

VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET

ACADEMIC COMMITTEE

**MONDAY,
February 11, 2019**

2:30 p.m.

**Cypress Room
University Center**

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

ACADEMIC COMMITTEE
AGENDA
January 14, 2019

1. Minutes of the January 14, 2019 meeting. (pages 1-3) were approved by email January 22nd.
2. **COLLEGE OF THE ARTS**
 - a. Revised prerequisites THEA 3880 (pages 4-5)
 - b. Revised prerequisites THEA 3890 (pages 6-7)
 - c. Revised prerequisites and description THEA 3950 (pages 8-9)
3. **COLLEGE OF NURSING AND HEALTH SCIENCES**
 - a. New course HSHS 4000 (pages 10-17)
 - b. New course HSEP 7000 (pages 18-25)
 - c. Revised course number HSEP 6160 (pages 26-27). Deactivation HSEP 7160.
 - d. Revised degree requirements for the MS in Exercise Physiology (pages 28-29)
4. **GRADUATE SCHOOL**
 - a. Revised regular admission requirements (pages 30-32)
 - b. Revised official transcript policy for Master's degree applicants (pages 33-35)
 - c. Revised transfer credit procedure (pages 36-38)
 - d. Revised degree completion and admission to Doctoral candidacy (pages 39-41)
 - e. Revised dismissal policy (pages 42-44)
5. **COLLEGE OF SCIENCE AND MATHEMATICS**
 - a. Revised degree requirements for the BS in Computer Science (pages 45-46)
 - b. Revised footnotes for the BS in Computer Science (pages 47-48)
 - c. Revised degree requirements for the BS in Computer Information Systems (pages 49-50)
 - d. Revised footnotes for the BS in Computer Information Systems (pages 51-52)
 - e. Revised course title and description CS 4731 (pages 53-54)
 - f. Revised course description CS 4800 (pages 55-56)
 - g. New course CS 4840 (pages 57-61)
6. **COLLEGE OF HUMANITIES AND SOCIAL SCIENCES**
 - a. Revised department narrative and requirements for the BA in English – Revised Track Literature, Language, and Letters – New Track English Education (pages 62-72)
 - b. Revised department narrative and requirements for the BA in History – Revised Area F – Revised general track – New Track History Education (pages 73-78)
 - c. Revised prerequisites for CRJU 3300, 3310, 3401, 3402, 3600, and 3700 (pages 79-81)
 - d. Revised course title CRJU 4110 (pages 82-83)
 - e. Revised degree requirements for the BA in Sociology and Anthropology (pages 84-88)
 - f. Revised credit hours and description SOCI 3000 (pages 89-91)
 - g. New course SOCI 3160 (pages 92-98)
 - h. New course SOCI 4690 (pages 99-105)
7. **COLLEGE OF EDUCATION AND HUMAN SERVICES**
 - a. Revised course description MLIS 7230 (pages 106-107)
 - b. Revised Area F – BSED in American Sign Language/English Interpreting (pages 108-110)
 - c. New course ASLS 2130 (pages 111-126)
 - d. Revised course description EDUC 2110 (pages 127-129)
 - e. Revised course description EDUC 2120 (pages 130-132)
 - f. Revised course description EDUC 2130 (pages 133-135)
 - g. Rationale for reactivation of the BSED in Secondary Education (pages 136-137) – Information Only
 - h. Program reactivation request form for the BOR (pages 138-140) – Information Only
 - i. Revised narrative for the College of Education and Human Services (pages 141-148)
 - j. Reactivation of the BSED in Secondary Education (pages 149-151)
 - k. Revised narrative for the Department of Middle, Secondary, Reading, and Deaf Education and degree requirements for the BSED in Secondary Education (pages 152-167)
 - l. New course SEED 2000 (pages 168-180)
 - m. New course SEED 3020 (pages 181-193)
 - n. New course SEED 3991 (pages 194-206)
 - o. New course SEED 4000 (pages 207-219)
 - p. Revised course title, credit hours, prerequisite, and description SEED 4100 (pages 220-233)

- q. Revised course title, credit hours, prerequisite, and description SEED 4200 (pages 234-247)
- r. Revised course title, credit hours, prerequisite, and description SEED 4300 (pages 248-260)
- s. Revised course title, credit hours, prerequisite, and description SEED 4400 (pages 261-275)
- t. New course SEED 4610 (pages 276-296)
- u. Revised course title, credit hours, prerequisite, and description SEED 4620 (pages 297-318)
- v. Revised course title, prerequisite, and description SEED 4790 (pages 319-342)
- w. Revised course prerequisite, and description SEED 4800 (pages 343-354)

VALDOSTA STATE UNIVERSITY
ACADEMIC COMMITTEE MINUTES
January 14, 2019

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Cypress Room on Monday, January 14, 2019. Dr. Sharon Gravett, Associate Provost for Academic Affairs, presided.

Members Present: Dr. Eugene Asola (Proxy Ms. Kwanza Thomas), Ms. Catherine Bowers, Dr. Bobbie Ticknor, Dr. Ray Elson (Proxy Dr. Gary Futrell), Dr. Diane Wright, Mr. Joe Mason, Dr. Bobbie Ticknor (Proxy Dr. Nicole Cox), Mr. Brian Nelson, Dr. Fred Knowles, Dr. Ray Elson, Dr. Ellis Heath, Dr. Eugene Asola, Dr. Colette Drouillard, Ms. Laura Wright, and Ms. Amy Chew.

Members Absent: Ms. Kwanza Thomas, Dr. Corey Anderson, Dr. Gary Futrell, Mr. Craig Hawkins, Dr. Nicole Cox, Dr. Ben Wescoatt, Dr. Eric Chambers, Ms. Sarah Fretti, and Mr. Russ Hoff.

Catalog Editor: Dr. Jane Kinney.

Visitors Present: Dr. Theresa Grove, Dr. Mary Fares, Dr. Michael Schmidt, and Dr. Bob Gannon.

The Minutes of the November 12, 2018 meeting were approved by email on November 26th. (pages 1-3).

A. College of Business

1. Revised course prerequisites, Accounting (ACCT) 3250, "Forensic Accounting", (FORENSIC ACCOUNTING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2019. (pages 4-5).
2. Revised course prerequisites, Accounting (ACCT) 3100, "Intro to Fraud Examination", (INTRODUCTION TO FRAUD EXAMINATION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2019. (pages 6-7).

B. College of Science and Mathematics

1. New course, Biology (BIOL) 2950, "Directed Research", (DIRECTED RESEARCH – 1-4 credit hours, 1-4 lecture hours, 0 lab hours, and 1-4 contact hours), was approved effective Fall Semester 2019. (pages 8-10).
2. New minor in Applied Statistics was approved effective Fall Semester 2019. (pages 11-12).
3. New degree proposal AS in Engineering Studies was approved effective Fall Semester 2019. (pages 13-54). **Pending BOR Approval***

C. College of the Arts

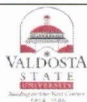
1. Revised credit hours, Music Education (MUE) 7400, "Instrument Repair", (INSTRUMENT REPAIR – 1 credit hour, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Summer Semester 2019. (pages 55-56).
2. New course, Music (MUSC) 5800, "Musical Union", (MUSICAL UNION – 1 credit hour, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Summer Semester 2019. (pages 57-63).
3. Revised degree requirements for the BFA in Interior Design was approved effective Fall Semester 2019. (pages 64-69).
4. New course, Interior Design (ARID) 3370, "Construction Methods and Building Regulations", (CONST MTHDS/BLDNG REGULATIONS – 3 credit hours, 2 lecture hours, 2 lab hours, and 4 contact hours), was approved effective Spring Semester 2020. (pages 70-80).
5. New course, Interior Design (ARID) 4340, "Contemporary Design Issues", (CONTEMPORARY DESIGN ISSUES – 3 credit hours, 0 lecture hours, 6 lab hours, and 6 contact hours), was approved effective Fall Semester 2019 with the description changed to read3350. A study of the research and ...connection with contemporary...life-cycle assessment. Projects... . (pages 81-94).
6. Deactivation of ARID 4310 effective Fall Semester 2019. (pages 95-96).

D. College of Education and Human Services

1. Revised requirements for the BSED in Special Education – Deaf/Hard-of-Hearing was approved effective Fall Semester 2019. (pages 97-100).
2. Revised requirements for the BSED in American Sign Language/English Interpreting was approved effective Fall Semester 2019 pending correction to Area F. (pages 101-104).
3. Revised course description, title, and reactivation, Deaf Education (DEAF) 3130, “Orientation to Deaf Education: Communication, Culture, and Language”, (DEAF EDUCATION: CULTURE & LANG – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2020 with the description changed to read ...how communication, culture, and language... . (pages 104-115).
4. Revised curriculum for the MLIS – Cataloging and Classification Track was approved effective Fall Semester 2019. (pages 116-117).
5. Revised prerequisites, Library Science (MLIS) 7360, “Indexing, Abstracting, and Thesaurus Construction”, (INDXNG ABSTRCTNG THESURUS CON – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2019. (pages 118-120).
6. Revised course description and title, Library Science (MLIS) 7310, “Introduction to Metadata for Catalogers”, (INTRO METADATA FOR CATALOGERS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2019. (pages 121-123).
7. Revised course description, prerequisite, and title, Library Science (MLIS) 7330, “Advanced Metadata”, (INTRO METADATA FOR CATALOGERS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2021. (pages 124-126).
8. Revised course description, prerequisite, and title, Library Science (MLIS) 7355, “Cataloging and Classification”, (INTRO METADATA FOR CATALOGERS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2019. (pages 127-129).
9. New track for the BSED in Workforce Education and Development – Technical Leadership was approved effective Fall Semester 2019. (pages 130-134).
10. Revised catalog copy for the BSED in Workforce Education and Development was approved effective Fall Semester 2019. (pages 135-138)
11. New course, Adult and Career Education (ACED) 2800, “Technical Organization Leadership”, (TECH ORG LEADERSHIP – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2019. (pages 139-145).
12. Revised course title, Adult and Career Education (ACED) 3800, “Multicultural Workforce Issues for Technical Leaders”, (MULTICLTRL WRKFRC ISS TECH LDR – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2019. (pages 146-147).
13. Revised course title, Adult and Career Education (ACED) 4050, “Workforce Development and Management for Technical Leader”, (WRKFRC DEV AND MGNT TECH LDR – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2019. (pages 148-149).
14. Revised course title, Adult and Career Education (ACED) 4820, “Project Management for Technical Leaders”, (PROJECT MGT FOR TECHNICAL LDRS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2019. (pages 150-151).
15. Revised course title and description, Adult and Career Education (ACED) 4830, “Technology, Work and Performance for Technical Leaders”, (TECH, WORK, PERF TECH LDRS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2019. (pages 152-153).

Respectfully submitted,

Stanley Jones
Registrar



Valdosta State University Curriculum Form

- Request for a REVISED COURSE

Date of Submission:

10/18/2018

**Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.*

College: College of the Arts

Dept. Initiating Request:

Communication Arts

Requestor's Name:

Dr. Melissa Rynn Porterfield

Requestor's Role:

Faculty

CURRENT: (list only items to be changed)

REQUESTED: (list only items to be changed)

Course Prefix and Number:

THEA 3880

Course Prefix and Number:

Course Title:

Theatre History I

Course Title:

Lecture Hours:

3

Lecture Hours:

Lab/Contact Hours:

0

Lab/Contact Hours:

Credit Hours:

3

Credit Hours:

Pre-requisites:

Completion of Area F or permission of instructor.

Pre-requisites:

Completion of Area F [THEA 1100](#) or permission of instructor.

CURRENT Course Description:

NEW Course Description: ([hover over for instructions](#))

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

2019

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 –

Only the course information presented in THEA 1100 could be considered to be necessary to a student to be successful in this 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 –

Assessment of these changes can be made from student grades and from the program's existing assessment of students in their Junior year.

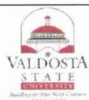


Valdosta State University - REVISED COURSE Form

- Request for a REVISED COURSE

Approvals:	Print:	Signature:	Date:
Department Head	MARK BORZI		1-17-19
College/Division Executive Committee		MICHAEL T. SCAMM	1/24/19
Dean/Director	A. Blake Pearce		1-23-19
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:

10/18/2018

*Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.

College: College of the Arts

Dept. Initiating Request:

Communication Arts

Requestor's Name:

Dr. Melissa Rynn Poterfield

Requestor's Role:

Faculty

CURRENT: (list only items to be changed)

REQUESTED: (list only items to be changed)

Course Prefix and Number:

THEA 3890

Course Prefix and Number:

Course Title:

Theatre History II

Course Title:

Lecture Hours:

3

Lecture Hours:

Lab/Contact Hours:

0

Lab/Contact Hours:

Credit Hours:

3

Credit Hours:

Pre-requisites:

Completion of Area F or permission of instructor.

Pre-requisites:

Completion of Area F [THEA 1100](#) or permission of instructor.

CURRENT Course Description:

NEW Course Description: ([hover over for instructions](#))

The study of the development of theatre from the 18th century to the present with emphasis on dramatic theory, play writing styles, theatrical production styles, physical theatre, and the impact of theatre on society.

The study of the development of theatre from the 18th century to the present with emphasis on dramatic theory, play writing styles, theatrical production styles, physical theatres, and the impact of theatre on society.

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

2019

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 –

Only the course information presented in THEA 1100 could be considered to be necessary to a student to be successful in this 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 –

Assessment of these changes can be made from student grades and from the program's existing assessment of students in their Junior year.

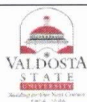


Valdosta State University - REVISED COURSE Form

- [Request for a REVISED COURSE](#)

Approvals:	Print:	Signature:	Date:
Department Head	MARK BOZZI		1-17-19
College/Division Executive Committee	Michael T. Scumri		1/22/19
Dean/Director	A. Blake Pearce		1-23-19
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:

10/18/2018

*Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.

College: College of the Arts

Dept. Initiating Request:

Communication Arts

Requestor's Name:

Dr. Melissa Rynn Poterfield

Requestor's Role:

Faculty

CURRENT: (list only items to be changed)

REQUESTED: (list only items to be changed)

Course Prefix and Number:

THEA 3950

Course Prefix and Number:

Course Title:

Fundamentals of Play Directing

Course Title:

Lecture Hours:

3

Lecture Hours:

Lab/Contact Hours:

0

Lab/Contact Hours:

Credit Hours:

3

Credit Hours:

Pre-requisites:

THEA 2750, THEA 2800, and THEA 2840.

Pre-requisites:

THEA 2750, and THEA 2800, and THEA 2840.

CURRENT Course Description:

The study of the role of the director in theatrical production. tion, including practical application of theories in class- room exercises.

NEW Course Description: ([hover over for instructions](#))

The study of the role of the director in theatrical production. tion, including practical application of theories in class- room exercises.

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

2019

Once per Year

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

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

This change both removes a typo from the current course description and removes the pre-requisite of THEA 2840. The course material covered in THEA 2840 is not essential to a student's ability to succeed in THEA 3950.

RECEIVED

JAN 28 2019

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 of these changes can be made from student grades and from the program's existing assessment of students in their Junior year.



Valdosta State University - REVISED COURSE Form

- Request for a REVISED COURSE

Approvals:	Print:	Signature:	Date:
Department Head	<i>M. L. J.</i>	<i>marsh Burzi</i>	1-17-19
College/Division Executive Committee	<i>Murray Sammit</i>	<i>[Signature]</i>	1/24/19
Dean/Director	<i>A. Blake Pearce</i>	<i>[Signature]</i>	1-23-19
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:

01/24/2019

**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:

School of Health Sciences

Requestor's Name: Chuck Conner

Requestor's
Role:

Faculty

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

HSHS

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

4000

Proposed NEW Course Title:

Legal and Ethical Concerns for Healthcare Professionals

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

Legal Ethical Health Pro

Prerequisite(s):

Completion of Progression Requirements of Professional Program - A course addressing the most recent trends in law and ethics, treating both areas with equal depth and insight, and demonstrating interconnections in the healthcare system.

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 legal and ethical concerns healthcare professionals will encounter within various employment settings.

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

2019

Twice 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 –

The course will provide essential information to students intending to be employed in a variety of healthcare and healthcare related settings.

**** 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	Lagary Carter	<i>Lagary Carter</i>	1-22-19
College/Division Executive Committee			
Dean/Director	Lagary Carter	<i>Lagary Carter</i>	1-22-19
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):	

HSHS 4000
Legal and Ethical Concerns for Healthcare Professionals
3 SEMESTER HOURS

.....

College of Nursing and Health Sciences
Health Sciences
Valdosta State University

REQUIRED TEXT

Health Law and Medical Ethics by James Allen

COURSE DESCRIPTION

A course addressing the most recent trends in law and ethics, treating both areas with equal depth and insight, and demonstrating interconnections in the healthcare system.

LEARNING OUTCOMES FOR VSU'S CORE CURRICULUM

All learning outcomes in the major continue to build upon those in VSU's Core Curriculum listed at <http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml>.

COURSE OBJECTIVES

- How the law works
- Responsibilities of healthcare professionals
- Medical records
- Insurance
- Torts
- Negligence
- Ethical decision-making
- Bioethics
- Future of healthcare
- Issues associated with diversity

COURSE ACTIVITIES / ASSIGNMENTS / REQUIRMENTS

- Classroom Lecture, Discussions
- Classroom Participation
- Written Exam
- Case Studies
- Case Analysis

COURSE EVALUATION

- Written Exam (70%)
- Case Studies (15%)
- Case Analysis (15%)

Grading Scale

Include how you might do this.

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

COMPUTER AND INFORMATION TECHNOLOGY REQUIREMENTS

- Be sure to set up your active directory account. This will allow access to student email, Blazeview, Banner, Campus wifi, login access to lab computers, and access to other important resources.
 - If you are having trouble logging into one of these services, use the password reset feature.
 - If you are still having trouble after resetting your password, contact the Helpdesk at 229-245-4357
- Students must have access to a computer which meets the minimum requirements of VSU to access Blazeview. Computer labs are available in the following locations:
 - Library (7 open labs)
 - College of the Arts (3 open labs)
 - College of Arts & Sciences (4 open labs)
 - College of Business (1 open lab)
 - College of Education (8 open labs)
 - University Center (6 open labs)
 - Health Sciences and Business Administration Building
- It is recommended that students locate and run the recommended browser Blazeview check upon initiation of the program, when initiating any new or different computer and anytime difficulties with the program occur.
 - It is important you take the time to assess and set up all of your individual systems.
 - You may need to contact your Internet service provider for connectivity issues.
 - Difficulties with any computer within the College of Nursing and Health Sciences should be reported using the help form from that computer if possible. When immediate assistance is needed these problems should be reported to College of Nursing and Health Sciences administrative staff.
- Students are responsible for safe computing.
 - Safe computing guide
 - Information resources acceptable use policy
 - Information security policy
- Microsoft Office® is the required software package. Please use version 2007 or newer to avoid file compatibility issues.
- ATI testing technical requirements and Kaplan include Adobe Acrobat Reader, Microsoft Internet Explorer 7 or higher or Mozilla-Firefox
- Sun Java Runtime Environment is required for all courses using Blazeview
- Adobe Reader and Realtime may also be required for certain material in courses.
- If you are need of technical equipment (laptop, voice recorder, remote presenter, projector, webcam, etc.), please visit the Odum Library Media Center to check out equipment.
<http://www.valdosta.edu/academics/library/depts/media-center/>

ATTENDANCE POLICY

Students are expected to attend class. It is the student's responsibility to make up any missed class work or information discussed in class. All assignments are due at the beginning of the class period on the due date. Students need to turn in assignments on or before the due date to avoid penalty. Students turning assignments in after the due date will have 10 points deducted for each day that the assignment is late. Tests must be taken on the date of the test. A missed test can be taken in extraordinary circumstances. This must be discussed with the instructor before the test is taken to reschedule a test date. If rescheduling before the test is taken is not possible due to an emergency situation, the student must contact the instructor as soon as possible. Make up work 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 situation. Missed quizzes will not be rescheduled. Tardiness and non-emergent absences are unacceptable. If you enter class late, and a quiz or exam is underway, you will not be given extra time to finish. Being late to class on two occasions will result in one absence. After being tardy on two occasions, each subsequent tardy will be counted as an absence. Six (20%) or more absences will result in the student receiving a failing grade (F) for the class.

WITHDRAWAL FROM COURSES POLICY (from the VSU Catalog):

Students may withdraw from courses following the drop/add period until mid-term by completing the withdrawal process on BANNER. A withdrawal before mid-term is non-punitive, and a grade of "W" is assigned. However, a student may not exercise this right to withdraw to avoid sanction for academic dishonesty.

PROFESSIONALISM

The student is expected to communicate with the instructor in a professional manner no matter what type of communication is used (formal papers and assignments, email, texts, telephone, face to face communication, etc). Unprofessional communication will be identified and the student will be expected to correct unprofessional communications. The student is expected to interact with the instructor and peers in a professional manner. Students who exhibit unprofessional behavior or dispositions, dress or communication will be written up with the appropriate form: an Infraction Form, a CONHS Disposition Form and the University Student Conduct Form, <http://www.valdosta.edu/administration/student-affairs/student-conduct-office/our-services.php>.

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 D2L. For more information on the use of SafeAssign at VSU see SafeAssign for Students (<http://www.valdosta.edu/academic/SafeAssignforStudents.shtml>).

ACADEMIC INTEGRITY

Per the VSU Student Handbook:

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.

A. Academic Integrity Violations: Cheating and plagiarism are academic integrity violations. Additional violations may be added as deemed appropriate. The following academic integrity violations are not to be considered all-inclusive:

1. No student shall use or attempt to use unauthorized materials or devices to aid in achieving a better grade on a component of a class.
2. No student shall receive or give or attempt to receive or give assistance not authorized by the instructor in the preparation of an essay, laboratory report, examination or other assignment included in any academic course.
3. No student shall take or attempt to take, steal, or otherwise procure in an unauthorized manner any material pertaining to the conduct of a class, including but not limited to tests, examinations, laboratory equipment, and roll books.
4. No student shall sell, give, lend, or otherwise furnish to any unauthorized person material which can be shown to contain the questions or answers to any examinations scheduled to be given at any subsequent date in any course of study offered by the University, without authorization from the University.
5. No student shall engage in plagiarism, which is presenting the words or ideas of another person as if they were the student's own. Essays, term papers, laboratory reports, tests, online writing assignments, and other similar requirements must be the work of the student submitting them. Some typical examples of plagiarism are:
 - Submitting an assignment as if it were one's own work when, in fact, it is at least partly or entirely the work of another.
 - Submitting a work that has been purchased or otherwise obtained from an Internet source or another source.
 - Incorporating the words or ideas of an author into one's paper without giving the author due credit, e.g., when direct quotations are used, they must be indicated, and when the ideas of another are incorporated in the paper they must be appropriately acknowledged.

B. Academic Integrity Academic Response: Valdosta State University policy is that a violation of Appendix A, Section I may and should be handled by the professor, the student, and possibly the department head or academic dean concerned with the offense. Sanctions for an academic integrity violation should be outlined in the course syllabus.

Any faculty member who has documentation and/or suspects that academic dishonesty has occurred shall

1. gather all pertinent information, and
2. meet with the student or students involved, and
3. inform the student or students of the academic response to an alleged violation of academic integrity. The faculty member will notify his/her department head and/or dean of these decisions and may also contact the Student Conduct Office in the Dean of Students office for procedural clarification if desired.

The most severe action that may be administered by any faculty member is a grade of "F" in that particular course. This is an academic response and not a disciplinary recommendation. A student who wishes to appeal an academic response to an alleged violation of academic integrity may follow the grade appeal process (grade appeal form).

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.

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.

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, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

INCOMPLETES:

A report of **I** (incomplete) indicates that a student was doing satisfactory work at the end of the term but, for non-academic reasons, was unable to complete all requirements for the course. A report of **I** requires the subsequent completion of all course requirements within a time limit specified by the instructor, not to exceed one calendar year from the end of the term in which a grade of incomplete is assigned, regardless of the student's enrollment status during the period specified for completion. Students are responsible for making arrangements with their instructor for completion of

course requirements within the time specified, in accordance with this regulation. If an I is not changed to a letter grade within one calendar year, it will be changed to the grade F.

POLICY: FAILING GRADE IN ATP CURRICULUM:

Students must be aware that a grade of F or D in a major course may result in a delay of graduation by as much as a year. The course may not be offered but once in an academic year. No mechanism exists, nor will one be devised, for making up the deficiency other than retaking the course when offered the next time.

APPROPRIATE BEHAVIOR IN CLASS

In an effort to create a beneficial learning environment, please observe the following rules:

1. **Do not be late.** It is disruptive to both the instructor and other students. Repeated tardiness is considered to be disrespectful. If you arrive after class has started, **and you should not**, do not disrupt the class.
2. Please do not converse with classmates during class or lab time. This distracts other students, makes it hard for the students I am interacting with to hear me, and wastes time you could be using to practice your skills.
3. Listen to instructions in labs. I won't keep trying to talk over you.
4. Please ask questions when you have them. You are probably not the only student who would like to know the answer.
5. Please do not study for other courses or do assignments for other classes during this class time.
6. **CELL PHONES:** When the instructor informs you to put cell phones away (this means to place them in a book bag, purse, etc., so that they are completely out of sight and unable to be used) please do so immediately.

STUDENT ACADEMIC IRREGULARITIES

No student shall receive or give or attempt to receive or give assistance not authorized by the instructor in the preparation of any essay, laboratory, report, examination, or other assignment included in any academic course. No student shall take or attempt to take, steal, or otherwise procure in an unauthorized manner any material pertaining to the conduct of a class, including but not limited to tests, examinations, laboratory equipment, and roll books. No student shall sell, give, lend, or otherwise furnish to any unauthorized person material which can be shown to contain the questions or answers to any examinations scheduled to be given at any subsequent date in any course of study offered by the University, without authorization from the University. Plagiarism is prohibited. Themes, essays, term papers, test, and other similar requirements must be the work of the student submitting them. When direct quotations are used, they must be indicated, and when the ideas of another are incorporated in the paper they must be appropriately acknowledged. VSU policy is that under the established process a violation of Section A may and should be handled by the professor, the student and possible the department head or dean concerned with the offense. However, the most severe sanction that may be administered through this process is to give a grade "F" in the course. If a stronger sanction is felt to be needed, or if an agreement cannot be reached between the above parties concerning the incident, it is no longer a matter that addresses itself to the academic school or division. In such cases where a student may continue to violate Section A (Academic Irregularity) after he or she has been warned or sanctioned by one or more professors, he or she should then be referred to the Dean of Students where official charges may be drawn up and the student subjected to the established disciplinary process.

Important: As the instructor of this course, I reserve the privilege to modify the educational experiences or topics dependent upon the progress and ability of the students taking this course.

Instructor

TBA

Tentative Course Agenda

(Example)

How the law works (week 1-2)

Responsibilities of healthcare professionals (week 2-4)

Exam

Medical record (week 4-6)

Insurance (week 6-8)

Exam

Case Study/Case Analysis

Torts (week 8-10)

Negligence (week 10-11)

Exam

Ethical decision-making (week 12)

Bioethics (week 13)

Case Study/Case Analysis

Exam

Future of healthcare (week 14)

Issues associated with diversity (week 15)

Final Exam



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.

As a Blazer, I pledge to uphold the core principles of **Civility, Integrity, and Citizenship**.



Valdosta State University Curriculum Form

• Request for a NEW COURSE

Date of Submission: 01/9/2019

*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:	HSEP
Requestor's Name:	Michael Webster	Requestor's Role:	Faculty

Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>		HSEP		NEW Course Number: <i>(Consult #s in the catalog)</i>		7000	
Proposed NEW Course Title:		Research Methods in Exercise Physiology					
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>		Research Methods Exer Physiol					
Prerequisite(s):		Admission to Exercise Physiology					
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 advanced study of the research process, including the development of the research question and hypothesis, review of the literature, research design, data acquisition and analysis, and scientific writing.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<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	2020	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 engagement of graduate students in research is a strong emphasis of the exercise physiology graduate program. Additionally, a significant portion of the institutional effectiveness program assessment is focused on the student's ability to demonstrate their understanding of research methodology, research design, data assessment and interpretation, and scientific writing in applied Exercise Physiology.

**** 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 –

Student performance on the research portion of the program comprehensive examination and/or successful completion of a masters' thesis, a peer-reviewed scientific publication, or a regional or national professional presentation.

**** 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. LaGary Carter		1/9/2019
College/Division Executive Committee	Dr. Michael Webster		1/9/2019
Dean/Director	Dr. Sheri Noviello		1/9/2019
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. da Cruz		1/22/19
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):	

**College of Nursing and Health Sciences
School of Health Sciences
Graduate Program of Study: Exercise Physiology**

HSEP 7000 – Research Methods in Exercise Physiology

University / College	Valdosta State University / College of Nursing and Health Sciences
School	School of Health Sciences
Course Name	Research Methods in Exercise Physiology
Course Number	HSEP 7000
Prerequisite	Admission to the Graduate Exercise Physiology Program or permission of instructor
Course Description	An advanced study of the research process, including the development of the research question and hypothesis, review of the literature, research design, data acquisition and analysis, and scientific writing
Academic Hours (Lecture-Lab-Total)	3-0-3
Instructor	Michael Webster, Ph. D. Office: HSBA 2137 Office hours: Tuesday/Thursday 11:00-12:00; 2:00p-3:00p Wednesday 11:00-12:00; 1:45p-3:30p AND as arranged Phone: 229-333-7191 Email: MJWebster@valdosta.edu
Semester	SPRING / 2020
Class Time/Location	HSBA – time and location to be determined
Required Text	Armstrong, LE and Kraemer, WJ. ACSM's Research Methods. Wolters Kluwer; 2016. ISBN: 978-1-4511-9174-5
Additional Comments	<p>The only e-mail that I will communicate though will be with your university provided account. No electronic communications will occur with non-university e-mail account.</p> <p>It is my intent to send all course ancillaries (syllabus, PowerPoints, readings, assignments...) to your e-mail account. In the event that the files are too large, I will post them on Blazeview and will send you an e-mail indicating so. I will not be posting grades using the Blazeview gradebook function. To that end, you will need to keep track of your own grade records throughout the semester.</p> <p>Office hours are not scheduled during holidays, dead day, final exam week, and semester breaks. Occasionally, additional professional obligations may prohibit me from being present during posted office hours. If so, send me an email, leave me a message, or return at another time.</p>

Learning Outcomes and Objectives:

At the completion of this course students should be able to:

- explain the importance of research as a means to solve problems in Exercise Physiology.
- explain the application of different research approaches in Exercise Physiology to solve problems in their professional field.
- identify threats to validity and reliability of a study and be able to design Exercise Physiology studies to minimize such threats.
- explain various aspects of research designs.
- develop research practitioners that critically utilize the scientific literature in Exercise Physiology.
- conduct a systematic analysis of the literature using hand and computer search techniques.
- write a research proposal in accordance with standards in Exercise Physiology.
- design an experiment in accordance with the appropriate Exercise Physiology research methodology.
- appreciate and understand ethical issues associated with research in Exercise Physiology.

PERFORMANCE EVALUATION:

The details and expectations for each of the performance evaluation items indicated below will be discussed during class.

Assignments		Points
1	Article reviews (2)	5
2	Hypothesis (Draft)	5
3	Methods (Draft)	5
4	Synthesis Matrix (Draft)	5
5	Scientific Research Proposal	
	• Introduction with hypothesis	10
	• Methods	25
	• References	5
6	Appendices	
	• Ethics/CITI training certificate 2 points	2
	• Human Subjects/IRB	3
	• project Timeline	5
7	Proposal Presentation	20
8	Class participation	10

TOTAL POINTS	/
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There are no “make-ups” for missed or late work with the exception of a university excused absence. Except in the event of an emergency, you are required to make **PRIOR** arrangements with the instructor. In the event of an **emergency, you must** contact the instructor ASAP.

Grading:

Course letter grades will be earned on the basis of overall performance. The following will be used to determine final grades:

- A = ≥90.00%
- B = 80-89.99%
- C = 70-79.99%
- D = 60-69.99%
- F = <60.00%

It is your responsibility to keep track of your own scores/grades. **DO NOT COME TO THE INSTRUCTOR TO DETERMINE YOUR GRADE.**

Attendance:

You should make every attempt to attend every class meeting. Attendance and promptness is expected. While it is recognized that certain unforeseen events may prevent you from attending a certain class meeting, due to the nature of this class it is essential that you attend and participate. In the event that you must miss a class, it is your responsibility to meet with the instructor and complete any necessary assignments or tasks in an agreed upon time frame. Past experience indicates that there is an extremely strong correlation between class attendance and success in this course.

General Notes:

The intensive hands-on nature of this course, necessitates that you participate and engage at each class meeting. Assignments, laboratory reports/abstracts should reflect an advanced understanding of the concept/task being addressed. You must be **thoroughly familiar with the information to the point of being able to apply it.** History dictates that procrastination and last minute cramming for reports and completion of assignment is only effective if you want a poor grade in the course. **DO NOT PROCRASTINATE.** Always remember that the purpose of these laboratory sessions and assignments is for you to demonstrate and graduate level understanding of exercise physiology. All concepts addressed in class are “fair-game” for questions on your upcoming comprehensive examinations which must be passed for you to successfully complete the graduate program.

If you miss a class when handouts are provided it is your responsibility to get a copy of the handouts from another student. You are also responsible for obtaining the missed notes from another student. **DO NOT COME TO THE PROFESSOR AND ASK FOR HANDOUTS AND/OR NOTES FOR CLASSES FOR WHICH YOU WERE NOT IN ATTENDANCE.**

Exercise Physiology Program Retention Policy

Any student receiving more than two semester grades of a “C” or less in any course(s) within the M.S.E.P. program of study will be dismissed from the program.

PROFESSIONALISM As a future professional, there is a strict level of professionalism that is expected during this course. This includes but is not limited to each of the following statements:

- You are expected to be on time. Class starts promptly at the assigned class start time. You should be in your seat and ready to begin class at this time. Class ends when the instructor dismisses class. Packing up your things early is disruptive to others around you and to myself.
- Raise your hand to be recognized.
Classroom discussion should be civilized and respectful to everyone and relevant to the topic we are discussing. Classroom discussion is meant to allow us to hear a variety of viewpoints. This can only happen if we respect each other and our differences.
- Any discussion from class that continues on any listserv or class discussion list should adhere to these same rules and expectations.
- You are expected to do your own work. Cheating, plagiarism and any other form of academic dishonesty will not be tolerated.
- Meaningful and constructive dialogue is encouraged in this class and requires a degree of mutual respect, willingness to listen, and tolerance of opposing points of view. Respect for individual differences and alternative viewpoints will be maintained at all times in this class. One’s words and use of language should be temperate and within acceptable bounds of civility and decency.
- Since every student is entitled to full participation in class without interruption, all students are expected to come to class prepared and on time, and remain for the full class period. All electronic devices that generate sound and/or pictures must be turned off during class.
- Digital recording of lectures is permissible and in many cases encouraged.
- Disruptive behaviors, including excessive talking, arriving late to class, sleeping, reading newspapers, using unauthorized electronic devices during class is not permitted. Repetitive and seriously disruptive behavior, e.g. fighting, using profanity, personal or physical threats or insults, damaging property, may

result in your removal from class.

POLICY STATEMENT ON PLAGIARISM

(quoted from the Academic Honesty Policies and Procedures):

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

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

<http://www.valdosta.edu/academics/academic-affairs/vp-office/student-resources.php>

<http://www.valdosta.edu/academics/academic-affairs/vp-office/academic-dishonesty.php>

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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) and 229-375-5871 (VP). For more information, please visit VSU's Access Office 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 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, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. 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/welcome.php>



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As a Blazer, I pledge to uphold the core principles of Civility, Integrity and Citizenship.

ACADEMIC INTEGRITY

Students are expected to do their own work. Any evidence, suggestive or otherwise, that a student's work has been performed, or attempted to be performed, in a dishonest manner including, but not limited to, plagiarism, cheating, copying assignments from fellow students, and stealing examinations, will be grounds for failing the assignment and/or course. Such cases could be brought to the attention of the VSU administration and may result in your dismissal from the university.

COMPUTER AND INFORMATION TECHNOLOGY REQUIREMENT

- Be sure to set up your [active directory](#) account. This will allow access to student email, Blazeview, Banner, Campus Wi-Fi, login access to lab computers, and access to other important resources.
 - If you are having trouble logging into one of these services, use the [password reset feature](#).
 - If you are still having trouble after resetting your password, contact the Helpdesk at 229-245-4357
- Students must have access to a computer which meets the [minimum requirements](#) of VSU to access Blazeview. Computer labs are available in the following locations:
 - School of Nursing (Martin Hall) (1 open lab)
 - Library (7 open labs)
 - College of the Arts (3 open labs)
 - College of Arts & Sciences (4 open labs)
 - College of Business (1 open lab)
 - College of Education (8 open labs)
 - University Center (6 open labs)
- It is recommended that students locate and run the recommended browser Blazeview check upon initiation of the program, when initiating any new or different computer and anytime difficulties with the program occur.
 - It is important you take the time to assess and set up all of your individual systems.
 - You may need to contact your Internet service provider for connectivity issues.
 - Difficulties with any computer within the College of Nursing and Health Sciences should be reported using the help form from that computer if possible. When immediate assistance is needed these problems should be reported to College of Nursing and Health Sciences administrative staff.
- Students are responsible for safe computing.
 - [Safe computing guide](#)

- [Information resources acceptable use policy](#)
 - [Information security policy](#)
 - Microsoft Office® is the required software package. Please use version 2007 or newer to avoid file compatibility issues.
 - [ATI testing technical requirements and Kaplan](#) include Adobe Acrobat Reader, Microsoft Internet Explorer 7 or [higher](#) or [Mozilla-Firefox](#)
 - Sun Java Runtime Environment is required for all courses using Blazeview
 - [Adobe Reader](#) and Realtime may also be required for certain material in courses.
- If you are need of technical equipment (laptop, voice recorder, remote presenter, projector, webcam, etc.), please visit the Odum



Valdosta State University Curriculum Form

• Request for a REVISED COURSE

Date of Submission:

01/9/2019

**Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.*

College: College of Nursing and Health Sciences

Dept. Initiating Request:

Health Sciences

Requestor's Name:

Michael Webster

Requestor's Role:

Faculty

CURRENT: (list only items to be changed)

REQUESTED: (list only items to be changed)

Course Prefix and Number:

HSEP 7160

Course Prefix and Number:

[HSEP 6160](#)

Course Title:

Exercise Psychology

Course Title:

Exercise Psychology

Lecture Hours:

3

Lecture Hours:

Lab/Contact Hours:

0

Lab/Contact Hours:

Credit Hours:

3

Credit Hours:

Pre-requisites:

Admission to the graduate program in Exercise Physiology or permission of instructor

Pre-requisites:

CURRENT Course Description:

NEW Course Description: [\(hover over for instructions\)](#)

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

2019

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 –

This course is currently listed as HSEP 7160. In fall/2018 the renumbering of the course HSEP 7160 to HSEP 6160 was approved as a curriculum change; however, an oversight resulted in it never being submitted as a course revision.


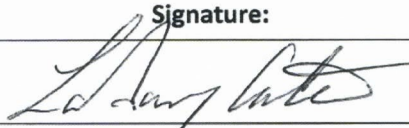


Source of Data to Support Change (select one or more of the following):

- ☐ 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	Dr. LaGary Carter		1-7-19
College/Division Executive Committee	Dr. Michael Webster		1-7-2019
Dean/Director	Dr. Sheri Noviello		1/9/19
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	1/22/19
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:

09/20/2018

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

College:	College of Nursing and Health Services	Dept. Initiating Request:	Health Sciences	
Requestor's Name:	Michael Webster	Requestor's Role:	Faculty	
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:	Estimated Frequency of Course Offering:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input type="checkbox"/> Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer	2019	Select One.
Degree/Program Name:	Master of Science in Exercise Physiology			
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/nursing-health-sciences/ms-exercise-physiology/			

Present Requirements:		Proposed Requirements: <i>(hover over for instructions)</i>	
HSEP 7100 - Advanced Pathophysiology	3	HSEP 7100 - Advanced Pathophysiology	3
PSYC 5500 - Statistical Methods in Psychology	3	PSYC 5500 - Statistical Methods in Psychology	3
RSCH 7100 - Research Methodology in Education	3	<i>RSCH 7100 - Research Methodology in Education</i>	3
		<u>HSEP 7000 - Research Methods in Exercise Physiology</u>	3
HSEP 7010 - Advanced Exercise Physiology	3	HSEP 7010 - Advanced Exercise Physiology	3
HSEP 7060 - Exercise Physiology Laboratory Tech.	3	HSEP 7060 - Exercise Physiology Laboratory Tech.	3
HSEP 7400 - Exercise Physiology Seminar	6	HSEP 7400 - Exercise Physiology Seminar	6
HSEP 6050 - Applied Resistance Training	3	HSEP 6050 - Applied Resistance Training	3
HSEP 6160 - Exercise Psychology	3	HSEP 6160 - Exercise Psychology	3
HSEP 7950 - Internship	6	HSEP 7950 - Internship	6
or		or	
HSEP 7999 - Thesis	6	HSEP 7999 - Thesis	6
Total hours required for degree	33	Total hours required for degree	33

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 type="checkbox"/> Adopting current best practice(s) in field | <input checked="" type="checkbox"/> Other – |

The MS in Exercise Physiology began in August of 2017 and the proposed curricular changes, and rationale, are as follows:

* HSEP 7000 - Research Methods in Exercise Physiology. This is a newly developed course and will replace *RSCH 7100 - Research Methods in Education*. The content of this course better meets the academic needs and professional preparation and expectations of Exercise Physiology students.

These curricular revisions will not require additional faculty or 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 –

A significant portion of the institutional effectiveness program assessment is focused on the student's ability to demonstrate their understanding of research methodology, research design, data assessment and interpretation, and scientific writing in applied Exercise Physiology. This is assessed via the student's performance on the comprehensive examination and/or completion of a masters' thesis, peer reviewed research publication, or regional or national professional presentations.

**Valdosta State University – Curriculum Change or Revised Catalog Copy Form**• **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Dr. LaGary Carter	<i>LaGary Carter</i>	1/9/2019
College/Division Executive Committee	Dr. Michael Webster	<i>M. Webster</i>	1/9/2019
Dean/Director	Dr. Sheri Noviello	<i>Dr. Noviello</i>	1/9/2019
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	<i>Becky K. daCruz</i>	<i>Becky K. daCruz</i>	<i>1/22/19</i>
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: 01/14/2019

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

College:	Academic Division	Dept. Initiating Request:	Graduate School
Requestor's Name:		Requestor's Role:	Select One.

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 type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input type="checkbox"/> Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer	2019
Degree/Program Name:			
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-student-classificationsadmission-criteria/#Regular Admission		

Present Requirements:	Proposed Requirements: (hover over for instructions)
<p>Regular Admission</p> <p>To be considered for admission as a "regular" graduate student in a master's program, the applicant must hold a bachelor's degree from a regionally accredited or approved college or university with an undergraduate major in, or prerequisites for, the planned graduate field of study, where applicable. The applicant must, at a minimum, have a cumulative undergraduate grade point average of at least 2.5 on a 4.0 scale, calculated on all work attempted in which letter grades were awarded; however, some programs require minimum grade point averages that are higher than the Graduate School minimum. Education Specialist, Doctor of Education, and Doctor of Public Administration applicants must hold a master's degree from a regionally accredited institution. Applicants for Ed.S. and Ed.D. programs will be admitted only as "regular."</p> <p>Verification of the degree and grade point average in the form of official transcripts is required. Most degree programs require acceptable entrance exam scores on the GRE, MAT, or GMAT, and some programs have additional admission criteria. Please refer to the departmental listings for all these specific requirements.</p>	<p>Regular Admission</p> <p>To be considered for admission as a "regular" graduate student in a master's program, the applicant must hold a bachelor's degree from a regionally accredited or approved college or university with an undergraduate major in, or prerequisites for, the planned graduate field of study, where applicable. The applicant must, at a minimum, have an undergraduate grade point average of at least 2.5 on a 4.0 scale, as indicated by their official final college transcript; however, some programs require minimum grade point averages that are higher than the Graduate School minimum or are based on the cumulative grade point average.</p> <p>Education Specialist, Doctor of Education, and Doctor of Public Administration applicants must hold a master's degree from a regionally accredited institution. Applicants for Ed.S. and Ed.D. programs will be admitted only as "regular."</p> <p>Verification of the degree and grade point average in the form of official transcripts is required. Most degree programs require acceptable entrance exam scores on the GRE, MAT, or GMAT, and some programs have additional admission criteria. Please refer to the departmental listings for all these specific requirements.</p>

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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 – |

Streamlining the admission process for applicants and business processes for the Graduate School. This change will reduce the amount of cumulative GPAs that must be calculated for programs and result in completed applications being sent to departments more quickly.

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 –

Time required to process applications and send completed files to the department.



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head			
College/Division Executive Committee			
Dean/Director			
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	1/22/2019
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:

01/14/2019

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

College:	Academic Division	Dept. Initiating Request:	Graduate School
Requestor's Name:		Requestor's Role:	Select One.
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 type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input type="checkbox"/> Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer	2019
Degree/Program Name:			
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-school/application-procedures/#App procedures		

Present Requirements:

(approved in October GEC and subsequently by Academic)

2. Official Transcripts

Applicants seeking a Master's degree must submit an official transcript from each previously attended institution (including transfer credit). Applicants seeking Education Specialist or Doctoral degrees must submit an official transcript from each graduate institution previously attended. For Ed.S. and doctoral applicants, transcripts from undergraduate institutions are not needed. For non-degree certification only programs, please consult the program admissions information page for the required transcripts.

All applicants must include a final college transcript including date of degree from a regionally accredited institution. Applicants may be accepted pending graduation if their degree will be awarded after the admissions deadline but before enrollment. If an applicant attended school outside the United States, a course-by-course evaluation of all transcripts from outside the U.S. is required.

Please note: the M.A.T. in Special Education requires two transcripts from each institution attended.

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

2. Official Transcripts

Applicants seeking a Master's degree must submit [official transcripts from their Bachelor's degree-granting college or university and from any graduate coursework. Please note: if the department determines that undergraduate transfer credit transcripts are necessary for review, The Graduate School will contact applicants for their submission. The MS in Biology requires official transcripts from all colleges/universities attended, including transfer credit.](#)

Applicants seeking Education Specialist or Doctoral degrees must submit an official transcript from each graduate institution previously attended. For Ed.S. and doctoral applicants, transcripts from undergraduate institutions are not [required. If additional transcripts are required, The Graduate School will contact applicants for their submission.](#)

For non-degree certification only programs, please consult the program admissions information page for the required transcripts.

All applicants must include a final college transcript including date of degree from a regionally accredited institution. Applicants may be accepted pending graduation if their degree will be awarded after the admissions deadline but before enrollment. If an applicant attended school outside the United States, a course-by-course evaluation of all transcripts from outside the U.S. is required.

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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 – |

Streamlining the admission process for applicants and business processes for the Graduate School. This change will reduce the amount of cumulative GPAs that must be calculated for programs and result in completed applications being sent to departments more quickly.

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 –

Time required to process applications and send completed files to the department.

- ☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
- ☒ Other Data Source Descriptions –

Time required to process applications and send completed files to the department.



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head			
College/Division Executive Committee			
Dean/Director			
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	1/22/2019
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: 01/15/2019

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

College:	Academic Division	Dept. Initiating Request:	Graduate School
Requestor's Name:	Becky K. da Cruz	Requestor's Role:	Select One.

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 type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2019
Degree/Program Name:	All Graduate Programs		
Current Catalog URL:	http://catalog.valdosta.edu/graduate/academic-standards-regulations		

Present Requirements:	Proposed Requirements: (hover over for instructions)
<p>Transfer Credit</p> <p>The academic advisor reviews official transcripts to determine course equivalence/similarity. If the advisor determines the course is an appropriate transfer course, he/she sends a course substitution form or a transfer credit memo to the Graduate School for approval. The course substitution form or memo specifies the course, hours, institution of origin, and how the course should be applied (e.g., general elective or a course substitution for an existing course in the curriculum). Courses considered for transfer credit must: (1) be no more than 7 years of age, or more specifically, may not be over 7 years of age when the student completes the degree at VSU; (2) be earned at an institution that is regionally accredited; (3) be graduate-level courses; and (4) not exceed specific program limitations on total number of hours. All transfer requests are subject to approval by the Dean of the Graduate School, and grades transferred fall under the current deficiency point system.</p>	<p>Transfer Credit</p> <p>The academic advisor reviews official transcripts to determine course equivalence/similarity. If the advisor determines the course is an appropriate transfer course, he/she sends a course substitution form or a transfer credit memo to the Graduate School for approval. The course substitution form or memo specifies the course, hours, institution of origin, and how the course should be applied (e.g., general elective or a course substitution for an existing course in the curriculum). Courses considered for transfer credit must: (1) be no more than 7 years of age, unless otherwise approved by program, or more specifically, may not be over 7 years of age when the student completes the degree at VSU or is admitted to doctoral candidacy; (2) be earned at an institution that is regionally accredited; (3) be graduate-level courses; and (4) not exceed specific program limitations on total number of hours. All transfer requests are subject to approval by the Associate Provost for Graduate Studies & Research, and grades transferred fall under the current deficiency point system.</p>

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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 checked="" type="checkbox"/> Adopting current best practice(s) in field | <input type="checkbox"/> Other – |

Ensuring we are allowing programs to have the flexibility necessary to best support our students.


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			
College/Division Executive Committee			
Dean/Director			
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	1/22/2019
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: 01/15/2019

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

College:	Academic Division	Dept. Initiating Request:	Graduate School
Requestor's Name:	Becky K. da Cruz	Requestor's Role:	Select One.
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 type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2019
Degree/Program Name:	All Graduate Programs		
Current Catalog URL:	http://catalog.valdosta.edu/graduate/academic-standards-regulations		

Present Requirements:	Proposed Requirements: (hover over for instructions)
<p>Request for Extension of Seven-Year Rule (Course Age Extension)</p> <p>Courses taken more than seven years prior to the semester of degree completion cannot be used to meet graduate degree requirements. Under extenuating circumstances, however, the student's advisor may appeal in writing for a onetime extension of this limitation. A student's advisor must send a memo to the Dean of the Graduate School requesting an extension. The memo must include a brief justification and the student's ID number. The student's transcript will be reviewed; the Dean will then approve or deny the request in a memo to the advisor and will send a copy to the Registrar's Office. The maximum extension for completion of the program cannot exceed one additional calendar year.</p>	<p>Time to Degree Completion or Admission to Doctoral Candidacy</p> <p>After admission, courses taken more than seven years prior to the semester of degree completion cannot be used to meet graduate degree requirements or admission to doctoral candidacy requirements unless otherwise indicated by individual program requirements. Under extenuating circumstances, however, the student's advisor may appeal in writing for a onetime extension of this limitation. A student's advisor must send a memo to the Associate Provost for Graduate Studies & Research requesting an extension. The memo must include a brief justification and the student's ID number. The student's transcript will be reviewed; the Associate Provost will then approve or deny the request in a memo to the advisor and will send a copy to the Registrar's Office. The maximum extension for completion of the program typically cannot exceed one additional calendar year unless otherwise approved by the Associate Provost for Graduate Studies & Research.</p> <p>Time to Degree Completion for Doctoral Programs</p> <p>Students have 5 years to complete their dissertations after admission to candidacy unless otherwise indicated by program policy and/or approved by the Associate Provost for Graduate Studies & Research.</p>

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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 checked="" type="checkbox"/> Adopting current best practice(s) in field | <input type="checkbox"/> Other – |

Ensuring we are allowing programs to have the flexibility necessary to best support our students.

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			
College/Division Executive Committee			
Dean/Director			
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	1/22/2019
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:

01/15/2019

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

College:	Academic Division	Dept. Initiating Request:	Graduate School
Requestor's Name:	Becky K. da Cruz	Requestor's Role:	Select One.

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 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	2019
Degree/Program Name:	All Graduate Programs		
Current Catalog URL:	http://catalog.valdosta.edu/graduate/academic-standards-regulations		

Present Requirements:	Proposed Requirements: (hover over for instructions)
<p>The computation of the overall grade point average treats "WF" and "F" grades identically: both are failing grades. Grades of "W" do not enter into the computation. Earning grades below "B" in graduate courses will result in the following consequences:</p> <p>Students will be dismissed from the Graduate School if they accumulate three or more academic deficiency points unless otherwise indicated by individual program policy. A grade of "C" (although it may be credited toward a degree) equals one deficiency point. A grade of "D," "WF" or "F," or "U" (none of which will be credited toward a degree) equals two deficiency points.</p>	<p>The computation of the overall grade point average treats "WF" and "F" grades identically: both are failing grades. Grades of "W" do not enter into the computation. Earning grades below "B" in graduate courses will result in the following consequences:</p> <p>Students will be dismissed from the Graduate School if they accumulate three or more academic deficiency points unless otherwise indicated by individual program policy. A grade of "C" (although it may be credited toward a degree) equals one deficiency point. A grade of "D," "WF" or "F," or "U" (none of which will be credited toward a degree) equals two deficiency points unless otherwise indicated by individual program policy.</p>

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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 checked="" type="checkbox"/> Adopting current best practice(s) in field | <input type="checkbox"/> Other – |

Ensuring we are allowing programs to have the flexibility necessary to best support our students.


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 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 checked="" 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			
College/Division Executive Committee			
Dean/Director			

Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	1/22/2019
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:

01/8/2019

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

College:	College of Science and Mathematics	Dept. Initiating Request:	Computer Science
Requestor's Name:	Dave Gibson	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	2019
Degree/Program Name:	Computer Science		
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/arts-sciences/computer-science/bs-computer-science/		

Present Requirements:	Proposed Requirements: (hover over for instructions)
Additional 3000-level or 4000-level course in CS (except CS 4800) 3	Additional 3000-level or 4000-level course in CS (except CS 4800) 3
Additional 4000-level course in CS (except CS 4800) 3	Additional 4000-level course in CS (except CS 4800) 3

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 –

Our Industrial Advisory Board stresses experiential learning. VSU does as well. Thus, we want to allow our internship course, CS 4800 to count as a CS elective.

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 –

We will present a selection of the approved internships to our Industrial Advisory Board and seek their input.



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head	Krishnendu Roy		1/8/2019
College/Division Executive Committee	James T. LePlent		1-30-19
Dean/Director	James T. LePlent		1-30-19
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:

01/8/2019

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

College:

College of Science and Mathematics

Dept. Initiating
Request:

Computer Science

Requestor's
Name:

Dave Gibson

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

2019

Degree/Program
Name:

Computer Science

Current Catalog
URL:

<http://catalog.valdosta.edu/undergraduate/academic-programs/arts-sciences/computer-science/bs-computer-science/>

Present Requirements:

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

Additional Notes

1. The 12-hour lab science requirement must include a two-course sequence. All three courses must be from Area D.2.a. Students not completing these requirements in their Core Curriculum must complete them with elective courses.
2. Students must receive a "C" or better in all of the lower division mathematics and computer science courses completed to satisfy the degree requirements.

1. *The 12-hour lab science requirement must include a two-course sequence. All three courses must be from Area D.2.a.* [The 12-hour lab science requirement must include a two-course sequence from Area D.2.a.](#) Students not completing these requirements in their Core Curriculum must complete them with elective courses.
2. Students must receive a "C" or better in all of the *lower division* mathematics and computer science courses completed to satisfy the degree requirements.
3. [Students may use CS 4800 only one time to fulfill the additional 3000-level or 4000-level courses in the Senior College Curriculum.](#)

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 –

Our Industrial Advisory Board stresses experiential learning. VSU does as well. Thus, we want to allow our internship course, CS 4800 to count as a CS elective.

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 –

We will present a selection of the approved internships to our Industrial Advisory Board and seek their input.



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head	Krishnendu Roy		1/8/2019
College/Division Executive Committee	James T. LaPlante		1-30-19
Dean/Director	James T. LaPlante		1-30-19
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:

01/8/2019

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

College:

College of Science and Mathematics

Dept. Initiating
Request:

Computer Science

Requestor's
Name:

Dave Gibson

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

2019

Degree/Program
Name:

Computer Information Systems

Current Catalog
URL:

<http://catalog.valdosta.edu/undergraduate/academic-programs/arts-sciences/computer-science/bs-computer-information-systems/>

Present Requirements:

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

Three of any 3000-level or 4000-level course not required above (excluding CS 3000, CS 3001, and CS 4800) 9

Two of any CS 4000-level courses not required above (excluding CS 4800) 6

Three of any 3000-level or 4000-level course not required above (excluding CS 3000, CS 3001, and CS 4800) 9

Two of any CS 4000-level courses not required above (excluding CS 4800) 6

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 –

Our Industrial Advisory Board stresses experiential learning. VSU does as well. Thus, we want to allow our internship course, CS 4800 to count as a CS elective.

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 –

We will present a selection of the approved internships to our Industrial Advisory Board and seek their input.



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
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College/Division Executive Committee	James T. LePlant		1-30-19
Dean/Director	James T. LePlant		1-30-19
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:

01/8/2019

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

College:	College of Science and Mathematics	Dept. Initiating Request:	Computer Science
Requestor's Name:	Dave Gibson	Requestor's Role:	Faculty
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 checked="" type="checkbox"/> Undergraduate <input 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	2019
Degree/Program Name:	Computer Information Systems		
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/arts-sciences/computer-science/bs-computer-information-systems/		

Present Requirements:	Proposed Requirements: (hover over for instructions)
<p>Additional Requirements</p> <p>1. No more than 4 hours of electives may be taken in courses offered by the College of Business Administration.</p> <p>2. A grade of "C" or better must be earned in all Area F courses and core curriculum lower-level math courses, all courses required for the major, and all supporting courses.</p>	<p>Additional Requirements</p> <p>1. <i>No more than 4 hours of electives may be taken in courses offered by the College of Business Administration. A grade of "C" or better must be earned in all Area F courses and core curriculum lower-level math courses, all courses required for the major, and all supporting courses.</i></p> <p>2. <i>A grade of "C" or better must be earned in all Area F courses and core curriculum lower-level math courses, all courses required for the major, and all supporting courses. Students may use CS 4800 only one time to fulfill the additional 3000-level or 4000-level courses in the Senior College Curriculum.</i></p>

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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 –

Our Industrial Advisory Board stresses experiential learning. VSU does as well. Thus, we want to allow our internship course, CS 4800 to count as a CS elective.

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 –

We will present a selection of the approved internships to our Industrial Advisory Board and seek their input.



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head	Krishnendu Roy		1/8/2019
College/Division Executive Committee	James T. LePlast		1-30-19
Dean/Director	James T. LePlast		1-30-19
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:

1/8/2019

**Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.*

College: College of Science and Mathematics

Dept. Initiating
Request:

Computer Science

Requestor's
Name: Dr. Radu Paul Mihail

Requestor's
Role:

Faculty

CURRENT: (list only items to be changed)

REQUESTED: (list only items to be changed)

Course Prefix
and Number: CS4731

Course Prefix
and Number: CS4731

Course Title: Big Data

Course Title: Introduction to Big Data and Machine Learning

Lecture Hours: 3

Lecture Hours: 3

Lab/Contact Hours: 0

Lab/Contact Hours: 0

Credit Hours: 3

Credit Hours: 3

Pre-requisites: CS3410 (Data Structures) with C or above

Pre-requisites: CS3410 (Data Structures) with C or above

CURRENT Course Description:

NEW Course Description: ([hover over for instructions](#))

The development of web-based applications on big data sources using client-side and server-side scripting; social media data acquisition via web services; relational and non-relational databases; big data processing.

The development of web-based applications on big data sources using client-side and server-side scripting; social media data acquisition via web services; relational and non-relational databases; big data processing.

Students will learn state-of-the-art techniques that deal with two aspects of modern computing: handling large amounts of data and extracting knowledge from data. Technologies evolve rapidly, but the problems they address are relatively stable. Students will learn the theory behind state-of-the-art methods, and practice implementing algorithms to solve industry problems.

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

2019

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 –

The computer science field and IT industry undergo significant technological evolution at a very rapid pace. Our goal is 100% post-graduation student employment, and this can only be materialize if our students are prepared and exposed to the latest technologies. Our industrial advisory board (IAB) recommended coursework in this domain.

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 –

Our most important evaluation feedback comes from alumni. We are keenly aware of the need for skills related to big data and machine learning. The highest degree of success comes from high employment of our students and continued hiring of future graduates.

**Valdosta State University - REVISED COURSE Form**

- Request for a REVISED COURSE

Approvals:	Print:	Signature:	Date:
Department Head	Krishnendu Roy		1/8/2019
College/Division Executive Committee	James T. LaPlant		1-30-19
Dean/Director	James T. LaPlant		1-30-19
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

• Request for a REVISED COURSE

Date of Submission: 1/8/2019

**Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.*

College: College of Science and Mathematics

Dept. Initiating Request: Computer Science

Requestor's Name: Dave Gibson

Requestor's Role: Faculty

CURRENT: (list only items to be changed)

REQUESTED: (list only items to be changed)

Course Prefix and Number: CS 4800

Course Prefix and Number:

Course Title: Internship in Computer Science

Course Title:

Lecture Hours: 3-6

Lecture Hours: 3

Lab/Contact Hours: 0

Lab/Contact Hours: 0

Credit Hours: 3-6

Credit Hours: 3

Pre-requisites: Junior or senior standing, a minimum 2.5 GPA, and permission of the internship coordinator and Department Head

Pre-requisites:

CURRENT Course Description:

Graded "Satisfactory" or "Unsatisfactory." Active participation in research or development in computer science or in a closely allied field. A daily log of activities, a report on the work done, and a report on the internship experience or a research paper relating the work done to the field of computer science are required.

NEW Course Description: ([hover over for instructions](#))

Graded "Satisfactory" or "Unsatisfactory." Active participation in research or development in computer science or in a closely allied field. A daily log of activities, a report on the work done, and a report on the internship experience or a research paper relating the work done to the field of computer science are required. [Students wishing to take this course should submit the Internship Approval Form which will be evaluated by a faculty committee.](#)

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

2019

Every Semester

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 –

A separate request is being made to allow this course to count as a CS 4xxx elective. We want to make sure that only 3 credit hours can be applied. Also, we want to make clear the internship must be approved by a faculty committee to ensure that the proposed internship has relevant computing requirements.

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VALDOSTA STATE UNIVERSITY

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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 –

We will present a selection of the approved internships to our Industrial Advisory Board and seek their input.



Valdosta State University - REVISED COURSE Form

- Request for a REVISED COURSE

Approvals:	Print:	Signature:	Date:
Department Head	Krishnendu Roy	<i>Krishnendu Roy</i>	1/8/2019
College/Division Executive Committee	<i>James T. LePlant</i>	<i>J. T. LePlat</i>	1-30-19
Dean/Director	<i>James T. LePlat</i>	<i>J. T. LePlat</i>	1-30-19
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:

01/8/2019

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

College:	College of Science and Mathematics	Dept. Initiating Request:	Computer Science
Requestor's Name:	Zhiguang Xu	Requestor's Role:	Faculty

Proposed NEW Course Prefix: (Consult abbreviations in the catalog)	CS	NEW Course Number: (Consult #s in the catalog)	4840
Proposed NEW Course Title:	Full-Stack Web Programming		
NEW Course Title Abbreviation: (Limit to 30 character spaces)	Full-Stack		
Prerequisite(s):	CS3410 (Data Structures) with C or above CS3300 (UNIX Programming) with C or above		
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.)*

A project-driven course where students will work throughout the complete Web application development lifecycle and learn both the front-end and back-end Web development technologies for richer user experiences and more performant web API services.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<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	2019	Once per Year

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 checked="" type="checkbox"/> Adopting current best practice(s) in field | <input type="checkbox"/> Other – |

Web Development is one of the fastest growing careers in today's economy with a projected 27% growth rate by 2024 according to the Bureau of Labor Statistics. This course will expose our senior students to some of the most current and cutting-edge technologies in this field and significantly enhance their marketability after graduation. The course coverage is also in line with the feedbacks from our Industrial Advisory Board (IAB).

**** 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 –

Students will work on numerous Web application development projects and be assessed accordingly in this class.
 Ultimately, the successfulness of this course is going to be assessed by our alumni and Industrial Advisory Board (IAB).

**** 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	Krishnendu Roy		1/8/2019
College/Division Executive Committee	Jama T. LaPlante		1-30-19
Dean/Director	Jama T. LaPlante		1-30-19
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:	College of Science and Mathematics	Department(s):	

CS4840 Full-Stack Web Programming

Dept of Computer Science
College of Science and Mathematics
Valdosta State University

Semester Fall 2019
Time and Location TBD
Hours of Credits 3.0
Prerequisite CS3410 and CS 3300, each with a grade of "C" or better, and senior standing

Course Description

A project-driven course where students will work throughout the complete Web application development lifecycle and learn both the front-end and back-end Web development technologies for richer user experiences and more performant web API services.

In this class, you will learn Full-Stack Web Development using the MERN stack (MongoDB, Express, React/Redux, and Node.js) along with extensive use of ES6.

This class will cover a wide range of latest technologies, including but not limited to, build frontend components with React, manage application state with Redux, construct full-fledged backend API server with Node.js, persist user data with Mongoose and MongoDB, and integrate front and back ends into one Single Page Application with React Router and Express.

This class involves intensive programming activities.
*****Strong***** programming skills are demanded.

Keys to Be Successful in this class

1. Show up for every scheduled class meeting (be on time and stay for the full class period)
2. Follow all instructions precisely and cognitively
3. Do your best to search for the answer on your own
4. Make smart use of appropriate Dev. Tools

Student Outcomes as per ABET Guidelines

- Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline. [General]
- Apply computer science theory and software development fundamentals to produce computing-based solutions. [CS]

Textbook(s)

It is very hard to find conventional textbooks that could keep up with the cutting edge technologies that you will learn and use in this class. Therefore, learning materials, tutorials, handouts, references, etc., will all be composed by the instructor and made available to you on BlazeVIEW as the semester moves on.

Instructor

TBD

Grading Policy

First of all, let me make it crystal clear: a student's graduating senior status does NOT automatically guarantee a grade of C or better in this class.

Student's grade will be calculated based on numerous unevenly-weighted programming projects.

There is neither test nor final exam in this class.

Grading Policy

<i>Final Grade</i>	<i>Credit</i>
A	90-100 (including 90)
B	80-89 (including 80)
C	70-79 (including 70)
D	60-69 (including 60)
F	0-59

Course Policy

For the sake of the efficiency of the class, please observe the following rules:

- **Late work will absolutely NOT be accepted.** You must turn in each project at the beginning of the class on the due date.
- For each project, issues and/or disagreement concerning the grade, if any, must be resolved within TWO weeks after the graded project is turned back to the students. No change will be made to the grade any more afterwards, for whatever reasons.
- NO makeup projects for this course.
- Absolutely NO cheating on projects. It can result in total dismissal from VSU.

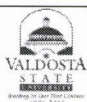
Attendance and Absence

You are expected for **every** scheduled class meeting (be on time and stay for the full class period).

Statements

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@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.



Valdosta State University Curriculum Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission:

01/21/2019

*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:	English
Requestor's Name:	Maren Clegg Hyer and Donna Sewell	Requestor's Role:	Faculty
Check One Option:	<input checked="" 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 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	2019
Degree/Program Name:	Bachelor of Arts with a Major in English		
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/arts-sciences/english/		

Present Requirements:	Proposed Requirements: <i>(hover over for instructions)</i>
<p>The Department of English offers four programs of study that lead to a B. A. degree in English and two programs that lead to an M. A. degree in English. The Department also offers minors in Literature and Language, Journalism, Creative Writing and Contemporary Literature, and Professional Writing.</p> <p>The programs in the English Department build upon the basic knowledge, skills, and values provided by the University Core Curriculum while preparing students for a wide range of careers as well as for graduate study in numerous fields. The Literature and Language Track provides a pre-law and pre-theology education as well as prepares students for graduate study in English. The Journalism Track prepares students for careers in print journalism, editing, and in-house news writing. The Creative Writing and Contemporary Literature Track prepares students for graduate study as well as careers in publishing and related fields. The Professional Writing Track also prepares students for graduate study as well as careers in law, business, advertising, and publishing. Students in every track are encouraged to gain work experience related to their major through internships or the VSU Cooperative Education Program. Each of the English Department's tracks emphasizes the importance of critical thinking skills; encourages an appreciation of diverse cultural perspectives; and develops a greater understanding of the cognitive, emotive, and aesthetic dimensions of language as an avenue of self-knowledge, cultural understanding, and social responsibility.</p>	<p>The Department of English offers <u>three tracks</u> that lead to a B.A. degree in English and two programs that lead to an M.A. degree in English. The Department also offers minors in Literature and Language, Journalism, Creative Writing and Contemporary Literature, and Professional Writing.</p> <p>The tracks in the English Department build upon the basic knowledge, skills, and values provided by the University Core Curriculum while preparing students for a wide range of careers as well as for graduate study in numerous fields. <u>The Literature, Language, and Letters Track offers two paths (literature and creative writing) appropriate for careers that rely upon critical thinking, deep reading, and creative endeavors as well as for graduate study in law, theology, and English. The English Education Track allows students to pursue double majors in English and Secondary Education and graduate with certification to teach as well as a B.A. in English and a B.S. in Secondary Education. The Journalism Track offers three paths (news, magazine, and editing) that prepare students for careers in print journalism, editing, and in-house news writing. Students in every track are encouraged to gain work experience related to their major through internships or the VSU Cooperative Education Program. Each of the English Department's tracks and paths emphasizes the importance of critical thinking skills; encourages an appreciation of diverse cultural perspectives; and develops a greater understanding of the cognitive, emotive, and aesthetic dimensions of language as an avenue of self-knowledge, cultural understanding, and social responsibility.</u></p> <p>Selected Educational Outcomes</p>

Selected Educational Outcomes

Each program in the English Department targets various individual outcomes. All English majors develop the following abilities:

1. To explain and analyze literary works within their cultural, historical, and literary contexts.
2. To write and speak with clarity, precision, and sophistication.
3. To conduct appropriate forms of research and to integrate their findings into coherent works of their own composition.
4. To identify the critical and/or rhetorical principles that inform writing and to use them to create written works appropriate to their audience and purpose.

Examples of Outcome Assessments

The English Department assesses its students' ability to meet these outcomes in various ways, including the following:

1. An original senior capstone project, supported by an oral presentation.
2. An assignment analyzing a literary work within its cultural, historical, and literary contexts.
3. An Undergraduate English Major Exit Questionnaire.

Requirements for the Bachelor of Arts with a Major in English

Core Curriculum	60
Core Curriculum Areas A-E (See VSU Core Curriculum) 1	42
Core Curriculum Area F 1	
ENGL 2060 Introduction to Literature	3
ENGL 2080 Grammar and Style	3
Select one of the following: 2	3
ENGL 2111 World Literature I: The Ancient World	
ENGL 2112 World Literature II: The Age of Discovery	
ENGL 2113 World Literature III: The Development of Modern Thought	
Foreign Language and Culture through 2002 3	6-9
Select zero to six hours from the following:	0-6
ART 1100 Introduction to the Visual Arts	
COMM 1100 Human Communication	

Each program in the English Department targets various individual outcomes. All English majors develop the following abilities:

1. To explain and analyze literary works within their cultural, historical, and literary contexts.
2. To write and speak with clarity, precision, and sophistication.
3. To conduct appropriate forms of research and to integrate their findings into coherent works of their own composition.
4. To identify the critical and/or rhetorical principles that inform writing and to use them to create written works appropriate to their audience and purpose.

Examples of Outcome Assessments

The English Department assesses its students' ability to meet these outcomes in various ways, including the following:

1. An original senior capstone project, supported by an oral presentation.
2. An assignment analyzing a literary work within its cultural, historical, and literary contexts.
3. An Undergraduate English Major Exit Questionnaire.

Requirements for the Bachelor of Arts with a Major in English--Literature, Language, and Letters Track and Journalism Track

Core Curriculum	60
Core Curriculum Areas A-E (See VSU Core Curriculum) 1	42
Core Curriculum Area F 1	
ENGL 2060 Introduction to Literature	3
ENGL 2080 Grammar and Style	3
Select one of the following: 2	3
ENGL 2111 World Literature I: The Ancient World	
ENGL 2112 World Literature II: The Age of Discovery	
ENGL 2113 World Literature III: The Development of Modern Thought	
Foreign Language and Culture through 2002 3	6-9
Select zero to six hours from the following:	0-6
ART 1100 Introduction to the Visual Arts	
COMM 1100 Human Communication	
MUSC 1100 Music Appreciation	
THEA 1100 Theatre Appreciation	
HIST 1011 History of Civilization I	
HIST 1012 History of Civilization II	
HIST 1013 History of Civilization III	

MUSC 1100	Music Appreciation		
THEA 1100	Theatre Appreciation		
HIST 1011	History of Civilization I		
HIST 1012	History of Civilization II		
HIST 1013	History of Civilization III		
PHIL 2010	Fundamentals of Philosophy		
PHIL 2020	Principles of Logic and Argumentation		
Senior College Curriculum		60	
Select one of the following tracks:			
Literature, Language, and Letters			
Journalism and Editing			
Total hours required for the degree		120	
Course List			
1All core classes with an ENGL prefix (ENGL 1101, ENGL 1102, ENGL 2060, ENGL 2080, ENGL 2111, ENGL 2112, and ENGL 2113) must be completed with a grade of "C" or better.			
2Student may choose one of the above courses not taken in Area C			
3 3 hours will count in Area C if student begins foreign language classwork at the 1001 level.			
Literature, Language, and Letters Track			
Required courses		2	
		7	
ENGL 3060	Introduction to Criticism and Research (prerequisite or corequisite to all 4000-level courses)	3	
ENGL 3110	British Literature I	3	
ENGL 3120	British Literature II	3	
ENGL 3210	American Literature I	3	
ENGL 3215	American Literature II	3	
ENGL 3400	Introduction to Creative Writing	3	
Writing-based course			
ENGL 3010, ENGL 3020, ENGL 3030, ENGL 4600, ENGL 4620, ENGL 4630, ENGL 4640, or any 3000- or 4000-level JOUR or LING course)		3	
Diversity course		3	

PHIL 2010	Fundamentals of Philosophy		
PHIL 2020	Principles of Logic and Argumentation		
Senior College Curriculum		60	
Select one of the following tracks:			
Literature, Language, and Letters			
Journalism and Editing			
Total hours required for the degree		120	
Course List			
1All core classes with an ENGL prefix (ENGL 1101, ENGL 1102, ENGL 2060, ENGL 2080, ENGL 2111, ENGL 2112, and ENGL 2113) must be completed with a grade of "C" or better.			
2Student may choose one of the above courses not taken in Area C			
3 3 hours will count in Area C if student begins foreign language classwork at the 1001 level.			
Literature, Language, and Letters Track			
Required courses		2	
		7	
ENGL 3060	Introduction to Criticism and Research (prerequisite or corequisite to all 4000-level courses)	3	
ENGL 3110	British Literature I	3	
ENGL 3120	British Literature II	3	
ENGL 3210	American Literature I	3	
ENGL 3215	American Literature II	3	
ENGL 3400	Introduction to Creative Writing	3	
ENGL 4900	Senior Seminar	3	
Writing-based course			
ENGL 3010, ENGL 3020, ENGL 3030, ENGL 4600, ENGL 4620, ENGL 4630, ENGL 4640, or any 3000- or 4000-level JOUR or LING course)		3	
Diversity course		3	

ENGL 4900 Senior Seminar	3	ENGL 3340, LING 4160, or any 3000- or 4000-level ENGL course cross-listed with AFAM or WGST.	
Writing-based course	3	Select one of the following paths:	3 3
ENGL 3010, ENGL 3020, ENGL 3030, ENGL 4600, ENGL 4620, ENGL 4630, ENGL 4640, or any 3000- or 4000-level JOUR or LING course)		Literature	
Diversity course	3	Creative Writing	
ENGL 3340, LING 4160, or any 3000- or 4000-level AFAM or WGST course		Total Hours	6 0
Select one of the following paths:	3 3	Course List	
Literature		Literature Path	
Creative Writing		British Period course	3
Total Hours	6 0	Select one of the following: ENGL 4110, ENGL 4120, ENGL 4130, ENGL 4140, ENGL 4145, ENGL 4150, ENGL 4160	
Course List		American Period course	3
Literature Path		Select one of the following: ENGL 4210, ENGL 4220, ENGL 4230, ENGL 4240, ENGL 4250	
British Period course	3	Critical Focus course	3
Select one of the following: ENGL 4110, ENGL 4120, ENGL 4130, ENGL 4140, ENGL 4145, ENGL 4150, ENGL 4160		Select one of the following: ENGL 4310, ENGL 4320, ENGL 4330, ENGL 4340, ENGL 4350	
American Period course	3	ENGL course at the 4000 level	3
Select one of the following: ENGL 4210, ENGL 4220, ENGL 4230, ENGL 4240, ENGL 4250		Minor and/or elective courses (must include at least 6 hours of courses numbered 3000 or above in a single discipline outside of ENGL)	2 1
Critical Focus course	3	Course List	
Select one of the following: ENGL 4310, ENGL 4320, ENGL 4330, ENGL 4340, ENGL 4350		Creative Writing Path	
ENGL course at the 4000 level	3	Code Title Hours	
Minor and/or elective courses (must include at least 6 hours of courses numbered 3000 or above in a single discipline outside of ENGL)	2 1	Select two of the following:	6
Course List		ENGL 4440 Advanced Poetry Writing	
Creative Writing Path		ENGL 4460 Advanced Fiction Writing	
Select two of the following:	6	ENGL 4480 Advanced Creative Nonfiction	
ENGL 4440 Advanced Poetry Writing		CWCL 2500 Contemporary Literary Magazines: Revision, Editing, and Production	1
ENGL 4460 Advanced Fiction Writing		or JOUR 2510 Journalism Magazine Seminar	
		ENGL 4410 Genre Form and Theory	3
		Select one of the following:	3

ENGL 4480	Advanced Creative Nonfiction	
CWCL 2500	Contemporary Literary Magazines: Revision, Editing, and Production	1
or JOUR 2510	Journalism Magazine Seminar	
ENGL 4410	Genre Form and Theory	3
Select one of the following:		3
ENGL 4150	Studies in British Literature 1910-1968	
ENGL 4160	Studies in British Literature since 1968	
ENGL 4240	Studies in American Literature 1914-1945	
ENGL 4250	Studies in American Literature since 1945	
Minor and/or elective courses (must include at least 6 hours of courses numbered 3000 or above in a single discipline outside of ENGL)		20
Course List		
Journalism and Editing Track		
Required Courses		18
ENGL 3110	British Literature I	3
or ENGL 3120	British Literature II	
ENGL 3210	American Literature I	3
or ENGL 3215	American Literature II	
JOUR 3080	Editing for Publications	3
JOUR 3510	News Writing	3
JOUR 4500	Document Design	3
ENGL 4900	Senior Seminar	3
Select one of the following paths:		42
News Path		
Magazine Path		
Editing Path		
Total Hours		60
Course List		
News Path		
JOUR 3540	The Law and Journalism	3

ENGL 4150	Studies in British Literature 1910-1968	
ENGL 4160	Studies in British Literature since 1968	
ENGL 4240	Studies in American Literature 1914-1945	
ENGL 4250	Studies in American Literature since 1945	
Minor and/or elective courses (must include at least 6 hours of courses numbered 3000 or above in a single discipline outside of ENGL)		20
Course List		
Journalism and Editing Track		
Required Courses		18
ENGL 3110	British Literature I	3
or ENGL 3120	British Literature II	
ENGL 3210	American Literature I	3
or ENGL 3215	American Literature II	
JOUR 3080	Editing for Publications	3
JOUR 3510	News Writing	3
JOUR 4500	Document Design	3
ENGL 4900	Senior Seminar	3
Select one of the following paths:		42
News Path		
Magazine Path		
Editing Path		
Total Hours		60
Course List		
News Path		
JOUR 3540	The Law and Journalism	3
JOUR 3570	Photojournalism	3
ENGL 3400	Introduction to Creative Writing	3
JOUR 3520	Essential Reporting Skills 9	1-2
JOUR 2500	Journalism Newspaper Seminar	3
or JOUR 4800	Internship in Journalism	
JOUR 4510	Feature Writing	3

JOUR 3570	Photojournalism	3	or JOUR 4540	Journalism in the Digital Age	
ENGL 3400	Introduction to Creative Writing	3	JOUR 4520	Literary Journalism	3
			or JOUR 4570	Introduction to Sportswriting	
JOUR 3520	Essential Reporting Skills 9	1-2	JOUR 4550	Reporting	3
JOUR 2500	Journalism Newspaper Seminar	3	Upper division electives (3000- or 4000-level courses outside of JOUR or ENGL) 10		6
or JOUR 4800	Internship in Journalism		General electives		13
JOUR 4510	Feature Writing	3	Course List		
or JOUR 4540	Journalism in the Digital Age		Magazine Path		
JOUR 4520	Literary Journalism	3	JOUR 3540	The Law and Journalism	3
or JOUR 4570	Introduction to Sportswriting		JOUR 3570	Photojournalism	3
JOUR 4550	Reporting	3	ENGL 3400	Introduction to Creative Writing	3
Upper division electives (3000- or 4000-level courses outside of JOUR or ENGL) 10		6	JOUR 3520	Essential Reporting Skills	2
General electives		13	JOUR 2500	Journalism Newspaper Seminar	3
Course List			or JOUR 4800	Internship in Journalism	
Magazine Path			JOUR 4510	Feature Writing	3
JOUR 3540	The Law and Journalism	3	or JOUR 4570	Introduction to Sportswriting	
JOUR 3570	Photojournalism	3	JOUR 4520	Literary Journalism	3
ENGL 3400	Introduction to Creative Writing	3	or ENGL 4480	Advanced Creative Nonfiction	
JOUR 3520	Essential Reporting Skills	2	JOUR 3560	Contemporary American Magazines	3
JOUR 2500	Journalism Newspaper Seminar	3	Upper division electives (3000- or 4000-level courses outside of JOUR or ENGL)		6
or JOUR 4800	Internship in Journalism		General electives		13
JOUR 4510	Feature Writing	3	Course List		
or JOUR 4570	Introduction to Sportswriting		Editing Path		
JOUR 4520	Literary Journalism	3	ENGL 3000	Advanced Descriptive English Grammar	3
or ENGL 4480	Advanced Creative Nonfiction		JOUR 3560	Contemporary American Magazines	3
JOUR 3560	Contemporary American Magazines	3	ENGL 3400	Introduction to Creative Writing	3
Upper division electives (3000- or 4000-level courses outside of JOUR or ENGL)		6	or ENGL 4480	Advanced Creative Nonfiction	
General electives		13	ENGL 3010	Professional Writing	3
Course List			or ENGL 4630	Advanced Professional Writing	
Editing Path			Select at least two of the following:		8
			ENGL 4800	Internship in English	

Code	Title	Hours
ENGL 3000	Advanced Descriptive English Grammar	3
JOUR 3560	Contemporary American Magazines	3
ENGL 3400 or ENGL 4480	Introduction to Creative Writing Advanced Creative Nonfiction	3
ENGL 3010 or ENGL 4630	Professional Writing Advanced Professional Writing	3
Select at least two of the following:		8
ENGL 4800	Internship in English	
CWCL 2500	Contemporary Literary Magazines: Revision, Editing, and Production	
JOUR 2500	Journalism Newspaper Seminar	
JOUR 2510	Journalism Magazine Seminar	
ENGL 4700	Directed Study	
ENGL 4640	Studies in Composition Theory	3
Upper division electives (3000- or 4000-level courses outside of JOUR or ENGL)		6
General electives		13
Course List		
Students should review the Arts and Sciences requirements for completion of the B.A. degree.		
Requirements for the Bachelor of Arts with a Major in English--English Education Track		
Code	Title	Hours
Core Curriculum		60
Core Curriculum Areas A-E (See VSU Core Curriculum) 1		42
Core Curriculum Area F 1		
ENGL 2060	Introduction to Literature	3
ENGL 2080	Grammar and Style	3
Education Requirements		
EDUC 2110	Investigating Critical and Contemporary Issues in Education	3
EDUC 2120	Exploring Socio-Cultural Perspectives on Diversity	3
SEED 2999	Entry to the Education Profession	0
Foreign Language and Culture through 2001 3		6-9
Senior College Curriculum		66
1 All core classes with an ENGL prefix (ENGL 1101, ENGL 1102, ENGL 2060, ENGL 2080, ENGL 2111, ENGL 2112, and ENGL 2113) must be completed with a grade of "C" or better.		
2 Student may choose one of the above courses not taken in Area C		

3 3 hours will count in Area C if student begins foreign language classwork at the 1001 level.

<u>Required courses</u>	<u>27</u>
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<u>ENGL 3000</u>	<u>Advanced Descriptive English Grammar</u>	<u>3</u>
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<u>ENGL 3060</u>	<u>Introduction to Criticism and Research</u>	<u>3</u>
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<u>ENGL 3110</u>	<u>British Literature I</u>	<u>3</u>
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<u>ENGL 3120</u>	<u>British Literature II</u>	<u>3</u>
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<u>ENGL 3210</u>	<u>American Literature I</u>	<u>3</u>
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<u>ENGL 3215</u>	<u>American Literature II</u>	<u>3</u>
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<u>ENGL 3400</u>	<u>Introduction to Creative Writing</u>	<u>3</u>
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<u>ENGL 4640</u>	<u>Students in Composition Theory</u>	<u>3</u>
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<u>ENGL 4900</u>	<u>Senior Seminar</u>	<u>3</u>
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<u>Select two of the following:</u>	<u>6</u>
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Any 4000-level ENGL class

<u>ENGL 3220</u>	<u>Studies in African American Literature</u>
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<u>ENGL 3340</u>	<u>Topics in Diversity</u>
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Program Requirements for BSED in Secondary Education (Professional Courses)

<u>EDUC 2130</u>	<u>Exploring Learning and Teaching</u>	<u>3</u>
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<u>SEED 3991</u>	<u>Differentiated Classroom for Secondary Education</u>	<u>3</u>
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<u>SPEC 3000</u>	<u>Serving Students with Diverse Needs</u>	<u>3</u>
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<u>SEED 3020</u>	<u>Introduction to Standards, Planning, and Assessment</u>	<u>2</u>
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<u>SEED 4000</u>	<u>Assessment in Secondary Education</u>	<u>3</u>
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<u>SEED 4400</u>	<u>English/Language Arts Methods for Secondary Education</u>	<u>3</u>
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<u>SEED 4610</u>	<u>Secondary Education Practicum I</u>	<u>1</u>
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<u>SEED</u> <u>4620</u>	<u>Classroom Management</u> <u>with Practicum II</u>	<u>3</u>
<u>SEED</u> <u>4790</u>	<u>Student Teaching</u>	<u>10</u>
<u>SEED</u> <u>4800</u>	<u>Professional Practices</u> <u>Seminar</u>	<u>2</u>

Note: The College of Education and Human Services Health and Physical Education Requirements are waived for students completing the Double Major Track: Bachelor of Science in Education Degree with a Major in Secondary Education/English and Bachelor of Arts in English.

Program Grade/GPA Requirements:

To complete the BSED in Secondary Education, students must earn a minimum grade of "C" or better in all Area F, content concentration, and professional courses; earn an adjusted GPA of 3.0 or higher across all EDUC courses, upper division English courses (3000/4000 level), and professional courses; and maintain an overall cumulative GPA of 2.75 or higher.

Note: The English education track is for students who are pursuing the double major with education. Students who cannot gain acceptance into the education program or maintain program enrollment (because of low GACE scores or low GPAs, for example) must switch to one of the other English tracks and fulfill all the requirements of those tracks.

<u>Total hours required for the degree</u>	<u>126</u>
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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 type="checkbox"/> Other – |

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

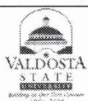
- | |
|---|
| <input type="checkbox"/> Indirect Measures; SOIs, student/employer/alumni surveys, etc. |
| <input type="checkbox"/> Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.) |

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 type="checkbox"/> Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.) |
| <input type="checkbox"/> Other Data Source Descriptions – |

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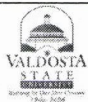


Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head	Donna Sewell		2-5-19
College/Division Executive Committee	James LaPlant		2-5-19
Dean/Director	James LaPlant		2-5-19
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 type="checkbox"/> Yes <i>[select college & indicate department(s)]</i>	
College:	<i>Select One.</i>	Department(s):	



Valdosta State University Curriculum Form

- CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission: 01/25/2019

**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:	History
Requestor's Name:	Barney J Rickman	Requestor's Role:	Faculty
Check One Option:	<input checked="" 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 checked="" type="checkbox"/> Undergraduate <input 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	2019
Degree/Program Name:	History		
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/arts-sciences/history/		

Present Requirements:

The Department of History provides an undergraduate program that leads to the Bachelor of Arts degree with a major in history. The Department also offers a minor in history. A graduate program leads to the Master of Arts degree with a major in history.

The undergraduate major and minor in the Department of History are designed to help students to further and to complete their general education by building upon the foundation that is afforded by the University's Core Curriculum. The programs also provide students with the basic knowledge, skills, and values required for professional careers in history and for advanced study in the field. The program is a flexible one that presents students with opportunities to supplement the major by taking one or two minors or even a second major.

History's scope is extremely broad, and people and their institutions form a particular focus of the discipline. The use of language and the ability to communicate skillfully also are concerns of history. Thus, the study of history prepares students for many different occupations and professions in which such qualities are essential.

Proposed Requirements: *(hover over for instructions)*

The Department of History *provides an undergraduate program that leads* offers two tracks that lead to the Bachelor of Arts degree with a major in history. Track 1 is for those majors solely pursuing the B.A. degree. The History Education Track (Track 2) allows students to pursue double majors in History and in Secondary Education and graduate with certification to teach as well as a B.A. in History and a B.S.E.D. in Secondary Education. The Department also offers a minor in history. A graduate program leads to the Master of Arts degree with a major in history.

The undergraduate major and minor in the Department of History are designed to help students to further and to complete their general education by building upon the foundation that is afforded by the University's Core Curriculum. The programs also provide students with the basic knowledge, skills, and values required for professional careers in history and for advanced study in the field. *The program* The B.A. Degree only track (Track 1) is a flexible one program that presents students with opportunities to supplement the major by taking one or two minors or even a second major. The History Education Track (Track 2) enables students to earn a B.A. in History and a B.S.E.D. in Secondary Education with as few as 126 hours if all specific requirements are followed.

History's scope is extremely broad, and people and their institutions form a particular focus of the discipline. The use of language and the ability to communicate skillfully also are concerns of history. Thus, the study of history prepares students for many different occupations and professions in which such qualities are essential.

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Traditionally, teaching has been a career possibility, but, as well, graduates of the program in history are prepared to enter graduate school for further study; to seek employment in business or government, in museums and libraries, in publishing, journalism, and advertising; or to enter the military, politics, or theology. A degree in history is excellent preparation for business school or law school.

Students who are interested in the history major or who have questions about the vocational possibilities of the major should consult with members of the Department of History in Ashley Hall.

Selected Educational Outcomes

The Bachelor of Arts program with a major in history has numerous desired outcomes. Examples of the outcomes include the following:

1. Students will demonstrate knowledge of major political developments in history.
2. Students will demonstrate knowledge of major social developments in history.
3. Students will communicate effectively in writing and orally.
4. Students will demonstrate the ability to engage in critical analysis and historical interpretation.

Examples of Outcome Assessments

1. As a matter of established departmental policy, all upper division courses require written work in the form of essays, research papers, and other similar projects that help determine progress in written communication skills, analytical and interpretive skills, and mastery of course content.
2. Senior Seminar is designed to measure student progress in the program in the mastery of effective oral and written communication, the acquisition of skills in critical analysis and historical interpretation, and the ability to make effective use of library resources and computer and information technology.
3. When such information is available, the department will use as an assessment tool the results of University-wide collection of data that relate to the major and to History Department graduates.

Requirements for the Bachelor of Arts Degree with a Major in History

Core Curriculum	60
Core Areas A - E (See VSU Core Curriculum)	42
Core Area F footnote 1	
Foreign Language and Culture footnote 2	6
HIST 2111 United States History to 1865	3
or HIST 2112 United States History since 1865	

Traditionally, teaching has been a career possibility, but, as well, graduates of the program in history are prepared to enter graduate school for further study; to seek employment in business or government, in museums and libraries, in publishing, journalism, and advertising; or to enter the military politics, or theology. A degree in history is excellent preparation for business school or law school.

Students who are interested in the history major or who have questions about the vocational possibilities of the major should consult with members of the Department of History in Ashley Hall.

Selected Educational Outcomes

The Bachelor of Arts program with a major in history has numerous desired outcomes. Examples of the outcomes include the following:

1. Students will demonstrate knowledge of major political developments in history.
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3. Students will communicate effectively in writing and orally.
4. Students will demonstrate the ability to engage in critical analysis and historical interpretation.

Examples of Outcome Assessments

1. As a matter of established departmental policy, all upper division courses require written work in the form of essays, research papers, and other similar projects that help determine progress in written communication skills, analytical and interpretive skills, and mastery of course content.
2. Senior Seminar is designed to measure student progress in the program in the mastery of effective oral and written communication, the acquisition of skills in critical analysis and historical interpretation, and the ability to make effective use of library resources and computer and information technology.
3. When such information is available, the department will use as an assessment tool the results of University-wide collection of data that relate to the major and to History Department graduates.

Requirements for the Bachelor of Arts Degree with a Major in History -- Track 1 (B.A. Degree only)

Core Curriculum	60
Core Areas A - E (See VSU Core Curriculum)	42
Core Area F footnote 1	
Foreign Language and Culture footnote 2	6
HIST 2111 United States History to 1865	3
or HIST 2112 United States History since 1865	

HIST 1011	History of Civilization I (if taken in Area E, then elective from list below)	0-3
HIST 1012	History of Civilization II (if taken in Area E, then elective from list below)	0-3
HIST 1013	History of Civilization III (if taken in Area E, then elective from list below)	0-3
Electives		
Acceptable electives for Area F:		
ANTH 1102 Introduction to Anthropology		
CS 1000 Introduction to Microcomputers & Applications		
ECON 1500 Survey of Economics		
GEOG 1101 Introduction to Human Geography		
GEOG 1102 World Regional Geography		
GEOG 1103 Geographic Perspectives on Multiculturalism in the U.S.		
MATH 2620 Statistical Methods		
PHIL 2010 Fundamentals of Philosophy		
POLS 2101 Introduction to Political Science		
POLS 2401 Introduction to Global Issues		
POLS 2501 Current Issues in American Politics		
PSYC 1101 Introduction to General Psychology		
REL 2020 World Religions		
SOCI 1101 Introduction to Sociology		
SOCI 1160 Introduction to Social Problems		
Senior College Curriculum		60
HIST 3000	Study of History	3
Upper division courses in History		24
Courses numbered above 3000, including at least one each in:		
a. European or British History		
b. United States History		
c. Latin American, African, Middle Eastern, or Asian History		
d. Additional course from categories (a) or (c), above"		
HIST 4950	Senior Seminar	3
Foreign Language and Culture (if not taken in Area C) 0-3		
Minor or Electives		27-30
Must include at least six (6) semester hours in courses numbered 3000 or above in a single discipline outside the history major.		
Total hours required for the degree		120
Footnote: 1 All courses with the HIST prefix taken in Areas E and F must be completed with a grade of "C" or better.		
HIST 1011	History of Civilization I (if taken in Area E, then elective from list below)	0-3
HIST 1012	History of Civilization II (if taken in Area E, then elective from list below)	0-3
HIST 1013	History of Civilization III (if taken in Area E, then elective from list below)	0-3
Electives		
Acceptable electives for Area F:		
<u>AFAM 2020 Race, Class, and Gender</u>		
ANTH 1102 Introduction to Anthropology		
CS 1000 Introduction to Microcomputers & Applications		
ECON 1500 Survey of Economics		
GEOG 1101 Introduction to Human Geography		
GEOG 1102 World Regional Geography		
GEOG 1103 Geographic Perspectives on Multiculturalism in the U.S.		
MATH 2620 Statistical Methods		
PHIL 2010 Fundamentals of Philosophy		
<u>PHIL 2020 Principles of Logic and Argumentation</u>		
POLS 2101 Introduction to Political Science		
POLS 2401 Introduction to Global Issues		
<i>POLS 2501 Current Issues in American Politics</i>		
PSYC 1101 Introduction to General Psychology		
REL 2020 World Religions		
SOCI 1101 Introduction to Sociology		
SOCI 1160 Introduction to Social Problems		
<u>WGST 2020 Race, Class, and Gender</u>		
Senior College Curriculum		60
HIST 3000	Study of History	3
Upper division courses in History		24 <u>30</u>
Courses numbered above 3000, including at least one each in:		
a. European or British History		
b. United States History		
c. <i>Latin American, African, Middle Eastern, or Asian History</i>		
<u>World History (beyond solely US or Europe)</u>		
d. Additional course from categories (a) or (c), above"		
HIST 4950	Senior Seminar	3
Foreign Language and Culture (if not taken in Area C) 0-3		
Minor or Electives		27-30 <u>21-24</u>
Must include at least six (6) semester hours in courses numbered 3000 or above in a single discipline outside the history major.		
Total hours required for the degree		120
Footnote: 1 All courses with the HIST prefix taken in Areas E and F must be completed with a grade of "C" or better.		

Footnote 2 Only two of three required courses in a single foreign language can be taken in Area F. The third course must be taken in Area C or as part of the Senior College Curriculum.

Footnote 2 Only two of three required courses in a single foreign language can be taken in Area F. The third course must be taken in Area C or as part of the Senior College Curriculum.

Requirements for the Bachelor of Arts Degree with a Major in History-- History Education Track (Track 2)

Core Curriculum	60
Core Areas A-B (See VSU Core Curriculum)	13
Core Area C	
Engl 2111, 2112, or 2113	3
First Foreign Language	3
Core Area D (See VSU Core Curriculum)	11
Core Area E	
Hist 2111 or 2112	3
Pols 1101	3
Hist 1011	3
Area E Elective (see VSU Core Curriculum)	3
Core Area F Footnote 1	
HIST 2111 United States History to 1865	3
or HIST 2112 United States History since 1865	
HIST 1012 History of Civilization II	3
HIST 1013 History of Civilization III	3
Second Foreign Language	3
Education Requirements	
EDUC 2110 Investigating Critical and Contemporary Issues in Education	3
EDUC 2120 Exploring Socio-Cultural Perspectives on Diversity	3
SEED 2999 Entry to the Education Profession	0

Senior College Curriculum	66 HOURS
UPPER DIVISION HISTORY COURSES	33 HOURS
HIST 3000 Study of History	3
Upper division courses in History	27
<u>Courses numbered above 3000, including at least one each in:</u>	
<u>a. European or British History</u>	
<u>b. History of Georgia</u>	
<u>c. World History (beyond solely US or Europe)</u>	
<u>d. Additional course from categories (a) or (c), above"</u>	
<u>e. U.S. History on any topic from Colonial Era to WWII</u>	
<u>f. Modern U.S. History (HIST 4204, 4205, 4206 or 4208)</u>	
HIST 4950 Senior Seminar	3

Professional Education Courses	33 HOURS
EDUC 2130 Exploring Learning and Teaching	3
SPEC 3000 Serving Students with Diverse Needs	3
SEED 3020 Intro to Standards, Planning, Assessment	2
SEED 3991 Differentiated Instruction, Secondary Ed	3
SEED 4000 Assessment in Secondary Education	3
SEED 4300 Social Studies Methods, Secondary Ed	3
SEED 4610 Secondary Education Practicum I	1
SEED 4620 Secondary Education Practicum II	3
SEED 4790 Student Teaching	10
SEED 4800 Professional Practices Seminar	2

Note: The History Education Track is for students who are pursuing the double major with education. The History Education Track can be achieved at 126 hours as long as participants take their first foreign language in Area C as well as History 1011 in Area E, otherwise attaining the B.A. in History & the B.S.E.D. in Secondary Education will require more than 126 hours.

Any History Education Track student who cannot gain acceptance into the education program or maintain program enrollment (because of low GACE scores or low GPAs, for example) must switch to the Requirements for the Bachelor of Arts Degree with a Major in History -- Track 1 (B.A. Degree only) with its requirement of 9 hours in a single Foreign Language as well as its requirement of 36 hours of History at the 3xxx/4xxx level.

BSED Program Grade/GPA Requirements

The BSED in Secondary Education requires that students earn a minimum grade of "C" or better in all Area F, content concentration, and professional courses; earn an adjusted GPA of 3.0 or higher across all EDUC courses, upper division History courses (3000/4000 level), and professional courses; and maintain an overall cumulative GPA of 2.75 or higher.

The College of Education and Human Services Health and Physical Education Requirements are waived for students completing the Double Major Track: Bachelor of Science in Education Degree with a Major in Secondary Education/History and Bachelor of Arts in History.

Total hours required for the degree 126

Footnote 1 All courses with the HIST prefix taken in Areas E and F must be completed with a grade of "C" or better.

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 – |

1. we would like to add PHIL 2020 as an Area F elective as many of our majors in Track 1 plan to attend law school, and PHIL 2020 is a very useful. POLS 2501 is rarely taught.

2. we no longer have either an African Historian or a Latin American historian. We have thus adapted our course rotation so that majors will still have offerings every term that explore historical developments beyond solely US or European History.

3. We want to better prepare majors for HIST 4950 by adding six more hours of History electives at the 3xxx/4xxx level for those majors pursuing Track 1.

4. The current proposal envisions a double major of the B.A. in History along with a reactivated B.S.E.D. in Secondary Education, but without going beyond 126 hours to complete both degrees. To make this work, those majors in Track 2 who want to pursue the B.S.E.D. in Secondary Education take one less History elective (3xxx/4xxx) than majors pursuing solely the B.A. in History (Track 1) as well as one less course in a single Foreign Language. Faculty in the

Department of Middle Grades, Secondary, Reading, & Deaf Education (Dewar College of Education) are crafting a reactivated B.S.E.D. in Secondary Education that meets all requirements mandated by the state of Georgia or various accreditation agencies. Of twenty USG institutions that offer an undergraduate degree in History, ten offer a major with undergraduate secondary education certification. Valdosta State's main competitors (Kennesaw State, West GA, GA Gwinnett, Clayton State, Columbus State, Univ of N. GA, & GA Southwestern) all offer a major with undergraduate secondary certification.

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.)

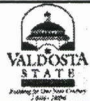
Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):

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

History majors will still complete History 3000 and 4950 in which the History major is assessed.

Students graduating from the proposed double major (Track 2) will still complete History 3000 and 4950 in which the History major is assessed.

Graduates of the proposed double major will have to take the GACE Content Assessments in US History (034) and in World History (035) [can be done in the Combined Exam (534)] as this is required for teaching in Georgia.



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head	Dr. John Dunn		5-7-19
College/Division Executive Committee	Dr. James T. LaPlant		2-5-19
Dean/Director	Dr. James T. LaPlant		2-5-19
Graduate Executive Committee (for graduate course)	Not applicable		
Graduate Dean (for graduate course)	Not applicable		
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):	Middle Grades, Secondary, Reading, & Deaf Education



Valdosta State University Curriculum Form

• ~~CURRICULUM CHANGE~~ OR ~~REVISED CATALOG COPY~~

Date of
Submission:

Select Date. 2-1-19

*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:	Sociology, Anthropology, and Criminal Justice
Requestor's Name:	Shani Wilfred	Requestor's Role:	Faculty

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 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 type="checkbox"/> Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer	2018			
Degree/Program Name:	Bachelor of Science/Criminal Justice					
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/arts-sciences/sociology-anthropology-criminal-justice/ba-criminal-justice/					

Present Requirements:	Proposed Requirements: (hover over for instructions)
Upper-level courses in Criminal Justice	Upper-level courses in Criminal Justice
CRJU 3300 Criminal Law 3	CRJU 3300 Criminal Law 3
CRJU 3310 Criminal Procedure 3	CRJU 3310 Criminal Procedure 3
CRJU 3401 Criminal Justice Data Analysis 3	CRJU 3401 Criminal Justice Data Analysis 3
CRJU 3402 Criminal Justice Research Methods 3	CRJU 3402 Criminal Justice Research Methods 3
CRJU 3600 Criminology 3	CRJU 3600 Criminology 3
CRJU 3700 Ethics in Criminal Justice 3	CRJU 3700 Ethics in Criminal Justice 3
Prerequisite: CRJU 1100 and 2500 or permission of the instructor.	Prerequisite: CRJU 1100 or 2500 or permission of the instructor.

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


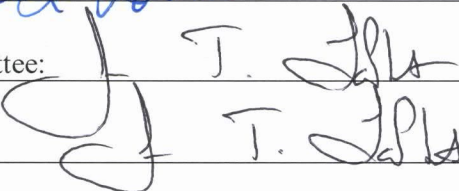
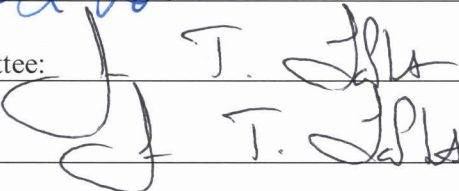
- ☐ Improving student learning outcomes
 ☐ Mandate of State/Federal/Accrediting Agency
☐ Adopting current best practice(s) in field
 ☒ Other –

Students are currently required to complete CRJU 1100 and CRJU 2500 before being able to take all of the criminal justice senior curriculum and some of the criminal justice electives. This requirement has had unintended consequences in that it has impacted students ability to advance toward the timely completion of the degree. It has also resulted in late registration for courses as students wait for grades to post or students being dropped from courses when both requirements are not met. In reviewing the criminal justice curriculum, criminal justice faculty have agreed that having a co-requisite in place (CRJU 1100 or CRJU 2500) for the 3000 level courses ensures that students have the foundation needed to complete an upper-division criminal justice course and the ability to complete both courses before taking 4000

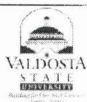
Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

- ☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **Student surveys established interest and support for program. In addition, 2016 CAPACS self-study recommendations included developing an accelerated undergraduate program to attract new graduate students.**
- ☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

<u>Approvals:</u>	
Department Head: 	Date: 1/25/19
College/Division Exec. Committee: 	Date: 2-5-19
Dean(s)/Director(s): 	Date: 2-5-19
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010



Valdosta State University Curriculum Form

- Request for a ~~REVISED COURSE~~ *Revised Course*

Date of Submission:

01/15/2019

**Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.*

College: College of Humanities and Social Sciences

Dept. Initiating Request:

SACJ

Requestor's Name:

F. E. Knowles, Jr., Ph. D.

Requestor's Role:

Faculty

CURRENT: (list only items to be changed)

REQUESTED: (list only items to be changed)

Course Prefix and Number:

CRJU 4110

Course Prefix and Number:

CRJU4110

Course Title:

Forensic Criminology

Course Title:

Forensic Criminalistics

Lecture Hours:

3

Lecture Hours:

3

Lab/Contact Hours:

3

Lab/Contact Hours:

3

Credit Hours:

3

Credit Hours:

3

Pre-requisites:

Area F Criminal Justice Courses or permission of the instructor.

Pre-requisites:

Area F Criminal Justice Courses or permission of the instructor.

CURRENT Course Description:

NEW Course Description: *(hover over for instructions)*

The scientific investigation of crime with emphasis on the collection, analysis, comparison, and identification of physical evidence.

The scientific investigation of crime with emphasis on the collection, analysis, comparison, and identification of physical evidence.

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

2019

Once per Year

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

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

To achieve accuracy in course title.

level criminal justice courses. Implementing the co-requisite will also provide students with an opportunity to build a schedule which allows them to continue to progress toward the timely completion of the degree.

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 success of the changes will be evident in the ability of students to successfully complete 3000 level criminal justice courses using the co-requisite option. Success will also be evident in the ability of students to generate schedules that allow them to progress toward timely degree completion, reduction of override requests, reduction of registration after semester grades post, and reduction in students being dropped from classes due to not meeting the current prerequisite requirements. Therefore, students' successful completion of the courses using the co-requisite will be reviewed annually to ensure that there are no negative impacts. Data from the College of Humanities and Social Sciences advising center will also be reviewed to ensure that the implementation of the co-requisite to 3000 level criminal justice courses has the intended positive effect.



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	<i>[Signature]</i>	2-1-19
College/Division Executive Committee	James LaPlant	<i>[Signature]</i>	2-5-19
Dean/Director	James LaPlant	<i>[Signature]</i>	2-5-19
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):	

REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

Area of Change: ☐ Core ☒ Senior ☐ Graduate

Current Catalogue Page Number:

<http://catalog.valdosta.edu/undergraduate/academic-programs/arts-sciences/sociology-anthropology-criminal-justice/ba-sociology-anthropology/>

Proposed Effective Date for Revised

Catalogue Copy: (new or revised) 8/1/19

Degree and Program Name: BA Sociology and Anthropology

Present Requirements:

Senior College Curriculum 60
Courses Required for the Major
SOC 3000 Sociological Analysis and Statistical Applications 4
Foundation Areas (take one from each area) 15

Theory

ANTH 3500 Anthropological Theory
or SOC 3500 Sociological Theory

Research Methods

ANTH 3510 Anthropological Research
or SOC 3510 Research Methods

Self, Society, and Culture

ANTH 3020 Culture and Personality
ANTH 3040 Cultural Anthropology
SOC 3090 Mass Media and Popular Culture
SOC 3350 Social Deviance
SOC 3710 Social Psychology

Social Inequalities

ANTH 3090 Africa: Inequalities Past and Present
ANTH 4040 Sociocultural Change
SOC 3060 Race and Ethnic Relations
SOC 3800 Social Stratification
SOC 4550 Poverty and Social Welfare
SOC 4680 Sociology of Gender

Proposed Requirements: (highlight changes after printing)

Senior College Curriculum 60
Courses Required for the Major
SOC 3000 Sociological Analysis and Statistical Applications 3
Foundation Areas (take one from each area) 15

Theory

ANTH 3500 Anthropological Theory
or SOC 3500 Sociological Theory

Research Methods

ANTH 3510 Anthropological Research
or SOC 3510 Research Methods

Self, Society, and Culture

ANTH 3020 Culture and Personality
ANTH 3040 Cultural Anthropology
SOC 3090 Mass Media and Popular Culture
SOC 3350 Social Deviance
SOC 3710 Social Psychology
SOC 4690 Sociology of Queer & LGBT Communities.

Social Inequalities

ANTH 3090 Africa: Inequalities Past and Present
ANTH 4040 Sociocultural Change
SOC 3060 Race and Ethnic Relations
SOC 3800 Social Stratification
SOC 4550 Poverty and Social Welfare
SOC 4680 Sociology of Gender

Social Institutions

ANTH 3070 Magic, Religion, and Witchcraft
ANTH 3910 Anthropology of Law
SOCI 3150 Sociology of Religion
SOCI 3650 Sociology of Sport
SOCI 3750 Medical Sociology
SOCI 4100 Family Sociology
SOCI 4200 Organizations and Work

Concentrations (choose from below) 18

Anthropology Concentration

Applied and Clinical Sociology Concentration

General Electives 23

At least 6 hours of coursework numbered 3000 or above must be taken in a single discipline outside the major.

Total hours required for the degree 120

Anthropology Concentration

Course List

ANTH 3120 Archaeology of Eastern North America 3
or ANTH 3140 World Prehistory

ANTH 3040 Cultural Anthropology
& ANTH 3170 Language and Culture 6

ANTH 3010 Physical Anthropology 3
or CRJU 4110 Forensic Criminology

Electives

Select six hours from below: 6

ANTH 3010 Physical Anthropology
ANTH 3020 Culture and Personality
ANTH 3030 Archaeological Techniques
ANTH 3070 Magic, Religion, and Witchcraft
ANTH 3090 Africa: Inequalities Past and Present
ANTH 3130 Indians of North America
ANTH 3160 Experimental Archaeology
ANTH 3910 Anthropology of Law
ANTH 4040 Sociocultural Change
ANTH 4540 Internship in Anthropology
ANTH 4900 Special Topics in Anthropology
CRJU 4110 Forensic Criminology
SOCI 4990 Senior Capstone
Total Hours 18

Social Institutions

ANTH 3070 Magic, Religion, and Witchcraft
ANTH 3910 Anthropology of Law
SOCI 3150 Sociology of Religion
SOCI 3160 Education and Society
SOCI 3650 Sociology of Sport
SOCI 3750 Medical Sociology
SOCI 4100 Family Sociology
SOCI 4200 Organizations and Work

Concentrations (choose from below) 18

Anthropology Concentration

Applied Sociology Concentration

General Electives 24

At least 6 hours of coursework numbered 3000 or above must be taken in a single discipline outside the major.

Total hours required for the degree 120

Anthropology Concentration

Course List

ANTH 3120 Archaeology of Eastern North America 3
or ANTH 3140 World Prehistory

ANTH 3040 Cultural Anthropology
& ANTH 3170 Language and Culture 6

ANTH 3010 Physical Anthropology 3
or CRJU 4110 Forensic Criminology

Electives

Select six hours from below: 6

ANTH 3010 Physical Anthropology
ANTH 3020 Culture and Personality
ANTH 3030 Archaeological Techniques
ANTH 3070 Magic, Religion, and Witchcraft
ANTH 3090 Africa: Inequalities Past and Present
ANTH 3130 Indians of North America
ANTH 3160 Experimental Archaeology
ANTH 3910 Anthropology of Law
ANTH 4040 Sociocultural Change
ANTH 4540 Internship in Anthropology
ANTH 4900 Special Topics in Anthropology
CRJU 4110 Forensic Criminology

<p>Applied Sociology Concentration--Track One</p> <p>SOCI 3200 Applied Sociology 3 SOCI 4800 Issues in Sociological Practice (either course can be taken twice with different topics) 6 or SOCI 4810 Issues in Sociological Practice Foundation Area C, D, E elective 3 SOCI 4540 Internship in Sociology 3 SOCI 4990 Senior Capstone 3 Total Hours 18</p> <p>Applied Sociology Concentration--Accelerated Undergraduate-to-Graduate Track</p> <p>The Accelerated Undergraduate-to-Graduate Track is an undergraduate-to-graduate degree program. Students in this track will complete 9 graduate hours that will count toward the completion of the B.A. in Sociology and Anthropology. These 9 hours may then be applied toward the completion of degree requirements for the Master of Science in Sociology degree at Valdosta State University upon graduate admission. To be admitted, students must have completed at least 60 credit hours, have an overall GPA of 3.0 or higher, and must submit the Accelerated Undergraduate-to-Graduate Track application to the Undergraduate Sociology Coordinator. Once admitted, a specific course of study will be developed with the student's advisor. Graduate courses taken as an undergraduate will count toward the 120-hour graduation requirement but will not count toward the student's undergraduate GPA or the calculation of academic honors. Upon acceptance into the Accelerated Undergraduate-to-Graduate Track, students must maintain an overall GPA of 3.0 to remain in good standing. Students who do not maintain good standing or who do not wish to continue with the Accelerated Undergraduate-to-Graduate Track may complete the remaining requirements for the B.A. in Sociology and Anthropology.</p> <p>Students interested in continuing their graduate education may apply for admission to the M.S. in Sociology program in their senior year or upon completion of their undergraduate degree. Students in the Accelerated Undergraduate-to-Graduate Track will not be required to take additional admission tests but must meet all other graduate admission requirements.</p>	<p>SOCI 4990 Senior Capstone Total Hours 18</p> <p>Applied Sociology Concentration--Track One</p> <p>SOCI 3200 Applied Sociology 3 Foundation Area C, D, E elective 9 SOCI 4540 Internship in Sociology 3 SOCI 4990 Senior Capstone 3 Total Hours 18</p> <p>Applied Sociology Concentration--Accelerated Undergraduate-to-Graduate Track</p> <p>The Accelerated Undergraduate-to-Graduate Track is an undergraduate-to-graduate degree program. Students in this track will complete 9 graduate hours that will count toward the completion of the B.A. in Sociology and Anthropology. These 9 hours may then be applied toward the completion of degree requirements for the Master of Science in Sociology degree at Valdosta State University upon graduate admission. To be admitted, students must have completed at least 60 credit hours, have an overall GPA of 3.0 or higher, and must submit the Accelerated Undergraduate-to-Graduate Track application to the Undergraduate Sociology Coordinator. Once admitted, a specific course of study will be developed with the student's advisor. Graduate courses taken as an undergraduate will count toward the 120-hour graduation requirement but will not count toward the student's undergraduate GPA or the calculation of academic honors. Upon acceptance into the Accelerated Undergraduate-to-Graduate Track, students must maintain an overall GPA of 3.0 to remain in good standing. Students who do not maintain good standing or who do not wish to continue with the Accelerated Undergraduate-to-Graduate Track may complete the remaining requirements for the B.A. in Sociology and Anthropology.</p>
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Students who have completed the Accelerated Undergraduate-to-Graduate Track will complete an additional 21 hours of graduate SOCI classes to meet the M.S. in Sociology degree requirement of 30 hours. Upon application to the Graduate School, students who have made a "C" or less in any of their graduate courses taken as undergraduates will be subject to the M.S. in Sociology Special Retention Policy regarding deficiency points.

SOCI 3200 Applied Sociology 3
Three SOCI courses at the 5000- to 8000-level (excluding SOCI 7800) 9
SOCI 4540 Internship in Sociology 3
SOCI 4990 Senior Capstone 3
Total Hours 18

Additional Department Requirement

The grade in each SOCI or ANTH course taken for the major must be a "C" or better.

Students interested in continuing their graduate education may apply for admission to the M.S. in Sociology program in their senior year or upon completion of their undergraduate degree. Students in the Accelerated Undergraduate-to-Graduate Track will not be required to take additional admission tests but must meet all other graduate admission requirements. Students who have completed the Accelerated Undergraduate-to-Graduate Track will complete an additional 21 hours of graduate SOCI classes to meet the M.S. in Sociology degree requirement of 30 hours. Upon application to the Graduate School, students who have made a "C" or less in any of their graduate courses taken as undergraduates will be subject to the M.S. in Sociology Special Retention Policy regarding deficiency points.

SOCI 3200 Applied Sociology 3
Three SOCI courses at the 5000- to 8000-level (excluding SOCI 7800) 9
SOCI 4540 Internship in Sociology 3
SOCI 4990 Senior Capstone 3
Total Hours 18

Additional Department Requirement


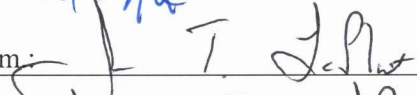
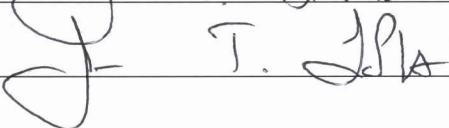
The grade in each SOCI or ANTH course taken for the major must be a "C" or better.

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

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

Source of Data to Support Suggested Change:

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

Approvals:	
Dept. Head: 	Date: 1/25/19
College/Division Exec. Comm.: 	Date: 2-5-19
Dean/Director: 	Date: 2-5-19
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Request for a Revised Course

Valdosta State University

Date of Submission: 10/15/2018 (mm/dd/yyyy)

Department Initiating Revision:
SOCI

Faculty Member Requesting Revision:
Dr. Carl Hand

Current Course Prefix, Title, & Number:

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

SOCI 3000 Sociological Analysis and Statistical Applications

List Current and Requested Revisions:

Current:

Course Prefix and Number: 3000

Credit Hours: 4

Course Title: Sociological Analysis and Statistical Applications

Pre-requisites: SOCI 1101 or SOCI 1160

Course Description: An introduction to the foundations of sociology and anthropology as well as basic statistical analysis. The course will examine social scientific research design including conceptualization, operationalization, problem definition, database management, and sampling. Data analysis will include descriptive, inferential, and multivariate statistics and use data analysis software. Computer laboratory periods required.

Requested:

Course Prefix and Number: 3000

Credit Hours: 3

Course Title: Sociological Analysis and Statistical Applications

Pre-requisites: SOCI 1101 or SOCI 1160

Course Description: An introduction to the foundations of sociology and anthropology as well as basic statistical analysis. The course will examine social scientific research design including conceptualization, operationalization, problem definition, database management, and sampling. Data analysis will include descriptive, inferential, and multivariate statistics and use data analysis software.

Semester/Year to be Effective:

Fall 2019

Estimated Frequency of Course Offering:

2/year

Indicate if Course will be : ☒ Requirement for Major ☐ Elective

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


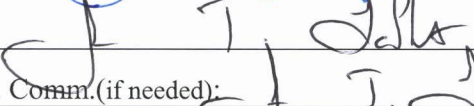
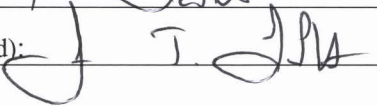
☐ Improving student learning outcomes:

☒ Adopting current best practice(s) in field: A 4 hour statistics class is inconsistent with the the department and the discipline. In addition, contact hour requirements (for lecture and lab) creates scheduling difficulties and additional tuition costs for students.

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies:

☐ Other:

Plans for assessing the effectiveness of the course: In-course assessments, including papers and examinations.

Approvals:	
College/Division Exec. Comm.:	Date:
Dept. Head: 	Date: 1/25/19
Dean/Director: 	Date: 2-5-19
Graduate Exec. Comm. (if needed): 	Date: 2-5-19
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: January 15, 2019

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 10/16/2018 (mm/dd/yyyy)

Department Initiating Request:

Sociology, Anthropology, and Criminal Justice

Faculty Member Requesting:

Dr. A.J. Ramirez

Proposed New Course Prefix & Number:

(See course description abbreviations in the catalog for approved prefixes)
SOCI 3160

Proposed New Course Title:

Education and Society

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)
Education and Society

Semester/Year to be Effective:

Fall 2019

Estimated Frequency of Course Offering:

1/2 years

Indicate if Course will be : ☐ Requirement for Major ☒ Elective

Lecture Hours: 3

Lab Hours:

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) An examination of social influences on education and, in turn, the effects of education and schooling on the social experiences and identities of individuals and groups in contemporary society. A focus on the sociological analysis of education includes an application of sociological theory and methods for understanding the social embeddedness of schooling in the culture and institutions of the United States and other countries.

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

☐ Improving student learning outcomes:

☒ Adopting current best practice(s) in field: Course is needed to expand our offerings in Major Foundation Area E Social Institutions; one of the five basic institutions in society; provides students with examples of how sociological theory, methods, and statistics are applicable to understanding education.

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies:

☐ Other:

Source of Data to Support Suggested Change:

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

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

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

Data Sources:

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

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

Valdosta State University

Education and Society

Dr. A.J. Ramirez

Lecturer, Department of Sociology, Anthropology & Criminal Justice

COURSE NUMBER: SOCI 3160
CREDIT HOURS: 3

A D2L/BlazeVIEW Hybrid Course

Course Description:

This course examines social influences on education and, in turn, the effects of education and schooling on the social experiences and identities of individuals and groups in contemporary society. We will look at the effects of schooling on the structure of society itself. To understand why teaching and learning have taken the form we are familiar with in "standard model" of schooling, our main focus is on the social "embeddedness" of schooling in the culture and institutions of the contemporary US. We also look at examples of the organization, content and effects of education in other countries, and different moments of historical time in the US.

Applicable University Learning Outcomes

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

Sociology and Anthropology Major Outcomes

1. To familiarize students with sub-disciplines, theories, methods, and core concepts of the discipline they elect to study in the department.
2. To develop in students the ability to apply and utilize the basic quantitative and/or qualitative research and analytical techniques they will need in their professional careers.
3. To teach students the literature and database review skills needed to assess and synthesize the state of knowledge available to apply to the study of selected issues.
4. To support students in the development of the skills required to communicate effectively with people and organizations representing diverse social and culture backgrounds. These skills include writing, speaking, and computing.

Course Objectives:

1. Further development of students' multicultural/multiperspective teaching skills and understandings, to analyze one's own cultural experiences (especially in the arenas of class, race and gender), to expand skills of intercultural communication and to examine ways in which to create culturally sensitive teaching and learning environments
2. Emphasis on the importance of contexts and situations in the development of educational ideas as well as features of sociological theories that transcend particular historical contexts
3. To understand that race, class, gender, and sexuality are both sources of identity and systems of social stratifications within educational systems.
4. Creating bridges between critical and social theories and pedagogical practices leading to democratic, socially and just communities. For example, examining the theoretical foundations of multicultural education, feminist pedagogies, and justice pedagogy
5. To explore the social construction, definitions, the reality and functions of topics affiliated with education and society.
6. Explore diversity in a democratic society and how that bears on instruction, school leadership, and governance.
7. To critically analyze the social construction of race, class, gender, and sexuality through a feminist lens and the impact of such aspects toward pedagogy and purpose for education

Course Requirements

Your work in this course is divided into the following parts: class exercises, exams, homework assignments, quizzes, and participation. Each piece of your final grade is described below.

CLASS EXERCISES (5 total): During class you will be asked to work in groups or individually to complete a task in relationship to the readings in the Textbook/other readings or class discussions. Based on your ability to work in

a professional collegiate manner with group members and present the material in a thorough manner will result in your grade for that exercise.

INTERVIEW

Based on the readings in this course, you will conduct a 30-45 minute interview with a school or community leader to gain her or his perspective on one of the critical issues that we discuss in this course. Alternative assignment: Contact the author of one of the course books or another author who writes about issues explored in this course and arrange an interview by telephone or in person. You will submit your interview notes and a formal paper of approximately 1000-1500 words double spaced.

Due at midterm

ESSAY PAPER

Consider an issue that broadly affects schooling in the United States through a sociology of education lens, conduct relevant research about this topic, and develop a research-based position paper of no fewer than 2,000 and no more than 3,000 words exclusive of title page and references. Paper should be double spaced.

Due last day of class

* You will have the interview paper and the final paper critiqued by at least one member of the course prior to submitting the paper to me. These critiques will enable you to revise and edit the paper if needed.

PAPER PRESENTATION

You will present your paper in a round table format to your colleagues in the course. The presentation should be approximately 10 minutes in length with an additional 15 minutes for questions, comments and responses

PARTICIPATION

Please note that this course revolves around the readings, small group discussions, lecture, videos, and other relevant information. Therefore, students' attendance, punctuality, preparedness, and participation are essential, as well as expected. This means come to class having read the assignments and ready to discuss them. Attendance, preparedness, and your participation will account for a total of 10 points of your final grade. I define participation as the active and regular involvement in class discussions, exercises, and attendance. Students with good attendance and who regularly participate, without having to be called upon, will receive all 10 of these points. Students with good attendance, who participate occasionally, without having to be called upon, will receive 5 of these points. Students with good attendance who never participate will receive 3 of these points. Students who have missed more than 3 classes will receive 0 of these points.

Methods of Evaluation:

In general, a course grade of "C" represents an acceptable level of work. A course grade of "B" represents a substantial effort and achievement. A "B" is clearly a grade for the better than average product and effort. An "A" is awarded only in cases of both outstanding efforts and quality in the required products.

Grades will be earned on the following basis:

Percentage of Points

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

Scale

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

Evaluation for course grades will be computed according to the following formula:

Class Exercises..... 35 points (5 total)

Interview Paper..... 15 points

Essay Paper.....20 points

Paper Presentation.....20 points

Participation.....10 points

Total.....100 points

RE: Proposed course request

Donald W Leech

Thu 11/8/2018 3:10 PM

To: Darrell L Ross <dross@valdosta.edu>;

Darrell,

Sorry, for the delay—we do not seem to have a comparable course. Thank you for asking! Have a great week. Don

Dr. Don Leech

Associate Dean

Professor of Leadership

Interim Department Head--

Social Work

Dewar College of Education

& Human Services

Valdosta State University

Office 229.333.5925

Attitude

Faith ♦ Integrity



The Bridge Between Success and Failure

From: Darrell L Ross
Sent: Monday, November 05, 2018 12:09 PM
To: Donald W Leech <dwl@valdosta.edu>
Subject: Proposed course request

Donald: We are proposing a new course in our Sociology program entitled Sociology of Education. The purpose of the course is to expand our course offerings in the foundation areas of Self, Society, and Culture. The course will examine the social influences on education. Do you have a similar course and/or will this course duplicate a course already taught in the College of Ed.?

Thanks for your assistance,

Darrell

Darrell L. Ross, Ph.D.
Professor & Department Head
S, A, & CJ
VSU

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 10/16/2018 (mm/dd/yyyy)

Department Initiating Request:
Sociology, Anthropology, and Criminal Justice

Faculty Member Requesting:
Dr. A.J. Ramirez

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

Proposed New Course Title:
Sociology of Queer & LGBT Communities
Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Sociology of Queer & LGBT

Semester/Year to be Effective:
Fall 2019

Estimated Frequency of Course Offering:
1/2 years

Indicate if Course will be : ☐ Requirement for Major ☒ Elective

Lecture Hours: 3

Lab Hours:

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) A sociological examination of lesbian, gay, bisexual, and transgender and queer communities. Examines the historical and social contexts of personal, cultural and political aspects of LGBTQ life, and it explores LGBT and Queer liberation movements in relation to families, religion, education, laws, and society using intersectional lenses that consider gender, ethnicity, race, class, and ability.

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

- ☐ Improving student learning outcomes:
- ☐ Adopting current best practice(s) in field: Expanding current course offerings in Major Foundation Area C Self, Society, and Culture. Human sexuality and gender identity is a growing areas of interest in sociology. In addition, students have responded positively when the course was taught as a special topic.
- ☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- ☐ Other:

Source of Data to Support Suggested Change:

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

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

Data Sources:

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

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

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

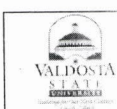
- ☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

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 –

This course will be assessed just as it is currently. There is no need for change.



Valdosta State University - REVISED COURSE Form

- Request for a REVISED COURSE

Approvals:	Print:	Signature:	Date:
Department Head	Darrell Ross	Darrell Ross	1/25/19
College/Division Executive Committee	James LaPlant	J. LaPlant	2-5-19
Dean/Director	James LaPlant	J. LaPlant	2-5-19
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®

Sociology of Queer & LGBT Communities

Dr. A.J. Ramirez

Lecturer

Department of Sociology, Anthropology, & Criminal Justice

COURSE NUMBER: SOCI 4690

CREDIT HOURS: 3

COURSE DESCRIPTION

This course is a sociological approach of lesbian, gay, bisexual, and transgender and queer communities. This course examines the historical and social contexts of personal, cultural and political aspects of LGBTQ life, and it explores LGBT and Queer liberation movements in relation to families, religion, education, laws, and society using intersectional lenses that consider gender, ethnicity, race, class, and ability. We will consider the status, roles, and experiences, of lesbians, gay men, bisexual, transgender and queer people, using a sociological approach. Through the readings, discussions, and assignments, you will develop critical analytical skills to consider social change movements with particular attention to how sex, gender, race, class, sexuality, sexual orientation, and other systems of power shape people's everyday lives.

REQUIRED TEXTBOOKS

TEXTBOOK ISBN = 978-1-5063-3740-1

Author/Editor = Michelle A. Gibson, Jonathan Alexander, & Deborah T. Meem

Title = Finding Out: An Introduction to LGBT Studies 3rd Edition

TEXTBOOK ISBN = 0-8147-1258-4

Author/Editor = Brett Beemyn & Mickey Eliason

Title = Queer Studies: A Lesbian, Gay, Bisexual, and Transgender Anthology

TEXTBOOK ISBN = 978-1-78578-071-4

Author/Editor = Meg-John Barker & Julia Scheele

Title = Queer A Graphic History

D2L will also be used in the course with possible readings posted in addition to text readings. Please make sure you read the assignments ahead of time. **CHECK D2L/BLAZEVIEW DAILY**

ABOUT QUEER & LGBT COMMUNITIES

Sociology of Queer & LGBT Communities would be a wonderful addition to all majors and specifically the Sociology Major or Minor. The class along with a Major in Sociology prepares undergraduate students for positions in a wide range of fields: for example, in government and in policy, research, and service organizations. They also provide excellent preparation for a variety of humanities and social science graduate programs as well as professional schools. I am happy to speak to anyone who wants to discuss these various options for further work in Gender and Sexuality studies within Sociology. Come talk with me or email me if you would like to declare Sociology as a major and to talk about how this can work into your schedule (airamirez@valdosta.edu).

SOCIOLOGY AND ANTHROPOLOGY MAJOR OUTCOMES

1. To familiarize students with sub-disciplines, theories, methods, and core concepts of the discipline they elect to study in the department.

2. To develop in students the ability to apply and utilize the basic quantitative and/or qualitative research and analytical techniques they will need in their professional careers.
3. To teach students the literature and database review skills needed to assess and synthesize the state of knowledge available to apply to the study of selected issues.
4. To support students in the development of the skills required to communicate effectively with people and organizations representing diverse social and culture backgrounds. These skills include writing, speaking, and computing.

COURSE GOALS

Upon the successful completion of this course, you should be able to:

- Identify, understand, and interrogate the role of institutional and individual power in relationship to constructions of sexual orientation, gender identity, and systems of sex/gender.
- Understand and explicate the intersections of gender, race, and sexuality in the lives of lesbians, gay men, bisexual, and transgender people.
- Articulate concepts, theories, and methods of Queer & LGBT studies scholarship as they relate to the social sciences.
- Outline a rudimentary history of Queer & LGBT people in the United States and its cultural and historical context in relationship to the status, roles and experiences of Queer & LGBT people.
- Understand, develop, and articulate an analysis of power, inequality, and social and economic justice.
- Situate the Sociology of Queer & LGBT communities as an academic location and as a site for social change.

SKILLS/OBJECTIVES

I assume that you enter this class with the following skills:

- Read for speed and retention,
- Ability to summarize key points in a book, article, or visual object, and
- Write clear and cogent sentences, paragraphs, and essays.

We will work to develop these skills through this class:

- Close reading of a variety of texts
- Analysis of meaning of a variety of texts
- Research and present findings
- Engage in activism
- Analyze the effectiveness of activism
- Build and defend arguments
- Think critically

Course Requirements

Your work in this course is divided into the following parts: class exercises, exams, a final exam, and participation. Each piece of your final grade is described below.

CLASS EXERCISES

During class you will be asked to work in groups or individually to complete a task in relationship to the readings in the Textbook/other readings or class discussions. Based on your ability to work in a professional collegiate manner with group members and present the material in a thorough manner will result in your grade for that exercise. The class exercises are unannounced and can be assigned at any scheduled class day. Be sure to be present for class. **YOU WILL NOT BE ALLOWED TO MAKE UP THESE ASSIGNMENTS. NO EXCEPTIONS.**

EXAMS

You will take three (2) in-class written exams in this course. Each exam may consist of matching, short answer, multiple choice, and/or true-false questions based on lecture and assigned textbook readings. Missing an exam with an excused absence permits students to take a make-up exam at the Instructors discretion. The final exam cannot be made up, and missed exams without previous accommodations with the Instructor **WILL NOT** be allowed to retake.

PARTICIAPTION

Please note that this course revolves around the readings, small group discussions, lecture, videos, and other relevant information. Therefore, students' attendance, punctuality, preparedness, and participation are essential, as well as expected. This means come to class having read the assignments and ready to discuss them.

Attendance, preparedness, and your participation will account for a total of 10 points of your final grade. I define participation as the active and regular involvement in class discussions, exercises, and attendance.

Students with good attendance and who regularly participate, without having to be called upon, will receive all 10 of these points. Students with good attendance, who participate occasionally, without having to be called upon, will receive 5 of these points. Students with good attendance who never participate will receive 3 of these points. Students who have missed more than 3 classes will receive 0 of these points.

FINAL

The final will be given in 2 parts. Research paper and Presenation of paper.

Final Research Paper: (2500-3000 words)

You will be expected to prepare a final research paper on a topic of your choosing related to LGBTQ studies, approximately 2,500-3,000 words. You will be expected to engage critically with 10 secondary sources (must be peer reviewed articles and/or scholarly books) and will submit a short abstract and annotated bibliography by mid-semester. Your paper is due as a hard copy and must be stapled at the beginning of class. No papers will be accepted late or via the internet.

Research Paper Presentation: The final three weeks of class students will present their research to the class. Each presentation should include discussion of how you have identified your area of research, why this area is important for LGBTQ scholarship and/or policy or other related areas, how you conduct your research (methodology), and should explain why the paper is important for LGBTQ scholarship and/or activism. Your presentation should be about 15 minutes long. You may use Powerpoint or other media for your presentation. You will be graded on the following Rubric: Professionalism, Length of time, Knowledge of content presented, Speech, Quality of media visuals used, and Body Language.

BE IMAGINATIVE and have fun with these presentations. The best sort of intellectual work is both fun and creative.

METHODS OF EVALUATION:

In general, a course grade of "C" represents an acceptable level of work. A course grade of "B" represents a substantial effort and achievement. A "B" is clearly a grade for the better than average product and effort. An "A" is awarded only in cases of both outstanding efforts and quality in the required products.

Grades will be earned on the following basis:

Percentage of Points

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

Scale

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

Evaluation for course grades will be computed according to the following formula:

Exam 1.....15 points

Exam 2.....15 points

Class Exercises.....35 points (5 total)

Participation.....10 points

Final25 points (2 parts)

Total.....100 points



Valdosta State University Curriculum Form

• Request for a REVISED COURSE

Date of Submission:

12/4/2018

**Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.*

College: College of Education and Human Services

Dept. Initiating Request:

MLIS

Requestor's Name: Linda Most for Anita Ondrusek

Requestor's Role:

Department Head

CURRENT: (list only items to be changed)

REQUESTED: (list only items to be changed)

Course Prefix and Number: MLIS 7230

Course Prefix and Number:

Course Title: Special Libraries and Information Centers

Course Title:

Lecture Hours:

Lecture Hours:

Lab/Contact Hours:

Lab/Contact Hours:

Credit Hours: 3

Credit Hours:

Pre-requisites: MLIS 7200 or consent of the instructor.

Pre-requisites:

CURRENT Course Description:

NEW Course Description: [\(hover over for instructions\)](#)

An examination of the administration and context of special libraries and information centers. Management, user services, technical services, collections, facilities, and marketing are addressed.

[An examination of the contexts and administrative functions of special libraries and information centers. Management policies and practices, user services, technical services, collections, facilities, and outreach are addressed.](#)

Program Level:

Course Classification:

Semester to be Effective:

Year to be Effective:

Estimated Frequency of Course Offering:

☐ Undergraduate

☐ Core (Area A-E)

☒ Fall

2019

Select One.

☒ Graduate

☐ Major Requirement

☐ Spring

☒ Elective

☐ Summer

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 course description and course-level student learning outcomes are being updated to better reflect the scope and content of the course and so that the course description is written more clearly.

RECEIVED

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VALDOSTA STATE UNIVERSITY

106


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	LINDA MOST	Linda Most	12/04/18
College/Division Executive Committee	Bernard Oliver	Bernard Oliver	
Dean/Director	Bernard Oliver	Bernard Oliver	
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	1/22/19
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:

01/16/2019

*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:	Middle, Secondary, Reading & Deaf Education
Requestor's Name:	Nanci A. Scheetz	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 type="checkbox"/> Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer	2019
Degree/Program Name:	American Sign Language/English Interpreting		
Current Catalog URL:			

Present Requirements:	Proposed Requirements: (hover over for instructions)
Core Curriculum Areas A-E (42 Hours):	Core Curriculum Areas A-E (42 Hours):
COE Health & Physical Education Requirements (6 Hours)	COE Health & Physical Education Requirements (6 Hours)
KSPE 2000 Heath & Wellness for Life 2	KSPE 2000 Heath & Wellness for Life 2
KSPE 2150 First Aid/CPR 2	KSPE 2150 First Aid/CPR 2
KSPE Fitness/Activity Courses 1	KSPE Fitness/Activity Courses 1
KSPE Fitness/Activity Courses 1	KSPE Fitness/Activity Courses 1
DEAF 2999 Entry to Education 0	DEAF 2999 Entry to Education 0
Core Curriculum Area F (18 Hours):	Core Curriculum Area F (18 Hours):
ASLS 2110 American Sign Language I 3	ASLS 2110 American Sign Language I (summer only) 3
ASLS 2120 American Sign Language II 3	ASLS 2120 American Sign Language II (summer only) 3
EDUC 2110 Investigating Critical & Contemporary Issues in Educ 3	EDUC 2110 Investigating Critical & Contemporary Issues in Educ 3
EDUC 2120 Exploring Socio-Cult Perspect on Diver in Educ 3	EDUC 2120 Exploring Socio-Cult Perspect on Diver in Educ 3
EDUC 2130 Exploring Teaching & Learning 3	EDUC 2130 Exploring Teaching & Learning 3
ASLS 3170 American Sign Language III (to be taken in fall with start of junior curriculum) 3	ASLS 3170 American Sign Language III (to be taken in fall with start of junior curriculum) 3
Professional Courses (60 hours)	Professional Courses (60 hours)
DEAF 3130 Orientation to Deaf Education: Communication, Culture & Language 3	DEAF 3130 Orientation to Deaf Education: Communication, Culture & Language 3
INTP 3010 Intro to ASL/English Interpreting 3	INTP 3010 Intro to ASL/English Interpreting 3
SPEC 3000 Serving Students with Diverse Needs 3	
ASLS 3190 Fingerspelling, Numbers, and Classifiers 3	
ASLS 3180 American Sign Language IV (1st half of the	

term, will be offered in an 8-week compressed format) 3	SPEC 3000	Serving Students with Diverse Needs 3
DEAF 3150 Deaf Community, Culture, & History 3	ASLS 3190	Fingerspelling, Numbers, and Classifiers 3
ASLS 3210 American Sign Language V (2nd half of the term, will be offered in an 8-week compressed format) 3		
DEAF 3140 Linguistics of American Sign Language 3	ASLS 3180	American Sign Language IV (1st half of the term, will be offered in an 8-week compressed format) 3
INTP 3150 English/ASL Translation 3	DEAF 3150	Deaf Community, Culture, & History 3
	ASLS 3210	American Sign Language V (2nd half of the term, will be offered in an 8-week compressed format) 3
Summer Semester (3 Hours)	DEAF 3140	Linguistics of American Sign Language 3
ASLS 3220 American Sign Language VI 3	INTP 3150	English/ASL Translation 3
		Summer Semester (3 Hours)
INTP 4010 Consecutive English/ASL Interpreting 4	ASLS 3220	American Sign Language VI 3
INTP 4020 Consecutive ASL/English Interpreting 4		
INTP 4030 Consecutive Transliterating: English to a Manually Coded English Sign System 3	INTP 4010	Consecutive English/ASL Interpreting 4
INTP 4040 Practicum for Educational Interpreters 4	INTP 4020	Consecutive ASL/English Interpreting 4
	INTP 4030	Consecutive Transliterating: English to a Manually Coded English Sign System 3
INTP 4050 Simultaneous English/ASL Interpreting 3	INTP 4040	Practicum for Educational Interpreters 4
INTP 4060 Simultaneous ASL/English Interpreting 3		
INTP 4070 Simultaneous Transliterating: English to English Sign System 3	INTP 4050	Simultaneous English/ASL Interpreting 3
INTP 4080 Educational Interpreting Internship 6	INTP 4060	Simultaneous ASL/English Interpreting 3
	INTP 4070	Simultaneous Transliterating: English to English Sign System 3
Total Hours Required for the Degree 126	INTP 4080	Educational Interpreting Internship 6
		Total Hours Required for the Degree 126

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 –

ASLS 3170 has been moved to Area F, which requires a 2000-level course number.

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 –

ASLS 3170 has been moved to Area F, which requires a 2000-level course number.



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head	Barbara Radcliffe		1/24/19
College/Division Executive Committee	Bernard Oliver		1/24/19
Dean/Director	Bernard Oliver		1/24/19
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:

01/16/2019

**Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.*

College: College of Education and Human Services

Dept. Initiating
Request:

Middle, Secondary,
Reading & Deaf
Education

Requestor's
Name: Nanci A. Scheetz

Requestor's
Role:

Faculty

CURRENT: (list only items to be changed)

REQUESTED: (list only items to be changed)

Course Prefix
and Number: ASLS 3170

Course Prefix
and Number: [ASLS 2130](#)

Course Title: American Sign Language III

Course Title:

Lecture Hours: 3

Lecture Hours:

Lab/Contact Hours:

Lab/Contact Hours:

Credit Hours: 3

Credit Hours:

Pre-requisites: ASLS 2120; DEAF 2999 or INTP 2998

Pre-requisites:

CURRENT Course Description:

NEW Course Description: ([hover over for instructions](#))

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

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

Summer 2019

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 –

ASLS 3170 has been moved to Area F, which requires a 2000-level course number.



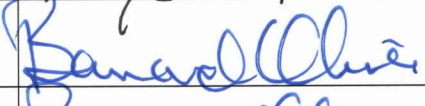
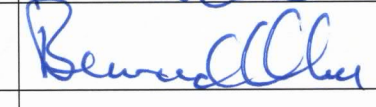
Source of Data to Support Change (select one or more of the following):

- ☐ 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	Barbara Radcliffe		1/24/19
College/Division Executive Committee	Bernard Oliver		2/2-19
Dean/Director	Bernard Oliver		1/24/19
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):	

ASLS 2130
AMERICAN SIGN LANGUAGE III
FOUR SEMESTER HOURS

Dewar College of Education & Human Services
Valdosta State University
Department of Middle, Secondary, Reading & Deaf Education

Conceptual Framework: 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.

REQUIRED TEXTBOOKS

Lentz, Mikos, & Smith (2014). Signing naturally workbook, units 7-12. San Diego: Dawn Sign Press

In addition to the textbook listed above, students are required to purchase a GoREACT account associated with this course for the submission of video assignments.

COURSE DESCRIPTION

Prerequisites: ASLS 2120 and INTP 2998 or DEAF 2999.

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

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 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 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*

COLLEGIATE COMMISSION ON INTERPRETER EDUCATION LEARNING OUTCOMES

CCIE1. LIBERAL ARTS CONTENT

- a. Superior oral and/or written communication skills.
- b. Logical thinking, critical analysis, problem solving, and creativity.
- c. Knowledge and appreciation of multicultural features of society.
- d. Ability to make judgments in the context of historical, social, economic, scientific, and political information.
- e. An appreciation of the ethnic, cultural, economic, religious, social, and physical diversity of the population along with the practical knowledge of its influence and impact on the profession.

CCIE2. SOCIAL AND BEHAVIORAL SCIENCES CONTENT

- a. Human behavior in the context of socio-cultural systems to include beliefs, ethics, and values.
- b. Minority group dynamics, prejudice, class, power, oppression, and social change.
- c. Language and society, bilingualism, language variation, syntax and semantics, cross-cultural communication, and cross-cultural conflict.

CCIE3. PROFESSIONAL KNOWLEDGE CONTENT:

- a. Theories of interpretation, translation, and historical foundations of the profession.
- b. Interpreter role, responsibilities and professional ethics.
- c. Human relations, dynamics of cross-cultural interaction, and intercultural communication knowledge and competency.
- d. Human services and community resources.
- e. Certification, licensure, business practices and state and federal legislation.

- f. Continuing professional development.
 - g. Stress management and personal health.
- CCIE4. PROFESSIONAL EDUCATION COMPETENCIES
- a. LANGUAGE
 - i. Ability to understand the source language in all its nuances.
 - ii. Ability to express oneself correctly, fluently, clearly, and with poise in the target language.
 - b. MESSAGE TRANSFER
 - i. Ability to understand the articulation of meaning in the source language discourse.
 - ii. Ability to render the meaning of the source language discourse in the target language without distortions, additions, or omissions.
 - iii. Ability to transfer a message from a source language into a target language appropriately from the point of view of style and culture, and without undue influence of the source language.
 - c. METHODOLOGY
 - i. Ability to use different modes of interpreting (i.e., simultaneous or consecutive) and ability to choose the appropriate mode in a given setting.
 - ii. Ability to use different target language forms and ability to choose the appropriate form according to audience preference.
 - d. SUBJECT MATTER
 - i. Breadth of knowledge allowing interpretation of general discourse within several fields.
 - ii. Sufficient specialized knowledge of one (1) or two (2) disciplines allowing interpretation of more specialized discourse within these disciplines.
 - III. Techniques and logistics, such as ability to manage the physical setting and ability to select and use appropriate equipment.
 - e. RESEARCH
 - i. Necessity for and values of research on interpretation and interpreter education.
 - ii. Essential components of a research protocol.
 - iii. Analysis of studies related to interpretation.
 - iv. Application of research results to interpretation practice.

*Collegiate Commission on Interpreter Education (2010)). CCIE Accreditation Standards. Retrieved from http://ccie-accreditation.org/PDF/CCIE_Standards_2010.pdf

LEARNING OUTCOMES FOR VSU'S CORE CURRICULUM

All learning outcomes in the major continue to build upon those in VSU's Core Curriculum listed at <http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml>.

COURSE OBJECTIVES (CO):

The student will:

COURSE OBJECTIVE:	ALIGNMENT:		
	InTASC	COEHS Key Themes	CCIE
CO 1. Demonstrate expressive & receptive mastery of vocabulary, grammar, and communication behaviors associated with the following language/communication functions giving reasons, making requests, asking where objects are located, specifying locations and describing physical surroundings, correcting and affirming information, complaining and making suggestions and requests, expressing concern, asking for permission, declining, explaining why, telling shortcomings, asking for clarification, exchanging information about life events, giving family history, and asking about nationality, describing and identifying objects, asking what words or signs mean, giving definitions, and describing objects. When presented with language prompts eliciting the above functions students will generate accurate language samples with elaboration as required which satisfies the function(s) embedded in the prompt.	Standard #4	CPL _{1.1}	CCIE1.B CCIE1.C CCIE1.D CCIE1.E CCIE2.A CCIE2.B CCIE2.C CCIE3.C CCIE4.A.i CCIE4.A.ii CCIE4.B.i CCIE4.B.ii
CO 2. When presented with fluent conversational interchanges between two native signers or narratives via video students will demonstrate understanding by answering questions designed to focus students' attention on specific grammatical and cultural aspects embedded in the signing.	Standard #2 Standard #4	DL _{1.1} DL _{1.2} CPL _{1.1}	CCIE1.B CCIE4.A.i CCIE4.B.i
CO 3. When presented with fluent conversational interchanges between two native signers or narratives via video students will practice expressively copying the signing being demonstrated including the specific vocabulary, grammar, and embedded cultural behaviors being demonstrated in the dialogue.	Standard #2 Standard #4	DL _{1.1} DL _{1.2} CPL _{1.1}	CCIE1.B CCIE4.A.ii CCIE4.B.ii
CO 4. When presented with narrative prompts demonstrate ability to express self-generated narration of 8 or more sentences using accurate grammar, vocabulary, and	Standard #4	CPL _{1.1}	CCIE1.B CCIE4.A.ii CCIE4.B.ii CCIE4.D.ii

language functions using ASL discourse structure.			
CO 5. Effectively engage in one-to-one conversation and storytelling, demonstrating his/her ability to generate questions and responses while incorporating appropriate grammatical features and conversational behaviors in ASL.	Standard #4	CPL _{1.1}	CCIE4.A.i CCIE4.A.ii CCIE4.B.i CCIE4.B.ii
CO 6. Demonstrate knowledge of American Sign Language literature and cultural information in relation to the history and culture of the Deaf community.	Standard #2 Standard #4	CPL _{1.1} DL _{1.1} DL _{1.2} DL _{1.3}	CCIE1.E CCIE2.A CCIE2.B CCIE3.C CCIE2.C
CO 7. Demonstrate ability to critically evaluate self and classmates' ASL skills. When viewing live or recorded demonstration of classmates' ASL narration, students will provide constructive feedback. When viewing videoed samples of student's own signed narratives, student will self-evaluate providing substantive analysis of strengths and areas needing improvement based on student's own developing sense of correctness for ASL expression.	Standard #4 Standard #6	AL _{2.3} CPL _{1.1}	CCIE1.A CCIE1.B CCIE1.D CCIE2.C CCIE3.C CCIE4.A.i CCIE4.A.ii CCIE4.B.i CCIE4.B.ii

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. Successfully complete Signing Naturally classroom and workbook assignments. (CO 1-7)
2. Successfully complete written knowledge and comprehension exams. (CO 1-7)
3. Successfully complete expressive assessments. (CO 1-7)
4. Successfully complete self and peer assessments. (CO 1, 2, 7)
5. Attend and reflect on Deaf community events. (CO 1, 4, 5)
6. Other assignments, as posted by the professor.

COURSE EVALUATION

Assignment	Points
Formative Assessments/Homework Quizzes/Self & Peer Assessments	20%
Deaf Community Event Attendance and Write-up (3 @ 3.33% each)	10%
Knowledge/Comprehension Exams (midterm and final)	30%
Summative Expressive Assessments	40%
TOTAL	100%

Final Grading Scale

A = 100-93

B = 92-85

C = 84-75

D = 74-65

F = 64-0

STUDENT RESPONSIBILITIES

I have posted a tentative schedule in the Blaze VIEW D2L course. You are responsible for remembering the dates therein (without reminders) and completing all work on time and per course policies. Make sure you plan ahead and submit your work early so that you do not miss an assignment due date. As much as possible, I encourage you to complete and submit work before the due date. This will account for any technical, personal, health, or family issues and leaves plenty of time to email me and get any issues resolved so that you can complete your work on time. It is your responsibility to check your grades in Blaze VIEW to ensure that assignments you think you have submitted have been received and graded by me.

Course

- **Read and understand the entire syllabus** during the first two days of class. This is your responsibility as a student enrolled in this course. If you have questions about the syllabus, please ask me within the first 1-2 days of class. If you have questions about an assignment, it is your responsibility to ask for clarification before the due date.
- **Purchase the required text books and materials** by the end of the second day classes.
- **Complete homework DAILY.** The homework reinforces in-class learning and also highlights areas you may not completely comprehend and need to clarify in class. Complete all homework assignments according to the course schedule.
- **Submit Assignments on time** and in the assigned format and location. Due to the compressed nature of the course, timely submission of work is even more imperative than in a traditional class. Assignments must be submitted in the appropriate location (Blaze VIEW, Go REACT, paper submitted in class, etc.), in the correct format, and on time. **Work submitted late, in the wrong location or format will not be accepted.** Complete all work well before deadlines to account for any potential computer, internet, or other technical issues. Always have a “back-up” plan (i.e. go to the library, friend’s house, café) in the event that you run into technical issues when work is due. Be aware that Friday at 3pm is the last time I am guaranteed to check email before the work week resumes on Monday. **Think and work ahead as much as possible!**
- Keep track of your grades through the online grade book under GRADE BOOK. Keep track of your grade by dividing your total earned points (at that moment) by the total points possible (at that moment). Calculate your final grades by dividing your total earned points by the total possible points.
- **Be respectful of your peers at all times**, both during class and outside class assignments and activities.
- **Be respectful and professional** when you communicate with me, especially through email. Use this general “professional rule” when you email anyone in a professional

setting (anyone that is not your friend or family member). General Rule: Use a greeting and address the person with their formal name and conclude with a closing and your full name. In a university setting, you should address your instructors as “Dr.” or “Professor” last name. You can call me “Mr. Hiers” or “Professor Hiers”. You should also always spell check, edit for grammar and punctuation, etc. I suggest you use these guidelines for all of your courses at VSU and other professional experiences.

- If you have any questions or concerns, please send me an email (lchiers@valdosta.edu). If you'd like to meet with me, email me to set up an appointment.
- **Appropriate Dress and Use of Electronic Devices:** You are in the process of becoming a future professional who will work with Deaf/Hard of Hearing consumers. It is critical that you begin to model professionalism, so how you dress and the length of your nails is important. The following policies should be adhered to during class:
 - * **Clothing:** All clothing should be modest, appropriately covering the body, professional, and appropriate to the setting. Short skirts, low-cut blouses, midriff and sleeveless shirts, transparent/thin fabrics, t-shirts with prints and graphic designs should be avoided. Hair grooming should be kept neutral so as to not attract attention; unusual colorings, cuts, or accessories can be disruptive. Facial hair should be bare or neatly trimmed. Fingernails should also be kept clean and neutral as in colorings, lengths, or decorations. Long, acrylic nails interfere with communication and should be removed. **Assignments submitted with students wearing printed tops or having long nails will not be graded.**
 - * **Jewelry:** Since jewelry can be distracting when signing or performing interpreting/teaching duties, discretion with jewelry should be observed and excessive or flashy jewelry should be avoided. No nose rings, lip rings, tongue studs, eyebrow rings or facial piercings are allowed.
 - * **Tattoos:** When possible, tattoos must be covered. In some instances, people have tattoos on their hands and fingers, and these cannot be conveniently hidden. Excessive tattoos can be distracting to consumers when signing or providing interpreting/teaching services.
- **Electronic Devices:** Cell phones should **never** be used during class time. Students texting during class will be asked to leave.

Carefully review all of the above responsibilities and pay special attention to:

- No late or emailed work accepted
- Only correctly submitted assignments and file types accepted (Word, PDF, GoREACT)
- You must clarify any questions about assignments *prior* to their due date.
- Videos submitted that do not adhere to the appropriate dress and nail guidelines will not be graded.

Technical

To access the course documents, calendar, and other important features, log into Blaze VIEW D2L via myVSU at <https://myvsu.valdosta.edu/portals>.

Check Blaze View and your VSU email on a daily basis. I encourage you to have your VSU email forwarded to your mobile device. If you have questions about this, contact the Help Desk <http://www.valdosta.edu/helpdesk/>.

Everyone, especially those new to Blaze View, should review these resources and tips on taking Distance Learning (DL) courses: http://www.valdosta.edu/vista/online_success.shtml

You must have access to PDF (.pdf) or Word (.doc, .docx, .rtf). No other document file types will be accepted. (Note: You can download a free PDF converter to your personal computer by going to www.cutepdf.com)

You must have a Go REACT account prior to video submission. Follow their recommendations for video uploads found here: <http://community.goreact.com/entries/23259967-Video-recording-checklist>. If you need assistance, do not contact the instructor—rather email support@goreact.com and **copy** the instructor on this email.

If you have technical problems or a question on how to use Blaze View, call the Help Desk at 229-245-4357. Do not contact the instructor. If you cannot resolve the issue, go to a campus computer lab. It is your responsibility to understand how to use Blaze View correctly. □

INSTRUCTOR RESPONSIBILITIES

I will review and respond to email messages daily (Monday-Friday). You should have an email response within 24-48 hours. If you haven't heard back from me after that amount of time, please email me again – it's possible that I didn't receive your first email. I typically check email once daily, around the middle of the day. This means that emailing with questions about an assignment late in the day *on the day* that it is due is "at your own risk" – I may or may not respond in time to answer your question, and this would not excuse you from timely submission. Please plan accordingly.

For consistency, I will review and grade all students' projects and discussions after the due date. I will not check or grade work before the deadline.

I will provide you with detailed feedback on your assignments. Check through the GRADE BOOK and Go REACT for video assignments.

I will use the NEWS function on Blaze View to regularly communicate and provide additional resources and information as they become available. Check this on a daily basis when you log into Blaze View. You may also wish to change your settings so that any postings to NEWS are automatically forwarded to your mobile device.

I will provide evaluation criteria (rubrics) and specific directions for all course assignments. Read this information carefully before contacting me with questions.

CLASSROOM DECORUM

Voice Off

Much of this course will be conducted in ASL. During these designated times, all communication should take place “through the air” (i.e., use of ASL, fingerspelling, or gesture). Voicing/mouthing should not be used during this time—this includes whispering with a neighbor. If you have questions or concerns that you are not able to convey manually, please make a note of them and bring them to the attention of the class only when permission has been given for use of voice. I am happy to speak with you before or after class or make an appointment with you for another time if your concerns are not addressed in class.

Eye gaze

Eye gaze is extremely important in Deaf culture and when communicating using ASL. Looking away during one-on-one conversation is considered rude and distracting. In class, however, it is understood that you may wish to make a note or may just need to rest your eyes for a moment. This behavior is fine. However, reading of unrelated materials or electronic devices (smart phones, PDAs, Kindles, etc.) is not permitted.

Auditory Distractions

Cell phones or pagers should be turned to the OFF (not “vibrate”) position and be **out of sight** during class. If you have a special circumstance or emergency that necessitates the possible interruption of class, please let me know beforehand so that I am aware should your cell phone ring or buzz during instruction.

Consequences

After an initial warning, failure to adhere to the above may result in your being asked to leave the class for the remainder of the session or more serious consequences including grade reduction or dismissal if warnings are not heeded. Absences will be recorded depending on the amount of time remaining in class at the time of the dismissal.

ATTENDANCE POLICY

Students who are absent or tardy not only miss valuable information themselves, but also impact in-class group activities, which are vital to second language learning. Students who accumulate absences in excess of 20% of the course (6 classes) may be subject to a failing grade; 3 tardies constitutes one absence. It is the responsibility of students who arrive late to check with the instructor immediately after class to make sure that their attendance was recorded. Failure to do so may result in being marked absent.

PROFESSIONALISM

STATEMENT ON ACADEMIC INTEGRITY

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at <http://www.gapsc.com/Professionalpractices/NEthics.asp>) Professional values of teachers

include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Future teachers should conduct themselves with the professionalism that is required of practicing teachers.

- 1 In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publically available.
- 2 All assignments should be your own original work, not group work. If you use ideas from other sources, you must provide a full citation using APA style – name(s) of author(s); date of publication or retrieval date; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment.

DESCRIPTION OF ACADEMIC DISHONESTY

To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

While students are likely to understand plagiarism as stealing someone's words as their own, there are many types of plagiarism.

- 2 **Stealing Verbatim:** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism. **Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.**
- 3 **Use of Professional Resources Without Acknowledgement.** Students may not use published professional resources, including lesson plans, learning activities, or PowerPoint presentations, without citing the source.
- 4 **Misquoting:** If, when composing an assignment, students directly quote a source and cite it, but alter the author's words to strengthen their argument, they have committed plagiarism.
- 5 **Paraphrasing or Summarizing Without Citing:** An allowable practice in academia is for students to take an author's words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author's words, students *must* cite that original source. If they do not cite the original source, they have effectively stolen the original author's idea and have committed plagiarism.
- 6 **Duplicating Publication:** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. The instructors in the Master's Degree Program in Curriculum and Instruction do *not* allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.

- 7 **Duplication of Peer Student Work:** Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student's express consent or knowledge.

Note: Assignments in this course may be checked electronically for plagiarism. By taking this course, you agree that all required course work may be subject to submission for electronic review based on textual similarity.

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

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

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

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

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

FIRST OFFENSE:

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

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student

Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee.”

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

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.

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.

In the event I suspect you need additional support, I will express my concerns and the reasons for them, and remind you of campus resources (e.g., Counseling Services, Dean of Students, etc.) that might be helpful to you. My intention in doing so is to let you know I am concerned and that help, if needed, is available.

More information and resources are located at The Counseling Center website at <http://www.valdosta.edu/student/student-services/counseling-center/>. Twenty-four-hour emergency help is also available through the University Police at 229-259-5555 who will contact on-call counselors or appropriate resources for support.

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, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

INSTRUCTOR

Levy C. Hiers

Office Number: EDC 1113

Telephone Number: (229) 249-4911

Email Address: lhiers@valdosta.edu

Office Hours: Monday/Wednesday: 10:00-12:00, Tuesday/Thursday: 11:00-1:00

Friday: 10:00-12:00, other times by appointment



Valdosta State University Curriculum Form

• Request for a REVISED COURSE

Date of
Submission:

01/29/2019

**Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.*

College: College of Education and Human Services

Dept. Initiating
Request: MSRD

Requestor's
Name: Lynn C. Minor

Requestor's
Role: Faculty

CURRENT: (list only items to be changed)

REQUESTED: (list only items to be changed)

Course Prefix
and Number:

Course Prefix
and Number:

Course Title:

Course Title:

Lecture Hours:

Lecture Hours:

Lab/Contact Hours:

Lab/Contact Hours:

Credit Hours:

Credit Hours:

Pre-requisites:

Pre-requisites:

CURRENT Course Description:

NEW Course Description: [\(hover over for instructions\)](#)

EDUC 2110. Investigating Critical and Contemporary Issues in Education. 3 Hours.
Observations, interactions, and analyses of critical and contemporary educational issues. Students will investigate issues influencing the social and political contexts of educational settings in Georgia and the United States. Students will actively examine the teaching profession from multiple vantage points both within and outside the school. Against this backdrop, students will reflect on and interpret the meaning of education and schooling in a diverse culture and examine the moral and ethical responsibilities of teaching in a democracy. Successful completion of 10 hours of field experience is required. Prior to beginning the field experience, students must complete a criminal background check and obtain liability insurance.

EDUC 2110. Investigating Critical and Contemporary Issues in Education. 3 Hours.
Observations, interactions, and analyses of critical and contemporary educational issues. Students will investigate issues influencing the social and political contexts of educational settings in Georgia and the United States. Students will actively examine the teaching profession from multiple vantage points both within and outside the school. Against this backdrop, students will reflect on and interpret the meaning of education and schooling in a diverse culture and examine the moral and ethical responsibilities of teaching in a democracy. Successful completion of 10 hours of field experience is required. *Prior to beginning the field experience, students must complete a criminal background check and obtain liability insurance.*

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<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 type="checkbox"/> Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer	2019	<i>Every Semester</i>
Justification: <i>(select one or more of the following and provide appropriate narrative below:)</i> <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Improving student learning outcomes <input type="checkbox"/> Adopting current best practice(s) in field </div> <div> <input checked="" type="checkbox"/> Mandate of State/Federal/Accrediting Agency <input type="checkbox"/> Other – </div> </div>				
<p>The previous requirement is no longer needed due to the new Minors on Campus (Youth Protection) policy issued by the USG.</p>				

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 –

This revision in the course description is a result of the USG policy 6.9 Programs Serving Minors. The effectiveness of the course will continue to be assessed as it has been.



Valdosta State University - REVISED COURSE Form

- Request for a REVISED COURSE

Approvals:	Print:	Signature:	Date:
Department Head	Barbara Radcliffe	<i>[Signature]</i>	1/29/19
College/Division Executive Committee	Bernard Oliver	<i>[Signature]</i>	1/29/19
Dean/Director	Bernard Oliver	<i>[Signature]</i>	1/29/19
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

• Request for a REVISED COURSE

Date of
Submission:

01/29/2019

**Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.*

College: College of Education and Human Services

**Dept. Initiating
Request:**

ELED

**Requestor's
Name:** Lynn C. Minor

**Requestor's
Role:**

Faculty

CURRENT: (list only items to be changed)

REQUESTED: (list only items to be changed)

**Course Prefix
and Number:**

**Course Prefix
and Number:**

Course Title:

Exploring Socio-Cultural
Perspectives on Diversity

Course Title:

Exploring Socio-Cultural
Perspectives on Diversity [in
Educational Contexts](#)

Lecture Hours:

Lecture Hours:

Lab/Contact Hours:

Lab/Contact Hours:

Credit Hours:

Credit Hours:

Pre-requisites:

Pre-requisites:

CURRENT Course Description:

NEW Course Description: ([hover over for instructions](#))

EDUC 2120. Exploring Socio-Cultural Perspectives on Diversity. 3 Hours.
Fundamental knowledge of understanding culture and teaching children from diverse backgrounds. Specifically, this course is designed to examine the nature and function of culture; the development of individual and group cultural identity; definitions and implications of diversity; and the influences of culture on learning, development, and pedagogy. Successful completion of 10 hours of field experience is required. Prior to beginning the field experience, students must complete a criminal background check and obtain liability insurance.

EDUC 2120. Exploring Socio-Cultural Perspectives on Diversity [in Educational Contexts](#). 3 Hours.
Fundamental knowledge of understanding culture and teaching children from diverse backgrounds. Specifically, this course is designed to examine the nature and function of culture; the development of individual and group cultural identity; definitions and implications of diversity; and the influences of culture on learning, development, and pedagogy. Successful completion of 10 hours of field experience is required.
Prior to beginning the field experience, students must complete a criminal background check and obtain liability insurance.

RECEIVED

FEB 04 2019

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

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

2019

Every Semester

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 previous requirement is no longer needed due to the new Minors on Campus (Youth Protection) policy issued by the USG.

The title of the course needs to be changed to reflect the name approved by the USG Regents Administrative Committee on Academic Affairs.

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 –

This revision in the course description is a result of the USG policy 6.9 Programs Serving Minors. The effectiveness of the course will continue to be assessed as it has been.



Valdosta State University - REVISED COURSE Form

- [Request for a REVISED COURSE](#)

Approvals:	Print:	Signature:	Date:
Department Head	Shirley P. Andrews	Shirley P. Andrews	1/29/19
College/Division Executive Committee	Bernard Oliver	Bernard Oliver	1/29/19
Dean/Director	Bernard Oliver	Bernard Oliver	1/28/19
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):	
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Valdosta State University Curriculum Form

• Request for a REVISED COURSE

Date of
Submission:

01/29/2019

**Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.*

College: College of Education and Human Services

Dept. Initiating
Request:

PCFT

Requestor's
Name: Lynn C. Minor

Requestor's
Role:

Faculty

CURRENT: (list only items to be changed)

REQUESTED: (list only items to be changed)

Course Prefix
and Number:

Course Prefix
and Number:

Course Title:

Course Title:

Lecture Hours:

Lecture Hours:

Lab/Contact Hours:

Lab/Contact Hours:

Credit Hours:

Credit Hours:

Pre-requisites:

Pre-requisites:

CURRENT Course Description:

NEW Course Description: ([hover over for instructions](#))

EDUC 2130. Exploring Learning and Teaching. 3 Hours. The study of educational psychology concepts through examination of learning and teaching processes, with the goal of applying this knowledge to enhance the learning of all students in a variety of educational settings and contexts. Successful completion of 10 hours of field experience is required. Prior to beginning the field experience, students must complete a criminal background check and obtain liability insurance.

EDUC 2130. Exploring Learning and Teaching. 3 Hours. The study of educational psychology concepts through examination of learning and teaching processes, with the goal of applying this knowledge to enhance the learning of all students in a variety of educational settings and contexts. Successful completion of 10 hours of field experience is required. *Prior to beginning the field experience, students must complete a criminal background check and obtain liability insurance.*

RECEIVED

FEB 04 2019

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

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

2019

Every Semester

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 previous requirement is no longer needed due to the new Minors on Campus (Youth Protection) policy issued by the USG.

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 –

This revision in the course description is a result of the USG policy 6.9 Programs Serving Minors. The effectiveness of the course will continue to be assessed as it has been.



Valdosta State University - REVISED COURSE Form

- [Request for a REVISED COURSE](#)

Approvals:	Print:	Signature:	Date:
Department Head	Kathy Warner	Kathy L. Warner	1/29/19
College/Division Executive Committee	Bernard Oliver	Bernard Oliver	1/29/19
Dean/Director	Bernard Oliver	Bernard Oliver	1/29/19
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):	

BSED in Education with a Major in Secondary Education

Proposed by the Department of Middle, Secondary, Reading, and Deaf Education

Synopsis of Rationale for Reactivation of BSED Secondary Education Program

National/State Demand for Secondary Teachers

- Nationwide there is a demand for teachers at all levels. According to the Learning Policy Institute, a nonpartisan education-policy research group, schools across the nation are struggling to find qualified teachers and many are hiring “teachers” with no formal training to staff their schools. A contributing factor is the steady decline in the supply of new teachers.
Between 2009 and 2014, the most recent years of data available, teacher education enrollments dropped from 691,000 to 451,000, a 35% reduction. This amounts to a decrease of almost 240,000 professionals on their way to the classroom in the year 2014, as compared to 2009. (Stucher, Darling-Hammond, & Carver-Thomas, 2016).
- "Teacher Shortage Areas: Nationwide Listing 1990-1991 through 2017-2018" (U.S. DOE, Office of Postsecondary Education, 2017)
Considering only the last two academic years (2016-2017 and 2017-2018) in the five states we target for recruitment (Georgia, Florida, Alabama, South Carolina, and Tennessee), Secondary Education appeared on each list. Across the five states for these two years the following concentration areas were listed: English/Language Arts, History/Social Science/Social Studies, Mathematics, and Science (general, earth and space, and physics).

Regional Demand for Secondary Teachers

High school principals in our region consistently contact us looking for graduates to hire. In light of their staffing needs and our failure to prepare secondary education teachers, they often pursue our Middle Grades Education graduates. While we know our MGE graduates are well-prepared in terms of pedagogy, it is a disservice to both our graduates and the high school students when MGED graduates assume high school teaching positions as their content area preparation focused on the breadth of knowledge in the field rather than depth of knowledge within a specific discipline.

Without a secondary education program at the undergraduate level, VSU cannot be part of the solution that is so desperately needed to address the teacher shortage within our region, let alone contribute to the teacher pipeline at the state or national level.

Valdosta State University

- Contribute to bolstering enrollment at the undergraduate level in face-to-face courses
- Currently losing prospective students (V-State Experience/FGE College Fairs) since we do not offer a four-year degree leading to certification in Secondary Education (shorter time to degree)
- Double Major – Collaboration across colleges (COEHS with COHSS) with possibility of extending to COSM
- Double Major – Unique opportunity to earn a BA degree and BSED degree in four years (with one summer required)
- Opportunity to co-list courses (increase SCH production without additional resources)

Overview of Program of Study

Core Curriculum (A-E)	42 hours
Core Curriculum (Area F) Content Course 1000/2000 Content Course 1000/2000 EDUC 2110: Investigating Critical and Contemporary Issues in Education EDUC 2120: Exploring Socio-Cultural Perspectives on Diversity EDUC 2130: Exploring Learning and Teaching SEED 2000: Written and Verbal Communication for Teachers (Double majors replace with a foreign language course in order to satisfy the BA degree requirements.) SEED 2999: Entry to the Profession	18 hours
Health/Physical Education (Double majors replace with additional foreign language/content courses). The COEHS Health/Physical Education requirement is waived for double majors only. However, if a student drops the BA degree, the student will be required to complete the Health/Physical Education requirement in order to complete the BSED, even if foreign language courses or other additional content courses were previously completed for the BA degree.	6 hours
Content Concentration Courses	30 hours
Profession Education Courses SPEC 3000 Serving Students with Diverse Needs SEED 3020 Introduction to Standards, Planning, and Assessment* SEED 3991 Differentiated Instruction in Secondary Education* SEED 4000 Assessment in Secondary Education* SEED 4100-4400 Methods for Secondary Education (Math^, Science, Social Studies, ELA)** SEED 4610 Secondary Education Practicum I* SEED 4620 Secondary Education Practicum II* SEED 4790 Student Teaching** SEED 4800 Professional Practices Seminar**	30 hours
Total	126 hours

*New course **Revised course ^Not offered (only needed for catalog clarification)

Suggested Sequence of Courses **(Double majors: Sequence varies for SEED 3991 and SPEC 3000)**

2nd Semester Junior Year

SEED 3020, SEED 4100-4400, SEED 4610, and SEED 3991

1st Semester Senior Year

SEED 4000, SEED 4620, and SPEC 3000

2nd Semester Senior Year

SEED 4790 and SEED 4800

Note: SEED courses will be offered each fall and spring on Tuesdays and Thursdays

Degree and/or Major Reactivation Form

Request Form to "Reactivate/Make Active" a Board approved, current academic program.

Institution Information

Institution

Valdosta State University

Institutional Contact
(President or Vice President
for Academic Affairs)

Robert Smitt

Submission Date

2/12/2019

Program Reactivation Information

Program Name

BSED in Edu

Program CIP

13.120501

Effective Date of
Reactivation

08/01/2019

Rationale

See attached document

(Note: Include a brief description of the reason the institution and department have made the decision to reactivate the program).

If needed, attach
supporting files.



Click here to attach a file



[Insert another attachment](#)

Rationale for Reactivating the BSED in Education with a Major in Secondary Education

In 2007, the Bachelor of Science in Education with a Major in Secondary Education was dissolved in favor of a BA/BS degree in the content discipline. Given the new state and national standards that place emphasis on diversity, preparation working with ELLs, increased emphasis on the needs of children with exceptionalities, the attention given to assessment and using data to make instructional decisions, and the impact on student learning, the BOR revitalized the BSED, and many institutions have already instituted them.

Nationwide there is a demand for teachers at all levels. According to the Learning Policy Institute, a nonpartisan education-policy research group, schools across the nation are struggling to find qualified teachers and many are hiring “teachers” with no formal training to staff their schools. A contributing factor is a steady decline in the supply of new teachers.

Between 2009 and 2014, the most recent years of data available, teacher education enrollments dropped from 691,000 to 451,000, a 35% reduction. This amounts to a decrease of almost 240,000 professionals on their way to the classroom in the year 2014, as compared to 2009. (Stucher, Darling-Hammond, & Carver-Thomas, 2016).

The U.S. Department of Education, Office of Postsecondary Education (2017) published, "Teacher Shortage Areas: Nationwide Listing 1990-1991 through 2017-2018" which provided a listing of shortage areas by year for each state. Considering only the last two academic years (2016-2017 and 2017-2018) in the five states we target for recruitment (Georgia, Florida, Alabama, South Carolina, and Tennessee), Secondary Education appeared on each list. Across the five states for these two years, the following concentration areas were listed: English/Language Arts, History/Social Science/Social Studies, Mathematics, and Science including general, earth and space, and physics.

The teacher shortage is not only felt at the national and state level, but we have seen the adverse effect of VSU not offering a BSED in Secondary Education locally. High school principals in our region consistently contact us looking for graduates to hire. In light of their staffing needs and our failure to prepare secondary education teachers, they often pursue our Middle Grades Education graduates. While we know our MGE graduates are well-prepared in terms of pedagogy, it is a disservice to both our graduates and the high school students when our MGED graduates assume high school teaching positions as their content area preparation focused on the breadth of knowledge across two content areas rather than the depth of knowledge within a specific discipline.

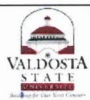
Without a secondary education program at the undergraduate level, VSU cannot be part of the solution that is so desperately needed to address the teacher shortage within our region, let alone contribute to the teacher pipeline at the state or national level.

Even closer to home, Valdosta State University is struggling to bolster its enrollment, specifically at the undergraduate level and in face-to-face courses. While there are prospective students interested in pursuing a degree in Secondary Education, they are looking for programs

that offer the degree at the undergraduate level (shorter time to degree). Currently, the only Secondary Education program offered through the College of Education and Human Services is at the Master's level. A BSED in Secondary Education will provide the opportunity to recruit more prospective undergraduate students to our campus.

In the spirit of collaboration across colleges, the Department of Middle, Secondary, Reading, and Deaf Education (College of Education and Human Services) and the Department of English as well as the Department of History (both in the College of Humanities and Social Sciences) have worked to design unique programs that would allow students to double major and earn a BA in the discipline (English or History) and a BSED in Secondary Education. While we believe these joint initiatives will bolster enrollment in both colleges, it is the students who will benefit the greatest. Completing two degrees in as little as four years provides them with a wide array of options upon graduation. The opportunity to expand this option to other disciplines exists. Candidates in the BSED in Secondary Education program will take at least 30 hours of discipline-specific content courses in the College of Humanities and Social Sciences or the College of Science and Mathematics. All BSED majors regardless of content concentration areas will share the same professional education sequence (30 credit hours). Instead of offering separate biology, chemistry, earth/space, and physics methods courses, the program will offer a general science methods course that all candidates in the four concentrations will take together (SEED 4200 Science Methods for Secondary Education). The same is true for history and political science as candidates from both concentrations will take the general social studies methods course (SEED 4300 Social Studies Methods for Secondary Education). Furthermore, the majority of the secondary education courses will be co-listed with other initial certification programs. Secondary education candidates and middle grades education candidates will share courses such as planning, differentiated instruction, and assessment. The methods courses will be co-listed with the MAT in Secondary Education methods courses. The ability to combine the SEED courses with the MGED or MSED courses will further maximize resources.

It is for all of these reasons we are requesting approval to reactivate the BSED in Education with a Major in Secondary Education. Reactivating the program will increase the number of qualified high school teachers entering the profession, will increase the undergraduate enrollment at VSU, and will set graduates up for success all without putting a financial strain on the institution.



Valdosta State University Curriculum Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of
Submission:

01/9/2019

*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:	
Requestor's Name:	Barbara Radcliffe	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 checked="" type="checkbox"/> Undergraduate <input 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	2019
Degree/Program Name:	College of Education and Human Services		
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/education-human-services/		

Present Requirements:

Dr. Bernard Oliver, Dean
Room 2046, Education Center
Dr. Donald Leech, Associate Dean
Room 2047, Education Center

The James L. and Dorothy H. Dewar College of Education and Human Services prepares professionals for a variety of roles in educational settings and community agencies; fosters a culture of reflective practice and inquiry within a diverse community of students, faculty, and staff; provides leadership in the improvement of the education, health, and well being of citizens in this region, the nation, and the world; and develops effective, responsive scholars and practitioners who use theory and research to enhance their work in a global, diverse, and technological society. Course descriptions and programs of study leading to these degrees are listed by department. For detailed information about program majors and concentrations, visit the COEHS website.

Accreditation

The Dewar College of Education and Human Services maintains accreditation with the Council for the Accreditation of Educator Preparation (CAEP), and all of its individual teacher preparation programs, including programs in Art Education from the College of the Arts and Spanish Education and French Education from the College of Arts and Sciences, are approved by the Georgia Professional Standards Commission.

The College of Education and Human Services includes the following undergraduate programs that are nationally recognized by specialized professional associations:
Early Childhood Education (Association for Childhood Education International)

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

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Early Childhood Education (Association for Childhood Education International)
Special Education-Deaf Education (Council for Exceptional

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Middle Grades Education (Association on Middle Level Education)

Spanish Education from the College of Arts and Sciences (American Council on the Teaching of Foreign Languages)

Diversity

Diversity is a foundational element in the mission and vision of the Dewar College of Education and Human Services. As defined, diversity refers to the variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance. Such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, gender identity, socioeconomic status, geographic region, and more. The Dewar College of Education and Human Services recognizes and embraces the critical role of diversity and concurs with the Valdosta State University Diversity Council that "effective management of Valdosta State University's unique cultural characteristics will provide benefits to students, faculty, and staff in the form of enhanced educational opportunities, respectful workplaces and classrooms, reduced workforce turnover, reduced rates of poverty and low socioeconomic status and stronger strategic approaches to long term planning."

Teaching Degree Programs in the College of Education and Human Services

Degree	Grade
Art Education	P-12
Early Childhood Education	P-5
1Deaf Education	P-12
Foreign Language Education: French, Spanish	P-12
Health and Physical Education	P-12
Middle Grades Education	4-8
Workforce Education and Development	6-12
Teaching Degree Programs	

1 Denotes a 5-year program. The master's degree is required for teacher certification.

Other Degree Programs in the College of Education and Human Services

B.S.Ed. American Sign Language/English Interpreting

B.S.Ed. Communication Disorders

B.A.S. Human Capital Performance

B.S. Office Administration and Technology

B.A., B.S. Psychology

B.S.Ed. Workforce Education

Admission to the Teacher Education Program

Students must be admitted to Teacher Education in order

Children)

Middle Grades Education (Association on Middle Level Education)

Spanish Education from the *College of Arts and Sciences* *Sciences* [College of Humanities and Social Sciences](#) (American Council on the Teaching of Foreign Languages)

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Teaching Degree Programs in the College of Education and Human Services

Degree	Grade
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1Deaf Education	P-12
Foreign Language Education: French, Spanish	P-12
Health and Physical Education	P-12
Middle Grades Education	4-8
Secondary Education	6-12
Workforce Education and Development	6-12
Teaching Degree Programs	

1 Denotes a 5-year program. The master's degree is required for teacher certification.

Other Degree Programs in the College of Education and Human Services

B.S.Ed. American Sign Language/English Interpreting

B.S.Ed. Communication Disorders

B.A.S. Human Capital Performance

B.S. Office Administration and Technology

B.A., B.S. Psychology

B.S.Ed. Workforce Education

Admission to the Teacher Education Program

to enroll in professional education course work. The date of admission to teacher education is the first day of the semester in which the student enrolls in a professional education course. Students must meet the following requirements to be admitted to Teacher Education:

- declared a major leading to teacher certification.
- earned at least 45 semester hours.
- maintained at least an overall 2.75 GPA.
- passed or exempted the GACE Program Admission Assessment or the GACE Basic Skills Assessment.
- successfully completed the Georgia Professional Standards Commission Educator Ethics-Program Entry Assessment.

Each teacher education program has a "2999" course (ACED 2999, ARED 2999, DEAF 2999, ELED 2999, FLED 2999, KSPE 2999, MGED 2999, SEED 2999, and SPEC 2999). The title of this course is "Entry to the Education Profession." The "2999" course is required of all teacher education majors as well as certification students; the course is a prerequisite to the professional education course work in all teacher education programs. Students should enroll in the appropriate "2999" course the semester following the successful completion of 45 hours. Students should continue to enroll in the appropriate "2999" course each semester until an "S" grade is achieved. The following requirements must be met for students to earn a grade of "S" in "2999":

- be admitted to Teacher Education in the current major.
- hold a valid GaPSC Pre-service Certificate.
- have earned a grade of "C" or higher in ENGL 1101 and ENGL 1102; credit by exam assumes a grade of "C" or higher.
- maintain an overall GPA of at least 2.75.
- maintain professional liability insurance.
- meet all LiveText requirements.

Admission to Teacher Education and satisfactory completion of the appropriate "2999" course for the major are required to enroll in professional education courses. Transfer students who have been admitted to Teacher Education and hold a valid GaPSC Pre-service Certificate will be granted a one-semester waiver to take "2999" concurrently with professional education courses. The Georgia Professional Standards Commission requires that all teacher candidates hold a valid Pre-service Certificate in the field in which the candidate is being prepared in order to complete field experiences and clinical practice in P-12 schools. Students are required to maintain an overall 2.75 GPA in order initially to enroll in professional education courses and continue to progress through the professional program. Progression/Retention in Professional P-12 Education Programs

Education majors are required to earn minimum grades of "C" in all professional education courses, in all courses in Area F of the Core Curriculum, and in those courses required in the major. Students must also maintain a

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The educational progress of all students is a major concern for the COEHS. Students who achieve at high levels are awarded commendations by the department of their major and the COEHS Scholarship and Honors Committee. Students who experience difficulty may be placed on a Professional Improvement Plan. The college and university provide many opportunities for students to ensure a successful academic career.

Advising Center

The Advising Center in the Dewar College of Education and Human Services was created specifically to be an advocate for students who are majoring in COEHS degree programs. The Center assists students in planning their program of study and provides a strong support system for addressing individual concerns.

Professional P-12 Education Field Experiences

Valdosta State University's teacher preparation program places a strong emphasis upon professional field experiences in public school 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 and the Office of Clinical Experiences and Certification. With each of the field-based courses, students will be evaluated on their performances in the public school environment. Faculty members responsible for the courses will discuss any concerns with the student and may report these concerns to the student's department head. Repeated concerns or serious singular offenses in any field experiences will jeopardize the students' continuation in professional education course work. Generally, students will not be placed beyond a 60-mile radius of VSU. The Dewar College of Education and Human Services reserves the right to refuse to place a student at any particular school or within any particular school system. The COEHS reserves the right to make all final decisions about field placements. For additional information, consult with the Office of Field Experiences and Certification.

Student Teaching

Student teaching is the culminating professional experience and is scheduled during the last term of university enrollment. The requirements to student teach are: (1)

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admission to Teacher Education; (2) overall GPA of at least 2.75; (3) completion of all coursework; (4) a grade of "C" or higher in all Area F courses, all professional education courses, and all major courses; (5) completion of criminal background check; and (6) current liability insurance; and (7) valid pre-service or other teaching certificate. 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 Field 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. A successful submission of edTPA occurs when the student receives a composite score from Pearson for his or her portfolio submission. 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 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

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Appeals Procedure

The COEHS has an appeals process in place to help students

final decisions about student teacher placements. For additional information, consult with the Office of Field Experiences and Certification.

Appeals Procedure

The COEHS has an appeals process in place to help students and faculty resolve academic issues. The process endeavors to protect both faculty and students by assuring a process that allows dialogue at each step. In general, students who wish to appeal must first discuss the problem with their instructor/staff member or advisor. While the initial appeal may be informal, such as a conversation between the faculty/staff member and the student, if the situation is not resolved, the formal appeals process is initiated. The appeals process is student driven, so students may decide at each stage if they wish to go to the next stage. The student must initiate this process within 10 instructional days after notification of the decision. The following links For an outline of the appeals process for all academic matters and other concerns, click here.

Teacher Certification

Georgia Teacher Certification Testing Program

The Georgia Professional Standards Commission requires applicants seeking initial certification to demonstrate proficiency in their certification area by passing the tests appropriate to their program of study. These certification tests are the GACE Content Assessments, and registration applications are available online. The Georgia Professional Standards Commission also requires applicants seeking initial certification to complete the Georgia Educator Ethics--Exit assessment and pass the state-approved performance-based effectiveness assessment (edTPA). A passing score must be obtained on both the GACE Content Assessment and the edTPA before a candidate may be recommended to the Georgia Professional Standards Commission for a certificate of eligibility. The GACE Program Admission Assessment (or exemption) and Georgia Educator Ethics--Entry assessment are also required for certification, but they are met through the admission requirements for Teacher Education.

Certification Programs for Students with Degrees

Students who already have a degree and are coming to Valdosta State University to obtain a teaching certificate must meet admission to teacher education requirements and be accepted into a certification-only program. The student's prior academic course work will be used to design a plan of study to satisfy the standards for certification through the approved GaPSC program. A part of the certification requirements, as determined by each department for individual students, must be completed at VSU.

The College of Education and Human Services reserves the right to refuse to recommend an individual for professional certification to the Georgia Professional Standards Commission who has not completed part of his or her coursework at VSU.

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Certification Programs for Students with Degrees

Students who already have a degree and are coming to Valdosta State University to obtain a teaching certificate must meet admission to teacher education requirements and be accepted into a certification-only program. The student's prior academic course work will be used to design a plan of study to satisfy the standards for certification through the approved GaPSC program. A part of the certification requirements, as determined by each department for individual students, must be completed at VSU.

The College of Education and Human Services reserves the right to refuse to recommend an individual for professional certification to the Georgia Professional Standards Commission who has not completed part of his or her coursework at VSU.

Specific questions regarding certification should be directed to the department.

Specific questions regarding certification should be directed to the department.

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 – |

Update language in catalog.

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 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 checked="" type="checkbox"/> Other Data Source Descriptions – |

Update language in catalog.



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- CURRICULUM CHANGE** OR **REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Barbara Radcliffe		1/24/2019
College/Division Executive Committee	Bernard Oliver		
Dean/Director	Bernard Oliver		1/24/19
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 to DEACTIVATE/ACTIVATE a Course/Program

Date of
Submission:

01/9/2019

College:

College of Education and Human Services

Dept. Initiating
Request:

Middle, Secondary,
Reading, and Deaf
Education

Requestor's
Name:

Barbara Radcliffe

Requestor's
Role:

Department Head

List of Courses
(or the program or track)

BSED in Secondary Education (request to reactivate program)

☐ 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

2019

Select One.

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 2007, the BSED in Secondary Education across all content concentration areas was dissolved in favor of BS degrees. Given the new state and national standards that place emphasis on diversity, preparation working with ELLs, increased emphasis on the needs of children with exceptionalities, attention given to assessment and using data to make instruction decisions, and the impact on student learning, the BOR revitalized the BSED, and many institutions have already instituted them.

Nationwide there is a demand for teachers at all levels. According to the Learning Policy Institute, a nonpartisan education-policy research group, schools across the nation are struggling to find qualified teachers and many are hiring "teachers" with no formal training to staff their schools. A contributing factor is the steady decline in the supply of new teachers.

Between 2009 and 2014, the most recent years of data available, teacher education enrollments dropped from 691,000 to 451,000, a 35% reduction. This amounts to a decrease of almost 240,000 professionals on their way to the classroom in the year 2014, as compared to 2009. (Stucher, Darling-Hammond, & Carver-Thomas, 2016).

The U.S. Department of Education, Office of Postsecondary Education (2017) published, "Teacher Shortage Areas: Nationwide Listing 1990-1991 through 2017-2018" which provided a listing of shortage areas by year for each state. Considering only the last two academic years (2016-2017 and 2017-2018) in the five states we target for recruitment (Georgia, Florida, Alabama, South Carolina, and Tennessee), Secondary Education appeared on each list. Across the five states for these two years the following concentration areas were listed: English/Language Arts, History/Social Science/Social Studies, Mathematics, and Science including general, earth and space, and physics.

The teacher shortage is not only felt at the national and state level, but we have seen the adverse effect of VSU not offering a BSED in Secondary Education locally. High school principals in our region consistently contact us looking for graduates to hire. In light of their staffing needs and our failure to prepare secondary education teachers, they often pursue our Middle Grades Education graduates. While we know our MGE graduates are well-prepared in terms of pedagogy, it is a disservice to both our graduates and the high school students when our MGED graduates assume high school teaching positions as their content area preparation focused on the breadth of knowledge across two content areas rather than the depth of knowledge within a specific discipline.

Without a secondary education program at the undergraduate level, VSU cannot be part of the solution that is so desperately needed to address the teacher shortage within our region, let alone contribute to the teacher pipeline at the state or national level.

Even closer to home, Valdosta State University is struggling to bolster its enrollment, specifically at the undergraduate level and in face-to-face courses. While there are prospective students interested in pursuing a degree in Secondary Education, they are looking for programs that offer the degree at the undergraduate level (shorter time to degree). Currently, the only Secondary Education program offered through the College of Education and Human Services is at the Master's level. A BSED in Secondary Education will provide the opportunity to recruit more prospective undergraduate students to our campus.

In the spirit of collaboration across colleges, the Department of Middle, Secondary, Reading, and Deaf Education (College of Education and Human Services) and the Department of English as well as the Department of History (both in the College of Humanities and Social Sciences) have worked to design unique programs that would allow students to double major and earn a BA in the discipline (English or History) and a BSED in Secondary Education. While we believe these joint initiatives will bolster enrollment in both colleges, it is the students who will benefit the greatest. Completing two degrees in as little as four years provides them with a wide array of options upon graduation. The opportunity to expand this option to other disciplines exists.

Candidates in the BSED in Secondary Education program will take at least 30 hours of discipline-specific content courses in the College of Humanities and Social Sciences or the College of Science and Mathematics. All BSED majors regardless of content concentration areas will share the same professional education sequence (30 credit hours). Instead of offering separate biology, chemistry, earth/space, and physics methods courses, the program will offer a general science methods course that all candidates in the four concentrations will take together (SEED 4200 Science Methods for Secondary Education). The same is true for history and political science as candidates from both concentrations will take the general social studies methods course (SEED 4300 Social Studies Methods for Secondary Education). Furthermore, the majority of the secondary education courses will be co-listed with other initial certification programs. Secondary education candidates and middle grades education candidates will share courses such as planning, differentiated instruction, and assessment. The methods courses will be co-listed with the MAT in Secondary Education methods courses. The ability to combine the SEED courses with the MGED or MSED courses will further maximize resources.

It is for all of these reasons we are requesting approval to reactivate the BSED in Education with a Major in Secondary Education. Reactivating the program will increase the number of qualified high school teachers entering the profession, will increase the undergraduate enrollment at VSU, and will set graduates up for success all without putting a financial strain on the institution.

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.)

As mentioned in the Justification section above, the U.S. Department of Education (2017) publication, "Teacher Shortage Areas: Nationwide Listing 1990-1991 through 2017-2018" provides data demonstrating the need for high school teachers at both the state and national level. Additionally, staffing inquiries from local high school principals provide evidence that there is a need to prepare secondary teachers to meet the needs of schools in our region. Finally, at recruitment events such as the V-State Experiences and the PAGE Future Georgia Educators Fairs, we consistently have prospective students seeking an undergraduate degree that will prepare them to become a certified high school. We lose potential students when they hear their only options at VSU are to either complete a BSED in Middle Grades Education and upon certification "test into" secondary education or take a five-year route to certification by completing an undergraduate degree in the discipline and then matriculating to the MAT in Secondary Education program.



Valdosta State University – DEACTIVATE/ACTIVATE a Course/Program

- [Request to DEACTIVATE/ACTIVATE a Course/Program](#)

Approvals:	Print:	Signature:	Date:
Department Head	Barbara Radcliffe		1/24/2019
College/Division Executive Committee	Bernard Oliver		1/24/19
Dean/Director	Bernard Oliver		1/24/19
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 <i>[select college & indicate department(s)]</i>	
College:	College of Humanities and Social Sciences	Department(s):	Department of English Department of History College of Science and Mathematics Department of Biology Department of Chemistry Department of Physics, Astronomy, and Geosciences