

VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET

ACADEMIC COMMITTEE

**MONDAY,
January 23, 2012**

2:30 p.m.

**Rose Room
UNIVERSITY CENTER**

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

ACADEMIC COMMITTEE
AGENDA
January 23, 2012

1. Minutes of the December 5, 2011 meeting. (pages 1-2) approved by email December 9, 2011.
2. **COLLEGE OF BUSINESS**
 - a. Revised curriculum for the MACC degree (pages 3-5).
 - b. New Dismissal Policy for the MACC program (pages 6-8)
 - c. Change all 7000 level ACCT course prefixes to MACC (pages 9-10)
3. **COLLEGE OF ARTS AND SCIENCES**
 - a. Reactivation of CRJU 7910 (page 11)
 - b. Revised Core Area F for the BA in Philosophy (pages 12-13)
 - c. Revised senior college curriculum for the BA in Philosophy – Philosophy Track (pages 14-16)
 - d. Revised senior college curriculum for the BA in Philosophy – Religious Studies Track (pages 17-19)
 - e. New course PHIL 2030 (pages 20-24)
 - f. New course PHIL 3801 (pages 25-30)
 - g. New course PHIL 3900 (pages 31-35)
 - h. New course REL 2010 (pages 36-42)
 - i. New course REL 3500 (pages 43-55)
 - j. New course WGST 3500 (pages 56-68)
 - k. New course REL 3505 (pages 69-79)
 - l. Revised AP and IB score requirements for BIOL 1107K and 1108K (page 80)
4. **COLLEGE OF EDUCATION**
 - a. New course LEAD 7999 (pages 81-87)
 - b. Revised course prerequisites, and description for KSPE 4510 (pages 88-90)
 - c. Revised Admission and Retention requirements for the BSEP degree (pages 91-92)
 - d. Revised prerequisite for KSPE, 4080, 3010, 3200, 3410, 4070, 3011, 3020, 3650, 4210, 3050, 4040, 4130, 4510, and 4550 (page 93)
 - e. Revised Admission Criteria (Incoming Freshmen only) for the BSAT degree (pages 94-97)
 - f. Revised Retention for the BSAT degree (pages 98-100)
 - g. Deactivation of KSPE 2151 (pages 101-102)
 - h. Deactivation of KSPE 4430 (pages 103-104)
 - i. Revised credit hours, prerequisites, and description for KSPE 2050 (pages 105-108)
 - j. Revised prerequisite for KSPE 3430 (pages 109-111)
 - k. Revised credit hours, title, prerequisites, and description for KSPE 3440 (pages 112-115)
 - l. Revised credit hours, prerequisites, and description for KSPE 4700 (pages 116-118)
 - m. Revised credit hours, and prerequisites for KSPE 4491 (pages 119-121)
 - n. Revised credit hours, and prerequisites for KSPE 4490 (pages 122-124)
 - o. Revised credit hours, title, prerequisites, and description for KSPE 4441 (pages 125-128)
 - p. Revised credit hours, title, prerequisites, and description for KSPE 4440 (pages 129-132)
 - q. Revised credit hours, and prerequisites for KSPE 4400 (pages 133-135)
 - r. Revised credit hours, title, and prerequisites for KSPE 4360 (pages 136-138)
 - s. Revised credit hours, title, and prerequisites for KSPE 4350 (pages 139-141)
 - t. Revised credit hours, and prerequisites for KSPE 4300 (pages 142-144)
 - u. Revised credit hours, title, prerequisites, and description for KSPE 3441 (pages 145-148)
5. **Pending items**
 - a. BA in Transatlantic Studies Program – BOR and SACS approval (Dec 10 AC)
 - b. Revised course CHEM 1010 – USG General Education Council approval
 - c. BGS in General Studies (online deliver) – BOR and SACS (MAR 11 AC)
 - d. BA in Interdisciplinary Studies – BOR and SACS (NOV 11 AC)
 - e. Inclusion of GEOG 1125 into Area D.1 – BOR approval (DEC 11 AC)

VALDOSTA STATE UNIVERSITY
ACADEMIC COMMITTEE MINUTES
December 5, 2011

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Rose Room on Monday, December 5, 2011. Dr. Sharon Gravett, Assistant Vice President for Academic Affairs, presided.

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

Members Absent: Dr. Deborah Weaver, Dr. Amy Aronson-Friedman, Dr. Nathan Moates, Ms. Jessica Goldsmith, and Dr. Kathe Lowney.

Visitors Present: Dr. Bob Gannon, Dr. Ed Chatelain, and Mr. Lee Bradley.

The Minutes of the November 14, 2011 meeting were approved by email on November 29. (pages 1-3).

A. College of Business

1. Revised course prefix, Management (MGNT) 3450, "Management Information Systems", (MANAGEMENT INFORMATION SYSTEM – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2012. (pages 4-6). Deactivation of CISM 3450.
2. Revised senior college curriculum – BBA in Management was approved effective Fall Semester 2012. (pages 7-8).
3. Revised course prefix, Business Administration (BUSA) 2201, "Fundamentals of Computer Applications", (FUNDAMENTALS OF COMPUTER APPLI – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2012. (pages 9-11). Deactivation of CISM 2201.
4. Revised Core Curriculum Area F for the BBA degree was approved effective Fall Semester 2012. (pages 12-13).
5. New course, Economics (ECON) 3820, "Experimental Economics", (EXPERIMENTAL ECONOMICS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2012 with the description changed to read – Prerequisites: ECON 2106 and MATH 1261. An introduction to the use...will include design of experiments, analysis of experimental, data and interpretation of results, application in microeconomics topic areas,... hands-on experience as they... (pages 14-19).

B. College of Arts and Sciences

1. Revised course prerequisites for the following courses were approved effective Spring Semester 2012. (pages 20-46).
 - Page 20 – BIOL 4750 – Population Biology – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours
 - Page 23 – BIOL 3200 – Introductory Genetics – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours
 - Page 26 – BIOL 4510 – Virology – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours
 - BIOL 4550 – Immunology – 4 credits hours, 3 lecture hours, 3 lab hours, and 6 contact hours
 - Page 29 – BIOL 3000 – Biostatistics – 4 credits hours, 2 lecture hours, 4 lab hours, and 6 contact hours
 - Page 32 – BIOL 3810 – Introduction to Biogeography – 3 credits hours, 3 lecture hours, 0 lab hours, and 3 contact hours
 - Page 35 – BIOL 3100 – Microbiology – 4 credits hours, 3 lecture hours, 3 lab hours, and 6 contact hours
 - BIOL 3400 – Plant Physiology – 4 credits hours, 3 lecture hours, 3 lab hours, and 6 contact hours
 - BIOL 3450 – Animal Physiology – 4 credits hours, 3 lecture hours, 3 lab hours, and 6 contact hours
 - BIOL 3460 – Human Physiology – 4 credits hours, 3 lecture hours, 3 lab hours, and 6 contact hours
 - BIOL 4500 – Cell Biology – 4 credits hours, 3 lecture hours, 3 lab hours, and 6 contact hours
 - BIOL 4710 – Aquatic Toxicology – 4 credits hours, 3 lecture hours, 3 lab hours, and 6 contact hours
 - BIOL 4800 – Protein Biochemistry – 4 credits hours, 3 lecture hours, 3 lab hours, and 6 contact hours
 - Page 38 – BIOL 3960 – Wildlife Biology – 4 credits hours, 3 lecture hours, 3 lab hours, and 6 contact hours
 - BIOL 3970 – Wildlife Diseases – 3 credits hours, 3 lecture hours, 0 lab hours, and 3 contact hours
 - BIOL 4650 – Animal Behavior – 4 credits hours, 3 lecture hours, 3 lab hours, and 6 contact hours
 - Page 41 – BIOL 3250 – Ecology and Evolution – 4 credits hours, 3 lecture hours, 3 lab hours, and 6 contact hours
 - BIOL 4350 – Developmental Behavior – 4 credits hours, 3 lecture hours, 3 lab hours, and 6 contact hours
 - BIOL 4580 – Molecular Genetics – 4 credits hours, 3 lecture hours, 3 lab hours, and 6 contact hours

BIOL 4600 – Evolution – 3 credits hours, 3 lecture hours, 0 lab hours, and 0 contact hours
Page 44 – BIOL 3500 – Mycology – 4 credits hours, 3 lecture hours, 3 lab hours, and 6 contact hours
BIOL 3550 – Phycology – 4 credits hours, 3 lecture hours, 3 lab hours, and 6 contact hours
BIOL 3600 – Local Flora – 4 credits hours, 3 lecture hours, 3 lab hours, and 6 contact hours
BIOL 3650 – Plant Systematics – 4 credits hours, 3 lecture hours, 3 lab hours, and 6 contact hours
BIOL 3700 – Neuroscience – 3 credits hours, 3 lecture hours, 0 lab hours, and 3 contact hours
BIOL 3800 – Invertebrate Zoology – 4 credits hours, 3 lecture hours, 3 lab hours, and 6 contact hours
BIOL 3840 – Entomology – 4 credits hours, 3 lecture hours, 3 lab hours, and 6 contact hours
BIOL 3870 – Parasitology – 4 credits hours, 3 lecture hours, 3 lab hours, and 6 contact hours
BIOL 3900 – Ichthyology – 4 credits hours, 3 lecture hours, 3 lab hours, and 6 contact hours
BIOL 3920 – Herpetology – 4 credits hours, 3 lecture hours, 3 lab hours, and 6 contact hours
BIOL 3950 – Ornithology – 4 credits hours, 3 lecture hours, 3 lab hours, and 6 contact hours
BIOL 3980 – Mammalogy – 4 credits hours, 3 lecture hours, 3 lab hours, and 6 contact hours
BIOL 4000 – Topics in Biology I – 3 credits hours, 3 lecture hours, 0 lab hours, and 3 contact hours
BIOL 4010 – Topics in Biology II – 4 credits hours, 3 lecture hours, 3 lab hours, and 6 contact hours
BIOL 4020 – Topics in Conservation Biology – 2-4 credits hours, 2-3 lecture hours, 0-3 lab hours, and 2-6
contact hours
BIOL 4100 – Morphology of Land Plants – 4 credits hours, 3 lecture hours, 3 lab hours, and 6 contact hours
BIOL 4200 – Plant Anatomy – 4 credits hours, 3 lecture hours, 3 lab hours, and 6 contact hours
BIOL 4300 – Comparative Vertebrate Anatomy – 4 credits hours, 3 lecture hours, 3 lab hours, and 6 contact
hours
BIOL 4400 – Vertebrate Histology – 4 credits hours, 3 lecture hours, 3 lab hours, and 6 contact hours
BIOL 4700 – Limnology – 4 credits hours, 3 lecture hours, 3 lab hours, and 6 contact hours

2. Revised Core Area D.1 to include GEOG 1125 was approved effective Fall Semester 2011. (pages 47-54). ***Pending BOR approval***

Respectfully submitted,

Stanley Jones
Registrar

RECEIVED
NOV 15 2011

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: 145	Proposed Effective Date for Revised Catalogue Copy: (new or revised) 7/1/2011
---	--

Degree and Program Name: Master of Accountancy

<p>Present Requirements: MAcc Course Requirements The MAcc graduate curriculum consists of the following courses:</p> <p>Core Courses 18 hours ACCT 7100 Financial Accounting Theory 3 hours ACCT 7220 Advanced Accounting..... 3 hours ACCT 7390 Government and Not-for-profit Accounting..... 3 hours ACCT 7410 Advanced AIS..... 3 hours ACCT 7510 Corporate and Partnership Tax 3 hours ACCT 7800 Advanced Auditing..... 3 hours Electives—choose 4 from the following 12 hours ACCT 7350 Accounting in a Global Financial Community 3 hours ACCT 7453 Estate Tax, Trusts, and Wealth Transfer 3 hours ACCT 7500 Tax Research..... 3 hours ACCT 7890 Accounting Internship..... 3 hours or MBA Elective (Any MBA 7xxx class).. 3 hours Total Hours Required for the Degree.....30</p>	<p>Proposed Requirements: (highlight changes after printing) MAcc Course Requirements The MAcc graduate curriculum consists of the following courses:</p> <p>Core Courses 18 hours MAcc 7100 Financial Accounting Theory. 3 hours MAcc 7220 Advanced Accounting..... 3 hours MAcc 7390 Government and Not-for-profit Accounting 3 hours MAcc 7410 Advanced AIS..... 3 hours MAcc 7510 Corporate and Partnership Tax 3 hours MAcc 7800 Advanced Auditing..... 3 hours</p> <p>Electives.....12 hours ANY MAcc 7xxx or MBA 7xxx course</p> <p>Total Hours Required for the Degree.....30</p>
--	--

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

Improving Student Learning Outcomes

Adopting Current Best Practice(s) in Field

Meeting Mandates of State/Federal/Outside Accrediting Agencies

Other To clarify that the 12 hours of Electives may be any MAcc 7xxx or MBA 7xxx courses. Students may choose 4 MAcc, 4 MBA, or any combination of MAcc 7xxx or MBA 7xxx courses.

Plan for assessing the effectiveness of the proposed change: No curriculum change or course change is requested. Note that the prefixes in the Proposed Course Requirements have been changed from ACCT to MACC in order to reflect the course prefix change in a related Request for a Revised Catalogue Copy.

Approvals:	
Department Head: <i>Len West</i>	Date: <i>11/11/11</i>
College/Division Exec. Committee: <i>A. Wayne Smith</i>	Date: <i>10/26/11</i>
Dean(s)/Director(s): <i>A. Wayne Smith</i>	Date: <i>11/12/11</i>
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: August 6, 2009

RECEIVED

NOV 15 2011

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number: n/a

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

Degree and Program Name: Masters of Accountancy

Present Requirements: n/a There is no existing MAcc dismissal policy.

Proposed Requirements: (highlight changes after printing) The MAcc Dismissal Policy will provide for automatic dismissal if a student accumulates more than three (3) deficiency points based on the following scale:

- A = 0
- B = 0
- C = 1
- D = 2
- W/F or F = 3
- U = 2

A student may appeal the dismissal decision within 30 days of grades being posted on the Valdosta State University Banner system. The form for appeals is available on the VSU Graduate School website at: <http://www.valdosta.edu/gradschool/appeals.shtml#A> Graduate students who wish to appeal a dismissal must first discuss the issue with their professor. Further appeals are then directed, in order, to their professor's Department Head, Director of the MAcc program, Dean of the Langdale College, and Vice President of Academic Affairs/Provost.

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 Establish a dismissal policy for the program.

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.) Evaluation of policies from other VSU programs.

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

Data Sources:

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

Approvals:	
Department Head: <i>[Signature]</i>	Date: 11/11/11
College/Division Exec. Committee: <i>[Signature]</i>	Date: 10/25/11
Dean(s)/Director(s): <i>[Signature]</i>	Date: 11/12/11
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED

NOV 15 2011

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number: 145, 171, 172

Proposed Effective Date for Revised Catalogue Copy: (new or revised) 8/1/2012

Degree and Program Name: Master of Accountancy

Present Requirements: Catalog refers to MAcc classes with an ACCT prefix.

Proposed Requirements: (highlight changes after printing) Change all ~~state~~ course references to MAcc. 7XXX.
 ACCT 7XXX Prefix

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

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other Prefix change only, no content change in any class.

Plan for assessing the effectiveness of the proposed change: No curriculum change or course change is requested.

Approvals:	
Department Head: <i>Len West</i>	Date: 11/11/11
College/Division Exec. Committee: <i>[Signature]</i>	Date: 10/26/11
Dean(s)/Director(s): <i>[Signature]</i>	Date: 11/12/11
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: August 6, 2009



Dear Academic Committee,

The criminal justice faculties would like to request that the deactivation of CRJU 7910, approved at the October 17, 2011 Academic Committee meeting, be rescinded. This course was just reactivated effective fall 2011 and it is a core course in the Masters of Criminal Justice Applied track. We ask that the current catalogue entry be utilized in subsequent catalogues.

Respectfully,

Faculties of the Criminal Justice Program

Approvals

Department Head:	<i>Danell L. Don</i>	Date:	<i>11/21/11</i>
College/Division Exec. Committee:	<i>Bonnie Richards</i>	Date:	<i>12/16/11</i>
Dean(s)/Directors(s):	<i>Bonnie Richards</i>	Date:	<i>12/16/11</i>
Grad. Exec. Committee: (for graduate course)		Date:	
Graduate Dean: (for graduate course)		Date:	
Academic Committee:		Date:	

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

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

Current Catalog Page Number:
167

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

Degree & Program Name:
(e.g., BFA, Art): BA,
Philosophy and Religious
Studies

Present Requirements:

Core Curriculum Area F..... 18 hours
PHIL 2010 and REL 2020..... 6 hours
Foreign Language and
Culture Sequence..... 9 hours
Humanities, Arts, Natural
Science, Social Science,
or Computer Science
elective (from 1000-
2000 level only)..... 3 hours

Proposed Requirements (Underline changes after printing this form:

Core Curriculum Area F..... 18 hours
PHIL 2030 or REL 2010..... 3 hours
PHIL 2010 and REL 2020..... 6 hours
Foreign Language and
Culture Sequence..... 9 hours

Justification:

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

Improve student learning outcomes: The addition of REL 2010 is a change based on program assessment in the Fall 2011 which suggested a need to strengthen student learning outcomes in interpretation and analysis. New advising sheets will be created for both tracks. Philosophy track students will be advised and required to take six hours of philosophy in Area F (PHIL 2010 and PHIL 2030). Religious Studies track students will be advised and required to take REL 2010 and REL 2020.

Adopting current best practice(s) in field:

Meeting mandates of state/federal/outside accrediting agencies: The addition of PHIL 2030 allows the Philosophy & Religious Studies program to satisfy the BOR requirement for 5 to 9 hours of PHIL courses in Area F for the philosophy track.

Other:

Source of Data to Support Suggested Change:

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

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--exit survey given to graduating seniors
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Exams and papers will be collected for use in the assessment of papers and presentations using rubrics. The addition of these new courses will allow the department to compare entry level courses with upper division and capstone courses.

Approvals:

Department Head: *Fred L Downing* Date: *12/12/11*

College/Division Exec. Committee: *Connie Richards* Date: *12/16/11*

Dean(s)/Director(s): *Connie Richards* Date: *12/16/11*

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

Graduate Dean:
(for graduate course) Date:

Academic Committee: Date:

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

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

Current Catalog Page Number:
168

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

Degree & Program Name:
(e.g., BFA, Art): BA,
Philosophy and Religious
Studies (Philosophy track)

Present Requirements:
Senior College Curriculum (Philosophy Track). 60 hours
 (must include at least 39 hours of course work numbered 3000 or above)

Courses Required for Philosophy ..24 hours

Logic and Argumentation-
 PHIL 20203 hours

History of Philosophy-
 PHIL 3060,3070, 3080,
 3090 6 hours

Ethics-
 PHIL 3100, 3120, 3130,
 3140, 3150,3160, 3170,
 3180, 3190, 3210, 4120,
 42203 hours

Philosophy, Society, and Culture-
 PHIL 3110,3300, 3400,
 3430, 3530, 3540, 3610,
 3620, 3630,3650, 3700,
 3710,3800, 3850 3 hours

Epistemology, Metaphysics, and Scientific Reasoning-
 PHIL 3200, 3220, 3230 3 hours

Senior-level Curriculum..... 3 hours
 PHIL 4800, 4810, 4900,
 or 4910

Senior Capstone PHIL 4920 3 hours
Upper Division REL courses 6 hours
Minor and/or Elective Courses30 hours
Total hours required for the degree.....120

Proposed Requirements (Underline changes after printing this form): Senior College Curriculum (Philosophy Track). 60 hours
 (must include at least 39 hours of course work numbered 3000 or above)

Courses Required for Philosophy24 hours

Logic and Argumentation-
 PHIL 2020 3 hours

History of Philosophy-
 PHIL 3060, 3070, 3080,
 30906 hours

Ethics-
 PHIL 3100, 3120, 3130,
 3140, 3150,3160, 3170,
 3180, 3190, 3210, 4120,
 42203 hours

Philosophy, Society, and Culture-
 PHIL 3110,3300, 3400,
 3430, 3530, 3540, 3610,
 3620, 3630,3650, 3700,
 3710,3800, 3801,3850,3900... 3 hours

Epistemology, Metaphysics, and Scientific Reasoning-
 PHIL 3200, 3220, 3230 3 hours

Senior-level Curriculum 3 hours
 PHIL 4800, 4810, 4900,
 or 4910

Senior Capstone PHIL 4920 3 hours
Upper Division REL courses 6 hours
Minor and/or Elective Courses30 hours
Total hours required for the degree 120

semester hours	semester hours
-----------------------	-----------------------

Justification:

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

- Improve student learning outcomes: The addition of courses on "Philosophical Themes in Film" and the "Philosophy of Happiness" will extend departmental offerings in the interpretation and analysis of film, popular culture, and applied philosophy.
- 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. SOIs, student surveys, and alumni surveys
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Exams and papers

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. alumni surveys and exit surveys given to graduating seniors
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Various materials are collected for program assessment. These include surveys, exams and papers. The exams and papers are used for program assessment by paper and presentation assessment using rubrics which are tied to departmental learning outcomes. Exams and papers are collected from introductory classes, upper division classes, and the senior seminar.

Approvals:

Department Head:	<i>Fred Downey</i>	Date: 12/12/11
College/Division Exec. Committee:	<i>Lorrie Richards</i>	Date: 12/16/11
Dean(s)/Director(s):	<i>Lorrie Richards</i>	Date: 12/16/11
Grad. Exec. Committee: (for graduate course)		Date:
Graduate Dean: (for graduate course)		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

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

Current Catalog Page Number:
168

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

Degree & Program Name:
(e.g., BFA, Art): BA,
Philosophy and Religious
Studies (Religious Studies
Track)

Present Requirements:

Senior College Curriculum (Religious Studies Track) 60 hrs
(must include at least 39 hours of coursework numbered 3000 or above)

Courses required for Religious Studies...24 hours

Religious Traditions chosen from .. 6 hours
REL 3510, REL 3520, REL 3610,
REL 3700, REL 3710

History of Religions and Sacred Texts chosen from6 hours
REL 3220, REL 3300, REL 3330,
REL 3340, REL 3350, REL 3360,
REL 3501, REL 3502, REL 3503,
REL 3504, REL 3600, REL 3630,
REL 3640

Religion, Ethics, and Society chosen from 3 hours
REL 3200, REL 3210, REL 3270,
REL 3400, REL 3530, REL 3540,
REL 3620, REL 3650, REL 3800

Senior Capstone Course
REL 4920.....3 hours

Upper Division REL Electives (3000-, 4000-level).....6 hours

Upper Division PHIL Courses (3000-, 4000-level).....6 hours

Minor and/or Elective Courses30 hours

Total hours required for the degree120 semester hours

Proposed Requirements (Underline changes after printing this form: Senior College Curriculum (Religious Studies Track)..... 60 hrs
(must include at least 39 hours of coursework numbered 3000 or above)

Courses required for Religious Studies...24 hours

Religious Traditions chosen from ... 6 hours
REL 3510, REL 3520, REL 3610,
REL 3700, REL 3710

History of Religions and Sacred Texts chosen from6 hours
REL 3220, REL 3300, REL 3330,
REL 3340, REL 3350, REL 3360,
REL 3500, REL 3501, REL 3502,
REL 3503, REL 3504, REL 3505,
REL 3600, REL 3630, REL 3640

Religion, Ethics, and Society chosen from 3 hours
REL 3200, REL 3210, REL 3270,
REL 3400, REL 3530, REL 3540,
REL 3620, REL 3650, REL 3800

Senior Capstone Course
REL 4920 3 hours

Upper Division REL Electives (3000-, 4000-level).....6 hours

Upper Division PHIL Courses (3000-, 4000-level).....6 hours

Minor and/or Elective Courses30 hours

Total hours required for the degree120 semester hours

--	--

Justification:

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

- Improve student learning outcomes: The two courses, REL 3500 and REL 3505 extend the departmental work in the area of the pluralistic nature of early Christianity and in the area of women and gender studies in the same period.
- 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. SOIs, student surveys, and alumni surveys
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) exams and papers

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. alumni surveys, and exit survey given to graduating seniors
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Various materials are collected for program assessment. These include surveys, exams and papers. The exams and papers are used for program assessment by paper and presentation assessment using rubrics which are tied to departmental learning outcomes. Exams and papers are collected from introductory classes, upper division classes, and the senior seminar.

Approvals:

Department Head:	<i>Fred Downing</i>	Date:	<i>12/12/11</i>
College/Division Exec. Committee:	<i>Lorrie Richards</i>	Date:	<i>12/16/11</i>
Dean(s)/Director(s):	<i>Lorrie Richards</i>	Date:	<i>12/16/11</i>
Grad. Exec. Committee: (for graduate course)		Date:	
Graduate Dean: (for graduate course)		Date:	
Academic Committee:		Date:	

Form last updated: January 6, 2010

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 12/06/11 (mm/dd/yyyy)

Department Initiating Request:

Philosophy & Religious Studies

Faculty Member Requesting:

Fred Downing

Proposed New Course Prefix & Number:

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

PHIL 2030

Proposed New Course Title:

Ethics and Contemporary Society

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)

Ethics and Contemp Society

Semester/Year to be Effective:

Fall 2012

Estimated Frequency of Course Offering:

annually

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 introduction to the philosophical study of morality, including the theory of right and wrong behavior, the theory of value, and the theory of virtue.

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: This will put the program in compliance with the requirements for Area F mandated by the BOR Philosophy Advisory Committee

Meeting Mandates of State/Federal/Outside Accrediting Agencies: Area F, BOR Philosophy Advisory Committee

Other:

Source of Data to Support Suggested Change:

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

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

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. exit surveys given to graduating seniors
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Exams and papers will be collected for use in the assessment of papers and presentations using rubrics. The scores from this introductory course can be compared to later upper division and capstone courses.
- Other:

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

Approvals:	
Dept. Head: <i>Fred L Downing</i>	Date: <i>12/12/11</i>
College/Division Exec. Comm.: <i>Lennie Richards</i>	Date: <i>12/12/11</i>
Dean/Director: <i>Lennie Richards</i>	Date: <i>12/16/11</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Course Description:

An introduction to the philosophical study of morality, including the theory of right and wrong behavior, the theory of value (goodness and badness), and the theory of virtue and vice. The course will discuss the primary questions addressed within moral philosophy as well as require students to develop and reflect upon their own ethical positions, and think critically and analytically about ethical issues.

Course Learning Outcomes (Objectives):

- to develop a meaningful conception of ethics (D3)
- to develop and understanding of the intellectual heritage of contemporary society (D3)
- to develop skills in reading, writing, and speaking critically (D2)
- to develop skills in cooperative education and collaborative action (D3)

Required Texts:

- James Rachels and Stuart Rachels, *The Elements of Moral Philosophy*, 6th edition (McGraw Hill, 2010)
- Thomas Mappes, Jane Zembaty, and David DeGrazia, *Social Ethics: Morality and Social Policy*, 8th edition (McGraw Hill, 2012)

There will also be online reading selections to supplement course texts.

Office Hours:

My office is located on the 2nd floor of the Brown House (102 Georgia Ave.) The times you may find me there are M-F 11:00-12:00. You can reach me there or leave a message at 333-5949. You can also reach me through e-mail at asantas@valdosta.edu

Special Needs:

Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in Farber Hall. The phone numbers are 245-2498 (voice) and 219-1348 (tty).

Grades:

Grades will be determined on the following basis:

- weekly quizzes (25%)
- group projects/reports (25%)
- participation and attendance (25%)
- final project (25%)

Participation and Attendance:

Attendance is required. I will be taking roll every day and assign part of your grade on the basis of how many days missed.

The rest of your participation grade will be determined partly by your peers, and partly by me. What I'll be looking for, besides regular attendance, and encourage each of you to look for as well, are the following:

conscientious class presentations	contribution to discussion
effort to improve and grow	attentiveness* to the course materials and to each other
responsible attitude towards learning	respectful treatment of your peers

Cell Phones:

Cell phones are thieves of attention and attentiveness. I do not allow their use in my classes. They are to be *silenced* and *not used* during class time. If you have an emergency that requires the use of one, you must step out of the room. If I must remind you of this, you will be *asked to leave* the class and it will affect your course grade.

Group Work:

Although some of your work will be done individually, much of the work you do in this class will be done in groups. See my [Guidelines](http://www.valdosta.edu/~asantas/Study/guide.html) web page for rationale and suggestions for making this system work for you.

<http://www.valdosta.edu/~asantas/Study/guide.html> (Section IV)

And remember, a *third* of your participation grade will come from your group-mates.

Readings:

The readings will often be difficult so it is important that you read the material carefully, and most often, two or three times. Check out the reading guidelines at the [Guidelines](http://www.valdosta.edu/~asantas/Study/guide.html) page (<http://www.valdosta.edu/~asantas/Study/guide.html>) before your first reading assignment. If you have special difficulties with any of the readings, do not hesitate to ask me about it, either during class or office hours. (Actually, if you don't have any questions, that probably means you didn't read it carefully enough!)

Study Questions and Quizzes:

There will be regular in-class and/or take-home quizzes (generally once a week). Unless otherwise indicated, the quizzes will be done *in your small groups*. These will be typically open book and based on your readings, classroom activities, and study questions provided for you online.

All study questions can be found at my [Course Index](http://www.valdosta.edu/~asantas/2030 Index.htm):

<http://www.valdosta.edu/~asantas/2030 Index.htm>

Small Group Projects and Reports:

For each author's text, I shall give you a take-home project, which you and your group will have at least a week to complete. Each group will arrange with me individually the work to be completed for these projects. On these assignments you will be graded collectively, so take heed to the comments listed above and below. Again, my ultimate criterion of evaluation is that of informing and/or convincing one's peers. Essays will be graded using the following criteria:

Clarity and Development (grammar, structure, style)

Command of Material (completeness, accuracy)

Critical Reasoning (originality, logic, imagination)

All assignments can be found at my main [Course Index](http://www.valdosta.edu/~asantas/2030 Index.htm). <http://www.valdosta.edu/~asantas/2030 Index.htm>

For more details on writing and oral reports, see also the [Guidelines](http://www.valdosta.edu/~asantas/Study/guide.html) webpage linked to the same course index.

<http://www.valdosta.edu/~asantas/Study/guide.html>

Final Projects:

The final project of the term will be a choice between a group project and a final essay. The group project can able to take a variety of forms, but will likely be a short film project. In any case it will require you to communicate something we have learned together during the course of the term to an audience outside of the classroom. Students not wishing to participate in this final group project can opt to write a final essay instead. Details for both project options will be posted on the [Course Index](http://www.valdosta.edu/~asantas/2030 Index.htm).

<http://www.valdosta.edu/~asantas/2030 Index.htm>

Academic Dishonesty and Plagiarism:

The VSU Student Code of Conduct in the [Student Handbook](#) states:

Plagiarism is prohibited. Themes, essays, term papers, tests, and other similar requirements must be the work of the student submitting them. When direct quotations are used, they must be indicated, and when the ideas of another are incorporated in the paper they must be appropriately acknowledged. (p. 59)

Anyone found guilty of academic dishonesty—offering someone else's work as their own—will receive an 'F' in the course. In addition, current VSU policy dictates that all instances be reported to the administration for disciplinary action.

REQUEST FOR A NEW COURSE

Valdosta State University

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

Department Initiating Request:

PHIL/REL

Faculty Member Requesting:

Santas

Proposed New Course Prefix & Number:

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

PHIL 3801

Proposed New Course Title:

Philosophical Themes in Film

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)

Philosophical Themes in Film

Semester/Year to be Effective:

Summer 2012

Estimated Frequency of Course Offering:

once/ 2yrs

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) An exploration of philosophical themes in film. This course will explore through film--using epistemological, socio-political and ethical theories from the history of philosophy--some of the most vexing questions of philosophy: Who Am I? How Do I Know Who (or What) I Am? What is Choice? What is Character? What (or Who) Defines Me?

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: 1,2,3

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: This course will differ from PHIL 3800 in that it will use film to draw out existing theories from a variety of philosophical, political and ethical perspectives.

Source of Data to Support Suggested Change:

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

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

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. alumni surveys and exit surveys given to graduating seniors

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Exams and papers will be collected to be used as part of the assessment of paper and presentation assessment using rubrics tied to departmental learning outcomes.

Other:

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

Approvals:	
Dept. Head: <i>Fred Downing</i>	Date: <i>12/12/11</i>
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>12/16/11</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>12/16/11</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Course Description:

This course will explore through film some of the most vexing questions of philosophy and identity theory—Who Am I? How Do I Know Who (or What) I Am? What is Choice? What is Character? What (or Who) Defines Me? Using epistemological, socio-political and ethical theories from the history of philosophy, we will focus on the following three themes: Identity, Memory & the Deceiver(s); Identity, Fate & Choice; Constructed Identities (e.g., race, gender, sexuality, etc.)

Course Learning Outcomes (Objectives):

- to explore, through film and discussion, major socio-political, ethical, and epistemological themes (D1, D3)
- to develop skills in finding philosophical and ethical themes in film (D1)
- to develop critical writing skills in philosophy and film (D2)

Office Hours:

My office is located on the 2nd floor of the Brown House (102 Georgia Ave.) The times you may find me there are M-F 10:00-11:00. You can reach me there or leave a message at 333-5949. You can also reach me through e-mail at asantas@valdosta.edu

Grades:

Grades will be based on class participation and the writing assignments as follows:

Writing Assignment(s)	75%
Participation	25%

Texts:

Mary M. Litch, *Philosophy Through Film*, 2nd ed. (Routledge, 2010)

There will also be online reading selections and notes made available through my course resources page

Participation and Attendance:

Your "Participation" grade will be based on attendance and discussion. The first part will be determined by how many days you miss. You can make up an absence by viewing the film selection on your own and writing a 2-3 page summary and commentary on the selection on the day missed. The second part will be an assessment by me of the quantity and quality of your contribution to class discussion. The criteria I'll be using on the second part are these:

- regular attendance
- contribution to discussion
- effort to improve and grow
- attentiveness to the course materials and to each other
- respectful treatment of your peers
- responsible attitude towards learning

Writing Assignments:

There will be **two options** for written work:

Option I: Submit *three* papers, one for each theme of the course. Deadlines are on the Course Schedule. Each of the three papers should:

- be 4-5 double-spaced typed or word-processed pages (12 pt. font) in length
- discuss the philosophical theme for that week (using online notes and class materials (including discussion);
- discuss at least two or three films from the given theme;
- draw some sort of critical conclusion(s) (i.e., tell me what *you* think—and don't make this an afterthought!)

Option II: Submit one major paper as a term paper, focusing on one or more of the themes we discussed in class. In writing this paper, you should:

- write 8-10 pages, double-spaced typed or word-processed (12 pt. font)
- develop at length the given theme and draw your own conclusions
- submit a rough draft to me after the first week (see schedule)
- submit a second, complete, draft after the 2nd week (see schedule)

See Schedule
Next page →

3800 Schedule (Summer Format)

Day	Theme	Film	Reading
Unit I: <i>Identity, Memory, and the Deceiver</i>			
R 6/10	Introductions; <i>Identity, Memory & the Deceiver</i>	<u><i>Truman Show</i></u>	TBA
F 6/11	<i>Identity, Memory & the Deceiver</i> (con'd)	<u><i>Dark City</i></u>	TBA
M 6/14	<i>Identity, Memory & the Deceiver</i> (con'd)	<u><i>Bladerunner</i></u>	TBA
T 6/15	<i>Identity, Memory & the Deceiver</i> (con'd)	<u><i>Impostor</i></u>	TBA
W 6/16	<i>Identity, Memory & the Deceiver</i> (con'd)	<u><i>Memento</i></u>	TBA
Unit II: <i>Identity, Fate, and Choice</i>			
R 6/17	<i>Identity, Fate and Choice</i>	<u><i>The Matrix</i></u>	TBA
1 st Paper/Draft Due			
F 6/18	<i>Identity, Fate and Choice</i> (con'd)	<u><i>What the Bleep...?</i></u> and <u>more <i>Matrix</i></u> (clips)	TBA
M 6/21	<i>Identity, Fate and Choice</i> (con'd)	<u><i>Paycheck</i></u>	TBA
T 6/22	<i>Identity, Fate and Choice</i> (con'd)	<u><i>Next</i></u>	TBA
W 6/23	<i>Identity, Fate and Choice</i> (con'd)	<u><i>I ♥ Huckabees</i></u>	TBA
Unit III: <i>Constructed Identities</i>			
R 6/24	<i>Constructed Identities</i>	<u><i>Pleasantville</i></u>	TBA
2 nd Paper/Draft Due			
F 6/25	<i>Constructed Identities</i> (con'd)	<u><i>Miss Congeniality</i></u>	TBA
M 6/28	<i>Constructed Identities</i> (con'd)	<u><i>Little Miss Sunshine</i></u>	TBA
T 6/29	<i>Constructed Identities</i> (con'd)	<u><i>Crash</i></u>	TBA
W 6/30	<i>Constructed Identities</i> (con'd)	<u><i>Babel</i></u>	TBA
R 7/1	*Final Paper Due* Course Evaluations Online		

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 11/14/11 (mm/dd/yyyy)

Department Initiating Request:
PHIL/REL

Faculty Member Requesting:
Santas

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
PHIL 3900

Proposed New Course Title:
Philosophy of Happiness

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Philosophy of Happiness

Semester/Year to be Effective:
Fall 2012

Estimated Frequency of Course Offering:
once/ 2yrs

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) An in-depth examination of the philosophy of happiness, drawing from the work of contemporary applied philosophy and classic historical figures, from antiquity to the modern era.

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: 1,2,3
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: Course has been offered as a Special Topics twice and is a subject of perennial interest to students. It will enhance student options for coursework in philosophy offerings relating to Philosophy, Society and Culture

Source of Data to Support Suggested Change:

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

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. Alumni surveys, and exit surveys given to graduating seniors

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Exams and papers will be collected to be used as part of the analysis of paper and presentation assessment using rubrics tied to departmental learning outcomes.

Other:

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

Approvals:	
Dept. Head: <i>Fred Downing</i>	Date: <i>12/12/11</i>
College/Division Exec. Comm.: <i>Leslie Richards</i>	Date: <i>12/16/11</i>
Dean/Director: <i>Leslie Richards</i>	Date: <i>12/16/11</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Course Description:

An in-depth examination of the philosophy of happiness, drawing from the work of contemporary applied philosophy and classic historical figures, from antiquity to the modern era.

Course Learning Outcomes (Objectives):

- to learn some of the key elements in the philosophy of happiness (D1)
- to understand the historical approaches to the fundamental problems in human happiness (D1)
- to develop critical thinking skills with respect to one's personal conception of a good life (D2,3)

Required Texts:

- Aristotle, *Nicomachean Ethics*, trans, by Martin Ostwald (ISBN 0-02-389530)
- Elliott Cohen, *The New Rational Therapy: Thinking Your Way to Serenity, Success, and Profound Happiness* (ISBN: 978-0-7425-4734-6)
- Alan Watts, *The Wisdom of Insecurity* (Vintage: ISBN 10: 0394704681)

**There will also be texts and readings available online through my [Philosophy of Happiness Course Index](http://www.valdosta.edu/~asantas/Happiness%20Index.htm):
<http://www.valdosta.edu/~asantas/Happiness%20Index.htm>

Office Hours:

My office is located in 216 Ashley Hall. The times you may find me there are daily at 11:00-12:00. You can reach me there or leave a message at 333-5949. You can also reach me through e-mail at asantas@valdosta.edu

Grades:

Final grades will be determined on the basis of weekly journal entries, projects/presentations, class participation, and your term project. Here's the breakdown:

Projects/Presentations	(50%)
Participation	(25%)
Term Project	(25%)

Special Needs:

Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in room Farber Hall. The phone numbers are 245-2498 (voice) and 219-1348 (tty).

Participation and Attendance:

Attendance is required. I will be taking roll every day and assign part of your grade on the basis of how many days missed. What I'll be looking for, besides regular attendance, are the following:

conscientious class presentations	contribution to discussion
effort to improve and grow	attentiveness to the course materials and to each other
responsible attitude towards learning	respectful treatment of your peers

Cell Phones:

Cell phones are thieves of attention and attentiveness. I do not allow their use in my classes. They are to be *silenced* and *no texting* should be conducted during class time. If you must make use of one, you must step out of the room. If I must remind you of this, you will be *asked to leave* the class and it will significantly affect your participation grade.

Projects and Presentations:

Every student will be assigned chapters from the main texts and supplemental readings to present to me and the class in some form or fashion. Format details and specific assignments will be worked out early in the term. See main Course Index for Presentation Schedule.

Term Projects:

You will be working on your term project throughout the term. The topic of the paper will be your personal "Philosophy of Happiness." You will be asked to offer a new "take" on your conception of happiness after each major unit of the course. The final product will also have an oral component. See Class Schedule for all deadlines.

Happiness Symposium: At the end of the term our class will sponsor a symposium in which we will showcase the best essays of the class and possibly invite outside speakers as well. Details will be discussed as the term progresses.

Academic Dishonesty and Plagiarism:

The VSU Student Code of Conduct in the Student Handbook states:

Plagiarism is prohibited. Themes, essays, term papers, tests, and other similar requirements must be the work of the student submitting them. When direct quotations are used, they must be indicated, and when the ideas of another are incorporated in the paper they must be appropriately acknowledged. (p. 59)

Anyone found guilty of academic dishonesty—offering someone else's work as their own—will receive an 'F' in the course.

Final Note:

This document is not a contract and is subject to change as needed to meet course objectives.

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 12/06/11 (mm/dd/yyyy)

Department Initiating Request:

Philosophy & Religious Studies

Faculty Member Requesting:

Fred Downing

Proposed New Course Prefix & Number:

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

REL 2010

Proposed New Course Title:

Introduction to Religion and Culture

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)

Intro to Religion and Culture

Semester/Year to be Effective:

Fall 2012

Estimated Frequency of Course Offering:

annually

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 analysis of how different religions respond to a variety of human issues such as marriage and family, war and peace, gender roles, poverty, child labor, and increasing globalization.

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

Improving student learning outcomes: Students will gain more experience in interpretation and analysis

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. SOIs, student surveys, and alumni surveys

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

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. exit surveys given to graduating seniors
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Exams and papers will be collected for use in the assessment of papers and presentations using rubrics. The scores from this introductory course will be compared to later upper division and capstone courses.
- Other:

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

Approvals:		
Dept. Head:	<i>Fred Downing</i>	Date: <i>12/12/11</i>
College/Division Exec. Comm.:	<i>Lorris Richards</i>	Date: <i>12/16/11</i>
Dean/Director:	<i>Lorris Richards</i>	Date: <i>12/16/11</i>
Graduate Exec. Comm.: (for graduate course):		Date:
Graduate Dean: (for graduate course):		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

Introduction to Religion and Culture

REL 2010

**Michael Stoltzfus, Ph.D.
Fall 2012**

Course Description: An analysis of how different religions respond to a variety of human issues such as marriage and family, war and peace, gender roles, poverty, child labor, and increasing globalization.

Course Overview: In this class we will analyze how different religions (including Christianity, Islam, Judaism, Buddhism, Daoism, Hinduism and others) respond to a variety of practical, real-life dilemmas using the medium of cross-cultural case studies. We will investigate how distinctive religious and cultural traditions address issues of marriage and family, war and peace, gender roles, poverty, child labor, and other important moral issues associated with increasing globalization. We will discover the penetrating interconnections and intricate tensions that exist between religious pluralism, cultural diversity, and concrete moral problems. This course will begin by investigating how practical wisdoms and spiritual insights are routinely integrated in everyday life circumstances. We will seek to address two critical questions: What is the role of religion in helping to create a more just and peaceful world? What is the role of religion in helping to shape a more violent and anxious world?

Special Services Information: Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in Farber Hall. The phone numbers are 245-2498.

Cell Phone Policy: Cell phones and other wireless distraction devices should be neither seen nor heard in the classroom setting. If I see or hear a cell phone during official class hours, then I maintain the option of confiscating the phone for a twenty-four hour period. Confiscated phones may be picked up in Ashley Hall room 109 (via departmental secretary) at the appropriate time. Please keep cell phones removed from the classroom.

Course Outcomes

1. Students will engage in independent research and writing
2. Students will think critically about religion and culture
3. Students will learn basic themes in religious studies
4. Students will be exposed to religious and moral pluralism through cross-cultural case studies
5. Students will link religion with important issues in cultural development, ethical analysis and social transformation

Texts

1. *Religious Pluralism and Moral Choice*. Daniel Maguire (**required text**).

2. *Ethics and World Religions: Cross-Cultural Case Studies*. Regina Wolfe and Christine Gudorf, eds. (**required text**).

Class Requirements and Grading

Class attendance and participation (20% of course grade). You are expected to attend class, participate in class discussions, and bring your reading reflection paper to class each Wednesday. You are permitted one unexcused absence in this course. For each additional unexcused absence two percentage points will be subtracted from your final grade. You are expected to be punctual, attentive, courteous, and involved.

Reading quizzes (20% of course grade). At the beginning of each class Wednesday (weeks 2-15) there will be short quizzes that cover the reading material for that week. If you read the assigned material, then these quizzes should not be too difficult. You may not make-up these quizzes if you are late to class or miss a class session.

Reading reflection papers (20% of course grade). Each reflection should be **typed and double-spaced in 12 point font and no more than two pages in length**. You are required to write six reflection papers between weeks 2-10 of the semester. You may choose which weeks to write your papers. They are due at the end of class on Wednesdays. No reflection papers will be accepted after week 10. You should begin each paper with **two questions** arising from the readings that you would like the class to address.

Your first four paper options (weeks 2-5) should focus on the *Religious Pluralism and Moral Choice* book. Each week you will be assigned multiple chapters to read. Your papers should focus on **one** of the assigned chapters. I'm looking for **four things** in these papers: 1) Two questions arising from your reading of the chapter that you would like the class to address; 2) summarize the core argument(s) or content of the chapter; 3) articulate at least one strength and one weakness evident in the chapter from your own perspective; 4) offer at least one constructive ethical proposal regarding the problems or issues presented in the chapter from your own perspective

Your last five paper options (weeks 6-10) should be divided into **five sections** and address **one** of the assigned case studies by responding to the following five questions: 1) Two questions arising from the case that you would like the class to address 2) What are the basic ethical issues being addressed in the case study? 3) Which of the two religious and ethical responses to the case study do you like best and why? 4) Imagine yourself in the shoes of those effected by the case study, how would you respond given the context? 5) Based on our reading of *Religious Pluralism and Moral Choice*, what elements of Maguire's "wheel model" are stressed in the response you liked best? Which elements of his model are ignored?

4. Research Paper (20% of course grade). You are required to write an 8-10 page (typed and double spaced) research paper on any relevant topic of your choosing. Pick something that

interests you and that is relevant to your major area of study. You must adhere to the following schedule as you research and write your paper:

1. Submit a written topic by September 21
2. Submit a written bibliography (at least ten sources—five must be academic journal articles) and outline by October 12
3. Submit a final draft of your paper on or before November 2
4. Submit a final draft on or before December 3

Class Presentations (10% of course grade). All students will be presenting elements of their research to the class during the last four weeks of the semester. The content of your oral presentation will coordinate with the material in your research paper.

Course Schedule

Week 1. Introduction to Course:

Read: Maguire, preface & 3-62.

Week 2. Religion and Moral Questioning: Thinking and Probing

Read: Maguire, 65-124.

Week 3. Religion and Moral Action: Feelings, Creativity, Principles

Read: Maguire, 126-182.

Week 4. Religion and Moral Action: Reason, Experience, Comedy, and Conscience

Read: Maguire, 183-243.

Week 5. Religions and the Hazards of Moral Discourse

Read: Maguire, 247-289.

Week 6. Religious Pluralism: Parenting and Child Rearing

Read: *Case Studies*, pp. 172-197; 321-339.

Week 7. Religious Pluralism: Domestic Violence and Child Welfare

Read: *Case Studies*, pp. 108-124; 298-318.

Week 8. Religion, Violence, Sex, and Culture

Read: *Case Studies*, pp. 23-62

Week 9. Religion, Economics and Cross-Cultural Understanding

Read: *Case Studies*, pp. 260-278; 356-374

Week 10. Religious Pluralism and Interreligious Dialogue

Read: *Case Studies*, pp. 375-399.

Week 11. Religious Pluralism and Interreligious Dialogue

Read: *Case Studies*, 340-368

Week 12: Research Presentations and Discussions
Week 13: Research Presentations and Discussions
Week 14: Research Presentations and Discussions
Week 15: Research Presentations and Discussions

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 12/06/2011 (mm/dd/yyyy)

Department Initiating Request:
Philosophy and Religious Studies

Faculty Member Requesting:
Fred Downing

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
REL 3500

Proposed New Course Title:
Women and Gender in Early Christianity
Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Women and Gender Early Christ

Semester/Year to be Effective:
Fall 2012

Estimated Frequency of Course Offering:
two year rotation

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.) Also offered as WGST 3500. A study of images and representations of women and gender in the New Testament and other early Christian texts including "apocrypha," "pseudepigrapha," and Gnostic writings with special attention paid to historical and contemporary significance.

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: The addition of this course will allow majors further opportunity to interpret and analyze a major religious tradition and to evaluate their own self-understanding in the context of the diversity of this ancient period.
- 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. SOIs, student surveys, and alumni surveys
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) exams and papers

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. exit surveys given to graduating seniors
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Exams and papers will be collected to evaluate papers and presentations using rubrics.
- Other:

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

Approvals:	
Dept. Head: <i>Fred Downing</i>	Date: <i>12/12/11</i>
College/Division Exec. Comm.: <i>Lennie Richards</i>	Date: <i>12/16/11</i>
Dean/Director: <i>Lennie Richards</i>	Date: <i>12/16/11</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Department of Philosophy and Religious Studies – REL 3500
Department of Women and Gender Studies – WGST 3500

Women and Gender in Early Christianity

Valdosta State University – Fall Semester 2012

Lectures: Tuesdays & Thursdays 2:00-3:15 pm

Location: West Hall 147

Instructor: Dr. Lily Vuong

Email: lcvuong@valdosta.edu

Office: Ashley Hall 103

Office Hours: Mondays and Wednesday 1:00-3:00 pm or by appointment

Phone: 229-249-4959

Course Description: A study of images and representations of women and gender in the New Testament and other early Christian texts including “apocrypha,” “pseudepigrapha,” and Gnostic writings with special attention paid to historical and contemporary significance.

Content and Course Objectives:

This course investigates and considers images of women and gender in the New Testament and other early Christian texts including “apocrypha,” “pseudepigrapha,” and Gnostic writings, with special attention paid to their historical and contemporary significance. (Although we will focus on primarily Greek and Latin representations of women in the Christian tradition, Eastern expressions will also be considered). We will ask what these ancient, literary representations of women and femininity might reveal to us about the experiences and voices of “real” women and discuss the ways in which early Christian traditions about women may have impacted understandings of gender in Western culture. Examination of the variety of images and symbols of the feminine used in early Christian literature (e.g., images of the feminine to describe the Divine) will also be addressed. We will employ a variety of approaches to explore the early Christian views of women and gender including feminist, literary, historical, socio-cultural, and theological.

Course Outcomes:

1. Students will explain and interpret the tradition of Christianity
2. Students will apply critical and analytical skills in analyzing images and representations of women and gender in early Christianity.
3. Students will create independent research using current methods and approaches.
4. Students will demonstrate a working familiarity with current research methods.
5. Students will identify and evaluate their own self-understanding in the context of the pluralism that informs this course.

Required Texts:

- Ross Kraemer & Mary Rose D'Angelo, eds., *Women and Christian Origins* (Oxford: Oxford University Press, 1999)
- Elizabeth Clark, *Women in the Early Church* (Collegeville, MN: Liturgical Press, 1983)
- HarperCollins Study Bible with Apocrypha or Oxford Study Bible with Apocrypha
- Additional Readings will be available on reserve or in class.

Requirements and Evaluation:

1. Attendance & Participation:	10%	Due: Every Class! ☺
2. Journal Responses:	20%	Due: According to Selection
3. Short Exam 1	15%	Due: Thurs, September 30, 2010
4. Presentations:	15%	Due: According to Sign-Up
5. Short Exam 2	15%	Due: Tues, November 23, 2010
6. Final Paper:	25%	Due: Tues, December 6, 2010

Participation (10%):

Class preparation, attendance, and participation in class are an integral part of your learning in this course. Since the nature of an introduction class requires us to cover a substantial amount of material over a short period of time, it is critical that you attend all classes. Missing more than **three** classes will severely affect your grade. In the event that you are unable to attend class, you must inform me of your legitimate reason before midnight on the night before class by email. Please come prepared to discuss both primary (always in *italics*) and secondary sources (always in plain type) in depth. You may wish to prepare questions about issues you did not understand or that you wish to explore together more fully. Note that participation in discussion during student presentations is mandatory and will be carefully monitored.

***** Cell phones usage (calls, texting, games, etc.) will not be permitted in my classroom.**

Journal Responses (20%):

Students are also expected to keep a weekly journal. Entries can include brief comments and reflections on the assigned readings (primary and secondary), lectures, or class discussions (2 pages per entry; **5 entries total**). The journal response is designed to be an ongoing engagement with the material of the course, especially with the assigned readings. For **each entry** you should answer the following questions: **What were the main themes of the readings this week? What was the most important thing I learned from the readings this week? What common or various themes arise from the readings? Were the arguments made by the secondary readings convincing or problematic?** Since there is a lot of material to consider, it would be to a student's advantage not to try to do everything at the last minute (e.g., writing all five journals at the end of the semester while you also prepare for the final paper and your other courses!). Since the journals are to be graded, the expectation is that the student will not simply share her/his personal thoughts, but will share these thoughts in direct relation to the readings and class content.

The journal will be graded on how well a student articulates the issues and questions that come up in the classroom, what understanding the student shows about ways to think about the material under consideration, and whether the journal demonstrates engagement with the course

material. In other words, it should be clear that s/he truly has done the readings for the class and thought about them in some depth.

Due Date: Since you are required to submit **5** weekly journal entries in total and there are **17 weeks** in this course from which to base your responses, due dates will depend on your selection but are always due the following **Tuesday** after the week you have chosen to write on (e.g., if you write on a journal entry for **Week 1** (8/17 & 8/19), your journal entry will be due the following Tuesday, i.e., 8/24.

Presentations (15%):

Each student will be assigned one in-class presentation (30 mins.). Presentations involve leading discussion of one or more primary sources, debating writings of contemporary scholars and/or raising critical questions about secondary sources. As the “expert” on their selected topic, students will be expected to take an active role in engaging their fellow students in critical discussion of both primary and secondary sources. Those with backgrounds in ancient Greek/Hebrew will be encouraged to lead discussions on the primary sources by selecting portions of the assigned reading to discuss at length.

I will send around a sign-up sheet during our first class with specific readings and topics.

*Students leading discussion on **primary sources** should consider the following while preparing:

- Provide background to passage – Authorship? Audience? Genre? Reception?
- Situate passage within the larger context of the given work
- Considers its connections to the general thematic and historical issues raised by readings and discussions in class

*Students leading discussion on **secondary sources** should consider the following while preparing:

- Summarize, evaluate, examine argument and evidence
- Consider perspective, agenda, and assumptions of author
- Critique – Is the argument persuasive? Problematic? What are its strengths? Weaknesses?

Short Exam 1 & 2 (15% each; 30% total):

Your short exam will be an in-class, closed-book exam, which will consist of identification and short-answer questions. **Short Exam 1** is scheduled for the full 1 hour and 15 minutes of class on **Thursday, September 30, 2010** and will cover material from 8/17 – 9/28. **Short Exam 2** is scheduled for the full 1 hour and 15 minutes of class on **Tuesday, November 23, 2010** and will cover material from 10/5 – 10/18.

Final Paper (25%):

Each student is expected to submit a final paper (8-10 pages in length; 2400-3000 words). Choices of topics are listed below:

Paper Topics:

Theme A: Images and Prescriptive Roles of Women in Early Christian Literature

Examine the images of women and the feminine, or the roles prescribed for women, as presented in the New Testament and/or other early Christian sources. Focus on one or two images (e.g., woman as temptress; as lazy or stupid; as innocent and trustworthy; or ever-loving and faithful), and/or focus on one or two specific roles (daughter, wife, mother, martyr, virgin, prophet, etc.). First, carefully describe (summarize) the information that you have uncovered. What details are provided that allow for us to determine if these images are being exemplified in our texts? Next, assess the implications for the development of and/or justification for normative attitudes towards women (impacting policies and practices) in the Christian tradition. Last, offer your own reflections on what you have learned.

Theme B: Women and Leadership

Choose a female religious leader discussed from our readings, discussions, and lectures, etc., and give a synopsis (biography) of her life story, describing what we might know about how she achieved a position of leadership (of what nature and over whom), the challenges or impediments she may have faced, how that leadership was exercised, what reactions there were from the larger community, and possible impacts.

Theme C: Creative Reconstruction of Women's Lives

Choose a woman (real or fictive) discussed from our readings, discussions, lectures, etc., and try to reconstruct an account of her life from her perspective by creating a first-person narrative, letter, or biography. You will be required to research this particular woman and other women of her class, status, and background as well as provide a historical account of her life which will include information and details about her accomplishments, her connections to the early Christian movement, her participation in social groups and religious cults, and the cultural constraints to which she would have been exposed. While this option may seem like a fun alternative and you are encouraged to use your imagination to create her unique personality, the creative writing sample must be convincing.

Theme D: Topic of Your Own Choosing

A research paper related to the women and gender in early Christianity of your choice determined in consultation with me.

Due Date: Tuesday, December 6, 2012

Grading System

All assignments must be submitted by the due date. Late assignments will not be accepted except in the case of medical or family emergencies. Documentation for such cases is mandatory. Final course grades will be assigned according to the following scale: 100-90=A, 89-80=B, 79-70=C, 69-60=D, 59-0=F.

Statement Concerning Academic Standards

Academic dishonesty will be dealt with as severely as possible. Cheating will not be tolerated. You are responsible for doing your own work, and for knowing all University policies concerning cheating, plagiarism, and other forms of academic dishonesty. In accordance with the policies of VSU, I will report violations to the Office of the Dean of Students, which is charged with responding when students are accused of committing a violation of the academic dishonesty policy. At the very least, students found guilty of academic dishonesty will fail this course.

Definition of scholastic dishonesty:

Scholastic dishonesty is any act that violates the rights of another student with respect to academic work or that involves misrepresentation of a student's own work. Scholastic dishonesty includes (but is not limited to) cheating on assignments or examinations; plagiarizing (misrepresenting as one's own anything done by another); engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting the same or substantially similar papers (or creative work) for more than one course without consent of all instructors concerned; obtaining dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing records of academic achievement; depriving another of necessary course materials or sabotaging another's work.

If you have any questions or doubts about specific cases of documentation or citation, please ask me. If you have general questions about what constitutes scholastic dishonesty or wish to review the University policy, see the VSU guidelines at:

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

Students with Disabilities

Any student with a documented disability condition (e. g. physical, learning, psychiatric, systemic, vision, hearing, etc.) who needs to arrange reasonable accommodations should contact the instructor and registered with the Access Office for Students with Disabilities (1115 Nevins Hall) at:

- 245-2498 (voice)
- 219-1348 (tty)

Campus Writing Resources

There is a valuable resource on campus to assist with writing. This service is not only for students who require assistance with grammar or organization; it is also highly recommended for strong writers who wish to learn how to write even more effectively. Note, however, that tutorials are by appointment only; don't expect immediate help or help at the last minute! The Student Success Center is located in Langdale Residence Hall and can be reached at 333-7570.

COURSE OUTLINE AND READINGS

Week 1

8/17

Introduction to the Course – My Expectations, Your Expectations

Readings: No Advanced Reading
Video: Harvard Divinity School: Feminist Theology I –
Elisabeth Schüssler Fiorenza, Judith Plaskow, and Carol
Christ:
http://www.hds.harvard.edu/wsrp/scholarship/rfmc/rfm_vid_eo2.htm

8/19 **Methodological Approaches/ Contemporary Scholarship**
What Can We Learn from the Academic Study of Women in Early
Christianity? Our Sources and Methodologies
Readings: Fiorenza, "Towards a Feminist Critical Hermeneutics,"
(Handout)
Alexandre, "Early Christian Women," (Handout)

Week 2

8/24 **Cultural and Social Contexts of Early Christianity**
From the Jesus Movement and Judaism to New Testament and
Christian Origins, Part I: Greco-Roman World
Readings: Kraemer & D'Angelo, 13-34, 80-102

8/26 **Cultural and Social Contexts of Early Christianity**
From the Jesus Movement and Judaism to New Testament and
Christian Origins, Part II: Jewish Culture and Traditions
Readings: Kraemer & D'Angelo, 35-49

Week 3

8/31 **Women in the Gospels I: Mark, Part 1**
Readings: Kraemer & D'Angelo, 105-149 (esp. 129-149)
Mark (focus on 15:40-41, 47; 16:1-8; 1:29-31, 5:21-43,
7:24-30, 12: 41-44; 14:1-11; 14:66-70)

9/2 **Women in the Gospels I: Mark, Part 2**
Readings: Focus on the following stories in Mark:
Jairus' Daughter (Mk 5:21-24; 35-43)
Woman with Flow of Blood (Mk 5:25-34)

Week 4

9/7 **Women in the Gospels II: John, Part 1**
Readings: Kraemer & D'Angelo, 105-149 (esp. 129-149)
John (focus on 2:1-11; 4:1-42; 11:1-44, 12:1-8; 19:25-27;
20:1-18)

9/9 **Women in the Gospels II: John, Part 2**
Discussion Leaders/Presenters on John:
1. Samaritan Woman (Jn 4:1-42) =

2. Jesus appears to Mary Magdalene (Jn 20:1-18) =

Week 5

- 9/14 **Women in the Gospels: III: Matthew, Part 1**
Readings: Kramer & D'Angelo, 171-195
 Matthew (focus on 1:1-2:23; 9:18-19, 20-22, 23-26; 15:21-28; 22:23-33; 27:55-56; 27:61; 28:1-8)
- 9/16 **Women in the Gospels: III: Matthew, Part 2**
Discussion Leaders/Presenters on Matthew:
 1. Canaanite Woman (Mt 15:21-28 cf. Mk/Lk) =
 2. Women at the Cross, Burial, Tomb (Mt 27:55-56, Mt 27:61, Mt 28:1-10 cf. Mk/Lk/Jn) =

Week 6

- 9/21 **Women in the Gospels: IV: Luke, Part 1**
Readings: Kramer & D'Angelo, 180-195
 Luke (focus on 1:1-2:52; 8:40-42, 49-56; 8:43-48; 20:27-40; 23:49; 23:55-56; 24:1-11)
- 9/23 **Women in the Gospels: IV: Luke, Part 2**
Discussion Leaders/Presenters on Luke:
 1. Mary and Elizabeth in the Infancy Gospel (Lk 1-2 cf. Mt 1-2) =
 2. Woman with the Ointment (Lk 7:36-50 cf. Mk 14:3-9, Mt 26:6-13; Jn 12:1-8) =

Week 7

- 9/28 **Women in Luke-Acts**
Readings: *Acts of the Apostles (focus on Sapphira 5:1-11, Tabitha 9:36-43, Lydia 16:13-15, 40 and Drusilla and Bernice 24, 25)*
- 9/30 **Short Exam 1 - © (Show off your knowledge!)**
Geneva Conference – Dept. Secretary will proctor the exam

Week 8

- 10/5 **Paul on Men, Women, and Angels, Part 1**
Readings: Kramer & D'Angelo, 199-235
 Galatians 3, esp. 3:28
 1 Corinthians, esp. 5, 7; 11:2-11 (cf. Genesis 6:1-8; 1 Enoch 6-7); 14:33-36

- 10/7 **Paul on Men, Women, and Angels, Part 2**
Discussion Leaders/Presenters:
1. Gal 3, esp. 3:28; 1 Cor 7 =
2. 1 Cor 11:2-11 (cf. Gen 6:1-8; 1 En 6-7) =
Week 9
- 10/12 **Gender and Authority in Pauline Literature, Part 1**
Readings: Kramer & D'Angelo, 236-253
Clark, 77-88
Karen Torjesen, "Preachers, Pastors, Prophets, Patrons"
(Handout)
Acts of Thecla – (Handout)
1 Corinthians 16:19 (On Prisca)
Acts of the Apostles 18:1-28 (On Prisca)
Romans 16: 1-16 (On Prisca)
- 10/14 **Gender and Authority in Pauline Literature, Part 2**
Discussion Leaders/Presenters:
1. 1 Timothy =
2. Acts of Thecla =
Week 10
- 10/19 **Fall Break – No Classes ☺**
- 10/21 **Women's Leadership in the Early Church, Part 1**
Readings: Kramer & D'Angelo, 300-329
Ross Kraemer, "Women's Leadership and Offices in
Christian Communities" (Handout)
Didascalia Apostolorum – Chpts. 15-16 (online)
Hippolytus' Apostolic Tradition – Chapters 18-21(online)
Week 11
- 10/26 **Women's Leadership in the Early Church, Part 2**
Discussion Leaders/Presenters:
1. *Didascalia Apostolorum*, chpts. 15-16 =
2. *Apostolic Tradition* – chpts. 18-21 =
- 10/28 **Women and Sexuality in Early Christianity I: Virginity and Marriage**
Readings: Clark, 27-75 (focus on ideas on virginity and marriage)
Elizabeth Clark, "Devils' Gateway and the Bride of Christ:
Women in the Early Christian World" (Handout)
Karen Torjesen, "The Penetrator and the Penetrated" (ER)
Week 12

11/2 **Women and Sexuality in Early Christianity II: Creation and the Fall**
Readings: Clark, 27-75 (focus on creation and the fall)
 Genesis 1-3
 John Chrysostom, Discourse 5 on Genesis
 John Chrysostom, Homily 12 on 1 Corinthians

11/4 **Women and Sexuality in Early Christianity II: Virginit, Marriage, Creation and the Fall**
Discussion Leaders/Presenters:
 1. **Genesis 1-3 =**
 2. **John Chrysostom, Discourse 5 on Genesis =**

Week 13

11/9 **Images of the Feminine in Gnosticism, Part 1**
Readings: Kraemer & D'Angelo, 257-299
 Elaine Pagels, "Introduction" and "God the Father/ God the Mother" (Handout)
 Pheme, Perkins, "Sophia as Goddess" (Handout)
 Madeleine Scopello, "Jewish and Greek Heroines in the Nag Hammadi Library" (Handout)
 Douglas Parrott, "Response to 'Jewish and Greek Heroines in the Nag Hammadi Library' by Madeleine Scopello," (Handout)
 Hypostasis of the Archons (online: <http://www/gnosis.org>)
 Thunder Perfect Mind (online: <http://www/gnosis.org>)

11/11 **Images of the Feminine in Gnosticism, Part 2**
Discussion Leaders/Presenters:
 1. **Hypostasis of the Archons =**
 2. **Thunder Perfect Mind =**

Week 14

11/16 **Women and the Gnostic Traditions: Mary Magdalene, Part 1**
Readings: Karen King, *The Gospel of Mary of Magdala* (Handout)
 Esther De Boer, *The Mary Magdalene Cover-Up* (Handout)
 Gospel of Mary
 Gospel of Philip
 Gospel of Thomas
 Re-read *Mark 5:21-43; 6:7-13; 7:24-30; 8:34-9:8; 14:3-9; 15:40-16:8*

11/18 **Women and the Gnostic Traditions: Mary Magdalene, Part 2**
Discussion Leaders/Presenters:
 1. **Gospel of Mary =**
 2. **Gospel of Philip =**
 3. **Gospel of Thomas =**

Week 15

- 11/23 **Short Exam 2 ☺ (WOW me with your studying skills!)**
SBL Conference – Dept. Secretary will proctor the exam
- 11/25 **US Thanksgiving – No Classes ☺**

Week 16

- 11/30 **Virgins, Martyrs, Ascetics, and Reformed Harlots, Part 1**
Readings: Clark, 97-155, 235-243
Susanna Elm, “Virgins of God” (Handout)
Sebastian Brock and Susan Ashbrook Harvey, *Holy Women of the Syrian Orient* (Handout)
Martyrdom of Perpetua and Felicitas (Handout)
Gregory of Nyssa, Life of St. Macrina (Selections) (Handout)
Protevangelium of James
- 12/2 **Virgins, Martyrs, Ascetics, and Reformed Harlots, Part 2**
Discussion Leaders/Presenters:
1. **Martyrdom of Perpetua and Felicitas =**
 2. **St. Gregory’s Life of Saint Macrina =**
 3. **Protevangelium of James =**

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 12/06/2011 (mm/dd/yyyy)

Department Initiating Request:

Women's and Gender Studies

Faculty Member Requesting:

Tracy Woodard-Meyers

Proposed New Course Prefix & Number:

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

WGST 3500

Proposed New Course Title:

Women and Gender in Early Christianity

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)
Women and Gender Early Christ

Semester/Year to be Effective:

Fall 2012

Estimated Frequency of Course Offering:

two year rotation

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.) Also offered as REL 3500. A study of images and representations of women and gender in the New Testament and other early Christian texts including "apocrypha," "pseudepigrapha," and Gnostic writings with special attention paid to historical and contemporary significance.

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: The addition of this course will allow majors further opportunity to interpret and analyze a major religious tradition.
- 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. SOIs, student surveys, and alumni surveys
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) exams and papers

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. exit surveys given to graduating seniors
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Exams and papers will be collected to evaluate papers and presentations using rubrics.
- Other:

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

Approvals:	
Dept. Head: <i>Turney</i>	Date: <i>12/16/11</i>
College/Division Exec. Comm.: <i>Laura Richards</i>	Date: <i>12/16/11</i>
Dean/Director: <i>Laura Richards</i>	Date: <i>12/16/11</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Department of Philosophy and Religious Studies – REL 3500
Department of Women and Gender Studies – WGST 3500

Women and Gender in Early Christianity

Valdosta State University – Fall Semester 2012

Lectures: Tuesdays & Thursdays 2:00-3:15 pm
Location: West Hall 147

Instructor: Dr. Lily Vuong
Email: lcvuong@valdosta.edu
Office: Ashley Hall 103
Office Hours: Mondays and Wednesday 1:00-3:00 pm or by appointment
Phone: 229-249-4959

Course Description: A study of images and representations of women and gender in the New Testament and other early Christian texts including “apocrypha,” “pseudepigrapha,” and Gnostic writings with special attention paid to historical and contemporary significance.

Content and Course Objectives:

This course investigates and considers images of women and gender in the New Testament and other early Christian texts including “apocrypha,” “pseudepigrapha,” and Gnostic writings, with special attention paid to their historical and contemporary significance. (Although we will focus on primarily Greek and Latin representations of women in the Christian tradition, Eastern expressions will also be considered). We will ask what these ancient, literary representations of women and femininity might reveal to us about the experiences and voices of “real” women and discuss the ways in which early Christian traditions about women may have impacted understandings of gender in Western culture. Examination of the variety of images and symbols of the feminine used in early Christian literature (e.g., images of the feminine to describe the Divine) will also be addressed. We will employ a variety of approaches to explore the early Christian views of women and gender including feminist, literary, historical, socio-cultural, and theological.

Course Outcomes:

1. Students will explain and interpret the tradition of Christianity
2. Students will apply critical and analytical skills in analyzing images and representations of women and gender in early Christianity.
3. Students will create independent research using current methods and approaches.
4. Students will demonstrate a working familiarity with current research methods.
5. Students will identify and evaluate their own self-understanding in the context of the pluralism that informs this course.

Required Texts:

- Ross Kraemer & Mary Rose D'Angelo, eds., *Women and Christian Origins* (Oxford: Oxford University Press, 1999)
- Elizabeth Clark, *Women in the Early Church* (Collegeville, MN: Liturgical Press, 1983)
- HarperCollins Study Bible with Apocrypha or Oxford Study Bible with Apocrypha
- Additional Readings will be available on reserve or in class.

Requirements and Evaluation:

1. Attendance & Participation:	10%	Due: Every Class! ☺
2. Journal Responses:	20%	Due: According to Selection
3. Short Exam 1	15%	Due: Thurs, September 30, 2010
4. Presentations:	15%	Due: According to Sign-Up
5. Short Exam 2	15%	Due: Tues, November 23, 2010
6. Final Paper:	25%	Due: Tues, December 6, 2010

Participation (10%):

Class preparation, attendance, and participation in class are an integral part of your learning in this course. Since the nature of an introduction class requires us to cover a substantial amount of material over a short period of time, it is critical that you attend all classes. Missing more than **three** classes will severely affect your grade. In the event that you are unable to attend class, you must inform me of your legitimate reason before midnight on the night before class by email. Please come prepared to discuss both primary (always in *italics*) and secondary sources (always in plain type) in depth. You may wish to prepare questions about issues you did not understand or that you wish to explore together more fully. Note that participation in discussion during student presentations is mandatory and will be carefully monitored.

***** Cell phones usage (calls, texting, games, etc.) will not be permitted in my classroom.**

Journal Responses (20%):

Students are also expected to keep a weekly journal. Entries can include brief comments and reflections on the assigned readings (primary and secondary), lectures, or class discussions (2 pages per entry; **5 entries total**). The journal response is designed to be an ongoing engagement with the material of the course, especially with the assigned readings. For **each entry you should answer the following questions: What were the main themes of the readings this week? What was the most important thing I learned from the readings this week? What common or various themes arise from the readings? Were the arguments made by the secondary readings convincing or problematic?** Since there is a lot of material to consider, it would be to a student's advantage not to try to do everything at the last minute (e.g., writing all five journals at the end of the semester while you also prepare for the final paper and your other courses!). Since the journals are to be graded, the expectation is that the student will not simply share her/his personal thoughts, but will share these thoughts in direct relation to the readings and class content.

The journal will be graded on how well a student articulates the issues and questions that come up in the classroom, what understanding the student shows about ways to think about the material under consideration, and whether the journal demonstrates engagement with the course

material. In other words, it should be clear that s/he truly has done the readings for the class and thought about them in some depth.

Due Date: Since you are required to submit **5** weekly journal entries in total and there are **17** weeks in this course from which to base your responses, due dates will depend on your selection but are always due the following **Tuesday** after the week you have chosen to write on (e.g., if you write on a journal entry for **Week 1** (8/17 & 8/19), your journal entry will be due the following Tuesday, i.e., 8/24.

Presentations (15%):

Each student will be assigned one in-class presentation (30 mins.). Presentations involve leading discussion of one or more primary sources, debating writings of contemporary scholars and/or raising critical questions about secondary sources. As the "expert" on their selected topic, students will be expected to take an active role in engaging their fellow students in critical discussion of both primary and secondary sources. Those with backgrounds in ancient Greek/Hebrew will be encouraged to lead discussions on the primary sources by selecting portions of the assigned reading to discuss at length.

I will send around a sign-up sheet during our first class with specific readings and topics.

*Students leading discussion on **primary sources** should consider the following while preparing:

- Provide background to passage – Authorship? Audience? Genre? Reception?
- Situate passage within the larger context of the given work
- Considers its connections to the general thematic and historical issues raised by readings and discussions in class

*Students leading discussion on **secondary sources** should consider the following while preparing:

- Summarize, evaluate, examine argument and evidence
- Consider perspective, agenda, and assumptions of author
- Critique – Is the argument persuasive? Problematic? What are its strengths? Weaknesses?

Short Exam 1 & 2 (15% each; 30% total):

Your short exam will be an in-class, closed-book exam, which will consist of identification and short-answer questions. **Short Exam 1** is scheduled for the full 1 hour and 15 minutes of class on **Thursday, September 30, 2010** and will cover material from 8/17 – 9/28. **Short Exam 2** is scheduled for the full 1 hour and 15 minutes of class on **Tuesday, November 23, 2010** and will cover material from 10/5 – 10/18.

Final Paper (25%):

Each student is expected to submit a final paper (8-10 pages in length; 2400-3000 words). Choices of topics are listed below:

Paper Topics:

Theme A: Images and Prescriptive Roles of Women in Early Christian Literature

Examine the images of women and the feminine, or the roles prescribed for women, as presented in the New Testament and/or other early Christian sources. Focus on one or two images (e.g., woman as temptress; as lazy or stupid; as innocent and trustworthy; or ever-loving and faithful), and/or focus on one or two specific roles (daughter, wife, mother, martyr, virgin, prophet, etc.). First, carefully describe (summarize) the information that you have uncovered. What details are provided that allow for us to determine if these images are being exemplified in our texts? Next, assess the implications for the development of and/or justification for normative attitudes towards women (impacting policies and practices) in the Christian tradition. Last, offer your own reflections on what you have learned.

Theme B: Women and Leadership

Choose a female religious leader discussed from our readings, discussions, and lectures, etc., and give a synopsis (biography) of her life story, describing what we might know about how she achieved a position of leadership (of what nature and over whom), the challenges or impediments she may have faced, how that leadership was exercised, what reactions there were from the larger community, and possible impacts.

Theme C: Creative Reconstruction of Women's Lives

Choose a woman (real or fictive) discussed from our readings, discussions, lectures, etc., and try to reconstruct an account of her life from her perspective by creating a first-person narrative, letter, or biography. You will be required to research this particular woman and other women of her class, status, and background as well as provide a historical account of her life which will include information and details about her accomplishments, her connections to the early Christian movement, her participation in social groups and religious cults, and the cultural constraints to which she would have been exposed. While this option may seem like a fun alternative and you are encouraged to use your imagination to create her unique personality, the creative writing sample must be convincing.

Theme D: Topic of Your Own Choosing

A research paper related to the women and gender in early Christianity of your choice determined in consultation with me.

Due Date: Tuesday, December 6, 2012

Grading System

All assignments must be submitted by the due date. Late assignments will not be accepted except in the case of medical or family emergencies. Documentation for such cases is mandatory. Final course grades will be assigned according to the following scale: 100-90=A, 89-80=B, 79-70=C, 69-60=D, 59-0=F.

Statement Concerning Academic Standards

Academic dishonesty will be dealt with as severely as possible. Cheating will not be tolerated. You are responsible for doing your own work, and for knowing all University policies concerning cheating, plagiarism, and other forms of academic dishonesty. In accordance with the policies of VSU, I will report violations to the Office of the Dean of Students, which is charged with responding when students are accused of committing a violation of the academic dishonesty policy. At the very least, students found guilty of academic dishonesty will fail this course.

Definition of scholastic dishonesty:

Scholastic dishonesty is any act that violates the rights of another student with respect to academic work or that involves misrepresentation of a student's own work. Scholastic dishonesty includes (but is not limited to) cheating on assignments or examinations; plagiarizing (misrepresenting as one's own anything done by another); engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting the same or substantially similar papers (or creative work) for more than one course without consent of all instructors concerned; obtaining dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing records of academic achievement; depriving another of necessary course materials or sabotaging another's work.

If you have any questions or doubts about specific cases of documentation or citation, please ask me. If you have general questions about what constitutes scholastic dishonesty or wish to review the University policy, see the VSU guidelines at:

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

Students with Disabilities

Any student with a documented disability condition (e. g. physical, learning, psychiatric, systemic, vision, hearing, etc.) who needs to arrange reasonable accommodations should contact the instructor and registered with the Access Office for Students with Disabilities (1115 Nevins Hall) at:

- 245-2498 (voice)
- 219-1348 (tty)

Campus Writing Resources

There is a valuable resource on campus to assist with writing. This service is not only for students who require assistance with grammar or organization; it is also highly recommended for strong writers who wish to learn how to write even more effectively. Note, however, that tutorials are by appointment only; don't expect immediate help or help at the last minute! The Student Success Center is located in Langdale Residence Hall and can be reached at 333-7570.

COURSE OUTLINE AND READINGS

Week 1

8/17

Introduction to the Course – My Expectations, Your Expectations

Readings: No Advanced Reading
Video: Harvard Divinity School: Feminist Theology I –
Elisabeth Schüssler Fiorenza, Judith Plaskow, and Carol
Christ:
[http://www.hds.harvard.edu/wsrp/scholarship/rfmc/rfm_vid
eo2.htm](http://www.hds.harvard.edu/wsrp/scholarship/rfmc/rfm_vid
eo2.htm)

8/19

Methodological Approaches/ Contemporary Scholarship

What Can We Learn from the Academic Study of Women in Early
Christianity? Our Sources and Methodologies

Readings: Fiorenza, "Towards a Feminist Critical Hermeneutics,"
(Handout)
Alexandre, "Early Christian Women," (Handout)

Week 2

8/24

Cultural and Social Contexts of Early Christianity

**From the Jesus Movement and Judaism to New Testament and
Christian Origins, Part I: Greco-Roman World**

Readings: Kraemer & D'Angelo, 13-34, 80-102

8/26

Cultural and Social Contexts of Early Christianity

**From the Jesus Movement and Judaism to New Testament and
Christian Origins, Part II: Jewish Culture and Traditions**

Readings: Kraemer & D'Angelo, 35-49

Week 3

8/31

Women in the Gospels I: Mark, Part 1

Readings: Kraemer & D'Angelo, 105-149 (esp. 129-149)
*Mark (focus on 15:40-41, 47; 16:1-8; 1:29-31, 5:21-43,
7:24-30, 12: 41-44; 14:1-11; 14:66-70)*

9/2

Women in the Gospels I: Mark, Part 2

Readings: Focus on the following stories in Mark:
Jairus' Daughter (Mk 5:21-24; 35-43)
Woman with Flow of Blood (Mk 5:25-34)

Week 4

9/7

Women in the Gospels II: John, Part 1

Readings: Kraemer & D'Angelo, 105-149 (esp. 129-149)
*John (focus on 2:1-11; 4:1-42; 11:1-44, 12:1-8; 19:25-27;
20:1-18)*

9/9

Women in the Gospels II: John, Part 2

Discussion Leaders/Presenters on John:

1. Samaritan Woman (Jn 4:1-42) =

2. Jesus appears to Mary Magdalene (Jn 20:1-18) =

Week 5

- 9/14 **Women in the Gospels: III: Matthew, Part 1**
Readings: Kramer & D'Angelo, 171-195
 Matthew (focus on 1:1-2:23; 9:18-19, 20-22, 23-26; 15:21-28; 22:23-33; 27:55-56; 27:61; 28:1-8)
- 9/16 **Women in the Gospels: III: Matthew, Part 2**
Discussion Leaders/Presenters on Matthew:
 1. Canaanite Woman (Mt 15:21-28 cf. Mk/Lk) =
 2. Women at the Cross, Burial, Tomb (Mt 27:55-56, Mt 27:61, Mt 28:1-10 cf. Mk/Lk/Jn) =

Week 6

- 9/21 **Women in the Gospels: IV: Luke, Part 1**
Readings: Kramer & D'Angelo, 180-195
 Luke (focus on 1:1-2:52; 8:40-42, 49-56; 8:43-48; 20:27-40; 23:49; 23:55-56; 24:1-11)
- 9/23 **Women in the Gospels: IV: Luke, Part 2**
Discussion Leaders/Presenters on Luke:
 1. Mary and Elizabeth in the Infancy Gospel (Lk 1-2 cf. Mt 1-2) =
 2. Woman with the Ointment (Lk 7:36-50 cf. Mk 14:3-9, Mt 26:6-13; Jn 12:1-8) =

Week 7

- 9/28 **Women in Luke-Acts**
Readings: *Acts of the Apostles (focus on Sapphira 5:1-11, Tabitha 9:36-43, Lydia 16:13-15, 40 and Drusilla and Bernice 24, 25)*
- 9/30 **Short Exam 1 - ☺ (Show off your knowledge!)**
Geneva Conference – Dept. Secretary will proctor the exam

Week 8

- 10/5 **Paul on Men, Women, and Angels, Part 1**
Readings: Kramer & D'Angelo, 199-235
 Galatians 3, esp. 3:28
 1 Corinthians, esp. 5, 7; 11:2-11 (cf. Genesis 6:1-8; 1 Enoch 6-7); 14:33-36

- 10/7 **Paul on Men, Women, and Angels, Part 2**
Discussion Leaders/Presenters:
 1. Gal 3, esp. 3:28; 1 Cor 7 =
 2. 1 Cor 11:2-11 (cf. Gen 6:1-8; 1 En 6-7) =
 Week 9
- 10/12 **Gender and Authority in Pauline Literature, Part 1**
Readings: Kramer & D'Angelo, 236-253
 Clark, 77-88
 Karen Torjesen, "Preachers, Pastors, Prophets, Patrons"
 (Handout)
Acts of Thecla – (Handout)
1 Corinthians 16:19 (On Prisca)
Acts of the Apostles 18:1-28 (On Prisca)
Romans 16: 1-16 (On Prisca)
- 10/14 **Gender and Authority in Pauline Literature, Part 2**
Discussion Leaders/Presenters:
 1. 1 Timothy =
 2. Acts of Thecla =
 Week 10
- 10/19 **Fall Break – No Classes ☺**
- 10/21 **Women's Leadership in the Early Church, Part 1**
Readings: Kramer & D'Angelo, 300-329
 Ross Kraemer, "Women's Leadership and Offices in
 Christian Communities" (Handout)
Didascalia Apostolorum – Chpts. 15-16 (online)
Hippolytus' Apostolic Tradition – Chapters 18-21(online)
 Week 11
- 10/26 **Women's Leadership in the Early Church, Part 2**
Discussion Leaders/Presenters:
 1. *Didascalia Apostolorum*, chpts. 15-16 =
 2. *Apostolic Tradition* – chpts. 18-21 =
- 10/28 **Women and Sexuality in Early Christianity I: Virginity and Marriage**
Readings: Clark, 27-75 (focus on ideas on virginity and marriage)
 Elizabeth Clark, "Devils' Gateway and the Bride of Christ:
 Women in the Early Christian World" (Handout)
 Karen Torjesen, "The Penetrator and the Penetrated" (ER)
 Week 12

11/2 **Women and Sexuality in Early Christianity II: Creation and the Fall**
Readings: Clark, 27-75 (focus on creation and the fall)
Genesis 1-3
John Chrysostom, Discourse 5 on Genesis
John Chrysostom, Homily 12 on 1 Corinthians

11/4 **Women and Sexuality in Early Christianity II: Virginitly, Marriage, Creation and the Fall**
Discussion Leaders/Presenters:
1. **Genesis 1-3 =**
2. **John Chrysostom, Discourse 5 on Genesis =**

Week 13

11/9 **Images of the Feminine in Gnosticism, Part 1**
Readings: Kraemer & D'Angelo, 257-299
Elaine Pagels, "Introduction" and "God the Father/ God the Mother" (Handout)
Pheme, Perkins, "Sophia as Goddess" (Handout)
Madeleine Scopello, "Jewish and Greek Heroines in the Nag Hammadi Library" (Handout)
Douglas Parrott, "Response to 'Jewish and Greek Heroines in the Nag Hammadi Library' by Madeleine Scopello," (Handout)
Hypostasis of the Archons (online: <http://www.gnosis.org>)
Thunder Perfect Mind (online: <http://www.gnosis.org>)

11/11 **Images of the Feminine in Gnosticism, Part 2**
Discussion Leaders/Presenters:
1. **Hypostasis of the Archons =**
2. **Thunder Perfect Mind =**

Week 14

11/16 **Women and the Gnostic Traditions: Mary Magdalene, Part 1**
Readings: Karen King, The Gospel of Mary of Magdala (Handout)
Esther De Boer, The Mary Magdalene Cover-Up (Handout)
Gospel of Mary
Gospel of Philip
Gospel of Thomas
Re-read Mark 5:21-43; 6:7-13; 7:24-30; 8:34-9:8; 14:3-9; 15:40-16:8

11/18 **Women and the Gnostic Traditions: Mary Magdalene, Part 2**
Discussion Leaders/Presenters:
1. **Gospel of Mary =**
2. **Gospel of Philip =**
3. **Gospel of Thomas =**

Week 15

- 11/23 **Short Exam 2 ☺ (WOW me with your studying skills!)**
SBL Conference – Dept. Secretary will proctor the exam
- 11/25 **US Thanksgiving – No Classes ☺**

Week 16

- 11/30 **Virgins, Martyrs, Ascetics, and Reformed Harlots, Part 1**
Readings: Clark, 97-155, 235-243
Susanna Elm, "Virgins of God" (Handout)
Sebastian Brock and Susan Ashbrook Harvey, *Holy Women of the Syrian Orient* (Handout)
Martyrdom of Perpetua and Felicitas (Handout)
Gregory of Nyssa, Life of St. Macrina (Selections) (Handout)
Protevangelium of James
- 12/2 **Virgins, Martyrs, Ascetics, and Reformed Harlots, Part 2**
Discussion Leaders/Presenters:
1. **Martyrdom of Perpetua and Felicitas =**
 2. **St. Gregory's Life of Saint Macrina =**
 3. **Protevangelium of James =**

68

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 12/06/2011 (mm/dd/yyyy)

Department Initiating Request:
Philosophy and Religious Studies

Faculty Member Requesting:
Fred Downing

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
REL 3505

Proposed New Course Title:
Varieties of Early Christianity

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Varieties Early Christianity

Semester/Year to be Effective:
Fall 2012

Estimated Frequency of Course Offering:
two year rotation

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 study of variety in early Christian thought and practice in the first three centuries of the Common Era with a focus on an examination of extra-canonical literature.

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: The addition of this course will allow majors further opportunity to interpret and analyze a major religious tradition.

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. SOIs, student surveys, and alumni surveys

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

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. exit surveys given to graduating seniors
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Exams and papers will be collected as part of the on-going evaluation of student examinations and research papers using rubrics.
- Other:

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

Approvals:	
Dept. Head: <i>Fred R. Danner</i>	Date: <i>12/12/11</i>
College/Division Exec. Comm.: <i>Angie Richards</i>	Date: <i>12/16/11</i>
Dean/Director: <i>Angie Richards</i>	Date: <i>12/16/11</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Department of Philosophy & Religious Studies

REL 3505

Varieties of Early Christianity

Valdosta State University – Fall Semester 2012

Lectures: Tuesdays & Thursdays 11:00-12:15 pm

Location: West Hall 147

Instructor: Dr. Lily Vuong

Email: lcvuong@valdosta.edu

Office: 102 Georgia Street (Brown House; Second Floor)

Office Hours: Mondays and Wednesday 1:00-3:00 pm or by appointment

Phone: 229-249-4959

Course Description: A study of variety in early Christian thought and practice in the first three centuries of the Common Era with a focus on an examination of extra-canonical literature.

Content and Course Objectives:

This course explores the variety in early Christian thought and practice in the first three centuries of the Common Era with a focus on examining extra-canonical literature found in writings categorized as New Testament Apocrypha and the Nag Hammadi Library. In doing so, we will be concerned with the types of genres of literature produced by Christians and the Jewish and Greco-Roman literary contexts which helped shape and form them. We will ask, for instance, how Greek language and culture has influenced these apocryphal and gnostic writings in terms of their function and purpose. We will also focus our attention on discussing and comparing the various forms of Christian belief and practice reflected in these writings. In the process of discussing the diversity of early Christianity, we will need to address theoretical and historiographical issues surrounding what has traditionally been labeled as “orthodoxy” and “heresy” and to address the place and role of extra-canonical material in the history of biblical interpretation.

Course Outcomes:

1. Students will interpret and analyze primary sources from antiquity including the various genres of literature found in extra-canonical literature.
2. Students will apply critical and analytical skills to the theoretical issues and problems surrounding the ideas of “orthodoxy” and “heresy” in this period.
3. Students will identify and evaluate their own self-understanding in the context of the complexity of the development of early Christianity.
4. Students will create independent research using the texts and issues of this period.
5. Students will demonstrate a working familiarity with current research methods utilizing topics from this era.

Required Texts:

- Bart D. Ehrman, *Lost Christianities: The Battle for Scripture and Faiths We Never Knew* (Oxford: Oxford University Press, 2003) (LC).

- Bart D. Ehrman, *Lost Scriptures: Books that Did Not Make It into the New Testament* (Oxford: Oxford University Press, 2003) (LS).
- Arland J. Hultgren and Steven A. Haggmark, eds. *The Earliest Christian Heretics: Readings from their Opponents* (Minneapolis: Fortress Press, 1996, repr. 2008) (TECH)
- Additional Readings will be available on Blazeview or in class.

Recommended Texts:

- Wayne A Meeks, ed., *HarperCollins Study Bible with Apocrypha* or *Oxford Study Bible with Apocrypha*

Requirements and Evaluation:

- | | | |
|---|-----|--------------------------------------|
| 1. Attendance & Participation: | 15% | Due: Every Class! ☺ |
| 2. Primary Source Presentations: | 20% | Due: According to Sign-Up |
| 3. Group Book Review
Presentation and Written Review | 30% | Due: According to Sign-Up |
| 4. Paper Outline and Annotated Bibliography | 10% | Due: Tues., November, 1, 2011 |
| 5. Final Paper: | 25% | Due: Thurs., December 1, 2011 |

Participation (15%):

Class preparation, attendance, and participation in class are an integral part of your learning in this course. Since the nature of a senior seminar requires us to cover a substantial amount of material over a short period of time, it is critical that you attend all classes. Missing more than **three** classes will severely affect your grade. In the event that you are unable to attend class, you must inform me of your legitimate reason before midnight on the night before class by email. Please come prepared to discuss both primary (always in *italics*) and secondary sources (always in plain type) in depth. You may wish to prepare questions about issues you did not understand or that you wish to explore together more fully. Note that participation in discussion during student presentations is mandatory and will be carefully monitored.

*****Please note that cell phone usage (calls, texts, games, etc.) will not be allowed in my class and that you will be asked to leave if found breaking this rule.**

Presentations (20%):

Each student will be assigned one in-class presentation (30 mins.). Presentations involve the discussion of one primary source (e.g., Gospel of Peter) as well as the correlating chapter (secondary source) found in Ehrman (e.g., Chapter One). As the “expert” on their selected topic, students will be expected to take an active role in engaging their fellow students in critical discussion of both primary and secondary sources.

I will send around a sign-up sheet during our first class with specific readings and topics.

*When discussing primary sources students should consider the following while preparing:

- Provide background to passage – Authorship? Audience? Genre? Reception?
- Situate passage within the larger context of the given work

- Considers its connections to the general thematic and historical issues raised by readings and discussions in class

*When discussing **secondary sources** students should consider the following while preparing:

- Summarize, evaluate, examine argument and evidence
- Consider perspective, agenda, and assumptions of author
- Critique – What is persuasive/problematic about Ehrman's argument? What are his strengths/weaknesses?

Group Book Review (15% presentation; 15% written review = 30%):

You will present a book review in groups of four or five on one of the following books:

1. Esther De Boer, *Mary Magdalene Cover-Up: The Sources Behind the Myth* (T&T Clark, 2007)
2. Elaine Pagels, *The Gnostic Gospels* (Vintage, 1989)
3. Karen King and Elaine Pagels, *Reading Judas: The Gospel of Judas and the Shaping of Christianity* (Viking Press, 2007)
4. April De Conick, *The Thirteenth Apostle: What the Gospel of Judas Really Says* (Continuum, 2009)

You will also submit a written review of the book (3-4 pages) due one week after the group presentation.

Paper Outline and Annotated Bibliography (10%)

Each student will submit a paper outline which will include an outline of their final paper and a full annotated bibliography. You must use MLA, SBL, or Chicago citations and be consistent.

Final Paper (25%):

Each student is expected to submit a final paper (8-10 pages in length; 2500-3000 words).

Paper Topic:

Detailed Literary and Historical Analysis of a Single Non-canonical Gospel, Acts, Letter, or Apocalypse.

Examine a non-canonical gospel, acts, letter, or apocalypse discussed in our class and offer a close literary analysis of its contents. Consider its literary categorization and whether or not its literary characteristics are consistent or inconsistent with what we know of its genre. Next, assess the text within the Jewish and Greco-Roman literary context in order to determine possible influences on this writing. Lastly, consider and discuss the possibly reasons for the text's exclusion from the Bible.

Due Date: Thursday, December 1, 2012

**** Note that late papers will be penalized at 5% per day.**

74

Grading System

All assignments must be submitted by the due date. Late assignments will not be accepted except in the case of medical or family emergencies. Documentation for such cases is mandatory. Final course grades will be assigned according to the following scale: 100-97=A+, 96-93=A, 92-90=A-, 89-87=B+, 86-83=B, 82-80=B-, 79-77=C+, 76-73=C, 72-70=C-, 69-67=D+, 66-63=D, 62-60=D-, 59-0=F.

Statement Concerning Academic Standards

Academic dishonesty will be dealt with as severely as possible. Cheating will not be tolerated. You are responsible for doing your own work, and for knowing all University policies concerning cheating, plagiarism, and other forms of academic dishonesty. In accordance with the policies of VSU, I will report violations to the Office of the Dean of Students, which is charged with responding when students are accused of committing a violation of the academic dishonesty policy. At the very least, students found guilty of academic dishonesty will fail this course.

Definition of scholastic dishonesty:

Scholastic dishonesty is any act that violates the rights of another student with respect to academic work or that involves misrepresentation of a student's own work. Scholastic dishonesty includes (but is not limited to) cheating on assignments or examinations; plagiarizing (misrepresenting as one's own anything done by another); engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting the same or substantially similar papers (or creative work) for more than one course without consent of all instructors concerned; obtaining dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing records of academic achievement; depriving another of necessary course materials or sabotaging another's work.

If you have any questions or doubts about specific cases of documentation or citation, please ask me. If you have general questions about what constitutes scholastic dishonesty or wish to review the University policy, see the VSU guidelines at:

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

Students with Disabilities

Any student with a documented disability condition (e. g. physical, learning, psychiatric, systemic, vision, hearing, etc.) who needs to arrange reasonable accommodations should contact the instructor and registered with the Access Office for Students with Disabilities (1115 Nevins Hall) at:

- 245-2498 (voice)
- 219-1348 (tty)

Campus Writing Resources

There is a valuable resource on campus to assist with writing. This service is not only for students who require assistance with grammar or organization; it is also highly recommended for

strong writers who wish to learn how to write even more effectively. Note, however, that tutorials are by appointment only; don't expect immediate help or help at the last minute! The Student Success Center is located in Langdale Residence Hall and can be reached at 333-7570.

COURSE OUTLINE AND READINGS

Week 1

8/16 **Introduction to the Course – My Expectations, Your Expectations**
Review of Syllabus

8/18 **Scholarship on Diversity in Early Christianity**
Scholarly theories on “orthodoxy” and “heresy”
Genres in Early Christian Literature
Readings: Schneemelcher, 10-34 (Blazeview)

Week 2

8/23 **Problems in the Study of “Orthodoxy” and “Heresy”**
Readings: Ehrman (LC), ix-12; 159-180

8/25 **Apostolic Heretics – Simon Magus and the Simonians**
Readings: Hultgren & Haggmark (TECH), 15-27

Week 3

8/30 **Origins of Gnosticism, Part I**
Readings: Ehrman, (LC), 113-134

9/1 **Origins of Gnosticism, Part II**
Readings: *Justin, Dialogue with Trypho*
 Eusebius, Ecclesiastical History
 Hippolytus, Refutation of All Heresies
 (TECH, 37-48 [chapter 5]).

Week 4

9/6 **Gospels and Stories about Jesus: Gospel of Thomas**
Readings: Ehrman (LC), 1-8; 47-66
 Gospel of Thomas [Ehrman, (LS), 19-28]

9/8 **Gospels and Stories about Jesus: Infancy Gospel of Thomas**
Readings: *Infancy Gospel of Thomas* [Ehrman (LS), 57-62]

Week 5

9/13 **Gospels about Jesus' Death and Resurrection: Gospel of Peter and Nicodemus**

Readings: Ehrman, (LC), 9-28
Gospel of Peter [Ehrman (LS), 31-34]
Gospel of Nicodemus – Blazeview

9/15 **Gospels about Mary of Magdala**

Readings: *Gospel of Mary* [Ehrman, (LS), 35-37]
Clips from Dan Brown's *The Da Vinci Code*

Week 6

9/20 **Gospels about Mary of Magdala**

Readings: *Gospel of Philip* [Ehrman, (LS), 38-44]

9/22 **Group A Presentation:** Book Review of Esther De Boer, *Mary Magdalene Cover-Up: The Sources Behind the Myth* (T&T Clark, 2007)

Week 7

9/27 **Group B Presentation: Book Review of Elaine Pagels, *The Gnostic Gospels***

9/29 **Gospel of Judas: A Lost Gospel?**

Readings: *Gospel of Judas* - Blazeview

Week 8

10/4 **Group C Presentation:** Book Review of Elaine Pagels and Karen King, *Reading Judas: Gospel of Judas and the Shaping of Christianity*

10/6 **Group D Presentation:** Book Review of April De Conick, *The Thirteenth Apostle: What the Gospel of Judas Really Says*

Week 9

10/11 **Jewish-Christian Gospels: Gospel of the Ebionites**

Readings: Ehrman, 91-103
TECH, 116-122 (chapter 13)
Gospel of the Ebionites [Ehrman (LS), 12-14]

10/13 **More Jewish-Christian Gospels: Gospel of the Nazareans, Hebrews, and Egyptians**

Readings: *Gospel of the Nazareans* [Ehrman (LS), 9-11]
Gospel of the Hebrews [Ehrman (LS), 15-16]
Gospel of the Egyptians [Ehrman (LS), 17-18]

Week 10

- 10/18 **Marcion and Marcionism**
Readings: Ehrman (LC), 103-112
 TECH, 101-115 (Chapter 12)
- 10/20 **Infancy Gospel of James: A Jewish-Christian Gospel?**
Readings: Ehrman (LC), 63-72
 Vuong, "Let us Bring Her Up" - Blazeview

Week 11

- 10/25 **Fall Break – No Classes ☺**
- 10/27 **Apocryphal Acts: Acts of Paul and Thecla**
Readings: Ehrman (LC), 29-46
 Acts of Paul [Ehrman (LS), 109-112]
 1 Corinthians

Week 12

- 11/1 **Acts of Thecla Continued**
Readings: Ehrman (LC), 29-46 (reread)
 Acts of Thecla [Ehrman (LS), 113-121]
 1 Timothy
- 11/3 **Apostolic Adventure: Acts of John**
Readings: Acts of John [Ehrman (LS), 93-108]

Week 13

- 11/8 **Apocalyptic and Revelatory Genre**
Readings: John Collins, *Apocalyptic Imagination*, Selections -
 Blazeview
- 11/10 **Other Worldly Journeys: Apocalypse of Peter**
Readings: *The Apocalypse of Peter* [Ehrman (LS), 280-287]

Week 14

- 11/15 **Interpretation of Genesis, Part 1: Apocalypse of John**
Readings: *The Apocalypse of John* Ehrman (LS), 297-306
- 11/17 **Interpretation of Genesis, Part 2: The Hymn of the Pearl**
Readings: *The Hymn of the Pearl* [Ehrman (LS), 324-328]

Week 15

11/22 **SBL Conference – No Classes ☹**

11/24 **US Thanksgiving – No Classes ☺**

Week 16


11/29 **Conclusion: From Tradition to Canon and Scripture**
Readings: Ehrman (LC), 229-258

12/1 **Final Paper Due**

Memorandum

*Approved
AP/CL 12/11/11*

To: Connie Richards
Dean, College of Arts and Sciences

From: Robert Gannon 
Department Head, Biology

Subject: Catalog Change – AP & IB scores

Date: Dec 7, 2011

The Department of Biology has decided to recommend changes to the catalog (pages 22 – 24 of 2011 catalog) that will allow high school students to get credit for BIOL 1108 as the current catalog only allows for the students to get credit for BIOL 1107. The new recommendations are as follows:

Minimum requirements for college equivalencies are:

AP exam score of 4 or 5 allows for both BIOL 1107 and BIOL 1108 credit

IB score of 5 on HL or 6 for SL to get credit for BIOL 1107

IB score of 6 on HL or 7 on SL to get credit for both BIOL 1107 and BIOL 1108

RECEIVED

REQUEST FOR A NEW COURSE Valdosta State University		NOV 14 2011 VALDOSTA STATE UNIVERSITY GRADUATE SCHOOL
Date of Submission: 9/6/2011 (mm/dd/yyyy)		
Department Initiating Request: Curriculum, Leadership, and Technology	Faculty Member Requesting: D. Eric Archer, PhD, AMFT	
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) LEAD 7999	Proposed New Course Title: Thesis in Educational Leadership Proposed New Course Title Abbreviation: (For student transcript, limit to 30 character spaces) Thesis	
Semester/Year to be Effective: SP 2012	Estimated Frequency of Course Offering: As Needed Each Semester	
Indicate if Course will be : <input type="checkbox"/> Requirement for Major <input checked="" type="checkbox"/> Elective		
Lecture Hours: 0	Lab Hours: 0	Credit Hours: 1-3
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.) Completion of an original research project in the student's major area under the direction of a department thesis committee. Prerequisite: Admission to M.Ed. Program in Educational Leadership and permission of advisor.		
Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data. <input checked="" type="checkbox"/> Improving student learning outcomes: Students will have the opportunity to apply content learned during degree program to completion of an original research study in the student's area of interest. <input type="checkbox"/> Adopting current best practice(s) in field: <input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: <input checked="" type="checkbox"/> Other: Completion of a masters thesis will provide important research skills for those students who plan to continue advanced graduate study at the doctoral level.		
Source of Data to Support Suggested Change: <input checked="" type="checkbox"/> Indirect Measures: SOIs, student, employer, or alumni surveys, etc. The desire to provide a thesis option for completion of the Higher Education Leadership MEd degree is based on student requests for an alternative to the portfolio. This alternative project would allow them to complete an original research study on a topic relevant to their future career goals in higher education and student affairs. <input type="checkbox"/> Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)		

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

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. The program will assess the effectiveness of a Higher Education Leadership thesis option through feedback from students and faculty thesis committee members participating in the process and from reports by alumni who complete the thesis option on future outcomes related to their career goals.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The final thesis project itself as well as subsequent publication of student research will serve as direct measures of the skills learned through the process of completing the thesis option.

Other: Other indirect measures such as the number of thesis option students enrolled in advanced graduate study (PhD/EdD) or who report successful application of research skills learned through the completion of thesis in their careers after graduation from the MEd program will also serve as an indication of the effectiveness of the thesis option.

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

Approvals:		
Dept. Head:	<i>[Signature]</i>	Date: 11/11/2011
College/Division Exec. Comm.:	<i>Kala He</i>	Date: 11/11/2011
Dean/Director:	<i>Kala He</i>	Date: 11/11/2011
Graduate Exec. Comm.: (for graduate course):		Date:
Graduate Dean: (for graduate course):		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

LEAD 7999
Thesis in Educational Leadership
One to Three (1-3) Semester Hours

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

Conceptual Framework: Guiding Principles

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

Positively Impacting Learning through Evidence-Based Practices

Required Textbooks

APA Manual (latest edition)

VSU Thesis Guidelines

Selected readings designated by the instructor and student

Course Description

Development and defense of the thesis. May be repeated.

Instructor

D. Eric Archer, PhD, AMFT

Department of Curriculum, Leadership, and Technology

Dept Phone: 229.333.5633

Dept Fax: 229.259.5094

Email: dearcher@valdosta.edu

Office Hours: Tuesday and Thursday, 9 am-1 pm; Wednesday, 1-3 pm

College of Education Conceptual Framework Standards (CFS)

The educational leader will:

1. Facilitate the development, articulation, implementation, and stewardship of vision of learning that is shared and supported by the school community.
2. Advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.
3. Ensure management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4. Collaborate with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Act with integrity, fairness, and in an ethical manner.
6. Understand, respond to, and influence the larger political, social, economic, legal, and cultural context.
7. Synthesize and apply knowledge and skills learned in standards 1-6 in real settings under the guidance of university supervisors and school personnel.

Course Objectives

The student will:

- Collect data following approved procedures.
- Analyze research data.
- Report research findings.
- Demonstrate effective oral and written communication skills.

Course Activities / Assignments / Requirements

A number of course activities are inherent in completion of the processes and products described in the Course Evaluation methods generally described below. These activities include: Research and Writing (Course objectives 1-4) and Revision by Expert and Self (Course objectives 1-4).

Course Evaluation

1. Thesis (70%)

Written description of an applied research study. Criteria for evaluation: contains all pertinent elements (statement of problem, comprehensive literature review, procedures, data collection, analysis, and conclusions), APA format used, written in clear and grammatically correct language, submitted on due date. All work for the dissertation is conducted independently by the student in the field. Guidance is provided through online and other communications with the Thesis Committee Chairperson and Thesis Committee.

2. Thesis Defense (30%)

Oral summary and critique of applied research study. Criteria for evaluation: includes pertinent content, effective showmanship and use of visuals, presented in clear and grammatically correct language, presented on due date.

Grading Scale

Quality is expected in all products and performances. Given the percentage totals above, final grades will be assigned accordingly: S/U

Participation Policy

Because students are being prepared to accept professional duties and responsibilities, attendance decisions are viewed as critical to developing professionalism.

Special Needs Statement

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

Policy Statement on Plagiarism (Dewar College of Education)

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

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

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

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

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

FIRST OFFENSE:

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

SECOND OFFENSE:

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

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

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

RECEIVED

DEC 14 2011

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 11/29/2011 (mm/dd/yyyy)

Department Initiating Revision:
Kinesiology & Physical Education

Faculty Member Requesting Revision:
Dr. LaGary Carter

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
KSPE 4510 Exercise Physiology Practicum

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

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: Prerequisites: Acceptance into the Exercise Physiology Program and a minimum cumulative GPA of 2.5 for completed courses within the professional program. The student must have a current CPR card, professional liability insurance, and completed graduation checklist returned from the registrar.

Co-requisites:

Course Description: Designed to evaluate, review, and master the competencies required for the clinical or applied exercise physiologist prior to enrollment in KSPE 4550 Exercise Physiology Internship. Each student is required to sit for at least one of the following professional certification examinations: American College of Sports Medicine Health Fitness Instructor, Exercise Specialist, or the National Strength and Conditioning Association National Strength and Conditioning Specialist. The certification examinations may be taken within the last two semesters of study as specified by each professional organization.

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: Prerequisites: Acceptance into the Exercise Physiology Program. The student must have a completed graduation application and checklist returned from the registrar.

Co-requisites:

Course Description: Designed to evaluate, review, and master the competencies required for the clinical or applied exercise physiologist prior to enrollment in KSPE 4550 Exercise Physiology Internship. Each student is required to sit for at least one of the following professional certification examinations: American College of Sports Medicine Health Fitness Specialist or Certified Exercise Specialist, or the National Strength and Conditioning Association Certified Strength and Conditioning Specialist. The certification examination may be taken within the last two semesters of study as specified by each professional organization.

Semester/Year to be Effective:
Fall 2012

Estimated Frequency of Course Offering:
Fall Spring Summer

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other:

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The current student grading system is Satisfactory (S) or Unsatisfactory (U).

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

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The grading system will be changed to the standard A, B, C, D or F method to provide a more qualitative assesement of each student's knowledge, skills and abilities.

Approvals:	
Dept. Head: <i>M. Sullivan</i>	Date: 12-7-11
College/Division Exec. Comm.: <i>[Signature]</i>	Date: 12/7/11
Dean/Director: <i>[Signature]</i>	Date: 12/7/11
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

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

Current Catalog Page Number:
232-234

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

Degree & Program Name:
(e.g., BFA, Art): Exercise
Physiology (BSEP)

Present Requirements: Admission Requirements
Completion of Area A-F of Core Curriculum
Minimum cumulative GPA of 2.50
Minimum of "C" in all prerequisite courses
within the BSEP program
Successful completion of the Regents' Testing
Program
Admission to the Major form signed by BSEP
program coordinator

Retention Requirements
The student's grade point average in all
Bachelor of Science in Exercise Physiology
coursework at the 3000 and 4000 level must be at
least 2.50 in order for the student to be allowed
to enroll in either KSPE 4510 or KSPE 4550.

**Proposed Requirements (Underline changes
after printing this form:**
Admission Requirements
Completion of Area A-F of Core Curriculum
Minimum cumulative GPA of 2.75 overall
Minimum grade of "C" in all Area A, D and F core
requirements

Retention Requirements

Any student receiving two grades below a "C" in
any of the BSEP coursework at the 3000 and
4000 level constitutes dismissal from the
Exercise Physiology program.

Justification:

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

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

Other:

According to the Commission on the Accreditation of Allied Health Education Programs (CAAHEP) Exercise Physiology is a discipline that includes clinical exercise physiology and applied exercise physiology. Applied Exercise Physiologists manage programs to assess, design, and implement individual and group exercise and fitness programs for apparently healthy individuals and individuals with controlled disease. Clinical Exercise Physiologists work under the direction of a physician in the application of physical activity and behavioral interventions in clinical situations where they have been scientifically proven to provide therapeutic or functional benefit. The curriculum changes proposed are an effort to prepare the Exercise Physiology program for CAAHEP accreditation and endorsement by the American College of Sports Medicine (ACSM), and the National Strength & Conditioning Association (NSCA).

Source of Data to Support Suggested Change:

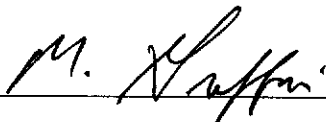
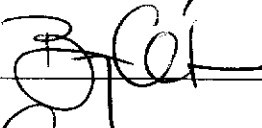

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Each student is evaluated by their respective site supervisor upon completion of the KSPE 4550 Internship course. In addition, each student completes an evaluation of the EP program and the internship experience.

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

Data Sources:

- Indirect measures:** SOIs; student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Prior to the completion of the KSPE 4550 Internship "capstone" course, each student is required to sit for a professional certification exam through the American College of Sports Medicine (ACSM) or the National Strength and Conditioning Association (NSCA). The results of the exam are analyzed regarding the student's performance in various categories. This data will assist us in identifying curriculum content areas that are in need of modification or improvement.

Approvals:

Department Head:		Date: 12-7-11
College/Division Exec. Committee:		Date: 12/7/11
Dean(s)/Director(s):		Date: 12/7/11
Grad. Exec. Committee: (for graduate course)		Date:
Graduate Dean: (for graduate course)		Date:
Academic Committee:		Date:



Valdosta State
University®

A Regional University of the University System of Georgia



November 29, 2011

Dr. Phil Gunter
Vice President for Academic Affairs
West Hall

Re: Curriculum Course Prerequisites
Exercise Physiology Program

Dr. Gunter:

This letter is an official request to make the following en masse course prerequisite change, within the Exercise Physiology curriculum, for the 2012 - 2013 undergraduate catalog.

The phrase "*grade of C or higher in all prerequisite courses*" should be added to the prerequisite criteria for the following courses: KSPE 4080, KSPE 3010, KSPE 3200, KSPE 3410, KSPE 4070, KSPE 3011, KSPE 3020, KSPE 3650, KSPE 4210, KSPE 3050, KSPE 4040, KSPE 4130, KSPE 4510 and KSPE 4550. However, any specific course(s) required as a prerequisite will remain.

Respectfully submitted,

LaGary

Dr. LaGary Carter
Coordinator, Exercise Physiology Program

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

Core Curriculum

Senior Curriculum

Graduate Curriculum

Other Curriculum

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

Current Catalog Page Number:
236

Proposed Effective Date for Curriculum Change:
(Month/Year): August/2012 for entering freshmen. *SEE NOTE

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

Present Requirements: Admissions Criteria:

Students may declare the major in athletic training as enrolling freshmen and then formally apply to the program during the fall semester of their sophomore year. Admission to the program is limited by the number of available clinical positions. Applicants will be accepted each year according to the criteria listed below.

1. Overall grade point average
A student must have a 2.75 overall grade point average (includes transferred coursework) at the time of enrolling in KSPE 2050 Introduction to Athletic Training.
 2. Course work
 - a. Forty-five semester hours completed
 - b. KSPE 2050 Introduction to Athletic Training, KSPE 2151 Advanced First Aid/CPR, BIOL 2651 with grades of "C" or better
 - c. Regents' Examination passed
 3. Directed Observation
 - a. 50 hours Directed Observation
 - b. Clinical Skills proficiency
 - c. Demonstration of punctuality, professionalism, and responsibility
 4. Successful Interview
 5. Favorable Recommendations – three non-familial sources
- Disclaimer: Fulfillment of the eligibility requirements does not guarantee admission to the program.

Proposed Requirements (Underline changes after printing this form: Note: FOR INCOMING FRESHMEN ONLY: Admissions Requirements: Students declare the major in athletic training as enrolling freshmen and formally begin the application process to the program during the fall semester of their freshmen year. Admission to the program is limited by the number of available clinical positions. Applicants will be accepted each year according to the criteria listed below.

1. Overall grade point average
A student must have a 2.75 overall grade point average (includes transferred coursework) after the completion of all prerequisite/application required coursework.
2. Course work
 - a. Twenty-four semester hours completed.
 - b. KSPE 2050 (Introduction to Athletic Training), KSPE 3430B (Kinesiology), KSPE 4300 (Foundations of Injury Care and Prevention) with grades of "C" or better. The admissions process involves a two semester process.
3. Directed Observation
 - a. Rotations at each site fall and spring semester (number of rotations indicated in the syllabi for KSPE 2050 and KSPE 4300)
 - b. Clinical skills proficiency
4. Successful Interview (end of spring semester)
5. Favorable Recommendations – three non-familial sources
6. Required admissions paperwork completed to include criminal background check (as a part of KSPE 2050). (The type of criminal background check to be made available in the syllabus for KSPE 2050.)
7. Must provide own transportation to clinical education sites.
8. Official Transcript

RECEIVED

2011 - 2011

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

9. Obtained Hepatitis B Vaccine inoculation or signed waiver.

10. Obtained documentation of student immunizations.

11. Attended OSHA training and abide by all OSHA regulations.

12. Able to meet the published technical standards of the program.

Disclaimer: Fulfillment of the eligibility requirements does not guarantee admission to the program.

NOTE: FOR EXISTING AND TRANSFER STUDENT FOR FALL 2012 ONLY.

Admissions Requirements:

Students may declare the major in athletic training as enrolling freshmen and then formally apply to the program during the fall semester of their sophomore year. Admission to the program is limited by the number of available clinical positions. Applicants will be accepted each year according to the criteria listed below.

1. Overall grade point average

A student must have a 2.75 overall grade point average (includes transferred coursework) at the time of enrolling in KSPE 2050 Introduction to Athletic Training.

2. Course work

a. Forty-five semester hours completed

b. KSPE Introduction to Athletic Training and BIOL 2651 with grades of "C" or better.

3. Directed Observation

a. three rotations at each on-site clinical education facility

b. clinical skills proficiency test

4. Successful Interview

5. Favorable Recommendations-three non-familial sources

6. Required admissions paperwork completed to include criminal background check (as a part of KSPE 2050). (The type of criminal background check to be made available in the syllabus for KSPE 2050)

7. Must provide own transportation to clinical education sites.

8. Official Transcript

9. Obtained Hepatitis B Vaccine inoculation or signed waiver.

10. Obtained documentation of student immunizations.

	<p><u>11. Attended OSHA training and abide by all OSHA regulations.</u></p> <p><u>12. Able to meet the published technical standards of the program.</u></p> <p>Disclaimer: Fulfillment of the eligibility requirements does not guarantee admission to the program.</p>
--	--

Justification:

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

Improve student learning outcomes: Students would begin the admissions process as incoming freshmen. We have a significant number of declared athletic training majors and the faculty would like to involve these students during their first semester. Some students that declare athletic training their major do not know all of the requirements of the major, nor do they have a true understanding of the athletic training profession. By having freshmen take KSPE (Introduction to Athletic Training) course in the fall of their freshmen year, they receive the beneficial information and can determine if they wish to continue towards admission into the program (which would include course work in the spring semester of the students' freshmen year) or if they wish to change their major. Moving KSPE 2050 to the first semester allows those students that are truly interested in the major an earlier opportunity to interact with faculty and current students in the program. In order to aid in the declared majors understanding of the curriculum, the athletic training education program classes that they will take should provide them with enough diversity so that students wishing to stay athletic training majors can gain a significant amount of understanding about what the curriculum will be like upon admission. Students that do not wish to continue as athletic training majors have the opportunity to change their major. We have a significant amount of declared freshmen each year. For some reason (i.e. overall GPA falls below the requirement to take Introduction to Athletic Training), we lose students before they begin the admissions process in the fall of the students' sophomore year (the current format). The faculty believes that it can provide structure and guidance to students early so that they have a better chance of being admitted into the program. Furthermore, students that decide that athletic training is not for them, can change majors after the fall semester, freshmen year. They can change their major based on factual information about the athletic training program and athletic training profession.

- 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.) The number of freshmen declared majors each year and the number of viable candidates during the fall of the students' sophomore year. This includes overall GPAs for students interested in the program.

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

Data Sources:

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

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The number of freshmen declared majors each year and the number of viable candidates during the fall of the students' sophomore year. This includes overall GPAs for students interested in the program.

Approvals:

Department Head:

M. Griffin

Date:

12-~~8~~-11

College/Division Exec. Committee:

[Signature]

Date:

12/7/11

Dean(s)/Director(s):

[Signature]

Date:

12/7/11

Grad. Exec. Committee:
(for graduate course)

Date:

Graduate Dean:
(for graduate course)

Date:

Academic Committee:

Date:

Form last updated: January 6, 2010

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

Core Curriculum

Senior Curriculum

Graduate Curriculum

Other Curriculum

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

Current Catalog Page Number:
232

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

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

Present Requirements:

Retention Requirements

1. Students must have:

- a. maintained an overall minimum GPA of 2.75. Students whose overall GPA falls below 2.75 will be placed on probation for one semester.
- b. obtained student liability insurance.
- c. obtained the Hepatitis B Vaccine inoculation.
- d. completed a pre-participation physical
- e. attended OSHA training and abided by all OSHA regulations.
- f. been able to meet the published technical standards of the program.

2. Students will be dismissed for any of the following reasons:

- a. overall GPA falling below 2.75 and inability to achieve this requirement after one semester of probation
- b. unsatisfactory clinical evaluation.
- c. unsatisfactory year-end evaluation.

3. Technical Standards

The VSU Athletic Training Program has specific technical standards that must be mastered prior to graduation. The Standards can be found on the Athletic Training Education website:

<<http://www.valdosta.edu/coe/kspe/athletictraining/index.shtml>>

Students must be aware that a grade of "D" or "F" in a major course may result in a delay of graduation. The course may be offered only once in an academic year. No mechanism exists, nor will one be devised, for making up the deficiency other than retaking the course when it is offered the next time.

Proposed Requirements

(Underline changes after printing this form:

Retention Requirements:

1. Students must have the following in order to participate in academic and/or clinical components of the program:

a. maintained an overall minimum GPA of 2.75. Students whose overall GPA falls below 2.75 will be placed on probation for one semester meaning that the student would not be able to participate in the clinical education portion of the academic program.

b. obtained the student liability insurance annually.

c. obtained the Hepatitis B Vaccine inoculation or signed waiver.

d. completed a pre-participation physical and passed annually.

e. attended OSHA training and abide by all OSHA regulations.

f. able to meet the published technical standards of the program.

2. Students will be dismissed for any of the following reasons:

a. overall GPA falling below 2.75 and inability to achieve this requirement after one semester of probation.

b. overall GPA falling below 2.75 a second time (once accepted into the program).

c. receiving two final course grades below a "C" in any major courses.

d. any violation provided in the program's policy and procedure manuals that results in dismissal.

RECEIVED

DEC 14 2011

OFFICE OF THE REGISTRAR
VALDOSTA, GEORGIA

3. Technical Standards

The VSU Athletic Training Education Program has specific technical standards that must be mastered prior to admission into the program. The Standards can be found on the Athletic Training Education Program website: <<http://www.valdosta.edu/coe/kspe/athletictraining/indx.shtml>>

Students must be aware that a final course grade below a "C" in a major course may result in a delay in graduation. The course may be offered only once in an academic year. No mechanism exists, nor will one be devised, for making up the deficiency other than retaking the course when it is offered the next time.

Justification:

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

Improve student learning outcomes: In order to stay on track in the program, the student would be required to maintain a certain overall GPA and/or maintain at least a grade of "C" or better in major courses of study. Students that fall below the required overall GPA would still have one probationary semester in which to bring the overall GPA above the minimum overall GPA. Students would be aware that a final course grade below a "C" on any major course would place them in a situation that required academic improvement because an additional final course grade below a "C" on any major course would result in dismissal from the program.

Adopting current best practice(s) in field: Students that fail to keep their overall GPA above the minimum requirement or students unable to bring their overall GPA above the minimum GPA after one semester of probation should indicate that the student is unable to be successful in the course/clinical work required in the program. Students that receive two final grades below a "C" on any major course of study indicates their inability to be successful in the course/clinical work required in the program.

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.) Students receiving final course grades below a "C" on major courses of study indicate that they are unable handle the course/clinical work required. Because courses are only offered once a year and no mechanism exists, nor will one be devised




to allow the course to be offered at different times, students delay graduation by a year for each course in which they are unsuccessful. The curriculum is designed for a student to graduate in 4 years if they enter VSU as a true freshman.

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

Data Sources:

- Indirect measures:** SOIs; student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Students receiving final course grades below a "C" on major courses of study indicate that they are unable handle the course/clinical work required. Because courses are only offered once a year and no mechanism exists, nor will one be devised to allow the course to be offered at different times, students delay graduation by a year for each course in which they are unsuccessful. The curriculum is designed for a student to graduate in 4 years if they enter VSU as a true freshman.

Approvals:

Department Head:		Date: 12-7-11
College/Division Exec. Committee:		Date: 12/7/11
Dean(s)/Director(s):		Date: 12/7/11
Grad. Exec. Committee: (for graduate course)		Date:
Graduate Dean: (for graduate course)		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

REQUEST TO DEACTIVATE A COURSE/PROGRAM

Valdosta State University

Date of Submission: 12/05/11

Department Initiating Deactivation:
Kinesiology and Physical Education

Semester & Year to be Effective:
Fall 2012

List of courses (or the program or track) to be deactivated: KSPE 2151 - Advanced First Aid and CPR for the Athletic Trainer.

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 By deactivating KSPE 2151, the program will be able to better utilize the 2 credit hours associated with the course. The content of the course will be redistributed to other courses within the curriculum.

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.)

RECEIVED

DEC 14 2011

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

101

Approvals:	
College/Division Exec. Comm.: <i>B. Ca</i>	Date: 12/7/11
Dept. Head: <i>M. Haffner</i>	Date: 12-7-11
Dean/Director: <i>B. Ca</i>	Date: 12/7/11
Graduate Exec. Comm.: (for grad course/program)	Date:
Graduate Dean: (for grad course/program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST TO DEACTIVATE A COURSE/PROGRAM

Valdosta State University

Date of Submission: 12/5/11

Department Initiating Deactivation:
Kinesiology and Physical Education

Semester & Year to be Effective:
Fall 2013

List of courses (or the program or track) to be deactivated: KSPE 4430: Athletic Training Field Experience

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 By deactivating KSPE 4430, the program will be able to better utilize the 12 credit hours associated with the course. The 12 credit hours will provide the program more time to institute the required content into other existing courses, as well as create two additional courses to enhance the didactic and clinical education experiences of the student.

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.)

RECEIVED

DEC 14 2011

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

Approvals:	
College/Division Exec. Comm.: <i>B. Col</i>	Date: <i>12/7/11</i>
Dept. Head: <i>M. V. [unclear]</i>	Date: <i>12-7-11</i>
Dean/Director: <i>B. Col</i>	Date: <i>12/7/11</i>
Graduate Exec. Comm.. (for grad course/program)	Date:
Graduate Dean: (for grad course/program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED

DEC 14 2011

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 12/05/11 (mm/dd/yyyy)

Department Initiating Revision:
Kinesiology and Physical Education

Faculty Member Requesting Revision:
Chuck Conner

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
KSPE 2050 - Introduction to Athletic Training

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

Current:
Course Prefix and Number: KSPE 2050
Credit Hours: 2
Course Title: Introduction to Athletic Training
Prerequisites: Overall GPA of 2.75
Co-requisites: KSPE 2151
Course Description: Basic information concerning admission criteria, process and retention requirements; the athletic training education program; and the profession of athletic training

Requested:
Course Prefix and Number: KSPE 2050
Credit Hours: 3
Course Title:
Prerequisites: Declared Athletic Training major
Co-requisites:
Course Description: Basic information concerning admission criteria, process and retention requirements, the athletic training education program, and the profession of athletic training. Students eligible for admission into the program may take the course.

Semester/Year to be Effective:
Fall 2012

Estimated Frequency of Course Offering:
Fall Semester

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: The Introduction to Athletic Training course has been intended for students, that were eligible, to take the class during the fall of the student's sophomore year. We intend to have all incoming freshmen that declare "Athletic Training" as their major take this course in the fall of the students' freshmen year. The Athletic Training Education Program has many declared incoming freshmen but we have seen a decline in the number of students that declared athletic

training in the fall of their freshmen year, continue to declare athletic training as their major in the fall of their sophomore year. The faculty feels that having the opportunity to engage interested, declared majors in the fall of the students' freshmen year, the better opportunity that the faculty has of informing declared majors of the various components of the program and provide them with detailed information about the major and the profession. The class would be a requirement for formal admission into the program. Students that take the class in the fall of their freshmen year that find that they are not interested in the major, can change majors and begin another course of study after the first semester. Currently, because the course is not offered until the fall of the students' sophomore year, students that complete the course but have no interest in the major begin their fourth semester in college before deciding to change majors. On the other hand, students that have a genuine interest in continuing with the athletic training major begin to built rapport with the faculty and admitted students from their first semester on campus. The admissions process would involve coursework over two semesters so that students are have constant contact with members of the Athletic Training Education Program faculty. The additional credit hour requested in necessary because musculoskeletal anatomy, to include directional terminology, will be added to the course. The additional content will require an additional credit hour. The course is currently listed as a 1-2-2 and we would like to see it listed as a 3-0-3. Additional content is the primary request for the additional credit hour.

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. The current number of students that are completing the admissions process is significantly lower than the number of freshmen that declare athletic training as their major. Overall GPA's for many students is below the overall 2.75 gpa required to even take the admissions class currently. Having access to the students early may help to reduce the number of students that are still interested in the program, but have let their overall gpa prevent them from being eligible.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The program will be able to determine how motivated students are by providing them with course work early that directly pertains to their declared major.

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

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. Will allow to the program to indicate if engaging the declared majors as freshmen in the fall semester will result in a higher number of students that continue their interest in the program past their freshmen year. If students after taking this class determine that they no longer wish to declare athletic training as their major, then they can complete a questionnaire informing the faculty of the reasons why they wish to change their major.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The program can use exams and class assignments to determine how interested and engaged the students are because they will have early access to the major specific course information.

Approvals:	
Dept. Head: <i>W. Kuffner</i>	Date: <i>12-7-11</i>
College/Division Exec. Comm.: <i>[Signature]</i>	Date: <i>12/2/11</i>
Dean/Director: <i>[Signature]</i>	Date: <i>12/2/11</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED

REQUEST FOR A REVISED COURSE

Valdosta State University

DEC 14 2011

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

Date of Submission: 12/05/11 (mm/dd/yyyy)

Department Initiating Revision:

Kinesiology

Faculty Member Requesting Revision:

C. Conner

Current Course Prefix, Title, & Number:

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

KSPE 3430 Kinesiology

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

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: Acceptance to the Exercise Physiology Program and grade of "C" or better in BIOL2651

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: Acceptance to the Exercise Physiology Program and grade of "C" or better in BIOL 2651. Athletic Training majors must have completed KSPE 2050 with a grade of "C" or better and should register for Section B.

Co-requisites:

Course Description:

Semester/Year to be Effective:

Fall/2012

Estimated Frequency of Course Offering:

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other:

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

Data Sources:

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

Approvals:	
Dept. Head: <i>M. [Signature]</i>	Date: 12-7-11
College/Division Exec. Comm.: <i>[Signature]</i>	Date: 12/7/11
Dean/Director: <i>[Signature]</i>	Date: 12/7/11
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

RECEIVED

DEC 14 2011

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

Date of Submission: 12/05/11 (mm/dd/yyyy)

Department Initiating Revision:
Kinesiology and Physical Education

Faculty Member Requesting Revision:
C. Conner

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

KSPE 3440 Athletic Training Clinical Proficiencies I

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

Current:

Course Prefix and Number: KSPE 3440

Credit Hours: 1

Course Title: Athletic Training Clinical Proficiencies I

Prerequisites: KSPE 2050

Co-requisites:

Course Description: A study of manipulative and motor skills required to perform athletic training techniques in clinical settings. Techniques reflect those presented in lecture courses.

Requested:

Course Prefix and Number: KSPE 3440

Credit Hours: 2

Course Title: Athletic Training Clinical Competencies I

Prerequisites: Admission to the Athletic Training Education Program and successful completion (grade of "C" or better) of Athletic Training Education Program courses taken the previous semester.

Co-requisites:

Course Description: A study of manipulative and motor skills required to perform athletic training techniques in clinical settings. Techniques reflect those presented in lecture/lab courses that were taught the previous semester.

Semester/Year to be Effective:
Fall/2012

Estimated Frequency of Course Offering:
The course may be offered twice a year as the curriculum moves through the transition process. Clinical I is comprised of major courses of study that the student successfully completed ("C" or better) the previous semester.

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes: A large component of the course is retesting (clinical scenarios) content from the courses taken the previous semester. Students unable to successfully complete the course would not be successful being retested in a clinical scenario model if the student does not understand the basic concepts of the course.

Adopting current best practice(s) in field: A large component of the course is retesting (clinical scenarios) content from the courses taken the previous semester. Students unable to successfully complete the course would not be successful being retested in a clinical scenario model if the student does not understand the basic concepts of the course.

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: The course title change will better reflect the nature of the course. The course involves the student performing clinical competencies in clinical settings. The request for an additional credit hour is due to the fact that we currently have a difficult time integrating the clinical competencies in the time allotted. An additional credit hour would allow for competency review and competency integration in clinical settings, as well as in a computer simulation environment. The course is currently listed as a 0-2-1. We would like to see it listed as a 1-2-2.

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. Various surveys that indicate that with the current amount of content within the class combined with the clinical education component, the course load and requirements should reflect that the course receive an additional credit hour

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) student tests/evaluations should indicate that the student is better able to apply skills and knowledge in scenario based formats because they would have successfully passed the course which would indicate that they have knowledge and understanding of the individual skills associated with the course.

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

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs and various surveys that could indicate that the additional credit hour allowed for greater review and application of skills.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) student tests/evaluations should indicate that the student is better able to apply skills and knowledge in scenario based formats because they

would have successfully passed the course which would indicate that they have knowledge and understanding of the individual skills associated with the course.

Approvals:	
Dept. Head: <i>M. Guffin</i>	Date: 12-7-11
College/Division Exec. Comm.: <i>BCol</i>	Date: 12/7/11
Dean/Director: <i>BCol</i>	Date: 12/7/11
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED

REQUEST FOR A REVISED COURSE DEC 14 2011
Valdosta State University

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

Date of Submission: 12/05/11 (mm/dd/yyyy)

Department Initiating Revision:
Kinesiology and Physical Education

Faculty Member Requesting Revision:
C. Conner

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
KSPE 4700 Athletic Training Professional Practice Seminar

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

Current:
Course Prefix and Number: KSPE 4700
Credit Hours: 2
Course Title:
Prerequisites:
Co-requisites: KSPE 4430
Course Description: Reflection on educational competencies and clinical proficiencies. Refinement of skills and concepts emanating from Athletic Training Field Experience (KSPE 4430)

Requested:
Course Prefix and Number: KSPE
Credit Hours: 3
Course Title:
Prerequisites: Student must be in the final semester of the athletic training education program.
Co-requisites:
Course Description: Reflection on the educational and clinical competencies. Refinement of knowledge and skills emanating from previous athletic training major courses of study. Discussion and preparation for the BOC exam will occur in this course.

Semester/Year to be Effective:
Fall/2013

Estimated Frequency of Course Offering:
Spring semester

Indicate if Course will be : Requirement for Major Elective

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.
 Improving student learning outcomes: The course is being expanded to implement a more indepth review of knowledge and skills from all previous athletic training major courses of study and a much more comprehensive discussion and review of the BOC exam that students are eligible to take at the end of the semester. The goal is to continue to increase the number of students that pass the exam on their first attempt. This expanded course should be beneficial. The additional content review will require the additional credit hour. The course is currently listed as a 1-2-2. We request that it be listed as a 2-2-3
 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. Evaluations indicate students would greatly value a more indepth BOC exam prep component to the curriculum.

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

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

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. Comparing assessments from the current method to scores from previous semesters.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Comparing assessments from the current method to scores from previous semesters.

Approvals:		
Dept. Head:	<i>M. Juffe</i>	Date: 12-7-11
College/Division Exec. Comm.:	<i>B. J. O. L.</i>	Date: 12/7/11
Dean/Director:	<i>B. J. O. L.</i>	Date: 12/7/11
Graduate Exec. Comm.:		Date:
(for graduate course)		
Graduate Dean:		Date:
(for graduate course)		
Academic Committee:		Date:

Form last updated: January 6, 2010

RECEIVED

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 12/05/11 (mm/dd/yyyy)

Department Initiating Revision:
Kinesiology and Physical Education

Faculty Member Requesting Revision:
C. Conner

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
KSPE 4491 Rehabilitation Techniques in Athletic Training II

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

Current:
Course Prefix and Number: KSPE 4491
Credit Hours: 2
Course Title:
Prerequisites:
Co-requisites:
Course Description:

Requested:
Course Prefix and Number: KSPE 4491
Credit Hours: 3
Course Title:
Prerequisites: KSPE 4490
Co-requisites:
Course Description:

Semester/Year to be Effective:
Fall/2012

Estimated Frequency of Course Offering:
Spring semester

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: The additional credit hour request relates to additional course content (surgical procedures) and lab content (post-op rehabilitation techniques) that are required as part of the course. The course is currently listed as a 1-2-2. We request that it be listed as a 2-2-3.

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. SOIs and other assessment tools indicate that the content for the class would be better distributed with a 2-2-3
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Tests indicate that the significant amount of lecture and lab material could be better dispersed within the course if an additional credit hour

was provided and the distribution of the credit hours allowed for 2 hours of lecture and two hours of lab.

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

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Comparing assessments from the current method to scores from previous semesters.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Comparing assessments from the current method to scores from previous semesters.

Approvals:	
Dept. Head: <i>M. Stiffin</i>	Date: <i>12-2-11</i>
College/Division Exec. Comm.: <i>[Signature]</i>	Date: <i>12/2/11</i>
Dean/Director: <i>[Signature]</i>	Date: <i>12/7/11</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

RECEIVED

DEC 14 2011

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

Date of Submission: 12/05/11 (mm/dd/yyyy)

Department Initiating Revision:
Kinesiology and Physical Education

Faculty Member Requesting Revision:
C. Conner

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
KSPE 4490 Rehabilitation Techniques in Athletic Training I

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

Current:
Course Prefix and Number: KSPE 4490
Credit Hours: 3
Course Title:
Prerequisites: KSPE 2050
Co-requisites:
Course Description:

Requested:
Course Prefix and Number: KSPE 4490
Credit Hours: 4
Course Title:
Prerequisites: Admission into the Athletic Training Education Program
Co-requisites:
Course Description:

Semester/Year to be Effective:
Fall/2012

Estimated Frequency of Course Offering:
Fall semester

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: The content of the course has a significant lab component, as well as a significant lecture component. Additional competencies for this course require an additional credit hour. The course is currently listed as 3-0-3. We request that it be listed as a 3-2-4.

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. SOIs and other assessment tools indicate that the content for the class would be better distributed with a 3-2-4.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Tests indicate that the significant amount of lecture and

lab material could be better dispersed within the course if an additional credit hour was provided and the distribution of the credit hours allowed for 3 hours of lecture and two hours of lab.

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

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Comparing assessments from the current method to scores from previous semesters.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Comparing assessments from the current method to scores from previous semesters.

Approvals:	
Dept. Head: <i>M. Naffari</i>	Date: <i>12-7-11</i>
College/Division Exec. Comm.: <i>[Signature]</i>	Date: <i>12/7/11</i>
Dean/Director: <i>[Signature]</i>	Date: <i>12/7/11</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED

REQUEST FOR A REVISED COURSE

Valdosta State University

DEC 14 2011

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

Date of Submission: 12/05/11 (mm/dd/yyyy)

Department Initiating Revision:
Kinesiology and Physical Education

Faculty Member Requesting Revision:
Chuck Conner

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
KSPE 4441 - Athletic Training Clinical Proficiencies IV

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

Current:
Course Prefix and Number: KSPE 4441
Credit Hours: 1
Course Title: Athletic Training Clinical Proficiencies IV
Prerequisites: Admission to the Athletic Training Program
Co-requisites:
Course Description: A study of manipulative and motor skills required to perform athletic training techniques in clinical settings. The course includes but is not limited to field assessment, therapeutic modalities, pharmacology, and rehabilitation.

Requested:
Course Prefix and Number: KSPE 4441
Credit Hours: 2
Course Title: Athletic Training Clinical Competencies IV
Prerequisites: Admission to the Athletic Training Education Program and successful completion (grade of "C" or better) of Athletic Training Education Program courses taken the previous semester.
Co-requisites:
Course Description: A study of manipulative and motor skills required to perform athletic training techniques in clinical settings. Techniques reflect those presented in lecture/lab courses that were taught the previous semester.

Semester/Year to be Effective:
Fall 2013

Estimated Frequency of Course Offering:
The course may be offered twice a year as the curriculum moves through the transition process. Clinical I is comprised of major courses of study that the student successfully completed ("C" or better) the previous semester.

Indicate if Course will be : Requirement for Major Elective

125

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: A large component of the course is retesting (clinical scenarios) content from the courses taken the previous semester. Students unable to successfully complete the course would not be successful being retested in a clinical scenario model if the student does not understand the basic concepts of the course.

Adopting current best practice(s) in field: A large component of the course is retesting (clinical scenarios) content from the courses taken the previous semester. Students unable to successfully complete the course would not be successful being retested in a clinical scenario model if the student does not understand the basic concepts of the course.

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: The course title change will better reflect the nature of the course. The course involves the student performing clinical competencies in clinical settings. The request for an additional credit hour is due to the fact that we currently have a difficult time integrating the clinical competencies in the time allotted. An additional credit hour would allow for competency review and competency integration in clinical settings, as well as in a computer simulation environment. The course is currently listed as a 0-2-1. We would like to see it listed as a 1-2-2.

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. Various surveys that indicate that with the current amount of content within the class combined with the clinical education component, the course load and requirements should reflect that the course receive an additional credit hour

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) student tests/evaluations should indicate that the student is better able to apply skills and knowledge in scenario based formats because they would have successfully passed the course which would indicate that they have knowledge and understanding of the individual skills associated with the course.

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

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs and various surveys that could indicate that the additional credit hour allowed for greater review and application of skills.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) student tests/evaluations should indicate that the student is better able to apply skills and knowledge in scenario based formats because they

would have successfully passed the course which would indicate that they have knowledge and understanding of the individual skills associated with the course.

Approvals:	
Dept. Head: <i>M. Guff</i>	Date: 12-7-11
College/Division Exec. Comm.: <i>BCO</i>	Date: 12/7/11
Dean/Director: <i>BCO</i>	Date: 12/7/11
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE
Valdosta State University

RECEIVED

DEC 14 2011

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

Date of Submission: 12/05/11 (mm/dd/yyyy)

Department Initiating Revision:
Kinesiology and Physical Education

Faculty Member Requesting Revision:
Chuck Conner

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
KSPE 4440 - Athletic Training Clinical Proficiencies III

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

Current:
Course Prefix and Number: KSPE 4440
Credit Hours: 1
Course Title: Athletic Training Clinical Proficiencies III
Prerequisites: Admission to the Athletic Training Program
Co-requisites:
Course Description: A study of manipulative and motor skills required to perform athletic training techniques in clinical settings. the course includes but is not limited to evaluation and assessment of head, neck, and trunk injuries, rehabilitation, and organization and administration in athletic training settings.

Requested:
Course Prefix and Number: KSPE 4440
Credit Hours: 2
Course Title: Athletic Training Clinical Competencies III
Prerequisites: Admission to the Athletic Training Education Program and successful completion (grade of "C" or better) of Athletic Training Education Program courses taken the previous semester.
Co-requisites:
Course Description: A study of manipulative and motor skills required to perform athletic training techniques in clinical settings. Techniques reflect those presented in lecture/lab courses that were taught the previous semester.

Semester/Year to be Effective:
Fall/2012

Estimated Frequency of Course Offering:
The course may be offered twice a year as the curriculum moves through the transition process. Clinical I is comprised of major courses of study that the student successfully completed ("C" or better) the previous semester.

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes: A large component of the course is retesting (clinical scenarios) content from the courses taken the previous semester. Students unable to successfully complete the course would not be successful being retested in a clinical scenario model if the student does not understand the basic concepts of the course.

Adopting current best practice(s) in field: A large component of the course is retesting (clinical scenarios) content from the courses taken the previous semester. Students unable to successfully complete the course would not be successful being retested in a clinical scenario model if the student does not understand the basic concepts of the course.

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: The course title change will better reflect the nature of the course. The course involves the student performing clinical competencies in clinical settings. The request for an additional credit hour is due to the fact that we currently have a difficult time integrating the clinical competencies in the time allotted. An additional credit hour would allow for competency review and competency integration in clinical settings, as well as in a computer simulation environment. The course is currently listed as a 0-2-1. We would like to see it listed as a 1-2-2.

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. Various surveys that indicate that with the current amount of content within the class combined with the clinical education component, the course load and requirements should reflect that the course receive an additional credit hour

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) student tests/evaluations should indicate that the student is better able to apply skills and knowledge in scenario based formats because they would have successfully passed the course which would indicate that they have knowledge and understanding of the individual skills associated with the course.

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

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs and various surveys that could indicate that the additional credit hour allowed for greater review and application of skills.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) student tests/evaluations should indicate that the student is better able to apply skills and knowledge in scenario based formats because they

would have successfully passed the course which would indicate that they have knowledge and understanding of the individual skills associated with the course.

Approvals:	
Dept. Head: <i>M. Nappi</i>	Date: <i>12-7-11</i>
College/Division Exec. Comm.: <i>[Signature]</i>	Date: <i>12/7/11</i>
Dean/Director: <i>[Signature]</i>	Date: <i>12/7/11</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE
Valdosta State University

RECEIVED

DEC 14 2011

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

Date of Submission: 12/05/11 (mm/dd/yyyy)

Department Initiating Revision:
Kinesiology and Physical Education

Faculty Member Requesting Revision:
C. Conner

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
KSPE 4400 Therapeutic Modalities and Pharmacology in Athletic Training

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

Current:
Course Prefix and Number:
Credit Hours: 3
Course Title:
Prerequisites: KSPE 4360 or consent of instructor
Co-requisites:
Course Description:

Requested:
Course Prefix and Number:
Credit Hours: 4
Course Title:
Prerequisites: Admission into the Athletic Training Education Program
Co-requisites:
Course Description:

Semester/Year to be Effective:
Fall/2012

Estimated Frequency of Course Offering:
Once per year

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: The content of the course has a significant lab component, as well as a significant lecture component. Additional competencies for this course require an additional credit hour. The course is currently listed as 2-2-3. We request that it be listed as a 3-2-4.

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. SOIs and other assessment tools indicate that the content for the class would be better distributed with a 3-2-4.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Tests indicate that the significant amount of lecture

and lab material could be better dispersed within the course if an additional credit hour was provided and the distribution of the credit hours allowed for 3 hours of lecture and two hours of lab.

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

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Comparing assessments from the current method to scores from previous semesters.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Comparing assessments from the current method to scores from previous semesters.

Approvals:	
Dept. Head: <i>M. Yuffin</i>	Date: <i>12-7-11</i>
College/Division Exec. Comm.: <i>B. Cohen</i>	Date: <i>12/7/11</i>
Dean/Director: <i>B. Cohen</i>	Date: <i>12/7/11</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

RECEIVED

DEC 14 2011

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

Date of Submission: 12/05/11 (mm/dd/yyyy)

Department Initiating Revision:
Kinesiology and Physical Education

Faculty Member Requesting Revision:
C. Conner

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
KSPE 4360 Evaluation and Assessment in Athletic Training II

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

Current:
Course Prefix and Number:
Credit Hours: 3
Course Title: Evaluation and Assessment in Athletic Training II
Prerequisites: KSPE 4350 or consent of instructor
Co-requisites:
Course Description:

Requested:
Course Prefix and Number:
Credit Hours: 4
Course Title: Evaluation and Assessment of Head, Neck, and Trunk
Prerequisites: Admission into the Athletic Training Education Program
Co-requisites:
Course Description:

Semester/Year to be Effective:
Fall/2012

Estimated Frequency of Course Offering:
Once per year

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: The content of the course has a significant lab component, as well as a significant lecture component. Additional competencies for this course require an additional credit hour. The course is currently listed as 3-0-3. We request that it be listed as a 3-2-4.

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. SOIs and other assessment tools indicate that the content for the class would be better distributed with a 3-2-4.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests,

136

portfolios, specific assignments, etc.) Tests indicate that the significant amount of lecture and lab material could be better dispersed within the course if an additional credit hour was provided and the distribution of the credit hours allowed for 3 hours of lecture and two hours of lab.

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

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Comparing assessments from the current method to scores from previous semesters.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Comparing assessments from the current method to scores from previous semesters.

Approvals:	
Dept. Head: <i>M. Huffman</i>	Date: 12-7-11
College/Division Exec. Comm.: <i>B. Cohen</i>	Date: 12/7/11
Dean/Director: <i>B. Cohen</i>	Date: 12/7/11
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED

REQUEST FOR A REVISED COURSE

Valdosta State University

DEC 14 2011

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

Date of Submission: 12/05/11 (mm/dd/yyyy)

Department Initiating Revision:
Kinesiology and Physical Education

Faculty Member Requesting Revision:
C. Conner

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
KSPE 4350 Evaluation and Assessment in Athletic Training I

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

Current:
Course Prefix and Number:
Credit Hours: 3
Course Title: Evaluation and Assessment in Athletic Training I
Prerequisites: Admission to the Athletic Training Program or consent of instructor
Co-requisites:
Course Description:

Requested:
Course Prefix and Number:
Credit Hours: 4
Course Title: Evaluation and Assessment of Upper and Lower Extremities
Prerequisites: Admission to the Athletic Training Education Program
Co-requisites:
Course Description:

Semester/Year to be Effective:

Estimated Frequency of Course Offering:

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: The content of the course has a significant lab component, as well as a significant lecture component. Additional competencies for this course require an additional credit hour. The course is currently listed as 3-0-3. We request that it be listed as a 3-2-4.

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. SOIs and other assessment tools indicate that the content for the class would be better distributed with a 3-2-4.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests,

portfolios, specific assignments, etc.) Tests indicate that the significant amount of lecture and lab material could be better dispersed within the course if an additional credit hour was provided and the distribution of the credit hours allowed for 3 hours of lecture and two hours of lab.

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

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Comparing assessments from the current method to scores from previous semesters.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Comparing assessments from the current method to scores from previous semesters.

Approvals:	
Dept. Head: <i>M. Griffin</i>	Date: <i>12-7-11</i>
College/Division Exec. Comm.: <i>[Signature]</i>	Date: <i>12/7/11</i>
Dean/Director: <i>[Signature]</i>	Date: <i>12/7/11</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED

REQUEST FOR A REVISED COURSE

Valdosta State University

DEC 1 2011
OFFICE OF THE VICE CHANCELLOR
VALDOSTA, GA

Date of Submission: 11/01/11 (mm/dd/yyyy)

Department Initiating Revision:
Kinesiology and Physical Education

Faculty Member Requesting Revision:
C. Conner

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
KSPE 4300 Foundations of Injury Prevention and Care

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

Current:
Course Prefix and Number:
Credit Hours: 3
Course Title:
Prerequisites: KSPE 2050 or consent of instructor
Co-requisites:
Course Description:

Requested:
Course Prefix and Number:
Credit Hours: 4
Course Title:
Prerequisites: KSPE 2050 completed with a grade of "C" or better
Co-requisites:
Course Description:

Semester/Year to be Effective:
Fall/2012

Estimated Frequency of Course Offering:
Once per year

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: The content of the course has a significant lab component, as well as a significant lecture component. Additional competencies for this course require an additional credit hour. The course is currently listed as 2-2-3. We request that it be listed as a 3-2-4.

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. SOIs and other assessment tools indicate that the content for the class would be better distributed with a 3-2-4.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Tests indicate that the significant amount of lecture

142

and lab material could be better dispersed within the course if an additional credit hour was provided and the distribution of the credit hours allowed for 3 hours of lecture and two hours of lab.

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

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Comparing assessments from the current method to scores from previous semesters.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Comparing assessments from the current method to scores from previous semesters.

Approvals:	
Dept. Head: <i>M. Kruppa</i>	Date: 12-7-11
College/Division Exec. Comm.: <i>JCA</i>	Date: 12/7/11
Dean/Director: <i>JCA</i>	Date: 12/7/11
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 12/05/11 (mm/dd/yyyy)

Department Initiating Revision:
Kinesiology and Physical Education

Faculty Member Requesting Revision:
Chuck Conner

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

KSPE 3441 - Athletic Training Clinical Proficiencies II

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

Current:

Course Prefix and Number: KSPE 3441

Credit Hours: 1

Course Title: Athletic Training Clinical Proficiencies II

Prerequisites: Admission to the Athletic Training Program

Co-requisites:

Course Description: A study of manipulative and motor skills required to perform athletic training techniques in clinical settings. The course includes but is not limited to evaluation and assessment of extremities, kinesiology, and injury care and prevention.

Requested:

Course Prefix and Number: KSPE 3441

Credit Hours: 2

Course Title: Athletic Training Clinical Competencies II

Prerequisites: Admission to the Athletic Training Education Program and successful completion (grade of "C" or better) of Athletic Training Education Program courses taken the previous semester.

Co-requisites:

Course Description: A study of manipulative and motor skills required to perform athletic training techniques in clinical settings. Techniques reflect those presented in lecture/lab courses that were taught the previous semester.

Semester/Year to be Effective:
Fall 2012

Estimated Frequency of Course Offering:

The course may be offered twice a year as the curriculum moves through the transition process. Clinical II is comprised of major courses of study that the student successfully completed ("C" or better) the previous semester.

Indicate if Course will be : Requirement for Major Elective

RECEIVED

DEC 14 2011

THE REGISTRAR
VALDOSTA STATE UNIVERSITY

145

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: A large component of the course is retesting (clinical scenarios) content from the courses taken the previous semester. Students unable to successfully complete the course would not be successful being retested in a clinical scenario model if the student does not understand the basic concepts of the course.

Adopting current best practice(s) in field: A large component of the course is retesting (clinical scenarios) content from the courses taken the previous semester. Students unable to successfully complete the course would not be successful being retested in a clinical scenario model if the student does not understand the basic concepts of the course.

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: The course title change will better reflect the nature of the course. The course involves the student performing clinical competencies in clinical settings. The request for an additional credit hour is due to the fact that we currently have a difficult time integrating the clinical competencies in the time allotted. An additional credit hour would allow for competency review and competency integration in clinical settings, as well as in a computer simulation environment. The course is currently listed as a 0-2-1. We would like to see it listed as a 1-2-2.

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. Various surveys that indicate that with the current amount of content within the class combined with the clinical education component, the course load and requirements should reflect that the course receive an additional credit hour

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) student tests/evaluations should indicate that the student is better able to apply skills and knowledge in scenario based formats because they would have successfully passed the course which would indicate that they have knowledge and understanding of the individual skills associated with the course.

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

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs and various surveys that could indicate that the additional credit hour allowed for greater review and application of skills.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) student tests/evaluations should indicate that the student is better able to apply skills and knowledge in scenario based formats because they

would have successfully passed the course which would indicate that they have knowledge and understanding of the individual skills associated with the course.

Approvals:	
Dept. Head: <i>M. Kupper</i>	Date: <i>12-7-11</i>
College/Division Exec. Comm.: <i>B. Col</i>	Date: <i>12/7/11</i>
Dean/Director: <i>B. Col</i>	Date: <i>12/7/11</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010