

VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET

ACADEMIC COMMITTEE

**MONDAY,
April 12, 2021**

2:30 p.m.

Microsoft Teams

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

ACADEMIC COMMITTEE
AGENDA
April 12, 2021

1. Minutes of the March 8, 2021 meeting. (pages 1-4) were approved by email March 16, 2021.
2. **COLLEGE OF BUSINESS ADMINISTRATION**
 - a. Revised requirements for the minor in Entrepreneurs (pages 4-5)
3. **COLLEGE OF NURSING AND HEALTH SCIENCES**
 - a. Revised program objectives for the BSN (pages 6-8)
 - b. Revised course title and description HSHS 3600 (pages 9-10)
4. **COLLEGE OF EDUCATION AND HUMAN SERVICES**
 - a. Revised Progression/Retention in Professional P-12 Education Programs (pages 11-14)
 - b. Revised degree requirements for BSED in Elementary Education (pages 15-17)
 - c. Revised admission requirements for the MS in Marriage and Family Therapy (pages 18-21)
 - d. New course CSD 5300 (pages 22-28)
 - e. Revised degree requirements for the EDS in School Counseling (pages 29-30)
 - f. New course SCHC 8892 (pages 31-37)
5. **COLLEGE OF THE ARTS**
 - a. New course THEA 2020 (pages 38-48)
 - b. Revised degree requirements for the BFA in Dance (pages 49-51)
 - c. Revised requirements for the Dance minor (pages 52-54)
 - d. Revised course title, credit hours, prerequisites, and description for DANC 3500 (pages 55-56)
 - e. Revised credit hours for DANC 4020 (pages 57-58)
 - f. Revised degree requirements for the BA in Art (pages 59-62)
 - g. Revised degree requirements for the BM in Music Performance (pages 63-67)
 - h. New course MUE 3660 (page 68-69)
 - i. Revised course title and description MUSC 1101 (pages 70-72)
 - j. Revised course title, credit hours and description MUSC 3650 (pages 73-74)
 - k. New course MUSC 1102 (pages 75-80)
6. **COLLEGE OF HUMANITIES AND SOCIAL SCIENCES**
 - a. Revised College of Humanities and Social Sciences narrative (pages 81-83)
 - b. Revised degree requirements for the MAT in ESOL (pages 84-87)
 - c. Revised name, Educational Outcomes, and degree requirements for the MS in Criminal Justice to MS in Criminal Justice Administration (pages 88-92)
 - d. Revised course title and description CRJU 7000 (pages 93-94)
 - e. New course CRJU 7020 (pages 95-103)
 - f. Revised course title and description CRJU 7370 (pages 104-105)
 - g. Revised course title and description CRJU 7412 (pages 106-107)
 - h. Revised course title and description CRJU 7413 (pages 108-109)
 - i. New course CRJU 7640 (pages 110-119)
 - j. New course CRJU 7650 (pages 120-127)
 - k. New course CRJU 7660 (pages 128-134)
 - l. New course CRJU 7670 (pages 135-144)
 - m. New course CRJU 7920 (pages 145-150)
 - n. Deactivation CRJU 7411, 7998, and 7999 (pages 15-152)

VALDOSTA STATE UNIVERSITY
ACADEMIC COMMITTEE MINUTES
March 8, 2021

The Academic Committee of the Valdosta State University Faculty Senate met virtually, Monday, March 8, 2021. Dr. Sharon Gravett, Associate Provost for Academic Affairs, presided.

Members Present: Mr. Ken Smith (Proxy Mr. Amy Chew), Dr. Anurag Dasgupta, Dr. Candace Witherspoon, Dr. Luis Gonzalez, Mr. Joe Mason, Dr. Nicole Cox, Mr. Brian Nelson, Dr. Candace Witherspoon (Proxy Dr. Ray Elson), Dr. Yunseon Choi, Dr. Colette Drouillard, Mr. Chuck Conner, Dr. Laura Wright, and Ms. Amy Chew.

Members Absent: Dr. Michele Blankenship, Mr. Ken Smith, Dr. Kristy Litster, Dr. Brian Sowa, Dr. Fleming Bell, Dr. Ben Wescoatt, Dr. Ray Elson, and Dr. Vicki Wetter.

Catalog Editor: Dr. Jane Kinney.

Visitors Present: Dr. Ellis Heath, Dr. Fred Knowles, Dr. Maren Clegg-Hyer, Dr. Debbie Paine, and Mr. Ernest Smith.

The Minutes of the February 8, 2021 meeting were approved by email on February 22, 2021. (pages 1-3).

A. College of Business Administration

1. Revised learning goals for the MBA and MBA-Healthcare Administration was approved effective Fall Semester 2021. (pages 4-6).
2. Revised degree requirements for the MBA was approved effective Fall Semester 2021. (pages 7-10).

B. College of Human and Social Science

1. New course-cross list, Native Amer/Indigenous Studies (NAIS) 4226, "Colonial South", (COLONIAL SOUTH – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2021. (pages 11-12).
2. New course-cross list, Native Amer/Indigenous Studies (NAIS) 4241, "Native American History to 1850", (NATIVE AM HISTORY TO 1850 – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2021. (pages 11-12).
3. New course-cross list, Native Amer/Indigenous Studies (NAIS) 4242, "Native American History Since 1850", (NATIVE AM HISTORY SINCE 1850 – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2021. (pages 11-12).
4. New course-cross list, Native Amer/Indigenous Studies (NAIS) 4243, "Native People in the American Southeast", (NATIVE PEOPLE IN THE AMER SE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2021. (pages 11-12).
5. New course-cross list, Native Amer/Indigenous Studies (NAIS) 4244, "The Hollywood Indian: Native Americans in Film", (NATIVE AMERICAN IN FILM – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2021. (pages 11-12).
6. New course-cross list, Native Amer/Indigenous Studies (NAIS) 4303, "U. S. Spanish Borderlands", (U.S. SPANISH BORDERLANDS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2021. (pages 11-12).
7. Revised requirements for the Creative Writing and Contemporary Literature minor was approved effective Fall Semester 2021. (pages 13-15).
8. Renaming of African American Studies Program to Africana Studies Program was approved effective Fall Semester 2021. (pages 16-18).
9. Revised requirements for the minor in African American Studies was approved Fall Semester 2021. (pages 19-21).

10. New course, African American Studies (AFAM) 4550, "The Caribbean World", THE CARIBBEAN WORLD – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2021 the course number was changed from 4234 to 4550. (pages 22-27).
11. Revised title, African American Studies (AFAM) 3000, "Introduction to Africana Studies", (INTRODUCTN TO AFRICANA STUDIES – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2021. (pages 28-29).
12. Revised title, African American Studies (AFAM) 3600, "Special Topics in Africana Studies", (SPEC TOPICS AFRICANA STUDIES – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2021. (pages 30-31).
13. Revised title, African American Studies (AFAM) 4700, "Africana Studies Seminar", (SPEC TOPICS AFRICANA STUDIES – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2021. (pages 32-33).
14. Revised department narrative for Modern and Classical Languages was approved effective Fall Semester 2021. (pages 34-37).
15. Revised degree requirements for the BA in French – Language and Culture Track was approved effective Fall Semester 2021. (pages 37A-40).
16. Revised degree requirements for the BA in French – Language and Culture Track – Undergraduate to Graduate track ESOL was approved effective Fall Semester 2021. (pages 41-43)
17. Revised degree requirements for the BA in French – Language and Culture Track – Undergraduate to Graduate track FLED was approved effective Fall Semester 2021. (pages 44-46).
18. Revised degree requirements for the BA in French – World Language and Culture Track was approved effective Fall Semester 2021. (pages 47-49).
19. Revised degree requirements for the BA in French – World Language and Culture Track – Undergraduate to Graduate track FLED was approved effective Fall Semester 2021. (pages 50-52).
20. Revised degree requirements for the MAT in Foreign Language Education was approved effective Fall Semester 2021. (pages 53-56).
21. Revised prerequisite, and description, French (FREN) 4800, "Special Topics", (SPECIAL TOPICS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2021. (pages 57-59).
22. Revised description, French (FREN) 6900, "Special Topics", (SPECIAL TOPICS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2021. (pages 60-62).
23. Revised degree requirements for the MA in English was approved effective Fall Semester 2021. (pages 63-70).
24. Revised title and description, English (ENGL) 7010, "Literary Theory and Criticism in Graduate Studies", (LITERARY THRY/CRITCSM GRD STDS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2021. (pages 71-72).

C. College of Education and Human Services

1. Revised progression requirements for the MED in Communication Disorders was approved effective Fall Semester 2021. (pages 73-74).
2. Program map for the BSED in Elementary Education Online was approved effective Fall Semester 2021 with ELED 4500 changed to 4502. (page 75).
3. New course, Elementary Education (ELED) 3500, "Introduction to Developmentally Appropriate Practice", (DEVELOP APPROP PRATICE – 3 credit hours, 3 lecture hours, 1 lab hours, and 4 contact hours), was approved effective Fall Semester 2021 with the description changed to - Prerequisite: EDUC 2999. An introduction to developmentally appropriate practice (DAP) including considerations for age appropriateness, individual appropriateness, and relevance

of teaching strategies and environments to the social and cultural contexts of the children's lives. (pages 76-87).

4. New course, Elementary Education (ELED) 3501, "Social Emotional Learning and Classroom Management", (SEL AND CLASSROOM MANAGEMENT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2021 with the description changed to - Prerequisites: EDUC 2999. A study of the foundations of social-emotional development, examining appropriate and developmental strategies for classroom management for grades PK-5. (pages 88-98).
5. New course, Elementary Education (ELED) 3600, "Technology for Learning", (TECH FOR LEARNING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2021 with the description changed to - Prerequisites: EDUC 2999. A study of technology integration in curriculum to advance a learner's systematic migration to a student-centered, technology-empowered classroom. (pages 99-109).
6. New course, Elementary Education (ELED) 3601, "Emergent Literacy through Children's Literature", (EMERGENT LIT – 3 credit hours, 3 lecture hours, 1 lab hours, and 4 contact hours), was approved effective Fall Semester 2021 with the description changed to – Prerequisites: EDUC 2999. A study of methods for using children's literature to develop life-long readers, focusing on integrating emergent literacy skills into aesthetic appreciation and creative expression. (pages 110-121).
7. New course, Elementary Education (ELED) 3700, "Science of Reading", (SCIENCE OF READING – 3 credit hours, 3 lecture hours, 1 lab hours, and 4 contact hours), was approved effective Fall Semester 2021 with the description changed to read – Prerequisites: EDUC 2999. An introduction to content.... (pages 122-128).
8. New course, Elementary Education (ELED) 3701, "Science of Reading", (SCIENCE OF READING – 3 credit hours, 3 lecture hours, 1 lab hours, and 4 contact hours), was approved effective Fall Semester 2021 with the description changed to – Prerequisites: EDUC 2999. A study of the impact on student achievement in diverse populations of differentiating content, process, product, and assessment. The course focuses on the knowledge and skills needed to design a differentiated classroom and to articulate the rationale for and results of its implementation. (pages 129-143).
9. New course, Elementary Education (ELED) 3800, "Planning for Effective Teaching and Learning", (PLANNING FOR TEACHING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2021 with the description changed to read – Prerequisites: EDUC 2999. An introduction to the basic.... (pages 144-153).
10. New course, Elementary Education (ELED) 3801, "Assessment to Promote Student Learning", (ASSESSMENT FOR LEARNING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2021 with the description changed to read – Prerequisites: EDUC 2999. A study of the curriculum... (pages 154-162).
11. New course, Elementary Education (ELED) 3900, "Teaching Math Methods for Elementary Ed Part I", (TEACHING MATH METHODS PART I – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2021 with the description changed to Prerequisites: EDUC 2999. An examination of teaching methods and disciplinary literacy in grades PK-2 mathematics, emphasizing principles and methods for teaching concepts, skills, and relationships, including the use of manipulative materials in mathematics in accordance with national and state standards. (pages 163-171).
12. New course, Elementary Education (ELED) 3901, "Teaching Elementary Science Methods", (TEACHING SCIENCE METHODS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2021 with the description changed to - Prerequisites: EDUC 2999. The study and application of the developmentally appropriate disciplinary literacy and science instruction for K5 in physical, life, and earth/space sciences. The course emphasizes standards-based inquiry focusing on constructivist models of student learning of content, attitudes, and skills. (pages 172-182).
13. New course, Elementary Education (ELED) 4502, "Teaching Math Methods for Elementary Ed Part II", (TEACHING MATH METHODS PART II – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2021 with the description changed to - Prerequisites: EDUC 2999. An examination of teaching methods and disciplinary literacy in grades 3-5 mathematics, emphasizing principles and methods for teaching concepts, skills and relationships, including the use of manipulative materials in mathematics in accordance with national and state standards. (pages 183-191).
14. New course, Elementary Education (ELED) 4501, "Methods for Multicultural Education", (METHOD FOR MULTI EDU – 3 credit hours, 3 lecture hours, 1 lab hours, and 4 contact hours), was approved effective Fall Semester 2021 with

the description changed to - Prerequisites: EDUC 2999. A study of models for teaching cultural issues, ways to support parents and families, and specific language and literacy instructional approaches to support and assess PK-5 English Language Learners. (pages 192-200).

15. New course, Elementary Education (ELED) 4600, "Teaching Social Studies in the Elementary Classroom", (TEACHING SOCIAL STUDIES – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2021 with the description changed to – Prerequisites: EDUC 2999. The study and application of the developmentally appropriate disciplinary literacy, concepts, and modes of inquiry for K-5 social studies. (pages 201-209).
16. New course, Elementary Education (ELED) 4601, "Literacy Assessing and Instruction", (LIT ASSESS AND INSTRUCTION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2021 with the description changed to – Prerequisites: EDUC 2999. A study of diagnostic and assessment strategies for corrective instruction for struggling elementary readers and writers. The course includes causes of reading disability, methods of diagnosis, instructional methods for group and individual remedial work, and strategies for successful test taking. Teacher candidates will be required to apply their learned skills in tutoring experiences. (pages 210-217).
17. New course, Elementary Education (ELED) 4700, "Elementary Education Practicum", (ELED PRACTICUM – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2021. (pages 218-234).
18. New course, Elementary Education (ELED) 4800, "Elementary Education Clinical Practice", (ELED CLINICAL PRACTICE – 10 credit hours, 0 lecture hours, 10 lab hours, and 10 contact hours), was approved effective Fall Semester 2021. (pages 235-248).
19. New course, Elementary Education (ELED) 4801, "Elementary Education Seminar", (ELED SEMINAR – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Fall Semester 2021. (pages 249-257).
20. Revised Admission/Progression/Retention for the Teacher Education Program was approved effective Fall Semester 2021. (pages 258-262).
21. Revised narrative for the BSED in Elementary Education was approved effective Fall Semester 2021. (pages 263-265).

Respectfully submitted,

Stanley Jones
Registrar



Valdosta State University Curriculum Form

- Request to DEACTIVATE/ACTIVATE a Course/Program

Date of Submission:

03/26/2021

College:

College of Business Administration

Dept. Initiating Request:

Accounting

Requestor's Name:

Dr. Ronald Stunda

Requestor's Role:

Department Head

List of Courses
(or the program or track)

*(: CLASS 1111 Introduction to Class)

ACCT 2099-Accounting Principles for Entrepreneurs

☒ Deactivate Course(s)

☐ Reactivate Course(s)

Program Level:

Course Classification:

Semester to be Effective:

Year to be Effective:

Estimated Frequency of Course Offering:

☒ Undergraduate

☐ Graduate

☐ Core (Area A-E)

☐ Major Requirement

☒ Elective

☒ Fall

☐ Spring

☐ Summer

2021

Once per Year

Justification: (select one or more of the following and provide appropriate narrative below:)

☐ Improving student learning outcomes

☐ Mandate of State/Federal/Accrediting Agency

☐ Adopting current best practice(s) in field

☒ Other –

Replacing with ACCT 2101-Principles of Accounting I, due to lack of resources to continue teaching ACCT 2099.

Source of Data to Support Change (select one or more of the following and provide appropriate narrative below):

☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Lack of sufficient resources



Valdosta State University – DEACTIVATE/ACTIVATE a Course/Program

- Request to DEACTIVATE/ACTIVATE a Course/Program

Approvals:	Print:	Signature:	Date:
Department Head	Ronald Stunda		3/26/2021
College/Division Executive Committee	ED WALKER		26 MAR 21
Dean/Director	Edward Walker		3/26/2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

*Will this change impact another college/department?		<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes [select college & indicate department(s)]	
College:	College of the Arts	Department(s):	Communication Arts



Valdosta State University Curriculum Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission:

03/9/2021

*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.

College: College of Nursing and Health Sciences

Dept. Initiating Request:

SON

Requestor's Name: Mark Reinhardt, Assoc Dean

Requestor's Role:

Select One.

Check One Option:

☐ Curriculum Change
(Changes to Program/Degree)

☒ Revised Catalog Copy
(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)

Program Level:

Course Classification:

Semester to be Effective:

Year to be Effective:

☒ Undergraduate
☐ Graduate

☐ Core (Area A-E)
☐ Major Requirement
☐ Elective

☐ Fall
☐ Spring
☐ Summer

2021
ASAP

Degree/Program Name:

SON

Current Catalog URL:

<http://catalog.valdosta.edu/undergraduate/academic-programs/nursing-health-sciences/bs-nursing/>

Present Requirements:

-synthesize theoretical, empirical, and experiential knowledge gained from the liberal arts, human and natural sciences, and nursing to develop holistic plans of care for individuals, families, and communities throughout the lifespan.
-coordinate with the interdisciplinary team to assess, plan, implement, and evaluate safe, effective care.
-deliver holistic care using critical thinking, sound decision making, and effective communication.
-plan, implement, and evaluate nursing care based on evidence from research and nursing practice.
-apply leadership and management principles as a novice professional nurse in the effective delivery of nursing care.
-integrate professional standards and ethical principles into nursing practice
-incorporate teaching/learning principles in promoting health for diverse individuals, families, and populations.
-evaluate the impact of trends and issues affecting health and access to health care
-advocate for persons, groups, and communities based on awareness of ethical and legal issues affecting health care.
-integrate technology in planning, delivery, and evaluation of nursing care.

Proposed Requirements: (hover over for instructions)

1. Synthesize theoretical, empirical, and experiential knowledge gained from the liberal arts, human and natural sciences, and nursing to develop holistic plans of care for individuals, families and populations throughout the lifespan.
2. Coordinate with other health care professionals to assess, plan, implement, and evaluate safe, effective care.
3. Deliver holistic care using critical thinking, sound decision-making, and effective communication.
4. Integrate evidence from research and nursing practice to plan, implement, and evaluate nursing care.
5. Apply leadership and current management principles as a novice professional nurse in the effective delivery of health care.
6. Integrate professional standards and ethical principles into nursing practice.
7. Promote health for individuals, families, and populations throughout the lifespan incorporating teaching/learning principles.
8. Demonstrate knowledge and awareness of trends and issues that affect health, access to health care, advocacy, and human dignity.
9. Advocate for persons, groups, and populations throughout the lifespan based on awareness of issues and trends that affect health.
10. Integrate technology in planning, delivery, and evaluation of nursing care.

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Justification: *(select one or more of the following and provide appropriate narrative below:)*

- | | |
|---|--|
| <input type="checkbox"/> Improving student learning outcomes | <input type="checkbox"/> Mandate of State/Federal/Accrediting Agency |
| <input type="checkbox"/> Adopting current best practice(s) in field | <input checked="" type="checkbox"/> Other – |

Must be the same as the SON's BSN program objectives as noted in the BSN handbook. The SON program outcomes are mapped to our program objectives and is a accreditation requirement.

Source of Data to Support Change *(select one or more of the following):*

- ☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- ☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes

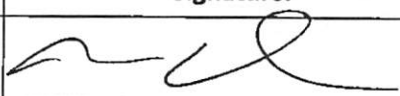
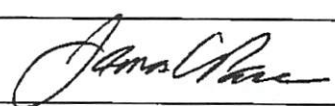
(select one or more of the following and provide appropriate narrative below):

- ☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- ☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
- ☐ Other Data Source Descriptions –




Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head	Reinhardt, Mark		3.9.2021
College/Division Executive Committee			
Dean/Director	Pace, James		3.9.2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>[select college & indicate department(s)]</i>	
College:	Select One.	Department(s):	

 Valdosta State University Curriculum Form • Request for a REVISED COURSE		Date of Submission: 03/8/2021	
<i>*Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.</i>			
College:	College of Nursing and Health Sciences	Dept. Initiating Request:	School of Health Sciences
Requestor's Name:	Charles Conner	Requestor's Role:	Faculty
CURRENT:		REQUESTED: (list only items to be changed)	
Course Prefix and Number:	HSHS 3600	Course Prefix and Number:	
Course Title:	Documentation, Terminology, and Coding in Healthcare	Course Title:	Medical and Healthcare Terminology
Lecture Hours:	3	Lecture Hours:	
Lab/Contact Hours:	0	Lab/Contact Hours:	
Credit Hours:	3	Credit Hours:	
Pre-requisites:	Progression into the Health Sciences Program	Pre-requisites:	
CURRENT Course Description:		NEW Course Description: (hover over for instructions)	
An introduction to healthcare documentation and medical terminology. Medical coding will also be introduced		An introduction to terminology used in medical and other allied healthcare environments. Documentation and coding concepts may also be introduced.	
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2021
Estimated Frequency of Course Offering:			
Twice per Year			
Justification: (select one or more of the following and provide appropriate narrative below:)			
<input checked="" type="checkbox"/> Improving student learning outcomes			
<input type="checkbox"/> Adopting current best practice(s) in field			
<input type="checkbox"/> Mandate of State/Federal/Accrediting Agency			
<input checked="" type="checkbox"/> Other –			
Many advanced degree allied healthcare programs (i.e. Occupational Therapy) are requiring an upper level terminology course. A significant amount of time in the course is currently assigned to terminology, while very basic concepts related to documentation and coding remain a part of the course. The change in title and course description will better reflect how the course is offered and will be beneficial for students needing an upper level terminology course for additional/advanced degree programs.			

Source of Data to Support Change (select one or more of the following):

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.


☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)


Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

☐ Other Data Source Descriptions –

 Valdosta State University - REVISED COURSE Form • Request for a REVISED COURSE			
Approvals:	Print:	Signature:	Date:
Department Head	La Gary Carter	<i>La Gary Carter</i>	3/8/2021
College/Division Executive Committee			
Dean/Director	<i>James C. Pace</i>	James C. Pace	3/8/2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>[select college & indicate department(s)]</i>	
College:	Select One.	Department(s):	

 Valdosta State University Curriculum Form • CURRICULUM CHANGE OR REVISED CATALOG COPY		Date of Submission: 02/16/2021	
<i>*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.</i>			
College:	College of Education and Human Services	Dept. Initiating Request:	Dean's Office
Requestor's Name:	Karla Hull	Requestor's Role:	Dean
Check One Option:	<input type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>		
	<input checked="" type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>		
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2021
Degree/Program Name:	COEHS		
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/		
Present Requirements:		Proposed Requirements: <i>(hover over for instructions)</i>	
<p>Progression/Retention in Professional P-12 Education Programs</p> <p>Education majors are required to earn minimum grades of "C" in all professional education courses. Students must also maintain a minimum 3.00 GPA, update criminal background checks as requested, and assure that professional liability insurance is current. Student progress will be monitored through (a) GPA, (b) observations, (c) faculty's and public school teachers' documented feedback, and (d) demonstration of appropriate dispositions. Students who do not maintain these requirements will be prevented from continuing in professional education coursework, may be placed on a Professional Improvement Plan, and may be dismissed from the program.</p> <p>Field Experiences in P-12 Educator Preparation Programs</p> <p>Valdosta State University's educator preparation program places a strong emphasis on professional field experiences in schools or other educational settings. Many of the major courses require that students be involved in field-based activities; these activities will be coordinated by the instructors responsible for the courses. With each of the field-based courses, students will be evaluated on their performances in the public school environment. A criminal background check and current liability insurance are required for all students participating in field experiences. The COEHS Office of Field Experiences and Certification reserves the right to make all final decisions about field placements. For additional information, consult with the Office of Field Experiences and Certification.</p>		<p>Progression/Retention in Professional P-12 Education Programs</p> <p>Students must enroll in EDUC 2999 or 5999 (course number depends on their program) their first semester of their program and the course is a prerequisite to progressing in the educator preparation program. The satisfactory grade in this course must be earned by the first day of classes in their second semester. Students who do not earn a satisfactory grade by this time may only enroll in EDUC 2999/5999 each semester until a satisfactory grade is earned in the course or they can change their major to a non-education preparation program. Education majors are required to earn minimum grades of "C" in all professional education courses. Students must also maintain a minimum 3.00 GPA, update criminal background checks as requested, and assure that professional liability insurance is current in order to continue to progress through the professional program. Student progress will be monitored through (a) GPA, (b) observations, (c) faculty's and public school teachers' documented feedback, and (d) demonstration of appropriate dispositions. Students who do not maintain these requirements will be prevented from continuing in professional education coursework, may be placed on a Professional Improvement Plan, and may be dismissed from the program.</p> <p>Field Experiences in P-12 Educator Preparation Programs</p> <p>Valdosta State University's educator preparation program places a strong emphasis on professional field experiences in schools or other educational settings. Many of the major courses require that students be involved in field-based activities; these activities will be coordinated by the</p>	

Clinical Practice in P-12 Educator Preparation Programs Student teaching/internship is the culminating professional experience and is scheduled during the last term of university enrollment. The requirements for student teaching/internship are:

1. admission to Teacher Education;
2. overall GPA of at least 2.75;
3. completion of all coursework;
4. a grade of "C" or better in all Area F courses, all professional education courses, and all major courses;
5. completion of criminal background check; and
6. current liability insurance.

Except for Special Education majors, students are not permitted to take any coursework concurrently with student teaching except the student teaching seminar. Student teaching applications and submission deadlines are available on the COEHS Office of Clinical Experiences and Certification website.

Student teaching is not offered in the summer. Students are not permitted to student teach or intern in a school from which they have graduated in the last seven years, in which they have family members employed or enrolled, in which they have worked as a paraprofessional, or in a system in which they have family members employed in the system office in an administrative capacity or on the board of education. Student teachers are required to take the appropriate GACE Content Assessment for their major and successfully submit the edTPA portfolio for their major by the completion of student teaching. Students do not have to pass the GACE Content Assessment or edTPA in order to complete student teaching successfully, but they do have to provide evidence that they have taken both GACE Content Assessment tests for their major and successfully submitted the edTPA portfolio and received a composite score. Student who do not meet this requirement will receive an Incomplete ("I") in student teaching/internship for the semester and will not graduate.

A student who receives a grade of Unsatisfactory ("U") for student teaching or who has been withdrawn from the student teaching location at the request of the school may apply for student teaching only one additional time. At any time a student is removed at the request of the school, a COEHS Professional Improvement Plan must be completed. The Professional Improvement Plan will describe criteria for successful completion of the remediation. The student will be required to complete the prescribed plan before being permitted to attempt student teaching a second time. During the second semester of enrollment in student teaching, a student who receives a grade of Unsatisfactory ("U") or who is requested to be removed from the student teaching location by the school will be permanently dismissed from all COEHS teacher education programs and

instructors responsible for the courses. With each of the field-based courses, students will be evaluated on their performances in the public school environment. A criminal background check, [a GaPSC Pre-Service Certificate or other approved professional certification](#), and current liability insurance are required for all students participating in field experiences. The COEHS *Office of Field Experiences and Certification* reserves the right to make all final decisions about field placements. For additional information, consult with the Office of *Field Experiences and Certification* [Professional Education Services](#).

Clinical Practice in P-12 Educator Preparation Programs Student teaching is the culminating professional experience and [involves full-time teaching experience in an assigned P-12 school](#). *is scheduled during the last term of university enrollment. The requirements for student teaching/internship are:*

- 1. admission to Teacher Education;*
- 2. overall GPA of at least 2.75;*
- 3. completion of all coursework;*
- 4. a grade of "C" or better in all Area F courses, all professional education courses, and all major courses;*
- 5. completion of criminal background check; and*
- 6. current liability insurance.*

Except for Special Education majors, students are not permitted to take any coursework concurrently with student teaching except the student teaching seminar. Student teaching applications and submission deadlines are available on the COEHS Office of Clinical Experiences and Certification website.

Student teaching is not offered in the summer. Students are not permitted to student teach in a school from which they graduated in the last seven years, where they have family members employed or enrolled, in which they have worked as a paraprofessional, or in a system in which they have family members employed in the system office in an administrative capacity or on the board of education.

Student teachers are required to take the appropriate GACE Content Assessment for their major *and successfully submit the edTPA portfolio for their major* by the completion of student teaching. Students do not have to pass the GACE Content Assessment *or edTPA* in order to complete student teaching successfully, but they do have to provide evidence that they have taken both GACE Content Assessment tests for their major *and successfully submitted the edTPA portfolio*. Students who do not meet this requirement will receive an Incomplete ("I") in student teaching for the semester and will not graduate.

A student who receives a grade of Unsatisfactory ("U") for student teaching or who has been withdrawn from the student location at the request of the school may apply for student teaching only one additional time. At any time a

will not be recommended for teacher certification by Valdosta State University. The student may appeal this action through the COEHS appeals procedure.

Generally, student teachers will not be placed beyond a 60-mile radius of VSU. The COEHS reserves the right to refuse to place a student teacher at any particular school or within any particular school system. Every effort is made to place student teachers at one of their preferred schools or systems; however, the COEHS reserves the right to make all final decisions about student teacher placements. For additional information, consult with the Office of Clinical Experiences and Certification.

student is removed at the request of a school, a COEHS Professional Improvement Plan must be completed. The Professional Improvement Plan will describe criteria for successful completion of the remediation. The student will be required to complete a prescribed plan before being permitted to attempt student teaching a second time. During this second semester of enrollment in student teaching, a student who receives a grade of Unsatisfactory ("U") or who is requested to be removed from the student teaching location by the school will be permanently dismissed from all COEHS teacher education programs and will not be recommended for teacher certification by Valdosta State University. The student may appeal this action through the COEHS appeals procedure.

Generally, student teachers will not be placed beyond a 60-mile radius of VSU. The COEHS reserves the right to refuse to place a student teacher at any particular school or within any particular school system. Every effort is made to place student teachers at one of their preferred schools or systems; however, the COEHS reserves the right to make all final decisions about student teacher placements. For additional information, consult with the [Office of Field Experiences and Certification](#) [Professional Education Services](#).

Justification: (select one or more of the following and provide appropriate narrative below:)

- | | |
|---|--|
| <input type="checkbox"/> Improving student learning outcomes | <input type="checkbox"/> Mandate of State/Federal/Accrediting Agency |
| <input type="checkbox"/> Adopting current best practice(s) in field | <input checked="" type="checkbox"/> Other – |

Clarify the timing of meeting the EDUC 2999 satisfactory grade requirement and update content

Source of Data to Support Change (select one or more of the following):

- ☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- ☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes

(select one or more of the following and provide appropriate narrative below):

- ☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- ☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
- ☐ Other Data Source Descriptions –



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• **CURRICULUM CHANGE** OR **REVISED CATALOG COPY**


Approvals:

Print:

Signature:

Date:

Department Head	Dr. Deborah Paine	DocuSigned by: <i>Deborah Paine</i> EB41DD4F62CC4C4...	3/2/2021
College/Division Executive Committee			
Dean/Director	Dr. Karla Hull	DocuSigned by: <i>Karla Hull</i> 25C1E42B6010420...	3/2/2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Dr. Becky da Cruz	<i>Becky K. da Cruz</i>	3/29/2021
Academic Committee			
*Will this change impact another college/department?		<input type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

 Valdosta State University Curriculum Form • CURRICULUM CHANGE OR REVISED CATALOG COPY		Date of Submission: 03/9/2021	
<i>*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.</i>			
College:	College of Education and Human Services	Dept. Initiating Request:	Teacher Education
Requestor's Name:	Deborah Paine	Requestor's Role:	Department Head
Check One Option:	<input checked="" type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>		<input type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input checked="" type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2021
Degree/Program Name:	BSED in Elementary Education		
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/education-human-services/teacher-education/bsed-elementary-education/		
Present Requirements:		Proposed Requirements: <i>(hover over for instructions)</i>	
Core Areas A-E (See VSU Core Curriculum) 42 Area F Requirements 1 18 EDUC 2110 Investigating Critical and Contemporary Issues in Education 3 EDUC 2120 Exploring Socio-Cultural Perspectives on Diversity 3 EDUC 2130 Exploring Learning and Teaching 3 ISCI 2001 Exploring Our Ecosphere 3 ISCI 2002 Physical Science for Early Childhood Education Teachers 3 MATH 2008 Foundations of Numbers and Operations 3 EDUC 2999 Teacher Education Requirements 0 College of Education and Human Services Health and Physical Education Requirements 6 KSPE 2000 & KSPE 2150 Health and Wellness for Life and First Aid - CPR 4 Select two KSPE Fitness/Activity Courses 2 Professional Program Requirements 63 Professional Semester 1 ELED 3190 Elementary Education Practicum and Seminar: PreK-K 2 ELES 3010 Planning, Instruction, and Developmentally Appropriate Practices 3 LITR 3110 Emergent Literacy Through Children's Literature and the Arts 3 LITR 3120 Early Literacy 3 MATH 3161 Mathematics for Early Childhood Teachers I 3 SPEC 3000 Serving Students with Diverse Needs 3 Professional Semester 2 ELED 3690 Elementary Education Practicum and Seminar: Grades 4-5 2		Core Areas A-E (See VSU Core Curriculum) 42 Area F Requirements 1 18 EDUC 2110 Investigating Critical and Contemporary Issues in Education 3 EDUC 2120 Exploring Socio-Cultural Perspectives on Diversity 3 EDUC 2130 Exploring Learning and Teaching 3 ISCI 2001 Exploring Our Ecosphere 3 ISCI 2002 Physical Science for Early Childhood Education Teachers 3 MATH 2008 Foundations of Numbers and Operations 3 EDUC 2999 Teacher Education Requirements 0 <i>College of Education and Human Services Health and Physical Education Requirements 6</i> <i>KSPE 2000 & KSPE 2150 Health and Wellness for Life and First Aid - CPR 4</i> <i>Select two KSPE Fitness/Activity Courses 2</i> Professional Program Requirements 63 Professional Semester 1 ELED 3190 Elementary Education Practicum and Seminar: PreK-K 2 ELES 3010 Planning, Instruction, and Developmentally Appropriate Practices 3 LITR 3110 Emergent Literacy Through Children's Literature and the Arts 3 LITR 3120 Early Literacy 3 MATH 3161 Mathematics for Early Childhood Teachers I 3 SPEC 3000 Serving Students with Diverse Needs 3 Professional Semester 2 ELED 3690 Elementary Education Practicum and Seminar: Grades 4-5 2	

ELED 4500 Science and Technology in Elementary Education	3	ELED 4500 Science and Technology in Elementary Education	3
ELES 3020 Intermediate Assessment, Planning, and Instruction	3	ELES 3020 Intermediate Assessment, Planning, and Instruction	3
ELES 3210 Introduction to the Management of Learning Environments	3	ELES 3210 Introduction to the Management of Learning Environments	3
LITR 3130 Developing Literacy	3	LITR 3130 Developing Literacy	3
MATH 3162 Mathematics for Early Childhood Teachers II 3 Professional Semester 3		MATH 3162 Mathematics for Early Childhood Teachers II 3 Professional Semester 3	
ELED 3300 Mathematics and Technology in Elementary Education	3	ELED 3300 Mathematics and Technology in Elementary Education	3
ELED 4400 Social Science Methods in Elementary Education	3	ELED 4400 Social Science Methods in Elementary Education	3
ELED 4690 Elementary Education Practicum and Seminar: Grades 1-3	2	ELED 4690 Elementary Education Practicum and Seminar: Grades 1-3	2
ELED 4010 Assessment, Planning, and Differentiated Instruction	3	ELED 4010 Assessment, Planning, and Differentiated Instruction	3
LITR 4120 Literacy Assessment and Applications	3	LITR 4120 Literacy Assessment and Applications	3
MATH 4161 Mathematical Reasoning Professional Semester 4	3	<i>MATH 4161 Mathematical Reasoning</i>	<i>3</i>
ELED 4790 Student Teaching in Elementary Education	9	ELED 4790 Student Teaching in Elementary Education	9
ELED 4420 Student Teaching Reflective Seminar	3	ELED 4420 Student Teaching Reflective Seminar	3
Total hours required for the degree	129	<u>Total hours required for the degree</u>	<u>120</u>

Justification: (select one or more of the following and provide appropriate narrative below:)

- ☐ Improving student learning outcomes
 ☒ Mandate of State/Federal/Accrediting Agency
☐ Adopting current best practice(s) in field
 ☐ Other –

The USG requested all teacher education programs to move to a 120-hour degree program. In order to meet this request, the program will be removing the COEHS KSPE requirements and the one extra math course that was embedded in the third professional semester. ELED students are not required to have to complete this higher level math course in order to meet the PSC program standards.


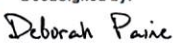

Source of Data to Support Change (select one or more of the following):

- ☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes

(select one or more of the following and provide appropriate narrative below):

- ☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
☐ Other Data Source Descriptions –

 Valdosta State University – Curriculum Change or Revised Catalog Copy Form • CURRICULUM CHANGE OR REVISED CATALOG COPY			
Approvals:	Print:	Signature:	Date:
Department Head	Dr. Deborah Paine	DocuSigned by:  EB41DD4F62CC4C4...	3/30/2021
College/Division Executive Committee			
Dean/Director	Dr. Karla Hull	DocuSigned by:  25C1E42B6010420...	3/30/2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			
*Will this change impact another college/department?		<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes [select college & indicate department(s)]	
College:	College of Science and Mathematics	Department(s):	Mathematics



Valdosta State University Curriculum Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission: 02/18/2021

*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.

College: College of Education and Human Services

Dept. Initiating Request: Human Services

Requestor's Name: Martha Laughlin

Requestor's Role: Faculty

Check One Option: ☐ Curriculum Change
(Changes to Program/Degree)

☒ Revised Catalog Copy
(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)

Program Level:

Course Classification:

Semester to be Effective:

Year to be Effective:

☐ Undergraduate
☒ Graduate

☐ Core (Area A-E)
☐ Major Requirement
☐ Elective

☒ Fall
☐ Spring
☐ Summer

2021

Degree/Program Name: Master of Science in Marriage and Family Therapy

Current Catalog URL: <http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/human-services/ms-marriage-family-therapy/>

Present Requirements:

ADMISSION REQUIREMENTS

Required Documents	Admission Requirements
Online Graduate Application	Application Fee (credit or debit card and e-checks accepted) Apply Online
Official transcript from your bachelor's degree-granting school and from any graduate coursework (Transcripts of coursework completed in-residence at VSU will be obtained by the Graduate School)	Must hold a bachelor's degree from a regionally-accredited institution. Minimum GPA of 2.75 on all attempted coursework. The overall GPA will be calculated on all attempted undergraduate coursework in which a letter grade was awarded.
Graduate Record Exam (GRE) OR Millers Analogies Test (MAT) (GRE and MAT scores are valid for 5 years. You are welcome to send us an official record of the exam score taken within the past 5 years)	If you choose the GRE: minimum score of 146 on the verbal section or 3.5 on the analytical writing section (Note: When you are ready to submit your GRE scores, the online departmental code that you need is 5855). If you choose the MAT: minimum score of 393 (Note: When you are ready to submit your MAT scores, the

Proposed Requirements: [\(hover over for instructions\)](#)


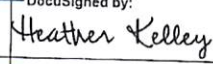
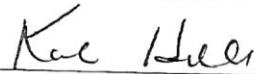
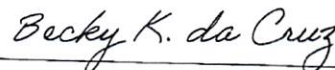
ADMISSION REQUIREMENTS

Required Documents	Admission Requirements
Online Graduate Application	Application Fee (credit or debit card and e-checks accepted) Apply Online
Official transcript from your bachelor's degree-granting school and from any graduate coursework (Transcripts of coursework completed in-residence at VSU will be obtained by the Graduate School)	Must hold a bachelor's degree from a regionally-accredited institution. Minimum GPA of 2.75 on all attempted coursework. The overall GPA will be calculated on all attempted undergraduate coursework in which a letter grade was awarded.
<i>Graduate Record Exam (GRE) OR Millers Analogies Test (MAT) (GRE and MAT scores are valid for 5 years. You are welcome to send us an official record of the exam score taken within the past 5 years)</i>	<i>If you choose the GRE: minimum score of 146 on the verbal section or 3.5 on the analytical writing section (Note: When you are ready to submit your GRE scores, the online departmental code that you need is 5855). If you choose the MAT: minimum score of 393 (Note: When you are ready to submit your MAT scores, the online</i>

	online departmental code that you need is 1117)
Career Goal Statement	In a written statement describing your interest in the program and/or the field of MFT, your reasons for applying your post-graduation professional goals, and a description of who you are.
Three Recommendations (MFT Recommendation Form Required)	Recommendations from professionals familiar with your professional and/or academic background.
VSU Medical Form	The form must be completed and signed by the student/applicant. This form must be received prior to enrollment, NOT prior to admission. Applicants who are currently enrolled, and those who attended VSU in the past, are not required to resubmit the Medical Form

	<i>departmental code that you need is 1117)</i>
Career Goal Statement	In a written statement describing your interest in the program and/or the field of MFT, your reasons for applying your post-graduation professional goals, and a description of who you are.
Three Recommendations (MFT Recommendation Form Required)	Recommendations from professionals familiar with your professional and/or academic background.
VSU Medical Form	The form must be completed and signed by the student/applicant. This form must be received prior to enrollment, NOT prior to admission. Applicants who are currently enrolled, and those who attended VSU in the past, are not required to resubmit the Medical Form

Justification: (select one or more of the following and provide appropriate narrative below:)			
<input type="checkbox"/> Improving student learning outcomes <input type="checkbox"/> Adopting current best practice(s) in field		<input type="checkbox"/> Mandate of State/Federal/Accrediting Agency <input checked="" type="checkbox"/> Other –	
<p>1. Increasingly, universities across the United States are dropping the GRE as a necessary and informative marker for admission into graduate school. This is true of VSU as well, per my conversation with Dr. da Cruz. The primary reason is that seems to be no/little correlation between GRE scores and students' ability to succeed in graduate school (https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0169121). This can be verified by a quick Google search where dozens of sites and publications discuss the suspension of the GRE test in higher education and the reasons for this change.</p> <p>2. As a field that deals wholly in human relationship, personality, interactional behavior, decision-making, and the art and science of change, a quantitative test of verbal and mathematics skills is inappropriate for a Family Therapy graduate program.</p>			
Source of Data to Support Change (select one or more of the following):			
<input type="checkbox"/> Indirect Measures; SOIs, student/employer/alumni surveys, etc. <input checked="" type="checkbox"/> Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)			
Plans for assessing course effectiveness/meeting program learning outcomes (select one or more of the following and provide appropriate narrative below):			
<input type="checkbox"/> Indirect Measures; SOIs, student/employer/alumni surveys, etc. <input checked="" type="checkbox"/> Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.) <input type="checkbox"/> Other Data Source Descriptions –			
The MFT Program will continue its usual and ongoing assessment of its established benchmarks, targets, and program goals as per accreditation requirement. The absence of the GRE as an admission requirement will not have any impact on our various program assessments.			

 Valdosta State University – Curriculum Change or Revised Catalog Copy Form • CURRICULUM CHANGE OR REVISED CATALOG COPY			
Approvals:	Print:	Signature:	Date:
Department Head	Dr. Heather Kelley	DocuSigned by:  777D0B0E117E41E...	2/18/2021
College/Division Executive Committee			
Dean/Director	Dr. Karla Hull		3-4-2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Dr. Becky da Cruz		3/29/2021

Academic Committee				
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>[select college & indicate department(s)]</i>		
College:	Select One.	Department(s):		



Valdosta State University Curriculum Form

- Request for a NEW COURSE

Date of Submission:

03/4/2021

*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.

College: College of Education and Human Services

Dept. Initiating Request:

CSD

Requestor's Name: Matthew Carter

Requestor's Role:

Faculty

Proposed NEW Course Prefix:
(Consult abbreviations in the catalog)

CSD

NEW Course Number:
(Consult #s in the catalog)

5300

Proposed NEW Course Title: Assessment and Diagnosis of Dyslexia

NEW Course Title Abbreviation:
(Limit to 30 character spaces)

Assess and Diagnosis of Dyslexia

Prerequisite(s):

N/A

Lecture Hours:

3

Lab/Contact Hours:

0

Credit Hours:

3

Proposed NEW Course Description: (Limit to 50 words. Include requisites, cross listings, special requirements, etc.)*

An introduction to the various purposes and procedures that are associated with the different levels of literacy assessment (screening, progress monitoring, full diagnostic). Background knowledge regarding the basic elements of psychometrics as they pertain to assessment development and interpretation will be provided as will opportunities for the administration and interpretation of various levels of literacy assessment.

Program Level:

Course Classification:

Semester to be Effective:

Year to be Effective:

Estimated Frequency of Course Offering:

- ☐ Undergraduate
☒ Graduate

- ☐ Core (Area A-E)
☐ Major Requirement
☒ Elective

- ☒ Fall
☐ Spring
☐ Summer

2021

Once per Year

Justification: (select one or more of the following and provide appropriate narrative below:)

- ☐ Improving student learning outcomes
☐ Mandate of State/Federal/Accrediting Agency
☒ Adopting current best practice(s) in field
☒ Other –


Dyslexia is a common learning disability which is thought to affect approximately 10% of the population. Dyslexia is defined as a specific learning disability that is neurobiological in origin and characterized by difficulties with accurate and/or fluent word recognition and poor spelling and decoding abilities. Mounting evidence supports the important contributions of the accurate assessment of language and literacy abilities toward differentiated instruction for those with dyslexia.

Current legislation also is being directed toward improving the educational experiences of those with dyslexia. Due to the passage of Georgia Senate Bill 48, the GaPSC assembled a task force for responding to requirements set forth in the legislation, including the development of a Dyslexia Endorsement educator preparation rule. The GaPSC educator preparation rule for this endorsement will establish standards (based on the standards of the International Dyslexia Association) and requirements for programs that will train educators to do the following: understand and recognize dyslexia and signs indicating problems with language-skill development; implement instruction that is systematic, explicit, and evidence-based to meet the educational needs of students with dyslexia; and train and advise other teachers on the signs of dyslexia and language-skill deficits and how to work with affected students.

The new Dyslexia Endorsement preparation rule will be proposed to the Professional Standards Commission for initiation late this summer or early fall and if adopted, will be effective by January 2020

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

Source of Data to Support Change (select one or more of the following): <input checked="" type="checkbox"/> Indirect Measures; SOIs, student/employer/alumni surveys, etc. <input checked="" type="checkbox"/> Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)	
Plans for assessing course effectiveness/meeting program learning outcomes (select one or more of the following and provide appropriate narrative below): <input type="checkbox"/> Indirect Measures; SOIs, student/employer/alumni surveys, etc. <input checked="" type="checkbox"/> Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.) <input type="checkbox"/> Other Data Source Descriptions –	
** Attach General Course Syllabus/Support documents with course outcomes/assessments **	

 Valdosta State University – NEW COURSE Form • Request for a NEW COURSE			
Approvals:	Print:	Signature:	Date:
Department Head	Corine Myers-Jennings	<i>Corine Myers-Jennings</i>	3/4/2021
College/Division Executive Committee	Karla Hull	<i>Karla Hull</i>	3/8/2021
Dean/Director	Karla Hull	<i>Karla Hull</i>	3/8/2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. da Cruz	<i>Becky K. da Cruz</i>	3/29/2021
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

Dewar College of Education and Human Services Valdosta State University
Department of Communication Sciences and Disorders
Graduate Dyslexia Endorsement Program

CSD XXXX
Assessment and Diagnosis of Dyslexia
3 SEMESTER HOURS
FALL 20XX

Guiding Principles (DEPOSITS) (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 lifelong process of development and growth.

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

InTASC Model Core Teacher Standards* *(To be used for all educator preparation program courses. Identify those that apply specifically to this course.)*

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses an understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf*

INSTRUCTOR

Name:

Telephone Number:

Email Address:

COURSE DESCRIPTION

An introduction to the various purposes and procedures that are associated with the different levels of literacy assessment (screening, progress monitoring, full diagnostic). Background knowledge regarding the basic elements of psychometrics as they pertain to assessment development and interpretation will be provided as will opportunities for the administration and interpretation of various levels of literacy assessment.

REQUIRED TEXTBOOKS

Alfonso, V. C., & Flanagan, D. P. (2018). *Essentials of Specific Learning Disability Identification, 2nd Ed.* Wiley.

Kilpatrick, D. A. (2015). *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties (Essentials of Psychological Assessment)*. Wiley.

COURSE OBJECTIVES

Students will:

1. Demonstrate an understanding of diverse reading profiles, specifically dyslexia including the definition of dyslexia, federal and state law as applied to dyslexia, and the distinguishing characteristics of dyslexia at various age groups (InTASC 1, 2, 4, 5, 6, 7)
2. Demonstrate an understanding of the basic principles of psychometrics as they are applied to standardized and non-standardized forms of testing. (InTASC 2, 4, 5, 6, 7, 9, 10)
3. Demonstrate understanding of assessment process including the various levels of assessment (screening, comprehensive, progress monitoring) (InTASC 1, 2, 4, 5, 6, 7, 9, 10)

4. Select, administer, and analyze the results of formal and informal assessment strategies. (InTASC 1, 2, 4, 5, 6, 7, 9, 10)
 5. *Interpret assessment findings to determine strengths and weaknesses of students in phonemic awareness, word identification, vocabulary, fluency, and comprehension strategies in order to develop an evaluation report. (InTASC 1, 2, 4, 5, 6, 7, 9, 10)
- *Key Course Assessment:** The key course assessment as defined and agreed upon by the associated program faculty will be used to assess each candidate's performance relative to the expected proficiencies at the integration level.

Alignment of Course Objectives, Assignments, and Conceptual Framework Standards

Course Objective <i>Upon completion of the course, each student is expected to have attained the following knowledge and skills:</i>	Assignments	InTASC Standards	GA PSC Endorsement Standards
Demonstrate an understanding of diverse reading profiles, specifically dyslexia including the definition of dyslexia, federal and state law as applied to dyslexia, and the distinguishing characteristics of dyslexia at various age groups	Discussions, readings, case studies, exam	1, 2, 4, 5, 6, 7	
Demonstrate an understanding of the basic principles of psychometrics as they are applied to standardized and non-standardized forms of testing.	Discussions, readings, assessment scoring assignment	2, 4, 5, 6, 7, 9, 10	(I) Universal Screening, (III) Progress Monitoring
Demonstrate an understanding of the assessment process including the various levels of assessment (screening, comprehensive, and progress monitoring)	Discussions, Readings, simulations, case studies	1, 2, 4, 5, 6, 7, 9, 10	(I) Universal Screening, (III) Progress Monitoring, (V) Application of RTI
Select, administer, and analyze the results of formal and informal assessment strategies.	Discussion, readings, simulations, case studies	1, 2, 4, 5, 6, 7, 9, 10	(I) Universal Screening, (III) Progress Monitoring, (V) Application of RTI
*Interpret assessment findings to determine strengths and weaknesses of students in phonemic awareness, word identification, vocabulary, fluency, and comprehension strategies in order to develop an evaluation report	Readings, Discussions, Data Analysis, Graphic organizer	1, 2, 4, 5, 6, 7, 9, 10	(I) Universal Screening, (III) Progress Monitoring, (V) Application of RTI

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

A. Readings, assignments, and discussions: You will need to complete assigned readings, participate in online discussions, and submit assignments in Blazeview. Assigned readings will be from multiple sources.

B. Case Studies: Case studies will be used throughout this course. Specific case studies will focus upon the integration of multiple sources of information at various stages of evaluation (case history, screening, comprehensive evaluation, and progress monitoring)

C. Assessment Analyses: Students will need to identify the strengths and weaknesses of the normative process as it was completed for multiple standardized tests of reading abilities.

D. Assessment Planning: Students will be required to develop an appropriate evaluative plan for the initial intake, progress monitoring, and follow-up of a hypothetical client with suspected dyslexia.

E. Assessment Application: Students will be required to administer multiple standardized tests to individuals of all ages.

F. Assessment Analysis and Reporting:* Students will have to interpret, organize, and summarize assessment findings that are obtained from individuals with suspected dyslexia to determine strengths and weaknesses in the following areas: phonemic awareness, word identification, vocabulary, fluency, and comprehension strategies. Findings must be reported in a professional evaluation report.

USEFUL WEBSITES

Council for Exceptional Children

<http://www.cec.sped.org/>

Georgia Standards of Excellence; Georgia Performance Standards

<https://www.georgiastandards.org>

Georgia Reading Association (GRA)

<http://www.georgiareading.org/>

International Dyslexia Association (IDA)

<https://dyslexiaida.org/>

Learning Disabilities Online (LDOonline)

<http://www.ldonline.org/>

National Council of Teachers of English (NCTE)

<http://www.ncte.org/>

National Reading Panel (2000). Report of the national reading panel. Bethesda, MD: National Reading Panel. Also available online at

<http://www.nationalreadingpanel.org/publications/publications.htm>

ATTENDANCE POLICY

PROFESSIONALISM

Candidates are expected to complete their own work and submit it on time. All assignments are individual and should be completed by the individual submitting it for credit. No assignment completed in the past or current semester for credit in another course can be used to fulfill the requirements for this course. Academic integrity in all aspects of the course is expected.

Assignments, including discussion board posts, should be completed using Standard English conventions and documented using APA style citations and references.

Preparation of written work: Your written work in this course will be graded not only for
**DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON
PLAGIARISM**

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

ACCESS STATEMENT

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu.

ACADEMIC SUPPORT CENTER


The Academic Support Center (ASC) provides free peer tutoring in core curriculum courses, including, math, writing, sciences, social sciences, humanities, and foreign languages. The ASC also provides supplemental instruction (tutor-led study group sessions) for historically difficult courses like biology, chemistry, geosciences, psychology, and sociology, as well as academic success workshops. New for fall 2018: 24/7 access to online tutoring through ThinkingStorm, which includes Writing Center where you can submit drafts for feedback and get help with core courses when the ASC is closed. Call 229-333-7570 to make an appointment, email us at asc@valdosta.edu, or visit our website www.valdosta.edu/asc. Located in Langdale Hall.

MENTAL HEALTH AND WELLNESS

Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with optimal academic performance. The source of symptoms might be strictly related to your coursework; if so, please speak with me. However, problems with relationships, family worries, loss, or a personal struggle or crisis can also contribute to decreased academic performance. VSU provides mental health services to support the academic success of students. The Counseling Center offers free, confidential services to help you manage personal challenges.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academics/academic-affairs/sois/>.

 Valdosta State University Curriculum Form • CURRICULUM CHANGE OR REVISED CATALOG COPY		Date of Submission: 03/11/2021	
<i>*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.</i>			
College:	College of Education and Human Services	Dept. Initiating Request:	Human Services
Requestor's Name:	Lee Grimes	Requestor's Role:	Faculty
Check One Option:	<input checked="" type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>		<input checked="" type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2021
Degree/Program Name:	Education Specialist School Counseling		
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/human-services/education-specialist-school-counseling/		
Present Requirements:		Proposed Requirements: <i>(hover over for instructions)</i>	
Required Courses SCHC 8150. Program Evaluation. 3 Hours SCHC 8160. Advanced Practice in Cognitive Behavioral Therapy. 3 Hours. SCHC 8220. Social Justice in Professional Practice. 3 Hours. SCHC 8300. Crisis Counseling. 3 Hours. SCHC 8891. Advanced Practicum in Supervision. 3 Hours. SCHC 8995. Capstone Seminar. 3 Hours. PSYC 8200. Child Psychopathology. 3 Hours. PSYC 8610. Behavior Modification. 3 Hours. RSCH 8000. Advanced Research Methodology. 3 Hours. Total Hours Required for the Degree 27.		Required Courses SCHC 8150. Program Evaluation. 3 Hours SCHC 8160. Advanced Practice in Cognitive Behavioral Therapy. 3 Hours. SCHC 8220. Social Justice in Professional Practice. 3 Hours. SCHC 8300. Crisis Counseling. 3 Hours. SCHC 8891. Advanced Practicum in Supervision. 3 Hours. SCHC 8995. Capstone Seminar. 3 Hours. PSYC 8200. Child Psychopathology. 3 Hours. PSYC 8610. Behavior Modification. 3 Hours. RSCH 8000. Advanced Research Methodology. 3 Hours. SCHC 8892. School Counseling Special Topics Seminar. 3 Hours. Total Hours Required for the Degree 30.	

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Justification: (select one or more of the following and provide appropriate narrative below:)

- | | |
|---|---|
| <input type="checkbox"/> Improving student learning outcomes | <input checked="" type="checkbox"/> Mandate of State/Federal/Accrediting Agency |
| <input type="checkbox"/> Adopting current best practice(s) in field | <input type="checkbox"/> Other – |

To meet SACS requirement.

Source of Data to Support Change (select one or more of the following):


- | |
|--|
| <input type="checkbox"/> Indirect Measures; SOIs, student/employer/alumni surveys, etc. |
| <input checked="" type="checkbox"/> Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.) |

Plans for assessing course effectiveness/meeting program learning outcomes

(select one or more of the following and provide appropriate narrative below):

- | |
|--|
| <input checked="" type="checkbox"/> Indirect Measures; SOIs, student/employer/alumni surveys, etc. |
| <input checked="" type="checkbox"/> Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.) |
| <input type="checkbox"/> Other Data Source Descriptions – |

Valdosta State University – Curriculum Change or Revised Catalog Copy Form • CURRICULUM CHANGE OR REVISED CATALOG COPY			
Approvals:	Print:	Signature:	Date:
Department Head	Dr. Heather Kelley	<div style="border: 1px solid black; padding: 2px;"> <small>DocuSigned by:</small> <small>777D0B0E117E41E...</small> </div>	3/12/2021
College/Division Executive Committee			
Dean/Director	Dr. Karla Hull	<div style="border: 1px solid black; padding: 2px;"> <small>DocuSigned by:</small> <small>25C1E42B6010420...</small> </div>	3/12/2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Dr. Becky da Cruz		3/29/2021
Academic Committee			
*Will this change impact another college/department?		<input type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

 Valdosta State University Curriculum Form • Request for a NEW COURSE		Date of Submission: 03/11/2021	
<i>*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.</i>			
College:	College of Education and Human Services	Dept. Initiating Request:	Human Services
Requestor's Name:	Lee Grimes	Requestor's Role:	Faculty
Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	SCHC	NEW Course Number: <i>(Consult #s in the catalog)</i>	8892
Proposed NEW Course Title:	School Counseling Special Topics Seminar		
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	Special Topics Seminar		
Prerequisite(s):	Acceptance into the EdS in School Counseling		
Lecture Hours:	3	Lab/Contact Hours:	Credit Hours: 3
Proposed NEW Course Description: <i>(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)*</i>			
<p>Focuses on the current events to which school counselors respond to promote growth and address crisis through school counseling interventions. Topics will change depending on current events and professional issues. Students will create and present a workshop addressing a special topic. Final projects include collaboration with community resources or partners.</p>			
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2021 <i>Twice per Year</i>
Justification: <i>(select one or more of the following and provide appropriate narrative below:)</i>			
<input type="checkbox"/> Improving student learning outcomes <input type="checkbox"/> Adopting current best practice(s) in field		<input checked="" type="checkbox"/> Mandate of State/Federal/Accrediting Agency <input type="checkbox"/> Other –	
To meet SACS requirement.			
** Attach General Course Syllabus/Support documents with course outcomes/assessments **			

Source of Data to Support Change (select one or more of the following):

- ☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- ☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes

(select one or more of the following and provide appropriate narrative below):

- ☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- ☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
- ☐ Other Data Source Descriptions –

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ******Valdosta State University – NEW COURSE Form**

- **Request for a NEW COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Dr. Heather Kelley	DocuSigned by: Heather Kelley 777D0B0E117E41E...	3/12/2021
College/Division Executive Committee			
Dean/Director	Dr. Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	3/12/2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Dr. Becky da Cruz	Becky K. da Cruz	3/29/2021
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

**Dewar College of Education and Human Services
Valdosta State University
Department of Human Services**

SCHC 8892

School Counseling Special Topics Seminar

3 SEMESTER HOURS

INSTRUCTOR

Name:

Office Number:

Telephone Number:

Email Address:

COURSE DESCRIPTION

Focuses on the current events to which school counselors respond to promote growth and address crisis through school counseling interventions. Topics will change depending on current events and professional issues. Students will create and present a workshop addressing a special topic. Final projects include collaboration with community resources or partners.

REQUIRED TEXTBOOKS/RESOURCE MATERIALS

None.

Extensive readings will be assigned by the instructor and can be found on Blazeview or on Galileo.

COURSE OBJECTIVES

EdS OUTCOMES

1. Design individual and group treatment strategies that are developmentally appropriate for children and youth that address the academic, social, and career success of all students.
2. Demonstrate a disposition appropriate for a leader in the school environment.
3. Follow appropriate professional and ethical guidelines.

CONTENT AREAS

1. ACA and ASCA Standards
2. ASCA Position Statements

3. Ethical Issues
4. School Counselor Advocacy
5. Professional Identity
6. Professional Organizations
7. Media and scholarly accounts of current events
8. The effects of current events on student and faculty well-being
9. Research on best-practice interventions in school counseling
10. Collaboration with community partners

METHODS OF INSTRUCTION

1. Readings
2. Group Discussions
4. Group Exercises
5. Group Projects
5. Presentations, Demonstration of Skills/Knowledge Attainment

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Activities:

1. Readings
2. Group Discussions
3. Presentations
4. Writing assignments

COURSE EVALUATION

Current Issues and Advocacy Paper	20
School Counselor Interview Paper	10
Group Discussions of Events/Counseling Issues, recorded (10)	30
Community Collaboration Portfolio	10
Final Project and Presentation	30

TOTAL: 100

All assignments must follow APA 7th edition. See APA 7th for formatting and the use of headings to organize your writing.

Grading Scale:

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

Assignment Descriptions

Current Issues and Advocacy Paper – Students will explore current events and topics affecting students, families, and the school climate as they impact the well-being of each. Topics such as the Black Lives Matter Movement and the COVID Pandemic are current issues at the time of this syllabus version. Local, state, regional, national and even global events will be considered as they impact students' lives. Topics will change from semester to semester as current events evolve. Students will research popular media sources and scholarly sources for relevant topics. This paper will require a minimum of fifteen resources, eight of which must be peer-reviewed. The remainder may be popular resources. Students will include perspectives from the field on how the event focused upon has affected students and the school environment. Students will include the advocacy and leadership skills needed to address this event in schools. This paper will follow APA 7th Edition and should be fifteen to twenty pages.

School Counselor Interview Paper - Students will interview five school counselors for their input about current events affecting the lives of their students. Local, state, regional, national and even global events will be considered as they impact students' lives. Students will develop questions in their small groups and include with the paper their interview questions. Included in the interview should be feedback about the kinds of assistance and resources the school counselor interviewee believes are needed to address the event. This paper will follow APA 7th Edition and should be fifteen to twenty pages.

Group Discussions of Events and Related School Counseling Identity Issues, recorded (total of 10) – Students will participate in small groups that meet through Ultra to discuss current events and topics related to school counselor advocacy and leadership in the schools. Discussions will be recorded and submitted to the instructor. Students should follow the discussion protocol rubric found on Blazeview. For each discussion, the instructor will pose question(s) about school counseling advocacy, leadership, current event topics, ASCA and/or ACA tools and resources, ASCA Position Statements, current political and social concerns.

Community Collaboration Portfolio – Students will research their local and state resources for organizations with whom they could collaborate to address growth and crisis in their schools. Included in this portfolio must be the names and contact information for individuals with whom the school counselors would collaborate. Included also must be specific information about the pieces each resource partner could bring to their work together. This assignment may be in portfolio form and bulleted. Additional information about the format of this assignment may be found on Blazeview.

Final Project and Presentation – Students will develop a workshop to be presented at their school that addresses the current event or current special topic of their choice. Workshops must include the background information on the school counselor's site and why the topic chosen is relevant to their school. Workshops must be fully developed and include a timeline for the delivery of the workshop, the media used to advertise the event, the complete workshop materials (presentation, materials to be distributed, etc.), pre and post surveys to assess the workshop's effectiveness. Students will include a description of how they will present the workshop plan to their administrative team for approval prior to presenting. Students will record themselves presenting the workshop and share the presentation with the class. This assignment will include a paper, the recorded presentation, and all supporting assignment documents.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

Title IX Statement

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

ACCESSIBILITY 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 age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available through SmartEvals. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous to instructors/administrators, and they will be able to access results only after they have submitted final grades. Before final grade submission, instructors will not be able to see any responses, but they can see the percentage of students who have or have not completed their SOIs. While instructors will not be able to see student names, an automated system will send a reminder email to those who have yet to complete their SOIs. Students who withdraw or drop a course will also


be sent invitations to complete the Dropped Course Survey. Complete information about the SOIs, including how to access the survey, is available on the [SOI Procedures webpage](#).

You can find information, including how you can access the Brightspace Pulse app that will allow you to view BlazeVIEW on your smartphone at <https://www.d2l.com/products/pulse/>. In BlazeVIEW, all VSU students have a course with guides for how to use tools in BlazeVIEW; search for “VSU BlazeVIEW Student Tutorial 2020.” students and instructor and are seated in a seat that is designated to ensure that distance.

ADDITIONAL INFORMATION

Additional information regarding submission of assignments: All assignments must be placed in the Blazeview dropbox on the due date.

Valdosta State provides free technical support for online students. If you need technical assistance with BlazeVIEW, visit the VSU [BlazeVIEW](#) web site for Frequently Asked Questions and Self Help, or contact [BlazeVIEW Help](#).

 Valdosta State University Curriculum Form • Request for a NEW COURSE		Date of Submission: 11/3/2020	
<i>*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.</i>			
College:	College of the Arts	Dept. Initiating Request:	Communication Arts
Requestor's Name:	Joseph Mason	Requestor's Role:	Faculty
Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>		THEA	NEW Course Number: <i>(Consult #s in the catalog)</i>
Proposed NEW Course Title:		Musical Theatre Vocal Techniques	
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>		Musical Thea Vocal Tech	
Prerequisite(s):			
Lecture Hours:	0	Lab/Contact Hours:	2
		Credit Hours:	1
Proposed NEW Course Description: <i>(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)*</i>			
<p>An introduction to the principles and application of musical theatre singing through the use of traditional and contemporary musical theatre repertoire, implementing musical theatre vocal colors and styles.</p>			
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2021 <i>Once per Year</i>
Justification: <i>(select one or more of the following and provide appropriate narrative below:)</i>			
<input checked="" type="checkbox"/> Improving student learning outcomes <input checked="" type="checkbox"/> Adopting current best practice(s) in field			
<input type="checkbox"/> Mandate of State/Federal/Accrediting Agency <input checked="" type="checkbox"/> Other –			
<p>Learning to sing is both an intellectual and a physical process. This proposed course will introduce students to musical theatre singing and the terminology associated with it, but also assist students preparing to audition for the Musical Theatre track and private musical theatre voice instruction. Historically, THEA 4030 Special Topics in Theatre was scheduled to deliver this course content. Transitioning to a new "stand-alone" elective course aligns the program by adopting best practices in the field used by other comparable institutions in Georgia.</p>			
** Attach General Course Syllabus/Support documents with course outcomes/assessments **			

Source of Data to Support Change (select one or more of the following):

- ☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- ☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes

(select one or more of the following and provide appropriate narrative below):

- ☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- ☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
- ☐ Other Data Source Descriptions –

Face to face student feedback collected during established assessment meetings with Theatre and Dance faculty. Feedback from student opinions of instruction and assessments in other courses. Comparing current and best practices in the field and other comparable institutions.

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

**Valdosta State University – NEW COURSE Form**

- Request for a NEW COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Mark Borzi	DocuSigned by: 16595449FE5B4BF...	3/31/2021
College/Division Executive Committee	Michael T Schmidt	DocuSigned by: 3F9E5C30D32847F...	3/31/2021
Dean/Director	Arthur Blake Pearce	DocuSigned by: 65F0DEBB0EA546E...	3/31/2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

Valdosta State University | College of the Arts
Department of Communication Arts | Theatre and Dance

THEA 2020 A – Musical Theatre Vocal Techniques

CRN: XXXXX; One (1) Credit Hour (0-2-1)

Prerequisites: None

Fine Arts Building 20XX

FALL 2021

I. Class Description and Credit Hours of Course:

An introduction to the principles and application of musical theatre singing through the use of traditional and contemporary musical theatre repertoire, implementing musical theatre vocal colors and styles.

A. Credit

Credit is defined as a basic unit of work, as it relates to hours of faculty in-class instruction and hours of out-of-class student work. The definition and expectation will differ in laboratory, lecture, and directed or independent study classes.

An hour of instruction is the equivalent to 50 minutes of class time (often called a contact hour). Contact hours and student outside academic activity hours required for specific types of courses are as follows:

Laboratory Classes

For each two contact hours of laboratory classroom instruction, students are expected to work a minimum of one hour outside normal class time completing assignments. A one credit hour laboratory course will require a minimum average of two hours per week of student outside academic activity.

(These are minimum or average expectation for student academic activity as it relates to college credit. To earn a desired grade may require more than just the average investment of expected student academic activity.)

These guidelines are in compliance with VSU standards on credit hour policy. They are minimum or average expectations for student academic activity as it relates to college credit. With such investments of time, the average student in an average course might reasonably expect to make an average grade, or C. Earning a higher grade may require more than this average investment of expected student academic activity.

Course format: This course is a vocal class focusing on musical theatre vocal technique in a group setting. Basics of vocal technique will be discussed. A variety of vocal exercises will be worked on as a group. Two (2) musical theatre repertoire solo pieces will also be part of the main assignments, learned by the student, worked and coached with instructor in class or scheduled time outside of class.

II. Textbook(s) and/or Other Required Materials or Equipment:

Required Text: Peckham, Anne. *The Contemporary Singer: Elements of Vocal Technique*. Second edition. Berklee Press, Boston, MA. 2000, 2010.

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Suggested Text: LeBorgne, Wendy DeLeo; Rosenberg, Marci Daniels. *The Vocal Athlete*. Second edition. Plural Publishing, Inc., San Diego, California. 2021.

LeBorgne, Wendy DeLeo; Rosenberg, Marci Daniels. *The Vocal Athlete: Application and Technique for the Hybrid Singer*. Second edition. Plural Publishing, Inc., San Diego, California. 2021.

Required Materials:

- Digital recording device
- Three (3) ring binder
- Non-glare plastic sheet protectors
- Pencil

III. Purposes or Objectives of the Course:

By the end of this course, students will be able to:

1. To define healthy vocal technique (GEO 5, 7; TMEO 2, 3)
2. To explain the basic functionality of the voice (GEO 5, 7; TMEO 2, 3)
3. To apply healthy vocal technique to different styles of repertoire (GEO 1, 2, 3, 5, 7; TMEO 1, 2, 3)
4. To demonstrate a collaborative relationship with an accompanist (GEO 5, 7; TMEO 2, 3)
5. To demonstrate a historical understanding of all styles of Musical Theatre repertoire (GEO 1, 2, 3, 4, 5, 6, 78; TMEO 1, 2, 3, 4)

Valdosta State University General Education Outcomes:

1. Students will demonstrate understanding of the society of the United State and its ideals.
2. Students will demonstrate cross-cultural perspectives and knowledge of other societies.
3. Students will use computer and information technology when appropriate.
4. Students will express themselves clearly, logically, and precisely in writing and speaking, and they will demonstrate competence in reading and listening.
5. Students will demonstrate knowledge of scientific and mathematical principles and proficiency in laboratory practices.
6. Students will demonstrate knowledge of diverse cultural heritages in the arts, the humanities and the social sciences.
7. Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written and visual materials.
8. Students will demonstrate knowledge of principles of ethics and their employment in the analysis and resolution of moral problems.

Theatre Major Educational Outcomes:

1. Students will articulate a cultural and historical perspective appropriate to their emphasis.
2. Students will demonstrate the ability to interact and problem solve with colleagues as group participants and leaders.
3. Students will demonstrate acting, technical, and design skills, based on the career goals of the individual student.
4. Students will demonstrate knowledge of professional opportunities for employment.

IV. Assignments:

A. Assignments and Due Dates

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1. Updated Repertoire List. Details and information to include in a repertoire list will be discussed in class. Due by week 3.
 2. Singing Vocalises and Repertoire (2 songs – one traditional, one contemporary musical theatre) – a rubric, for grading purposes, will be distributed. Song #1 distributed by Week #4 and performed for a grade during Week #8. Song #2 distributed by Week #10 and performed for a grade during Week #14
 3. Practice and Listening Logs (Listening examples are in the two styles of Musical Theatre singing introduced in this course, traditional and contemporary, and covers the variety of musical theatre vocal colors and styles). Practice Logs will be due Weeks #4 - #14, Listening Log will be due during Week #8 and Week #15
 4. Notes on studio performances/coachings and self-critiques. Due Week #8 (mid-term) and at the Final.
- B. Policies for missed assignments, late assignments, make-up assignments, and/or extra credit

Missing or late assignments: late assignments are not accepted unless accompanied by an approved excuse. Late assignments are assignments not submitted by the deadline specified. If a student is going to miss class based upon a planned absence, the student is expected to turn assignments in early. A student will receive the maximum penalty of submitting late, unexcused assignments or missed assignments. The maximum penalty is three times the lowest score.

Make-up Assignments: Make-up assignments or alternative assignments will be determined by the professor and at the sole discretion of the professor. These assignments may or may not exactly duplicate the original and will not entitle other students to the same alternatives since they may not have experienced the same situations.

V. Assessment or Evaluation Policy:

To receive a grade of A in this course, a student must demonstrate consistent and exceptional preparation and performance.

Studio Class Grades 50%

A grade will be assigned for each studio class and will be based off of these parameters:

- ⤴ Punctuality: Arriving on time
- ⤴ Focus/Presence: Remaining centered, focused, asking/answering questions, and keeping an open dialogue during the studio class
- ⤴ Preparedness: Bringing a recording device, your assigned practice log, knowing your music and having music/lyrics memorized on time (*songs are to be known – both notes and rhythm – the first time the student sings them and memorized the second time they are sung in class*)
- ⤴ Technical Progress: A cumulative assessment of how well the student is applying practical concepts and tools into their practice time - this will be different for each student and the goals, as stated earlier, will be set by the teacher at the beginning of the semester.
- ⤴ Pianists: Pianists should be worked with on a regular basis to develop the skills necessary to effectively communicate with an accompanist.

Final Performance of Songs 20%

*Full details regarding the jury-like performance will be explained in class.

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Studio Class/Repertoire & Performance Goals/Practice Logs 30%

This will be the combined cumulative assessment of the student's participation in Studio class, practice logs completion, and overall understanding of their repertoire. Every effort will be made by both the student and instructor to fulfill the repertoire requirements as set by the curriculum. Performance Goals will be a cumulative assessment of the work the student complete in any and all performances related to vocal technique work. This could be work in a studio class, recital, audition, etc. It is expected that the student will show more growth within their lesson time than in performance, as with the support of the instructor, the environment of a lesson is more controlled. This grade is not a reflection on whether or not a student makes it into a production or hits a high C in a performed work. It reflects all of the student's technical work and how much of it is showing up in performance in relation to the student's individual level. If the student works their process and the high C is approached appropriately, but is not yet ready to come out, that is progress that will please the instructor.

Final Grade will be based on 100% scale (100-90%=A; 80-89%=B, etc.).

VI. Schedule of Activities or Assignments:

Week 1: Introduction, Preparing the Singer's Mind and Body
 Week 2: Discussion and introduction to exercises on Breathing/Breath Management
 Week 3: Discussion on Phonation
 Week 4: Song #1 (32 bars)
 Week 5: Song #1 (32 bars)
 Week 6: Song #1 (32 bars)
 Week 7: Rehearsals with accompanist
 Week 8: Midterm performance of Song #1 and written exam
 Week 9: Review and further discussion about Phonation and Vocal Production
 Week 10: Full Song #2
 Week 11: Full Song #2
 Week 12: Full Song #2
 Week 13: Full Song #2
 Week 14: Performance of Song #2
 Week 15: Review of Song #1
 Week 16: FINAL EXAM/PROJECT PREP, and written exam

FINAL: Performance of Song #1 and #2 on FINAL DATE.

Student Opinion of Instruction Statement:

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction Survey (SOI) that will be available through SmartEvals. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous to instructors/administrators, and they will be able to access results only after they have submitted final grades. Before final grade submission, instructors will not be able to see any responses, but they can see the percentage of students who have or have not completed their SOIs. While instructors will not be able to see student names, an automated system will send a reminder email to those who have yet to complete their SOIs. Students who withdraw or drop a course will also be sent invitations to complete the Dropped Course Survey. Complete information about the SOIs, including how to access the survey, is available on the [SOI Procedures webpage](#).

VII. Classroom Policies:

A. Accommodations Statement

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871. For more information, please visit [VSU's Access Office](#) or email: access@valdosta.edu.

B. Title IX Statement

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: the Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31698, 229-333-5463.

C. Attendance, participation, and/or tardiness

"The University expects that all students shall attend all regularly scheduled class meetings held for instruction or examination" (Undergraduate Catalog, p. 71). Also, per the University policy, "a student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade for the course."

Given the nature and structure of the course, attendance is in the students' best interests. As professionals, students are expected to attend class unless there is an emergency or other activity which, in the students' judgment, is more important than class. Students will not be able to make up missed work. The final grade calculation will exclude missed work if the result was of an excused absence.

It is the responsibility of the student to provide documentation of absence that is the result of an unavoidable emergency, documented sickness, or an appropriate university activity. Claims of illness are insufficient to warrant an excuse. Documentation of any excused absence must be submitted within two weeks of the absence.

The instructor expects attendance. If the student has absences due to extended illness, please, notify the Dean of Student Services so notification can be sent to the professors of the reason for the student's absences.

Tardiness

Tardiness is considered unprofessional behavior or reflective of poor planning. It will typically be evaluated as unprofessional behavior and noted accordingly. Any Student arriving after roll has been taken is considered tardy. Any student arriving more than twenty minutes late will be considered absent. If a student arrives after roll has been taken, it is the student's responsibility to inform the instructor of

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their presence at the end of class; otherwise, the student will be counted as absent. Three (3) late arrivals/tardies constitute one (1) absence.

D. Academic Integrity

Although much of the preparation for Applied Voice is done through individual musical/vocal practice, it is imperative that all assignments given by the instructor which include research, in order to gain historical and theoretical knowledge, must be done on one's own. Any breach of academic integrity will be dealt with by lowering of the grade for the particular assignment.

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. Appendix A of the *Student Code of Conduct* in the *VSU Student Handbook* outlines academic integrity violations as well as the academic response and disciplinary response to such violations <http://www.valdosta.edu/academics/academic-affairs/vp-office/academic-honesty-at-vsu.php>. The online *VSU Student Handbook* reflects the most current policy on academic integrity. Academic integrity violations may result in suspension or expulsion from the university. Additional information on academic integrity as well as resources for faculty and students can be found at the Academic Affairs website: <http://www.valdosta.edu/academics/academic-affairs/vp-office/academic-honesty-at-vsu.php>.

E. Classroom Demeanor or Conduct

Students will conduct themselves in a way that is appropriate for class and in line with VSU's standards.

Students are required to demonstrate good classroom/recital demeanor during private lessons, Studio Classes, recitals, concerts, and rehearsals. There must be no use of electronic devices or cell phones (except if recording lessons) and no disruptive talking with classmates. By taking this course, students agree that all required presentations or papers may be subject to submission for textual similarity review to Turnitin, a tool within BlazeVIEW.

F. FERPA

According to the Family Educational Rights and Privacy Act of 1974 (FERPA), it is illegal to release personal information about an individual to others including grades, averages, attendance, or class performance. As a result, no public posting of class information is possible. Emailed grades will not be given out over the phone or via email without explicit student permission.

G. Communication

All VSU-related correspondence should be conducted via VSU email addresses for both student and instructor. Grades will only be discussed within a password-protected environment, such as BlazeVIEW.

H. Technology

Use of cell phones, portable technology, and recording devices are only to be used to record music, performances, and other pertinent instruction. Otherwise such devices are prohibited in class. If such devices are needed for an extended amount of time, exceptions will be arranged accordingly.

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It is helpful to record the exercises each week in class so it can be listened to for reference, study of such exercises and hearing progress. Recording rehearsals with accompanists is a great tool for memorizing songs for performances! Please use phones or laptops or invest in an inexpensive digital recorder or microphone for such devices.

I. Studio Class

Studio class will be held in FAB 2078 on Fridays from 12:00 PM to 12:50PM. The entire class will meet to perform selected repertoire to be worked through in front of their peers. An accompanist will be provided and feedback will be given by the student's peers, the accompanist and the instructor. The instructor may offer an adjustment or two to help the student better understand a concept and the song will be briefly workshopped.

Songs presented in studio class will be memorized and the student will dress as if they are auditioning. **If you are not memorized or dressed appropriately, you will be marked down.** If you are not singing, your phones, iPads or other electronic devices are prohibited from studio class.

The instructor will assign the days for the student to perform/workshop in studio class. If, after receiving a time, the student can no longer sing during their scheduled slot, they may switch with another student on a different date. As long as you switch studio coaching times for the week, the instructor will have no issue.

This semester, however, because of the protocol and recommendations during the coronavirus pandemic, the singing assignments will be completed outside of class, recorded and submitted to the instructor. We will view the video recordings in class to offer feedback before final recordings are performed and completed.

J. Practicing

Singing is a physical activity, just like a sport, and regular practice is required for improvement. As a pre-professional student, one should aim for a minimum of five separate days (aside from the day of a lesson) of practice per week, singing for thirty (30) minutes to one (1) hour at a time. Beyond singing, the student should aim to work, at least, two (2) hours a week on their practice log, listening and memorization. There is NO substitute for outside implementation and practical application of the various concepts the student will learn in studio time. To be successful one MUST practice.

Lesson recordings should be used to practice and if for some reason one is unavailable, the student should practice their assigned exercises in the same order as given in studio time. Once the exercises have been completed, repertoire can be practiced by the student. **Never vice-versa.** Please, note any issues in your practice log and bring it to your instructor's attention during studio class.

VIII. Additional Information:

A. VSU Success Portal

This resource is invisible to the student, but students need to know about it all the same. Faculty are strongly encouraged to use this portal to report student problems related to attendance and performance. These "alerts" activate support services across campus, who then reach out to students to help the individual address problems. The instructor will use this portal to alert these support services for students who aren't attending class regularly, and aren't submitting assignments regularly.

B. Creed

Valdosta State University is a learning environment based on trust and mutual respect in which open dialogue, vigorous debate, and the free exchange of ideas are welcome. The University is equally dedicated to the core values of community, including a commitment to practice civility, integrity, and citizenship. As members of this community, and proud Blazers, we will strive to uphold these core values for the advancement of the University.

Civility – A Blazer shows courtesy and compassion as well as respect for the dignity of every human being.

Integrity – Each Blazer is responsible for his or her own actions, and our community is stronger when we contemplate the context of our decisions and uphold the principles of trust and honesty.

Citizenship – Every Blazer has an interest in the well-being of the community, and, therefore, a duty to stay informed, to make positive contributions, and to offer support to those who need help.

C. HB 280 (Concealed Carry) Information

The State of Georgia allows individuals to carry concealed handguns on campus. For more information, please consult the following Website:

http://www.usg.edu/hb280/additonal_information

D. Personal Investment

Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with optimal academic performance. The source of symptoms might be strictly related to a student's course work; if so, please speak with the instructor. However, problems with relationships, family worries, loss, or a personal struggle or crisis can also contribute to decreased academic performance. VSU provides mental health services to support the academic success of students. The Counseling Center offers free, confidential services to help each student manage personal challenges.

In the event the instructor suspects a student needs additional support, they will express their concerns and the reasons for them, and remind the student of campus resources (e.g., Counseling Services, Dean of Students, etc.) that might be helpful to the student. It is not the instructor's intention to know the details of what might be bothering the student, but simply to let the student know they are concerned and that help, if needed, is available. Getting help is a smart and courageous thing to do -- for yourself and for those who care about you.

E. Mental Health Policy

Life at college can get very complicated. It's not at all uncommon to feel overwhelmed, lost, experience anxiety or depression, struggle with relationship difficulties or diminished self-esteem. However, many of these issues can be effectively addressed with a little help. The Counseling Center helps students cope with difficult emotions and life stressors; it is staffed by experienced, professional psychologists and counselors who are attuned to the needs of college students. The services are free and completely confidential. Find out more at <https://www.valdosta.edu/student/student-services/counseling-center/welcome.php>.

F. Health and Safety Statement

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Maintaining musculoskeletal and vocal health is a concern for all musicians. The following introductory article provided by the National Association of Schools of Music is highly recommended as a starting point: http://nasm.arts-accredit.org/site/docs/PAMA-NASM_Advisories/4a_NASM_PAMA_NMH-Student_Guide-Standard_June%202014.pdf

It is crucial that musicians maintain their hearing, vocal, and musculoskeletal health as well as prevent injuries. Health and safety topics relevant to the music field will be covered in studio classes and lessons throughout the semester. Students are responsible for mindful, proper, and safe activities while practicing/performing. Students are strongly encouraged to review resources provided on the websites below:

<http://www.valdosta.edu/colleges/arts/music/resources.php>

http://nasm.arts-accredit.org/site/docs/PAMA-NASM_Advisories/4_NASM_PAMA_NMH-Student_Guide-Standard_2013July_DRAFT.pdf


http://nasm.arts-accredit.org/site/docs/PAMA-NASM_Advisories/5_NASM_PAMA_NMH-Student_Information_Sheet-Standard%20NMH_2013July_DRAFT.pdf

G. Open Door Policy

My door is always open! Questions, comments or requests regarding this course or program should be taken to the instructor. Unanswered questions or unresolved issues involving this course should be taken to the theatre artistic director, Professor Jacque Wheeler.

H. Modification of Syllabus

It is the instructor's prerogative to change or modify this syllabus at any point in the semester.

 Valdosta State University Curriculum Form • CURRICULUM CHANGE OR REVISED CATALOG COPY		Date of Submission: 11/12/2020	
<i>*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.</i>			
College:	College of the Arts	Dept. Initiating Request:	Communication Arts
Requestor's Name:	Sarah Arnett	Requestor's Role:	Faculty
Check One Option:	<input checked="" type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>		<input type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2021
Degree/Program Name:	Bachelor of Fine Arts Degree with a Major in Dance (BFA Dance)		
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/arts/communication-arts/bfa-dance/		
Present Requirements:		Proposed Requirements: <u>(hover over for instructions)</u>	
Requirements for the B.F.A. degree with a Major in Dance		Requirements for the B.F.A. degree with a Major in Dance	
Core Curriculum 60		Core Curriculum 60	
Core Curriculum Areas A-E (See VSU Core Curriculum) 42		Core Curriculum Areas A-E (See VSU Core Curriculum) 42	
Theatre and Dance students are advised to take either THEA 1100 or DANC 1500 in Area C.		Theatre and Dance students are advised to take either THEA 1100 or DANC 1500 in Area C.	
Core Curriculum Area F		Core Curriculum Area F	
THEA 1100 & DANC 1500	Theatre Appreciation and Introduction to Dance (1) 6	THEA 1100 & DANC 1500	Theatre Appreciation and Introduction to Dance (1) 6
THEA 1000	Voice and Diction 3	THEA 1000	Voice and Diction 3
THEA 2730	Theatrical and Film Makeup 2	THEA 2730	Theatrical and Film Makeup 2
DANC 1600	Ballet I 2	DANC 1600	Ballet I 2
DANC 1700	Modern Dance I 2	DANC 1700	Modern Dance I 2
DANC 2800	Jazz Dance I 2	DANC 2800	Jazz Dance I 2
DANC 2920	Dance Improvisation 1	DANC 2920	Dance Improvisation 1
A minimum grade of "C" is required for all Area F courses in the Communication Arts Department.		A minimum grade of "C" is required for all Area F courses in the Communication Arts Department.	
Senior College Curriculum 60		Senior College Curriculum 60	

THEA 2750	Basic Technical Theatre and Stage Lighting	3	THEA 2750	Basic Technical Theatre and Stage Lighting	3
DANC 2600	Ballet II	3	DANC 2600	Ballet II	3
DANC 2700	Modern Dance II	3	DANC 2700	Modern Dance II	3
DANC 3600 or DANC 3700	Ballet III Modern Dance III	3	DANC 3600 or DANC 3700	Ballet III Modern Dance III	3
DANC 3800	Jazz Dance II	3	DANC 3800	Jazz Dance II	3
DANC 4800	Jazz Dance III	3	DANC 4800	Jazz Dance III	3
DANC 1900 or DANC 3940 or DANC 3950	Tap Dance I Aerial Dance Arts Dance for Camera	2	DANC 1900 or DANC 3940 or DANC 3950	Tap Dance I Aerial Dance Arts Dance for Camera	2
DANC 2910 or DANC 3930	Social Dance Ballroom Dance	1	DANC 2910 or DANC 3930	Social Dance Ballroom Dance	1
DANC 3500	<i>Teaching Dance Technique</i>	2	DANC 3500	Dance Pedagogy	3
DANC 3000	Dance Composition	3	DANC 3000	Dance Composition	3
DANC 3100	Choreography	3	DANC 3100	Choreography	3
DANC 3410	Dance History	3	DANC 3410	Dance History	3
DANC 3200	Dance Ensemble	6	DANC 3200	Dance Ensemble	6
DANC 3420	Music Analysis for Dancers	2	DANC 3420	Music Analysis for Dancers	2
DANC 4010 & DANC 4020	Dance Kinesiology and Conditioning and Wellness for Dance	6	DANC 4010	Dance Kinesiology	3
			DANC 4020	Conditioning and Wellness for Dance	2
DANC 4600 or DANC 4700	Ballet IV Modern Dance IV	3	DANC 4600 or DANC 4700	Ballet IV Modern Dance IV	3
THEA 4790	Portfolio and Resume Presentation	2	THEA 4790	Portfolio and Resume Presentation	2
Select one of the following:		3	Select one of the following:		3
COMM 1100	Human Communication		COMM 1100	Human Communication	
MDIA 2000	Introduction to Mass Media		MDIA 2000	Introduction to Mass Media	
a guided elective			Guided elective(s) up to 3 hrs		
Guided electives		6	Guided electives		6
Total hours required for the degree		120	Total hours required for the degree		120

(1) If students take THEA 1100 or DANC 1500 in Area C of the Core Curriculum, they should take another Area C elective here.

(1) If students take THEA 1100 or DANC 1500 in Area C of the Core Curriculum, they should take another Area C elective here.

Justification: (select one or more of the following and provide appropriate narrative below:)

- ☒ Improving student learning outcomes
 ☐ Mandate of State/Federal/Accrediting Agency
☒ Adopting current best practice(s) in field
 ☐ Other –

The proposed changes to the courses, DANC 3500 Teaching Dance Techniques reflect more accurately the outcomes of the course and include hours for a fieldwork component. This will change the title of the course to Dance Pedagogy and bring the hours up from 2 to 3. We are decreasing the credit hours from 3 to 2 for DANC 4020 Conditioning and Wellness to adjust for more lab hours and make room in the DANC degree for the change in Dance Pedagogy. Revised course forms for DANC 3500 and DANC4020 accompany the curriculum change form.

Source of Data to Support Change (select one or more of the following):

- ☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes

(select one or more of the following and provide appropriate narrative below):

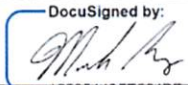
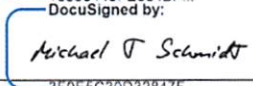
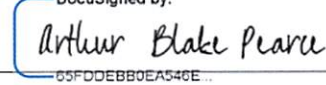
- ☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
☐ Other Data Source Descriptions –

Continued monitoring and review of DANC curriculum; materials collected through Junior Assessments and Senior Portfolio Review/Alumni Surveys and SOIs.



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY


Approvals:	Print:	Signature:	Date:
Department Head	Mark Borzi	 DocuSigned by: 16595449FE584BF...	3/31/2021
College/Division Executive Committee	Michael T Schmidt	 DocuSigned by: 3E95630032847F...	3/31/2021
Dean/Director	Arthur Blake Pearce	 DocuSigned by: 65FD0EBB0EA546E...	3/31/2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**

☒ No ☐ Yes [select college & indicate department(s)]

College: Select One.

Department(s):

 Valdosta State University Curriculum Form • CURRICULUM CHANGE OR REVISED CATALOG COPY		Date of Submission: 03/24/2021																																																																																																													
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DANC 4010	Dance Kinesiology	
DANC 4020	Conditioning and Wellness for Dance	DANC 3930 Ballroom Dance 1
DANC 4600	Ballet IV	DANC 3940 Aerial Dance Arts 2
DANC 4700	Modern Dance IV	DANC 3950 Dance for Camera 2
DANC 4800	Jazz Dance III	DANC 4010 Dance Kinesiology 3
Total Hours	18	DANC 4020 Conditioning and Wellness for Dance 2
		DANC 4600 Ballet IV 3
		DANC 4700 Modern Dance IV 3
		DANC 4800 Jazz Dance III 3
		Total Hours 18

Justification: (select one or more of the following and provide appropriate narrative below:)

- ☒ Improving student learning outcomes
 ☐ Mandate of State/Federal/Accrediting Agency
☒ Adopting current best practice(s) in field
 ☐ Other –

The proposed changes to the BFA Dance Curriculum; including the DANC 3500 Teaching Dance Techniques (title change to Dance Pedagogy / hour change increase from 2 to 3); and the DANC 4020 Conditioning and Wellness for Dance course (decreasing the hours from 3 to 2 to adjust for more lab hours and make room in the BFA Dance degree for the change in Dance Pedagogy) also impacts the Minor in Dance course listings, as such, the Minor in Dance needs to change at the same time. Additional upper level Dance courses have been added to the Minor in Dance listings to reflect the current course options in the catalog (DANC 3930/3940/3950 indicated in blue above).

Source of Data to Support Change (select one or more of the following):

- ☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes

(select one or more of the following and provide appropriate narrative below):

- ☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
☐ Other Data Source Descriptions –

Continued monitoring and review of DANC curriculum; materials collected through Junior Assessments and Senior Portfolio Review/Alumni Surveys and SOIs.




Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• CURRICULUM CHANGE or REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head	Mark Borzi	<small>DocuSigned by:</small> <small>16595449FE584BF...</small>	3/31/2021
College/Division Executive Committee	Michael T Schmidt	<small>DocuSigned by:</small> <small>3F9E5C30D32847F...</small>	3/31/2021
Dean/Director	Arthur Blake Pearce	<small>DocuSigned by:</small> <small>65FD0EBB0EA546E...</small>	3/31/2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

 Valdosta State University Curriculum Form • Request for a REVISED COURSE		Date of Submission: 11/12/2020	
<i>*Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.</i>			
College: College of the Arts		Dept. Initiating Request: Communication Arts	
Requestor's Name: Sarah Arnett		Requestor's Role: Faculty	
CURRENT:		REQUESTED: (list only items to be changed)	
Course Prefix and Number:	DANC 3500	Course Prefix and Number:	
Course Title:	Teaching Dance Technique	Course Title:	Dance Pedagogy
Lecture Hours:	1	Lecture Hours:	2
Lab/Contact Hours:	2	Lab/Contact Hours:	2
Credit Hours:	2	Credit Hours:	3
Pre-requisites:	Training in intermediate dance forms, DANC 2700, DANC 2800, and DANC 2600, or approval or instructor.	Pre-requisites:	Junior- or Senior-level standing in Dance.
CURRENT Course Description:		NEW Course Description: (hover over for instructions)	
Methodology in teaching dance techniques and theories within the context of elementary through college dance education. The course includes instruction in and application of dance lesson planning and practice teaching in a variety of genres.		Methodology in teaching dance techniques, practices, and theories within the contexts of preK-12 dance education. Course work includes lecture, observation, and teaching portfolio development, as well as instruction and application of dance lesson planning, peer teaching labs, and fieldwork teaching in a variety of genres.	
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2021
Estimated Frequency of Course Offering:			
Every other Year			
Justification: (select one or more of the following and provide appropriate narrative below:)			
<input checked="" type="checkbox"/> Improving student learning outcomes			
<input type="checkbox"/> Mandate of State/Federal/Accrediting Agency			
<input checked="" type="checkbox"/> Adopting current best practice(s) in field			
<input type="checkbox"/> Other –			
In a review of the DANC senior curriculum, we are making adjustments to the course offerings and the assigned credit hours based on the need for additional hours for fieldwork in other areas of the curriculum. We have added a fieldwork component as part of the course in order for the students to engage in HIPs in the degree. We are narrowing the scope of the class to focus more specifically on preK-12 age groups and distinguish between the public education system and private studios. We are adjusting the title and course description to reflect the scope of the course. We are adjusting the prerequisites due to the nature of the course rotation (every other year). Students in the dance major are historically overridden into the course in their junior or senior year regardless of prerequisites.			

Source of Data to Support Change (select one or more of the following):

- ☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- ☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes

(select one or more of the following and provide appropriate narrative below):

- ☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- ☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
- ☐ Other Data Source Descriptions –


Continued monitoring and review of DANC curriculum; materials collected through Junior Assessments and Senior Portfolio Review/Alumni Surveys and SOIs.

**Valdosta State University - REVISED COURSE Form**

- [Request for a REVISED COURSE](#)

Approvals:	Print:	Signature:	Date:
Department Head	Mark Borzi	DocuSigned by: 16595249FE584BF...	3/31/2021
College/Division Executive Committee	Michael T Schmidt	DocuSigned by: 3F9E5C30D32847F...	3/31/2021
Dean/Director	Arthur Blake Pearce	DocuSigned by: 65FDDEBB0EA546E...	3/31/2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

 Valdosta State University Curriculum Form • Request for a REVISED COURSE		Date of Submission: 11/12/2020	
<i>*Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.</i>			
College:	College of the Arts	Dept. Initiating Request:	Communication Arts
Requestor's Name:	Sarah Arnett	Requestor's Role:	Faculty
CURRENT:		REQUESTED: (list only items to be changed)	
Course Prefix and Number:	DANC 4020	Course Prefix and Number:	
Course Title:	Conditioning & Wellness for Dance	Course Title:	
Lecture Hours:	3	Lecture Hours:	1
Lab/Contact Hours:	0	Lab/Contact Hours:	2
Credit Hours:	3	Credit Hours:	2
Pre-requisites:	DANC 4010 or permission of instructor	Pre-requisites:	
CURRENT Course Description:		NEW Course Description: (hover over for instructions)	
An in-depth study of dance science principles addressing conditioning and wellness techniques specific to dance. This course includes both physical and cognitive components.			
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2021 <i>Every other Year</i>
Justification: (select one or more of the following and provide appropriate narrative below:)			
<input checked="" type="checkbox"/> Improving student learning outcomes <input checked="" type="checkbox"/> Adopting current best practice(s) in field			
<input type="checkbox"/> Mandate of State/Federal/Accrediting Agency <input type="checkbox"/> Other –			
In a review of the DANC senior curriculum, we are making adjustments to the course offerings and the assigned credit hours based on the need for additional hours for fieldwork in other areas of the curriculum. Historically, this course is taught 50/50 lecture/lab but is designated as 100% lecture, though that is not how the course description reads. In order to more appropriately classify the course as it is currently taught and make room for other changes in the curriculum, we are removing 1 credit hour and splitting the remaining credit hours equally between lecture and lab.			

Source of Data to Support Change (select one or more of the following):

- ☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- ☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes

(select one or more of the following and provide appropriate narrative below):

- ☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- ☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
- ☐ Other Data Source Descriptions –

Continued monitoring and review of DANC curriculum; materials collected through Junior Assessments and Senior Portfolio Review/Alumni Surveys and SOIs.

**Valdosta State University - REVISED COURSE Form**

- [Request for a REVISED COURSE](#)

Approvals:	Print:	Signature:	Date:
Department Head	Mark Borzi	DocuSigned by: 	3/31/2021
College/Division Executive Committee	Michael T Schmidt	DocuSigned by: 	3/31/2021
Dean/Director	Arthur Blake Pearce	DocuSigned by: 	3/31/2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	



Valdosta State University Curriculum Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission: 02/8/2021

*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.

College:	College of the Arts	Dept. Initiating Request:	Music
Requestor's Name:	Anita Davis & Doug Farwell	Requestor's Role:	Faculty
Check One Option:	<input checked="" type="checkbox"/> Curriculum Change (Changes to Program/Degree) <input type="checkbox"/> Revised Catalog Copy (New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)		
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2021
Degree/Program Name:	Bachelor of Arts in Music		
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/arts/music/ba-music/		

Present Requirements:	Proposed Requirements: (hover over for instructions)																																																				
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MUSC 2012 & MUSC 2052	Music Theory IV and Music Theory Lab IV	4	MUSC 2051	Music Theory Lab III	1
			MUSC 2052	Music Theory Lab IV	1
Principal Ensemble		8	Principal Ensemble		8
MUSC 3_20 or MUSC 4_20 Additional Applied Music		8	One or a combination of the following assigned ensembles (see Principal Ensemble Requirement):		
MUSC 4451 & MUSC 4452	History of Music to 1750 and History of Music since 1750	6	MUSC 3810	Chamber Singers	
MUSC 1016	An Introduction to Computer Applications in Music	1	MUSC 3820	Concert Choir	
Music Electives		3	MUSC 3850	Concert Band	
MUSC 1001	Professional Orientation and Seminar for Music Majors	0	MUSC 3860	Orchestra	
Other Supporting Courses			MUSC 3861	String Ensemble	
Select one of the tracks listed below ²		20	MUSC 3870	Jazz Ensemble	
Foreign Language ¹		6	MUSC 3880	Marching Band	
Total hours required for the degree		120	MUSC 4850	Wind Ensemble	
			MUSC 3_20 or MUSC 4_20 Additional Applied Music		8
			MUSC 4451	History of Music to 1750	3
			MUSC 4452	History of Music since 1750	3
			MUSC 1016	An Introduction to Computer Applications in Music	1
			Music Electives		3
			MUSC 1001	Professional Orientation and Seminar for Music Majors	0
			Foreign Language (see University Foreign Language Requirements)		6
			Select one of the following tracks:		20
			General Track		20
			Education Track		20
			Jazz Track		20
			Total hours required for the degree		120
General Track			General Track		
Upper Division electives or Minor ²		20	Upper Division electives or Minor (Must include at least 6 hours of courses numbered 3000 or above in a single discipline outside of Music)		20
Education Track			Education Track		
MUE 3000	Music Teaching	2	MUE 3000	Music Teaching	2
MUE 3650	<i>Conducting</i>	3	MUSC 3650	Introduction to Conducting	1
MUSC 3100	Arranging for Band, Chorus, and Orchestra	2	MUE 3660	Intermediate Conducting	2
MUSC 3131 & MUSC 3132	Class Piano III and Class Piano IV	2	MUSC 3100	Arranging for Band, Chorus, and Orchestra	2
Music Guided Electives		2	MUSC 3131	Class Piano III	1
EDUC 2120	Exploring Socio-Cultural Perspectives on Diversity	3	MUSC 3132	Class Piano IV	1
PSYC 3110	Educational Psychology	3	Music Guided Electives		2
			EDUC 2120	Exploring Socio-Cultural Perspectives on Diversity	3

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<u>SPEC 3000</u>	Serving Students with Diverse Needs	3
Total Hours		20
Jazz Track		
<u>MUSC 1171</u> & <u>MUSC 1172</u>	Theoretical Foundations of Jazz Improvisation I and Theoretical Foundations of Jazz Improvisations II	2
Upper Division Electives ²		18
<u>MUSC 3870</u> is the principle ensemble for the BA- Jazz Track		
Total Hours		20
¹ See University Foreign Language Requirements		
² Must include at least 6 hours of courses numbered 3000 or above in a single discipline outside of Music.		

<u>PSYC 3110</u>	Educational Psychology	3
<u>SPEC 3000</u>	Serving Students with Diverse Needs	3
Total Hours		20
Jazz Track		
<u>MUSC 1171</u>	Theoretical Foundations of Jazz Improvisation I	1
<u>MUSC 1172</u>	Theoretical Foundations of Jazz Improvisation II	1
Upper Division Electives (Must include at least 6 hours of courses numbered 3000 or above in a single discipline outside of Music)		18
Total Hours		20

Justification: (select one or more of the following and provide appropriate narrative below:)

- ☒ Improving student learning outcomes
 ☒ Mandate of State/Federal/Accrediting Agency
☒ Adopting current best practice(s) in field
 ☐ Other –

In consultation with the Associate Dean and the COA Advising Director, the department curriculum committee reviewed the BA curriculum/tracks and recommended non substantive changes – the above reflects a more cogent and clear order of the courses in the BA/tracks (removal of combined courses/hours listing, ampersands &, etc.)

Changes made to the Education track (conducting) provide alignment with current research and best practices, in addition to meeting standards required for accrediting agencies (NASM and CAEP). These revisions respond to the need for improving student scores and certification and knowledge/skills outcomes while updating program standards for impending program reviews.

Source of Data to Support Change (select one or more of the following):

- ☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes

(select one or more of the following and provide appropriate narrative below):

- ☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
☐ Other Data Source Descriptions –

GaPSC GACE Program Admission Assessment for Teacher Education

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Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head	Douglas Farwell	<small>DocuSigned by:</small> <small>75F1EB7B0FF0474...</small>	3/30/2021
College/Division Executive Committee	Michael T Schmidt	<small>DocuSigned by:</small> <small>3F9E5C30D32847F...</small>	3/30/2021
Dean/Director	Arthur Blake Pearce	<small>DocuSigned by:</small> <small>65FDDEBB0EA546E...</small>	3/30/2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

*Will this change impact another college/department?		<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes [select college & indicate department(s)]	
College:	College of Education and Human Services	Department(s):	COEHS

 Valdosta State University Curriculum Form • CURRICULUM CHANGE OR REVISED CATALOG COPY		Date of Submission: 02/16/2021																																																																					
<i>*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.</i>																																																																							
College:	College of the Arts	Dept. Initiating Request:	Music																																																																				
Requestor's Name:	Kenneth Kirk & Doug Farwell	Requestor's Role:	Faculty																																																																				
Check One Option: <input checked="" type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>		<input type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>																																																																					
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:																																																																				
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2021																																																																				
Degree/Program Name:	Bachelor of Music with a Major in Music Performance																																																																						
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/arts/music/ba-music-performance/																																																																						
Present Requirements:		Proposed Requirements: (hover over for instructions)																																																																					
Requirements for the Bachelor of Music Degree with a Major in Music Performance		Requirements for the Bachelor of Music Degree with a Major in Music Performance																																																																					
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FREN or GRMN ¹		3	MUSC 2132	Class Piano II	1
MUSC 3840	Opera and Musical Theatre	1	MUSC 3840	Opera and Musical Theatre	1
MUSC 3101 & MUSC 3102	Advanced Diction I and Advanced Diction II	2	Guided Music Electives		6
Guided Electives		4	FREN or GRMN (See University Foreign Language Requirements)		3
			Total		16
Performance Track D: Orchestral Instruments			Track D: Orchestral Instruments		
Additional Music Ensembles		3	Additional Music Ensembles		3
MUSC 3100	Arranging for Band, Chorus, and Orchestra	2	MUSC 3100	Arranging for Band, Chorus, and Orchestra	2
MUSC 2131	Class Piano I	1	MUSC 2131	Class Piano I	1
MUSC 2132	Class Piano II	1	MUSC 2132	Class Piano II	1
Select one of the following:			Select one of the following pedagogy courses:		1
MUSC 4731	Percussion Pedagogy		MUSC 4731	Percussion Pedagogy	1
MUSC 4732	Brass Pedagogy		MUSC 4732	Brass Pedagogy	1
MUSC 4733	Woodwind Pedagogy		MUSC 4733	Woodwind Pedagogy	1
MUSC 4734	String Pedagogy		MUSC 4734	String Pedagogy	1
Guided Music Electives		8	Guided Music Electives		8
			Total		16
Performance Track E: Guitar			Track E: Guitar		
MUSC 3100	Arranging for Band, Chorus, and Orchestra	2	MUSC 3100	Arranging for Band, Chorus, and Orchestra	2
MUSC 2131	Class Piano I	1	MUSC 2131	Class Piano I	1
MUSC 2132	Class Piano II	1	MUSC 2132	Class Piano II	1
Guided Music Electives		5	MUSC 4735	Guitar Pedagogy	1
MUSC 4735	Guitar Pedagogy	1	Guided Music Electives		11
General Electives		6	Total		16
Performance Track F: Jazz			Track F: Jazz		
MUSC 3110 & MUSC 3430	Jazz Arranging and History of Jazz	4	MUSC 3110	Jazz Arranging	2
MUSC 2131 & MUSC 2132	Class Piano I and Class Piano II	2	MUSC 3430	History of Jazz	2
MUSC 1171 & MUSC 1172	Theoretical Foundations of Jazz Improvisation I and Theoretical Foundations of Jazz Improvisations II	2	MUSC 2131	Class Piano I	1
MUSC 2171 & MUSC 2172	Theoretical Foundations of Jazz Improvisation III and Theoretical Foundations of Jazz Improvisation IV	2	MUSC 2132	Class Piano II	1
MUSC 3120 & MUSC 4760	Rhythm Section Techniques and Pedagogy and Jazz Pedagogy	3	MUSC 1171	Theoretical Foundations of Jazz Improvisation I	1
			MUSC 1172	Theoretical Foundations of Jazz Improvisations II	1
			MUSC 2171	Theoretical Foundations of Jazz Improvisation III	1
			MUSC 2172	Theoretical Foundations of Jazz Improvisation IV	1

<i>Electives</i>	2
¹ See University Foreign Language Requirements	

MUSC 3120	Rhythm Section Techniques and Pedagogy	1
MUSC 4760	Jazz Pedagogy	2
Guided Music Electives		3
Total		16

¹ See University Foreign Language Requirements [http://catalog.valdosta.edu/undergraduate/academic-affairs]
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Justification: (select one or more of the following and provide appropriate narrative below:)

- ☒ Improving student learning outcomes
 ☒ Mandate of State/Federal/Accrediting Agency
☒ Adopting current best practice(s) in field
 ☐ Other –

In consultation with the Associate Dean and the COA Advising Director, the department curriculum committee reviewed the BM curriculum/tracks and recommended non substantive changes – the above reflects a more cogent and clear order of the courses in the BM/tracks (removal of combined courses/hours listing, ampersands &, etc.)

Elective hours have been adjusted to make all tracks in the degree 124 hours. All electives have been standardized to Guided Music Electives.

MUSC 3650 Introduction to Conducting has been changed from 2 hours to 1 in accordance with the previously approved proposal.

MUSC 3861 String Ensemble and MUSC 3880 have been approved as Principal Ensembles.

The Vocal Diction sequence has been changed pending approval of course and curriculum proposals.

Source of Data to Support Change (select one or more of the following):

- ☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes

(select one or more of the following and provide appropriate narrative below):

- ☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
☐ Other Data Source Descriptions –

Direct Measures: performances, juries, barrier exams

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Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Douglas Farwell	<small>DocuSigned by:</small> <small>75F1EB7B0FF0474...</small>	3/30/2021
College/Division Executive Committee	Michael T Schmidt	<small>DocuSigned by:</small> <small>3F9E5G30032847F...</small>	3/30/2021
Dean/Director	Arthur Blake Pearce	<small>DocuSigned by:</small> <small>65FDDEBB0EA546E...</small>	3/30/2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

*Will this change impact another college/department?		<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes [select college & indicate department(s)]	
College:	College of Education and Human Services	Department(s):	COEHS

 Valdosta State University Curriculum Form • Request for a REVISED COURSE		Date of Submission: 11/16/2020	
<i>*Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.</i>			
College: College of the Arts	Dept. Initiating Request: Music		
Requestor's Name: Howard Hsu	Requestor's Role: Faculty		
CURRENT:		REQUESTED: (list only items to be changed)	
Course Prefix and Number: MUE 3650	Course Prefix and Number: MUE 3660		
Course Title: Conducting	Course Title: Intermediate Conducting		
Lecture Hours: 3	Lecture Hours: 0		
Lab/Contact Hours: 0	Lab/Contact Hours: 2		
Credit Hours: 3	Credit Hours: 2		
Pre-requisites: MUSC 2012 and MUSC 2052; BA Music - Music Education Track only.	Pre-requisites: MUSC 3650 MUSC 2012 and MUSC 2052; BA Music - Music Education Track only		
CURRENT Course Description:		NEW Course Description: (hover over for instructions)	
Techniques of choral and instrumental conducting		Intermediate techniques of choral and instrumental conducting. The second of a two-semester sequence of courses designed to develop essential conducting skills, with a focus on working with instrumental or choral ensembles and applying conducting skills to rehearsal. Course may be repeated once for credit to take each section.	
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2021
Estimated Frequency of Course Offering: Once per Year			
Justification: (select one or more of the following and provide appropriate narrative below:)			
<input checked="" type="checkbox"/> Improving student learning outcomes <input checked="" type="checkbox"/> Adopting current best practice(s) in field			
<input checked="" type="checkbox"/> Mandate of State/Federal/Accrediting Agency <input type="checkbox"/> Other –			
This course is a second semester of specialized conducting (MUE 3660; Section A Instrumental; or Section B Choral). It is intended to increase podium and instructional time to better prepare for the graduate conducting course as part of the MAT in Music Education program. This provides additional conducting experience required to effectively lead school ensembles.			

Source of Data to Support Change (select one or more of the following):

- ☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- ☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes

(select one or more of the following and provide appropriate narrative below):

- ☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- ☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
- ☐ Other Data Source Descriptions –


Alumni and employers have reported that newly hired teachers would have benefited from additional conducting training while still in school, before facing their student ensemble as part of their new job. Faculty will assess, on a weekly basis, how well students have learned the material as those students apply these concepts and techniques to assignments in which they conduct live ensembles.

**Valdosta State University - REVISED COURSE Form**

- [Request for a REVISED COURSE](#)

Approvals:	Print:	Signature:	Date:
Department Head	Douglas Farwell	DocuSigned by: <i>Douglas Farwell</i> 75F1EB7B0FF0474...	3/30/2021
College/Division Executive Committee	Michael T Schmidt	DocuSigned by: <i>Michael T Schmidt</i> 35956C30B32B47F...	3/30/2021
Dean/Director	Arthur Blake Pearce	DocuSigned by: <i>Arthur Blake Pearce</i> 65FDDEBB0EA546E...	3/30/2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

 Valdosta State University Curriculum Form • Request for a REVISED COURSE		Date of Submission: 11/4/2020	
<i>*Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.</i>			
College: College of the Arts	Dept. Initiating Request: Music		
Requestor's Name: Mark McQuade	Requestor's Role: Faculty		
CURRENT:		REQUESTED: (list only items to be changed)	
Course Prefix and Number: MUSC 1101	Course Prefix and Number:		
Course Title: Diction for Singers	Course Title: Diction for Singers <u>I</u>		
Lecture Hours: 0	Lecture Hours:		
Lab/Contact Hours: 2	Lab/Contact Hours:		
Credit Hours: 1	Credit Hours:		
Pre-requisites:	Pre-requisites:		
CURRENT Course Description: Study of pronunciation and phonetics of Italian, Latin Spanish, French, English, and German as applied to solo and ensemble singing.		NEW Course Description: (hover over for instructions) Introduction to the International Phonetic Alphabet and study of pronunciation and phonetics of Italian, <i>Latin Spanish, French, English,</i> and German languages as applied to solo and ensemble singing.	
Program Level: <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	Course Classification: <input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective	Semester to be Effective: <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	Year to be Effective: 2021
Estimated Frequency of Course Offering: Once per Year			
Justification: (select one or more of the following and provide appropriate narrative below:)			
<input checked="" type="checkbox"/> Improving student learning outcomes			
<input type="checkbox"/> Mandate of State/Federal/Accrediting Agency			
<input checked="" type="checkbox"/> Adopting current best practice(s) in field			
<input type="checkbox"/> Other –			
The current course structure does not allow for optimal student success. Students struggle to acquire and retain course content in all of the languages presented (English, Italian, German, and French) in one semester. A great deal of time in applied voice lessons and choral rehearsals is unnecessarily spent on rote learning of language pronunciation because students are unable to apply the material they learn in the current diction course, as there is too much information and too little time. Revising the MUSC 1101 course and separating half of the content into a new course, MUSC 1102, will help students synthesize and apply the concepts, rules, and			

skills presented in both courses. This will positively impact all voice-related courses (applied voice lessons, choral ensembles, opera, etc.) by freeing up more time to focus on vocal growth, ensemble tone, musicality, and artistic skill development, with less time needing to be spent on teaching pronunciation. The International Phonetic Alphabet (IPA) is a foundational tool for singers. It equips them to access foreign language pronunciation by equating oral sounds with specific symbols that can be applied to any language. The diction course has always provided an introduction to IPA through English and then moved on to the application in pronunciation of other languages (along with the rules, exceptions, and concepts that are unique to each language). The proposed two-semester sequence will use a new text that applies a different paradigm. Students will learn IPA through the Italian language, which has many fewer rules and exceptions, before moving to German, French, and finishing with English. The two-course structure allows for deeper exploration and greater retention of the rules and IPA application for each language. It aligns with vocal music programs of peer institutions which are teaching diction courses in a sequence such as this.

Source of Data to Support Change (select one or more of the following):

- ☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- ☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes

(select one or more of the following and provide appropriate narrative below):

- ☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- ☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
- ☐ Other Data Source Descriptions –


The acquisition of concepts and skills from this course, and the new Diction for Singers II course, will directly affect all applied vocal music major lessons and choral ensembles. Faculty will be able to assess, on a weekly basis, how well students have synthesized the material from the diction courses as those students apply the knowledge and skills to their assigned repertoire, reducing the necessity for rote learning of language pronunciation.

**Valdosta State University - REVISED COURSE Form**

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Douglas Farwell	DocuSigned by: Douglas Farwell	3/30/2021
College/Division Executive Committee	Michael T Schmidt	DocuSigned by: Michael T Schmidt	3/30/2021
Dean/Director	Arthur Blake Pearce	DocuSigned by: Arthur Blake Pearce	3/30/2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

 Valdosta State University Curriculum Form • Request for a REVISED COURSE		Date of Submission: 11/16/2020	
<i>*Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.</i>			
College: College of the Arts	Dept. Initiating Request: Music		
Requestor's Name: Howard Hsu	Requestor's Role: Faculty		
CURRENT:		REQUESTED: (list only items to be changed)	
Course Prefix and Number: MUSC 3650	Course Prefix and Number: MUSC 3650		
Course Title: Conducting	Course Title: <u>Introduction to</u> Conducting		
Lecture Hours: 2	Lecture Hours: <u>0</u>		
Lab/Contact Hours: 0	Lab/Contact Hours: <u>2</u>		
Credit Hours: 2	Credit Hours: <u>1</u>		
Pre-requisites: MUSC 2012 and 2052 or permission of instructor.	Pre-requisites:		
CURRENT Course Description: Techniques of choral and instrumental conducting.		NEW Course Description: <u>(hover over for instructions)</u> Techniques of choral and instrumental conducting. <u>The first of a two-semester sequence of courses designed to develop conducting skills essential to leading an ensemble.</u>	
Program Level: <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	Course Classification: <input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective	Semester to be Effective: <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	Year to be Effective: 2021
Estimated Frequency of Course Offering: Once per Year			
Justification: (select one or more of the following and provide appropriate narrative below:) <input checked="" type="checkbox"/> Improving student learning outcomes <input checked="" type="checkbox"/> Adopting current best practice(s) in field <input type="checkbox"/> Mandate of State/Federal/Accrediting Agency <input type="checkbox"/> Other –			
The existing course is adapted to be an initial experience in the conducting sequence. This will prepare students for subsequent courses aligned with current best practice in the field.			

Source of Data to Support Change (select one or more of the following):

- ☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- ☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

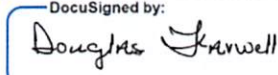
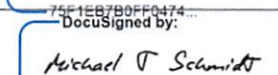
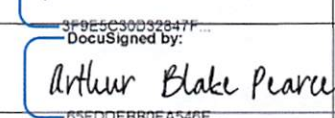
Plans for assessing course effectiveness/meeting program learning outcomes

(select one or more of the following and provide appropriate narrative below):


- ☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- ☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
- ☐ Other Data Source Descriptions –

Alumni and employers have reported that newly hired teachers would have benefited from additional conducting training while still in school, before facing their student ensemble as part of their new job. Faculty will assess how well students have learned the material as those students apply concepts and techniques to assignments in which they conduct live ensembles.

**Valdosta State University - REVISED COURSE Form**• **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Douglas Farwell	 DocuSigned by: 75F1EB7B0FF0474...	3/30/2021
College/Division Executive Committee	Michael T Schmidt	 DocuSigned by: 3F0E5C30D32847F...	3/30/2021
Dean/Director	Arthur Blake Pearce	 DocuSigned by: 05FDDEBB0EA546E...	3/30/2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

 Valdosta State University Curriculum Form • Request for a NEW COURSE		Date of Submission: 11/13/2020	
<i>*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.</i>			
College:	College of the Arts	Dept. Initiating Request:	Music
Requestor's Name:	Mark McQuade	Requestor's Role:	Faculty
Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	MUSC	NEW Course Number: <i>(Consult #s in the catalog)</i>	1102
Proposed NEW Course Title:	Diction for Singers II		
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>			
Prerequisite(s):	MUSC 1101 Diction for Singers I		
Lecture Hours:	0	Lab/Contact Hours:	2
		Credit Hours:	1
Proposed NEW Course Description: <i>(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)*</i> Study of pronunciation and phonetics of French and English languages as applied to solo and ensemble singing.			
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2021 <i>Once per Year</i>
Justification: <i>(select one or more of the following and provide appropriate narrative below:)</i> <input checked="" type="checkbox"/> Improving student learning outcomes <input checked="" type="checkbox"/> Adopting current best practice(s) in field <input type="checkbox"/> Mandate of State/Federal/Accrediting Agency <input type="checkbox"/> Other –			
<p>The current one-course diction structure does not allow for optimal student success. Students struggle to acquire and retain course content in all of the languages presented (English, Italian, German, and French) in one semester. A great deal of time in applied voice lessons and choral rehearsals is unnecessarily spent on rote learning of language pronunciation because students are unable to apply the material they learn in the current diction course, as there is too much information and too little time. Revising the MUSC 1101 course and separating half of the content into a new course, MUSC 1102, will help students synthesize and apply the concepts, rules, and skills presented in both courses. This will positively impact all voice-related courses (applied voice lessons, choral ensembles, opera, etc.) by freeing up more time to focus on vocal growth, ensemble tone, musicality, and artistic skill development, with less time needing to be spent on teaching pronunciation. The International Phonetic Alphabet (IPA) is a foundational tool for singers. It equips them to access foreign language pronunciation by equating oral sounds with specific symbols that can be applied to any language. The diction course has always provided an introduction to IPA through English and then moved on to the application in pronunciation of other languages (along with the rules, exceptions, and concepts that are unique to each language). The proposed two-semester sequence will use a new text that applies a different paradigm. Students will learn IPA through the Italian language, which has many fewer rules and exceptions, before moving to German, French, and finishing with English.</p>			

The two-course structure allows for deeper exploration and greater retention of the rules and IPA application for each language. It aligns with vocal music programs of peer institutions which are teaching diction courses in a sequence such as this.

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

Source of Data to Support Change (select one or more of the following):

- ☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- ☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes

(select one or more of the following and provide appropriate narrative below):

- ☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- ☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
- ☐ Other Data Source Descriptions –

The acquisition of concepts and skills from this course, and the newly revised Diction for Singers I course, will directly affect all applied vocal music major lessons and choral ensembles. Faculty will be able to assess, on a weekly basis, how well students have synthesized the material from the diction courses as those students apply the knowledge and skills to their assigned repertoire, reducing the necessity for rote learning of language pronunciation.

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

**Valdosta State University – NEW COURSE Form**

- Request for a NEW COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Douglas Farwell	DocuSigned by: Douglas Farwell	3/30/2021
College/Division Executive Committee	Michael T Schmidt	75F1EB7B0FF0474... DocuSigned by: Michael T Schmidt	3/30/2021
Dean/Director	Arthur Blake Pearce	3F9E5C30D32847F... DocuSigned by: Arthur Blake Pearce	3/30/2021
Graduate Executive Committee (for graduate course)		65FDDEBB0EA546E...	
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**

☒ No ☐ Yes [select college & indicate department(s)]

College:

Select One.

Department(s):

MUSC 1102
DICTION FOR SINGERS II
Syllabus

Hours of credit:	1 credit hour (0-2-1)
Pre-requisites or co-requisites:	MUSC 1101 Diction for Singers I
Classroom location & room #:	Powell Hall Room
Department, College, University:	Department of Music, College of the Arts Valdosta State University

INSTRUCTOR:

COURSE DESCRIPTION:

Study of pronunciation and phonetics of French and English as applied to solo and ensemble singing.

Credit hour:

The credit hour is defined as the basic unit of academic work as it relates to faculty instructional time and student work outside of class. The details of what constitutes a credit hour differ for laboratory, lecture, and directed or independent study courses.

A contact hour (hour of instruction) is defined as 50 minutes of class time. The number of contact hours plus student work hours outside of class required per credit hour for different types of courses is as follows:

Lecture Courses:

For each contact hour of lecture course instruction, students are expected to spend a minimum of 2 hours outside of class completing assignments and preparing for class. Thus, a 3 credit-hour lecture course will require an average of 6 hours per week of work outside of class.

These guidelines are in compliance with VSU standards on credit hour policy. They are minimum or average expectations for student academic activity as it relates to college credit. With such investments of time, the average student in an average course might reasonably expect to make an average grade, or C. Earning a higher grade may require more than this average investment of expected student academic activity.

REQUIRED TEXTS, RESOURCES, & MATERIALS:

Should already have from MUSC 1101:

ISBN: 978-0-9975578-5-5 Phonetic Transcription for Lyric Diction, Expanded Version, Student Manual

Handout material; musical scores in Italian, German, & French; dictionaries, hard copy and on-line

COURSE OBJECTIVES: Students are expected to:

1. demonstrate the ability to indicate in writing, using the International Phonetic Alphabet, the pronunciation of all the languages studied. (DOM Outcomes: #2; NASM Standards: VIII.A., #6., b.2.);
2. demonstrate the ability to verbalize the correct pronunciation of all the languages studied. (DOM Outcomes: #2; NASM Standards: VIII.A., #6., 2.);
3. to perform musical compositions in all the languages being studied. (DOM Outcomes: #2; NASM Standards: VIII.A., #6.,

EDUCATIONAL OUTCOMES: Upon successful completion of this course, students will demonstrate through performance:

1. the ability to use the International Phonetic Alphabet in preparation for pronunciation;
2. the ability to correctly verbalize from the written IPA symbols correct pronunciation;
3. the ability to sing vocal literature in all the languages studied.

ASSIGNMENTS/COURSE COMPONENTS:

Students will attend and make preparation for: twice weekly classes in which there is both written and oral work. A homework assignment is given as preparation for each class.

ASSESSMENT:

Students will be assigned grades on: class attendance/class participation, completion of homework assignments, written and singing tests. Specifically: Attendance/Participation 40%, Homework 30%, Quizzes/Tests 30%

ATTENDANCE & TARDINESS POLICIES:

It is the expectation that students attend all classes except for those excused in advance due to illness or personal/family emergencies. It is the expectation that students will be punctual. This course conforms to the official VSU policy as stated in the VSU Catalogue:

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

ACCOMMODATIONS STATEMENT

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871. For more information, please visit [VSU's Access Office](#) or email: access@valdosta.edu.

TITLE IX STATEMENT

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: the Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31698, 229-333-5463.

ACADEMIC INTEGRITY:

Although much of the preparation for Diction is done through individual study and practice, it is imperative that all assignments given by the instructor which include research, in order to gain historical and theoretical knowledge, must be done on one's own. Any breach of academic integrity will be dealt with by lowering of the grade for the particular assignment. Below is the *VSU Academic Integrity Code*:

"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."

CLASSROOM DEMEANOR:


Students are required to demonstrate good classroom demeanor. There must be no use of electronic devices, such as cell phones, and no disruptive talking with classmates.

It is crucial that musicians maintain their hearing, vocal, and musculoskeletal **health** as well as prevent injuries. **Health** and safety topics relevant to the music field will be covered in studio classes and lessons throughout the semester. Students are responsible for mindful, proper, and safe activities while practicing/performing. Students are strongly encouraged to review resources provided on the websites below:

<http://www.valdosta.edu/colleges/arts/music/resources.php>

http://nasm.arts-accredit.org/site/docs/PAMA-NASM_Advisories/4_NASM_PAMA_NMH-Student_Guide-Standard_2013July_DRAFT.pdf

http://nasm.arts-accredit.org/site/docs/PAMA-NASM_Advisories/5_NASM_PAMA_NMH-Student_Information_Sheet-Standard%20NMH_2013July_DRAFT.pdf

 Valdosta State University Curriculum Form • CURRICULUM CHANGE OR REVISED CATALOG COPY		Date of Submission: 03/31/2021	
<i>*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.</i>			
College:	College of Humanities and Social Sciences	Dept. Initiating Request:	College of Humanities and Social Sciences
Requestor's Name:	Dr. James LaPlant	Requestor's Role:	Dean
Check One Option:	<input type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>		
	<input checked="" type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>		
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2021
Degree/Program Name:	Experiential Learning in the College of Humanities and Social Sciences		
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/humanities-social-sciences/		
Present Requirements:		Proposed Requirements: <u>(hover over for instructions)</u>	
		<p><u>In support of the VSU Strategic Plan, the College of Humanities and Social Sciences recognizes the value of Experiential Learning as defined by the American Association of Colleges and Universities as "a sense of social responsibility, as well as strong and transferable intellectual and practical skills such as communication, analytical, and problem-solving skills." Each department in the college has identified courses in its curricula that embed components of Experiential Learning as defined by AACU. Embedded Experiential Learning components include internships, study abroad experiences, mentoring, service learning, tutoring, and publicly-presented undergraduate research. Beginning Fall 2021, all new students in the College of Humanities and Social Sciences must earn at least three hours of college-specific Experiential Learning credits prior to graduation. Students who accumulate twelve or more hours may earn a Certificate of Excellence in Experiential Learning.</u></p>	

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Justification: *(select one or more of the following and provide appropriate narrative below:)*

- | | |
|--|--|
| <input checked="" type="checkbox"/> Improving student learning outcomes | <input type="checkbox"/> Mandate of State/Federal/Accrediting Agency |
| <input checked="" type="checkbox"/> Adopting current best practice(s) in field | <input checked="" type="checkbox"/> Other – |

The College of Humanities and Social Sciences is implementing an Experiential Learning Plan in response to Goal 2, Outcome 2.3 of the VSU Strategic Plan, mandating that all "undergraduate degree programs identify a menu of experiential learning opportunities and require that students select and complete at least one in order to graduate." Each academic program in our college has identified a list of courses that will be designated in Banner as "EL1," "EL2" or "EL3," depending on the number of hours devoted to experiential learning activities during the semester. All of these courses are either major requirements or electives and will be counted toward graduation. Beginning Fall 2021, new CoHSS majors will be expected to accumulate at least three Experiential Learning credits to graduate. The college's advising center will monitor students' EL progress. The college will accept appropriate transfer EL credits from other institutions.

Source of Data to Support Change *(select one or more of the following):*

- | |
|---|
| <input checked="" type="checkbox"/> Indirect Measures; SOIs, student/employer/alumni surveys, etc. |
| <input type="checkbox"/> Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.) |

Plans for assessing course effectiveness/meeting program learning outcomes

(select one or more of the following and provide appropriate narrative below):


- | |
|---|
| <input checked="" type="checkbox"/> Indirect Measures; SOIs, student/employer/alumni surveys, etc. |
| <input type="checkbox"/> Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.) |
| <input type="checkbox"/> Other Data Source Descriptions – |



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head	Robert Smith	<small>DocuSigned by:</small> <small>8A153115C828424...</small>	4/2/2021
College/Division Executive Committee	James LaPlant	<small>DocuSigned by:</small> <small>CFD1633B1A51412...</small>	4/2/2021
Dean/Director	James LaPlant	<small>DocuSigned by:</small> <small>CFD1633B1A51412...</small>	4/2/2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

 Valdosta State University Curriculum Form • CURRICULUM CHANGE OR REVISED CATALOG COPY		Date of Submission: 01/4/2021																													
<i>*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.</i>																															
College:	College of Humanities and Social Sciences	Dept. Initiating Request:	MCL																												
Requestor's Name:	Ofélia R. Nikolova	Requestor's Role:	Department Head																												
Check One Option:	<input type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>																														
	<input checked="" type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>																														
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:																												
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	2021																												
Degree/Program Name:	MAT in ESOL																														
Current Catalog URL:																															
Present Requirements:		Proposed Requirements: <i>(hover over for instructions)</i>																													
Prerequisite: SPEC 3000 <hr/> <table border="0"> <tr> <td>Required Core Courses</td> <td>36</td> </tr> <tr> <td>EDUC 2999</td> <td>Teacher Education Requirements 0</td> </tr> <tr> <td>ESOL 6010</td> <td>Applied Linguistics for ESOL Teachers 3</td> </tr> <tr> <td>ESOL 6020</td> <td>Cultural Perspectives for ESOL Teachers 3</td> </tr> <tr> <td>ESOL 6030</td> <td>Methods and Materials for Teaching ESOL 3</td> </tr> <tr> <td>ESOL 6040</td> <td>Assessing English Language Learners (Ells) 3</td> </tr> <tr> <td>ESOL 6050</td> <td>Teaching English Grammar for ESOL 3</td> </tr> </table>		Required Core Courses	36	EDUC 2999	Teacher Education Requirements 0	ESOL 6010	Applied Linguistics for ESOL Teachers 3	ESOL 6020	Cultural Perspectives for ESOL Teachers 3	ESOL 6030	Methods and Materials for Teaching ESOL 3	ESOL 6040	Assessing English Language Learners (Ells) 3	ESOL 6050	Teaching English Grammar for ESOL 3	Prerequisite: SPEC 3000 <hr/> <table border="0"> <tr> <td>Required Core Courses</td> <td>36</td> </tr> <tr> <td>EDUC 2999</td> <td>Teacher Education Requirements 0</td> </tr> <tr> <td>ESOL 6010</td> <td>Applied Linguistics for ESOL Teachers 3</td> </tr> <tr> <td>ESOL 6020</td> <td>Cultural Perspectives for ESOL Teachers 3</td> </tr> <tr> <td>ESOL 6030</td> <td>Methods and Materials for Teaching ESOL 3</td> </tr> <tr> <td>ESOL 6040</td> <td>Assessing English Language Learners (Ells) 3</td> </tr> <tr> <td>ESOL 6050</td> <td>Teaching English Grammar for ESOL 3</td> </tr> </table>		Required Core Courses	36	EDUC 2999	Teacher Education Requirements 0	ESOL 6010	Applied Linguistics for ESOL Teachers 3	ESOL 6020	Cultural Perspectives for ESOL Teachers 3	ESOL 6030	Methods and Materials for Teaching ESOL 3	ESOL 6040	Assessing English Language Learners (Ells) 3	ESOL 6050	Teaching English Grammar for ESOL 3
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FLED 6000	World Languages and TESOL Methods P-8	2	FLED 6000	World Languages and TESOL Methods P-8	2
FLED 6010	P-8 Classroom Laboratory	1	FLED 6010	P-8 Classroom Laboratory	1
FLED 7000	Curriculum and Instruction of World Languages & TESOL	2	FLED 7000	Curriculum and Instruction of World Languages & TESOL	2
FLED 7010	6-12 Classroom Laboratory	1	FLED 7010	6-12 Classroom Laboratory	1
FLED 7500	Theory and Practice in Second Language Acquisition	3	FLED 7500	Theory and Practice in Second Language Acquisition	3
ESOL 6780	Supervised Internship – Clinical Practice	9	ESOL 6780 or ESOL 6790	Supervised Internship – Clinical Practice or Student Teaching - Clinical Practice	9
ESOL 6800	Clinical Practice Seminar	3	ESOL 6800	Clinical Practice Seminar	3
Total Hours Required for the Degree		36	Total Hours Required for the Degree		36

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Justification: (select one or more of the following and provide appropriate narrative below:)

- ☐ Improving student learning outcomes
 ☐ Mandate of State/Federal/Accrediting Agency
☒ Adopting current best practice(s) in field
 ☒ Other –

ESOL 6780 and 6790 are essentially the same class - Student Teaching, aka Clinical Practice. Teacher candidates who are already hired to teach in their field take the class student teaching in their own classroom and are considered "interns". Thus, they take ESOL 6780. Teacher candidates who are not employed as teachers at the time of their student teaching take the class teaching in their mentor teacher classroom and take ESOL 6790. The work they do is the same.

Source of Data to Support Change (select one or more of the following):

- ☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes

(select one or more of the following and provide appropriate narrative below):

- ☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
☐ Other Data Source Descriptions –

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Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head	Ofélia R. Nikolova	Ofélia R. Nikolova	1-2-2021
College/Division Executive Committee	James LaPlant	DocuSigned by: CFID1633B1A51412...	2/11/2021

Dean/Director	James LaPlant	<i>James LaPlant</i> CFD1633B1A51412...	2/11/2021
Graduate Executive Committee (for graduate course)	Becky da Cruz	<i>Becky K. da Cruz</i>	3/29/2021
Graduate Dean (for graduate course)	Becky da Cruz	<i>Becky K. da Cruz</i>	3/29/2021
Academic Committee			
*Will this change impact another college/department?		<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes [select college & indicate department(s)]	
College:	College of Education and Human Services	Department(s):	Teacher Preparation



Valdosta State University Curriculum Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission:

02/15/2021

*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.

College:	College of Humanities and Social Sciences	Dept. Initiating Request:	S, A, & CJ
Requestor's Name:	Darrell L. Ross, Ph.D.	Requestor's Role:	Department Head
Check One Option:	<input type="checkbox"/> Curriculum Change (Changes to Program/Degree) <input checked="" type="checkbox"/> Revised Catalog Copy (New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)		
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2021
Degree/Program Name:	Masters of Science in Criminal Justice Administration (title change)		
Current Catalog URL:	Masters of Science in Criminal Justice		

Present Requirements:

Masters of Science in Criminal Justice

Present Educational Outcomes

Recognize and apply structural principles and functions of systems in the United States and in other countries to the development and assessment of CJ research, practices, and policies;
 Use and apply scientific methods to the study of crime and well as studying crimes;
 Integrate criminal justice theory and research findings with criminal justice practice; and
 Describe the development of contemporary criminal justice issues in modern societies and how assessing and responding to such issues may be informed by systematic research and analysis.

Required

Code	Title	Hours
CRJU 7000	Criminal Justice Administration	3
CRJU 7370	Ethical and Legal Issues	3
CRJU 7411	Applied Statistics for Criminal Justice Research	3
CRJU 7412	Advanced Research Methods for Criminal Justice	3
CRJU 7600	Advanced Criminological Theory	3

Proposed Requirements: (hover over for instructions)

Masters of Science in Criminal Justice Administration

Educational Outcomes: Students will master the following:

1. Organizational Culture: Demonstrate and understanding of the principles on occupational socialization and culture;
2. Leadership: Recognize and apply the strategies that gain compliance of subordinates and evidence of the application of transformational and transactional approaches;
3. Management: Develop and apply strategies for personnel evaluation and supervision, and develop fiduciary competencies;
4. Ethics: Enhance the appreciation for the importance of ethical decision making and fidelity to office and professional responsibility in accordance with professional standards;
5. Communication: Review and describe current technological innovations, barriers to communication, and both formal and informal communication networks;
6. Liability: Recognize the scope of the legal and liability issues associated with criminal justice administration and apply legal standards to mitigate liability exposure; and
7. Research: demonstrate competency in applying research methods and strategies to the diverse issues and challenges facing contemporary CJ administrators.

CRJU 7998 Thesis I	3	<u>Required</u>	
CRJU 7999 Thesis II	3	<u>Code</u>	<u>Title</u> <u>Hours</u>
Total	21	CRJU 7000 Organizational Culture and Criminal Justice Administration	3
Electives (Any combination of the following courses)		<u>CRJU 7020 Leadership and Ethics for the Criminal Justice Executive</u>	<u>3</u>
CRJU 7010 Advanced Comparative Criminal Justice Systems	3	CRJU 7370 Liability Issues in Criminal Justice	3
CRJU 7100 Seminar in Law Enforcement	3	<i>CRJU 7411 Applied Statistics in CJ Research</i>	<i>3</i>
CRJU 7300 Seminar in Criminal Law and Procedure	3	CRJU 7412 Research Strategies for Criminal Justice Administrators	3
CRJU 7350 Seminar in Forensic Investigation	3	CRJU 7413 Criminal Justice Policy/Program Evaluation Analysis	3
CRJU 7413 Criminal Justice Planning and Evaluation	3	<u>CRJU 7660 Personnel Management in Criminal Justice Organizations</u>	<u>3</u>
CRJU 7500 Seminar in Criminal Behavior and Personality	3	<u>PADM 7140 Governmental Budget and Finance</u>	<u>3</u>
CRJU 7510 Advanced Correctional Therapies	3	<u>CRJU 7920 Criminal Justice Policy Research Paper</u>	<u>3</u>
CRJU 7610 Seminar in Gang, Group, and Multiple Offender Criminality	3	<i>CRJU 7998 Thesis I</i>	<i>3</i>
CRJU 7620 Seminar in Criminal Victimization	3	<i>CRJU 7999 Thesis II</i>	<i>3</i>
CRJU 7630 Advanced Crime Prevention	3	<u>Total</u>	<u>24</u>
CRJU 7700 Special Topics in Criminal Justice	3-6	<u>Criminal Justice Electives (12 Credits; Combination of any of the following courses):</u>	
CRJU 7710 Seminar in Juvenile Justice	3	CRJU 7010 Advanced Comparative Criminal Justice Systems	3
CRJU 7900 Directed Study in Criminal Justice	1-6	CRJU 7100 Seminar in Law Enforcement	3
CRJU 7910 Criminal Justice Internship	3,6	CRJU 7300 Seminar in Criminal Law and Procedure	3
Total Required for the Degree	36	CRJU 7350 Seminar in Forensic Investigation	3
		CRJU 7500 Seminar in Criminal Behavior and Personality	3
		CRJU 7510 Advanced Correctional Therapies	3
		CRJU 7600 Advanced Criminological Theory	3
		CRJU 7610 Seminar in Gang, Group, and	3

	Multiple Offender Criminality	
	CRJU 7620 Seminar in Criminal Victimization	3
	CRJU 7630 Advanced Crime Prevention	3
	<u>CRJU 7640 Conflict Management in Criminal Justice</u>	<u>3</u>
	<u>CRJU 7650 Risk Assessment and Risk Management</u> <u>In Criminal Justice</u>	<u>3</u>
	<u>CRJU 7670 Domestic and International Terrorism</u>	<u>3</u>
	CRJU 7700 Special Topics in Criminal Justice	3-6
	CRJU 7710 Seminar in Juvenile Justice	3
	CRJU 7900 Directed Study in Criminal Justice	1-6
	CRJU 7910 Criminal Justice Internship	3,6
	Electives	12
	Required Total Credits	36

Justification: (select one or more of the following and provide appropriate narrative below:)

- ☐ Improving student learning outcomes
 ☐ Mandate of State/Federal/Accrediting Agency
☒ Adopting current best practice(s) in field
 ☐ Other –

The Master's degree in criminal justice has been offered at VSU since 1998. Only a few revisions have been made to the program which included eliminating an area paper and adopting a thesis requirement (2014) and offering the degree fully online (2014). As a result of the CJ program's 5-year review conducted in 2019, Provost Smith and Dean LaPlant recommended revising the program. Additionally, our CJ Advisory Committee which includes 9 practitioners from diverse backgrounds and agencies, as well as a separate survey of 23 practitioners from across Georgia, suggested that the program be revised. We have also reviewed other CJ administrative graduate programs across the nation, as well as reviewing the GA Command College curriculum. In response to these suggestions and review, we are revising the program to focus on administrative and management issues specific to criminal justice organizations resulting in a title change to Masters of Science in Criminal Justice Administration. Based on discussions with Dean LaPlant, he supports the proposed program revisions.

In light of recent societal events, there is an ongoing need to prepare criminal justice practitioners to lead their respective agencies. Practitioners in leadership and supervisory roles are in positions to bring about positive changes within their organizations. A national trend amongst a majority of criminal justice agencies are a number of reforms in the overall management of the organization. This requires experienced and educated leaders to implement the proposed reforms. Higher education has always been responsive to societal issues and an advanced education can assist in this process. Based on our research and discussions, there exists a viable pool of potential students who hold line-level positions in these agencies in Georgia and others nationwide who are interested in an advanced degree which focuses on criminal justice administration. In Georgia, at the local level, there are 159 counties each of which have a Sheriff's Office, a jail, and county court personnel, and there over 500 municipalities with law enforcement departments. At the state level, the GA Department of Corrections operates 36 prisons and 25 community supervision (probation & parole) centers; there are 30 State Patrol Posts which also includes the Capital Police and the Motor Carrier Division; there are 28 university campus police departments, and there are 6 Department of Natural Resource Law Enforcement Regions. At the federal level,

there are numerous federal law enforcement agencies in Georgia (i.e., US Probation, BATFE, BOP, DEA, BIA, FLETC, US Marshals, etc.) and there are 13 military bases with security personnel. It is estimated that about 28,000 CJ practitioners in Georgia alone comprise a viable pool of prospective students.

Our focus is on attracting practitioners who are desirous of pursuing an advanced degree to prepare them for a promotion to administrative and command positions. Within the University System of Georgia, GA State University is the only school which offers a graduate CJ Administration Degree, a Master of Interdisciplinary Studies in CJ Administration, while West Georgia offers a track in CJ Administration. The Command College at Columbus State University offers a Master in Public Safety Administration. Our goal is to offer an alternative and provide students with a viable option, particularly those in our region. We remain committed to recruiting our own graduates into the program as well.

We are splitting some existing courses into separate courses, adding new required and elective courses, and revising other existing courses. The requirement of 36 credits will be retained. We are proposing 24 required credits and 12 elective credits. Program revisions are responsive to the survey results identified by the respondents combined with our review of other graduate CJ administrative programs. We are proposing to replace the thesis with a CJ Policy Research paper, to be completed in the student's final semester. A budget and finance course will be added and taught by the PADM department (PADM 7140). Department Head, Dr. Joseph Robbins, supports and has approved the inclusion of this course. We are retaining existing CJ electives and the program delivery will remain online.

We believe that these proposed revisions are overdue, is responsive to practitioner recommendations, and will provide a highly viable program offering which will meet the needs of potential students. The revisions align with the goals of the Value of Higher Education in Georgia. We believe that offering the proposed graduate program will be successful in increasing student enrollment when supported with marketing and advertising resources.

Source of Data to Support Change (select one or more of the following):

- ☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- ☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):

- ☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- ☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
- ☐ Other Data Source Descriptions –

Will continue to use the current course assessment criteria.




Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head	Darrell L. Ross, Ph.D.	Darrell L. Ross, Ph.D.	3/23/2021
College/Division Executive Committee	James T. LePlante	James T. LePlante	3-23-21
Dean/Director	James T. LePlante	James T. LePlante	3-23-21
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	3/29/2021

Academic Committee			
*Will this change impact another college/department?		<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <i>[select college & indicate department(s)]</i>	
College:	College of Humanities and Social Sciences	Department(s):	PADM, Dr. Robbins approved

 Valdosta State University Curriculum Form • Request for a REVISED COURSE		Date of Submission: 02/9/2021	
<i>*Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.</i>			
College:	College of Humanities and Social Sciences	Dept. Initiating Request:	Sociology, Anthropology, and Criminal Justice
Requestor's Name:	Rudy K. Prine	Requestor's Role:	Faculty
CURRENT:		REQUESTED: <i>(list only items to be changed)</i>	
Course Prefix and Number:	CRJU 7000	Course Prefix and Number:	
Course Title:	Criminal Justice Administration	Course Title:	Organizational Culture and Criminal Justice Administration
Lecture Hours:	3	Lecture Hours:	
Lab/Contact Hours:	0	Lab/Contact Hours:	
Credit Hours:	3	Credit Hours:	
Pre-requisites:		Pre-requisites:	
CURRENT Course Description:		NEW Course Description: (hover over for instructions)	
An introduction to the administration and organizational structure of criminal justice agencies and the criminal justice system as a whole.		An examination of the organizational structure and behaviors, working culture and environment, and administrative principles and strategies in criminal justice agencies.	
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2021
Estimated Frequency of Course Offering: <i>Once per Year</i>			
Justification: <i>(select one or more of the following and provide appropriate narrative below:)</i>			
<input type="checkbox"/> Improving student learning outcomes <input type="checkbox"/> Adopting current best practice(s) in field			
<input type="checkbox"/> Mandate of State/Federal/Accrediting Agency <input checked="" type="checkbox"/> Other –			
See the general degree revision justification. This revision fits within the overall revisions to the MSCJ program, which includes recommendations from a CJ advisory board and a survey of CJ professionals.			



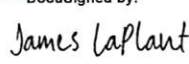
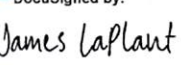

Source of Data to Support Change (select one or more of the following):


- ☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- ☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes

(select one or more of the following and provide appropriate narrative below):

- ☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- ☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
- ☐ Other Data Source Descriptions –

 Valdosta State University - REVISED COURSE Form • Request for a REVISED COURSE			
Approvals:	Print:	Signature:	Date:
Department Head	Darrell L. Ross	DocuSigned by:  AC6B043381F84BD...	2/15/2021
College/Division Executive Committee	James LaPlant	DocuSigned by:  CFU1633B1A51412...	3/1/2021
Dean/Director	James LaPlant	DocuSigned by:  CFU1633B1A51412...	3/1/2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. da Cruz		3/29/2021
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

 Valdosta State University Curriculum Form • Request for a NEW COURSE		Date of Submission: 02/15/2021	
<i>*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.</i>			
College: College of Humanities and Social Sciences	Dept. Initiating Request: Sociology, Anthropology, and Criminal Justice		
Requestor's Name: Neal McIntyre	Requestor's Role: Faculty		
Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	CRJU	NEW Course Number: <i>(Consult #s in the catalog)</i>	7020
Proposed NEW Course Title:		Leadership and Ethics for the Criminal Justice Executive	
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>		Leadership and Ethics for CJ Executive	
Prerequisite(s):			
Lecture Hours: 3	Lab/Contact Hours: 0	Credit Hours: 3	
Proposed NEW Course Description: <i>(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)*</i>			
Examines leadership theories and styles, as well as ethics in preparation for administrative careers in criminal justice. Modern criminal justice code of ethics and professional standards are addressed.			
Program Level: <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	Course Classification: <input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	Semester to be Effective: <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	Year to be Effective: 2021 Estimated Frequency of Course Offering: Every other Year
Justification: <i>(select one or more of the following and provide appropriate narrative below:)</i>			
<input type="checkbox"/> Improving student learning outcomes		<input type="checkbox"/> Mandate of State/Federal/Accrediting Agency	

☒ Adopting current best practice(s) in field

☐ Other –

See the general degree revision justification. The recommendation to create this course and to restructure the MSCI degree is in accordance with the CJ advisory committee recommendations for criminal justice professionals and what they need to be successful.

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

Source of Data to Support Change (select one or more of the following):

- ☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- ☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes

(select one or more of the following and provide appropriate narrative below):

- ☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- ☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
- ☐ Other Data Source Descriptions –

As the course is offered, specific assessment criteria will be designed and implemented.**** Attach General Course Syllabus/Support documents with course outcomes/assessments ******Valdosta State University – NEW COURSE Form**• **Request for a NEW COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	DocuSigned by: Darrell Ross AC6B043381F84BD...	DocuSigned by: Darrell Ross AC6B043381F84BD...	3/1/2021
College/Division Executive Committee	James LaPlant	DocuSigned by: James LaPlant CFD1633B1A51412...	3/1/2021
Dean/Director	James LaPlant	DocuSigned by: James LaPlant CFD1633B1A51412...	3/1/2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	3/29/2021
Academic Committee			

*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>[select college & indicate department(s)]</i>	
College:	<i>Select One.</i>	Department(s):	



Department of Sociology, Anthropology and Criminal Justice
Valdosta State University
Valdosta, Georgia 31698-0060
(229) 333-5943

CRJU 7020 – Leadership and Ethics for the CJ Executive

Instructor:

Phone:

Office:

Email:

Credit Hours: 3

Semester:

Classroom :

Class day/time:

Office Hours:

Course Description

Examines leadership theories and styles, as well as ethics in preparation for administrative careers in criminal justice. Modern criminal justice code of ethics and professional standards are addressed.

The course will be taught via an online distance learning program – BlazeView. All teaching activities such as knowledge delivery, pedagogical discussion, teacher-student interactions, assignments, etc. are conducted virtually on the Net. It may employ asynchronous communications like bulletin boards to form discussions and interactions.

Criminal Justice Education Outcomes

The VSU Criminal Justice Education Outcomes applicable to this course are:

4. Integrate criminal justice theory and research findings with criminal justice practice
5. Describe the development of contemporary criminal justice issues in modern societies and how assessing and responding to such issues may be informed by systematic research and analysis

Criminal Justice Education Outcomes

The Criminal Justice Education Outcomes applicable to this course are:

1. Systematic analysis of student examinations and research papers from courses

Required Texts:

Meeting the Ethical Challenges of Leadership (7th Ed.) by Craig E. Johnson. Sage Publications

Attendance Policy

Attendance is mandatory. According to 2021 - 2022 VSU Graduate Catalog, "When students are compelled for any reason to be absent from class, they should immediately contact the instructor. **A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course.** Discontinuance of class attendance without officially withdrawing from a course is sufficient cause for receiving a failing grade in the course."

Student Email Accounts

All students have been assigned a VSU student email account and email within the course in BlazeView. These accounts will be used throughout the course to communicate class information, assignments, and other information as deemed pertinent by the instructor. Students are expected and responsible for checking and reviewing their email **daily** to ensure timely retrieval of emails.

All communication and emails will proceed through BlazeView, and not personal email accounts, for this course. The basic protocol for email includes:

1. Emails must be properly addressed and use appropriate language, tone, etc. (in other words, you must follow proper "Netiquette.")
2. Emails to the professor will normally be answered within two working days during the regular semester (weekends and holidays are not working days).
3. I will notify the class if I will be out-of-touch for any reason (i.e. professional conference).

Internet Access:

This is an online class. Students must have access to a working computer and access to the Internet. Students can use the VSU computer lab, another local college or university's library labs, a public library, etc., to insure they have access.

"Not having a computer" or "computer crashes" are not acceptable excuses for late work.

Student Responsibility:

You are expected to make every effort to maintain the workload, read the assigned chapters and articles. This is especially important in an online course, where students must balance their schedules appropriately to ensure that the work is completed on time.

Course Grades

Grades for this course will be determined by the successful completion and mastery of the following items:

- 3 Exams (300 pts)
- 2 Research Papers (200 pts)
- 2 Case Studies (200 pts)

Exams

There will be a total of 3 exams scheduled throughout the semester that will test the student's knowledge and mastery of material discussed in lectures, in the course text(s), and any additional supplemental materials provided.

Written Assignments

Students will be assigned and expected to complete 4 different written assignments throughout the semester which will include research papers and analyses of relevant case studies.

Research Paper 1: will pertain to the topic of leadership and the various leadership styles. Students will research the various leadership styles and will write a graduate level paper identifying and explaining each style. Students will also discuss the strengths and weaknesses of each style and whether leaders should operate under one style or a combination of styles. The paper should also address how the style and method of leadership can impact organizations, positively and negatively, along with examining whether individuals are born to be effective leaders or whether they can learn to be effective leaders.

Case Study 1: Students will be assigned several different scenarios pertaining to issues commonly encountered within the field of Criminal Justice. Each student will be expected to read and analyze each scenario and then provide a detailed written explanation as to which leadership style would be the most effective in responding to the scenario as well as which leadership style would be the least effective – why and why not? In addition, students will be expected to identify ways in which styles and methods of leadership may have contributed to the situations identified in the scenarios.

Research Paper 2: Students will be assigned the topic of researching and discussing ethics and the criminal justice system. Specifically, students will be expected to research the purpose and role of ethics, particularly as they apply to the criminal justice system. Central to this, the role of criminal justice leadership on ethical and unethical behaviors will be expected to be discussed as well. Students will also be required to review the extent of unethical behavior in criminal justice as outlined in published research and reports. Lastly, students will be required to identify and discuss common ways, internal/external and civil/criminal, that unethical behaviors expose criminal justice personnel and agencies to.

Case Study 2: Students will be assigned several different scenarios pertaining to ethical dilemmas commonly encountered within the field of Criminal Justice. Each student will be expected to read and analyze each scenario and then provide a detailed written explanation as to why the situation created an ethical dilemma, what should ethically happen in the scenario, and what might be expected in terms of punishment for unethical behaviors in the scenario.

Other VSU Grading Procedures

According to the VSU Bulletin, “a grade of I indicates that a student was doing satisfactory work but for **non-academic** reasons beyond his or her control, was unable to meet full requirements of the course. If an I is not satisfactorily removed within one calendar year, it will be changed to the grade of ‘F’.” The professor will adhere to this policy and only grant an “I” grade under truly unusual or emergency circumstances beyond the student’s control. Conflicts with work or other schedules are not acceptable circumstances for the granting of an “I” grade. It is the student’s responsibility to contact the professor prior to the last week of classes for consideration of an “I” grade.

Grades will be posted in BlazeView. Grades earned throughout the semester will be computed and each student will be informed as soon as grades are determined. There will be no extra credit in this course under any circumstances. Late work will only be accepted in emergency situations as deemed valid by the professor. Emergency situations will be restricted to medical emergencies that require immediate medical attention of either the student or immediate family member(s). Vacations, travel to vacations or other

events, work schedules, medical “emergencies” of friends or household pets, etc., will not be classified as emergency situations.

Title IX Statement:

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning non-discrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, titleix@valosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

Students with Special Needs

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

Academic Dishonesty Policy

Cheating and dishonesty in any form is strictly forbidden. It is the policy of this professor that any cheating or dishonesty discovered at any time and regarding any class work (exams, homework, computer assignments, etc.) will automatically result in a failing grade for the course for all students involved. The incident will also be forwarded to the administration for additional appropriate action. Each student should consult the VSU Student Handbook for specific details and actions regarding cheating. For additional information, please review the following website:

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

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

Statement on Disruptive Student

Disruptive behavior is student behavior in a classroom or other learning, which disrupts the educational process. Disruptive class behavior may include but is not limited to the following behaviors: verbal or physical threats, repeated obscenities, unreasonable interference with class discussions, unauthorized use of a cell phone, or inappropriate use of computer in class, leaving and entering class frequently in the absence of notice to the instructor, of an illness or extenuating circumstance, repetitive habit of entering class late or early, and persisting in disrupting personal conversations with other class members. Student disruptive behaviors may also include threatening, intimidating, or other inappropriate behavior toward the instructor or classmates outside of class. Sanctions for such behaviors will be enforced in accordance with the Valdosta State University Student Handbook, Faculty Handbook, and may include dismissal

from the course and the program. In addition, students who are late to class create a disruption and distraction to the class and the instructor, and may be subject to being locked out of class.

Tentative Course Schedule

Week 1 – 2: Foundations of Leadership in Criminal Justice

The Leader's Light or Shadow
Stepping In and Out of the Shadows

Week 3 – 5: Leadership Character Traits and Temptations


The Leader's Character
Combating Evil

Week 6 – 10: Ethical Standards and Strategies in Leadership

Ethical Perspectives
Ethical Decision Making and Behavior
Exercising Ethical Influence
Normative Leadership Theories

Week 11 – 16: Shaping Ethical Contexts

Building an Ethical Small Group
Creating an Ethical, Inclusive Organizational Climate
Meeting the Ethical Challenges of Leadership in a Global Society
Ethical Crisis Leadership

 Valdosta State University Curriculum Form • Request for a REVISED COURSE		Date of Submission: 02/15/2021	
<i>*Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.</i>			
College:	College of Humanities and Social Sciences	Dept. Initiating Request:	Sociology, Anthropology, and Criminal Justice
Requestor's Name:	Darrell L. Ross, Ph.D.	Requestor's Role:	Department Head
CURRENT:		REQUESTED: <i>(list only items to be changed)</i>	
Course Prefix and Number:	CRJU 7370	Course Prefix and Number:	
Course Title:	Ethics and Legal Issues	Course Title:	Liability Issues in Criminal Justice
Lecture Hours:	3	Lecture Hours:	
Lab/Contact Hours:	0	Lab/Contact Hours:	
Credit Hours:	3	Credit Hours:	
Pre-requisites:		Pre-requisites:	
CURRENT Course Description: An introduction to the study of criminal justice ethics as a classical and contemporary discipline. Modern criminal justice codes of ethics and professional standards will be studied and critiqued. Students will be encouraged to examine critical values and moral beliefs and to develop humanistic philosophies. Questions about the ethical spirit and consequences of specific laws or policies and the disparities between relatively narrow requirements and more generous professional and personal ethics will be addressed.		NEW Course Description: (hover over for instructions) Explores the civil liability issues surrounding the role of the criminal justice administrator and line-level personnel.	
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2021
Estimated Frequency of Course Offering: Once per Year			
Justification: <i>(select one or more of the following and provide appropriate narrative below:)</i>			
<input type="checkbox"/> Improving student learning outcomes <input checked="" type="checkbox"/> Adopting current best practice(s) in field			
<input type="checkbox"/> Mandate of State/Federal/Accrediting Agency <input type="checkbox"/> Other –			
See the general degree revision justification. The course remains a required course and specifically addresses civil liability issues in criminal justice. The CJ advisory committee members and survey respondents rank this subject matter as the number one issue/course requiring inclusion within the overall degree. The ethics of the criminal justice administrator will be specifically addressed in the Leadership and Ethics for the CJ Executives course (new course). This is primarily a title change.			

Source of Data to Support Change (select one or more of the following):

- ☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- ☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes

(select one or more of the following and provide appropriate narrative below):


- ☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- ☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
- ☐ Other Data Source Descriptions –

Will continue to use the current assessment criteria.

**Valdosta State University - REVISED COURSE Form**

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	<small>DocuSigned by:</small> <small>AC6B043381F84BD...</small>	<small>DocuSigned by:</small> <small>AC6B043381F84BD...</small>	3/1/2021
College/Division Executive Committee	James LaPlant	<small>DocuSigned by:</small> <small>CFD1633B1A51412...</small>	3/1/2021
Dean/Director	James LaPlant	<small>DocuSigned by:</small> <small>CFD1633B1A51412...</small>	3/1/2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. da Cruz		3/29/2021
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

 Valdosta State University Curriculum Form • Request for a REVISED COURSE		Date of Submission: 02/15/2021	
<i>*Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.</i>			
College:	College of Humanities and Social Sciences	Dept. Initiating Request:	Sociology, Anthropology, and Criminal Justice
Requestor's Name:	Darrell L. Ross, Ph.D.	Requestor's Role:	Department Head
CURRENT:		REQUESTED: <i>(list only items to be changed)</i>	
Course Prefix and Number:	CRJU 7412	Course Prefix and Number:	
Course Title:	Advanced Research Methods for Criminal Justice	Course Title:	Research Strategies for Criminal Justice Administrators
Lecture Hours:	3	Lecture Hours:	
Lab/Contact Hours:	0	Lab/Contact Hours:	
Credit Hours:	3	Credit Hours:	
Pre-requisites:	None	Pre-requisites:	
CURRENT Course Description:		NEW Course Description: (hover over for instructions)	
Advanced research methodology used in criminal justice and requires the use of CRJU 7411 statistics.		The study of the various research methods and strategies used in criminal justice organizations. Research methods relevant to criminal justice administrators are emphasized.	
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2021
Estimated Frequency of Course Offering: <i>Once per Year</i>			
Justification: <i>(select one or more of the following and provide appropriate narrative below:)</i>			
<input type="checkbox"/> Improving student learning outcomes <input checked="" type="checkbox"/> Adopting current best practice(s) in field			
<input type="checkbox"/> Mandate of State/Federal/Accrediting Agency <input type="checkbox"/> Other –			
See general justification for the degree revision. Criminal justice reforms require ongoing research and assessment in order for administrators to make informed decisions about operational practices, personnel issues, and instituting constitutional practices within the organization. The course specifically addresses research strategies commonly used in criminal justice organizations and remains a required course.			

Source of Data to Support Change (select one or more of the following):

- ☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- ☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes

(select one or more of the following and provide appropriate narrative below):


- ☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- ☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
- ☐ Other Data Source Descriptions –

Will continue to use the current assessment criteria.

**Valdosta State University - REVISED COURSE Form**

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Darrell L. Ross, Ph.D.	DocuSigned by: Darrell Ross AC6B043381F84BD...	2/15/2021
College/Division Executive Committee	James LaPlant	DocuSigned by: James LaPlant CFD1633B1A51412...	3/1/2021
Dean/Director	James LaPlant	DocuSigned by: James LaPlant CFD1633B1A51412...	3/1/2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	3/29/2021
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

 Valdosta State University Curriculum Form • Request for a REVISED COURSE		Date of Submission: 02/15/2021	
<i>*Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.</i>			
College:	College of Humanities and Social Sciences	Dept. Initiating Request:	Sociology, Anthropology, and Criminal Justice
Requestor's Name:	Darrell L. Ross	Requestor's Role:	Department Head
CURRENT:		REQUESTED: <i>(list only items to be changed)</i>	
Course Prefix and Number:	CRJU 7413	Course Prefix and Number:	
Course Title:	Criminal Justice Planning and Evaluation	Course Title:	Criminal Justice Program and Policy Analysis
Lecture Hours:	3	Lecture Hours:	
Lab/Contact Hours:	0	Lab/Contact Hours:	
Credit Hours:	3	Credit Hours:	
Pre-requisites:	None	Pre-requisites:	
CURRENT Course Description:		NEW Course Description: (hover over for instructions)	
An analysis of criminal justice program development through planned change and techniques of program evaluation, with emphasis on procedure and design.		An analysis of criminal justice organizational policies and programs as well as planned change and techniques used for policy evaluation, with an emphasis on policy development and design.	
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2021
Estimated Frequency of Course Offering: Once per Year			
Justification: <i>(select one or more of the following and provide appropriate narrative below:)</i>			
<input type="checkbox"/> Improving student learning outcomes			
<input type="checkbox"/> Mandate of State/Federal/Accrediting Agency			
<input checked="" type="checkbox"/> Adopting current best practice(s) in field			
<input type="checkbox"/> Other –			
This course was an elective course and now will be a required course consistent with the revised administrative focus. Organizational policies and programs are implemented with frequent occurrence with little emphasis on field implementation and evaluation. The course underscores field practices as it focuses on policy development and program evaluation techniques for maximizing organizational effectiveness.			

Source of Data to Support Change (select one or more of the following):

- ☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- ☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes

(select one or more of the following and provide appropriate narrative below):


- ☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- ☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
- ☐ Other Data Source Descriptions –

Assessment will continue to apply the established criteria for the course.

**Valdosta State University - REVISED COURSE Form**

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	DocuSigned by: <i>Darrell Ross</i> AC6B043381F84BD...	DocuSigned by: <i>Darrell Ross</i> AC6B043381F84BD...	3/1/2021
College/Division Executive Committee	James LaPlant	DocuSigned by: <i>James LaPlant</i> CFD1633B1A51412...	3/1/2021
Dean/Director	James LaPlant	DocuSigned by: <i>James LaPlant</i> CFD1633B1A51412...	3/1/2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. da Cruz	<i>Becky K. da Cruz</i>	3/29/2021
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

 Valdosta State University Curriculum Form • Request for a NEW COURSE		Date of Submission: 02/15/2021	
<i>*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.</i>			
College:	College of Humanities and Social Sciences	Dept. Initiating Request:	Sociology, Anthropology, and Criminal Justice
Requestor's Name:	Neal McIntyre	Requestor's Role:	Faculty
Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	CRJU	NEW Course Number: <i>(Consult #s in the catalog)</i>	7640
Proposed NEW Course Title:	Conflict Management in Criminal Justice		
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	Conflict Mgt. in CJ		
Prerequisite(s):			
Lecture Hours:	3	Lab/Contact Hours:	0
		Credit Hours:	3
Proposed NEW Course Description: <i>(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)*</i>			
The study of various strategies to resolve internal and external conflict commonly experienced by CJ agencies.			
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2021 <i>Every other Year</i>
Justification: <i>(select one or more of the following and provide appropriate narrative below:)</i>			
<input type="checkbox"/> Improving student learning outcomes <input type="checkbox"/> Mandate of State/Federal/Accrediting Agency			
<input checked="" type="checkbox"/> Adopting current best practice(s) in field <input type="checkbox"/> Other –			
See the general degree revision rationale. Creation of this course and restructuring the MSCJ degree is based on the advisory committee's recommendation and our own research to address the needs and demands of CJ personnel to be successful in the Criminal Justice profession.			

With internal and external conflicts being a daily reality for individuals in the Criminal Justice field, this course will greatly enhance their abilities to neutralize conflict before it happens. The course also provides opportunities for those enrolled to learn skills and tactics to improve their interpersonal skills, which is vital for criminal justice administrators in order to be effective at their job duties.

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

Source of Data to Support Change (select one or more of the following):

- ☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- ☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes

(select one or more of the following and provide appropriate narrative below):

- ☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- ☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
- ☐ Other Data Source Descriptions –

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ******Valdosta State University – NEW COURSE Form**• **Request for a NEW COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	DocuSigned by: Darrell Ross AC6B043381F84BD...	DocuSigned by: Darrell Ross AC6B043381F84BD...	3/1/2021
College/Division Executive Committee	James LaPlant	DocuSigned by: James LaPlant CFD1633B1A51412...	3/1/2021
Dean/Director	James LaPlant	DocuSigned by: James LaPlant CFD1633B1A51412...	3/1/2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	3/29/2021
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	

College:	<i>Select One.</i>	Department(s):	
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Department of Sociology, Anthropology and Criminal Justice
Valdosta State University
Valdosta, Georgia 31698-0060
(229) 333-5943

CRJU 7640 – Conflict Management in CJ

Instructor:

Phone:

Office:

Email:

Credit Hours: 3

Semester:

Classroom :

Class day/time:

Office Hours:

Course Description

The study of various strategies to resolve internal and external conflict commonly experienced by CJ agencies.

The course will be taught via an online distance learning program – BlazeView. All teaching activities such as knowledge delivery, pedagogical discussion, teacher-student interactions, assignments, etc. are conducted virtually on the Net. It may employ asynchronous communications like bulletin boards to form discussions and interactions.

Criminal Justice Education Outcomes

The VSU Criminal Justice Education Outcomes applicable to this course are:

4. Integrate criminal justice theory and research findings with criminal justice practice
5. Describe the development of contemporary criminal justice issues in modern societies and how assessing and responding to such issues may be informed by systematic research and analysis

Criminal Justice Education Outcomes

The Criminal Justice Education Outcomes applicable to this course are:

1. Systematic analysis of student examinations and research papers from courses

Required Texts:

Mediation: Theory and Practice (3rd Ed) by Suzanne McCorkle & Melanie J. Reese. Sage Publications.

Conflict Coaching: Conflict Management Strategies and Skills for the Individual (1st Ed.) by Tricia S. Jones & Ross Brinkert. Sage Publications.

Attendance Policy

Attendance is mandatory. According to 2021 - 2022 VSU Graduate Catalog, "When students are compelled for any reason to be absent from class, they should immediately contact the instructor. **A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course.** Discontinuance of class attendance without officially withdrawing from a course is sufficient cause for receiving a failing grade in the course."

Student Email Accounts

All students have been assigned a VSU student email account and email within the course in BlazeView. These accounts will be used throughout the course to communicate class information, assignments, and other information as deemed pertinent by the instructor. Students are expected and responsible for checking and reviewing their email **daily** to ensure timely retrieval of emails.

All communication and emails will proceed through BlazeView, and not personal email accounts, for this course. The basic protocol for email includes:

1. Emails must be properly addressed and use appropriate language, tone, etc. (in other words, you must follow proper "Netiquette.")
2. Emails to the professor will normally be answered within two working days during the regular semester (weekends and holidays are not working days).
3. I will notify the class if I will be out-of-touch for any reason (i.e. professional conference).

Internet Access:

This is an online class. Students must have access to a working computer and access to the Internet. Students can use the VSU computer lab, another local college or university's library labs, a public library, etc., to insure they have access.

"Not having a computer" or "computer crashes" are not acceptable excuses for late work.

Student Responsibility:

You are expected to make every effort to maintain the workload, read the assigned chapters and articles. This is especially important in an online course, where students must balance their schedules appropriately to ensure that the work is completed on time.

Course Grades

Grades for this course will be determined by the successful completion and mastery of the following items:

- 4 Exams (400 pts)
- 2 Research Papers (200 pts)
- 2 Virtual Role Play Exercises (100 pts)

Exams

There will be a total of 4 exams scheduled throughout the semester that will test the student's knowledge and mastery of material discussed in lectures, in the course text(s), and from virtual role play exercises.

Research Papers

There will be two research papers scheduled throughout the semester to test the student's comprehension of the course materials and concepts.

Research Paper 1: Students will research the topic of cost of workplace conflict. In their paper, students should outline the average budgetary allotment that organizations allocate towards conflict resolution, identify the average amount of time supervisors spend dealing with organizational conflict, as well as the physical, mental, and production cost of individuals involved in organizational conflict.

Research Paper 2: Students will research the topic of the origin of emotions in conflict. In this, students will identify the importance of appreciation, affiliation, autonomy, status, and role in the process of conflict and the development of emotions. Students will assess how emotions can be used to positively and negatively impact the process of conflict resolution. Students will also explore and discuss various strategies to resolve conflict between individuals through both joint and one-on-one sessions with the individuals in conflict.

Other VSU Grading Procedures

According to the VSU Bulletin, "a grade of I indicates that a student was doing satisfactory work but for **non-academic** reasons beyond his or her control, was unable to meet full requirements of the course. If an I is not satisfactorily removed within one calendar year, it will be changed to the grade of 'F'." The professor will adhere to this policy and only grant an "I" grade under truly unusual or emergency circumstances beyond the student's control. Conflicts with work or other schedules are not acceptable circumstances for the granting of an "I" grade. It is the student's responsibility to contact the professor prior to the last week of classes for consideration of an "I" grade.

Grades will be posted in BlazeView. Grades earned throughout the semester will be computed and each student will be informed as soon as grades are determined. There will be no extra credit in this course under any circumstances. Late work will only be accepted in emergency situations as deemed valid by the professor. Emergency situations will be restricted to medical emergencies that require immediate medical attention of either the student or immediate family member(s). Vacations, travel to vacations or other events, work schedules, medical "emergencies" of friends or household pets, etc., will not be classified as emergency situations.

Title IX Statement:

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning non-discrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, titleix@valosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

Students with Special Needs

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

Academic Dishonesty Policy

Cheating and dishonesty in any form is strictly forbidden. It is the policy of this professor that any cheating or dishonesty discovered at any time and regarding any class work (exams, homework, computer assignments, etc.) will automatically result in a failing grade for the course for all students involved. The incident will also be forwarded to the administration for additional appropriate action. Each student should consult the VSU Student Handbook for specific details and actions regarding cheating. For additional information, please review the following website:

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

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

Statement on Disruptive Student

Disruptive behavior is student behavior in a classroom or other learning, which disrupts the educational process. Disruptive class behavior may include but is not limited to the following behaviors: verbal or physical threats, repeated obscenities, unreasonable interference with class discussions, unauthorized use of a cell phone, or inappropriate use of computer in class, leaving and entering class frequently in the absence of notice to the instructor, of an illness or extenuating circumstance, repetitive habit of entering class late or early, and persisting in disrupting personal conversations with other class members. Student disruptive behaviors may also include threatening, intimidating, or other inappropriate behavior toward the instructor or classmates outside of class. Sanctions for such behaviors will be enforced in accordance with the Valdosta State University Student Handbook, Faculty Handbook, and may include dismissal from the course and the program. In addition, students who are late to class create a disruption and distraction to the class and the instructor, and may be subject to being locked out of class.

Tentative Course Schedule

Week 1 – Introduction to Conflict Resolution

Week 2 – 3: Setting the Stage to Resolve Conflict

- Justifications for and importance of conflict resolution
- Qualities of an effective conflict negotiator
- Sources of common organizational conflict

Week 4 – 5: Getting Disputing Parties to the Table

- Communication strategies with parties prior to negotiating conflict
- Purpose and goals of negotiating the conflict
- Benefits of resolving the conflict

Week 6 – 8: Process of Conflict Resolution

- Rules of engagement
- Effective opening statements
- Agenda setting
- Identification of issues
- Joint session vs. caucusing
- Focusing on positions vs. focusing on interests
- Brainstorming and the generation of options
- Impediments to the process of conflict resolution
- Emotions in the process of conflict resolution

Week 9 – 11: Resolving Conflict One-on-One


- Conflict coaching
- Strategies to assist an individual in resolving conflict with others
- The importance of the identity, emotion, and power perspectives
- Expanding one's vantage point of conflict

Week 12: Establishing Agreement

- The importance of mutual agreements
- The necessity for agreements to be do-able and durable.
- Skills to develop specific and clear agreements

Week 13 – 16: Virtual Role Play Exercises

- Through virtual role play scenarios, students will take part in the conflict negotiation process as a means to demonstrate the techniques, tactics, and strategies discussed throughout the semester to effectively resolve conflict.

 Valdosta State University Curriculum Form • Request for a NEW COURSE		Date of Submission: 02/15/2021	
<i>*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.</i>			
College: College of Humanities and Social Sciences	Dept. Initiating Request: Sociology, Anthropology, and Criminal Justice		
Requestor's Name: Darrell L. Ross, Ph.D.	Requestor's Role: Department Head		
Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	CRJU	NEW Course Number: <i>(Consult #s in the catalog)</i>	7650
Proposed NEW Course Title:	Risk Assessment and Risk Management in Criminal Justice Organizations		
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	Risk Assessment in CJ		
Prerequisite(s):	None		
Lecture Hours: 3	Lab/Contact Hours: 0	Credit Hours: 3	
Proposed NEW Course Description: <i>(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)*</i>			
Examines strategies critical to risk assessment and risk management in criminal justice organizations with an emphasis on mitigating risk exposure through effective risk control measures.			
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2021 <i>Every other Year</i>
Justification: <i>(select one or more of the following and provide appropriate narrative below:)</i>			
<input type="checkbox"/> Improving student learning outcomes <input checked="" type="checkbox"/> Adopting current best practice(s) in field			
<input type="checkbox"/> Mandate of State/Federal/Accrediting Agency <input type="checkbox"/> Other –			
See the general degree revision rationale. The course is being implemented in accordance with best practices in the CJ system. CJ administrators are challenged with numerous operational threats and legal risks on a recurring basis. Many administrative decisions must be made from a risk analysis perspective. The course will assist in identifying and assessing threats, and developing risk control strategies which will effectively protect the human and property assets of the CJ organization.			
** Attach General Course Syllabus/Support documents with course outcomes/assessments **			

Source of Data to Support Change (select one or more of the following):

- ☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- ☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes

(select one or more of the following and provide appropriate narrative below):

- ☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- ☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
- ☐ Other Data Source Descriptions –

As the course is implemented students' progress on assignments will be assessed on a regular basis.

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ******Valdosta State University – NEW COURSE Form**• **Request for a NEW COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	DocuSigned by: Darrell Ross AC6B043381F84BD...	DocuSigned by: Darrell Ross AC6B043381F84BD...	3/1/2021
College/Division Executive Committee	James LaPlant	DocuSigned by: James LaPlant CFD1633B1A51412...	3/1/2021
Dean/Director	James LaPlant	DocuSigned by: James LaPlant CFD1633B1A51412...	3/1/2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	3/29/2021
Academic Committee			

*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	



Department of Sociology, Anthropology, and Criminal Justice
CRJU 7650: Risk Assessment and Risk Management in Criminal Justice Organizations
Course Syllabus

Professor: Darrell L. Ross, Ph.D., Professor & Department Head

Email: dross@valdosta.edu Office: NH 1014; TX (229) 333-5943

Office Hours; M & W 10 am to Noon and by appointment

Course Description

Examines strategies critical to risk assessment and risk management in criminal justice organizations with an emphasis on mitigating risk exposure through developing effective risk control measures. This is an elective course.

Course Objectives

At the completion of the course, each student will be able to:

- Describe the process involved in performing organizational risk and threat assessments
- Differentiate between assessing threats to security and operations from threats impacting litigation
- Differentiate between threats impacting human and organizational property assets
- Differentiate between external and internal threats to organizational operations
- Describe the potential spatial and environmental factors associated with threat and risk assessment
- Describe the process for prioritizing organizational risks
- Describe the components which comprise risk assessment and risk management index
- Describe risk management strategies for mitigating threats
- Describe methods for implementing and monitoring risk control risk financing strategies
- Describe methods for evaluating the efficacy of mitigation strategies
- Describe how a cost-benefit analysis is applied to the risk management process

Describe and assess risk management strategies by reviewing contemporary literature on the topic

Apply course concepts to organizational case studies

Apply course concepts in a final paper submitted for grading

Required Course Texts

Gallagher, GP (2014). *Successful police risk management: A guide for police executives, risk managers, and local officials*. Lulu Press, Inc.

Webster, CD, Hague, Q & Hucker, SJ (2014). *Violence risk assessment and management* (2nd ed.). West Sussex, John Wiley and Sons, Ltd.

Course Requirements

1. Discussion Boards (20%)

Each student will actively participate in posted discussion board postings, which can be found under the Discussions tab. The discussion board is designed for lively interactive discussions between all students based on relevant course topics.

All discussion responses must be typed and posted to the Discussion Board. Students are required to type their responses in a word processing document and then copy and paste their answers to the Discussion Board. After reading the assigned materials for the module, open the Discussion Tab and comment on the discussion questions posted there. Each student is required to respond to all Discussion Board questions and to respond to other student's postings. A portion of each student's grade will be determined on the quality and appropriateness of the response to the Discussion Board questions and the use of proper grammar, punctuation, etc.

The forums will open and close on the dates identified. No late postings or responses to questions/discussions will be allowed. You will not be able to participate or post responses after the forum closure date. It is the responsibility of each student to prioritize your time in order to review and post discussion materials prior to the date and time that the assignment is due. The course is set up in this manner to ensure that there is meaningful exchange amongst students in the forums.

In accordance with the VSU attendance policy, failing to submit 20 percent or more of the required work, including all assignments, discussion boards, and required written case briefs, may result in a final grade of an "F." **SafeAssign:** By taking this course, you agree that all required course work may be subject to submission for textual similarity review to SafeAssign, a tool within BlazeVIEW. For more information on the use of SafeAssign at VSU see SafeAssign for Students (<http://www.valdosta.edu/academic/SafeAssignforStudents.shtml>).

2. Case Studies Critique (30%)

Each student will review a published case study provided by the professor. After reviewing the case study, each student will submit a 5-7 page assessment fully describing the following: the risk management problem addressed; internal and external threats identified; associated risks to the organization or particular person; methods implemented to control or mitigate the identified risks, and a conclusion on how the study incorporated risk management and threat assessment control strategies which emerge from the case study.

3. Final Paper (50%) Due the last day of the course

Each student will identify a risk management problem emerging from a criminal justice organization or a private company. The topic may be associated with liability risk or risk and threat assessment. For example, a student may research the problem that special threat groups present in jails or prison in operating the facility securely, protecting other prisoners, and increasing the overall safety of correction officers who supervise the detainee or prisoners.

From an administrative perspective, each student will fully: describe an emerging risk management problem/issue facing CJ organizations; describe the process for performing a threat and risk assessment; develop appropriate risk management control strategies; and develop/describe viable strategies for implementation, monitoring, and evaluation of the implementation of the strategies. The paper will include a detailed discussion on the projected impact of the assessment.

The paper shall be from 18 to 20 pages in length, and include a reference page. The paper must include a minimum of 12 academically credible sources cited within the paper and on the reference page. The paper must adhere to APA formatting. The paper will be evaluated on clarity of content as well as grammatical structure, including minimum requirements. Each student will also post a power-point presentation in the Discussion Board. *Late submissions will NOT be accepted or graded.*

Grading

Grades will be determined on how each student followed the respective assignment instructions and criteria, the thoroughness of the assignment, by demonstrating full comprehension of the assignment, submitting detailed responses to questions with explanation and elaboration, submitting the assignment on time, submitting the full assignment, and in accordance with the following scale: A= 3.5 to 4.0; B= 2.8 to 3.4; & C= 2.0 to 2.7. Feedback of submitted work will be provided after each assignment. Grades will be dispersed to each student after unit 4, at mid-term, after unit 11, and at the end of the semester. Failing to carefully follow assignment instructions will result in a lower grade.

The Grading Policy at VSU stipulates that passing grades in graduate Core courses are A and B only (see Graduate catalog). A grade of C in any Core graduate course will not be counted toward the MSCJ degree and equals one deficiency point. A grade of D or U will not be credited toward the MSCJ degree and equals two deficiency points. A grade of F or WF equals three deficiency points (neither will be credited toward the MSCJ degree). Please refer to the Graduate School catalog.

Title IX Statement

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Director of the Office of Social Equity, titleix@valosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

Access Statement

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu. Since this is an on-line course there is rarely a problem in this area. All videos/documentaries are closed captioned. In the event a video/documentary is not closed captioned, the student who relies on this service will be given an alternative assignment.

Student Responsibility and Academic Integrity

It is expected that all students will work independently and will complete assignments without assistance from others, whether or not the others are currently enrolled in the course.

Cheating and dishonesty in any form is strictly forbidden. It is the policy of this professor that any cheating or dishonesty discovered at any time and regarding any classwork (exams, homework, computer/web assignments, etc.) will automatically result in a failing grade for the course for all students involved. The incident will also be forwarded to the administration for additional appropriate action. Each student should consult the VSU Student Handbook for specific details and actions regarding cheating and academic dishonesty. For additional information, please review the following website: <http://www.valdosta.edu/academic/AcademicHonestyPoliciesandProcedures.shtml>.

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It is the responsibility of each student to read all of the assigned readings, case studies, and actively participate in all Discussion Board questions. The course schedule is designed to cover each chapter of the required texts, assigned cases, and additional assigned materials. Failing to adhere to the requirements of the course and failing to follow the components outlining written assignments and Discussion Board Questions will result in a lower grade. There are no alternative or make-up assignments provided in this course.

BlazeView will be utilized in this online course. It is the responsibility of each student to have access to a functional computer throughout the semester and to become familiar with using BlazeView technology to successfully complete this course. It is the responsibility for each student to review the course reading and assignment schedule and comply with the scheduled assignments. Also it is the responsibility of each student to check their official VSU email and the Announcements Tab on BlazeView on a regular basis and respond to the professor's announcements and/or postings. Respond to the professor's emails or send emails to the professor or classmates only through the VSU official email account. Adhering to these responsibilities and submitting quality work on time will assist in successfully completing this course.

Statement on Disruptive Students

Disruptive behavior is student behavior in a classroom or other learning, which disrupts the educational process. Disruptive class behavior may include but is not limited to the following behaviors: verbal or physical threats, repeated obscenities, unreasonable interference with class discussions, unauthorized use of a cell phone, or inappropriate use of computer in class, leaving and entering class frequently in the absence of notice to the instructor, of an illness or extenuating circumstance, and persisting in disrupting personal conversations with other class members. Student disruptive behaviors may also include

threatening, intimidating, or other inappropriate behavior toward the instructor or classmates outside of class. Sanctions for such behaviors will be enforced in accordance with the Valdosta State University Student Handbook, Faculty Handbook, and may include dismissal from the course and the program.

Student Opinion of Instruction (SOI)

At the end of the semester, all students will be expected to complete an online Student Opinion of Instruction (SOI) survey that will be available through SmartEvals. Students will receive an email notification through their VSU email account when the SOI is available (generally at least one week before the end of the semester). SOI responses are anonymous to instructors/administrators, and results will only be accessible after final grades have been submitted. Before final grade submissions, instructors will be able to see the percentage of students who have completed the SOI, however student names will not be shown, and responses will not be accessible at that time. In addition, an automated system will send a reminder email to all students who have not completed the SOI. Students who drop or withdraw from a course will be sent an invitation to complete the Dropped Course Survey. Complete information about the SOI, including how to access the survey, is available at:

<https://www.valdosta.edu/academics/academic-affairs/sois/>.


Consultation with the Professor: Students are encouraged to consult with the professor during office hours or during other times by appointment. If difficulties emerge over the course of the semester, do not wait until the end of the semester to advise me. This may include a question on an assignment, an illness or death in the family, and legitimate documented emergencies, absence, etc. Keeping the professor advised of such matters **as appropriate and in a timely manner** will assist in proper facilitation of complying with the requirements for this course. If you live near campus or you are in town, please feel free to stop by the office as I would enjoy meeting you.

Reservation: The professor reserves the right to alter or amend any portion of this syllabus if, in his opinion, academic interests will be better served.

Course Schedule

Unit 1	Introduction and overview of risk assessment and risk management; Introductory Discussion Board; Assigned readings
Unit 2	Organizational risk management issues in criminal justice & Benefits of Risk Management; Assigned readings
Unit 3	Designing a Risk Management Program; Assigned readings
Unit 4	Identifying and Assessing Organizational Assets & Discussion Board; Assigned readings
Unit 5	Components of threat assessment in criminal justice & First Case Study; Assigned readings
Unit 6	Components of threat assessment in criminal justice cont.; Assigned readings
Unit 7	Identifying Spatial and Environmental Factors Associated with Threat Assessment; Assigned readings
Unit 8	Civil Liability Management & Discussion Board Assignment; Assigned readings
Unit 9	Civil Liability Management cont. & Second case Study; Assigned readings

Unit 10	Prioritizing Threats & Application of the Risk Assessment Index; Assigned readings
Unit 11	Developing Risk Control Strategies & Discussion Board Assignment; Assigned readings
Unit 12	Implementing and Monitoring Risk Control Strategies; Assigned readings
Unit 13	Evaluating Risk Control Strategies, Third Case Study & Discussion Board; Assigned readings
Unit 14	Developing and Conducting a Cost-Benefit Analysis; Assigned readings
Unit 15	Paper Due & Post Power Point on Discussion Board

 Valdosta State University Curriculum Form • Request for a NEW COURSE		Date of Submission: 02/15/2021	
<i>*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.</i>			
College:	College of Humanities and Social Sciences	Dept. Initiating Request:	Sociology, Anthropology & Criminal Justice
Requestor's Name:	Dr. Darrell Ross	Requestor's Role:	Department Head
Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	CRJU	NEW Course Number: <i>(Consult #s in the catalog)</i>	7660
Proposed NEW Course Title:	Personnel Management in Criminal Justice Organizations		
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	Pers. Mgt. in CJ Organizations		
Prerequisite(s):	None		
Lecture Hours:	3	Lab/Contact Hours:	0
		Credit Hours:	3
Proposed NEW Course Description: <i>(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)*</i>			
Examines managing personnel issues in criminal justice agencies.			
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2021 <i>Every other Year</i>
Justification: <i>(select one or more of the following and provide appropriate narrative below:)</i>			
<input checked="" type="checkbox"/> Improving student learning outcomes <input checked="" type="checkbox"/> Adopting current best practice(s) in field			
<input type="checkbox"/> Mandate of State/Federal/Accrediting Agency <input checked="" type="checkbox"/> Other –			
See the general degree revision justification. With the focus on administration and related issues, this course will provide information on managing personnel issues specific to CJ agencies.			
** Attach General Course Syllabus/Support documents with course outcomes/assessments **			

Source of Data to Support Change (select one or more of the following):

- ☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- ☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes

(select one or more of the following and provide appropriate narrative below):

- ☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- ☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
- ☐ Other Data Source Descriptions –

Based on data gathered from the CJ program's 5-year assessment, completed in 2019, recommendations from the CJ Advisory Committee, and in review of CJ master's degree programs from across USG institutions, this course will be instrumental in the implementation of revisions to the CJ master's degree core curriculum. Assessment measures will be gathered from SOIs, as well as consultations with the CJ Advisory Committee, and appropriate agencies across the state.

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

**Valdosta State University – NEW COURSE Form**

- Request for a NEW COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	DocuSigned by: Darrell Ross AC6B043381F84BD	DocuSigned by: Darrell Ross AC6B043381F84BD	3/1/2021
College/Division Executive Committee	James LaPlant	DocuSigned by: James LaPlant CFD1633B7A51412	3/1/2021
Dean/Director	James LaPlant	DocuSigned by: James LaPlant CFD1633B7A51412	3/1/2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	3/29/2021
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	



VALDOSTA STATE UNIVERSITY
SYLLABUS
CRJU 7660
Personnel Management in CJ Organizations
Fall Semester 2021

Course Information

Online
3 credits
Department of Sociology, Anthropology and Criminal Justice
College of Humanities and Social Sciences

Professor Information

Deborah Mitchell Robinson, Ph.D.
Professor of Criminal Justice
Email -- dmrobins@valdosta.edu
Office -- 2203 Nevins Hall
Office Phone -- 229.249.4974
Office Hours -- Daily via email

Course Description

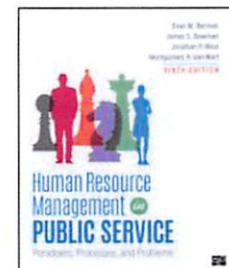
Examines managing personnel issues in criminal justice agencies.

Course Objectives

This course will provide students with the opportunity to explore issues related to human resource management as related to the various components of the Criminal Justice System. Upon completion of this course, students will be able to discuss, evaluate and analyze various human resource management concepts and topics, and implement a human resource management program into a criminal justice agency.

Textbook

Berman, E. M., Bowman, J. S., West, J. P., & Van Wart, M. R. (2019). *Human resource management in public service: Paradoxes, processes, and problems* ed.). Sage Publications.
ISBN 9781506382333



(6th

Attendance Policy

It is expected that students will be working in the course throughout the week. There is no specific attendance taken during the semester, however there are specific due dates for assignments throughout the semester. Each student is responsible for identifying these due dates and complying with all requirements of the course.

Email and Announcements

Students are responsible for checking the class email and the Announcements section **daily** for updates and information. The class email is restricted to the ONLINE classroom, therefore emails sent and received within the class will not appear in the VSU email. **NOTE: Email communication to the professor must be in standard American English. Emails that contain improper language and grammar (i.e., text language) will not be answered.**

BlazeVIEW

The BlazeVIEW Brightspace (D2L) platform will be used for this course. It is expected that all students familiarize themselves with the online format. It is also the responsibility of each student to have a reliable and functional computer and access to the Internet throughout the duration of the course. Technology and connectivity issues are the responsibility of each student, and do not constitute an exception to assignment due dates and/or the late submission of any assignment. Questions regarding technology and/or connectivity issues should be directed to the D2L Help Center at: <https://d2lhelp.view.usg.edu/s/article/KB0012354>.

Course Grades

The course contains **eight (8) Modules**. Each **Module** spans two weeks (14 days), which begin on Monday at 12:00am ET and end on Sunday at 11:30pm ET. **Modules 1 through 7** contain a discussion board and two (2) written assignments (opinion papers). **Module 8** contains a discussion board and the HR Management Project. Specific Module dates and assignments are listed in the Tentative Course Outline below.

There will be eight (8) Discussion Boards, each worth 30 points; 14 Opinion Papers, each worth 30 points; and an HR Management Project worth 140 points. The possible course total is 800. [All are discussed below].

Discussion Boards [8 @ 30 points each]	240
Opinion Papers [14 @ 30 points each]	+ 420
HR Management Project	+ 140
TOTAL POINTS	800

Grade Point Scale:

A = 800-720 B = 719-640 C = 639-560 D = 559-480 F = 479 and below

Grades earned throughout the semester will be computed and each student will be able to see his/her individual grades within the Gradebook in BlazeVIEW. **No extra credit** will be given or allowed.

Discussion Boards

Each Module contains a Discussion Board, which can be found under the Discussions tab or in the Module's content. These are weekly discussions occurring between all students. The purpose of the discussion board is to have a lively interactive discussion between all students throughout the Module.

Each discussion board will have a topic question(s). Students are to answer the topic question(s), considered the Main Post, in a minimum of **200 words**. Students are also to complete Responding Posts, in a minimum of **150 words**, to at least four (4) other classmates or professor within the Module. Therefore, in **each discussion board**, each student should have **at least five (5) posts (one (1) Main and four (4) Responding)**. All Main Posts should adequately and concisely answer the topic question(s) and all Responding Posts should provide a critical analysis of the post, including posing additional questions to further the discussion, with professional, courteous, respectful, and grammatically correct language, in standard American English. In addition, if source material and/or direct quotes are presented, appropriate citations must be included. Points will be deducted if the minimums are not met and for grammatical errors.

Opinion Papers

Students will write 14 Opinion Papers, two (2) per Module in **Modules 1 through 7**. The papers will consist of writing an opinion based on research conducted regarding concepts and topics presented in the chapter readings for the specific Module. The directions for each Opinion Paper will be provided within the assignment.

Each Opinion Paper is to be typed, single-spaced, in a Word (.doc or .docx) document and upload and attached to the specific assignment. **NO other format will be accepted.** In addition, as this is a graduate-level class, it is expected that all students will write on a graduate-level basis. Papers will be critiqued for content and clarity of analysis as well as grammar (APA format should be used for all source citations and references). Due dates are listed for each paper in the Assignment section and in the Tentative Outline below. **NO late submissions will be accepted!!!!**

HR Management Project

Each student will assume the role of a newly appointed director of a criminal justice agency Human Resources Department.

The paper will be in two parts. The first part requires an analysis of the basic concepts of Human Resources Management: legal rights; recruitment; selection/screening of potential employees; position classifications; employee motivation; compensation; family and flex programs; training and development; appraisals; and unions and collective bargaining.

The second part requires the development of Human Resources policy for the CJ agency. The development of policy should be in depth and focus on how each of the HR concepts plays into the administration of the CJ agency. In addition, budget and funding should also be part of the analysis in terms of implementing the policy for each of the HR areas of focus.

The paper must be a minimum of 10 pages of written text (not including the Cover Page or Reference Page), and must include a minimum of 10 academically credible sources cited within the paper and on the Reference Page. The paper should also adhere to APA formatting. The paper will be evaluated on clarity of content as well as grammatical structure, including minimum requirements.

The HR Management Project is due **Sunday, December 5, 2021**. ***Late submissions will NOT be accepted or graded, regardless of reason!!!***

Other Information

According to the VSU Bulletin, "a grade of I indicates that a student was doing satisfactory work but for **non-academic** reasons beyond his or her control, was unable to meet full requirements of the course. If an I is not satisfactorily removed within one calendar year, it will be changed to the grade of 'F'." The professor will adhere to this policy and only grant an "I" grade under truly unusual or emergency circumstances beyond the student's control. Conflicts with work or other schedules are not acceptable circumstances for the granting of an "I" grade. It is the student's responsibility to contact the professor prior to the last week of classes for consideration of an "I" grade.

Students with Special Needs

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Academic Dishonesty Policy

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Student Opinion of Instruction (SOI)

At the end of the semester, all students will be expected to complete an online Student Opinion of Instruction (SOI) survey that will be available through SmartEvals. Students will receive an email notification through their VSU email account when the SOI is available (generally at least one week before the end of the semester). SOI responses are anonymous to instructors/administrators, and results will only be accessible after final grades have been submitted. Before final grade submissions, instructors will be able to see the percentage of students who have completed the SOI, however student names will not be shown, and responses will not be accessible at that time. In addition, an automated system will send a reminder email to all students who have not completed the SOI. Students who drop or withdraw from a course will be sent an invitation to complete the Dropped Course Survey. Complete information

about the SOI, including how to access the survey, is available at:
<https://www.valdosta.edu/academics/academic-affairs/sois/>.

Tentative Outline (Subject to change)

Module 1	August 16th through August 29th Read Introduction & Chapter 1 Discussion Board 1 Opinion Paper 1 Opinion Paper 2
Module 2	August 30th through September 12 th Read Chapters 2 & 3 Discussion Board 2 Opinion Paper 3 Opinion Paper 4
Module 3	September 13th through September 26 th Read Chapters 4 & 5 Discussion Board 3 Opinion Paper 5 Opinion Paper 6
Module 4	September 27th through October 10 th Read Chapters 6 & 7 Discussion Board 4 Opinion Paper 7 Opinion Paper 8
Module 5	October 11th through October 24 th Read Chapters 8 & 9 Discussion Board 5 Opinion Paper 9 Opinion Paper 10
Module 6	October 25th through November 7 th Read Chapters 10 & 11 Discussion Board 6 Opinion Paper 11 Opinion Paper 12
Module 7	November 8th through November 21st Read Chapters 12 & Conclusion Discussion Board 7 Opinion Paper 13 Opinion Paper 14
Module 8	November 22nd through December 5th Discussion Board 8 & HR Management Project

 Valdosta State University Curriculum Form • Request for a NEW COURSE		Date of Submission: 02/9/2021	
<i>*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.</i>			
College:	College of Humanities and Social Sciences	Dept. Initiating Request:	Sociology, Anthropology, and Criminal Justice
Requestor's Name:	Rudy K. Prine	Requestor's Role:	Faculty
Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	CRJU	NEW Course Number: <i>(Consult #s in the catalog)</i>	7670
Proposed NEW Course Title:	Domestic and International Terrorism		
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	Domestic and Intl Terrorism		
Prerequisite(s):			
Lecture Hours:	3	Lab/Contact Hours:	0
		Credit Hours:	3
Proposed NEW Course Description: <i>(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)*</i>			
An overview of terrorism, both domestic and international. This course examines the causes and motives that drive terrorists, their methods of operation, and the impact of terrorism on the United States and abroad.			
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2021 <i>Every other Year</i>
Justification: <i>(select one or more of the following and provide appropriate narrative below:)</i>			
<input type="checkbox"/> Improving student learning outcomes <input checked="" type="checkbox"/> Adopting current best practice(s) in field			
<input type="checkbox"/> Mandate of State/Federal/Accrediting Agency <input type="checkbox"/> Other –			
See the justifications for program revision, this was a topic recommended by the advisory board and practitioner survey. Administrators in criminal justice organizations face many domestic and international terrorism threats. Approaches to identifying and responding to the nature of terrorism is an ongoing process. The course addresses strategies and approaches to threat mitigation and developing appropriate practices to respond			
** Attach General Course Syllabus/Support documents with course outcomes/assessments **			

Source of Data to Support Change (select one or more of the following):

- ☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- ☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes

(select one or more of the following and provide appropriate narrative below):

- ☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- ☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
- ☐ Other Data Source Descriptions –

As the course is offered, assessment criteria will be implemented and assessed on a regular basis.

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ******Valdosta State University – NEW COURSE Form**

- Request for a NEW COURSE

Approvals:	Print:	Signature:	Date:
Department Head	DocuSigned by: Darrell Ross AC6B043381F84BD	DocuSigned by: Darrell Ross AC6B043381F84BD...	3/1/2021
College/Division Executive Committee	James LaPlant	DocuSigned by: James LaPlant 65D1633B1A51412...	3/1/2021
Dean/Director	James LaPlant	DocuSigned by: James LaPlant CFD1633B1A51412...	3/1/2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	3/29/2021
Academic Committee			

*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	



CRJU 7670: Domestic and International Terrorism

Valdosta State University
College of Arts and Sciences
Department of Sociology, Anthropology, and Criminal Justice

Dr. Prine, Office: NH 1023, Phone (229) 333-5489
E-Mail: rkprine@valdosta.edu

Office Hours: _____
*Other Times by Appointment Only

Course Description: An overview of terrorism, both domestic and international. Examination of the causes and motives that drive terrorists, their methods of operation, and the impact of terrorism on the United States and abroad. A review of response strategies and policies related to domestic and international terrorism.

Required text for the course: **"Terrorism and Homeland Security," 9th edition, by Jonathan R. White, Cengage Learning, 2017, ISBN: 978-1-305-63377-3.** In addition, supplemental materials are available through the VSU Blaze View portal, these include articles and links to video documentaries.

Safety Issues: Since this is an on-line class campus visits are not expected. If a student does visit the campus, at the time of this writing all visitors to VSU must wear masks upon entering any building. All visitors should attempt to comply with social distancing practices. Students who do not feel well and/or are running a fever should not visit the campus.

Grading: Student grades will be the point culmination of their four Assignments. Each Assignment has a maximum value of 100 points. Assignments will consist of essay questions. Questions will reflect the assigned readings, Power Point presentations and videos. All grades are posted in BlazeView.

Four Assignments	400 points maximum
Discussion Posts	160 points maximum
Term Paper	100 points maximum
Total	660 points maximum

The Grading Scale for the student's final grade is based on a percentage of the total possible points.

Grading Scale: A = 660-590; B = 589-525; C = 524-460; D = 459-395; F = 394 and below

Course Calendar

Date:

Activity:

_____	Blaze View Portal Opens
_____	"Attendance" is taken via participation in the First Discussion
_____	Due Date for the Second Discussion/attendance check
_____	Due Date for the Third Discussion/attendance check
_____	Due Date for Assignment #1, submit in B/V, 5 point late penalty per day
_____	Due Date for Fourth Discussion/attendance check
_____	Due Date for Fifth Discussion/attendance check
_____	Due Date for Assignment #2, submit in B/V, 5 point late penalty per day
_____	LAST DAY TO WITHDRAW PASSING
_____	Due Date for Sixth Discussion/attendance check
_____	Due Date for Seventh Discussion/attendance check
_____	Due Date for Assignment #3, submit in B/V, 5 point late penalty per day
_____	Due Date for Eighth Discussion/attendance check
_____	Term Paper due, 5 point late penalty per day
_____	Due Date for Assignment #4, Late Submissions are not Accepted

* _____ is the last day to withdraw with a WP. It is the students' responsibility to withdraw using the Banner system. Students should also notify their Instructor via e-mail of their intention to withdraw. Students, who simply stop participating, without formally withdrawing or notifying their Instructor, will receive a WF or an F.

Course Assignments: These are **INDIVIDUAL NOT GROUP ASSIGNMENTS**. Each individual student is responsible for their own work.

Plagiarism, copying someone else's work (including the Instructors) without giving them credit is an academic form of THEFT—SO DO NOT BE A PERPETRATOR! You should use in-text citations to document information that is not "common knowledge". Construct your essays in your own words, do not simply cut and paste from your reading materials.

Failure to abide by these simple rules will result in the student(s) facing disciplinary hearings with the Department Head and/or the Dean of Students.

Grammar and proofreading errors will result in a two-point deduction for each—so proofread carefully. Remember the final draft for each Assignment is an example of your ability to produce a sound work product. This is your opportunity to be an intellectual artisan—take advantage of it and produce a document that we will make us both proud.

There are four to five essay questions for each of the four Assignments. Each Assignment has a maximum point value of 100. Questions will be posted each week on BlazeView, so students may work on them at their own pace. The final grade is an average of your four Assignment scores, participation in Discussions, and the Term Paper.

Submission Process. Submit your essays in BlazeView under Assignments. There is a five-point deduction per day for late submissions.

Discussions: are also measures of “Attendance” so participation is mandatory. Instructor feedback is provided for each discussion post. Students may earn up to 20 points for each primary post for a maximum value of 160 points over the course of the semester, this is a bit over 20% of their final grade. Quality of comments are more important than quantity and keep in mind the Professor has read the textbook so do not just “regurgitate” what you have read. The Discussion post is the vehicle by which students stay engaged with their colleagues. Students should not feel they are alone in the course, but rather a part of an intellectual community. Isn’t there a bit of subjectivity in assigning points to a discussion post? Yes, but no more so than grading an essay exam.

The Term Paper: is an opportunity for the student to explore in more detail one of the many topics covered in the course. Since students need to choose a topic asap in order to do a thorough literature review and threat assessment they should scan the detailed Table of Contents in their primary text for ideas. A student might pick a specific organization or network for a more thorough coverage than what is presented in the course materials. They could choose a topic related to homeland security. Since the overarching theme of this graduate program is CJ Administration, when possible topics related to terrorism and/or homeland security should include the application of the following principles. These are especially relevant when developing responses to terrorism.

Leadership, strategies that gain compliance of subordinates and evidence of the application of transformational and transactional approaches

Management, the development of strategies for personnel evaluation and supervision.

Organization, to demonstrate understanding of the principles on occupational socialization and culture.

Ethics, an appreciation for the importance of ethical decision making, fidelity to office and professional responsibility.

Communication, to review current technological innovations, barriers to communication, and both formal and informal communication networks.

Term Paper continued: obviously the topic will be related to terrorism and will include an extensive review of the literature. One way to address the project would be to select one of the

many organizations or networks presented in the text and search for additional references and updates. E.g., while the IRA is no longer considered an active threat, updates could address the reforms and agreements that helped put an end to this organization.

Another way to approach the Paper is to think in terms of program evaluation. In CJ there is a constant search for “what works”. In terms of terrorism what policies/programs seem to be working?

Follow the guidelines that you have used in other graduate level courses, e.g., APA format is fine—the main issue is to be CONSISTENT with your in-text citations and references. PROOFREAD prior to submission, there should be very few grammar or spelling errors. I will be more than happy to review “rough” or “first” drafts to give you guidance/assistance IF you submit early.

Structure of the Paper, begin with a Cover Sheet: Name, Semester and Year, Title of the Paper, be creative

Introduction: Describe the topic and why it is important within the context of CJ Administration. A classic introduction goes something like, “The purpose of this paper is to...” The traditional research paper goes something like, “let the reader know what’s coming, present the material, then summarize what you presented earlier”, and the introduction then is the first part of the sequence. After reading your intro the reader should be excited to continue. Throughout your paper use standard margins, i.e. one-inch margins all around.

Literature Review: Summarize the findings of published research in your areas of interest. Avoid the use of lengthy direct quotations. The purpose of the literature review is to save the reader of your paper the time and effort of finding and analyzing relevant articles, in other words, “if you read this paper you will be up to date on the topic”. Generally, you are looking for peer reviewed journal articles, VSU’s Galileo system is a good platform to use, however, if you have chosen a “hot topic” in terms of current events, you may also include non-traditional literature. This could include investigative reports from well-respected news sources, e.g., the New York Times, Washington Post, Wall Street Journal, or any news outlet that has the budget for investigative journalists including electronic news media such NPR, BBC, or the other major networks. Given the nature of the subject matter government reports may be a good source for material.

Students should be consistent in the way in-text citations are provided, generally the reader needs to see the author’s last name and the year of publication, e.g., according to Prine 2018, graduate students are the best. Or “as one prominent educator noted, graduate students are the best” (Prine, 2018). If a direct quote is provided, then the actual page number should be cited. If you must include a lengthy direct quote, then single space and indent the material.

Analysis: After presenting material on the state of knowledge concerning your topic you move into a critique of the material you presented in the prior section. A pros and cons or strengths/benefits discussion is one way to do this. Also, as a Criminologist you might take the opportunity to apply at least one theoretical perspective to your problem area. In terms of a

management and administration issues, I would expect to see theoretical perspectives applied from your other courses. You may use your textbook as a reference, however, it should NOT count as one of the fifteen references.

Conclusion: Provide the reader with a nice summary of the major points presented. This may include a statement on what we still don't know about the topic, e.g., future researchers should attempt to...

References: Students need to include at least fifteen valid sources that are reflected in the literature review section described above. Single space within each source and double space in between each one, this will give your reference page a much neater appearance.

Course Rules:

Students must check their Blaze View account on a regular basis. All supplemental reading/viewing materials, updates, announcements and notices are there. **A note on e-mail etiquette: if you send me a personal e-mail, outside the BlazeView system, e.g., Outlook make sure to state your name AND the course in the first line.** Doing so will allow me to respond to your e-mail in a timelier fashion.

The expectation is courteous communication in all discussion lines and e-mails. Students may not communicate with other students during an examination. Students may not use plagiarized material on an exam. Students caught cheating during an exam will receive an automatic F. In addition, the student(s) will face a disciplinary review with the Department Head and/or the Dean of Students.

If you need to speak with me in person via telephone, be sure to call during office hours. If I am out when you call, e.g., in a faculty meeting, be sure to leave your name, number and brief message on the voice mail system, I'll return your call ASAP. Video calls using the Office 365, Teams, Chats is another way to communicate, again call only during office hours or by prior appointment via e-mail.

General Course Objectives:

- 1) To create a working definition of Terrorism.
- 2) To understand the nature, scope, and extent of Terrorism
- 3) To apply criminological theory to the Terrorism phenomena.
- 4) To discuss the strengths and weaknesses of research directed at Terrorism.
- 5) To critically evaluate the Criminal Justice System response to Terrorism.
- 6) To discuss policy and creative responses to Terrorism and Homeland Security.

This course will address the following VSU General Education Outcomes:

- 1) Students will demonstrate cross cultural perspectives and knowledge of other societies. This outcome is in the discussions on Terrorism in Ireland, the Middle East, and Africa.
- 2) Students will use computer and internet technology when appropriate. Students will use the internet to track recent developments related to Terrorism and will discuss these events in class.

3) Students will express themselves clearly, logically, and precisely in writing and in speaking and they will demonstrate competence in reading and listening. This achieved via the Assignments.

4) Students will demonstrate knowledge of principles of ethics and their employment in the analysis and resolution of moral problems. This is especially important in the discussion on the CJS response to Terrorism the development of policy related to Homeland Security. (see general objectives 5 and 6 above).

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

1) To develop in students an understanding and appreciation of the structure and function of the criminal justice system as it applies to the ethical treatment of adults and juveniles within the context of law and the Constitution of the United States. This outcome is addressed in the readings and discussions related to the CJ System response to Terrorism.

2) To understand the criminal justice systems of other countries in the world. This outcome is addressed by reading and discussions related to Terrorism in Ireland, the Middle East and Africa.

3) To develop an understanding of various theories in criminology, their strengths and weaknesses, and their role in gaining an understanding of crime. One of the general issues in this course is to determine whether traditional criminological theories can explain terrorism. Criminological theory is an essential part of the discussion in objectives 1-4 below.

Title IX Statement: Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

Access Statement: Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu. Since this is an on-line course there is rarely a problem in this area. All videos/documentaries are closed captioned. In the event a video/documentary is not closed captioned, the student who relies on this service will be given an alternative assignment.

****DURING THE COURSE OF A SEMESTER, IT IS SOMETIMES NECESSARY TO CHANGE ASSIGNMENTS OR OBJECTIVES. STUDENTS ARE RESPONSIBLE FOR ALL ANNOUNCED REVISIONS INCLUDING THOSE POSTED ON BLAZEVIEW.**

Section I, Terrorism in Historical and Social Contexts, Chapters 1-5

- 1) Discuss the difficulties that scholars encounter when attempting to define terrorism. In light of the above controversies, our working definition of terrorism is... Be able to distinguish between extremism and terrorism.
- 2) Apply “practical Criminology” principles in order to better understand terrorism. Discuss the process of radicalization. Demonstrate the typological approach to understanding terrorism. What factors should be included in a classification system?
- 3) Discuss the financing of terrorism and money laundering.
- 4) Discuss the relationship between the media and terrorism.
- 5) Review force multipliers, gender roles and tactics.
- 6) Supplemental Materials, “A Chronology of Anarchist Activities” and when terrorism seemed new to the media, “ABC Documentary: Terrorism the New World War”, which begins with the 1972 Olympic Games in Munich, Germany

Section 2, International Terrorism: National and Ethnic Movements, Chapters 6-9


- 1) Discuss long-term separatist movements and terrorism.
- 2) Review nationalistic and endemic forms of terrorism.
- 3) A brief background introduction to terrorism in the Middle East.
- 4) Review the nature and extent of terrorism in Israel and Palestine.
- 5) Discuss the “troubles” in Northern Ireland and the Irish Republican Army.
- 6) Case Study: Yasser Arafat: Revolutionary or Terrorist?
- 7) “Seeds of Peace,” a promising program or an exercise in futility?

Section 3 International Terrorism: Ideological and Religious Movements, Chapters 10-11

- 1) Video Presentation: “The Rise of ISIS.” CAUTIONARY NOTE: Even though this is a PBS documentary, there are scenes of graphic violence.
- 2) Describe both Revolutionary and Counter revolutionary networks.
- 3) Review Jihadist networks including Al Qaeda, ISIS and Boko Haram.
- 4) Discuss the conflict in Syria including the interests of Russia and Iran.
- 5) Review the conflict between India and Pakistan including the attack on Mumbai.
- 6) Video Presentation “Al Qaeda” in Yemen. CAUTIONARY NOTE: Even though this is a PBS documentary, there are scenes of graphic violence.
- 7) Video Presentation, “Syria Behind the Lines.” CAUTIONARY NOTE: Even though this is a PBS documentary, there are scenes of graphic violence.

Section 4, Domestic Terrorism and Homeland Security, Chapters 12-16

- 1) Case Studies in the U.S.: the KKK, Weather Underground, Ted Kaczynski, Eric Rudolph, ELF and Alf, Timothy McVeigh, the 9/11 attack, the Boston Marathon, San Bernardino
- 2) Post 9/11: Critically evaluate the growth of intelligence agencies and the capacity for domestic surveillance. This includes the video presentation, "Top Secret America."
- 3) Going beyond an attempt to influence elections, the "Cyberwar Threat," video presentation.
- 4) Chemical, nuclear and biological concerns.
- 5) The Patriot Act, promises and concerns and constitutional issues.
- 7) Law Enforcement, Homeland Security and the future.

 Valdosta State University Curriculum Form • Request for a NEW COURSE		Date of Submission: 02/15/2021	
<i>*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.</i>			
College:	College of Humanities and Social Sciences	Dept. Initiating Request:	Sociology, Anthropology, and Criminal Justice
Requestor's Name:	Deborah Robinson, Ph.D.	Requestor's Role:	Faculty
Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	CRJU	NEW Course Number: <i>(Consult #s in the catalog)</i>	7920
Proposed NEW Course Title:	Criminal Justice Policy Research		
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	CJ Policy Research		
Prerequisite(s):	None		
Lecture Hours:	3	Lab/Contact Hours:	0
Credit Hours:	3		
Proposed NEW Course Description: <i>(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)*</i>			
Pre-Requisites: MSCJA students only. Completion of all MSCJA required and elective courses for the degree. Addresses criminal justice policy or problem-solving issues, requiring the student to apply the knowledge, skills, and abilities learned in the MSCJA degree program to an actual agency policy problem or issue.			
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2021
Estimated Frequency of Course Offering: <i>Every Semester</i>			
Justification: <i>(select one or more of the following and provide appropriate narrative below:)</i>			
<input checked="" type="checkbox"/> Improving student learning outcomes			
<input type="checkbox"/> Mandate of State/Federal/Accrediting Agency			
<input checked="" type="checkbox"/> Adopting current best practice(s) in field			
<input checked="" type="checkbox"/> Other –			
See the general degree revision justification. With the focus on administration and related issues, this capstone course will allow students to evaluate and implement the curriculum material for an agency problem or issue. The completion of the policy research will allow students to show faculty as well as current or future employers the ability to identify issues, apply knowledge, skills and abilities learned in the MSCJA degree program, and to positively and effectively solve administrative issues.			
** Attach General Course Syllabus/Support documents with course outcomes/assessments **			

Source of Data to Support Change (select one or more of the following):

- ☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- ☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes

(select one or more of the following and provide appropriate narrative below):

- ☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- ☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
- ☐ Other Data Source Descriptions –

Based on data gathered from the CJ program's 5-year assessment, completed in 2019, recommendations from the CJ Advisory Committee, and in review of CJ master's degree programs from across USG institutions, this course will be instrumental in the implementation of revisions to the CJ master's degree core curriculum. Assessment measures will be gathered from SOIs, as well as consultations with the CJ Advisory Committee, and appropriate agencies across the state.

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ******Valdosta State University – NEW COURSE Form**• **Request for a NEW COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	DocuSigned by: Darrell Ross AC6B043381F84BD...	DocuSigned by: Darrell Ross AC6B043381F84BD...	3/1/2021
College/Division Executive Committee	James LaPlant	DocuSigned by: James LaPlant D66B3B1A51412...	3/1/2021
Dean/Director	James LaPlant	DocuSigned by: James LaPlant CFD1633B1A51412...	3/1/2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	3/29/2021
Academic Committee			

*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	



**VALDOSTA STATE UNIVERSITY
SYLLABUS
CRJU 7920**

**Criminal Justice Policy Research
Fall Semester 2021**

Course Information

Online

3 credits

Department of Sociology, Anthropology and Criminal Justice
College of Humanities and Social Sciences

Professor Information

Deborah Mitchell Robinson, Ph.D.

Professor of Criminal Justice

Email -- dmrobins@valdosta.edu

Office -- 2203 Nevins Hall

Office Phone -- 229.249.4974

Office Hours -- Daily via email

Course Description

Pre-Requisites: MSCJA students only and completion of all MSCJA required and elective courses for the degree. Addresses criminal justice policy or problem-solving issues, requiring the student to apply the knowledge, skills and abilities learned in the MSCJA degree program to an actual agency policy problem or issue.

Course Objectives

This course will provide students with the opportunity to show a mastery of subject matter, culminating with the articulation of knowledge learned throughout the MSCJ degree program. Students will incorporate various components of the MSCJ degree courses within a research paper and presentation to program faculty. Upon completion of this course, students will be able to integrate administrative principles, drawing on concepts and issues, in an actual CJ agency policy and/or program.

Textbook

Reading/Resource materials will be determined as needed.

Attendance Policy

It is expected that students will be working in the course throughout the week. There is no specific attendance taken during the semester, however there are specific due dates for assignments throughout the semester. Each student is responsible for identifying these due dates and complying with all requirements of the course.

Email and Announcements

Students are responsible for checking the class email and the Announcements section **daily** for updates and information. The class email is restricted to the ONLINE classroom, therefore emails sent and received within the class will not appear in the VSU email. **NOTE: Email communication to the professor must be in standard American English. Emails that contain improper language and grammar (i.e., text language) will not be answered.**

BlazeVIEW

The BlazeVIEW Brightspace (D2L) platform will be used for this course. It is expected that all students familiarize themselves with the online format. It is also the responsibility of each student to have a reliable and functional computer and access to the Internet throughout the duration of the course. Technology and connectivity issues are the responsibility of each student, and do not constitute an exception to assignment due dates and/or the late submission of any assignment. Questions regarding technology and/or connectivity issues should be directed to the D2L Help Center at: <https://d2lhelp.view.usg.edu/s/article/KB0012354>.

Course Grades

The course will be graded as Satisfactory/Unsatisfactory. The grade will be based upon a written CJ Policy Research Paper and a formal Student Presentation to Criminal Justice program faculty.

Discussion Board

A discussion board will be established for all students within the course. In the discussion board, students will be able to ask and answer questions among themselves, with direction from the course professor.

CJ Policy Research Paper

Students will choose a policy/program issue on which to conduct research. Each student may use a policy/program issue already identified within his/her work experience, or may use a policy/program issue from a component of the Criminal Justice System that has been identified as current and/or controversial during his/her MSCJA curriculum.

The purpose of the research is for the student to draw on learned CJ Administration principles and concepts, integrating these in an analysis of the policy/program issue. The outcome of the research is the presentation of a plan to address the policy/program issue within the CJ agency.

Student Presentation

Each student will make a minimum 30-minute presentation to Criminal Justice program faculty. The presentation must include a PowerPoint Presentation of the student's CJ Policy Research. All students should consider this a professional presentation, meaning appropriate dress and demeanor is required. All students must be in attendance during each student presentation.

Other Information

According to the VSU Bulletin, "a grade of I indicates that a student was doing satisfactory work but for **non-academic** reasons beyond his or her control, was unable to meet full requirements of the course. If an I is not satisfactorily removed within one calendar year, it will be changed to the grade of 'F'." The professor will adhere to this policy and only grant an "I" grade under truly unusual or emergency circumstances beyond the student's control. Conflicts with work or other schedules are not acceptable circumstances for the granting of an "I" grade. It is the student's responsibility to contact the professor prior to the last week of classes for consideration of an "I" grade.

Students with Special Needs

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229.245.2498 (V), 229.375.5871 (VP) and 229.219.1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu.

Academic Dishonesty Policy

It is expected that all students will work independently and will complete assignments and tests without assistance from others, whether or not the others are currently enrolled in the course.

Cheating and dishonesty in any form is strictly forbidden. It is the policy of this professor that any cheating or dishonesty discovered at any time and regarding any classwork (exams, homework, computer/web assignments, etc.) will automatically result in a failing grade for the course for all students involved. The incident will also be forwarded to the administration for additional appropriate action. Each student should consult the VSU Student Handbook for specific details and actions regarding cheating and academic dishonesty. For additional information, please review the following website:
<http://www.valdosta.edu/academic/AcademicHonestyPoliciesandProcedures.shtml>.

By taking this course, you agree that all required course work may be subject to submission for textual similarity review to Turnitin, a tool within BlazeVIEW. For more information on the use of Turnitin at VSU, please review the following website:
<http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitin-for-students.php>

Statement on Disruptive Students

Disruptive behavior is student behavior in a classroom or other learning, which disrupts the educational process. Disruptive class behavior may include but is not limited to the following behaviors: verbal or physical threats, repeated obscenities, unreasonable interference with class discussions, unauthorized use of a cell phone, or inappropriate use of computer in class, leaving and entering class frequently in the absence of notice to the instructor, of an illness or extenuating circumstance, and persisting in disrupting personal conversations with other class members. Student disruptive behaviors may also include threatening, intimidating, or other inappropriate behavior toward the instructor or classmates outside of class. Sanctions for such behaviors will be enforced

in accordance with the Valdosta State University Student Handbook, Faculty Handbook, and may include dismissal from the course and the program.


Title IX Statement

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Student Opinion of Instruction (SOI)

At the end of the semester, all students will be expected to complete an online Student Opinion of Instruction (SOI) survey that will be available through SmartEvals. Students will receive an email notification through their VSU email account when the SOI is available (generally at least one week before the end of the semester). SOI responses are anonymous to instructors/administrators, and results will only be accessible after final grades have been submitted. Before final grade submissions, instructors will be able to see the percentage of students who have completed the SOI, however student names will not be shown, and responses will not be accessible at that time. In addition, an automated system will send a reminder email to all students who have not completed the SOI. Students who drop or withdraw from a course will be sent an invitation to complete the Dropped Course Survey. Complete information about the SOI, including how to access the survey, is available at:
<https://www.valdosta.edu/academics/academic-affairs/sois/>.

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 Valdosta State University Curriculum Form • Request to DEACTIVATE/ACTIVATE a Course/Program		Date of Submission: 02/15/2021		
College:	College of Humanities and Social Sciences	Dept. Initiating Request:	Sociology, Anthropology, and Criminal Justice	
Requestor's Name:	Rudy K. Prine	Requestor's Role:	Faculty	
List of Courses (or the program or track) * <i>(Example: CLASS 1111 Introduction to Class)</i> CRJU 7411, Applied Statistics for Criminal Justice Research CRJU 7998, Thesis I CRJU 7999, Thesis II				
<input checked="" type="checkbox"/> Deactivate Course(s) <input type="checkbox"/> Reactivate Course(s)				
Program Level: <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	Course Classification: <input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	Semester to be Effective: <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	Year to be Effective: 2021	
Estimated Frequency of Course Offering: Select One.				
Justification: <i>(select one or more of the following and provide appropriate narrative below:)</i> <input type="checkbox"/> Improving student learning outcomes <input type="checkbox"/> Adopting current best practice(s) in field <input type="checkbox"/> Mandate of State/Federal/Accrediting Agency <input checked="" type="checkbox"/> Other –				
The request to deactivate the three courses is part of the overall revisions to the MSCJ program. See the justifications to revise the program with a focus on Criminal Justice Administration.				
Source of Data to Support Change <i>(select one or more of the following and provide appropriate narrative below:)</i> <input type="checkbox"/> Indirect Measures; SOIs, student/employer/alumni surveys, etc. <input checked="" type="checkbox"/> Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)				
This proposed change reflects recommendations from the CJ Advisory Board and a survey of criminal justice practitioners.				



Valdosta State University – DEACTIVATE/ACTIVATE a Course/Program

- Request to DEACTIVATE/ACTIVATE a Course/Program

Approvals:	Print:	Signature:	Date:
Department Head	Darrell L. Ross, Ph.D.	DocuSigned by: <i>Darrell Ross</i> AC6B043381F848D...	2/15/2021
College/Division Executive Committee	James LaPlant	DocuSigned by: <i>James LaPlant</i> 6ED1633B1A51412...	3/2/2021
Dean/Director	James LaPlant	DocuSigned by: <i>James LaPlant</i> CFD1633B1A51412...	3/2/2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. da Cruz	<i>Becky K. da Cruz</i>	3/29/2021
Academic Committee			
*Will this change impact another college/department? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]			
College:	Select One.	Department(s):	