10-4-11
Dean/Director: 	Date: 10/5/11
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 08/31/2011 (mm/dd/yyyy)

Department Initiating Revision:

Communication Arts

Faculty Member Requesting Revision:

Laurence Etling

Current Course Prefix, Title, & Number:

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

MDIA Broadcast Performance and Announcing 3050

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: Application of the fundamentals of voice and articulation for effective on-air performance on both radio and television. Topics include vocal techniques and delivery styles, appearance for on-camera performance in television, audience perceptions, station sound an image, and limited voice characterizations for "voice-over" media. Required of all majors in audio emphasis and broadcast journalism emphasis.

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description: Application of the fundamentals of voice and articulation for effective on-air performance on both radio and television. Topics include vocal techniques and delivery styles, appearance for on-camera performance in television, audience perceptions, station sound an image, and limited voice characterizations for "voice-over" media.

Semester/Year to be Effective:

Fall 2012

Estimated Frequency of Course Offering:

Every semester.

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field: Catalog description change reflects curriculum changes, which eliminated audio and broadcast journalism emphases.

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: .

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. Approved curriculum changes took effect Fall 2011 to better meet changing industry requirements.

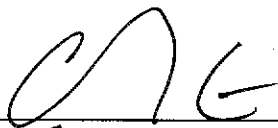
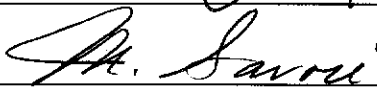
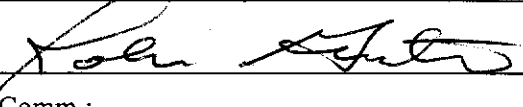
Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

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.) No change in evaluation methods, which consist of production and performance assignments and written exams.

Approvals:	
Dept. Head: 	Date: 10/5/11
College/Division Exec. Comm.: 	Date: 10.5.11
Dean/Director: 	Date: 10/5/11
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 08/31/2011 (mm/dd/yyyy)

Department Initiating Revision:
Communication Arts

Faculty Member Requesting Revision:
Laurence Etling

Current Course Prefix, Title, & Number:

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

MDIA Selected Topics in Mass Media 4030

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: Intensive study of a topic relevant to broadcast media. The introduction of alternative approaches to the study of media themes, applications, trends, and media issues. Provides an opportunity to explore other topics outside of the prescribed curriculum of mass media. Offerings will reflect current issues relevant to those students interested in a specific area of interest.

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description: Provides intensive study of a topic relevant to broadcast media. Includes the introduction of alternative approaches to the study of media themes, applications, trends, and media issues, and provides an opportunity to explore other topics outside of the prescribed curriculum of mass media. Offerings will reflect current issues relevant to those students interested in a specific area of interest. May be repeated for credit when topics differ.

Semester/Year to be Effective:
Fall 2012

Estimated Frequency of Course Offering:
Once per year.

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes: Catalog description change allows students to repeat course when topics change.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: .

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. Student requests to repeat course when content differs.

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.) No change in evaluation methods, which vary by course content.

Approvals:	
Dept. Head: <i>Cort</i>	Date: <i>10/5/11</i>
College/Division Exec. Comm.: <i>M. Sanni</i>	Date: <i>10-5-11</i>
Dean/Director: <i>Kahn</i>	Date: <i>10/5/11</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 09/09/2011 (mm/dd/yyyy)

Department Initiating Revision:

Communication Arts

Faculty Member Requesting Revision:

Frank Barnas

Current Course Prefix, Title, & Number:

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

MDIA 4970 Internship

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 placement of students in apprentice and intern positions in professional environments including radio and television stations and other media industry organizations in order to enlarge the student's professionalism. May be taken only during the student's final two semesters.

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description: The placement of students in apprentice and intern positions in professional environments including radio and television stations and other media industry organizations in order to enlarge the student's professionalism. May be taken only during the student's final two semesters. May be repeated for credit.

Semester/Year to be Effective:

Fall 2012

Estimated Frequency of Course Offering:

3 times a year

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Internships can be taken multiple times for credit. This inclusion of "may be repeated for credit" is necessary regarding changes in Title IV requirements for financial aid.

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. Student feedback requesting multiple internship opportunities.

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.) No change in the method. Currently assessed by host evaluation of student performance

Approvals:	
Dept. Head: <i>CME</i>	Date: <i>10/5/11</i>
College/Division Exec. Comm.: <i>M. Savoni</i>	Date: <i>10-5-11</i>
Dean/Director: <i>John [unclear]</i>	Date: <i>10/5/11</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number: 225

Proposed Effective Date for Revised Catalogue Copy: (new or revised) January, 2012

Degree and Program Name: Associate of Applied Science - Dental Hygiene

Present Requirements:

Proposed Requirements: (highlight changes after printing)
Requirements remain the same.

* The degree program is proposed to move from the Department of Adult and Career Education to the College of Nursing

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

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

The Associate of Applied Science in Dental Hygiene is a degree program that more appropriately should be housed and advised under the College of Nursing as it is an allied health career.

Source of Data to Support Suggested Change:

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

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VALDOSTA STATE UNIVERSITY

28

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.
Student, employer and/or alumni surveys will be used to assess the effectiveness of this change.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Approvals:	
Department Head: <i>Reynaldo L. Martinez</i>	Date: 9/8/11
College/Division Exec. Committee: <i>JFO</i>	Date: 9/8/11
Dean(s)/Director(s): <i>Ken Hill</i>	Date: 9/8/11
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Review Sept 1 - Tabled
 Review Oct 6

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APR 27 2011

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

VALDOSTA STATE UNIVERSITY
 GRADUATE SCHOOL

Select Area of Change:

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

Current Catalog Page Number: 103	Proposed Effective Date for Curriculum Change: (Month/Year): Summer/2011 F 2012	Degree & Program Name: (e.g., BFA, Art): Online M.A.T. Special Education - General Curriculum
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Present Requirements: Requirements for the On-Line M.A.T. Special Education – General Curriculum

Core Courses.....6 hours
 SEGC 6000, SEGC 60406 hours

Area of Concentration.....24 hours
 SEGC 6010, SEGC 60206 hours
 SEGC 6030, SEGC 5140.....6 hours
 SEGC 6050, SERD 6030..... 6 hours
 SERD 6040 or SERD 6060..... 3 hours
 SEGC 6200.....3 hours

Research Core.....6 hours
 SEGC 6100, SEGC 6110 6 hours

Total Hours Required for the Degree
 36 semester hours

Prior to completion of the M.A.T. and recommendation for initial certification, the following additional requirements must be met: Applicant must pass GACE Special Education General Curriculum Tests: Test I (081) Test II (082); Applicant must complete an Exceptional Child course and submit either transcripts showing completion of the course or a certificate of completion to the Georgia Professional Standards Commission.

Proposed Requirements (Underline changes after printing this form: Requirements for the On-Line M.A.T. Special Education – General Curriculum

Core Courses.....6 hours
 SEGC 6000, SEGC 60406 hours

Area of Concentration.....24 hours
 SEGC 6010, SEGC 60206 hours
 SEGC 6030, SEGC 5140.....6 hours
 SEGC 6050, SERD 6030..... 6 hours
 SERD 6040, SERD 6060,
 or SERD 6070.....3 hours
 SEGC 6200.....3 hours

Research Core.....6 hours
 SEGC 6100, SEGC 6110 6 hours

Total Hours Required for the Degree
 36 semester hours

Prior to completion of the M.A.T. and recommendation for initial certification, the following additional requirements must be met: Applicant must pass GACE Special Education General Curriculum Tests: Test I (081) Test II (082); Applicant must complete an Exceptional Child course and submit either transcripts showing completion of the course or a certificate of completion to the Georgia Professional Standards Commission.

Justification:

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

- Improve student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies:
- Other: One elective will be required; this elective must be a reading course and we are adding SERD 6070 as a choice to SERD 6040 and SERD 6060.

Source of Data to Support Suggested Change:

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

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

Data Sources:

- Indirect measures: SOIs; student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Candidates will be required to complete exams, comprehension essays, and compile a portfolio of evidence-based interventions to demonstrate their ability to meet the course objectives. Data from program assessments approved by the Georgia Professional Standards Commission will be used.

Approvals:

Department Head: <i>Lynn C. Min</i>	Date: 4-22-11
College/Division Exec. Committee: <i>B. Col</i>	Date: 4/22/11
Dean(s)/Director(s): <i>B. Col</i>	Date: 4/22/11
Grad. Exec. Committee: (for graduate course) <i>Ally</i>	Date: 10/10/11
Graduate Dean: (for graduate course) <i>Ally</i>	Date: 10/10/11
Academic Committee:	Date:

Resubmitted
for Sept 1

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AUG 25 2011

REQUEST FOR A NEW COURSE		VALDOSTA STATE UNIVERSITY GRADUATE SCHOOL
Valdosta State University		
Date of Submission: 3/22/2011 (mm/dd/yyyy)		
Department Initiating Request: ECSE	Faculty Member Requesting: Kelly Heckaman	
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) SERD 6070	Proposed New Course Title: Reading Research and Instruction Proposed New Course Title Abbreviation: (For student transcript, limit to 30 character spaces) Reading Research and Inst	
Semester/Year to be Effective: Summer/2011 <i>F 2012</i>	Estimated Frequency of Course Offering: Once per academic year	
Indicate if Course will be : <input type="checkbox"/> Requirement for Major <input checked="" type="checkbox"/> Elective		
Lecture Hours: 03	Lab Hours: 0	Credit Hours: 03
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.) Research-based practices will be emphasized and theoretical underpinnings of reading and writing are addressed as they relate to the practical applications of teaching numerous aspects of literacy.		
Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data. <input checked="" type="checkbox"/> Improving student learning outcomes: <input checked="" type="checkbox"/> Adopting current best practice(s) in field: <input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: <input checked="" type="checkbox"/> Other: An additional reading elective is needed as a summer course offering.		
Source of Data to Support Suggested Change: <input checked="" type="checkbox"/> Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Reading elective classes fill up as we can typically provide only one section, as the reading electives currently are taught by our partner university, North Georgia College and State University. Candidates sometime have to enroll in reading electives at other GOML universities in order to complete their program of study in a timely fashion. <input type="checkbox"/> Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)		

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

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Candidates are required to complete quizzes and a final examination, as well as applied assignments to demonstrate their ability to meet the course objectives.
- Other:

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

Approvals:	
Dept. Head: <i>Lynn C. Mini</i>	Date: 4-22-11
College/Division Exec. Comm.: <i>[Signature]</i>	Date: 4/22/11
Dean/Director: <i>[Signature]</i>	Date: 4/22/11
Graduate Exec. Comm.: (for graduate course): <i>[Signature]</i>	Date: 10/10/11
Graduate Dean: (for graduate course): <i>[Signature]</i>	Date: 10/10/11
Academic Committee:	Date:

Form last updated: January 6, 2010

SERD 6070
READING RESEARCH AND INSTRUCTION
3 SEMESTER HOURS

Valdosta State University College of Education

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

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

The Equity Principle: All learners deserve high expectations and support

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

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

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

The Impact Principle: Effective practice yields evidence of learning.

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

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

Required Textbook(s):

- Samuels, J. S., & Farstrup, A. E. (Eds.). (2002). *What research has to say about reading instruction* (3rd ed.). Newark, DE: International Reading Association.
- Other readings as assigned by instructor

COURSE DESCRIPTION

Research-based practices will be emphasized and theoretical underpinnings of reading and writing are addressed as they relate to the practical applications of teaching numerous aspects of literacy.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

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

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

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

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

COURSE OBJECTIVES (CO)

The student will:

1. Develop a core belief about reading and learning to read that embrace ALL children. (CFS I, II, V)
2. Analyze the major theories of language development, cognition, and learning. (CFS I)
3. Demonstrate an understanding of phonemic awareness, phonics, vocabulary, fluency, and comprehension as they relate to the reading and writing process. (CFS I)
4. Identify research-based instructional and assessment practices for promoting literacy development of beginning, developing, and fluent readers and writers. (CFS II)
5. Evaluate methods and materials that embrace and accept diversity. (CFS II)
6. Summarize the effectiveness of instructional and information technologies to support literacy learning (CFS II, V)
7. Demonstrate an understanding of the major theories of learning as they relate to the reading process. (CFS I)
8. Demonstrate an understanding of the reading process. (CFS I, II, V, VI)
9. Learn to summarize research and communicate it to their peers. (CFS V, VI)
10. Locate, read, and synthesize research studies. (CFS VI)
11. Review reading research and appreciate the significance of this research for classroom practice. (CFS V, VI)
12. Inquire into the many factors affecting student reading achievement. (CFS II)
13. Demonstrate an understanding of the influence of contextual factors on literacy. (CFS II)
14. Demonstrate an understanding of reading research in a variety of areas including emergent literacy, early intervention programs, literature-based instruction, and integrated literacy instruction. (CFS I, II, V, VI)
15. Reflect on readings as they relate to improving one's instruction. (CFS I, VI)

COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS

TSW:

1. Students will complete assigned readings and participate in discussions within the designated online portal. (CO 1-15)
2. Students will complete quizzes following each of the nine chapters of content. (CO 1-15)

3. Students will complete the final examination, which is a cumulative assessment of learned knowledge throughout the semester. (CO 1-15)
4. Students will select one study from reading research studies recognized as being most educationally significant in the last 20 years and explain components of the study in an oral presentation. They will tell the impact the research has had on the reading program in their schools. If practices supported by the research are not evident in their schools, they will present a plan for disseminating the information and implementing the practices. (CO 1-13)

COURSE EVALUATION

Grading will be based on:

(9) Quizzes	@ 10 points each	=	90 points
(5) Discussion board responses	@ 10 points each	=	50 points
Mini-lesson plan		=	20 points
At-risk essay		=	20 points
<u>Final examination</u>		=	<u>50 points</u>
Total			230 points

Grading scale

A=	93-100% of total points possible for course	>213
B=	85-92%	195-213
C=	76-84%	175-194
D=	69-75%	159-174
F=	68% and below	<159

No assignments will be accepted more than one week after they are due. A minimum of 30 percentage points will be deducted for assignments turned in late, but within a week of the due date.

ATTENDANCE POLICY

Logging on each week to the online portal will increase your likelihood of success in the course. Late work will be accepted up to one week from its due date with the maximum score being 70%.

POLICY STATEMENT ON PLAGIARISM AND CHEATING

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

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

The full text of Academic Honesty Policies and Procedures is available in the on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

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

FIRST OFFENSE:

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

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). According to the Dewar College of Education Concern Form Policy, "a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee."
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

SPECIAL NEEDS STATEMENT

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

Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in Room 1115 Nevins Hall.

(229) 245-2498; (229) 219-1348

INSTRUCTOR

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AUG 25 2011

REQUEST FOR A REVISED COURSE

Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

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

Department Initiating Revision:
ECSE

Faculty Member Requesting Revision:
Kelly Heckaman

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
SEGC 6110 Professional Capstone Course

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: Graded "Satisfactory" or "Unsatisfactory." Culminating course experience in which students will select and post evidence from class assignments and write personal reflections in Livetext portfolio describing how the assignments have contributed to their development as teachers. Students will describe how their knowledge, skills, and dispositions have grown or changed in relation to the Dewar College of Education Conceptual Framework Standards.

Requested:
Course Prefix and Number:
Credit Hours:
Course Title:
Prerequisites: A minimum of 27 hours in the program of study prior to enrolling in SEGC 6110
Co-requisites:
Course Description: Culminating course experience in which students will select and post evidence from class assignments and write personal reflections in Livetext portfolio describing how the assignments have contributed to their development as teachers.

Semester/Year to be Effective:
~~Summer/2011~~ SPR 2012

Estimated Frequency of Course Offering:
Every semester

Indicate if Course will be : Requirement for Major Elective

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.
 Improving student learning outcomes:
 Adopting current best practice(s) in field:
 Meeting Mandates of State/Federal/Outside Accrediting Agencies:
 Other: The capstone is designed for the students to provide evidence that they have met the Dewar College of Education and Council for Exceptional Children standards for special education. The faculty who teach this course have found that the quality of the capstone project

varies with respect to the candidates' written reflections and their provision of evidence. The faculty therefore would like to assign letter grades to reflect differences in the quality of the candidates' projects as opposed to assigning a "satisfactory" or "unsatisfactory" label. Candidates also must have completed the majority of their coursework (27 hours) prior to enrolling in the capstone in order to have completed the artifacts needed to perform satisfactorily on the capstone project.

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The capstone project is composed of written reflections and student performance data collected during course assignments throughout the program of study. This project provides the candidates with an opportunity to show growth in their knowledge, skills, and dispositions based on evidence.

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.) The capstone provides assessment data for our Program Assessment 2: The Capstone Portfolio Content Assessment.

Approvals:	
Dept. Head: <i>Lynn C Min</i>	Date: 4-22-11
College/Division Exec. Comm.: <i>B. Col</i>	Date: 4/22/11
Dean/Director: <i>B. Col</i>	Date: 4/22/11
Graduate Exec. Comm.: (for graduate course) <i>Albert</i>	Date: 10/10/11
Graduate Dean: (for graduate course) <i>Albert</i>	Date: 10/10/11
Academic Committee:	Date:

Form last updated: January 6, 2010

SEGC 6110
Professional Capstone Course
3 Semester Hours

College of Education
Valdosta State University
Department of Early Childhood and Special Education
Conceptual Framework: Guiding Principles

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

REQUIRED TEXTBOOKS

No text required

COURSE DESCRIPTION

Culminating course. Students will select and post evidence from class assignments and write personal reflections in Livetext portfolio describing how the assignments have contributed to their development as teachers. Students will describe how their knowledge, skills and dispositions have grown or changed with respect to the Dewar College of Education Conceptual

Positively Impacting Learning Through Evidence-Based Practices

Framework Standards. Prerequisite: Candidates must have completed a minimum of 27 hours in the program of study prior to enrolling in SEGC 6110.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

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

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

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

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

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

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

COURSE OBJECTIVES (CO):

The student will:

- CO 1: Review their Livetext portfolios to ensure that they have posted the required documents (VI).
- CO 2: Identify course assignments (artifacts) that meet each of the Dewar College of Education's Conceptual Framework standards (VI).
- CO 3: Write personal reflections describing how the assignments/artifacts have contributed to the development of his/her knowledge and skills for each Conceptual Framework Standard (VI).
- CO 4: Write a narrative that addresses how the candidate's disposition (attitudes, beliefs, professionalism) have changed/improved, or how they have been reinforced through participation in this program
- CO 5: Complete and submit the Candidate Dispositions form, the Field Experience Form, and the Graduate Survey for Program Improvement form in Livetext for participation in the program assessment system.

COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS

1. Compare the courses listed in your Livetext portfolios against the courses listed in your program of study to ensure that your portfolio lists the required courses, and make modifications as needed (CO 1).
2. Ensure that your educational philosophy is attached in your portfolio (CO 1).
3. Ensure that you have completed the description, impact, and reflection for each artifact (e.g., class assignment) attached under the individual courses in your portfolio (CO 1).
4. Within the SEGC 6110 course tab in your Livetext portfolio, develop a separate section for each of the six Conceptual Framework Standards (CO 2).
5. Select artifacts from three different classes to use as supporting evidence for meeting each of the six Conceptual Framework Standards. You must provide *three* pieces of evidence for each Standard and you may use each class a maximum of *three* times across the six Standards. For example, if you use SEGC 6000 for Standards I, II, and IV, you may not use SEGC 6000 for Standards III, V, and VI. See the specific guidelines provided for selecting artifacts as evidence. (CO 2).
6. For each of the six Conceptual Framework Standards, write a single-spaced narrative (personal reflection) in Livetext describing how the artifacts from the three classes have contributed to your knowledge and skills as a teacher. Your narrative should be one-and-a-half to two pages in length, and should include examples from the artifacts (evidence-based when possible) to support your reflections. See the specific guidelines provided for writing the reflections. Please be sure to check grammar and spelling, as excessive grammatical or spelling errors will result in a reduction in the grade earned (CO 3).
7. Write a one to two paragraph narrative that addresses how your disposition (attitudes, beliefs, professionalism) have changed/improved, or how they have been reinforced, through your participation in the program (i.e., the courses you have taken, the assignments you have completed, the peer relationships that you have developed, etc.) (CO 4).

COURSE EVALUATION

Grading Policy

A	At least five reflections exceed expectations and Livetext forms have been completed.
B	At least three reflections exceed expectations and Livetext forms have been completed.
C	All reflections meet expectations and Livetext forms have been completed.
D	One reflection does not meet expectations and/or Livetext forms have not been completed.
F	More than one reflection does not meet expectations.

Please note: Excessive grammatical or spelling errors will result in a reduction of one letter grade from the grade earned. Students who miss two or more deadlines (i.e., due dates) for submitting reflections will have their grade reduced by one letter grade from the grade earned. Students who miss three or more deadlines (i.e. due dates) for submitting reflections will receive a failing grade in the class. Students who fail to complete and submit the required forms in Livetext will receive a failing grade in the class.

Positively Impacting Learning Through Evidence-Based Practices

ATTENDANCE POLICY

Students are expected to adhere to the time lines established for completing the Capstone project in order to be successful in the class.

POLICY STATEMENT ON PLAGIARISM

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

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

The full text of Academic Honesty Policies and Procedures is available in the on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

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

FIRST OFFENSE:

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

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). According to the Dewar College of Education Concern Form Policy, "a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee."
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

SPECIAL NEEDS STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the

Positively Impacting Learning Through Evidence-Based Practices

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).

**NOTIFICATION FORM FOR ADDITIONAL DISTANCE LEARNING
DELIVERY OF EXISTING APPROVED PROGRAMS**

(Institutional Online Offering of Second and Subsequent Online Programs)

Notification Date: September 21, 2011

Institution: Valdosta State University

College/Division: Dewar College of Education

Department: Adult and Career Education

Program Name: Masters of Education in Adult and Career Education

CIP Code: 13.1309, 13.1320, 13.1303

**Type of Delivery (e.g., asynchronous, synchronous, Internet, DVD, CD-ROM, Broadcast
Transmission):** Internet with both asynchronous and synchronous elements

Total Credit Hours Required for Completion: 36 credit hours

Proposed Start Date: January, 2012

**Indication of whether the institution seeks the program to be listed on Georgia ONmyLINE
[GOML] (yes or no):** Yes

**Indication of whether the institution seeks the program to be listed with the SREB
Electronic Campus (yes or no):** No

**Contact information for the lead person in the department in addition to the Vice President
for Academic Affairs:**

Dr. Reynaldo Martinez, Department Head
Department of Adult and Career Education
1500 N. Patterson Street
Valdosta, GA 31698-0095
Phone: (229) 333-5907
E-mail: rlmartinez@valdosta.edu

Dr. Philip Gunter, Provost &
Academic Vice-President
1500 N. Patterson Street
Valdosta, GA 31698
Phone: (229) 333-5950
E-mail: pgunter@valdosta.edu

Provide a copy of the Letter of Notification submitted to SACS.

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SEP 20 2011

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

/Grad School

**NOTIFICATION FORM FOR ADDITIONAL DISTANCE LEARNING
DELIVERY OF EXISTING APPROVED PROGRAMS**

(Institutional Online Offering of Second and Subsequent Online Programs)

Notification Date: September 21, 2011

Institution: Valdosta State University

College/Division: Dewar College of Education

Department: Kinesiology and Physical Education

Program Name: Education Specialist Degree in Coaching Pedagogy

CIP Code: 13.1314

Type of Delivery (e.g., asynchronous, synchronous, Internet, DVD, CD-ROM, And Broadcast Transmission): The program will be delivered through a variety of methods. Webcasts, archived DVD's and CD-ROM's, and on occasion broadcast transmissions. Throughout the program, BlazeVIEW will be used as a primary means of communication.

Total Credit Hours Required for Completion: 27 semester hours

Proposed Start Date: January, 2012

Contact information for the lead person in the department in addition to the Vice President for Academic Affairs:

Dr. Mike Griffin, Department Head
Department of Kinesiology & Physical Education
1500 N. Patterson Street
Valdosta, GA 31698-0095
Phone: (229) 333-5907
E-mail: mrgriffi@valdosta.edu

Dr. Philip Gunter, Provost &
Academic Vice-President
1500 N. Patterson Street
Valdosta, GA 31698
Phone: (229) 333-5950
E-mail: pgunter@valdosta.edu

Provide a copy of the Letter of Notification submitted to SACS.

RECEIVED

SEP 20 2011

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

V Grad School

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change: Core Curriculum Senior Curriculum Graduate Curriculum Other Curriculum

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

Current Catalog Page Number:
Note - This new program is not yet in the published catalog.

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

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

Present Requirements:
In the ORGL Major Core -

GENS 4200 - Directed Study-Human Resources (1)
PHIL 4900 - Spec Topics in Ethics (1)
POLS 4700 - Directed Study in Political Science (1)
GENS 4000 - Interdisciplinary Studies Capstone (3)

Proposed Requirements (Underline changes after printing this form:

These new courses, if approved, will replace the courses currently listed in the Major Core (specified on the left)

ORGL 3000 Reflective Seminar I: Self as Learner
ORGL 3050 Reflective Seminar II: Self in Context
ORGL 4000 Reflective Seminar III: Transforming Self, Self-Transformation
ORGL 4690 ORGL Capstone

Justification:

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

 Improve student learning outcomes:

Adopting current best practice(s) in field: Christine James has been working with Catherine Marienau (our USG Adult Learning Consortium - ALC - consultant from DePaul University) on developing four courses for the Organizational Leadership program. The courses are centered on reflective learning, a topic that Catherine has researched for some time. The students will engage in assignments in each course that require them to reflect as they go through the program and relating the curriculum to their personal life experiences and the knowledge gained from those. This is particularly important for a program that is integrative, pulling courses and even concentrations from different subject areas and disciplines.

 Meeting mandates of state/federal/outside accrediting agencies: Other:

Source of Data to Support Suggested Change:

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

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

Data Sources:

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

Approvals:

Department Head: *Gerald M. ...* Date: *10-6-11*

College/Division Exec. Committee: Date:

Dean(s)/Director(s): *[Signature]* Date: *10/6/11*

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

Graduate Dean:
(for graduate course) Date:

Academic Committee: Date:

Form last updated: January 6, 2010

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 7/30/2011 (mm/dd/yyyy)

Department Initiating Request:
Adult and Military Programs, ORGL

Faculty Member Requesting:
Gerald Merwin, Christine James

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
ORGL 3000

Proposed New Course Title:
Reflective Seminar I: Self as Learner
Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Reflective Seminar I

Semester/Year to be Effective:
Spring 2012

Estimated Frequency of Course Offering:
4-6 times a year in 6-week sessions

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 1

Lab Hours: 0

Credit Hours: 1

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) An introduction to the major conceptual frameworks for reflective learning that require students to reflect on and document their own assumptions, beliefs and biases and how they affected their prior learning experiences.

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

Improving student learning outcomes: Students in the new Organizational Leadership degree, as well as some from Office Administration Technology and General Studies, will benefit from a reflective seminar series before they complete a senior Capstone course. This course would be the first of the three reflective seminars.

Adopting current best practice(s) in field: Experts in adult and nontraditional students agree that current best practices involve students using reflective frameworks to analyze themselves as learners, as part of their preparation for portfolios, life learning papers and other capstone work. Catherine Marienau from DePaul University has served as a content expert in developing this course.

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change:

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

Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) New Course and New Degree Program. Grading

rubrics included in course template will allow us to tabulate students exceeding, meeting, and not meeting expectations for the course learning outcomes.

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

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Grading rubrics included in course template will allow us to tabulate students exceeding, meeting, and not meeting expectations for the course learning outcomes.
- Other:

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

Approvals:	
Dept. Head: <i>David Munn</i>	Date: 10-6-11
College/Division Exec. Comm.:	Date:
Dean/Director: <i>Prof. [Signature]</i>	Date: 10/6/11
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

ORGL 3000 Spring 2012

Dr. XXXXX XXXXXXX
CRN 2XXXX

This syllabus is available online, and may be updated, in our Course in GeorgiaVIEW:
<http://goml.view.usg.edu>

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ORGL 3000: Reflective Seminar I: Self as Learner

An introduction to the major conceptual frameworks for reflective learning, which requires students to reflect on and document their own assumptions, beliefs and biases, and how they affected their prior learning experiences.

ORGL 3000

Learning Outcomes:

1. Students will describe past experiences that involved learning.
2. Students will analyze past events and their personal feelings about those events.
3. Students will summarize actions or feelings that are part of their past learning process.
4. Students will record events in coherent written work.
5. Students will discuss situations using conceptual frameworks for reflection.

The ORGL reflective seminar and capstone courses at Valdosta State University contribute to the VSU General Education Outcomes listed at the link below, with special emphasis on numbers 3, 4, 7, and 8.
<http://www.valdosta.edu/academic/VSUGeneralEducationOutcomes.shtml>

Attendance Policy: You are expected to log in to the course at least every 3 days and participate each time you log in. You must also turn in activity work by the established weekly deadlines. Once you arrive at class, make an effort to get involved in the conversation. Don't hesitate to ask questions if you need clarification or would like more information: if you are confused, it is likely that others are too! The participation percentage you receive will depend on a variety of factors, including (but not limited to) the frequency and helpfulness of your contributions to class discussions and the care you take when peer editing. A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course. For online teaching, this is determined by on-time submission of assignments, assessments, interactions (asynchronous discussions and synchronous chats), and response to e-mail communications.

Special Needs:

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

<http://www.valdosta.edu/academic/documents/ReportofAcademicDishonesty.doc>

E-Mail:

It is strongly recommended that students contact their professor through the GOML course area using the Mail feature. (VSU policy mandates that all official communication by e-mail take place through VSU e-mail accounts or through the gomi.view.usg.edu Mail tool. If you are registered as a VSU student, please remember to check your VSU (@valdosta.edu) e-mail account regularly.)

Note: This syllabus is not a legal contract; the content of this course is subject to revision by the professor.

ORGL 3000 Reflective Seminar I: Self as Learner

Literature Background (Course Content Learning Modules)

1. Sullivan and Rosen's Part I of IV: **Identity**—"the reflective and formative...ways in which persons are formed, through institutional and social engagement, as they participate in evolving traditions of knowing" (Sullivan & Rosin, 2008, p. 94)
2. Korthagen and Vasalos Phase Model of Core Reflection 1 and 2, Experience/Problematic Situation description and Awareness of ideal situation and desired outcome and achievement (KV, 540) – corresponds to KV Onion Model questions Why are you here, Who are you, What do you believe in (KV, 535)
3. Fiddler and Marienau 2008, description of past experiences, noting "what is getting my attention", what was salient, what beliefs or theories may have influenced the experience and what was interpreted as relevant or important (FM, 79)
4. Kolb 1984, focal experiences reflected upon and discussed, bringing awareness of how affective, symbolic, perceptual and behavioral knowledge create positive feedback loops (from diagram in figure 6.3, Self as undifferentiated – immersed in world; Acquisition)
5. Kegan and Lahey 2010, the socialized mind or "team player" describing past experiences (435)

How You Will Be Graded:

All reflective seminars in the ORGL 3000, 3050, 4000 series will be graded S/U. (Satisfactory/Unsatisfactory, otherwise known as pass/fail.) In order to receive S satisfactory, students must achieve 70% or higher on all of the following course activities:

- I. Quiz (Assessment Tool) on basic vocabulary and terms Weeks 1-2 (Course Objective Goal 5) 20%
- II. Posting and Responses (Discussion Tool) Week 3 (Course Objective Goals 1-4) 20%
- III. Self-Analysis (Assignment Tool) Week 4 (Course Objective Goals 1-4) 20%
- IV. Film Example (Discussion Tool) Week 5 (Course Objective Goals 1-4) 10%
- V. Final Discussion Tool Assignment Week 6 (Course Objective Goals 1-4) 30%

SCHEDULE OF ACTIVITIES:

Week 1: Online Introduction to the Course First Discussion Post Introduction, First Assignment Tool, First Assessment Tool, First Mail Tool including phone number. Reading Course Content Learning Modules.

Week 2: Quiz (Assessment Tool) on basic vocabulary and terms

Topics for questions:

What does "reflection" mean?

What gets your "attention" during a learning experience? (Fiddler and Marienau)

What is a positive feedback loop (the self as undifferentiated tends to seek out experiences that do not conflict with past beliefs and experiences, we like to have our assumptions reinforced by others, not questioned)?

Why are you continuing your education at this point? (KV Onion Model)

How would you describe yourself?

How would you describe the learning experiences you had in the past?

Describe an example experience of when you learned something new. Did it change your beliefs in some way? Or, did the experience not challenge your opinions very much? (Kolb Acquisition)

When you learned something new during a job, did it involve an aspect of being a "team player"? How did the social relationships affect how you learned? (Kegan and Lahey)

How do beliefs and opinions we already have affect how we see a situation? (Sullivan and Rosin)

Week 3: Posting and Responses (Discussion Tool)

Describe a previous experience when you learned something new. As you describe it, try to answer the following questions:

Did you have assumptions about what would be important during the learning experience?

Did you have assumptions about the person who was teaching you?

Were any of the assumptions challenged?

Afterwards, did you feel that the learning experience made you change your mind completely about something, as in you found out you were wrong about something?

Afterwards, did you feel that the learning experience made you revise a set of categories you had in your mind – either you had to include or exclude something new? (For this question, think of Kolb's example of changing one's own set of items fitting into the category of "automobile" after seeing multiple examples; changing one's own understanding of what counts as "art" after visiting a museum)

Week 4: Self-Analysis (Assignment Tool)

What early experiences have shaped my beliefs?

When my beliefs have changed, why did this happen?

What traditions and values do I hold as I enter into new learning experiences?

Do I have any regrets about how I handled past learning experiences?

Do I learn the same way that most other people do, or are there any characteristics I have that make it more difficult for me to learn new things?

Week 5: Film Example (Discussion Tool) Choose one film and then answer the reflection questions beneath all the film choices:

1. In the film *Local Hero* (1983), MacIntyre (Peter Riegert) is an acquisitions expert for Knox Oil and Gas, stationed in Houston. The head of the firm, Felix Happer (Burt Lancaster), sends MacIntyre to Scotland to acquire a section of coast line and a whole village, to build a new oil refinery. Happer assumes MacIntyre is Scottish. The audience might assume that the local villagers on the coast line don't want to sell their land to the oil company, but they do want to sell. MacIntyre assumes he is happy and living a good life as an oil company executive, but his visit to the village in Scotland makes him rethink the way he lives his life.
2. In the film *Nobody's Fool* (1994), Sully (Paul Newman) is a rascal but has many friends in a town in upstate New York called Bath. He rents a room from Miss Beryl, his former schoolteacher. He occasionally works odd jobs for his frenemy, Carl. As the story unfolds, we aren't sure whether to like Sully or hold him accountable for mistakes in his past. By the end of the film it becomes clear

that Sully is someone who has arrived at particular conclusions about himself and what kind of life he will live, and many other people in the town depend on Sully and feel an important connection with him.

3. In the film *How to Make an American Quilt* (1995), Finn Dodd (Winona Ryder) is in graduate school finishing her master's thesis. She is also preparing for her wedding. Like many young people about to get married, she is having some second thoughts and questioning whether she is making the right choice. During a visit with her grandmother, a group of quilting-bee friends share their own life stories and advice, these new insights give Finn a more open-eyed perspective on her life.
4. In the film *Divine Secrets of the Ya-Ya Sisterhood* (2002), Siddalee (Sandra Bullock) is a famous playwright living in New York. She does not get along well with her emotional Southern mother, and does not feel that they can identify with each other very well. They fight with each other through phone calls between New York and the South, until her mother's friends, the members of the Ya-Ya Sisterhood, kidnap Siddalee and take her "home" to the South, where they explain her mother's history and try to patch up the rift between mother and daughter.

Describe the specific assumptions made by the characters in the film.

Why do they hold the beliefs that they do?

What do they learn about other people or about the world that challenges their long held beliefs?

How do the goals or desires of the characters change by the end of the film?

Which character in the film did you most identify with (in terms of how their attitude or their assumptions changed)?

Week 6: Final Discussion Tool Assignment

Write a Discussion post describing the course for which you hope to gain PLA credit by the end of your Capstone or your degree program in general.

Research the stated Student Learning Outcomes of the course or degree program, and list them here.

What experiences have you had that resulted in learning in these outcome activities?

Reflect on these past experiences and consider how you would be able to document the learning you achieved in that context.

Are you planning to include any of the following:

Training evidence, Certificates?

On-the-job evaluations of your work?

Letters from people in a position to evaluate your learning at work?

Artifacts, items you designed or created?

Discuss how you plan to collect the items for your portfolio and give and take advice from your fellow students.

Online Course Evaluations

Student evaluations are extremely important in helping faculty members plan and revise their courses. Students will need to access evaluation forms via BANNER and complete them in a period during the last few weeks of class. Please take the time to complete this important evaluation (or opt out of providing an evaluation) during the designated period. Students who do not complete the online evaluation (or opt-out after logging into it) will not be able to access the grade for this class, scheduled to be posted on the Monday after the final examination days. They will be in Banner under Answer a Survey.

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 7/30/2011 (mm/dd/yyyy)

Department Initiating Request:

Adult and Military Programs, ORGL

Faculty Member Requesting:

Gerald Merwin, Christine James

Proposed New Course Prefix & Number:

(See course description abbreviations in the catalog for approved prefixes)
ORGL 3050

Proposed New Course Title:

Reflective Seminar II: Self in Context

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)
Reflective Seminar II

Semester/Year to be Effective:

Spring 2012

Estimated Frequency of Course Offering:

4-6 times a year in 6-week sessions

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 1

Lab Hours: 0

Credit Hours: 1

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) A seminar that develops students' understanding of the conceptual frameworks for reflective learning and asks students to reflect on and document the social networks, environmental context, and political context that has affected their prior learning experiences.

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

Improving student learning outcomes: Students in the new Organizational Leadership degree, as well as some from Office Administration Technology and General Studies, will benefit from a reflective seminar series before they complete a senior Capstone course. This course would be the second of the three reflective seminars.

Adopting current best practice(s) in field: Experts in adult and nontraditional students agree that current best practices involve students using reflective frameworks to analyze themselves as learners, as part of their preparation for portfolios, life learning papers and other capstone work. Catherine Marienau from DePaul University has served as a content expert in developing this course.

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change:

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

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

portfolios, specific assignments, etc.) New Course and New Degree Program. Grading rubrics included in course template will allow us to tabulate students exceeding, meeting, and not meeting expectations for the course learning outcomes.

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

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- Other:

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

Approvals:	
Dept. Head: <i>Ronald Munro</i>	Date: 10-6-11
College/Division Exec. Comm.:	Date:
Dean/Director: <i>Prof. J. L. D.</i>	Date: 10/6/11
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

ORGL 3050 Spring 2012

Dr. XXXXX XXXXXXX
CRN 2XXXX

This syllabus is available online, and may be updated, in our Course in GeorgiaVIEW:
<http://goml.view.usg.edu>

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Fax: XXX-XXX-XXXX
E-mail address: XXXXXX@valdosta.edu

ORGL 3050: Reflective Seminar II: Self in Context

A seminar that develops students' understanding of the conceptual frameworks for reflective learning and asks students to reflect on and document the social networks, environmental context, and political context that has affected their prior learning experiences.

ORGL 3050

Learning Outcomes:

1. Students will analyze previous experiences using conceptual frameworks for reflection.
2. Students will identify social influences and community relationships that shaped their reactions to past experience.
3. Students will document ethical or theoretical frameworks that influence their decision making and actions.
4. Students will evaluate their own self-awareness, using theoretical frameworks for reflection.
5. Students will critique their own value system vis-à-vis other value systems that they have confronted

The ORGL reflective seminar and capstone courses at Valdosta State University contribute to the VSU General Education Outcomes listed at the link below, with special emphasis on numbers 3, 4, 7, and 8.
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Note: This syllabus is not a legal contract; the content of this course is subject to revision by the professor.

ORGL 3050 Reflective Seminar II: Self in Context

Literature Background:

1. Sullivan and Rosin's Parts II and III of IV: Community—"Participation with others populates the imagination with models of what it means to engage the natural, social, and contextual contexts of action." Responsibility—"the person lives up to her responsibility for others and the values of the community... Only by keeping faith with the trust of others does the professional achieve legitimacy and meaning." (Sullivan & Rosin, 2008, p. 94)
2. Korthagen and Vasalos Phase Model of Core Reflection 3 and 4, Awareness of core qualities needed, plan for Actualization of Core Qualities (KV, 540) – corresponds to KV Onion Model questions What can you do, What do you do, What is it you have to cope with (KV, 535)
3. Fiddler and Marienau 2008, description of the "role of others' ideas" in one's interpretation of situations, connections to others, forming interpretive insights into experiences and observations (FM, 83)
4. Kolb 1984, heightening complexity of interactions to show influences that the individual may be unaware of (from diagram in figure 6.3, Self as content – study the self as it interacts with the world; Specialization)
5. Kegan and Lahey 2010, the self-authoring mind, agenda driven, leader (435)

How You Will Be Graded:

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- I. Quiz (Assessment Tool) on basic vocabulary and terms Weeks 1-2 (Course Objective Goal 5) 20%
- II. Posting and Responses (Discussion Tool) Week 3 (Course Objective Goals 1-4) 20%
- III. Self-Analysis (Assignment Tool) Week 4 (Course Objective Goals 1-4) 20%
- IV. Film Example (Discussion Tool) Week 5 (Course Objective Goals 1-4) 10%

V. Final Discussion Tool Assignment Week 6 (Course Objective Goals 1-4) 30%

SCHEDULE OF ACTIVITIES:

Week 1: Online Introduction to the Course First Discussion Post Introduction, First Assignment Tool, First Assessment Tool, First Mail Tool including phone number. Reading in Course Content Learning Modules.

Week 2: Quiz (Assessment Tool) on basic vocabulary and terms

Suggested topics for questions:

What does "community" mean to you? (Sullivan and Rosin)

Have you been involved in volunteer activities, did you note a sense of accomplishment after these activities? Why?

Do you feel more self-conscious when you do volunteer activities, or less self-conscious? Most people say that they feel less self-conscious, that being a volunteer helps them to "get out of their own head" in a sense. Why do you suppose this happens?

In your community, have you thought about what you could do, what you can do, and what challenges you have to cope with in your social context? (Korthagen and Vasalos)

How have your connections to other people affected how you see experiences and events in your community? (Fiddler and Marienau)

In reflecting on your past experiences, were there any interactions that might have influenced you without you even being aware of the influence? (Kolb diagram 6.3)

Imagine yourself interacting with others at work. How would you describe the way you interact with others, what are your basic personality traits? (Kolb diagram 6.3)

Do you see yourself as a leader? Do you lead by setting agendas for others? Do others agree with you as a leader or not? What is the distinction between being a manager and being a micro-manager? (Kegan and Lahey)

Week 3: Posting and Responses (Discussion Tool)

1. Consider an example of yourself as a member of team, as a volunteer, as a member of a church group or mission team. What did you do in terms of interacting with others that went well? What did you do as you interacted with others that did not go well, or that had an effect you did not expect? Looking back, how might you interact with people differently?

2. This is a case study discussion. Read the case study, and imagine yourself in John Reynold's position. What are the social and contextual influences on how John thinks about his situation? Are they all equally relevant?

John Reynolds is a Research Chemist in Alabama. He also volunteers for Habitat for Humanity. In his volunteer work, he receives a lot of personal fulfillment as well as lines on his vita and credit towards "service in the community" at the laboratory where he is employed. One weekend, John sees a documentary film called "Blue Vinyl." It essentially criticizes the polyvinylchloride-related industries for not using environmentally safe procedures, and for allowing PVC derivative compounds to leach into water tables. The current theory is that these compounds can later cause cancer in the human body. John was especially surprised to learn that vinyl siding on homes is considered to be one of the main contributors to groundwater and water table pollution. The documentary noted that a variety of home builders receive special incentive discounts to use vinyl siding. One such builder is Habitat for Humanity, which has used inexpensive vinyl siding in its homes for years, because Habitat receives vinyl siding at a reduced rate from the vinyl industry as a corporate tax shelter contribution. John does some research in respected journals, and decides that the link between vinyl products and cancer gives him cause for concern.

3. This is a case study discussion. Read the case study, and imagine yourself in the young American DoD doctor's position. What are the social and contextual influences on how you think about his situation? Are they all equally relevant?

It's 1957, and you are a young American doctor working for the Department of Defense in the Marshall Islands. The Marshall Islands are being used by the United States as a nuclear warhead testing site. A friend of yours, Adam Johnson, is a doctor with a volunteer medical team who treats the Marshall Island natives, who were relocated to an island downwind from the testing sites. Adam mentions to you that over the last ten years, he has noticed an increase in particular kinds of cancers. You suspect that this cancer might be related to radioactive fallout, traveling with the prevailing wind patterns, from the nuclear weapons testing that your group has been engaged in on the islands. What should you do in this case? Further Background: Between 1945 and 1958, the United States conducted 67 atmospheric tests of nuclear weapon designs on the Bikini and Enewetak atolls of the Marshall Islands. After this testing ended in the late 1950s, residents who had been relocated from these atolls began asking to return to their home islands. But going home proved to be not so simple. At Enewetak, for instance, islands continued to be used for other defense programs through the 1960s and 1970s. Finally, in 1978, an extensive radiological survey was conducted of the northern Marshall Islands, including those in the Bikini and Enewetak atolls. An aerial survey determined the external gamma exposure rate. Samples of soil, food crops, animals, well water, seawater, fish, and more were collected to evaluate the radionuclide concentrations in the atoll environment. About the same time, the U.S. launched a massive cleanup and rehabilitation program on the Enewetak Atoll, scraping off about 76,400 cubic meters of surface soil from 6 islands and sealing it off in a crater on the atoll's Runit Island.

Week 4: Self-Analysis (Assignment Tool)

In this Assignment Tool, you should prepare a Word .doc, .docx or .rtf in which you answer the following questions. Use the "Add Attachments" button to browse for your saved document on your computer.

Upload it here.

What social interactions, either at work, in volunteer situations, or with family, have shaped my beliefs?

When my beliefs have changed, why did this happen?

When I look back on my learning experiences, how have friends or my community helped or hindered my understanding of the world?

Do I have any regrets about how I either connected or did not connect with social networks?

Describe an example of someone you consider to interact ideally with others. How close are you to living up to this example? (Please do consider someone who is a learner, who has had learning experiences, rather than a somewhat more classic example like your mother or Jesus.)

Week 5: Film Example (Discussion Tool) Choose one film and then answer the reflection questions beneath all the film choices:

1. In the film *Barbershop* (2002), Calvin (Ice Cube) runs a barbershop that is a neighborhood institution, begun by his father. Calvin struggles with the feeling that the barbershop is holding him back, and eventually sells it to someone who will not value it. Over the course of the film, we begin to see that the barbershop, and other small community businesses like it, matter a great deal to the people who meet there and discuss the issues of the day. Slowly, Calvin also realizes the true value of the barbershop.
2. In the film *Amélie* (2001), Amélie (Audrey Tatou) is a lonely girl who has grown up sheltered and strongly influenced by her parents' views of the world and their perceptions and their choices. After a series of episodes in which she helps other people to be happy, she finds the key to her own happiness in interacting with others rather than remaining solitary. (French film, subtitled in English)

Describe the specific assumptions made by the characters in the film.

Why do they hold the beliefs that they do?

What do they learn about other people or about the world that challenges their long held beliefs?

How do the goals or desires of the characters change by the end of the film?

Which character in the film did you most identify with (in terms of how their attitude or their assumptions changed)?

Week 6: Final Discussion Tool Assignment

Write a Discussion post describing the course for which you hope to gain PLA credit by the end of your Capstone or your degree program in general.

Research the stated Student Learning Outcomes of the course or degree program, and list them here.

What interactions with others did you have that resulted in learning in these outcome activities?

Reflect on the social nature of your past learning, and consider how you would be able to document the learning you achieved in that context.

What items, artifacts, or other portfolio items can you provide that will show the learning you achieved in interactions with others?

Discuss how you plan to collect the items for your portfolio and give and take advice from your fellow students.

Online Course Evaluations

Student evaluations are extremely important in helping faculty members plan and revise their courses. Students will need to access evaluation forms via BANNER and complete them in a period during the last few weeks of class. Please take the time to complete this important evaluation (or opt out of providing an evaluation) during the designated period. Students who do not complete the online evaluation (or opt-out after logging into it) will not be able to access the grade for this class, scheduled to be posted on the Monday after the final examination days. They will be in Banner under Answer a Survey.

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 7/30/2011 (mm/dd/yyyy)

Department Initiating Request:
Adult and Military Programs, ORGL

Faculty Member Requesting:
Gerald Merwin, Christine James

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
ORGL 4000

Proposed New Course Title:
Reflective Seminar III: Transforming Self, Self-Transformation
Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Reflective Seminar III

Semester/Year to be Effective:
Spring 2012

Estimated Frequency of Course Offering:
4-6 times a year in 6-week sessions

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 1

Lab Hours: 0

Credit Hours: 1

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) A seminar including critical self-evaluation of prior learning experiences using frameworks for reflection and analysis and development of the students' own capacity to adapt and transform their own learning practices.

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

- Improving student learning outcomes: Students in the new Organizational Leadership degree, as well as some from Office Administration Technology and General Studies, will benefit from a reflective seminar series before they complete a senior Capstone course. This course would be the third of the three reflective seminars.
- Adopting current best practice(s) in field: Experts in adult and nontraditional students agree that current best practices involve students using reflective frameworks to analyze themselves as learners, as part of their preparation for portfolios, life learning papers and other capstone work. Catherine Marienau from DePaul University has served as a content expert in developing this course.

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change:

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

Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) New Course and New Degree Program. Grading

rubrics included in course template will allow us to tabulate students exceeding, meeting, and not meeting expectations for the course learning outcomes.

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

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Grading rubrics included in course template will allow us to tabulate students exceeding, meeting, and not meeting expectations for the course learning outcomes.
- Other:

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

Approvals:	
Dept. Head: <i>Bruce Newman</i>	Date: 10-6-11
College/Division Exec. Comm.:	Date:
Dean/Director: <i>Paul S. GA</i>	Date: 10/6/11
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

ORGL 4000 Spring 2012

Dr. XXXXX XXXXXXX
CRN 2XXXX

This syllabus is available online, and may be updated, in our Course in GeorgiaVIEW:
<http://goml.view.usg.edu>

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ORGL 4000 Reflective Seminar III: Transforming Self, Self-Transformation

Prerequisites: ORGL 3000 and ORGL 3050

A seminar including critical self-evaluation of prior learning experiences using frameworks for reflection and analysis and development of their own capacity to adapt and transform their own learning practices.

ORGL 4000

Learning Outcomes:

1. Students will critically evaluate their own assumptions and values in past experiences.
2. Students will express their self-awareness and engage in self-critique.
3. Students will critique their own assumptions and beliefs.
4. Students will measure their own capacity for self-transformation.
5. Students will document responses to situations and events that show reflection on their own beliefs as well as wider beliefs in community and context.

The ORGL reflective seminar and capstone courses at Valdosta State University contribute to the VSU General Education Outcomes listed at the link below, with special emphasis on numbers 3, 4, 7, and 8.
<http://www.valdosta.edu/academic/VSUGeneralEducationOutcomes.shtml>

Attendance Policy: You are expected to log in to the course at least every 3 days and participate each time you log in. You must also turn in activity work by the established weekly deadlines. Once you arrive at class, make an effort to get involved in the conversation. Don't hesitate to ask questions if you need clarification or would like more information: if you are confused, it is likely that others are too! The participation percentage you receive will depend on a variety of factors, including (but not limited to) the frequency and helpfulness of your contributions to class discussions and the care you take when peer editing. A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course. For online teaching, this is determined by on-time submission of assignments, assessments, interactions (asynchronous discussions and synchronous chats), and response to e-mail communications.

Special Needs:

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. The institution's ADA Policies and Procedures can be read in variety of formats by accessing the VSU ADA Policies and Procedures page. Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in Farber Hall or by accessing their website at Office for Students with Disabilities <http://www.valdosta.edu/access/>. Their phone numbers are (229) 245-2498 (voice) and (229) 219-1348 (tty).

Academic Honesty:

Members of the Valdosta State University faculty value honesty and integrity extremely highly and do not tolerate cheating of any kind. Any student caught cheating will automatically fail the course. Cheating includes – but is not limited to – plagiarism, giving or receiving assistance on a quiz, having someone else do work on a student's behalf, doing work on someone else's behalf, and working with a partner or in a group on an individual assignment. By enrolling in this course, students are in effect promising to maintain the bond of trust on which the professor-student relationship is based. In addition, VSU has a new Academic Honesty Policy. Here are links to the Academic Honesty Policies and Procedures, and the Report of Academic Dishonesty.

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

<http://www.valdosta.edu/academic/documents/ReportofAcademicDishonesty.doc>

E-Mail:

It is strongly recommended that students contact their professor through the GOML course area using the Mail feature. (VSU policy mandates that all official communication by e-mail take place through VSU e-mail accounts or through the gomi.view.usg.edu Mail tool. If you are registered as a VSU student, please remember to check your VSU (@valdosta.edu) e-mail account regularly.)

Note: This syllabus is not a legal contract; the content of this course is subject to revision by the professor.

ORGL 4000 Reflective Seminar II: Self in Context

Literature Background:

1. Sullivan and Rosen's Part IV of IV: **Bodies of knowledge**—disciplinary (and multidisciplinary) frameworks for 'arguing and knowing.' (Sullivan & Rosin, 2008, p. 94)
2. Korthagen and Vasalos Phase Model of Core Reflection 5, Experimenting with new behaviors that reflect mobilized core qualities (KV, 540) – corresponds to KV Onion Model question *Why are you here*, noting possible transformation and refinement of Mission after first two seminars (KV, 535)
3. Fiddler and Marienau 2008, description of building a repertoire of competences, developing reflective abilities, building reflective sensitivities and capabilities, meaningful learning to events to reflection (FM, 84-85)
4. Kolb 1984, ability to understand heightened complexity from symbolic, affective, perceptual and behavioral knowledge and form plans for transformation and change, understanding of self as changeable and developing (from diagram in figure 6.3, Self as a process – transacting with the world; Integration)
5. Kegan and Lahey 2010, "stepping enough outside our current way of thinking and feeling that we have a chance to alter, not just our behavior, but the reality shaping beliefs and assumptions that give rise to our behavior." (434) The self-transforming mind, meta-leader, leader who learns, leader seeing limits of their own ideology (435)

How You Will Be Graded:

All reflective seminars in the ORGL 3000, 3050, 4000 series will be graded S/U. (Satisfactory/Unsatisfactory, otherwise known as pass/fail.) In order to receive S satisfactory, students must achieve 70% or higher on all of the following course activities:

- I. Quiz (Assessment Tool) on basic vocabulary and terms Weeks 1-2 (Course Objective Goal 5) 20%
- II. Posting and Responses (Discussion Tool) Week 3 (Course Objective Goals 1-4) 20%
- III. Self-Analysis (Assignment Tool) Week 4 (Course Objective Goals 1-4) 20%
- IV. Film Example (Discussion Tool) Week 5 (Course Objective Goals 1-4) 10%

V. Final Discussion Tool Assignment Week 6 (Course Objective Goals 1-4) 30%

SCHEDULE OF ACTIVITIES:

Week 1: Online Introduction to the Course First Discussion Post Introduction, First Assignment Tool, First Assessment Tool, First Mail Tool including phone number. Reading in Course Content Learning Modules.

Week 2: Quiz (Assessment Tool) on basic vocabulary and terms

Suggested topics for questions:

In the field where you are majoring or earning your Prior Learning Assessment credit, are there various frameworks or "schools of thought"? Do people have differences of opinion about them? Describe them. (Sullivan and Rosin)

Have you changed your mind between different theories, approaches, or "schools of thought" in your work? How did the change in your thinking happen and why?

Have you had to explain different approaches to someone new at work, or to someone new in your volunteer activities? What was it like explaining it, as compared to doing it?

Do you feel like you have a variety of different knowledge from different perspectives about what you do?

How did you learn to be "versatile" in the learning you achieved? (Fiddler and Marienau)

In reflecting on your past experiences, did you come to a stage in your own development when you could see how "complex" a situation was – more so than people who were new to your work or volunteer experiences? What activities did you engage in that gave you this complex understanding? (Kolb diagram 6.3 integration)

Looking back on your prior learning, are there times when you have changed your outlook, or self-transformed? Do you feel that you came to a point in your development when you were more able to change your approach, or you could "see the big picture" and that gave you courage to change how you did things or make new suggestions to people ranking above you? (Kegan and Lahey)

Week 3: Posting and Responses (Discussion Tool)

1. The final stage of self-reflection gives you a deeper understanding of the theories, models, frameworks and assumed knowledge of a field. In order to evaluate yourself as a learner, it is important to have these "schools of thought" in mind, seeing how they differ and being able to choose between them. Think of your past learning. What are the "schools of thought" you would discuss and move between as a self-actualized, self-transforming learner?

2. This is a case study discussion. Read the case study, and imagine yourself in Angela Murphy's position. What are the various frameworks, models, or "schools of thought" related to how Angela thinks about her situation? How can Angela develop her knowledge to move between different frameworks?

Angela is a purchasing and buying professional working in the auto industry. She has worked for a small parts (nuts and bolts for cars) supplier in the Midwest for about 5 years. She has a basic understanding of spreadsheets and is good at tracking how often individual items sold by her company need to be restocked. One day her manager asks her to study a new model for doing supply chain management, called kanban. What might Angela do to learn more about this new framework or school of thought in her field?

Further information:

In the late 1940s, Toyota began studying supermarkets with a view to applying store and shelf-stocking techniques to the factory floor, figuring that in a supermarket, customers get what they need, at the needed time, and in the needed amount. Furthermore, the supermarket only stocks what it believes it will sell, and customers only take what they need because future supply is assured. This led Toyota to view a process as a customer of preceding processes, and the preceding processes as a kind of store. The customer process goes to this store to get needed components, and the store restocks. As in supermarkets, originally, signboards were used to guide "shoppers" to specific restocking locations. "Kanban" uses the rate of demand to control the rate of production, passing demand from the end

customer up through the chain of customer-store processes. In 1953, Toyota applied this logic in their main plant machine shop. An important determinant of the success of production scheduling based on "pushing" the demand is the quality of the demand forecast that can receive such "push." Kanban, by contrast, is part of an approach of receiving the "pull" from the demand. Therefore, the supply or production is determined according to the actual demand of the customers. In contexts where supply time is lengthy and demand is difficult to forecast, the best one can do is to respond quickly to observed demand. This is exactly what a kanban system can help with: It is used as a demand signal that immediately propagates through the supply chain. This model is also associated with Walmart restocking procedures each night, and is considered a great shift in practices or advancement in the business community.

3. This is a case study discussion. Read the case study, and imagine yourself in the position of Bob Johnson, experienced educator. What are the ways that Bob might develop new learning and new appreciation for different learning models and schools of thought?

Bob Johnson is a 30 year veteran grade school teacher working in a public school in North Carolina. He enjoys working with his students and has seen many changes, including increased use of computers by students as young as kindergarteners, an increase in standardized testing, and a decrease in funding for physical education, music and arts programs in schools. In 2004, he begins to hear his colleagues speak more and more about phrases like "teaching to the test" and "assessment culture". In 2005 he hears about the report of the Commission on the Future of Higher Education, led by U.S. Secretary of Education Margaret Spellings. The report discusses the importance of assessment of student performance as well as teacher performance in class. As Bob is an engaged teaching professional, he wants to stay current and grow with the recent changes in higher education. Reflect on how Bob might learn more about these changes, and become more comfortable within the new theories and "schools of thought" presented in assessment culture.

Week 4: Self-Analysis (Assignment Tool)

In this Assignment Tool, you should prepare a Word .doc, .docx or .rtf in which you answer the following questions. Use the "Add Attachments" button to browse for your saved document on your computer.

Upload it here.

When did you have to learn a new theoretical framework or change the usual way that you thought about your work?

When "schools of thought" you worked with have changed, how did you adjust?

When I look back on my learning experiences, how have the theories that were popular at the time affected how decisions and choices were made by myself and those I worked with?

Are there any theoretical approaches being used that I wish I had been exposed to or learned more about earlier in my career?

Week 5: Film Example (Discussion Tool) Choose one film and then answer the reflection questions beneath all the film choices:

1. In the film *Dances with Wolves* (1990), Lt. John Dunbar (Kevin Costner) is assigned to the Western frontier on his own request after an act of bravery. He finds himself at an abandoned outpost. At first he maintains strict order using the methods and practices taught to him by the military, but as the film progresses, he makes friends with a nearby Native American tribe, and his perceptions of the military, the frontier, and Native Americans change dramatically.
2. In the film *Working Girl* (1988), Tess McGill (Melanie Griffith) works as a secretary for a large firm involved in acquiring media corporations such as radio and television. When her boss has a skiing accident, Tess gets a chance to use her own ideas and research, ideas that she has been keeping within herself for years – ideas that are arguably better, and more insightful into mass media practices, than her boss's ideas were.

Describe the specific theories, assumptions, or "schools of thought" that the characters in the film have.
How do their schools of thought differ?
How do the main characters change over the course of a film? How does their understanding of themselves change?
How do the goals or desires of the characters change by the end of the film?
Would you say that the main characters grew after learning something that was new, a new approach, a new theory, or a new understanding of their place in the world?

Week 6: Final Discussion Tool Assignment

Write a Discussion post describing the course for which you hope to gain PLA credit by the end of your capstone or your degree program in general.

Research the stated Student Learning Outcomes of the course or degree program, and list them here. How do theory and practice interrelate for the course in which you are applying for credit?

What are the "schools of thought" or frameworks or theories in which you have to show knowledge and learning?

What items, artifacts, or other portfolio items can you provide that will show the learning you achieved in theories or "the big picture" of the field you are in?

Discuss how you plan to collect the items for your portfolio and give and take advice from your fellow students.

Online Course Evaluations

Student evaluations are extremely important in helping faculty members plan and revise their courses. Students will need to access evaluation forms via BANNER and complete them in a period during the last few weeks of class. Please take the time to complete this important evaluation (or opt out of providing an evaluation) during the designated period. Students who do not complete the online evaluation (or opt-out after logging into it) will not be able to access the grade for this class, scheduled to be posted on the Monday after the final examination days. They will be in Banner under Answer a Survey.

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 7/30/2011 (mm/dd/yyyy)

Department Initiating Request:
Adult and Military Programs, ORGL

Faculty Member Requesting:
Gerald Merwin, Christine James

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
ORGL 4690

Proposed New Course Title:
Capstone Seminar in Organizational Leadership

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

Semester/Year to be Effective:
Spring 2012

Estimated Frequency of Course Offering:
4-6 times a year in 6-week sessions

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) A capstone course in which students combine reflection on prior learning with research and analysis on the learning outcomes of their current degree program and specialization, culminating in a life learning paper that addresses their own abilities and limitations as learners and their progress in their degree program.

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

Improving student learning outcomes: Students in the new Organizational Leadership degree, as well as some from Office Administration Technology and General Studies, will need a Capstone opportunity to summarize their reflective learning knowledge and their specialized degree requirements in specializations within the new ORGL degree program.

Adopting current best practice(s) in field: Experts in adult and nontraditional students agree that current best practices involve students using reflective frameworks to analyze themselves as learners, as part of their preparation for portfolios and future careers. Catherine Marienau from DePaul University has served as a content expert in developing this course.

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change:

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

Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) New Course and New Degree Program. Grading

rubrics included in course template will allow us to tabulate students exceeding, meeting, and not meeting expectations for the course learning outcomes.

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

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- Other:

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

Approvals:	
Dept. Head: <i>Donald Munro</i>	Date: 10-6-11
College/Division Exec. Comm.:	Date:
Dean/Director: <i>Philip S. D.</i>	Date: 10/6/11
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

ORGL 4690 Spring 2012

Dr. XXXXX XXXXXXXX
CRN 2XXXX

This syllabus is available online, and may be updated, in our Course in GeorgiaVIEW:
<http://goml.view.usg.edu>

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ORGL 4690 ORGL Capstone (3 credit hours)

Prerequisites: ORGL 3000, ORGL 3050, ORGL 4000

A capstone course in which students will show comprehensive understanding of reflective learning conceptual frameworks as well as the goals of their own degree program and specialization within Organizational Leadership.

ORGL 4690

Learning Outcomes:

1. Students will explain and analyze conceptual frameworks, reflective learning practices, and discipline-specific theories from courses in student's area of concentration.
2. Students will write critically and logically, applying theories of leadership to particular situations.
3. Students will explain their own background as a learner and future career plans, considering social and environmental context, influences, and development of skills over time.
4. Students will evaluate particular problems and case studies using problem-solving skills and self-analysis.
5. Students will demonstrate a working familiarity with current research methods, citation styles, and presentation techniques.

The ORGL reflective seminar and capstone courses at Valdosta State University contribute to the VSU General Education Outcomes listed at the link below, with special emphasis on numbers 3, 4, 7, and 8.
<http://www.valdosta.edu/academic/VSUGeneralEducationOutcomes.shtml>

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must contact the Access Office for Students with Disabilities located in Farber Hall or by accessing their website at Office for Students with Disabilities <http://www.valdosta.edu/access/> Their phone numbers are (229) 245-2498 (voice) and (229) 219-1348 (tty).

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<http://www.valdosta.edu/academic/documents/ReportofAcademicDishonesty.doc>

E-Mail:

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Note: This syllabus is not a legal contract; the content of this course is subject to revision by the professor.

ORGL 4690 Capstone

Literature Background:

1. Sullivan, W., & Rosin, M. (2008). *A new agenda for higher education: Shaping a life of the mind for practice*. San Francisco: Jossey-Bass.
2. Korthagen, F., & Vasalos, A. (2010). *Going to the core: Deepening reflection by connecting the person to the profession*. (chapter 27, in Lyons, Nona (Ed.), *Handbook of Reflection and Reflective Inquiry*. New York: Springer.
3. Fiddler, M., & Marienau, C. (2008, summer). *Developing habits of reflection for meaningful learning*. In, S. Reed & C. Marienau (Eds.), *Linking adults with community: Promoting civic engagement through community-based learning*. *New Directions for Adult and Continuing Education*, 118. San Francisco: Jossey-Bass, 75-85.
4. Kolb, D. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice-Hall.
5. Kegan, R., & Lahey, L. (2010). *From subject to object: A constructive-developmental approach to reflective practice* (chapter 22, pp. 433-449). In, N. Lyons (Ed.) *Handbook of Reflection and Reflective Inquiry*. New York: Springer.

How You Will Be Graded:

The Capstone ORGL 4690 will be graded using the standard A, B, C, D, F scale. In order to receive a C grade, students must achieve 70% or higher on all of the following course activities:

I. **Quiz** (Assessment Tool) on basic vocabulary and terms Weeks 1-2 (Course Objective Goal 5) 20%

II. **Synthetic Essay** (Assignment Tool after Discussion Tool Preparation), bringing together the three reflective seminars holistically, discussing student's own self-development as a learner, Week 3 (Course Objective Goals 1-3, 5) 20%

III. **Knowledge Base Essay** (Assignment Tool after Discussion Tool Preparation), on courses taken and the new knowledge of theories, approaches and schools of thought within their concentration, track, specialization from the ORGL concentrations list (Course Objective Goals 1-3, 5) 20%

IV. **Future Planning Essay** (Assignment Tool after Discussion Tool Preparation), on career aspirations, planning, schools of thought as they apply to work, career, and plans after receiving the degree, Week 5 (Course Objective Goals 1-3, 5) 20%

V. **Problem-based Case Study Essay** (Assignment Tool after Discussion Tool Preparation), on a particular problem faced in student's own work experience and how it should be addressed based on the skills, knowledge and problem solving ability that the student now has after studying Organizational Leadership Week 6 (Course Objective Goals 4-5) 20%

SCHEDULE OF ACTIVITIES:

Week 1: Online Introduction to the Course First Discussion Post Introduction, First Assignment Tool, First Assessment Tool, First Mail Tool including phone number. Reading in Course Content Learning Modules.

Week 2: Quiz (Assessment Tool) on basic vocabulary and terms

Suggested topics for questions:

Describe one of the conceptual frameworks for reflective learning from our course content material. What are the three phases involved? How do they relate to self-development?

Considering the conceptual frameworks for reflective learning, what would you say are key qualities of good leadership?

Describe your own previous learning experiences. How have some of your learning experiences reflected the process described in the conceptual frameworks for reflection from our course content?

See if you can apply the principles of self-transformation, especially the Kegan and Lahey model, to this situation. It is a case study about a manager with poor interpersonal skills, from the website <http://www.what-are-good-leadership-skills.com/leadership-training-case-studies-02.html>

Jennifer is the Accounting Department manager for a regional chain of convenience stores. Jennifer is an accounting "superstar." She has a bachelor's degree, recently passed her CPA exam, and is really exceptional in her accounting knowledge. She was so good, in fact, that she was promoted to department manager in her previous company after only two years on the job. She has been at her current company for ten months. She has implemented two accounting procedural changes that have streamlined the work and resulted in cost savings for the company. She reports to the CFO, and he is concerned about Jennifer, despite her obvious talents. There is no denying that she has had a positive impact, but Jennifer is not fitting in so well. Jennifer is a poor communicator and seems to have alienated quite a few of her peers and her employees. She is often aloof and distant, and her usual way of motivating performance is to simply dictate what will be done and expect compliance with her orders. She has good ideas but has little ability to present them well or to work as part of a team. You are Jennifer's CFO, and you believe you can coach Jennifer. How would you approach her and what would you say? What issues would you work with her on? How would you hold Jennifer accountable for improvement on the issues you identified?

Week 3: Synthetic Essay (Due in Assignment Tool after practice and prep in Discussion Tool)

Prepare a document that is a synthetic essay, bringing together the three reflective seminars holistically, discussing your own self-development as a learner. Save the document on your computer as a .doc, .docx, or .rtf attachment. Then click on "Add Attachments" to browse for the document on your computer, and open it to upload it to the Assignment Tool.

Week 4: Knowledge Base Essay (Due in Assignment Tool after practice and prep in Discussion Tool)

Prepare a document that is a knowledge base essay, describing courses taken in your major, and the new knowledge you have of theories, approaches and schools of thought within your concentration, track, specialization from the ORGL concentrations list. Save the document on your computer as a .doc, .docx, or .rtf attachment. Then click on "Add Attachments" to browse for the document on your computer, and open it to upload it to the Assignment Tool.

Week 5: Future Planning Essay (Due in Assignment Tool after practice and prep in Discussion Tool)

Prepare a document that is a future planning essay, describing your career aspirations, planning, schools of thought as they apply to your work, career, and plans after receiving the degree. Save the document on your computer as a .doc, .docx, or .rtf attachment. Then click on "Add Attachments" to browse for the document on your computer, and open it to upload it to the Assignment Tool.

Week 6: Problem-Based Case Study Essay (Due in Assignment Tool after practice and prep in Discussion Tool)

Prepare a document that is a problem-based case study essay, on a particular problem faced in your own work experience and how it should be addressed based on the skills, knowledge and problem solving ability that you now have after studying Organizational Leadership. Save the document on your computer as a .doc, .docx, or .rtf attachment. Then click on "Add Attachments" to browse for the document on your computer, and open it to upload it to the Assignment Tool.

Online Course Evaluations

Student evaluations are extremely important in helping faculty members plan and revise their courses. Students will need to access evaluation forms via BANNER and complete them in a period during the last few weeks of class. Please take the time to complete this important evaluation (or opt out of providing an evaluation) during the designated period. Students who do not complete the online evaluation (or opt-out after logging into it) will not be able to access the grade for this class, scheduled to be posted on the Monday after the final examination days. They will be in Banner under Answer a Survey.

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 09/12/2011 (mm/dd/yyyy)

Department Initiating Request:
Honors College

Faculty Member Requesting:
Charles Johnson/ Ofélia Nikolova/Susan Eischeid

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
PERS 2313H

Proposed New Course Title:
Honors Counter-Cultural Movements of the Cold War Era 1945-68

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Honors Counter-Culture 1945-68

Semester/Year to be Effective:
Spring 2012

Estimated Frequency of Course Offering:
Yearly

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 2

Lab Hours: 0

Credit Hours: 2

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) An enhanced examination of the interrelationship between literature, music, and history during the first 23 years of the Cold War era through discussion of primary sources in the studied fields. A seminar format will be used to gain an understanding of how counter-cultural movements helped shape contemporary society.

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

Improving student learning outcomes: This course will improve student learning outcomes through one on one meetings with the professor to discuss their work as well as shared commentary by fellow students in the classroom. Students will utilize a wide array of skills such as critical thinking and writing, comparative analysis of source materials, and oral presentations commensurate with educational outcome #1 for the Honors College as cited by the undergraduate course catalog. As taking one Honors Perspectives course is now a requirement for all Honors College students in order to better satisfy educational outcomes #4 and #5 of the Honors College, this course will help offer a larger variety of Honors Perspectives and contribute to achieving these outcomes.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. New Honors College curriculum and educational outcomes.

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

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

Data Sources:

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

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

Other:

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

Perspectives 2313H (2 credit hours)
"Honors Counter-Culture Movements of the Cold War Era, 1945-1968"

Professor: Dr. Charles Johnson
 Course Meeting Time: Tu/Th 11-11:50
 Office: Alumni House (Patterson St.)
 Office Hours: Mo 8-10
 Tu 12:30-1:30
 We 8-9

Course Description

An enhanced examination of the interrelationship between literature, music, and history during the first 23 years of the Cold War era through discussion of primary sources in the studied fields. A seminar format will be used to gain an understanding of how counter-cultural movements helped shape contemporary society.

Course Goals and Educational Outcomes

1. Students will demonstrate understanding of the society of the United States during the period from 1945-1968 and how counterculture movements shaped that society.
2. Students will demonstrate knowledge of global and regional perspectives in areas such as the arts, humanities, sciences, and social sciences. They will do so by exploring the US counterculture during the period from 1945-1968 and its impact on shaping contemporary societies in the US and the world.

Required Books

The following books are required for this course:

Ann Charters. *Beat Down to Your Soul: What Was the Beat Generation?*

Jack Kerouac. *On the Road*

Peter Braunstein. *Imagine Nation: The American Counterculture of the 1960s and 1970s.*

Hunter S. Thompson. *Hell's Angels: A Strange and Terrible Saga*

Grading and Evaluation

Students will be evaluated based on the following criteria:

60% Essays/Papers

20% Oral Presentation

20% Attendance and Participation

Questions forming the basis of the weekly essays will be handed out in class the week prior to being due. The final oral presentation will be based upon the student's work with primary source material on a topic chosen in consultation with the professor.

Classroom Policies

The following ground rules apply to everyone in this class:

1. **The use of ANY electronic device is forbidden in my classroom. This includes, but is not limited to, computers, cell phones, pagers, I-pods, I-phones, MP3 devices, etc. Use of these devices in this classroom will result in you being told to leave for the session and as a consequence marked absent.**
2. Please note that this syllabus is subject to change.
3. Papers are due IN CLASS on the date in the syllabus. The following penalties apply to papers handed in outside of class or late:

Same day after/outside class	Two full letter grades
One day late or more	Credit only
4. These point deductions will be taken AFTER I have graded the paper.
5. In order to be eligible to pass the course the student must complete and turn in ALL assignments. Failure to do so will result in an automatic "F" for a final grade.
6. A deduction of one letter grade will be taken from your final grade for each absence. This rule also applies to missing scheduled meetings with me during the semester.
7. Excessive tardiness will result in a one letter grade deduction from your final grade.
8. Students requesting classroom accommodations or modifications for a documented disability must contact the VSU Access Office for Students with Disabilities located in Farber Hall.
www.valdosta.edu/access/facresources.html
9. As stated above, this is an INTERACTIVE course. It is not a class for those who cannot speak freely, openly and share their ideas and thoughts with others.
10. In grading your papers I will deduct for the following style errors:
 - Spelling errors

- Abuse of the English language (bad grammar)
- Not adhering to margin and font guidelines
- Not adhering to the basic structure guidelines
- Footnotes and bibliography not properly cited. Refer to either *Manual for Writers* or *The Chicago Manual of Style*. These books give examples as to how historians footnote/endnote and write bibliographies. UNDER NO CIRCUMSTANCES will papers cited in APA, MLA or any other format be accepted.

11. Any student found plagiarizing an assignment will receive an automatic "F" for the course.

Format Instructions for all Papers

Unless otherwise stated, ALL papers MUST adhere to the following style criteria. A deduction of ½ letter grade will be applied if any one of these rules is not followed:

1. Typed (one side of page only)
2. Double-spaced
3. Stapled in upper LEFT corner
4. Margins: Left—1 ½"; Top, Bottom and Right—1". Font: 10 pt. Courier; 12 pt. New Times Roman; 12 pt. CG Times.
5. Page numbers in upper right-hand corner
6. Cover sheet that includes title of the book your name, course number, and semester.
7. Endnotes or footnotes depending upon assignment.
8. Bibliography

COURSE TOPICS

Week One:	Background
Week Two:	The Cold War and United States Culture: The 1950s

Week Three:	Music and the Counter-Culture: The 1950s
Weeks Four/Five:	The Counter Culture in Their Own Words: The Beat Generation
Week Six:	Film and Television: The 1950s
Week Seven:	In Search of America in the 1950s
Week Eight:	The Cold War and United States Culture: The 1960s
Week Nine:	Music and the Counter-Culture: The 1960s
Week Ten/Eleven:	The Words of a Generation: The 1960s
Week Twelve:	Film and Television: The 1960s
Week Thirteen:	In Search of America in the 1960s
Week Fourteen:	Oral Presentations
Week Fifteen:	Oral Presentations

COURSE TEMPLATE SHEET FOR A VSU PERSPECTIVE COURSE

Please fill out the areas below, expanding the document as much as necessary. When completely filled out, please return this document along with a tentative syllabus/course outline to the College of Arts and Sciences, 1036 Hugh C. Bailey Science Center, Attention Dr. James LaPlant.

1. Perspectives Category: Human Expression

2. Perspectives Area (1-7): 3

3. Full Course Title: PERS 2313H: Honors Counter-Culture Movements of the Cold War Era, 1945-68

4. Course Developers (must be at least two, from at least two different disciplines. If of the same department, please list the appropriate disciplines):

Primary-Developer: Dr. Charles Johnson (History and Honors)

Secondary Developer: Dr. Ofelia Nikolova (Honors)

Additional Developer(s): Dr. Susan Eischeid (Music)

5. What are the interdisciplinary aspects of this course that make it appropriate for a PERS listing as opposed to a departmental elective course?

Since this course emphasizes history, music and literature it is interdisciplinary in both nature and content.

6. What are the objectives of the course (*i.e.*, what do you want the students to get out of it)?

Students will explore the interrelationships between history, music and literature during the first 23 years of the Cold War. Students will gain a better understanding of how counter-culture movements helped shape contemporary society.

7. Suggest some appropriate ways of determining whether the students have met those particular objectives:

Reading and discussing primary source material from the period under study. Listening to and discussing the music of the period. Viewing film and television from the era. Discussing historical trends that helped to shape cultural movements and trends.

8. What are your suggestions as to how participating departments (or PERS) might evaluate the quality of an interdisciplinary course such as this one?

Through an examination of the material utilized in the course, as well as an examination of the written work of the students in the class.

9. All core courses must incorporate at least three of the following: (A) critical thinking skills; (B) use of computer and information technology; (C) oral communication skills; (D) written communication skills. Indicate which you feel are appropriate for this course and how they might be incorporated:

Critical thinking skills: Yes. Through reading and understanding primary and secondary source material. Through writing essays based upon this material

Use of computer and information technology: Through the use of on-line databases that contain material relevant to the course.

Oral communication skills: Through class discussion and a final oral presentation

Written communication skills: Through papers based upon the readings and outside source materials.

10. Describe general topics which you feel would be appropriate for inclusion in the course. Note that future instructors may have areas of expertise that differ from those of the original course developers; a topics list (and the course catalog description) should suggest a framework for the course but should not exclude the potential contributions of those with a different interdisciplinary "perspective."

The Cold War and United States Culture: The 1950s
Music and the Counter-Culture: The 1950s
The Counter Culture in Their Own Words: The Beat Generation
Film and Television: The 1950s
In Search of America in the 1950s
The Cold War and United States Culture: The 1960s
Music and the Counter-Culture: The 1960s
The Words of a Generation: The 1960s
Film and Television: The 1960s
In Search of America in the 1960s

11. What other Perspectives courses present topics that might overlap with the material listed above? This question is asked to suggest other kinds of interdisciplinary interactions, not to preclude the development of any particular course.

At present none. This would be the only Honors Perspectives course that covers this topic area.

12. Are you aware of other courses elsewhere in the VSU catalogue that cover the same territory as your proposed course? If so, what are they and how does your course differ?

No

13. Date Submitted

14. Signatures:

Charles Johnson
 Developer

Susan J. Eischeid
Developer

Opeta R. Nkolony
 Developer

15. Date Received: 9-14-11

16. Signature of Reviewer: J. T. J. [Signature]

Please Return this Form to the College of Arts and Sciences, 1036 Hugh C. Bailey Science Center, Attention Dr. James LaPlant, along with a sample syllabus and Course Proposal Cover Sheet.

RECEIVED
 SEP 11 2011
 OFFICE OF THE REGISTRAR
 VALDOSTA STATE UNIVERSITY

REQUEST FOR A REVISED COURSE
 Valdosta State University

Date of Submission: 09/07/2011 (mm/dd/yyyy)	
Department Initiating Revision: Political Science	Faculty Member Requesting Revision: Jim Peterson
Current Course Prefix, Title, & Number: (See course description abbreviations in the catalog for approved prefixes) POLS 4860 Special Topics in Public Administration	
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: None	Requested: Course Prefix and Number: Credit Hours: Course Title: Prerequisites: Co-requisites: Course Description: Selected themes of political and current interest in public administration. May be repeated for credit if topics are different.
Semester/Year to be Effective: Spring 2012	Estimated Frequency of Course Offering: Every Semester
Indicate if Course will be : <input type="checkbox"/> Requirement for Major <input checked="" type="checkbox"/> Elective	
Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data. <input type="checkbox"/> Improving student learning outcomes: <input type="checkbox"/> Adopting current best practice(s) in field: <input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: <input checked="" type="checkbox"/> Other: Makes catalog copy consistent with department's intentions: corrects long-standing omission of description in catalog.	
Source of Data to Support Suggested Change: <input checked="" type="checkbox"/> Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs <input checked="" type="checkbox"/> Direct measures: Materials collected and evaluated for program assessment purposes (tests,	

portfolios, specific assignments, etc.) tests, papers

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.) tests, papers

Approvals: <i>James H. Peterson</i>	<i>9/7/11</i>
Dept. Head:	Date:
College/Division Exec. Comm.: <i>J. T. J. M.</i>	Date: <i>9-15-11</i>
Dean/Director: <i>J. T. J. M.</i>	Date: <i>9-15-11</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 09/07/2011 (mm/dd/yyyy)

Department Initiating Revision:
Political Science

Faculty Member Requesting Revision:
Jim Peterson

Current Course Prefix, Title, & Number:

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

POLS 4850 Special Topics in Political Theory

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: None

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description: Selected themes of political and current interest in political theory. May be repeated for credit if topics are different.

Semester/Year to be Effective:
Spring 2012

Estimated Frequency of Course Offering:
Every Semester

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

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

Source of Data to Support Suggested Change:

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

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

portfolios, specific assignments, etc.) tests, papers

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.) tests, papers

Approvals:	<i>James D. Peterson</i>	
Dept. Head:		Date: <i>9/7/11</i>
College/Division Exec. Comm.:	<i>J. T. J. MA</i>	Date: <i>9-15-11</i>
Dean/Director:	<i>J. T. J. MA</i>	Date: <i>9-15-11</i>
Graduate Exec. Comm.: (for graduate course)		Date:
Graduate Dean: (for graduate course)		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 09/07/2011 (mm/dd/yyyy)

Department Initiating Revision:

Political Science

Faculty Member Requesting Revision:

Jim Peterson

Current Course Prefix, Title, & Number:

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

POLS 4840 Special Topics in International Politics

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: None

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description: Selected themes of political and current interest in international politics. May be repeated for credit if topics are different.

Semester/Year to be Effective:

Spring 2012

Estimated Frequency of Course Offering:

Every Semester

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

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

Source of Data to Support Suggested Change:

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

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

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.) tests, papers

Approvals:	<i>James H. Peterson</i>	<i>9/7/11</i>
Dept. Head:		Date:
College/Division Exec. Comm.:	<i>J T J.P.A</i>	Date: <i>9-15-11</i>
Dean/Director:	<i>J T J.P.A</i>	Date: <i>9-15-11</i>
Graduate Exec. Comm.: (for graduate course)		Date:
Graduate Dean: (for graduate course)		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 09/07/2011 (mm/dd/yyyy)

Department Initiating Revision:

Political Science

Faculty Member Requesting Revision:

Jim Peterson

Current Course Prefix, Title, & Number:

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

POLS 4830 Special Topics in Comparative Politics

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: None

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description: Selected themes of political and current interest in comparative politics. May be repeated for credit if topics are different.

Semester/Year to be Effective:

Spring 2012

Estimated Frequency of Course Offering:

Every Semester

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

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

Source of Data to Support Suggested Change:

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

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

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.) tests, papers

Approvals:	
Dept. Head: <i>James K. Peterson</i>	Date: 9/7/11
College/Division Exec. Comm.: <i>J. T. Jella</i>	Date: 9-15-11
Dean/Director: <i>J. T. Jella</i>	Date: 9-15-11
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 09/07/2011 (mm/dd/yyyy)

Department Initiating Revision:

Political Science

Faculty Member Requesting Revision:

Jim Peterson

Current Course Prefix, Title, & Number:

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

POLS 4820 Special Topics in U.S. Government and Politics

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: None

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description: Selected themes of political and current interest in U.S. government and politics. May be repeated for credit if topics are different.

Semester/Year to be Effective:

Spring 2012

Estimated Frequency of Course Offering:

Every Semester

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

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

Source of Data to Support Suggested Change:

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

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

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.) tests, papers

Approvals:		9/2/11
Dept. Head:	<i>James H. Peterson</i>	Date:
College/Division Exec. Comm.:	<i>J. T. J. Platt</i>	Date: 9-15-11
Dean/Director:	<i>J. T. J. Platt</i>	Date: 9-15-11
Graduate Exec. Comm.: (for graduate course)		Date:
Graduate Dean: (for graduate course)		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 08/26/11 (mm/dd/yyyy)

Department Initiating Revision:

Political Science

Faculty Member Requesting Revision:

Jim Peterson

Current Course Prefix, Title, & Number:

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

POLS 4700 Directed Study in Political Science

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: Directed readings in selected areas of political science with regular conferences between instructor and students.

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description: Directed readings in selected areas of political science with regular conferences between instructor and students. May be repeated for up to 9 hours of credit if topics are different.

Semester/Year to be Effective:

Spring 2012

Estimated Frequency of Course Offering:

Every Semester

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

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

Source of Data to Support Suggested Change:

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

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

portfolios, specific assignments, etc.) tests, papers

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.) tests, papers

Approvals:		
Dept. Head:	<i>James H. Peterson</i>	Date: <i>9/7/11</i>
College/Division Exec. Comm.:	<i>J. J. J. J. J.</i>	Date: <i>9-15-11</i>
Dean/Director:	<i>J. J. J. J. J.</i>	Date: <i>9-15-11</i>
Graduate Exec. Comm.: (for graduate course)		Date:
Graduate Dean: (for graduate course)		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

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

Current Catalog Page Number:
182

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

Degree & Program Name:
(e.g., BFA, Art): ~~BA Legal Assistant Studies~~

Present Requirements:

Legal Assistant Studies Minor (18 hours):
Required courses (6 hours): LEAS 1100; LEAS 3200
Upper level courses: 3201 & Above: Four required from the following (12 Hours): LEAS 3201; LEAS 3210; LEAS 3220; LEAS 3230; LEAS 3250; LEAS 4200; LEAS 4210; LEAS 4220; LEAS 4230; LEAS 4240; LEAS 4250; LEAS 4251; LEAS 4260

Proposed Requirements (Underline changes after printing this form:

Legal Assistant Studies Minor (18 hours):
Required courses (9 hours): LEAS 1100; LEAS 3200; LEAS 4800
Upper level courses: 3201 & Above: Three required from the following (9 Hours): LEAS 3201; LEAS 3210; LEAS 3220; LEAS 3230; LEAS 3250; LEAS 4200; LEAS 4210; LEAS 4220; LEAS 4230; LEAS 4240; LEAS 4250; LEAS 4251; LEAS 4260

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SEP 07 2011

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

Justification:

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

- Improve student learning outcomes: Addition of a capstone will roundout our curriculum and improve student learning.
- Adopting current best practice(s) in field: Understanding of ethics in the legal profession is essential to prepare students for future employment. This will illustrate students ability to work in this area.
- Meeting mandates of state/federal/outside accrediting agencies:
- Other:

Source of Data to Support Suggested Change:

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

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

Data Sources:

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

Approvals:

James H. Peterson 5/2/11
Department Head: Date:

J. T. Jella Date: 9-6-11
College/Division Exec. Committee:

J. T. Jella Date: 9-6-11
Dean(s)/Director(s):

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

Graduate Dean:
(for graduate course) Date:

Academic Committee: Date:

Form last updated: January 6, 2010

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 04/20/2011 (mm/dd/yyyy)

Department Initiating Request:
POLS

Faculty Member Requesting:
KENDRA A. HINTON

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
LEAS 4800

Proposed New Course Title:
Legal Assistant Studies Capstone
Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
LEAS CAPSTONE

Semester/Year to be Effective:
SPRING 2012

Estimated Frequency of Course Offering:
YEARLY

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours:

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) PREREQUISITE: LEAS 1100, LEAS 3200. An intergration of concepts and tools from previous curriculum in the degree program. The course also provides students with the tools to critically evaluate and discuss ethics of the legal profession.

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: Final course of classroom study to prepare students for employment in the field.

Adopting current best practice(s) in field: Emphasis on ethics as this is a crucial area in the legal profession.

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change:

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

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

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

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Comprehensive examination designed to test students' readiness to enter this legal profession.
- Other:

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

Approvals: <i>James H. Peterson</i>	<i>7/11/11</i>
Dept. Head:	Date:
College/Division Exec. Comm.: <i>J. T. J. J. J.</i>	Date: <i>9-6-11</i>
Dean/Director: <i>J. T. J. J. J.</i>	Date: <i>9-6-11</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

**LEAS 4800
LEGAL ASSISTANT STUDIES CAPSTONE
SPRING 2012
VALDOSTA STATE UNIVERSITY**

Credit Hours: 3

Prerequisite: LEAS 1100, LEAS 3200

Instructor:

Phone:

Office hours:

Office Location:

E-Mail:

Class:

Hours:

Texts: Kauffman, Kent. D. (2009) Legal Ethics (2nd Ed) Delmar Cengage Publ.
ISBN 978-1-4283-0410-9

Kriscenski, Nance, and Tucker Wright (2012) Legal Studies Capstone: Assessing Your Undergraduate Education; Delmar Cengage Publ.
ISBN 978-1-111-03507-5

These texts may be supplemented by handouts and other materials that further illustrate the topics to be covered in this class.

Course Description:

An integration of concepts and tools from previous curriculum in the degree program. The course also provides students with the tools to critically evaluate and discuss ethics of the legal profession.

Learning Objectives:

1. To prepare students to conduct legal research and apply it in form and manner that will enable them to support the legal system;
2. To comprehend and make informed decisions regarding the ethical dilemmas of their profession, in order to understand the cultural values they must serve in the performance of their responsibilities;
3. To understand the American legal system in the manner necessary to enable them the function within that system and support its mission of service to society.
4. To prepare students for entry into the workforce by demonstrating a mastery of the substantive areas of legal assistant studies.

Class Preparation and Attendance:

This class will be taught in a true seminar format. Therefore, in order to achieve the above learning objectives, students are expected to come to class prepared to interact with the assigned material. They must complete all assigned readings and assignments prior to coming to class to get the most out of class discussions.

An educational program centered on classroom instruction is predicated on the concept of class attendance at scheduled class sessions. Should a student be required to miss a class it is the student's responsibility to notify the instructor promptly. Faculty are required to keep attendance records for compliance with various federal regulations. Student absences can have a deleterious effect on the student's grades or the continuing eligibility for financial assistance.

Your attendance and participation in the course will account for 20% of your final grade. Although this may seem a small price to pay for missing class it can mean the difference between passing and failing. You are responsible for the materials that are covered during your absence. More than three unexcused absences require that you make an appointment with me to discuss the reasons behind the absences. More than four unexcused absences may result in reduction of one letter grade. More than eight unexcused absences will result in a failing grade.

Student Protocol:

Students should make every effort to arrive on class on time. STUDENTS ARRIVING MORE THAN 10 MINUTES LATE WILL NOT BE ALLOWED TO SIGN THE ROLL UNLESS DISCUSSED WITH ME AT THE END OF CLASS. As leaving early is very disruptive, students should inform the instructor if they need to leave early and should avoid making appointments or commitments that require them to leave early. The only exception will be the onset of a sudden illness. Please be courteous and respectful to all students in the class. Treat others as you wish to be treated.

Cell Phones and Laptops:

Please turn off all cell phones upon entering class and keep them off until exiting. Text messaging in class is absolutely forbidden!!!

Due to the seminar nature of this course, and its requirements of interaction with the materials, laptops act as a barrier and a distraction and thus are not allowed in class.

Americans with Disabilities Act (ADA):

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

Grading and Evaluation:

Your grade in this course is determined on a number of factors, such as

Midterm Exam	20%
Final Exam	25%
Term Paper	20%
Comprehensive Exam	15%
Class attendance and participation	20%

Grading Scale

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and below

Examinations

This course will include a midterm exam and a final exam, they will consist of multiple choice and/or short answer and/or essay questions designed to test your comprehension of the material lectured upon and class discussions. The midterm exam will constitute 20% of your grade. The final exam will cover cumulative questions from the entire semester, and will constitute 25% of your final grade.

Missed examinations: if you miss an exam you must contact me within five (5) days to discuss the reason for missing the exam and if you will be allowed to make it up. A make-up exam will not necessarily be the same exam the class took and may in fact be a much harder exam. If an emergency happens where you know you will not be able to take the exam please make every effort to let me know ahead of time.

Term Paper

A term paper is required in this course. First you will need to do a literature review that will consist of a minimum of 25 references to use in your paper. All 25 references will need to be used in some way in your paper. On-line references are acceptable, however, there must be some scholarly references used. Points will be deducted for failure to have scholarly work included. Wikipedia is not an acceptable source.

The paper must be at least 10 pages long in text, with 12 point font and one inch margins. The only fonts that will be accepted will be Times New Roman, Courier New and Ariel. Your paper should focus on an area of interest dealing with one of the topics associated with elder law. The topic can be one of your choosing, so long as it relates to the material to be covered in this class. The paper must be in APA (American Psychological Association) format. The paper will be 20% of your grade.

Comprehensive Exam

A comprehensive exam testing you over the substantive areas of the profession will be administered. This exam is designed to test your readiness to enter this profession. More details will follow in class. This will be 15% of your grade.

Academic Honor Code:

Section I of the Student Code of Conduct, located in the Student Handbook, reads, "To avoid confusion concerning alleged incidents of academic dishonesty, under the normal process, a violation of Appendix A Section I of the Student Code of Conduct is handled academically, i.e. between the student and the professor. The most severe action that may be administered by a professor is a grade of 'F' in that particular course. This is an academic response and not a disciplinary recommendation.

Valdosta State University policy is that a violation of Section I may and should be handled by the professor, the student, and possibly the department head or dean concerned with the offense. However, the most severe sanction that may be administered through this process is to give a grade of "F" in a course.

If a stronger sanction is desired, or if an agreement cannot be reached between the above parties concerning the incident, the matter may be referred to the Dean of Students Office. In such cases where a student may continue to violate Section I after having been warned or sanctioned by one or more professors he or she may then be referred to the Dean of Students Office where official charges may be drawn up and the student subjected to the established VSU disciplinary process.

The following are typical academic dishonesty violations, but they are not to be considered all-inclusive:

1. No student shall receive or give or attempt to receive or give assistance not authorized by the instructor in the preparation of any essay, laboratory report, examination, or other assignment included in any academic course.
2. No student shall take or attempt to take, steal, or otherwise procure in an unauthorized manner any material pertaining to the conduct of a class, including but not limited to tests, examinations, laboratory equipment, and roll books.
3. No student shall sell, give, lend, or otherwise furnish to any unauthorized person material which can be shown to contain questions or answers to any examinations scheduled to be given at any subsequent date in any course of study offered by the University, without authorization from the University.
4. Plagiarism is prohibited. Themes, essays, term papers, tests, and other similar requirements must be the work of the student submitting them. When direct quotations are used, they must be indicated, and when the ideas of another are incorporated in the paper they must be appropriately acknowledged."

The policies of this class will be as follows: on the first instance of academic dishonesty you will receive a zero (0) for the assignment. On the second instance of academic dishonesty you will receive an F in the course and both instances will be reported to the Student Conduct Office for disciplinary action.

All work in this class must be your own personal effort. Therefore, here are some examples of academic dishonesty (not designed to be all inclusive): turning in any written work that is not your own; having another student do your assignments for you; working together as groups and turning in similar assignments when not a group project; signing an absent student's name on the roll; buying a paper from an Internet source or another student; recycling work from another class as original work for this class; altering answers on a graded exam; etc. If you have any questions regarding the work in this class see the instructor.

Incompletes

A final grade of incomplete will not be given to a student simply to accommodate an inability to complete the required work in a timely manner during the semester. An incomplete will be given only under certain circumstances that are discussed and arranged in advance with the instructor or for circumstances that are beyond the student's control (e.g., incapacitating medical condition, injury beyond your control). If you have a situation that requires you to turn in materials late you must contact me within 24 hours to discuss your situation and whether late work will be accepted.

Final comments

This course is very labor intensive. It is important to keep up with the reading assignments and ask questions when the material is unclear. If there are questions please do not hesitate to ask and arrange a time to meet with me. Please let me know, in advance of any difficulties you are having that could influence your performance in this course.

COURSE ASSIGNMENTS

Subject to Change at Instructor's Discretion and with notice either in class or by email

Week/Date	Topic	Assignment
Week One	Course Syllabus Lawyers, Legal Assistants and the Regulation of the Legal Profession	
Week Two	Lawyers, Legal Assistants and the Regulation of the Legal Profession	PAPER TOPIC APPROVAL
Week Three	Paralegals and their Profession	
Week Four	The Unauthorized Practice of Law	
Week Five	Confidentiality	PAPER OUTLINE DUE
Week Six	Conflicts of Interest	
Week Seven	Advertising and Solicitation	REFERENCE LIST DUE
Week Eight	Fees and Fee Sharing	<u>MIDTERM EXAM</u>
Week Nine	Miscellaneous Ethics Issues	
Week Ten	Preparation for Comprehensive Exam (Contracts and Business Org)	
Week Eleven	Preparation for Comprehensive Exam (Family Law and Elder Law)	ROUGH DRAFT OF PAPER DUE
Week Twelve	Preparation for Comprehensive Exam (Property Law)	
Week Thirteen	Preparation for Comprehensive Exam (Administrative Law and Criminal Law)	
Week Fourteen	Preparation for Comprehensive Exam (Criminal and Civil Procedure)	FINAL DRAFT OF PAPER DUE
Week Fifteen	<u>COMPREHENSIVE EXAM</u>	
Week Sixteen	<u>FINAL EXAM</u>	

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

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

Current Catalog Page Number:
182-183

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

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

Present Requirements:

Senior College Curriculum.....60 hours
LEAS 3200, LEAS 3201, LEAS 4900....9 HOURS
LEAS courses numbered 3000 or above....15 hours
ACED 2400, ENGL 3030.....6 hours
Area of Concentration and/or Elective Courses.....30 hours
Must include 12 hours of courses numbered 3000 or above, with 9 hours in a related field outside of Legal Assistant Studies

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Proposed Requirements (Underline changes after printing this form:

Senior College Curriculum.....60 hours
LEAS 3200, LEAS 3201, LEAS 4900, LEAS 4800....12 HOURS
LEAS courses numbered 3000 or above....15 hours
ACED 2400, ENGL 3030.....6 hours
Area of Concentration and/or Elective Courses.....27 hours
Must include 9 hours of courses numbered 3000 or above, with 6 hours in a related field outside of Legal Assistant Studies

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Justification:

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

- Improve student learning outcomes: Addition of a capstone will roundout our curriculum and improve student learning.
- Adopting current best practice(s) in field: Understanding of ethics in the legal profession is essential to prepare students for future employment. This will illustrate students ability to work in this area.
- Meeting mandates of state/federal/outside accrediting agencies:
- Other:

Source of Data to Support Suggested Change:

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

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

Data Sources:

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

Approvals:

Department Head:	<i>James H. Peterson</i>	Date: 7/13/11
College/Division Exec. Committee:	<i>J. T. J. Platt</i>	Date: 9-6-11
Dean(s)/Director(s):	<i>J. T. J. Platt</i>	Date: 9-6-11
Grad. Exec. Committee: (for graduate course)		Date:
Graduate Dean: (for graduate course)		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

COURSE DEACTIVATION LIST FALL 2011

COURSE	NAME	CREDIT HOURS
ARED 6150K	Stimulating Creative Behavior	3-0-3
ART 6650	Technical Problems in Art	0-2-1 to 0-6-3
BIOL 1060	Introduction to Marine Biology	3-0-3
BIOL 1065	Plants and Human Affairs	3-0-3
BIOL 1070	Microbes and Humans	3-0-3
BIOL 1090	Genetics and Human Affairs	3-0-3
BIOL 4860	Pathologist's Assistant Internship	4 hours
CIED 7440	Teaching and Curriculum in Higher Education	3-0-3
CRJU 7910	Criminal Justice Internship	3-0-6
CS 2010	Survey of Computer Information Systems	3-0-3
CS 4123	Project in Data Communications and Networks	3-0-3
CS 4323	Project in Software Engineering	3-0-3
CS 4335	Principles of Compiler Design	3-0-3
CS 4723	Project in Database Design	3-0-3
ECED 7410	The Social Sciences in Early Childhood Education	3-0-3
ECED 8200	Theoretical Models in Early Childhood Education	3-0-3
ECED 8300	Area Studies in ECE Curriculum and Instruction	3-0-3
ECED 8330	Design and Evaluation of Quality Programs in ECE	3-0-3
ECED 8410	Special Topic: Early Childhood Education Today	3-0-3
ECED 8998	Applied Research Project	2-0-2
ECON 4900	Economic Research	3-0-3
FREN 3410	Francophone Literature	3-0-3
FREN 4970	Study Abroad Practicum	1 hour

GENS 4100	General Studies Seminar	3-0-3
ITED 7000	Technologies for Teaching and Learning	3-0-3
ITED 7301	Systematic Design of Instruction	3-0-3
ITED 7303	Advanced Instructional Design	3-0-3
ITED 7401	Using Networked Systems for Teaching and Learning	3-0-3
ITED 7403	Instructional Technology Seminar	3-0-3
KSPE 1101	Intermediate Badminton	0-2-1
KSPE 1250	Scuba Diving	1-1-1
KSPE 4410	Athletic Training Practicum	0-0-4
KSPE 4420	Athletic Training Internship	0-0-4
KSPE 4570	Directed Study in Health	1-0-1 to 3-0-3
KSPE 7010	Exercise Physiology	2-2-3
KSPE 7020	Scientific Analysis of Human Movement	2-2-3
KSPE 7040	Motor Learning	3-0-3
KSPE 7070	Sports Nutrition	3-0-3
KSPE 7120	Physical Education Pedagogy	3-0-3
KSPE 7130	Curriculum in Physical Education	3-0-3
KSPE 7220	Sociology of Sport	3-0-3
KSPE 7240	Organization and Administration of Physical Education	3-0-3
LEAD 8410	Ethical and Legal Issues for Special Populations	3-0-3
LEAD 8680	Site-Based Management	3-0-3
MATH 2261H	Honors Analytic Geometry and Calculus I	4-0-4
MATH 4630	Topics in Applied Science	3-0-3
MATH 5162	Mathematics for Early Childhood Teachers II	3-0-3
MATH 6085	Applied Modern Algebra	3-0-3

MSED 7100	Special Topics in Middle Grades and Secondary Education	1-0-1 to 3-0-3
MSED 7410	Techniques for Instructional Support	3-0-3
MSED 7420	Internship in Instructional Support	3-0-3
MGED 7900	Directed Study in Middle Grade Education	1-0-1 to 3-0-3
MGED 7910	Educational Workshop	3-0-3
MUE 7999	Thesis	3-0-3
MUSC 2400	Introduction to Music	3-0-3
MUSC 3520	Symphonic Literature	1-0-1
POLS 4230	Legal Research	3-0-3
POLS 6300	European Politics	3-0-3
POLS 6340	Comparative Political Leadership	3-0-3
POLS 6350	Politics in Developing Nations	3-0-3
POLS 6360	Politics of Post-Communism	3-0-3
POLS 6420	Global Security Policy	3-0-3
PSYC 4300	Behavior Analysis II	3-0-3
PSYC 6100	Physiological Psychology	3-0-3
READ 7040	Emergent Literacy	3-0-3
READ 6020	Reading in the Content Areas	3-0-3
READ 7070	Balanced Reading	3-0-3
RSCH 8730	Mixed Methodologies	3-0-3
RSCH 9880	Meta-Analysis Techniques in Educational Research	3-0-3
SOCI 6000	Sociology of Mental Health	3-0-3
SOCI 6300	Seminar in Classical Sociological Theory	3-0-3
SOWK 7880	Social Work Practice in Forensics	3-0-3
SOWK 7750	Social Work Practice in Child and Family Settings	2-0-2

SOWK 7830	Social Work Practice in Mental Health Settings	2-0-2
SEED 7900	Special Topics in Secondary Education	1-0-1 to 3-0-3
SEED 8900	Special Topics in Secondary Education	1-0-1 to 3-0-3
SEED 8999	Thesis	3-0-3
SPAN 2002H	Honors Immediate Spanish	3-0-3
SPAN 4210	Survey of Contemporary Hispanic Theater	3-0-3
SPEC 3050	Educational Evaluation of Students with Diverse Needs	3-0-3
SPEC 3060	Preparing Families and Students for Transitioning	3-0-3
SPEC 3070	Principles of Effective Instruction	3-0-3
SPEC 3160	Curriculum Planning for Students with Disabilities	3-0-3
SPEC 4010	Individuals with Mental Retardation	3-0-3
SPEC 4030	Curricular Planning for Individuals with Severe Disabilities	3-0-3
SPEC 4040	Technological Support for Individuals with Disabilities	3-0-3
SPEC 4051	Systematic Instruction I	3-0-3
SPEC 4052	Systematic Instruction II	3-0-3
SPEC 4060	Application of Applied Behavior Analysis	2-2-3
SPEC 4080	Teaching Academic and Social Skills to Students with Disabilities	3-0-3
SPEC 4081	Instructional Practicum	0-2-1
SPEC 4140	Clinical Teaching	0-2-1
SPEC 4180	Language Disabilities and Learning	2-2-3
SPEC 5160	Serving the Young Child with Low Incidence Disabilities	3-0-3
SPEC 5170	Linking Assessment to Service Delivery	3-2-4
SPEC 5220	Practicum in Mild Disabilities	3-0-3
SPEC 5280	Practicum in Physical Disabilities	3-0-3