

**CORE CURRICULUM
MEETING
MATERIALS**

August 9, 2011

VALDOSTA STATE UNIVERSITY'S CORE CURRICULUM AND LEARNING OUTCOMES (60 HOURS)

All syllabi for core courses should have the learning outcome for their designated core area. Those courses that have been designated for one of the three learning goals should also include that goal. If the core courses are also used as part of the major (in Area F or in the major itself), their syllabi should also include the relevant learning outcomes for that major.

AREA A1 (6 hours):

- Students will communicate effectively in writing by using appropriate conventions of correctness, style, tone, and organization and by adapting writing to audience and context.
- Students will find, evaluate, and make inferences from a variety of sources and incorporate this information accurately, correctly, and effectively into their written work.

Courses in Area A1: ENGL 1101, ENGL 1101H, ENGL 1102, ENGL 1102H

AREA A2 (3 hours):

Students will demonstrate mathematical proficiency by analyzing a variety of functions and solving various equations.

Courses in Area A2: MATH 1101, MATH 1111, MATH 1113, MATH 1113H, MATH 2261, MATH 2261H, MATH 2262

AREA B (4 hours):

Students will demonstrate knowledge of global and regional perspectives in areas such as the arts, humanities, sciences, and social sciences.

Courses in Area B: All PERS

AREA C (6 hours):

Students will analyze, evaluate, and interpret diverse forms of human communication.

Courses in Area C: One required: ENGL 2110, ENGL 2110H, ENGL 2120, ENGL 2120H, ENGL 2130, or ENGL 2130H. Choose one of the following: ART 1100, ART 1100H, COMM 1100, COMM 1110, DANC 1500, MUSC 1100, MUSC 1110, MUSC 1120, MUSC 1130, MDIA 2000, THEA 1100, PHIL 2010, PHIL 2010H, PHIL 2020, PHIL 2020H, REL 2020, WGST 2010, FREN 1001, FREN 1002, FREN 1111, FREN 2001, FREN 2002, GRMN 1001, GRMN 1002, GRMN 1111, GRMN 2001, GRMN 2002, JAPN 1001, JAPN 1002, JAPN 1111, JAPN 2001, JAPN 2002, LATN 1001, LATN 1002, LATN 1111, LATN 2001, LATN 2002, RUSS 1001, RUSS 1002, RUSS 1111, RUSS 2001, RUSS 2002, SPAN 1001, SPAN 1002, SPAN 1111, SPAN 2001, SPAN 2002, SPAN 2002H

AREA D (11 hours):

Students will demonstrate understanding of the physical universe and the nature of science, and they will use scientific methods and/or mathematical reasoning and concepts to solve problems.

Courses in Area D1: ASTR 1010K, ASTR 1020K, BIOL 1010/1020L, BIOL 1030/1040L, BIOL 1951H, BIOL 1952H, CHEM 1010, CHEM 1151K, CHEM 1152K, CHEM 1211/1211L, CHEM 1212/1212L, GEOG 1112K, GEOG 1113K, GEOL 1121K, GEOL 1122K, PHYS 1111K, PHYS 1112K, PHYS 2211K, PHYS 2212K; ASTR 1000, BIOL 1050, BIOL 1060, BIOL 1070, BIOL 1080, BIOL 1090, ENGR 1010, GEOG 1110, GEOL 1110, MATH 1112, MATH 1261, MATH 2620, MATH 2261, PHSC 1100.

Courses in Area D2: PHYS 1111K and PHYS 1112K, PHYS 2211K and PHYS 2212K, CHEM 1151K and CHEM 1152K, CHEM 1211/1211L and CHEM 1212/1212L, BIOL 1107, BIOL 1010/1020L and BIOL 1030/1040L; ASTR 1000, ASTR 1010K, ASTR 1020K, BIOL 1050, BIOL 1060, BIOL 1070, BIOL 1080, BIOL 1090, CHEM 1010, GEOG 1110, GEOG 1112K, GEOG 1113K, GEOL 1110, GEOL 1121K, GEOL 1122K, PHYS 2211K, PHYS 2212K, ENGR 1010, MATH 1112, MATH 2620, MATH 2261, MATH 2262, PHSC 1100

AREA E (12 hours):

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

Courses in Area E: Required Courses: POLS 1101 or POLS 1101H and HIST 2111, HIST 2111H, HIST 2112, or HIST 2112H. Choose two from the following: AFAM 2020/WGST 2020, ANTH 1102 or ANTH 1102H, ECON 1500, ECON 1900H, GEOG 1100, GEOG 1101, GEOG 1102, GEOG 1103, HIST 1011, HIST 1011H, HIST 1012, HIST 1012H, HIST 1013, HIST 1013H, POLS 2101, POLS 2401, POLS 2401H, POLS 2501, PSYC 2500, PSYC 2500H, SOCI 1101, SOCI 1101H, SOCI 1160

AREA F (18 hours):

Courses specific to the major

LEARNING GOAL 1: US PERSPECTIVES

Students will demonstrate an understanding of the United States and its cultural, economic, political, and social development.

Courses to Meet US Goal: HIST 2111, HIST 2111H, HIST 2112, HIST 2112H (required in Area E)

LEARNING GOAL 2: GLOBAL PERSPECTIVES

Students will demonstrate an understanding of the cultural, religious, or social dimensions of societies around the world.

Courses to Meet GL Goal: ENGL 2110, ENGL 2110H, ENGL 2120, ENGL 2120H, ENGL 2130, ENGL 2130H (required in Area C)

LEARNING GOAL 3: CRITICAL THINKING

Students will identify, evaluate, and apply appropriate models, concepts, or principles to issues, and they will produce viable solutions or make relevant inferences.

Courses to Meet CT Goal: ENGL 1101, ENGL 1101H, ENGL 1102, ENGL 1102H, MATH 1101, MATH 1111, MATH 1113, MATH 1113H, MATH 2261, MATH 2261H, MATH 2262 (Required in Areas A1 and A2)

UNIVERSITY SYSTEM OF GEORGIA GUIDELINES FOR THE CORE CURRICULUM

From the University of System Academic Affairs Handbook

(http://www.usg.edu/academic_affairs_handbook/section2/handbook/2.4_core_curriculum/)

ALL STUDENTS MUST PASS COURSES IN AREA A1 AND A2 (BASIC WRITING AND MATHEMATICAL LITERACY) EARLY IN THEIR UNIVERSITY CAREERS:

- Effective Fall 2010, for freshmen entering the USG system Fall 2010, students who have earned 60 hours but have not completed Areas A1 and A2 must enroll in the next course necessary to make progress toward completing this Area in every semester in which they take classes.
- Effective Fall 2011, this hour limit is lowered to 45 hours for freshmen entering the USG system Fall 2011, Spring 2012, and Summer 2012.
- Effective Fall 2012, the hour limit is lowered to 30 hours for freshmen entering the USG system Fall 2012 and thereafter.

ORIENTATION COURSES (SUCH AS VSU 1101 AND 1102) MAY NOT BE USED IN THE CORE CURRICULUM:

Orientation courses may not be placed in Areas A–F. Up to four hours of orientation courses may be required outside of Areas A–F in excess of the maximum number of hours indicated for undergraduate degrees. Transferring students taking orientation hours at one institution may be required to take additional orientation hours (outside the maximum hours indicated for the undergraduate degree) at the receiving institution.

COURSES IN THE CORE CURRICULUM SHOULD NOT BE APPLIED IN NATURE:

Courses with a primary emphasis on studio, performance, field study, or internship may not be placed in Areas A–E.

NEW OR REVISED COURSES IN THE CORE CURRICULUM MUST BE APPROVED NOT ONLY ON CAMPUS BUT THROUGH THE UNIVERSITY SYSTEM OF GEORGIA:

Each institution will first submit the courses proposed for Areas A–E to the relevant Academic Advisory Committee and then to the Council on General Education. US/GL/CT courses and plans must be approved by the Council on General Education.

The courses in Area F must be approved by the relevant Academic Advisory Committee.

STUDENTS FROM OTHER USG INSTITUTIONS MAY TRANSFER IN THEIR CORE COURSES:

Students successfully completing a course in one institution's Areas A–E will receive full credit in Areas A–E for the course upon transfer to another USG institution as long as the following conditions are met:

- The course is within the Area hours limitations of either the sending institution or the receiving institution and
- The student does not change from a non-science major to a science major

WHAT IS ASSESSMENT?

“Assessment is an ongoing process of setting high expectations for student learning, measuring progress toward established learning outcomes, and providing a basis for reflection, discussion and feedback to improve University academic programs. It is a systematic and cyclic process that makes expectations and standards explicit and public.” (The Center for Teaching, Learning, and Assessment at Northwestern Health Sciences University <http://www.nwhealth.edu/ctl/asmnt/whatis.html>).

WHY DO WE NEED TO ASSESS OUR CORE CURRICULUM CLASSES?

Of course, core curriculum assessment is required by both SACS (the Southern Association of Colleges and Schools), VSU’s accrediting agency, as well as by the University System of Georgia, but true assessment provides data to help faculty see the overall performance of ALL students in core classes in order to discuss appropriate curricular or classroom changes to prepare our students to better meet our learning goals for them.

WHO DETERMINES THE APPROPRIATE ASSESSMENTS FOR CORE CURRICULUM CLASSES?

Faculty in departments that offer the class determine the appropriate assessment for each core curriculum class using guidelines prepared by the VSU General Education Council (GEC) (guidelines available at <http://www.valdosta.edu/gec/>). These assessments should be an activity, exercise, or test questions that would be commonly used in all sections.

WHAT SHOULD ASSESSMENTS DEMONSTRATE?

The purpose of core curriculum assessment is not simply to demonstrate “success.” More importantly, it demonstrates an institutional and departmental commitment to continuous improvement, a determination to keep key educational targets in focus and to implement best disciplinary practice in pursuit of these goals.

WHY IS THE ASSESSMENT PROCESS IMPORTANT?

The assessment process indicates that departments regularly review and discuss an appropriate assessment activity and then tabulate and evaluate the results. These conversations ensure that we as faculty continue to challenge ourselves and our students by designing and teaching innovative and interesting classes that help students to develop the abilities and habits of thought that will allow them to be successful in the core, in their major, and ultimately in their careers.

General or Interdisciplinary Journals on Teaching

(available at The Center for Excellence in Teaching and Learning at Kennesaw State University

<http://www.kennesaw.edu/cetl/resources/journals.html>)

List of Discipline-Specific Journals available at

<http://www.kennesaw.edu/cetl/resources/journals.html#disciplineteaching>

Academic Exchange Quarterly

Provides ideas, research, methods, and pedagogical theories leading to effective instruction and learning regardless of level or subject.

Active Learning in Higher Education

Devoted to all aspects of development, innovation and good practice in higher education, including the use of Communication and Information Technologies (C&IT).

Arts and Humanities in Higher Education

Serves the community of arts and humanities educators internationally, by publishing significant opinion and research into contemporary issues of teaching and learning within the domain. These will include enquiries into policy, the curriculum and appropriate forms of assessment, as well as developments in method such as electronic modes of scholarship and course delivery.

The Canadian Journal for the Scholarship of Teaching and Learning

Peer reviewed, trans-disciplinary, open-access electronic journal created and supported by the Society for Teaching and Learning in Higher Education (STLHE) .

Cognition and Instruction

An interdisciplinary publication devoted to cognitive investigations of instruction and learning.

Collected Essays on Learning and Teaching

Publishes a collection of peer-reviewed essays from presentations at the annual STLHE (Society for Teaching and Learning in Higher Education) Conference.

College Teaching

Cross-disciplinary journal that focuses on teachers can improve student learning through practical classroom strategies.

InSight: A Journal of Scholarly Teaching

InSight emphasizes the enhancement of post-secondary education through the professional exchange of scholarly approaches and perspectives applicable to the enrichment of teaching and learning.

Instructional Science

Promote a deeper understanding of the nature, theory and practice of the instructional process and of the learning to which it gives rise. The journal provides a forum for communication among experts from different disciplines.

Interdisciplinary Journal of Problem-based Learning

Publishes relevant, interesting, and challenging articles of research, analysis, or promising practice related to all aspects of implementing problem-based learning in K-12 and post-secondary classrooms.

International Journal for the Scholarship of Teaching and Learning

An open, peer-reviewed, international electronic journal published twice a year by the Center for Excellence in Teaching at Georgia Southern University to be an international vehicle for articles, essays, and discussions about the scholarship of teaching and learning (SoTL) and its applications in higher/tertiary education today.

International Journal of Teaching and Learning in Higher Education

Provides broad coverage of higher education pedagogy and the Scholarship of Teaching and Learning

(SoTL) across diverse content areas, educational institutions, and levels of instructional expertise. The specific emphasis of IJTLHE is the dissemination of knowledge for improving higher education pedagogy.

Inventio

Features peer-reviewed articles on instructional research, instructional philosophy, pedagogy, learning theory, and other significant issues related to excellence in learning and teaching. In addition to these feature articles, *Inventio* also includes shorter articles on classroom practice and response and dialog sections about issues raised in the feature articles.

Issues of Teaching and Learning

Online journal published by the University of Western Australia Centre for the Advancement of Teaching and Learning.

Journal of Classroom Interaction

Devoted to empirical investigations and theoretical papers dealing with observation techniques, research on student and teacher behavior, and other issues relevant to the domain of classroom interaction.

Journal of College Teaching and Learning

The Journal of College Teaching & Learning (TLC) welcomes articles in all areas of K-12 and college level teaching, learning, and administration.

Journal of Cognitive Affective Learning

Publishes articles on the development of teaching practices and programs that promote the connection between emotions and learning.

The Journal of Scholarship of Teaching and Learning (JoSoTL)

Encourages all instructors to engage in the discussion of the Scholarship of Teaching and Learning (SoTL), and to become involved in the sharing of knowledge and learning about the teaching-learning process. The Journal provides a publication outlet for research in the Scholarship of Teaching and Learning, and an on-line forum for engagement with the Scholarship of Teaching and Learning.

The Journal of Student Centered Learning

Focus is on learning approaches that have strong student centered components (e.g., cooperative learning, collaborative learning, learning communities, problem based learning, project based learning, service learning, case method, peer based learning, paired or grouped courses, adult learning, experiential learning, constructivist learning). (NOTE: This journal has been combined with *The Journal of Faculty Development.*)

Journal of The First-Year Experience & Students In Transition

Provides current research and scholarship on the first-year now with an expanded focus to include other student transitions. Dedicated to the collegiate success and survival of students in transition, it publishes scholarship about the factors that relate to student success and survival.

Journal of the Learning Sciences

Multidisciplinary forum for the presentation of cognitive research on teaching and learning.

Journal of University Teaching and Learning Practice

Published in Australia, the Journal of University Teaching and Learning Practice is a bi-annual, peer-reviewed journal publishing papers that add significantly to the body of knowledge describing effective and innovative teaching and learning practice in the higher education environment. The Journal aims to provide a forum for educational practitioners in a wide range of disciplines to communicate their teaching and learning outcomes in a scholarly way. Its purpose is to bridge the gap between journals covering purely academic research and more pragmatic articles and opinions published elsewhere.

Journal on Excellence in College Teaching

The Journal provides a scholarly, written forum for discussion by faculty about all areas affecting teaching and learning, and gives faculty the opportunity to share proven, innovative pedagogies and thoughtful, inspirational insights about teaching.

Learning and Individual Differences

Devoted to publishing articles that contribute to an understanding of individual differences within an educational context.

Learning and Instruction

Multi-disciplinary journal that provides a platform for the publication of the research in the areas of learning, development, instruction and teaching.

Learning and Teaching in Higher Education (LATHE)

Published in the United Kingdom, LATHE is an interdisciplinary refereed journal providing an accessible international forum for scholarly debate related to learning, teaching and assessment in higher education. LATHE aims to serve as an effective dissemination mechanism for pedagogic research and development through the publication of scholarly articles, book reviews and case studies of effective practice. The Editorial Board encourages contributions which promote innovative teaching, learning and assessment approaches that may be considered for adoption or adaptation by academics worldwide.

Learning Communities Journal

A peer-reviewed journal published by and for faculty, faculty developers, and administrators at universities and two- and four-year colleges to share research about, experiences with, and student and faculty learning through learning communities. The *Journal* provides a scholarly, written forum for discussion about all areas affecting faculty and student learning communities, and gives community participants the opportunity to share proven, innovative strategies and thoughtful, inspirational insights.

Mind, Brain, and Education

Mind, Brain, and Education (MBE) publishes peer-reviewed articles concerned with brain and behavioral issues relevant to the broad field of education. MBE provides a forum for the accessible presentation of basic and applied research on learning and development, including analyses from biology, cognitive science, and education.

MountainRise

Peer-reviewed, international electronic journal published twice a year by the Coulter Faculty Center for Excellence in Teaching & Learning at Western Carolina University for the purpose of being an international vehicle for the Scholarship of Teaching & Learning (SoTL).

The National Teaching and Learning Forum

The topics in this newsletter embrace a wide diversity of cross-disciplinary concerns on teaching and learning, ranging from the latest findings of cognitive psychology on attention span and their practical implications for teaching to the relevance of Dante, Shakespeare and Milton to the lives of today's more gender-aware and ethnically diverse students.

New Directions for Teaching and Learning

Offers a comprehensive range of ideas and techniques for improving college teaching based on the experience of seasoned instructors and on the latest findings of educational and psychological researchers.

The Peabody Journal of Education

Publishes quarterly symposia in the broad area of education and human development.

Reaching Through Teaching

Publishes invited essays and peer-reviewed scholarship on teaching. Annually published abstracts from the Georgia Conference on College and University Teaching.

Simulation and Gaming: An Interdisciplinary Journal of Theory, Practice and Research

International forum for the study and discussion of simulation/gaming methodology used in education, training, consultation, and research.

Studies in Graduate and Professional Student Development

A peer-reviewed book series designed to provide a platform for the discussion of the research, issues, and programs that address the professional development of graduate and professional students. Areas

to be addressed include: Research on teaching, professional development, curricula, assessment and evaluation, training, certification, and career planning and outcomes; Research on effective disciplinary and interdisciplinary programs and workshop designs, implementation and evaluation for teaching and learning; Research on the transition from graduate school to full-time faculty positions; Basic research on teaching and learning.

Teacher-Scholar: The Journal of the State Comprehensive University

Produced at Fort Hays State University, the journal explores the history, present circumstances, and possible future of America's hardest working but least studied institutions of higher learning—Regional State Universities or, to use a more recent and revealing title, State Comprehensive Universities (SCUs). The journal publishes reflective essays that explore the satisfactions and frustrations of careers spent at SCUs, studies of specific topics based on quantitative and/or qualitative research, and articles that focus on application.

Teachers College Record

Journal of research, analysis, and commentary in the field of education.

Teaching in Higher Education

Addresses the roles of teaching, learning and the curriculum in higher education in order to explore and clarify the intellectual challenges which they present.

The Teaching Professor

This newsletter covers a broad range of teaching and learning topics, providing innovative strategies, techniques, and approaches to facilitate learning and reflective analysis of educational issues of concern.

Transformative Dialogues: Teaching and Learning Journal

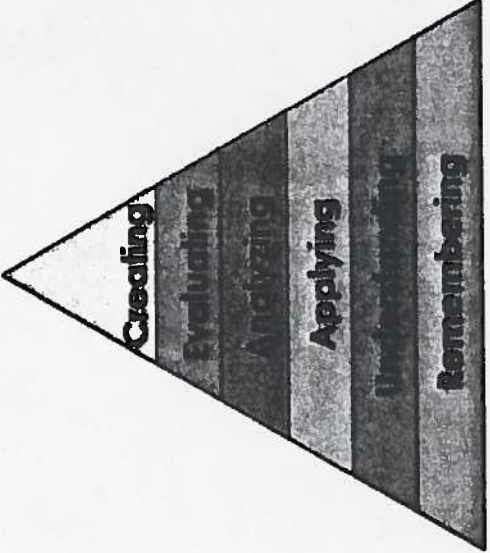
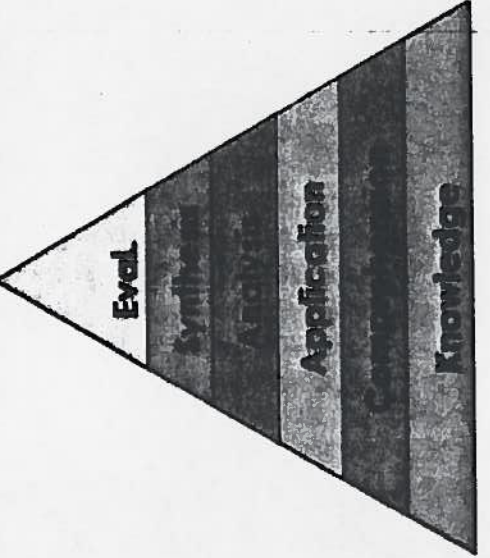
A forum for conversations intended to foster the improvement of adult teaching and learning. TD facilitates the multi-disciplinary exchange of ideas, actions, and results of innovative and professional practice in the scholarship of teaching and learning.

“Backward Design” Template

Name of course:
In which core area is the course? What is the designated learning outcome?
Level, etc. of course (is it required or elective, small or large, etc.):
Stage 1 – What do you want the students to learn? Describe one learning outcome...list essential questions, enduring understandings, etc.:
Stage 2 – How will you know that the students have learned this? Describe your assessment procedures/approaches, etc.:
Stage 3 – How will you teach to achieve this learning outcome? Describe a learning experience in as much detail as you can.
Next steps: What challenges do you believe that you will encounter? What resources do you need to collect/who do you need to consult with to finish your plan and ready it for implementation?

Bloom's Taxonomy

http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm

 <p>New Version</p> <p>Remembering: can the student recall or remember the information? Understanding: can the student explain ideas or concepts? Applying: can the student use the information in a new way? Analyzing: can the student distinguish between the different parts? Evaluating: can the student justify a stand or decision? Creating: can the student create new product or point of view?</p>	<p>In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behavior important in learning. During the 1990's a new group of cognitive psychologist, lead by Lorin Anderson (a former student of Bloom's), updated the taxonomy reflecting relevance to 21st century work. The graphic is a representation of the NEW verbage associated with the long familiar Bloom's Taxonomy. Note the change from Nouns to Verbs to describe the different levels of the taxonomy.</p> <p><i>Note that the top two levels are essentially exchanged from the Old to the New version.</i></p>	 <p>Old Version</p>
	<p>define, duplicate, list, memorize, recall, repeat, reproduce state</p>	
	<p>classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase</p>	
	<p>choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.</p>	
	<p>appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.</p>	
	<p>appraise, argue, defend, judge, select, support, value, evaluate</p>	
	<p>assemble, construct, create, design, develop, formulate, write.</p>	

TIPS from the Civility Literature Checklist

1. State course policies & rationale for them
2. Have students sign off on code of conduct
3. Have consequences for non-adherence
4. Connect classroom behaviors to student grades
5. Immediately & consistently enforce policies
6. Don't be defensive or take behaviors personally
7. Project a relaxed non-authoritarian manner
8. Avoid public confrontation, sarcasm, belittling
9. Use research based engaging teaching methods
10. Make in-class activities crucial to success
11. Let students be responsible for information they miss
12. Establish departmental or campus guidelines for dealing with incivility

Assumptions as a Tool to Prevent Incivility in the Classroom

- I assume that you desire a college education.
- I assume that this desire motivates your work ethic.
- I assume that you want the best grade you are capable of earning.
- I assume that you are here by choice
- I assume you know how to behave.
- I assume you know that college is difficult. It is supposed to be!
- I assume you know that regular and detailed note taking is expected.
- I assume you know that you are expected to read your textbook.
- I assume you know that the terms "midterm" and "final" are important.
- I assume you care about your future.
- I assume that you realize that I have more than one student.
- I assume that you know that good manners never go out of style.
- I assume that you know that my name is not "teach", "dude", or "hey."
- I assume that you have mastered the basic skills of spelling and grammar.
- I assume that you desire to graduate from college.

Taken from

"Order in the Classroom: Examining Student Incivility" by Dr. J. Clint Kinkead, Coordinator, Center for Teaching & Learning, Dalton State College; Presented as Part of the USG Faculty Development Series

VALDOSTA STATE UNIVERSITY – Report of Academic Dishonesty

Accused Student Name: _____ Student ID: _____

Course Name, Prefix, and Number _____ Date(s) of Offense _____

Type of academic dishonesty:

- Altering score/grade
- Falsifying lab results or references
- Using unauthorized notes or devices

- Copying
- Plagiarism
- Other: _____

Type of assignment:

- Essay
- Lab
- Project

- Exam
- Paper
- Quiz

- Homework
- Presentation
- Other: _____

Approximate weight of assignment in final course grade: _____

Type of action taken:

- Resubmit/retake assignment
- Failure of the assignment
- Failure of the course
- Other (Specify: _____)

REPORT FILED BY:

Name: _____ Department: _____ College: _____

Phone Number: _____ E-mail: _____

Other instructors involved (Professors, TA, Lab Assistants, etc.):

Name : _____ Department: _____

Name: _____ Department : _____

Other Witnesses

Name: _____ Name: _____

Please include:

- ❖ A copy of the course syllabus.
- ❖ A brief narrative describing the information you have collected and summary of any subsequent contact with the accused.
- ❖ A copy of all documents of physical evidence (including exam booklets, answer sheets, papers, correspondence, plagiarized text, crib notes, etc.).
- ❖ Statements of witnesses (if applicable and available).

Faculty signature _____ Date _____

The student should sign the following:

I have read and understand this document and I have been informed about my right to the grade appeal process.

Signed _____ Date _____

Please return to the Student Conduct Office in the Dean of Students Office.