VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET

ACADEMIC COMMITTEE

MONDAY,
March 7, 2022

2:30 p.m.

Microsoft Teams

Stanley Jones
Registrar/Secretary of the Academic Committee

ACADEMIC COMMITTEE
AGENDA
March 7, 2022

1. Minutes of the February 14, 2022 meeting. (pages 1-5) were approved by email February 28, 2022.

2. **COLLEGE OF NURSING AND HEALTH SCIENCES**
   a. Revised course prerequisites and description for NURS 7590 (pages 6-8).

3. **COLLEGE OF HUMANITIES AND SOCIAL SCIENCES**
   a. Revised website graduation information for the MAT in English (pages 9-12)
   b. New course RUSS 3010 (pages 13-17)
   c. New course RUSS 3900 (pages 18-25)

4. **COLLEGE OF THE ARTS**
   a. Revised requirements for the BFA in Theatre Arts – Theatre Management track (pages 26-27)
   b. Revised course prerequisites THEA 3950 (pages 28-29)
   c. Revised requirements for the BFA in Interior Design (pages 30-33)
   d. Revised course credit hours, prerequisites and description ARID 4000 (pages 34-35)
   e. Revised degree narrative and requirements for the BFA in Art Education (pages 36-41)
   f. Revised course prerequisites, and description for ARED 3010 (pages 42-43)
   g. Revised course prerequisite ARED 3012 (pages 44-45)

5. **COLLEGE OF BUSINESS ADMINISTRATION**
   a. Revised requirements for the MACC (pages 46-47)
   b. Revised title for MACC 7100 (pages 48-49)
   c. Revised title for MACC 7220 (pages 50-51)
   d. Revised website Important Program Information for the MBA (pages 52-53)
   e. Revised requirements for the MBA (pages 54-56)
   f. Revised course title for MBA 7050 (pages 57-58)
   g. Revised course title, and prerequisite MBA 7900 (pages 59-60)
   h. Revised website Important Program Information for the WMBA (pages 61-62)
   i. Revised requirements for the WMBA (pages 63-65)
   j. Revised course description for WMBA 6000 (pages 66-67)
   k. Revised course description for WMBA 6010 (pages 68-70)
   l. Revised course description for WMBA 6030 (pages 71-72)
   m. Revised course description for WMBA 6040 (pages 73-75)
   n. Revised course description for WMBA 6050 (pages 76-77)
   o. Revised course description for WMBA 6060 (pages 78-79)
   p. Revised course description for WMBA 6100 (pages 80-81)
   q. Revised course description and title for WMBA 6070 (pages 82-83)
   r. Revised course description and title for WMBA 6080 (pages 84-85)
   s. Revised course description and title for WMBA 6110 (pages 86-87)
   t. Deactivation of MACC 7350 and WMBA 6090 (pages 88-89)

6. **COLLEGE OF EDUCATION AND HUMAN SERVICES**
   a. Revised admission requirements for the MAT in Special Education – Deaf and Hard-of-Hearing (pages 90-91)
   b. Revised admission requirements for the MED in Special Education – Deaf and Hard-of-Hearing (pages 92-94)
   c. Revised admission requirements and degree requirements for the MAT in Health and Physical Education (pages 95-98)
   d. Revised narrative, admission, and degree requirements for the EDS in Coaching Pedagogy in Physical Education (pages 99-102)
   e. New course KSPE 6411 (pages 103-113).
   f. New course KSPE 8420 (pages 114-124)
   g. Revised major destination-name, and degree requirements for the EDD in Adult Learning and Development (pages 125-128)
   h. Revised degree requirements for the MED in Adult and Career Education-Business Education and Information Technology Option (pages 129-131)
   i. Revised degree requirements for the MED in Adult and Career Education-Career and Technical Education Option (pages 132-134)
   j. Revised degree requirements for the EDD in Leadership (pages 135-137)
   k. Revised Other Degree Requirements for the MED in Educational Leadership – P-12 School Leadership Option (pages 138-139)
   l. Revised note for the EDS in Educational Leadership - Tier II Certification (pages 140-141)
   m. Revised requirements new concentration EDS in Educational Leadership – Tier I Certification (pages 142-144)

n. Revised requirements for the MED in Educational Leadership – Higher Education Leadership option (pages 145-147)
o. Revised requirements for the Certification in Educational Leadership – Performance-Based (pages 148-149)
p. Revised narrative and degree requirements for the MED in Instructional Technology and renaming of Corporate Training option to Instructional Technology and Training (pages 150-158)
q. Revised narrative and requirements for the Certification Only – Library Media and renaming Library Media to School Library Media (pages 159-161)
r. Revised narrative for the Certificate in Online Teaching and name changed to Certificate in Online Teaching (pages 162-164)
s. Revised narrative for the Online Teaching Endorsement (pages 165-167)
t. New course ITED 8700 (pages 168-176)
u. Revised course title ITED 8100 (pages 177-178)
v. Revised course description ITED 7050 (pages 179-180)
w. Revised course description ITED 7201 (pages 181-182)
x. Revised course description ITED 7204 (pages 183-184)
y. Revised course description ITED 7500 (pages 185-186)
z. Revised course description ITED 8300 (pages 187-188)
aa. Revised course description ITED 8500 (pages 189-190)
bb. Revised course title and description ACED 7220 (pages 191-192)
cc. Revised course title and description ITED 7070 (pages 193-194)
dd. Revised course title and description ITED 7090 (pages 195-196)
ee. Revised course title and description ITED 7100 (pages 197-198)
ff. Revised course title and description ITED 7200 (pages 199-200)
gg. Revised course title and description ITED 7202 (pages 201-202)
hh. Revised course title and description ITED 7300 (pages 203-204)
ii. Revised course title and description ITED 7400 (pages 205-206)
jj. Revised course title and description ITED 8400 (pages 207-208)
kk. Revised course title and description ITED 8960 (pages 209-210)
ll. Revised website Admission deadlines for the MED in Counselor Education (pages 211-212)
mm. Revised website Admission requirements for the MED in Counselor Education-Clinical Mental Health Counseling Track (pages 213-218)
nn. Revised prefix for PSYC 5500, 5800, 7050, 7060, 7080, 7090, 7600, 7610, 7690, 7961, 7961, 8000, 8100, 8110, 8350, 8360, 8370, and 8380 to IOPY (pages 219-220)
oo. Revised degree requirements for the MS in Psychology – Industrial-Organizational track (pages 221-222)
pp. Revised narrative for the MS in Marriage and Family Therapy (pages 223-226)
qq. Revised Admission requirements for the MS in Marriage and Family Therapy (pages 227-229)
rr. Revised course prerequisite for MFTH 7102 (pages 230-231)
ss. Revised course title SOWK 6400 (pages 232-233)
tt. Revised title, prerequisite, and description SOWK 7870 (pages 234-235)
uu. Revised course description SOWK 6301 (pages 236-237)
vv. Revised course description SOWK 6302 (pages 238-239)
ww. Revised course credit hours SOWK 6004 (pages 240-241)
xx. Revised course credit hours SOWK 6800 (pages 242-243)
yy. Revised course credit hours SOWK 6900 (pages 244-245)
zz. Revised course credit hours and prerequisite SOWK 7770 (pages 246-247)
aaa. Revised course credit hours and prerequisite SOWK 7800 (pages 248-249)
bbb. Revised course credit hours and prerequisite SOWK 7850 (pages 250-251)
ccc. Revised course prerequisite SOWK 7810 (pages 252-253)
ddd. Revised course prerequisite SOWK 7820 (pages 254-255)
eee. Revised course prerequisite SOWK 7840 (pages 256-257)
fff. Revised course prerequisite SOWK 7890 (pages 258-259)
ggg. New course SOWK 6203 (pages 260-274)
hhh. New course SOWK 6204 (pages 275-286)
iii. New course SOWK 6310 (pages 287-300)
jjj. New course SOWK 7321 (pages 301-322)
kkk. New course SOWK 7322 (pages 323-335)
lll. New course SOWK 7613 (pages 336-353)
mmm. New course SOWK 7775 (pages 354-373)
nnn. New course SOWK 7776 (pages 374-385)
ooo. New course SOWK 7861 (pages 386-405)
ppp. New course SOWK 7871 (pages 406-425)
qqq. New course SOWK 7910 (pages 426-447)
rrr. Deactivation of SOWK 6100, 6201, 6202, 6303, 7100, 7610, and 7630 (pages 448-449)

VALDOSTA STATE UNIVERSITY
ACADEMIC COMMITTEE MINUTES
February 14, 2022

The Academic Committee of the Valdosta State University Faculty Senate met virtually, Monday, February 14, 2022. Dr. Sharon Gravett, Associate Provost for Academic Affairs, presided.

Members Present: Dr. Candace Witherspoon, Dr. Kristy Litster, Dr. Anurag Dasgupta, Mr. Ken Smith, Dr. Lois Bellflowers, Mr. Tommy Crane, Dr. R. Paul Mihail, Dr. Jan Drake, Dr. George Wilson, Dr. Yunseon Choi, Dr. Colette Drouillard, Mr. Brian Williams, and Ms. Catherine Bowers.

Members Absent: Ms. Gabrielle Stellmacher, Ms. Chalise Ludlow, Dr. Brian Sowa, Dr. Deborah Briihl, Dr. Fleming Bell, Dr. Ray Elson, Ms. Mallory Lane, and Ms. Tera Ray.

Catalog Editor: Dr. Jane Kinney.

Visitors Present: Dr. Deborah Paine, Dr. Jin Wang, Dr. Tolulope Salami, Dr. Fred Knowles, Dr. Katherine Adams, Dr. Robert Gannon, Dr. Becky da Cruz, Dr. Paul Vincent, Dr. Anne Greenfield, Dr. Ofelia Nikolova, Dr. Marilyn Lovett, Dr. Hanae Kanno, and Dr. Cindy Tori.

The Minutes of the January 14, 2022 meeting were approved by email on January 10 2022. (pages 1-4).

A. General Education

1. Revised course prefix, credit hours, tile and description, Credit for Prior Learning, (CPL) 2000, "Credit for Prior Learning Documentation", (CR PRIOR LNING DOCUMENTATION – 1-2 credit hour, 1-2 lecture hours, 0 lab hour, and 1-2 contact hour), was approved effective Summer Semester 2022 with the effective term changed to Summer 2022 from Spring 2022. (pages 5-6). Deactivation of PLA 2000.

B. College of Humanities and Social Sciences

1. Revised prerequisites and description, Psychology, (PSYC) 2998, "Entry into Psychology Major", (ENTRY INTO PSYCHOLOGY MAJOR – 0 credit hours, 0 lecture hours, 0 lab hours, and 0 contact hours), was approved effective Summer Semester 2022. (pages 7-9).

2. New course, African American Studies, (AFAM) 4552, "Contemporary Black Man", (CONTEMPORARY BLACK MAN – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022. (10-20).

3. New course, African American Studies, (AFAM) 4551, "Women in the African Diaspora", (WOMEN IN THE AFRICAN DIASPORA – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022. (21-26).

4. Revised Selected Outcomes for the MA in English and the MA in English Studies for Language Arts Teachers was approved effective Fall Semester 2022. (pages 27-29)

5. Revised Admission to the Program and degree requirements footnote for the MAT in English to Speakers of Other Languages was approved effective Fall Semester 2022. (pages 30-35).

6. Revised website narrative for the MAT in English to Speakers of Other Languages was approved effective Fall Semester 2022. (pages 36-39)

7. Revised Admissions to the Program and degree requirements footnote for the MAT in Foreign Language Education was approved effective Fall Semester 2022. (pages 40-45).

8. Revised website narrative for the MAT in Foreign Language Education was approved effective Fall Semester 2022. (pages 46-50).

9. Revised course number, title and description, English to Spker Other Languag, (ESOL) 4021, "Cultural Theories and Practices for ESOL Teachers", (CULTURAL THER & PRAC ESOL TCHR – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022. (51-53). Deactivation of ESOL 4020.

10. Revised course number, title and description, English to Spker Other Languag, (ESOL) 4031, "Classroom Methodology and Practice for ESOL Teachers", (CLSSRM METH PRAC ESOL TCHRS– 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022. (54-56).

C. College of Science and Mathematics

1. Revised requirements for the Basic Certificate in Data Science was approved effective Fall Semester 2022. (pages 57-59).

2. New course, Mathematics (MATH) 4905, "Topics in Data Science", (TOPICS IN DATA SCIENCE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022. (pages 60-63).

3. New course, Biology (BIOL) 2251K, "Human Anatomy and Physiology I", (HUMAN ANATOMY/PHYSIOLOGY I – 4 credit hours, 3 lecture hours, 2 lab hours, and 5 contact hours), was approved effective Fall Semester 2022. (pages 64-65). Deactivation of BIOL 2651.

4. New course, Biology (BIOL) 2252K, "Human Anatomy and Physiology II", (HUMAN ANATOMY/PHYSIOLOGY II – 4 credit hours, 3 lecture hours, 2 lab hours, and 5 contact hours), was approved effective Fall Semester 2022 with the description changed to read – This integrated lecture and laboratory is the.... (pages 66-67). Deactivation of BIOL 2652.

5. New course, Biology (BIOL) 2260K, "Microbiology in Health and Disease", (MICROBIOLOGY IN HEALTH/DISEASE – 4 credit hours, 3 lecture hours, 2 lab hours, and 5 contact hours), was approved effective Fall Semester 2022. (pages 68-69). Deactivation of BIOL 2900.

6. Revised narrative for the BS in Astronomy was approved effective Fall Semester 2022. (pages 70-72).

7. Revised narrative and degree requirements for the BS in Environmental Geosciences – Geography Track was approved effective Fall Semester 2022. (pages 73-74).

8. Revised degree requirements for the BS in Environmental Geosciences – Geology Track was approved effective Fall Semester 2022. (pages 75-78).

9. Revised requirements for the BS in Physics was approved effective Fall Semester 2022. (pages 79-82).

10. Revised requirements for the BS in Physics – New Track Applied Physics was approved effective Fall Semester 2022. (pages 83-85).

11. Revised requirements for the BS in Physics – New Track Medical Physics was approved effective Fall Semester 2022 with Supporting Courses and electives changed from 27 to 21 and Other Guided Electives from 18-21 to 12-15. (pages 86-88).

12. Revised prerequisites, Chemistry (CHEM) 1211, "Principles of Chemistry I", (PRINCIPLES OF CHEMISTRY I – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022. (pages 89-90).

13. Revised prerequisites, Chemistry (CHEM) 1211H, "Honors Principles of Chemistry I", (HONORS PRINCIPLES OF CHEM I – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022. (pages 91-93).

14. Revised requirements for the BS in Chemistry – Pre-Optometry Option was approved effective Fall Semester 2022. (pages 94-96).

15. Revised requirements for the BS in Chemistry – Pre-Pharmacy Option was approved effective Fall Semester 2022. (pages 97-98).

16. New option for the BS in Chemistry – Business Option was approved effective Fall Semester 2022. (pages 99-101).

17. New option for the BS in Chemistry – Teaching Option was approved effective Fall Semester 2022. (pages 102-103).

18. New option for the BS in Chemistry – Environmental Option was approved effective Fall Semester 2022. (pages 104-106).

19. New option for the BS in Chemistry – Pre-Dental Option was approved effective Fall Semester 2022. (pages 107-108).

20. New option for the BS in Chemistry – Pre-Medical Option was approved effective Fall Semester 2022. (pages 109-110).

D. College of Education and Human Services

1. New course, Special Education (SPEC) 2000, "Serving Students with Diverse Needs", (SERVING STUDENTS WITH DIVERSE NEEDS – 3 credit hours, 3 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2022 with the description changed to read – A survey of individuals..... (pages 111-112). Deactivation of SPEC 3000.

2. Deactivation of ELED 4801, 4700 and 4890 was noted effective Fall Semester 2022. (pages 113-114).

3. Revised Area F and Senior College Curriculum for the BSED in Middle Grades was approved effective Fall Semester 2022. (pages 115-119).

4. Revised course prefix and description, Education (EDUC) 2000, "Written and Verbal Communication for Education", (COMMUNICATION FOR MGE TEACHERS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022. (pages 120-121). Deactivation of MGED 2000.

5. Revised course description, Coaching Health & Physical Edu (CHPE) 3000, "Principles of Sports Officiating", (PRIN OF SPORTS OFFICIATING– 2 credit hours, 2 lecture hours, 1 lab hour, and 3 contact hours), was approved effective Fall Semester 2022 with the course description changed to read – An introduction to the fundamental... . (pages 122-123).

6. Revised senior college curriculum for the BSED in Health and Physical Education was approved effective Fall Semester 2022. (pages 124-127).

7. Revised credit hours, prerequisite, and description, Kinesiology/Physical Education (KSPE) 3301, "Contemporary Health Issues", (CONTEMP HEALTH ISSUES – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022. (pages 128-129).

8. New course, Communication Sci & Disorders (CSD) 5240, "Motor Speech Disorders", (MOTOR SPEECH DISORDERS – 1 credit hour 1 lecture hour, 1 lab hour, and 2 contact hours), was approved effective Fall Semester 2022 with the description changed to read – A study of the neuromotor... . (pages 130-135).

9. Revised course title and description, Communication Sci & Disorders (CSD) 5080, "Dysphagia", (DYSPHAGIA – 3 credit hours 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022 with the description changed to read – A study of the neuromotor... . (pages 136-141).

10. Revised degree requirements for the MED in Communication Disorders was approved effective Fall Semester 2022. (pages 142-144).

11. Revised Admission requirements for the MED in Communication Disorders was approved effective Fall Semester 2022 with the following correction: (pages 145-149).

    ...Association including:
    25 hours of observation

    1. the equivalent of a 3-semester-hour course in each of the following:
        - Biological sciences
        - Physical science or chemistry
        - Statistics
        - Behavioral/social sciences
        - Linguistics/psycholinguistics/mathematics
        - Hearing disorders/hearing evaluation (audiology)
    2. Proof of successfully completing the equivalent of a 3-semester-hour course in each of the following:
        - Anatomy and physiology of speech, language and hearing
        - Normal language acquisition
        - Speech sound disorders
        - Clinical phonetics
        - Speech science

12. Revised Area F requirements for the BSED in Communication Disorders was approved effective Fall Semester 2022. (pages 150-153).

13. Revised Area F requirements and senior college curriculum for the BSED in Elementary Education was approved effective Fall Semester 2022. (pages 154-158).

14. Revised course title, credit hours, prerequisites, and description, Elementary Educ Special Educ (ELES) 3010, "Planning for Effective Teaching and Learning", (PLAN EFFECTIVE TCHNG AND LRNNG – 4 credit hours, 3 lecture hours, 1 lab hour, and 4 contact hours), was approved effective Fall Semester 2022 with the description changed to read – An introduction... . (pages 159-168).

15. New course, Elementary Educ Special Educ (ELES) 3100, "Developmentally Appropriate Practices", (DEVELOPMENTALLY APPR PRACT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022 with the description changed to read – An introduction... . (pages 169-178).

16. New course, Elementary Education (ELED) 2500, "Survey of Science Standards for Elementary Education", (SCI STAND ELED – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester. (pages 179-188).

17. New course, Elementary Education (ELED) 3110, "Integrating Technology in Elementary Education", (INTE TECH ELED – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Fall Semester with the description changed to read - Prerequisite: Admission to the ELED professional program. A study of how to integrate technology into the curriculum. The course focuses on advancing a learner's systematic, progressive migration to a student-centered, technology-empowered classroom. Central theme is integrating technology into the curriculum. (pages 189-190).

18. Revised course title, prerequisite, and description, Elementary Education (ELED) 3300, "Mathematics Methods in Elementary Education", (MATHEMATICS METHD IN ELED – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester. (pages 191-192).

19. Revised course title, prerequisite, and description, Elementary Education (ELED) 4010, "Differentiated Instruction", (DIFFERENTIATED INSTRUCTION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester. (pages 193-194).

20. Revised course title, prerequisite, and description, Elementary Education (ELED) 4500, "Science Methods in Elementary Education", (SCIENCE METHODS IN ELED – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester. (pages 195-196).

21. Revised course title, prerequisite, and description, Elementary Education (ELED) 4690, "Apprenticeship in Elementary Education", (APPRENTICEHIP IN ELED – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Fall Semester. (pages 197-198).

22. Revised course credit hours, prerequisite, and description, Elementary Education (ELED) 4790, "Student Teaching in Elementary Education", (STUDENT TEACHING IN ELED – 10 credit hours, 0 lecture hours, 0 lab hours, and 10 contact hours), was approved effective Fall Semester. (pages 199-200).

23. Revised course title, credit hours, prerequisite, and description, Elementary Education (ELED) 4800, "Professional Practices Seminar", (PROFESSIONAL PRAC SEMINAR – 2 credit hours, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Fall Semester. (pages 201-202).

24. Revised requirements for the BS in Office Administration and Technology was approved effective Fall Semester 2022. (pages 203-206).

25. Revised degree requirements for the BSED in Workforce Education and Development – Secondary Career – Technical Education Option was approved effective Fall Semester 2022. (pages 207-209).

26. Revised degree requirements for the BSED in Workforce Education and Development – Workforce Training and Development Option was approved effective Fall Semester 2022. (pages 210-212).

27. Revised degree requirements for the BSED in Workforce Education and Development – Technical Leadership Option was approved effective Fall Semester 2022. (pages 213-215).

28. Revised degree requirements for the BSED in Workforce Education and Development – Human Resource Option was approved effective Fall Semester 2022. (pages 216-218)

Respectfully submitted,

Stanley Jones
Registrar

DocuSign Envelope ID: B2F3206B-3952-4222-8687-DCAB50D76784

Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission: 10/5/2021

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

College:	College of Nursing and Health Sciences	**Dept. Initiating Request:**	Nursing
Requestor's Name:	Michelle Ritter	**Requestor's Role:**	Faculty

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	Nurs 7590	**Course Prefix and Number:**	
Course Title:	Nurse Practitioner Capstone	**Course Title:**	Advanced Practice Nursing: Capstone
Lecture Hours:		*Lecture Hours:*	
Lab/Contact Hours:		*Lab/Contact Hours:*	
Credit Hours:		*Credit Hours:*	
Pre-requisites:	Prerequisites for AGNP: NURS 7100, 7101, 7110, 7150, 7160, 7200, 7200L, 7220, 7230, 7330, 7330L, 7350, 7350L. Prerequisites for FNP: NURS 7100, 7101, 7110, 7150, 7160, 7200, 7200L, 7220, 7230, 7328, 7328L, 7329, 7329L, 7330, 7330L, 7350, 7350L. Prerequisites for FPMHNP: NURS 7100, 7101, 7150, 7160, 7200, 7200L, 7220, 7230, 7250, 7251, 7251L 7252, 7329, 7330, 7348, 7348L, 7350, 7352, 7352L. Prerequisites for Post-Master's students is based on the gap analysis completed upon admission.	**Pre-requisites:**	*Prerequisites for AGNP: NURS 7100, 7101, 7110, 7150, 7160, 7200, 7200L, 7220, 7230, 7330, 7330L, 7350, 7350L.* Prerequisites for FNP: NURS 7100, 7101, 7110, 7150, *7160*, 7200, 7200L, 7220, 7230, 7328, 7328L, 7329, 7329L, 7330, 7330L, 7350, 7350L. Prerequisites for FPMHNP: NURS 7100, 7101, 7150, *7160*, 7200, 7200L, 7220, 7230, 7250, 7251, 7251L 7252, 7329, 7330, 7348, 7348L, 7350, 7352, 7352L. Pre or Co-requisite: 7160 Prerequisites for Post-Master's students is based on the gap analysis completed upon admission.

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
Synthesis of evidenced-based knowledge and clinical skills. Emphasis is on health promotion, disease prevention, and clinical practice in primary care with adults and older adults.	Synthesis of evidenced-based knowledge and clinical skills. Emphasis is on health promotion, disease prevention, and clinical practice in primary care and/or behavioral health across the lifespan.

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**

DocuSign Envelope ID: B2F3206B-3952-4222-8687-DCAB50D76784

☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☐ Fall ☒ Spring ☐ Summer	2022	*Twice per Year*

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

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

The change in the course title is to have it align with the other course titles within the specialty tracks.

Based on student feedback requesting a lighter workload for improved outcomes, students can either take NURS 7160 as a pre-requisite or a co-requisite with NURS 7590.NURS 7160 Health Care Delivery, Systems, Economics and Policy bests aligns with the NURS 7590 Nurse Practitioner Capstone course.

The course descriptions need to be updated to accurately reflect the populations of the specialty tracks within the course.

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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

☐ Other Data Source Descriptions –

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	DocuSigned by: Mark Reinhardt 32625FB7B8F74DF...		
College/Division Executive Committee			
Dean/Director	DocuSigned by: James Pace E160C143673E469...		
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☐ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

DocuSign Envelope ID: 9FD7258A-ED72-4FCC-8D64-1A885E15FA3F

Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission:	10/12/2021

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

College:	College of Humanities and Social Sciences	**Dept. Initiating Request:**	English
Requestor's Name:	Dr. Anne Greenfield	**Requestor's Role:**	Faculty

Check One Option:	☐ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022

Degree/Program Name:	MA in English
Current Catalog URL:	https://www.valdosta.edu/academics/graduate-school/our-programs/master-of-arts-in-english.php

Present Requirements:	**Proposed Requirements:** *(hover over for instructions)*
GRADUATION REQUIREMENTS Students must complete an application for graduation one semester prior to their expected graduation date. A 3.0 cumulative grade point average (GPA) is required for graduation. No grade below a "C" will be credited toward the degree. Students must successfully complete comprehensive written and oral examinations, or the thesis and oral defense. Thesis Option A Master's thesis in English should be a work of 50 or more pages demonstrating competent and substantial research coupled with an innovative approach to the subject matter. The thesis will be directed by a faculty member and a committee of two other faculty members (one of whom must be from a department outside English). Once the thesis has been submitted, students will have an oral defense covering both the thesis Non-Thesis Option—Comprehensive Examination Students will develop, in consultation with their committee, a reading list in a specialized area. This list should consist of approximately six to eight primary and secondary works, excluding material that students have already studied in their classes. Students will then take a two-hour written examination over this reading list and a followup oral examination over that written test and their coursework. These examinations should be taken before or immediately after the final semester. Students following this option must complete 36 hours of coursework. T-5 Certification Students wishing to obtain T-5 certification may do so after the completion of the M.A. program, provided they have a	GRADUATION REQUIREMENTS Students must complete an application for graduation one semester prior to their expected graduation date. A 3.0 cumulative grade point average (GPA) is required for graduation. No grade below a "C" will be credited toward the degree. Students must successfully complete comprehensive written and oral examinations, or the thesis and oral defense. Thesis Option A Master's thesis in English should be a work of 50 or more pages demonstrating competent and substantial research coupled with an innovative approach to the subject matter. The thesis will be directed by a faculty member and a committee of two other faculty members (one of whom must be from a department outside English). Once the thesis has been submitted, students will have an oral defense covering both the thesis Non-Thesis Option—Comprehensive Examination Students will develop, in consultation with their committee, a reading list in a specialized area. This list should consist of approximately six to eight primary and secondary works, excluding material that students have already studied in their classes. Students will then take a two-hour written examination over this reading list and a followup oral examination over that written test and their coursework. These examinations should be taken before or immediately after the final semester. Students following this option must complete 36 hours of coursework. T-5 Certification Students wishing to obtain T-5 certification may do so after the completion of the M.A. program, provided they have a

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T-4 certificate and complete the professional education courses required for T-5 certification by the State Department of Education. ***Students seeking the M.A. in English as a second master's degree must satisfy all the requirements for the Master of Arts in English. Graduation Requirements Page - M.A. English Program RETENTION, DISMISSAL, & READMISSION POLICIES Students must have a cumulative GPA of 3.0 for all graduate courses. Earning grades below "B" in graduate courses will result in the following consequences: Students admitted Fall 2011 and thereafter will be dismissed from the Graduate School if they accumulate three or more academic deficiency points unless otherwise indicated by individual program policy. A grade of "C" (although it may be credited toward a degree) equals one deficiency point. A grade of "D," "WF" or "F," or "U" (none of which will be credited toward a degree) equals two deficiency points. Candidates admitted BEFORE Fall 2011 and receiving two grades below "C" ("D", "F", "WF","U") will be dismissed from the program. One grade below a "C" results in a warning. If dismissed from the program, the student must wait a minimum of two semesters and obtain approval from the academic department, before applying for readmission. The academic program reserves the right to place specific conditions and contingencies on any offer of readmission. Readmission is not guaranteed and prior academic performance and conduct in the program will be considered. After admission, courses taken more than seven years prior to the semester of degree completion cannot be used to meet graduate degree requirements or admission to doctoral candidacy requirements unless otherwise indicated by individual program requirements. No more than 6 semester hours of academic work may be transferred from another institution into a master's-level graduate program. This credit must be documented in the form of an official transcript at the time of admission. Transfer credit will be evaluated after admission by the academic department. To be eligible, credit must be no more than seven years old at the time of admission unless otherwise approved by the program. Students must receive a grade of B or better in the fourth sequence course of a foreign language or a passing grade in a reading proficiency examination administered by the Department of Modern and Classical Languages. Students entering the literature emphasis without an undergraduate degree in English or an English minor or its equivalent must complete the following requirements prior to enrollment in graduate-level coursework: ENGL 3060; ENGL 3210 and ENGL 3215; ENGL 3110 and ENGL 3120-all with a grade of "B" or higher in each and prior to enrollment in graduate-level courses. Students entering the rhetoric and composition emphasis without an	T-4 certificate and complete the professional education courses required for T-5 certification by the State Department of Education. ***Students seeking the M.A. in English as a second master's degree must satisfy all the requirements for the Master of Arts in English. Graduation Requirements Page - M.A. English Program RETENTION, DISMISSAL, & READMISSION POLICIES Students must have a cumulative GPA of 3.0 for all graduate courses. Earning grades below "B" in graduate courses will result in the following consequences: Students admitted Fall 2011 and thereafter will be dismissed from the Graduate School if they accumulate three or more academic deficiency points unless otherwise indicated by individual program policy. A grade of "C" (although it may be credited toward a degree) equals one deficiency point. A grade of "D," "WF" or "F," or "U" (none of which will be credited toward a degree) equals two deficiency points. Candidates admitted BEFORE Fall 2011 and receiving two grades below "C" ("D", "F", "WF","U") will be dismissed from the program. One grade below a "C" results in a warning. If dismissed from the program, the student must wait a minimum of two semesters and obtain approval from the academic department, before applying for readmission. The academic program reserves the right to place specific conditions and contingencies on any offer of readmission. Readmission is not guaranteed and prior academic performance and conduct in the program will be considered. After admission, courses taken more than seven years prior to the semester of degree completion cannot be used to meet graduate degree requirements or admission to doctoral candidacy requirements unless otherwise indicated by individual program requirements. No more than 6 semester hours of academic work may be transferred from another institution into a master's-level graduate program. This credit must be documented in the form of an official transcript at the time of admission. Transfer credit will be evaluated after admission by the academic department. To be eligible, credit must be no more than seven years old at the time of admission unless otherwise approved by the program. *Students must receive a grade of B or better in the fourth sequence course of a foreign language or a passing grade in a reading proficiency examination administered by the Department of Modern and Classical Languages.* Students entering the literature emphasis without an undergraduate degree in English or an English minor or its equivalent must complete the following requirements prior to enrollment in graduate-level coursework: ENGL 3060; ENGL 3210 and ENGL 3215; ENGL 3110 and ENGL 3120-all with a grade of "B" or higher in each and prior to enrollment in graduate-level courses. Students entering the rhetoric and composition emphasis without an

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undergraduate degree in English or an English minor or its equivalent must complete the following requirements prior to enrollment in graduate-level coursework: three hours of either 3210 or 3215; and three hours of either 3110 or 3120-all with a grade of "B" or higher in each and prior to enrollment in graduate-level courses. Retention, Dismissal, and Readmission Policies Page - M.A. English Program	undergraduate degree in English or an English minor or its equivalent must complete the following requirements prior to enrollment in graduate-level coursework: three hours of either 3210 or 3215; and three hours of either 3110 or 3120-all with a grade of "B" or higher in each and prior to enrollment in graduate-level courses. Retention, Dismissal, and Readmission Policies Page - M.A. English Program

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

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

The foreign language requirement has posed a hardship preventing and delaying graduation for English MA students, and it has been a barrier preventing enrollment for prospective applicants. When students enter our MA program without having already studied a foreign language as undergraduates, they must enroll in undergraduate courses in the Modern and Classical Languages department. These courses are not funded by graduate assistantships and/or loans, and thus the cost is prohibitive for many students. Because English BA students at VSU are required to study a foreign language, and PhD programs in English (at universities generally) also require foreign language study, it is not necessary for English students to undergo this training at the MA level, given the fact that our program does not provide funding that would facilitate this.

Most areas of specialization within our MA program do not hinge upon a knowledge of a foreign language. If, however, specialized study in a foreign language is required in order to complete a given thesis project, then the student can work with her/his thesis chair to determine what level of proficiency is required, and s/he can engage in independent foreign language study accordingly.

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

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

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

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

Effectiveness will be assessed quantitatively through monitoring enrollment, retention, and completion and qualitatively through advising interactions with students and faculty.

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Adam Wood	DocuSigned by: Adam Wood 0C8E1BA25EA14C2...	
College/Division Executive Committee	James LaPlant	DocuSigned by: James LaPlant CFD1633B1A51412...	

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Dean/Director	James LaPlant	DocuSigned by: James LaPlant CFD1633B1A51412...	
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Valdosta State University Curriculum Form

- **Request for a NEW COURSE**

Date of Submission:	02/9/2022

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

College:	College of Humanities and Social Sciences	**Dept. Initiating Request:**	MCL
Requestor's Name:	Ofélia R. Nikolova	**Requestor's Role:**	Department Head

Proposed NEW Course Prefix: *(Consult abbreviations in the catalog)*	RUSS	**NEW Course Number:** *(Consult #s in the catalog)*	3010
Proposed NEW Course Title:	Intermediate Russian Grammar and Conversation		
NEW Course Title Abbreviation: *(Limit to 30 character spaces)*			
Prerequisite(s):	RUSS 2002 or Instructor's approval		

Lecture Hours:	3	**Lab/Contact Hours:**		**Credit Hours:**	3

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

A study of conversational and writing techniques integrating grammatical structures and appropriate vocabulary. Emphasis is given to practicing all four skills - listening, speaking, reading, and writing - using authentic materials to increase cultural competency.

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☒ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Once per Year*

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

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

This course is created in response to increased interest in the subject matter. So far, the department has used a generic INTL prefix and number. As we are preparing to create a Russian and / or Slavic Studies minor, having advanced level Russian courses with their own prefixes is a step in the right direction.

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

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

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

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

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

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

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

☐ Other Data Source Descriptions –

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

Valdosta State University – NEW COURSE Form

- Request for a NEW COURSE

Approvals:	Print:	Signature:	Date:
Department Head	Ofelia Nikolova	DocuSigned by: Ofelia Nikolova 2035A37B9E82492...	
College/Division Executive Committee	James LaPlant	DocuSigned by: James LaPlant CFD1633B1A51412...	
Dean/Director	James LaPlant	DocuSigned by: James LaPlant CFD1633B1A51412...	
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee	Karen Shepard		

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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RUSSIAN 3010/ INTL 3170: ADVANCED RUSSIAN GRAMMAR AND CONVERSATION I
Осень 2021

Instructor: Irina McClellan
Office: Center for International Programs
Phone: (229) 333-7410 or
E-mail: ibmcclel@valdosta.edu
Fax: (229) 259-5948

Class Meets: M/W 12:00-13:15 pm
Center for International Programs
Office Hours: M, W: TBA
or by appointment

Учебник

Robin, Richard, K. Evans-Romaine, G. Shatalina. Golosa, A Basic Course in Russian, Book II, 4th ed., Prentice Hall, 2007
Robin, Richard, K. Evans-Romaine, G. Shatalina, Golosa: Lab Manual/Workbook, 4th ed, Prentice Hall, 2007.

Дополнительные материалы.
Supply of 3 x 5 index cards, a 3-ring тетрадь and a yellow highlighter.

Course Objective/Description

Russian 3001, Advanced Russian grammar and conversation, is an intermediate course that emphasizes proficiency and communicative competence at the Intermediate-high level in the four basic language skills: speaking, writing, reading and listening as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. The course is intended for students who have already learned the fundamentals of Russian: the structure of the sentence, the types of relationship between the words in a sentence, the basic rules of conjugation and declension, six cases, verbs of motion and how to use them, set phrases, ability to make monologs on basic topics (food, clothes, etc) and write essays.

In this class the students will review the basic grammatical and syntactical structures of the Russian language and study more advanced grammatical topics. The course is designed to help the student acquire practical mastery of Russian and maximize his/her ability to communicate in Russian. Oral proficiency, comprehension, and vocabulary building will be emphasized. Careful attention will be paid to pronunciation in classroom activities, structure of monologues and essays. The course cover new topics: weather and travelling, TV, books, hobbies, health, etc. Small group and partner/pair activities will be used to encourage students to use Russian in meaningful, communicative situations. In addition, students will continue to intensively explore Russian culture and contemporary Russian society.

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Course Outcomes

Most students completing this course will have intermediate high speaking abilities and intermediate-high level listening, reading and writing abilities. Upon completion of the course the student should be able to communicate basic information in the present, past and future and maintain a dialogue and a monologue at the intermediate-high level with a native speaker. The student will read and understand authentic materials, paraphrase and reenact authentic texts or visuals. By the end of the course students will revise and master the following topics: verb aspects, verbs of motion in present, past and future tenses, reflexive verbs; use dative subjectless constructions, the meanings and uses of conjunctions and conjunctive words in compound and complex sentences, use set phrases, express necessity, revise numbers, give commands and express future actions; use nouns, adjectives and pronouns in Dative and Instrumental cases. Students will also be able to make monologs, write essays and converse on such topics as one's daily activities, weather, travel, managing telephone conversations, asking directions, shopping, visiting friends, food, ordering food in a restaurant, being able to watch and understand Rusisan TV media and news-media vocabulary, etc.

Composition of Grades

Участие	10%
Домашняя работа	30%
Контрольные работы	15%
Сочинения	5%
Экзамены	30% (15% each)
Out of class assignments	10%

Student Evaluation

Grades are based on active and consistent participation, regular and on time completion of assignments, evaluations during quizzes and tests.

Course Requirements

Attendance Policy/ Посещаемость. Students are expected to attend all class meetings and stay for their duration. **Each unexcused absence after *three* will reflect in one letter off your final grade.** Exceptions are made **only** for medical reasons or personal emergencies. **Absence from 2 classes or more will result in an F.** The student is responsible for all materials covered in his/her absence. Any work missed must be made up the day the student returns to class.

Участие. Participation is important. This is the grade you earn by coming to class regularly and willing to participate. **Class Participation will be graded on a daily basis according to the following formula:**
5 points Present and Completely Prepared

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4 points Present and Partially Prepared
3 points Present but Completely Unprepared
0 points Absent

Completely Prepared does not mean that the student can answer every question correctly: it merely means that the student is prepared to attempt to answer every question based on the previous evening's homework assignment.

Partially Prepared means that the student has demonstrated that she/he has not completed the given day's assignment completely, although some of the assignment was completed.

Домашняя работа.
Daily homework will be assigned and you are expected to complete it and to come to class prepared. If you fail to turn in assigned homework you will receive a 0.

- Neat work with 5 or fewer errors is a 5
- Fewer than 10 errors is a 4
- More than 11 is a 3
- A homework that fails to indicate sufficient effort will be given an F (2) and may be rewritten

Quizzes. Short quizzes will be given over new vocabulary on a weekly basis as well as over each section in the chapter.

Экзамены. There will be two exams during the semester. The first exam will take place on Monday, October 4, 2021 and the final exam will take place during the Finals week. Each exam will consist of written and oral parts. Exams will be based on materials covered in class.

This syllabus is subject to revision due to unforeseen circumstances or needs required by the class or professor.

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Valdosta State University Curriculum Form

- **Request for a NEW COURSE**

Date of Submission:	02/9/2022

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

College:	College of Humanities and Social Sciences	**Dept. Initiating Request:**	MCL
Requestor's Name:	Ofélia R. Nikolova	**Requestor's Role:**	Department Head

Proposed NEW Course Prefix: *(Consult abbreviations in the catalog)*	RUSS	**NEW Course Number:** *(Consult #s in the catalog)*	3900
Proposed NEW Course Title:	Intermediate Russian through Film		
NEW Course Title Abbreviation: *(Limit to 30 character spaces)*			
Prerequisite(s):	RUSS 3010 or Instructor's approval		

Lecture Hours:	3	**Lab/Contact Hours:**		**Credit Hours:**	3

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

A study of Russian films, which strengthens oral and written language skills at the intermediate level. The course focuses on films portraying contemporary Russian culture and society.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☒ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Once per Year*

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

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

This course is created in response to increased interest in the subject matter. So far, the department has used a generic INTL prefix and number. As we are preparing to create a Russian and / or Slavic Studies minor, having advanced level Russian courses with their own prefixes is a step in the right direction.

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

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

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

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

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

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

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

☐ Other Data Source Descriptions –

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

Valdosta State University – NEW COURSE Form

- **Request for a NEW COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Ofelia Nikolova	DocuSigned by: Ofelia Nikolova 2035A37B9E82492...	
College/Division Executive Committee	James LaPlant	DocuSigned by: James LaPlant CFD1633B1A51412...	
Dean/Director	James LaPlant	DocuSigned by: James LaPlant CFD1633B1A51412...	
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee	Karen Shepard		

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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RUSS 3900: INTERMEDIATE RUSSIAN THROUGH FILM
Весна 2022

Instructor: Irina McClellan
Office: Center for International Programs
Phone: (229) 333-5445 or
E-mail:ibmcclel@valdosta.edu
Fax: (229) 259-5948

Class Meets: M/W TBA
Center for International Programs
Office Hours: M, W: TBA
or by appointment

Учебник/ Suggested Texts/ Resources.

- *Robin, Richard, K. Evans-Romaine, G. Shatalina. Golosa, A Basic Course in Russian, Book II, 5th ed., Prentice Hall, 2014*
- *Robin, Richard, K. Evans-Romaine, G. Shatalina, Golosa: Lab Manual/Workbook, 5th ed, Prentice Hall, 2014.*

For grammar:
- *A Comprehensive Russian Grammar by Terence WADE*

Your film and text materials this semester will come in handout form.
Three online dictionaries that are reliable in the sense that they give fuller word information are here:
http://multitran.ru
http://slovari.yandex.ru/
http://lingvopro.abbyyonline.com/ru

Дополнительные материалы.

Supply of 3 x 5 flash cards for new vocabulary items since there will be weekly vocabulary quizzes on new material, a 3-ring тетрадь and a yellow highlighter.

Course Objective/Description

Russian 3900, Russian though film, is an intermediate course that emphasizes proficiency and communicative competence at the Intermediate-high level in the four basic language skills: speaking, writing, reading and listening as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. The course is intended for students who have already learned the fundamentals of Russian: the structure of the sentence, the types of relationship between the words in a sentence, the basic rules of conjugation and declension, six cases, verbs of motion and how to use them, set phrases, ability to make monologs on basic topics (food, clothes, etc) and write essays.

Topics:

This semester we will examine aspects of Soviet and Russian life through the prism of work on the film Стиляги, which deals with Soviet youth culture in the 1950s. We will look at aspects of жизнь моложёжи - young people's lives. The word молодёжь is translatable as «youth», or «young people», but it is used differently in some ways than

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we would use those terms in English. One of the features of this post-Soviet «blockbuster musical» is the director's choice to use late Soviet and post-Soviet rock and pop – so not the "decadent" foreign songs of Western bands, but the homegrown rock and pop many Russians remember from their childhoods in the later Soviet years. You will work on the texts of those songs as well, and learn something about the groups that created them.

It is expected that you will greatly improve your ability to read, understand and discuss film, and some types of texts, especially journalistic ones, and understand and interpret song lyrics.

Language Goals: (1) to discuss in more detail and at a deeper level than you have previously issues relating to Russian life, culture and history, including issues that affect and have shaped lives of young people in Russia today; (2)) to develop your ability to communicate in Russian as a literate and culturally aware user of the language, especially expanding your ability to deal with factual topics; (3) to extend both your range of vocabulary and structural accuracy in interpreting and using targeted grammatical forms; (4) to review problem areas of Russian grammar and introduce some advanced topics in grammar and syntax from the point of view of how forms reflect and affect meaning; (4) to analyze a variety of text types, including prose literature, poetry and song, memoir and film; (5) to increase your competence in dealing with reading the Russian press. The focus of daily activities will be active language use and comprehension in paired, small group or class discussion (i.e., often NOT mechanical practice, although there will be considerable work on grammar).

Course Outcomes

Most students completing this course will have intermediate high speaking abilities and intermediate-high level listening, reading and writing abilities.
Listening: comprehend normal rate speech dealing with most factual and some abstract matters; have good strategies for dealing with speech in unsubtitled films, news broadcasts, etc. You should understand the films we have watched well by semester's end.

Speaking: handle successfully conversations on the factual topics we deal with in class, including more complicated situations; show some ability to narrate coherently using both accurate tense and aspectual forms; show good strategies for coping with discussions on abstract topics and featuring unfamiliar vocabulary. You should be able to do a 10 minute presentation on a topic related to the course content.

Reading: understand and translate material from the press and some Russian prose and verse, showing attention to the meanings generated not only by the grammatical forms and vocabulary, but also the cultural contexts of the work, and the type(s) of discourse used.

Writing: in addition to written homework (short paragraph or 1-2 page writing tasks, grammar work) you will compose 3-5 page TYPED compositions in Russian on factual topics that relate to readings and films. In them you should show ability to use complex

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sentence structure and coherent narration, and support your opinions. You will write summaries of film scenes, "alternate versions" of scenes, imagined continuations of movies or scenes, and essays on set topics.

Grammar:
-plural noun and adjective endings in all cases
-ways Russian expresses comparison and juxtaposition (includes comparatives review)
-complex sentences of various kinds
-verbal aspect and how it interacts with verb tense in narrative
-verbs of motion and how they figure in narrative
-expressions of indefiniteness (-то / -нибудь / -либо)
-active versus passive constructions and how Russian uses them
-expressions of quantity, including declining numerals
-time expressions and how they interact with verbal aspect
-participles and verbal adverbs
-reflexive and non-reflexive verbs of emotion
-non-verbal constructions expressing emotions
-impersonal expressions
-verbs that do not take accusative case (non-transitive verbs)

Composition of Grades

Daily Class Preparation/Participation	20%
Homework	20%
Quizzes and exams	30%
Presentation / project	15%
Extracurricular activities	15%

Student Evaluation

Grades are based on active and consistent participation, regular and on time completion of assignments, quizzes and tests.

Course Requirements

Attendance Policy / Посещаемость. Students are expected to attend all class meetings and stay for their duration. **Each unexcused absence after *three* will reflect in one letter off your final grade.**

Участие. Participation is important. This is the grade you earn by coming to class regularly and willing to participate. Communication with others is essential to language learning. We expect daily class attendance and active participation. Note that the use of cell phones during class for any reason is prohibited. Exceptions are made only for medical reasons or personal emergencies.

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Scores for посещаемость are given for each day's work based on the following scale:
5 (A) = I came to class well prepared and on time. This means: it was clear that I had read / watched / listened to the material assigned, read any grammar explanations assigned, and taken steps to learn new expressions in material. In class I participated actively in activities and volunteered occasionally. I tried to use only Russian or found out how to say things in Russian. I made an effort to incorporate new learned material into my classroom work. I tried to demonstrate awareness of cultural phenomena.

4.5 (A-/B+) = I was prepared, attentive and active in class (did the things listed in "5"), but I was a few minutes late (less than five minutes).

4 (B) = I was pretty well prepared for class, but I didn't say much in class or try to use new language material, and I didn't volunteer at all. I may have read / watched materials at home, but it was obvious I hadn't learned new expressions yet. I may have been late to class more than five minutes. My level of participation was okay, but not great.

3.5 (B-/C+) = I was significantly late to class that day (more than 10 minutes).

3 (C) = It was clear I hadn't prepared materials ahead of class (had not read texts, seen video, learned new expressions). In class I used English when I could have used Russian; I may have been inattentive or zoned out more than once in class, or spent time talking to other students "off-task". If I didn't understand what was going on I let my mind wander instead of working hard to understand and asking questions. I may have done only the minimum necessary to complete tasks.

0 (NC) = I was absent.

Домашняя работа:

Daily homework will be assigned and you are expected to complete it and to come to class prepared. If you fail to turn in assigned homework you will receive a 0.
4.5 - 5: Homework handed in on time, showing thorough effort as well as creative and "on-task" use of language (incorporating new vocabulary and constructions, writing as much as you can on the subject); for grammar-based homework, done attentively and neatly.

4 - 4.4 Homework handed in on time and indicates a satisfactory effort, but lacks consistent use of new grammatical constructions and vocabulary, or else my content lacks necessary elements that the assignment required; grammar-based homework may be done inattentively or shows some difficulty with concepts. In free-writing assignments grammar may be problematic even though content is fine.

3 - 4 Homework handed in on time but showing little effort; little or no attempt to incorporate new language; seems simplistic or minimally done; grammar-based homework is incomplete or done extremely inattentively, with many errors. In free-writing assignments both grammar and vocabulary contain many errors.

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Quizzes (non-vocab): 20-30 minutes each, will occur about every three weeks and cover texts, films and grammar. Generally, there will be some grammar, some translation from English to Russian, and short answers or paragraph writing based on texts and films.

Vocab Quizzes: There will be very short (10 minute) vocabulary checks every other week; these are meant to help, not punish, you. The lowest grade on these will be dropped.

Экзамены: There will be two exams during the semester. The first exam will take place in March 2022 and the final exam will take place during the Finals week. Each exam will consist of written and oral parts. Exams will be based on materials covered in class.

Presentation/project. Students will be asked to create a video project in (mostly) Russian using vocabulary they have learned so far. More details will be provided later.

Extracurricular activities: You can also get points visiting Russian club, joining filed trips and other extracurricular activities.

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

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

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VSU cares about student success both on and offline, and a variety of resources are available to help students both academically and personally during the Spring 2022 semester.

One of the best resources is VSU's Coronavirus FAQ page located at https://www.valdosta.edu/health-advisory/faq.php. Information is available there about a variety of topics in VSU's return-to-campus plan. A website devoted to the health and wellness of VSU students can be seen at https://www.valdosta.edu/administration/finance-admin/campus-wellness/student-resources.php.

This syllabus is subject to revision due to unforeseen circumstances or needs required by the class or professor.

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Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission: 11/19/2021

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

College:	College of the Arts	**Dept. Initiating Request:**	Communication Arts
Requestor's Name:	H. Duke Guthrie	**Requestor's Role:**	Faculty

Check One Option:	☒ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022

Degree/Program Name:	BFA in Theatre; Elective Studies in Theatre Management
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/arts/communication-arts/bfa-theatre/Thea

Present Requirements:			**Proposed Requirements:** *(hover over for instructions)*		
THEA 1710	Improvisation	1	THEA 1710	Improvisation	1
THEA 2810	Basic Stage Movement	2	THEA 2810	Basic Stage Movement	2
THEA 2840	Stage Management	2	THEA 2840	Stage Management	2
ACCT 2099	Accounting Principles for Entrepreneurs	3	*ACCT 2099*	*Accounting Principles for Entrepreneurs*	*3*
Select one of the following:		3	ACED 3000	Office Calculations and Recordkeeping	3
ACED 2400	Computer Technology for the Workplace		Select one of the following:		3
BUSA 2201	Fundamentals of Computer Applications		ACED 2400	Computer Technology for the Workplace	
CS 1000	Introduction to Microcomputers and Applications		*BUSA 2201*	*Fundamentals of Computer Applications*	
			CS 1000	Introduction to Microcomputers and Applications	
THEA 3730	Theatre Management Practicum	1	THEA 3730	Theatre Management Practicum	1
THEA 3880 or THEA 3890	Theatre History I Theatre History II	3	THEA 3880 or THEA 3890	Theatre History I Theatre History II	3
Select one of the following:		1	Select one of the following:		1
THEA 3710	Theatre Performance		THEA 3710	Theatre Performance	
THEA 3720	Theatre Production		THEA 3720	Theatre Production	
THEA 3725	Stage Management Practicum		THEA 3725	Stage Management Practicum	
THEA 3745 & THEA 4740	Front of House Management and Theatre, Labor Relations and the Law	5	THEA 3745 & THEA 4740	Front of House Management and Theatre, Labor Relations and the Law	5

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

☒ Improving student learning outcomes ☐ Mandate of State/Federal/Accrediting Agency

☐ Adopting current best practice(s) in field ☐ Other –

ACCT 2099 is no longer being offered. ACED 3000 will teach students workplace recordkeeping functions - business calculations, accounting fundamentals, and records management. Emphasis is on solving business mathematics problems, studying and preparing a variety of accounting documents, and completing a filing simulation. This aligns with skills needed in their field to be successful in the industry.

BUSA 2201 is not a pre-requisite for ACED 3000.

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

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

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

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

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

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

☐ Other Data Source Descriptions –

Students will have opportunities after taking this to understanding financial statements in Front of House Management (THEA 3745) and Theatre Management Practicum (THEA 3730)

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Nicole Cox, Interim Head - Comm. Arts	DocuSigned by: Nicole B. Cox 4CB1116DCFC3464...	3/1/2022 | 2:54 PM EST
College/Division Executive Committee	Michael T Schmidt, CoA Assoc. Dean	DocuSigned by: 3F9E5C30D32847E...	3/1/2022 | 12:53 PM EST
Dean/Director	A. Blake Pearce, CoA Dean	DocuSigned by: Arthur Blake Pearce 65FDDEBB0EA546E...	3/1/2022 | 5:29 PM EST
Graduate Executive Committee (for graduate course)	N/A		
Graduate Dean (for graduate course)	N/A		
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	10/26/2021

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

College:	College of the Arts	**Dept. Initiating Request:**	Comm Arts
Requestor's Name:	Melissa Porterfield	**Requestor's Role:**	Faculty

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	THEA 3950	**Course Prefix and Number:**	
Course Title:	Fundamentals of Play Directing	**Course Title:**	
Lecture Hours:		*Lecture Hours:*	
Lab/Contact Hours:		*Lab/Contact Hours:*	
Credit Hours:	3	*Credit Hours:*	
Pre-requisites:	THEA 2750 and THEA 2800	**Pre-requisites:**	THEA 2750, THEA 2800, and THEA 3700
CURRENT Course Description:		**NEW Course Description:** *(hover over for instructions)*	

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Every Semester*

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

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

Student learning in THEA 3950 (Fundamentals of Play Directing) will be improved by taking THEA 3700 (Play Analysis for Production) first, as much of the work of THEA 3950 relies on the ability to engage in the analysis of play texts in order to make informed directorial choices. Professional expectations are that Directors employ a high level of script analysis as part of their work.

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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

☐ Other Data Source Descriptions –

Direct Measures include assignments on Script Analysis and Scene Scoring. Indirect Measures include Student Evaluations; Face to face meetings with students during established assessment meetings with faculty during freshman and junior years; Program review completed by students in senior year; and Alumni feedback.

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Nicole Cox, Interim Head - Comm. Arts	DocuSigned by: Nicole B. Cox 4CB1115DCFC2464...	3/1/2022 | 2:54 PM EST
College/Division Executive Committee	Michael T Schmidt, CoA Assoc. Dean	DocuSigned by: 3E9E5C30D32B47E...	3/1/2022 | 12:53 PM EST
Dean/Director	A. Blake Pearce, CoA Dean	DocuSigned by: Arthur Blake Pearce 66FDDEBB2EA846E...	3/1/2022 | 5:29 PM EST
Graduate Executive Committee (for graduate course)	N/A		
Graduate Dean (for graduate course)	N/A		
Academic Committee			

*Will this change impact another college/department?	☒ No ☐ Yes *[select college & indicate department(s)]*		
College:	*Select One.*	**Department(s):**	

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Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission: 02/21/2022

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

College:	College of the Arts	**Dept. Initiating Request:**	Art & Design
Requestor's Name:	Kyoungim Park	**Requestor's Role:**	Faculty

Check One Option:	☒ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022

Degree/Program Name:	Bachelor of Fine Arts with a Major in Interior Design
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/arts/art/bfa-interior-design/

Present Requirements:

Requirements for the Bachelor of Fine Arts Degree with a Major in Interior Design

Code	Title	Hours
Core Curriculum		60
Core Curriculum Areas A-E (See VSU Core Curriculum)		42
Core Curriculum Area F		
ARID 1120	Fundamental Concepts in Interior Design	3
ART 1010	Drawing I	3
ART 1020	Two Dimensional Design	3
ART 1030	3-Dimensional Design	3
ART 1011	Drawing II	3
ART 2030	Computers in Art	3
Major Curriculum		60
Interior Design Studio Courses		
ARID 2111	Interior Design Studio I	3

Proposed Requirements: *(hover over for instructions)*

Requirements for the Bachelor of Fine Arts Degree with a Major in Interior Design

Code	Title	Hours
Core Curriculum		60
Core Curriculum Areas A-E (See VSU Core Curriculum)		42
Core Curriculum Area F		
ARID 1120	Fundamental Concepts in Interior Design	3
ART 1010	Drawing I	3
ART 1020	Two Dimensional Design	3
ART 1030	3-Dimensional Design	3
ART 1011	Drawing II	3
ART 2030	Computers in Art	3
Major Curriculum		60
Interior Design Studio Courses		
ARID 2111	Interior Design Studio I	3

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ARID 2112	Interior Design Studio II	3
ARID 3111	Interior Design Studio III	3
ARID 3112	Interior Design Studio IV	3
ARID 4111	Interior Design Studio V	3
ARID 4112	Interior Design Studio VI	3
Major Core		
ARID 2310	Interior Design Graphics and Presentation	3
ARID 2411	Computers for Interior Design	3
ARID 3211	History of Interiors I	3
ARID 3212	History of Interiors II	3
ARID 3320	Materials for Interior Design	3
ARID 3350	Lighting and Building Systems	3
ARID 3370	Construction Methods and Building Regulations	3
Capstone Courses		
ARID 4010	Interior Design Internship	3
ARID 4340	Contemporary Design Issues	3
ARID 4610	Professional Practice	3

ARID 2112	Interior Design Studio II	3
ARID 3111	Interior Design Studio III	3
ARID 3112	Interior Design Studio IV	3
ARID 4111	Interior Design Studio V	3
ARID 4112	Interior Design Studio VI	3
Major Core		
ARID 2310	Interior Design Graphics and Presentation	3
ARID 2411	Computers for Interior Design	3
ARID 3211	History of Interiors I	3
ARID 3212	History of Interiors II	3
ARID 3320	Materials for Interior Design	3
ARID 3350	Lighting and Building Systems	3
ARID 3370	Construction Methods and Building Regulations	3
ARID 4000	Special Topics in Interior Design	3
Capstone Courses		
ARID 4010	Interior Design Internship	3

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Art History Courses		
ARTH 2121	Art History Survey I	3
ARTH 2122	Art History Survey II	3
Electives: Interior Design and Related Areas		6
Select 2 courses (6 credit hours) from upper-level art studio courses, upper-level interior design courses, upper-level art history courses, or other related courses with the approval of the Program Coordinator and the Head of the Department.		
Total hours for the degree		120

Course List

ARID 4340	Contemporary Design Issues	3
ARID 4610	Professional Practice	3
Art History Courses		
ARTH 2121	Art History Survey I	3
ARTH 2122	Art History Survey II	3
Electives: Interior Design and Related Areas		6 3
Select 2 courses (6 credit hours) from upper-level art studio courses, upper-level interior design courses, upper-level art history courses, or other related courses with the approval of the Program Coordinator and the Head of the Department. Select 1 courses (3 credit hours) from upper-level art studio courses, upper-level interior design courses, upper-level art history courses, or other related courses with the approval of the Program Coordinator and the Department Head *of the Department.*		
Total hours for the degree		120

Course List

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

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

After review of the current Interior Design curriculum by program faculty and the department head, elective courses could not be included in the "evidence" for review by the Council for Interior Design Accreditation (CIDA). Therefore, the ARID 4000 course needs to be a degree requirement within the BFA ID degree so that course content, objectives, and artifacts align with the CIDA professional standards.

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

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

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

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

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Program assessments/meetings with stakeholders, advisory boards, and alumni. Before each topics course is offered, faculty will review its outcomes and proposed deliverables to ensure each topics course is meeting adequate accreditation standards. After each topics course is taught, course assessment will take place to make sure course outcomes and student deliverables met necessary accreditation standards.

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Michael T Schmidt, Interim Head A&D	DocuSigned by: 3F9E5C30D32847F...	3/1/2022 | 12:53 PM EST
College/Division Executive Committee	Michael T Schmidt, CoA Assoc. Dean	DocuSigned by: 3F9E5C30D32847F...	3/1/2022 | 12:53 PM EST
Dean/Director	A. Blake Pearce, CoA Dean	DocuSigned by: Arthur Blake Pearce 65FDDEBB0EA546E...	3/1/2022 | 5:29 PM EST
Graduate Executive Committee (for graduate course)	N/A		
Graduate Dean (for graduate course)	N/A		
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

DocuSign Envelope ID: 99C6A5ED-A439-4927-9FA1-856C0A4507AE

Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	02/21/2022

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

College:	College of the Arts	**Dept. Initiating Request:**	Art & Design
Requestor's Name:	Kyoungim Park	**Requestor's Role:**	Faculty

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	ARID 4000	**Course Prefix and Number:**	
Course Title:	Special Topics in Interior Design	**Course Title:**	
Lecture Hours:	0	*Lecture Hours:*	
Lab/Contact Hours:	4-6	*Lab/Contact Hours:*	*4-6* 6
Credit Hours:	2-3	*Credit Hours:*	*2-3* 3
Pre-requisites:	Junior or senior standing in the Interior Design Program or permission of the Department Head.	**Pre-requisites:**	*Junior or senior standing in the Interior Design Program or permission of the Department Head.* ARID 2112 and ARID 2411

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
A course for relevant topics not included in the official interior design curriculum. Format may vary. Course may be repeated with different topics for up to 9 hours of credit.	*A course for relevant topics not included in the official interior design curriculum. Format may vary. Course may be repeated with different topics for up to 9 hours of credit.* Course content includes a variety of topics relevant to interior design. Format may vary. Course may be repeated with different topics for up to 6 hours of credit.

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Once per Year*

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

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

After review of the current Interior Design curriculum by program faculty and the department head, elective courses could not be included in the "evidence" for review by the Council for Interior Design Accreditation (CIDA). Therefore, the ARID 4000 course needs to be a degree requirement within the BFA ID degree so that course content, objectives, and artifacts align with the CIDA professional standards.

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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

☐ Other Data Source Descriptions –

Program assessments/meetings with stakeholders, advisory boards, and alumni. Before each topics course is offered, faculty will review its outcomes and proposed deliverables to ensure each topics course is meeting adequate accreditation standards. After each topics course is taught, course assessment will take place to make sure course outcomes and student deliverables met necessary accreditation standards.

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Michael T Schmidt, Interim Head A&D	DocuSigned by: 3F9E5C30D32647F...	3/1/2022 | 12:53 PM EST
College/Division Executive Committee	Michael T Schmidt, CoA Assoc. Dean	DocuSigned by: 3F9E5C30D32647F...	3/1/2022 | 12:53 PM EST
Dean/Director	A. Blake Pearce, CoA Dean	DocuSigned by: Arthur Blake Pearce 65FDDEBB0EA546E...	3/1/2022 | 5:29 PM EST
Graduate Executive Committee (for graduate course)	N/A		
Graduate Dean (for graduate course)	N/A		
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

DocuSign Envelope ID: 99C6A5ED-A439-4927-9FA1-856C0A4507AE

Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission:	02/21/2022

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

College:	College of the Arts	**Dept. Initiating Request:**	Art Education
Requestor's Name:	Jenny Evans	**Requestor's Role:**	Faculty

Check One Option:	☒ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*	
Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022
Degree/Program Name:	Art Education		
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/arts/art/bfa-art-education/		

Present Requirements:	**Proposed Requirements:** *(hover over for instructions)*
The Bachelor of Fine Arts with a major in art education prepares students for initial art education certification (P-12). The program is designed to prepare professional art educators with the knowledge, skills, and experiences necessary to be successful in an array of potential career choices, from the art studio classroom, to a museum education setting, to graduate school. National accrediting agencies include the National Association of Schools of Art and Design (NASAD), the Council for the Accreditation of Educator Preparation (CAEP), and the Southern Association of Colleges and Schools (SACS). The National Art Education Association (NAEA) provides program standards, curricular guidelines, and assessment tools that help to ensure a quality program in art education. Students in the program must meet all criteria published in the VSU Undergraduate Catalog, as established by the Dewar College of Education and Human Services and the College of the Arts. The degree program consists of 132 hours of course work and requires that the student carry 17 hours for seven of the eight semesters in school and/or take 12 hours in summer school to graduate within a four-year period. A minimum grade point average of 2.75 must be maintained throughout the program. A grade of "C" or better must be earned in the required English courses and in all art, art education, and education courses in the professional sequence. Certification depends on passing the Georgia Assessment for the Certification of Educators exam (GACE Content Assessment), which must be taken	The Bachelor of Fine Arts with a major in art education prepares students for initial art education certification (P-12). The program is designed to prepare professional art educators with the knowledge, skills, and experiences necessary to be successful in an array of potential career choices,: *from the* art studio classroom teacher, *to a* museum educator *education setting, to* or graduate student *school*. National accrediting agencies include the National Association of Schools of Art and Design (NASAD), the Council for the Accreditation of Educator Preparation (CAEP), and the Southern Association of Colleges and Schools (SACS). The National Art Education Association (NAEA) provides program standards, curricular guidelines, and assessment tools that help to ensure a quality program in art education. Students in the program must meet all criteria published in the VSU Undergraduate Catalog, as established by the Dewar College of Education and Human Services and the College of the Arts. The degree program consists of *132* 129 hours of course work and requires that the student carry 17 hours for seven of the eight semesters in school and/or take 12 hours in summer school to graduate within a four-year period. This is to accommodate the final semester of student teaching. A minimum grade point average of 2.75 must be maintained throughout the program. A grade of "C" or better must be earned in the required English courses and in all art, art education, and education courses in the professional sequence. Certification depends on passing the Georgia Assessment for the Certification of Educators exam

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prior to the student teaching semester. All course work must be completed before a candidate begins the student teaching semester. The Board of Regents requires 300 to 400 hours of volunteer pre-service experiences prior to student teaching.	(GACE Content Assessment), which must be taken prior to the student teaching semester. All course work must be completed before a candidate begins the student teaching semester. *The Board of Regents requires 300 to 400 hours of volunteer pre-service experiences prior to student teaching.*
Selected Educational Outcomes and Competencies Students pursuing a BFA with a major in art education degree will be able to:	Selected Educational Outcomes and Competencies Students pursuing a BFA with a major in art education degree will be able to:
1) exhibit the ability and desire to continually seek out, evaluate, and apply new ideas and developments in both art and education;	1) exhibit the ability and desire to continually seek out, evaluate, and apply new ideas and developments in both art and education;
2) demonstrate positive relationships with individuals of various social and ethnic groups, and empathize with students and colleagues of differing backgrounds;	2) demonstrate positive relationships with individuals of various social and ethnic groups, and empathize with students and colleagues of differing backgrounds;
3) articulate and communicate the goals of an art program in an effective and professionally responsible manner;	3) articulate and communicate the goals of an art program in an effective and professionally responsible manner;
4) demonstrate basic expressive, technical, procedural and organizational skills, and conceptual insights which can be developed through studio art and design experiences;	4) demonstrate basic expressive, technical, procedural and organizational skills, and conceptual insights which can be developed through studio art and design experiences;
5) demonstrate knowledge of the major styles and periods in art history, analytical methods and theories of art criticism, the development of past and contemporary art forms, contending art philosophies, and the fundamental and integral relationships of how these concepts impact the making of art.	5) demonstrate knowledge of the major styles and periods in art history, analytical methods and theories of art criticism, the development of past and contemporary art forms, contending art philosophies, and the fundamental and integral relationships of how these concepts impact the making of art.
Examples of Outcome Assessments Student competency will be demonstrated in the following selected ways:	Examples of Outcome Assessments Student competency will be demonstrated in the following selected ways:
1) by taking the area Content Assessment exam;	1) by taking the area Content Assessment exams (109 & 110);
2) by successfully preparing an exemplary electronic portfolio as prescribed in the College of Education and Human Services initial Candidate Portfolio Assessment Instrument (edTPA);	2) by successfully preparing an exemplary electronic portfolio as prescribed in the College of Education and Human Services *initial Candidate Portfolio Assessment Instrument (edTPA);*
3) by successfully completing the student teaching experience as determined by meeting the criteria in the College of Education and Human Services Observation Instrument;	3) by successfully completing the student teaching experience as determined by meeting the criteria in the College of Education and Human Services Observation Instrument;
4) by successfully demonstrating evidence of detailed lesson and unit planning prescribed in the Program Lesson Planning Assessment Instrument;	4) by successfully demonstrating evidence of detailed lesson and unit planning prescribed in the Program Lesson Planning Assessment Instrument;
5) by having professional competencies assessed through the ARED Program Disposition Evaluation Instrument;	

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6) by submitting Candidate Survey for Program Improvement (CSPI) in edTPA.

Requirements for Bachelor of Fine Arts Degree with a Major in Art Education

Code	Title	Hours
Core Curriculum		60
Core Curriculum Areas A-E (See VSU Core Curriculum)		42
Students are advised to take ART 1100 in Area C		
Core Curriculum Area F		
ART 1010	Drawing I	3
ART 1011	Drawing II	3
ART 1020	Two Dimensional Design	3
ART 1030	3-Dimensional Design	3
ART 2030	Computers in Art	3
ARTH 2121	Art History Survey I	3
EDUC 2999	Teacher Education Requirements	0
Teacher Certification Health and Physical Education Requirements		4
KSPE 2000 & KSPE 2150	Health and Wellness for Life and First Aid - CPR	4
Major Curriculum		68
EDUC 2110	Investigating Critical and Contemporary Issues in Education	3

5) by having professional competencies assessed through the ARED Program Disposition Evaluation Instrument;

6) by submitting Candidate Survey for Program Improvement (CSPI) in edTPA.

Requirements for Bachelor of Fine Arts Degree with a Major in Art Education

Code	Title	Hours
Core Curriculum		60
Core Curriculum Areas A-E (See VSU Core Curriculum)		42
Students are advised to take ART 1100 in Area C		
Core Curriculum Area F		
ART 1010	Drawing I	3
ART 1011	Drawing II	3
ART 1020	Two Dimensional Design	3
ART 1030	3-Dimensional Design	3
ART 2030	Computers in Art	3
ARTH 2121	Art History Survey I	3
EDUC 2999	Teacher Education Requirements	0
Teacher Certification Health and Physical Education Requirements		*4*
KSPE 2000 & KSPE 2150	*Health and Wellness for Life and First Aid - CPR*	*4*
Major Curriculum		64*68*
EDUC 2110	Investigating Critical and Contemporary Issues in Education	3
EDUC 2120	Exploring Socio-Cultural	3

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EDUC 2120	Exploring Socio-Cultural Perspectives on Diversity	3
EDUC 2130	Exploring Learning and Teaching	3
SPEC 3000	Serving Students with Diverse Needs	3
ART 3051	Printmaking I	3
ART 3041 or ART 3111	Painting I Aqueous Media I	3
ART 3061	Ceramics I	3
ART 3071 or ART 3072	Black and White Photography Digital Photography	3
ART 3081	Sculpture I	3
ARTH 2122	Art History Survey II	3
ARTH 4120	Issues in Art Criticism (ARTH elective)	3
ARTH elective		3
Guided Electives in ART or ARTH		11
ARED 3000	Issues and Trends in Contemporary Art Education	3
ARED 3010	Elementary Art Methods	3
ARED 3012	Secondary Art Methods	3
ARED 4070 & ARED 4090	Seminar in Art Education (P-12) and Student Teaching in Art Education	12
Total hours required for the degree		132

Course List

	Perspectives on Diversity	
EDUC 2130	Exploring Learning and Teaching	3
SPEC 3000	Serving Students with Diverse Needs	3
ART 3051	Printmaking I	3
ART 3041 *or ART 3111*	Painting I *Aqueous Media I*	3
ART 3061	Ceramics I	3
ART 3071 *or* ART 3072	*Black and White Photography* Digital Photography	3
ART 3081	Sculpture I	3
ARTH 2122	Art History Survey II	3
ARTH 4120	Issues in Art Criticism (ARTH elective)	3
ARTH elective		3
Guided Electives in ART or ARTH		11
ARED 3000	Issues and Trends in Contemporary Art Education	3
ARED 3010	Elementary Art Methods	3
ARED 3012	Secondary Art Methods	3
ARED 4070 & ARED 4090	Seminar in Art Education (P-12) and Student Teaching in Art Education	12
Total hours required for the degree		129 *132*

Course List

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

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

Board of Regents changed the hour requirement for this degree. VSU no longer utilizes the edTPA as assessment measure for the degree. The change of art course requirements within the degree were made to suit course availability.
ART 3111 and ART 3071 are no longer offered on a regular rotation due to the retirement/departure of faculty.

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

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

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

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

The program uses the Candidate Assessment on Performance (CAPS) rating sheet in each course with a field experience (ARED 3000, 3010, 3012 and 4090) as well as clinical practice. The rating sheet was adapted from the Georgia Department of Education Teacher Keys Effectiveness System Evaluator Training and Credentialing Materials to evaluate pre-service teachers in the field, and is required for teacher-certification. The scores are compared from class to class to demonstrate improvement. This meets the requirement from the GaPSC on "breadth and depth" of learning throughout the program. Additionally, SOIs and midterm evaluation/surveys are used to improve and continue learning based on the experiences in the field and to verify that topics were covered.
All students are required to create and maintain an ePortfolio throughout the program that includes: resume, teaching philosophy, biography, lesson plans, certifications and art gallery of studio work. The portfolio shows not only their progression throughout the program but provides potential employers what they have achieved while in the Art Education Program.

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Michael T Schmidt, Interim Head A&D	DocuSigned by: 3F9E5C30D32647F	3/1/2022 | 12:53 PM EST
College/Division Executive Committee	Michael T Schmidt, CoA Assoc. Dean	DocuSigned by: 3F9E5C30D32647F	3/1/2022 | 12:53 PM EST
Dean/Director	A. Blake Pearce, CoA Dean	DocuSigned by: Arthur Blake Pearce 65FDDEEB0EA546E	3/1/2022 | 5:29 PM EST
Graduate Executive Committee (for graduate course)	N/A		
Graduate Dean (for graduate course)	N/A		
Academic Committee			

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***Will this change impact another college/department?**		☐ No ☒ Yes *[select college & indicate department(s)]*	
College:	College of Education and Human Services	**Department(s):**	Dept of Teacher Education

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Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	02/21/2022

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

College:	College of the Arts	**Dept. Initiating Request:**	Dept. of Art & Design
Requestor's Name:	Dr. Jenny Evans	**Requestor's Role:**	Faculty

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	ARED 3010	**Course Prefix and Number:**	
Course Title:	Elementary Art Methods	**Course Title:**	
Lecture Hours:	1	*Lecture Hours:*	
Lab/Contact Hours:	4	*Lab/Contact Hours:*	
Credit Hours:	3	*Credit Hours:*	
Pre-requisites:	*ARED 2999* and a minimum GPA of 2.75.	**Pre-requisites:**	ARED 3000 and a minimum GPA of 2.75.

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
Instructional methods; curricular and programmatic structures; assessment strategies; and the appropriate and safe use of tools, media, materials, and equipment in middle and high school art education programs.	Instructional methods; curricular and programmatic structures; assessment strategies; and the appropriate and safe use of tools, media, materials, and equipment in *middle and high school* elementary art education programs.

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Once per Year*

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

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

Correcting a copy and paste error in the course description from a previous catalog year.
Updating the prerequisite - ARED classes are scaffolded to fulfill the requirements Georgia Professional Standards Commission (GaPSC): "they [the programs and classes] must be systematically designed and sequenced to increase the complexity and levels of engagement with which candidates apply, reflect upon, and expand their knowledge and skills" (505-3-4 ii).

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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

☐ Other Data Source Descriptions –

The program uses the Candidate Assessment on Performance (CAPS) rating sheet in each course with a field experience (ARED 3000, 3010, 3012 and 4090 as well as clinical practice. The rating sheet was adapted from the Georgia Department of Education Teacher Keys Effectiveness System Evaluator Training and Credentialing Materials to evaluate pre-service teachers in the field, and is required for teacher-certification. The scores are compared from class to class to demonstrate improvement. This meets the requirement from the GaPSC on "breadth and depth" of learning throughout the program.

Additionally, SOIs and midterm evaluation/surveys are used to improve and continue learning based on the experiences in the field and to verify that topics were covered.

All students are required to create and maintain an ePortfolio throughout the program that includes: resume, teaching philosophy, biography, lesson plans, certifications and art gallery of studio work. The portfolio shows not only their progression throughout the program but provides potential employers what they have achieved while in the Art Education Program.

Valdosta State University - REVISED COURSE Form

- Request for a REVISED COURSE

Approvals:	Print:	Signature:	Date:
Department Head	Michael T Schmidt, Interim Head A&D	DocuSigned by: 3F9E5C30D32847F	3/1/2022 | 12:53 PM EST
College/Division Executive Committee	Michael T Schmidt, CoA Assoc. Dean	DocuSigned by: 3F9E5C30D32847F	3/1/2022 | 12:53 PM EST
Dean/Director	A. Blake Pearce, CoA Dean	DocuSigned by: Arthur Blake Pearce 65FDCEBB0EA546E	3/1/2022 | 5:29 PM EST
Graduate Executive Committee (for graduate course)	N/A		
Graduate Dean (for graduate course)	N/A		
Academic Committee			

***Will this change impact another college/department?**		☐ No ☒ Yes *[select college & indicate department(s)]*	
College:	College of Education and Human Services	**Department(s):**	CoEHS Executive Commitee

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Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	02/21/2022

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

College:	College of the Arts	**Dept. Initiating Request:**	Art Education
Requestor's Name:	Dr. Jenny Evans	**Requestor's Role:**	Faculty

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	ARED 3012	**Course Prefix and Number:**	
Course Title:	Secondary Art Methods	**Course Title:**	
Lecture Hours:	1	*Lecture Hours:*	
Lab/Contact Hours:	4	*Lab/Contact Hours:*	
Credit Hours:	3	*Credit Hours:*	
Pre-requisites:	*ARED/EDUC 2999*	**Pre-requisites:**	ARED 3010

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
Instructional methods; curricular and programmatic structures; assessment strategies; and the appropriate and safe use of tools, media, materials, and equipment in middle and high school art education program.	

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Once per Year*

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

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

ARED classes are scaffolded to fulfill the requirements Georgia Professional Standards Commission (GaPSC): "they [the programs and classes] must be systematically designed and sequenced to increase the complexity and levels of engagement with which candidates apply, reflect upon, and expand their knowledge and skills" (505-3-4 ii).

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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

☐ Other Data Source Descriptions –

The program uses the Candidate Assessment on Performance (CAPS) rating sheet in each course with a field experience (ARED 3000, 3010, 3012 and 4090 as well as clinical practice. The rating sheet was adapted from the Georgia Department of Education Teacher Keys Effectiveness System Evaluator Training and Credentialing Materials to evaluate pre-service teachers in the field, and is required for teacher-certification. The scores are compared from class to class to demonstrate improvement. This meets the requirement from the GaPSC on "breadth and depth" of learning throughout the program.
Additionally, SOIs and midterm evaluation/surveys are used to improve and continue learning based on the experiences in the field and to verify that topics were covered.
All students are required to create and maintain an ePortfolio throughout the program that includes: resume, teaching philosophy, biography, lesson plans, certifications and art gallery of studio work. The portfolio shows not only their progression throughout the program but provides potential employers what they have achieved while in the Art Education Program.

Valdosta State University - REVISED COURSE Form

- Request for a REVISED COURSE

Approvals:	Print:	Signature:	Date:
Department Head	Michael T Schmidt, Interim Head A&D	DocuSigned by: 3F9E5C30D32847F	3/1/2022 | 12:53 PM EST
College/Division Executive Committee	Michael T Schmidt, CoA Assoc. Dean	DocuSigned by: 3F9E5C30D32847F	3/1/2022 | 12:53 PM EST
Dean/Director	A. Blake Pearce, CoA Dean	DocuSigned by: Arthur Blake Pearce 65FDDEBB0EA546E	3/1/2022 | 5:29 PM EST
Graduate Executive Committee (for graduate course)	N/A		
Graduate Dean (for graduate course)	N/A		
Academic Committee			

*Will this change impact another college/department?	☐ No ☒ Yes *[select college & indicate department(s)]*		
College:	College of Education and Human Services	**Department(s):**	Teacher Education

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Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission: 02/10/2022

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

College:	College of Business Administration	**Dept. Initiating Request:**	LCOBA Graduate Programs
Requestor's Name:	Ellis Heath	**Requestor's Role:**	Faculty

Check One Option:	☒ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☒ Elective	☒ Fall ☐ Spring ☐ Summer	2022

Degree/Program Name:	MACC
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/business-administration/macc/

Present Requirements:

MAcc Course Requirements
The MAcc graduate curriculum consists of the following courses:

Code	Title	Hours
Core Courses		18
MACC 7100	Financial Accounting Theory	3
MACC 7220	Advanced Accounting	3
MACC 7390	Governmental and Not-For-Profit Accounting	3
MACC 7410	Advanced Accounting Information Systems	3
MACC 7510	Corporate and Partnership Taxation	3
MACC 7800	Advanced Auditing	3
Electives		12
Any MACC 7xxx or MBA 7xxx courses (MBA 7030 may not be taken for credit in the MAcc program)		
Total Hours Required for the Degree		30

Course List

Proposed Requirements: *(hover over for instructions)*

MAcc Course Requirements
The MAcc graduate curriculum consists of the following courses:

Code	Title	Hours
Core Courses		18
MACC 7100	Seminar in Financial Accounting *Theory*	3
MACC 7220	Consolidations and Partnership *Advanced* Accounting	3
MACC 7390	Governmental and Not-For-Profit Accounting	3
MACC 7410	Advanced Accounting Information Systems	3
MACC 7510	Corporate and Partnership Taxation	3
MACC 7800	Advanced Auditing	3
Electives		12
Any MACC 7xxx or MBA 7xxx courses (MBA 7030 may not be taken for credit in the MAcc program); SOCI 7000 may also be used as an elective.		
Total Hours Required for the Degree		30

Course List

46

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

☒ Improving student learning outcomes ☐ Mandate of State/Federal/Accrediting Agency

☒ Adopting current best practice(s) in field ☒ Other –

The sociology course offers more opportunities to students and is a best practice by giving business students exposure to topics (class, ethnics, and gender issues) that are not offered in an MBA program, but are important in the business community.

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

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

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

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

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

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

☐ Other Data Source Descriptions –

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Ellis Heath	DocuSigned by: Ellis Heath E0A41E9257EC467...	2/10/2022 | 12:22
College/Division Executive Committee	Ellis Heath	DocuSigned by: Ellis Heath E0A41E9257EC467...	2/10/2022 | 12:
Dean/Director	Karin Roland	DocuSigned by: Karin Roland 07EBA8D8AA844E2...	2/10/2022 | 12:!
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission: 10/19/2021

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

College:	College of Business Administration	**Dept. Initiating Request:**	Accounting
Requestor's Name:	Dr. Cori Crews	**Requestor's Role:**	Faculty

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	MACC 7100	**Course Prefix and Number:**	
Course Title:	*Financial Accounting Theory*	**Course Title:**	Seminar in Financial Accounting
Lecture Hours:	3	*Lecture Hours:*	
Lab/Contact Hours:		*Lab/Contact Hours:*	
Credit Hours:	3	*Credit Hours:*	
Pre-requisites:	ACCT 3202 with a grade of "C" or better	**Pre-requisites:**	
CURRENT Course Description:		**NEW Course Description:** *(hover over for instructions)*	

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall BKd ☒ Spring ☐ Summer	2022	*Once per Year*

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

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

The course name does not reflect the content of the course. The description of the course is appropriate. Rather than a sole focus on accounting theory, the course covers an array of topics concerning advanced financial accounting issues at the graduate level.

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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

☐ Other Data Source Descriptions –

Valdosta State University - REVISED COURSE Form

- Request for a REVISED COURSE

Approvals:	Print:	Signature:	Date:
Department Head	Candace Witherspoon		11/4/21
College/Division Executive Committee	Ellis Heath	DocuSigned by: Ellis Heath	2/10/2022 | 12:22
Dean/Director	Karin Roland	DocuSigned by: Karin Roland	2/10/2022 | 12:5
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

DocuSign Envelope ID: A3D7FA22-1D81-4294-B9D3-499BAD531406

Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	09/17/2021

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

College:	College of Business Administration	**Dept. Initiating Request:**	Accounting
Requestor's Name:	Dr. Cori Crews	**Requestor's Role:**	Faculty

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	MACC 7220	**Course Prefix and Number:**	
Course Title:	*Advanced Accounting*	**Course Title:**	Consolidations and Partnership Accounting
Lecture Hours:	3	*Lecture Hours:*	
Lab/Contact Hours:		*Lab/Contact Hours:*	
Credit Hours:	3	*Credit Hours:*	
Pre-requisites:	ACCT 3202 and 3203, or equivalent courses, with a grade of "C" or better in each course	**Pre-requisites:**	
CURRENT Course Description:		**NEW Course Description:** *(hover over for instructions)*	

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Once per Year*

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

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

Another MACC course (MACC7100) is better suited to the course title of Advanced Financial Accounting and would conflict with this course title. The proposed change would not change the content of the course or description of the course but would be more specific to the course and avoid confusion and conflict with the other aforementioned course.

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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

☐ Other Data Source Descriptions –

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Ellis Heath	DocuSigned by: Ellis Heath E0A41E9257EC467...	2/10/2022 | 12:
College/Division Executive Committee	Ellis Heath	DocuSigned by: Ellis Heath E0A41E9257EC467...	2/10/2022 | 12:
Dean/Director	Karin Roland	DocuSigned by: Karin Roland 07EBA8D8AA844E2...	2/10/2022 | 12:
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

DocuSign Envelope ID: A3D7FA22-1D81-4294-B9D3-499BAD531406

Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission:	02/10/2022

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

College:	College of Business Administration	**Dept. Initiating Request:**	LCOBA Graduate Programs
Requestor's Name:	Ellis Heath	**Requestor's Role:**	Faculty

Check One Option:	☒ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
☐ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022

Degree/Program Name:	MBA
Current Catalog URL:	https://www.valdosta.edu/academics/graduate-school/our-programs/master-of-business-administration.php

Present Requirements:

IMPORTANT PROGRAM INFORMATION
The following prerequisite courses must be completed prior to admission to the MBA program, if not completed in conjunction with the undergraduate degree. All prerequisite courses must be completed with a grade of "C" or better:

Prerequisite Courses

Prerequisite Courses	VSU Course Number
Principles of Accounting I	ACCT 2101
Principles of Accounting II	ACCT 2102
Applied Business Statistics	BUSA 2100
Financial Management	FIN 3350

Proposed Requirements: *(hover over for instructions)*

IMPORTANT PROGRAM INFORMATION

There are no prerequisite courses for this program. However, knowledge of managerial accounting, financial accounting, financial management, microeconomics, and statistics is expected. The LCOBA Graduate Director can suggest to all accepted applicants online resources to ensure that they have this knowledge before and during the program.

The following prerequisite courses must be completed prior to admission to the MBA program, if not completed in conjunction with the undergraduate degree. All prerequisite courses must be completed with a grade of "C" or better:

Prerequisite Courses

Prerequisite Courses	*VSU Course Number*
Principles of Accounting I	*ACCT 2101*
Principles of Accounting II	*ACCT 2102*
Applied Business Statistics	*BUSA 2100*
Financial Management	*FIN 3350*

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

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

Currently, students are required to take certain courses before being admitted. From internal analysis we have found that these prerequisites are not a good gauge of student success. With this new option, students will not only have access to resources before they start, but during the program as well. This should improve student learning and student retention.
Source of Data to Support Change *(select one or more of the following):* ☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc. ☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
Plans for assessing course effectiveness/meeting program learning outcomes *(select one or more of the following and provide appropriate narrative below):* ☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc. ☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.) ☐ Other Data Source Descriptions –

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Ellis Heath	DocuSigned by: Ellis Heath	2/10/2022 | 12:2
College/Division Executive Committee	Ellis Heath	DocuSigned by: Ellis Heath E0A41E9257EC467...	2/10/2022 | 12:2
Dean/Director	Karin Roland	DocuSigned by: Karin Roland 07EBA8D8AA844E2...	2/10/2022 | 12:5
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Valdosta State University Curriculum Form

- CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission:	02/1/2022

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

College:	College of Business Administration	**Dept. Initiating Request:**	LCOBA Graduate Programs
Requestor's Name:	Ellis Heath	**Requestor's Role:**	Faculty

Check One Option:	☒ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*	
Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☒ Elective	☒ Fall ☐ Spring ☐ Summer	2022
Degree/Program Name:	MBA		
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/business-administration/mba/		

Present Requirements:

General Business Track
Course Requirements

Code	Title	Hours
MBA-General Business Track Core		12
MBA 7030	Managerial Accounting	3
MBA 7050	Strategic Marketing	3
MBA 7350	Managerial Finance	3
MBA 7900	Strategic Management	3
Electives		18
Choose any six electives from MBA or MAcc programs		
Total Hours Required for the Degree		30
Course List		

Healthcare Administration Track
Course Requirements

Code	Title	Hours
MBA-Healthcare Track Core		12
MBA 7030	Managerial Accounting	3
MBA 7050	Strategic Marketing	3

Proposed Requirements: *(hover over for instructions)*

General Business Track
Course Requirements

Code	Title	Hours
MBA-General Business Track Core		12
MBA 7030	Managerial Accounting	3
MBA 7050	*Strategic* Marketing	3
MBA 7350	Managerial Finance	3
MBA 7900	Strategy and Competition *Strategic Management*	3
Electives		18
Choose any six electives from MBA or MAcc programs; SOCI 7000 may be used as an elective.		
Total Hours Required for the Degree		30
Course List		

Electives may be used to earn Graduate Certificates. These can be found in the Graduate Certificate section of the Harley Langdale, Jr. College of Business Administration Graduate Programs section in the Graduate Catalog.

Healthcare Administration Track
Course Requirements

DocuSign Envelope ID: A3D7FA22-1D81-4294-B9D3-499BAD531406

MBA 7350	Managerial Finance	3
MBA 7900	Strategic Management	3
Required Healthcare Courses		12
MBA 7800	Introduction to Healthcare Systems and Policies	3
MBA 7810	Healthcare Economics	3
MBA 7840	Legal Aspects of Healthcare	3
MBA 7850	Healthcare Information Systems	3
Electives		6
Choose any two electives from MBA or MAcc programs		
Total Hours Required for the Degree		30

Course List

Code	*Title*	*Hours*
MBA-Healthcare Track Core		*12*
MBA 7030	*Managerial Accounting*	*3*
MBA 7050	*Strategic Marketing*	*3*
MBA 7350	*Managerial Finance*	*3*
MBA 7900	*Strategic Management*	*3*
Required Healthcare Courses		*12*
MBA 7800	*Introduction to Healthcare Systems and Policies*	*3*
MBA 7810	*Healthcare Economics*	*3*
MBA 7840	*Legal Aspects of Healthcare*	*3*
MBA 7850	*Healthcare Information Systems*	*3*
Electives		*6*
Choose any two electives from MBA or MAcc programs		
Total Hours Required for the Degree		*30*

Course List

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

☒ Improving student learning outcomes ☐ Mandate of State/Federal/Accrediting Agency

☒ Adopting current best practice(s) in field ☒ Other –

The sociology course offers more opportunities to students and is a best practice by giving business students exposure to topics (class, ethnics, and gender issues) that are not offered in an MBA program, but are important in the business community.

The second change makes the catalog appearance more logical and tidy and will allow for other certificates to be introduced in a more straightforward manner.

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

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

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

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

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

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

☐ Other Data Source Descriptions –

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Ellis Heath	DocuSigned by: Ellis Heath E0A41E9257EC467...	2/10/2022 | 12:
College/Division Executive Committee	Ellis Heath	DocuSigned by: Ellis Heath E0A41E9257EC467...	2/10/2022 | 12:
Dean/Director	Karin Roland	DocuSigned by: Karin Roland 07EBA8D8AA844E2...	2/10/2022 | 12:
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	09/29/2021

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

College:	College of Business Administration	**Dept. Initiating Request:**	Graduate (MBA)
Requestor's Name:	Ellis Heath	**Requestor's Role:**	Faculty

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	MBA 7050	**Course Prefix and Number:**	
Course Title:	Strategic Marketing	**Course Title:**	Marketing
Lecture Hours:	3	*Lecture Hours:*	
Lab/Contact Hours:	0	*Lab/Contact Hours:*	
Credit Hours:	3	*Credit Hours:*	
Pre-requisites:	None	**Pre-requisites:**	

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

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall BKd ☒ Spring ☐ Summer	2022	*Every Semester*

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

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

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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

☐ Other Data Source Descriptions –

Valdosta State University - REVISED COURSE Form

- Request for a REVISED COURSE

Approvals:	Print:	Signature:	Date:
Department Head	Ellis Heath	DocuSigned by: Ellis Heath E0A41E9257EC467...	2/10/2022 | 12:2
College/Division Executive Committee	Ellis Heath	DocuSigned by: Ellis Heath E0A41E9257EC467...	2/10/2022 | 12::
Dean/Director	Karin Roland	DocuSigned by: Karin Roland 07EBA8D8AA844E2...	2/10/2022 | 12:
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Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

DocuSign Envelope ID: A3D7FA22-1D81-4294-B9D3-499BAD531406

Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	02/10/2022

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

College:	College of Business Administration	**Dept. Initiating Request:**	LCOBA Graduate Programs
Requestor's Name:	Ellis Heath	**Requestor's Role:**	Faculty

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	MBA 7900	**Course Prefix and Number:**	
Course Title:	Strategic Management	**Course Title:**	Strategy and Competition
Lecture Hours:	3	*Lecture Hours:*	
Lab/Contact Hours:	0	*Lab/Contact Hours:*	
Credit Hours:	3	*Credit Hours:*	
Pre-requisites:	None	**Pre-requisites:**	MBA 7030 - Managerial Accounting MBA 7350 - Managerial Finance

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
	Prerequistes: MBA 7030 and MBA 7350

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Twice per Year*

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

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

MBA 7900 is the capstone course and should not be taken at the beginning of the program. More importantly, knowledge from MBA 7030 and MBA 7350 are expected in this course.

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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

☐ Other Data Source Descriptions –

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Ellis Heath	DocuSigned by: Ellis Heath	2/10/2022 | 12:?
College/Division Executive Committee	Ellis Heath	DocuSigned by: Ellis Heath E0A41E9257EC487...	2/10/2022 | 12:
Dean/Director	Karin Roland	DocuSigned by: Karin Roland 07EBA8D8AA844E2...	2/10/2022 | 12:
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☐ No ☒ Yes *[select college & indicate department(s)]*	
College:	College of Humanities and Social Sciences	**Department(s):**	Psychological Science

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Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission:	02/10/2022

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

College:	College of Business Administration	**Dept. Initiating Request:**	LCOBA Graduate Programs
Requestor's Name:	Ellis Heath	**Requestor's Role:**	Faculty

Check One Option:	☒ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*	
Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☐ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022
Degree/Program Name:	Georgia Web MBA		
Current Catalog URL:	https://www.valdosta.edu/academics/graduate-school/our-programs/georgia-webmba-admission-requirements.php		

Present Requirements:

IMPORTANT PROGRAM INFORMATION
The following prerequisite courses must be completed prior to admission to the MBA program, if not completed in conjunction with the undergraduate degree. All prerequisite courses must be completed with a grade of "C" or better:

Prerequisite Courses

Prerequisite Courses	VSU Course Number
Principles of Accounting I	ACCT 2101
Principles of Accounting II	ACCT 2102
Applied Business Statistics	BUSA 2100
Financial Management	FIN 3350

Proposed Requirements: *(hover over for instructions)*

IMPORTANT PROGRAM INFORMATION

There are no prerequisite courses for this program. However, knowledge of managerial accounting, financial accounting, financial management, microeconomics, and statistics is expected. The LCOBA Graduate Director can suggest to all accepted applicants online resources to ensure that they have this knowledge before and during the program.

The following prerequisite courses must be completed prior to admission to the MBA program, if not completed in conjunction with the undergraduate degree. All prerequisite courses must be completed with a grade of "C" or better:

Prerequisite Courses

Prerequisite Courses	*VSU Course Number*
Principles of Accounting I	*ACCT 2101*
Principles of Accounting II	*ACCT 2102*
Applied Business Statistics	*BUSA 2100*
Financial Management	*FIN 3350*

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

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

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Currently, students are required to take certain courses before being admitted. From internal analysis we have found that these prerequisites are not a good gauge of student success. With this new option, students will not only have access to resources before they start, but during the program as well. This should improve student learning and student retention.

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

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

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

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

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

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

☐ Other Data Source Descriptions –

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Ellis Heath	DocuSigned by: Ellis Heath	2/10/2022 | 12:22
College/Division Executive Committee	Ellis Heath	DocuSigned by: Ellis Heath E0A41E9257EC467...	2/10/2022 | 12:2?
Dean/Director	Karin Roland	DocuSigned by: Karin Roland 07EBA8D8AA844E2...	2/10/2022 | 12:?
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

*Will this change impact another college/department?	☒ No ☐ Yes *[select college & indicate department(s)]*		
College:	*Select One.*	**Department(s):**	

DocuSign Envelope ID: A3D7FA22-1D81-4294-B9D3-499BAD531406

Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission:	*Select Date.*

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

College:	College of Business Administration	**Dept. Initiating Request:**	LCOBA Graduate Programs
Requestor's Name:	Ellis Heath	**Requestor's Role:**	Faculty

Check One Option:	☒ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022

Degree/Program Name:	Georgia WebMBA Program
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/business-administration/georgia-webmba-program/

Present Requirements:

The collaborative, web-based Master of Business Administration (WebMBA) program is offered by six AACSB-accredited business schools in Georgia (Valdosta State University, Columbus State University, Kennesaw State University, Georgia College and State University, Georgia Southern University, and the University of West Georgia). The purpose of this program is to enhance the graduate educational opportunities for working business professionals in Georgia. To view the Georgia WebMBA Consortium Web Site, click here.

All six schools admit students, who participate in a common curriculum.

WebMBA Courses
The WebMBA graduate curriculum consists of the following 10 three-hour courses offered exclusively by the approved course-management system, plus a required, on-site student orientation course. Attending our 2-day orientation is mandatory unless you live outside the continental U.S.

Code	Title	Hours
WMBA 6000	Human Behavior in Organizations	3
WMBA 6010	Managerial Accounting	3

Proposed Requirements: *(hover over for instructions)*

The collaborative, web-based Master of Business Administration (WebMBA) program is offered by *six* seven AACSB-accredited business schools in Georgia (Valdosta State University, Augusta University, Columbus State University, Kennesaw State University, Georgia College and State University, Georgia Southern University, and the University of West Georgia). The purpose of this program is to enhance the graduate educational opportunities for working business professionals in Georgia. To view the Georgia WebMBA Consortium Web Site, click here.

All *six* seven schools admit students, who participate in a common curriculum.

WebMBA Courses
The WebMBA graduate curriculum consists of the following 10 three-hour courses offered exclusively by the approved course-management system, plus a required, on-site student orientation course. Attending our 2-day orientation is mandatory unless you live outside the continental U.S.

Code	Title	Hours
WMBA 6000	Human Behavior in Organizations	3
WMBA 6010	Managerial Accounting	3
WMBA 6030	Global and International Business	3

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WMBA 6030	Global and International Business	3
WMBA 6040	Managerial Decision Analysis Using Business Intelligence	3
WMBA 6050	Strategic Marketing	3
WMBA 6060	Managerial Finance	3
WMBA 6070	Entrepreneurship-New Venture Analysis	3
WMBA 6080	Management of Information Systems	3
WMBA 6100	Operations and Supply Chain Management	3
WMBA 6110	Business Strategy	3
Total Hours Required for the Degree		30

Course List

WMBA 6040	Managerial Decision Analysis Using Business Intelligence	3
WMBA 6050	Strategic Marketing	3
WMBA 6060	Managerial Finance	3
WMBA 6070	Entrepreneurship-*New Venture Analysis*	3
WMBA 6080	Management *of* Information Systems	3
WMBA 6100	Operations and Supply Chain Management	3
WMBA 6110	Business Strategic Management *Strategy*	3
Total Hours Required for the Degree		30

Course List

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

☐ Improving student learning outcomes ☐ Mandate of State/Federal/Accrediting Agency

☐ Adopting current best practice(s) in field ☒ Other –

A new university was admitted to the consortium and there have been some course title changes.

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

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

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

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

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

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

☐ Other Data Source Descriptions –

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Ellis Heath	DocuSigned by: Ellis Heath E0A41E9257EC467...	2/10/2022 | 12:2
College/Division Executive Committee	Ellis Heath	DocuSigned by: Ellis Heath E0A41E9257EC467...	2/10/2022 | 12:2
Dean/Director	Karin Roland	DocuSigned by: Karin Roland 07EBA8D8AA844E2...	2/10/2022 | 12:
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	01/31/2022

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

College:	College of Business Administration	**Dept. Initiating Request:**	LCOBA Graduate Programs
Requestor's Name:	Ellis Heath	**Requestor's Role:**	Faculty

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	WMBA 6000	**Course Prefix and Number:**	
Course Title:	Human Behavior in Organizations	**Course Title:**	
Lecture Hours:	3	*Lecture Hours:*	
Lab/Contact Hours:		*Lab/Contact Hours:*	
Credit Hours:	3	*Credit Hours:*	
Pre-requisites:		**Pre-requisites:**	

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
An examination of the behavioral and structural factors affecting the performance of organizations including both micro and macro organizational issues. This course provides an overview of the field of organizational behavior with an emphasis on employing the human resources of the firm to achieve organizational performance. Topics include motivation, leadership, job satisfaction, selection, training, and the dynamics of teams.	A graduate level introductory course to organizational behavior designed for both the entry level and high level manager with any functional responsibility. This course explores some of the ways in which human behavior affects how one manages and leads and ultimately how it affects individual, group, and organizational performance. Students will apply concepts to case studies, their own companies and industry leaders. By the end of the course, students will be able to identify key organizational behavior issues and apply practical solutions to improve organizational effectiveness. *An examination of the behavioral and structural factors affecting the performance of organizations including both micro and macro organizational issues. This course provides an overview of the field of organizational behavior with an emphasis on employing the human resources of the firm to achieve organizational performance. Topics include motivation, leadership, job satisfaction, selection, training, and the dynamics of teams.*

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Twice per Year*

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

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

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To reflect updated course description as listed in GA WebMBA program.

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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

☐ Other Data Source Descriptions –

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Ellis Heath	DocuSigned by: Ellis Heath E0A41E9257EC467...	2/10/2022 | 12:2
College/Division Executive Committee	Ellis Heath	DocuSigned by: Ellis Heath E0A41E9257EC467...	2/10/2022 | 12:
Dean/Director	Karin Roland	DocuSigned by: Karin Roland 07EBA8D8AA844E2...	2/10/2022 | 12:!
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

DocuSign Envelope ID: A3D7FA22-1D81-4294-B9D3-499BAD531406

Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	01/31/2022

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

College:	College of Business Administration	**Dept. Initiating Request:**	LCOBA Graduate Programs
Requestor's Name:	Ellis Heath	**Requestor's Role:**	Faculty

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	WMBA 6010	**Course Prefix and Number:**	
Course Title:	Managerial Accounting	**Course Title:**	
Lecture Hours:	3	*Lecture Hours:*	
Lab/Contact Hours:		*Lab/Contact Hours:*	
Credit Hours:	3	*Credit Hours:*	
Pre-requisites:		**Pre-requisites:**	

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
This course will cover a wide range of topics that will emphasize the use of both internal and external data to enhance the decision-making skills of managers. Concepts covered will include an overview of the management accounting function within the organization, cost management and cost accumulation systems, planning and control systems, use of historical data in forecasting costs, and the use of accounting information in management decision-making. Case studies will be used to enhance students' critical thinking, problem solving, and communication skills. In many instances, the emphasis in this course is on the processes that lead to a decision rather than on the decision itself. Students will be challenged to defend their rationale for decisions rather than simply presenting the "correct" answer. In addition, students will be frequently required to work with unstructured information sets and to make reasonable assumptions in order to make decisions.	This course is designed for both entry level and high level managers with any functional responsibility. The course covers a wide range of topics that emphasize the use of both internal and external data to enhance the decision-making skills of managers. Concepts covered include an overview of the management accounting function within the organization, cost management and cost accumulation systems, planning and control systems, use of historical data in forecasting costs, and the use of accounting information in management decision-making. Case studies will be used to enhance students' critical thinking, problem solving, and communication skills. Students will apply concepts to a variety of companies using problems and case studies. By the end of the course, students will be able to understand and apply accounting information in management decision making functions. *This course will cover a wide range of topics that will emphasize the use of both internal and external data to enhance the decision-making skills of managers. Concepts covered will include an overview of the management accounting function within the organization, cost management and cost accumulation systems, planning and control systems, use of historical data in forecasting costs, and the use of accounting information in management decision-making. Case studies will be used to enhance students' critical thinking, problem solving, and communication skills. In many instances, the emphasis in this course is on the processes that lead to a decision rather than on the decision itself. Students will be challenged to defend their rationale for decisions rather than simply presenting the "correct" answer. In addition, students will be frequently required to work with unstructured*

	information sets and to make reasonable assumptions in order to make decisions.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Twice per Year*

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

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

To reflect updated course description as listed in GA WebMBA program.

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Ellis Heath	DocuSigned by: Ellis Heath E0A41E9257EC467...	2/10/2022 | 12:2
College/Division Executive Committee	Ellis Heath	DocuSigned by: Ellis Heath E0A41E9257EC467...	2/10/2022 | 12:22
Dean/Director	Karin Roland	DocuSigned by: Karin Roland 07EBA8D8AA844E2...	2/10/2022 | 12:5
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

*Will this change impact another college/department?		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	01/31/2022

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

College:	College of Business Administration	**Dept. Initiating Request:**	LCOBA Graduate Programs
Requestor's Name:	Ellis Heath	**Requestor's Role:**	Faculty

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	WMBA 6030	**Course Prefix and Number:**	
Course Title:	Global and International Business	**Course Title:**	
Lecture Hours:	3	*Lecture Hours:*	
Lab/Contact Hours:		*Lab/Contact Hours:*	
Credit Hours:	3	*Credit Hours:*	
Pre-requisites:		**Pre-requisites:**	

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
This course is designed to provide the student with an understanding of how companies enter and operate in the global market. Additionally, students will learn how culture, politics, legal and economic systems impact the marketing and trading of products in other countries. Students will develop an understanding of the business strategies and structures in the global arena, and will learn how mangers interact and manage diverse groups.	This course designed for both entry level and high level managers with any functional responsibility. The course is designed to explain to students the growing opportunities and potential risks in doing business across national boundaries. The nature and economic role of the global business, including the impact of legal, political, social, and cultural variables are examined for their influence upon business performance and managerial activity. Students will apply concepts to case studies, country report, and other assignments. By the end of the course, students will have a truly global approach in identifying, analyzing, and solving problems. *This course is designed to provide the student with an understanding of how companies enter and operate in the global market. Additionally, students will learn how culture, politics, legal and economic systems impact the marketing and trading of products in other countries. Students will develop an understanding of the business strategies and structures in the global arena, and will learn how mangers interact and manage diverse groups.*

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Twice per Year*

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

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

To reflect updated course description as listed in GA WebMBA program.

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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

☐ Other Data Source Descriptions –

Valdosta State University - REVISED COURSE Form

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Dean/Director	Karin Roland	DocuSigned by: Karin Roland 07EBA8D8AA844E2...	2/10/2022 | 12:5
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Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

*Will this change impact another college/department?	☒ No ☐ Yes *[select college & indicate department(s)]*		
College:	*Select One.*	**Department(s):**	

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Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	01/31/2022

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

College:	College of Business Administration	**Dept. Initiating Request:**	LCOBA Graduate Programs
Requestor's Name:	Ellis Heath	**Requestor's Role:**	Faculty

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	WMBA 6040	**Course Prefix and Number:**	
Course Title:	Managerial Decision Analysis Using Business Intelligence	**Course Title:**	
Lecture Hours:	3	*Lecture Hours:*	
Lab/Contact Hours:		*Lab/Contact Hours:*	
Credit Hours:	3	*Credit Hours:*	
Pre-requisites:		**Pre-requisites:**	

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
An introduction to the statistical and management science techniques used in both the public and private sectors, focusing on data analysis, optimization, and decision making under uncertainty.	This course is designed for entry-level through high-level managers who either provide input to or are responsible for managerial decisions based on solid logic and analysis. The course presents an introduction to the statistical and management science techniques that are most commonly used by managers in both the public and private sectors. We build the course providing tools students may find useful for a team project, which may either be a consulting project addressing a real issue in a not-for-profit or for-profit entity or focus on a current topic of interest to a segment of the business community. The course focuses on three main themes: data analysis, optimization, and decision-making under uncertainty. The content is covered in an order to allow students to see tools that they probably use often (e.g., descriptive and graphical methods plus forecasting) and then move into topics with which they may not be as familiar. Students will be exposed to descriptive analytics, predictive analytics (e.g., forecasting), prescriptive analytics (e.g., optimization), and emerging trends in Business Intelligence. By the end of the course, students will be able to understand the role of quantitative methods in the decision-making process; demonstrate the ability to visualize, present, analyze and interpret business data; develop an understanding of the application of quantitative analysis to the solution of management problems; and utilize spreadsheet analysis as a tool in analyzing data and developing a solution/recommendation to a problem situation. *An introduction to the statistical and management science techniques used in both the public and private sectors,*

	focusing on data analysis, optimization, and decision making under uncertainty.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Twice per Year*

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

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

To reflect updated course description as listed in GA WebMBA program.

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Ellis Heath	DocuSigned by: Ellis Heath E0A41E9257EC467...	2/10/2022 | 12:2
College/Division Executive Committee	Ellis Heath	DocuSigned by: Ellis Heath E0A41E9257EC467...	2/10/2022 | 12
Dean/Director	Karin Roland	DocuSigned by: Karin Roland 07EBA8D8AA844E2...	2/10/2022 | 12
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

DocuSign Envelope ID: A3D7FA22-1D81-4294-B9D3-499BAD531406

*Will this change impact another college/department?		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

DocuSign Envelope ID: A3D7FA22-1D81-4294-B9D3-499BAD531406

Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	01/31/2022

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

College:	College of Business Administration	**Dept. Initiating Request:**	LCOBA Graduate Programs
Requestor's Name:	Ellis Heath	**Requestor's Role:**	Faculty

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	WMBA 6050	**Course Prefix and Number:**	
Course Title:	Strategic Marketing	**Course Title:**	
Lecture Hours:	3	*Lecture Hours:*	
Lab/Contact Hours:		*Lab/Contact Hours:*	
Credit Hours:	3	*Credit Hours:*	
Pre-requisites:		**Pre-requisites:**	

CURRENT Course Description:

Prerequisites: All WMBA Foundation courses or their equivalent and WMBA 1000. A study of the strategic managerial aspects of marketing given the growth of commerce over the world wide web. Topics focus on product, price, promotion, and place in the ethical planning, implementing, and controlling of marketing operations in the e-commerce era. This course will involve students analyzing companies' e-commerce experience through case projects and researching new opportunities for marketing on the internet.

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

This course is a graduate level introductory course to marketing designed for both the entry level and high level manager with any functional responsibility. The purpose of the course is to familiarize students with the marketing concept and to help students understand how the marketing concept (and a firm's market orientation) influences various decisions made by managers in a firm. Marketing management involves the coordination and control of the firm's marketing functions in a dynamic environment. This course provides a study of the strategic managerial aspects of marketing and covers topics that include basic marketing concepts as well as some of the tools and strategies used by marketing managers. Topics focus on product, price, promotion, and place in the ethical planning, implementing, and controlling of marketing activities. A strategic marketing simulation that provides the opportunity for students to apply and demonstrate understanding of the concepts learned in the course.

Prerequisites: All WMBA Foundation courses or their equivalent and WMBA 1000. A study of the strategic managerial aspects of marketing given the growth of commerce over the world wide web. Topics focus on product, price, promotion, and place in the ethical planning, implementing, and controlling of marketing operations in the e-commerce era. This course will involve students analyzing companies' e-commerce experience through case projects and researching new opportunities for marketing on the internet.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:

DocuSign Envelope ID: A3D7FA22-1D81-4294-B9D3-499BAD531406

☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Twice per Year*

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

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

To reflect updated course description as listed in GA WebMBA program.

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Ellis Heath	DocuSigned by: Ellis Heath	2/10/2022 | 12:2
College/Division Executive Committee	Ellis Heath	DocuSigned by: Ellis Heath E0A41E9257EC467...	2/10/2022 | 12:
Dean/Director	Karin Roland	DocuSigned by: Karin Roland 07EBA8D8AA844E2...	2/10/2022 | 12:
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Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Valdosta State University Curriculum Form

- Request for a REVISED COURSE

Date of Submission:	01/31/2022

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

College:	College of Business Administration	**Dept. Initiating Request:**	LCOBA Graduate Programs
Requestor's Name:	Ellis Heath	**Requestor's Role:**	Faculty

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	WMBA 6060	**Course Prefix and Number:**	
Course Title:	Managerial Finance	**Course Title:**	
Lecture Hours:	3	*Lecture Hours:*	
Lab/Contact Hours:		*Lab/Contact Hours:*	
Credit Hours:	3	*Credit Hours:*	
Pre-requisites:		**Pre-requisites:**	

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
A study of financial risk and return, capital budgeting, valuation, capital structure, working capital management and current topics in financial management. This course is designed to develop a student's knowledge, analytical skills and communication skills in the area of financial management. The student will be exposed to the reasons financial management is critical to the success of a business as well as the tools that will enhance their managerial skills. Specifically, this course will give the student tools to analyze a company's financial position relative to the industry, apply time value of money concepts to business cash flows, evaluate the acceptability of a short-term and long-term financial decision, understand the relationship between capital structure, risk, and the cost of capital, and improve communication skills.	This course is a study of financial risk and return, capital budgeting, valuation, capital structure, working capital management and current topics in financial management. It develops a student's knowledge, analytical skills and communication skills in the area of financial management. The course gives students tools to analyze a company's financial position relative to the industry, apply time value of money concepts to business cash flows, evaluate the acceptability of a short-term and long-term financial decision, and understand the relationship between capital structure, risk, and the cost of capital. *A study of financial risk and return, capital budgeting, valuation, capital structure, working capital management and current topics in financial management. This course is designed to develop a student's knowledge, analytical skills and communication skills in the area of financial management. The student will be exposed to the reasons financial management is critical to the success of a business as well as the tools that will enhance their managerial skills. Specifically, this course will give the student tools to analyze a company's financial position relative to the industry, apply time value of money concepts to business cash flows, evaluate the acceptability of a short-term and long-term financial decision, understand the relationship between capital structure, risk, and the cost of capital, and improve communication skills.*

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**

☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Twice per Year*

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

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

To reflect updated course description as listed in GA WebMBA program.

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Ellis Heath	DocuSigned by: Ellis Heath	2/10/2022 | 12:22
College/Division Executive Committee	Ellis Heath	DocuSigned by: Ellis Heath E0A41E9257EC467...	2/10/2022 | 12:2
Dean/Director	Karin Roland	DocuSigned by: Karin Roland 07EBA8D8AA844E2...	2/10/2022 | 12:5
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Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**	☒ No ☐ Yes *[select college & indicate department(s)]*		
College:	*Select One.*	**Department(s):**	

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DocuSign Envelope ID: A3D7FA22-1D81-4294-B9D3-499BAD531406

Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	01/31/2022

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

College:	College of Business Administration	**Dept. Initiating Request:**	LCOBA Graduate Programs
Requestor's Name:	Ellis Heath	**Requestor's Role:**	Faculty

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	WMBA 6100	**Course Prefix and Number:**	
Course Title:	Operations and Supply Chain Management	**Course Title:**	
Lecture Hours:	3	*Lecture Hours:*	
Lab/Contact Hours:		*Lab/Contact Hours:*	
Credit Hours:	3	*Credit Hours:*	
Pre-requisites:		**Pre-requisites:**	

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
This on-line course is an introduction to the concepts, principles, problems, and practices of operations management. Emphasis is on managerial processes for achieving effective operations in both goods-producing and service-rendering organizations. Topics include operations strategy, process design, capacity planning, facilities location and design, forecasting, production scheduling, inventory control, quality assurance, and project management. The topics are integrated using a systems model of the operations of an organization.	This course is designed for both new and high level managers with any functional managerial responsibility – which requires both administrative and analytical skills. The course will cover a wide range of topics such as: operations strategy, process selection, capacity planning, facility location and layout planning, job design, and total quality management. Students will apply concepts to all possible operational issues and challenges in their daily function. By the end of the course, students will be able to identify strategic decisions in operations management; select appropriate process for a given production system, employ available techniques in firm's long-range capacity planning and layout design, and apply all related OM approaches in management decision making process. *This on-line course is an introduction to the concepts, principles, problems, and practices of operations management. Emphasis is on managerial processes for achieving effective operations in both goods-producing and service-rendering organizations. Topics include operations strategy, process design, capacity planning, facilities location and design, forecasting, production scheduling, inventory control, quality assurance, and project management. The topics are integrated using a systems model of the operations of an organization.*

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E)	☒ Fall ☐ Spring	2022	*Twice per Year*

	☒ Major Requirement ☐ Elective	☐ Summer		

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

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

To reflect updated course description as listed in GA WebMBA program.

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

Valdosta State University - REVISED COURSE Form

- Request for a REVISED COURSE

Approvals:	Print:	Signature:	Date:
Department Head	Ellis Heath	DocuSigned by: Ellis Heath E0A41E9257EC467...	2/10/2022 | 12:2
College/Division Executive Committee	Ellis Heath	DocuSigned by: Ellis Heath E0A41E9257EC467...	2/10/2022 | 12:2
Dean/Director	Karin Roland	DocuSigned by: Karin Roland 07EBA8D8AA844E2...	2/10/2022 | 12:5
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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DocuSign Envelope ID: A3D7FA22-1D81-4294-B9D3-499BAD531406

Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	01/31/2022

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

College:	College of Business Administration	**Dept. Initiating Request:**	LCOBA Graduate Programs
Requestor's Name:	Ellis Heath	**Requestor's Role:**	Faculty

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	WMBA 6070	**Course Prefix and Number:**	
Course Title:	Entrepreneurship-New Venture Analysis	**Course Title:**	Entrepreneurship-*New Venture Analysis*
Lecture Hours:	3	*Lecture Hours:*	
Lab/Contact Hours:		*Lab/Contact Hours:*	
Credit Hours:	3	*Credit Hours:*	
Pre-requisites:		**Pre-requisites:**	

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
This course is designed for students who intend to undertake an entrepreneurial career by creating and pursuing opportunities which lead to the ownership and/or control of a venture. Topics include: identifying a business opportunity, developing the business play, acquiring control over resources, managing the resources, and planning and executing the harvest.	This course is intended to expose graduate business students to both the spirit and mechanics of entrepreneurial thinking and action. The course takes the perspective of both the would-be entrepreneur and the manager of creative and entrepreneurial activity within established organizations. This course is also designed to offer insight for students seeking entrepreneurial careers in new or established businesses. It describes the new venture startup process and strategies for increasing the likelihood of successful venture launch. Topics covered include models of new venture formation, strategic resource acquisition and deployment, marketing, operations, and financial strategies for successful ventures, and the leadership skills and behaviors required for venture success. Participants will also learn how to write a business plan and assess business plans written by others. *This course is designed for students who intend to undertake an entrepreneurial career by creating and pursuing opportunities which lead to the ownership and/or control of a venture. Topics include: identifying a business opportunity, developing the business play, acquiring control over resources, managing the resources, and planning and executing the harvest.*

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Twice per Year*

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

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

To reflect updated course description as listed in GA WebMBA program.

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Ellis Heath	DocuSigned by: Ellis Heath E0A41E9257EC467...	2/10/2022 | 12:2
College/Division Executive Committee	Ellis Heath	DocuSigned by: Ellis Heath E0A41E9257EC467...	2/10/2022 | 12:2
Dean/Director	Karin Roland	DocuSigned by: Karin Roland 07EBA8D8AA844E2...	2/10/2022 | 12:
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

*Will this change impact another college/department?	☒ No ☐ Yes *[select college & indicate department(s)]*		
College:	*Select One.*	**Department(s):**	

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Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	01/31/2022

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

College:	College of Business Administration	**Dept. Initiating Request:**	LCOBA Graduate Programs
Requestor's Name:	Ellis Heath	**Requestor's Role:**	Faculty

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	WMBA 6080	**Course Prefix and Number:**	
Course Title:	Management of Information Systems	**Course Title:**	Management *of* Information Systems
Lecture Hours:	3	*Lecture Hours:*	
Lab/Contact Hours:		*Lab/Contact Hours:*	
Credit Hours:	3	*Credit Hours:*	
Pre-requisites:		**Pre-requisites:**	

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
This on-line course focuses on information technology and systems from a general management perspective. Discusses management of the systems development process, the organizational cycle of information, technology planning, evaluation, selection, and strategic uses of information technology. Includes frequent discussions of industry case studies.	This course is designed to provide a framework for understanding how technology can support (or hinder) organizational success, impacting decision making from operational activities to strategic decisions. Course lectures, discussions, application-oriented activities, team-based activities, and individual essays are used to develop the ability to incorporate academic theories into business practice. Business cases, current events, and personal experiences are discussed to help students learn to find points of success or failure based on the theories presented in class. Student teams investigate emerging technology topics and record videos to apply the new technology to business opportunities. The final project is an interview with the CIO (or equivalent) that allows you to apply these skills in a personal way to develop a framework for IT decisions. *This on-line course focuses on information technology and systems from a general management perspective. Discusses management of the systems development process, the organizational cycle of information, technology planning, evaluation, selection, and strategic uses of information technology. Includes frequent discussions of industry case studies.*

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Twice per Year*

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

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

To reflect updated course description as listed in GA WebMBA program.

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

Valdosta State University - REVISED COURSE Form

- Request for a REVISED COURSE

Approvals:	Print:	Signature:	Date:
Department Head	Ellis Heath	DocuSigned by: Ellis Heath E0A41E9257EC467...	2/10/2022 | 12::
College/Division Executive Committee	Ellis Heath	DocuSigned by: Ellis Heath E0A41E9257EC467...	2/10/2022 | 12::
Dean/Director	Karin Roland	DocuSigned by: Karin Roland 07EBA8D8AA844E2...	2/10/2022 | 12:
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Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	01/31/2022

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

College:	College of Business Administration	**Dept. Initiating Request:**	LCOBA Graduate Programs
Requestor's Name:	Ellis Heath	**Requestor's Role:**	Faculty

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	WMBA 6110	**Course Prefix and Number:**	
Course Title:	Business Strategy	**Course Title:**	Business *Strategy* Strategic Management
Lecture Hours:	3	*Lecture Hours:*	
Lab/Contact Hours:		*Lab/Contact Hours:*	
Credit Hours:	3	*Credit Hours:*	
Pre-requisites:		**Pre-requisites:**	

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
Real-time case studies covering policy formulation and administration; point of departure-top and middle management where company-wide objectives are set, and departmental policies and activities coordinated: sizing up company's situation, determining objectives, developing sound policies organizing and administering personnel to reach company objectives, total quality management, and continuous administrative reappraisals.	This course is designed to provide an executive viewpoint of strategy formation and management of an enterprise. Designed to be the final experience for WebMBA students, the course is an integrative capstone for the program. Students learn how to audit and analyze complex situations to determine the firm's strategies for long-run survival and growth in competitive markets. They also examine techniques for analysis of environmental conditions and trends, opportunities and threats, resource strengths and limitations. Case studies, discussions and a sophisticated strategy simulation constitute the primary content of the course. By the end of the course, participants will know how to plan, implement, and control organizational efficiency and effectiveness at both the strategic and operational level. *Real-time case studies covering policy formulation and administration; point of departure-top and middle management where company-wide objectives are set, and departmental policies and activities coordinated: sizing up company's situation, determining objectives, developing sound policies organizing and administering personnel to reach company objectives, total quality management, and continuous administrative reappraisals.*

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Twice per Year*

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

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

To reflect updated course description as listed in GA WebMBA program.

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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

☐ Other Data Source Descriptions –

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Ellis Heath	DocuSigned by: Ellis Heath E0A41E9257EC467...	2/10/2022 | 12:2
College/Division Executive Committee	Ellis Heath	DocuSigned by: Ellis Heath E0A41E9257EC467...	2/10/2022 | 12:2
Dean/Director	Karin Roland	DocuSigned by: Karin Roland 07EBA8D8AA844E2...	2/10/2022 | 12:5
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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DocuSign Envelope ID: A3D7FA22-1D81-4294-B9D3-499BAD531406

Valdosta State University Curriculum Form

- **Request to DEACTIVATE/ACTIVATE a Course/Program**

		Date of Submission:	01/31/2022
College:	College of Business Administration	**Dept. Initiating Request:**	LCOBA Graduate Programs
Requestor's Name:	Ellis Heath	**Requestor's Role:**	Faculty

List of Courses (or the program or track)	*(Example: CLASS 1111 Introduction to Class)* 1) MACC 7350 2) WMBA 6090
☒ Deactivate Course(s) ☐ Reactivate Course(s)	

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☒ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Select One.*

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

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

1) MACC 7350 was never offered.

2) WMBA 6090 is no longer offered.

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

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

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Valdosta State University – DEACTIVATE/ACTIVATE a Course/Program

- **Request to DEACTIVATE/ACTIVATE a Course/Program**

Approvals:	Print:	Signature:	Date:
Department Head	Ellis Heath	DocuSigned by: Ellis Heath E0A41E9257EC467...	2/10/2022 | 12:
College/Division Executive Committee	Ellis Heath	DocuSigned by: Ellis Heath E0A41E9257EC467...	2/10/2022 | 12:
Dean/Director	Karin Roland	DocuSigned by: Karin Roland 07EBA8D8AA844E2...	2/10/2022 | 12:
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission:	01/19/2022

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Teacher Education
Requestor's Name:	Deborah Paine	**Requestor's Role:**	Department Head

Check One Option:	☐ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022

Degree/Program Name:	Master of Arts in Teaching with a Major in Special Education -- Deaf and Hard-of-Hearing Education
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/teacher-education/mat-special-education-deaf-hard-hearing/

Present Requirements:	**Proposed Requirements:** *(hover over for instructions)*
Admission Requirements Candidates must: hold a bachelor's degree from a regionally-accredited institution; have a cumulative undergraduate GPA of 2.75 on all undergraduate coursework taken or meet alternative pathway requirements; provide documentation of passing scores on the GACE Program Admission Assessment or documentation of an exemption (see the Graduate School website for exemption methods); provide documentation of completing the Georgia Educator Ethics Assessment--Program Entry (Test 350) (To register, click here); have a transcript evaluation completed; provide two recommendations; provide a personal statement; and submit a completed application packet to the Graduate School by the admission deadline.	Admission Requirements Candidates must: hold a bachelor's degree from a regionally-accredited institution; have a cumulative undergraduate GPA of 2.75 on all undergraduate coursework taken or meet alternative pathway requirements; provide documentation of passing scores on the GACE Program Admission Assessment or documentation of an exemption (see the Graduate School website for exemption methods); provide documentation of completing the Georgia Educator Ethics Assessment--Program Entry (Test 360) (To register, click here); have a transcript evaluation completed; provide two recommendations; provide a personal statement; provide documentation of a Level 2 on the American Sign Language Proficiency Interview (ASLPI) or an Intermediate on the Sign Language Proficiency Interview (SLPI); and submit a completed application packet to the Graduate School by the admission deadline.

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

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

DocuSign Envelope ID: AFD49083-64E0-4824-BBE4-8008158E7A8D

Data reflect students are entering the program with less than proficient skills to be successful with the coursework and skill demands.
Source of Data to Support Change *(select one or more of the following):* ☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc. ☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
Plans for assessing course effectiveness/meeting program learning outcomes *(select one or more of the following and provide appropriate narrative below):* ☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc. ☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.) ☐ Other Data Source Descriptions –

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Deborah Paine	Deborah G. Paine	19 Jan 22
College/Division Executive Committee	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/8/2022 | 12:10 PM EST
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/8/2022 | 12:10 PM EST
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

DocuSign Envelope ID: AFD49083-64E0-4824-BBE4-8008158E7A8D

Valdosta State University Curriculum Form

- CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission:	01/19/2022

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Teacher Education
Requestor's Name:	Deborah Paine	**Requestor's Role:**	Department Head

Check One Option:	☐ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*	
Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022
Degree/Program Name:	Master of Education with a Major in Special Education -- Deaf and Hard-of-Hearing Education		
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/teacher-education/med-special-education-deaf-hard-hearing-education/		

Present Requirements:	**Proposed Requirements:** *(hover over for instructions)*
Admission Requirements M.Ed. in Special Education--Deaf and Hard-of-Hearing (M.Ed. Track 1) Applicants must: hold a B.S.Ed. in Special Education/Deaf and Hard-of-Hearing Education from VSU; have a minimum cumulative undergraduate GPA or a combined undergraduate and graduate GPA of 2.75 or meet alternative pathway requirements; provide documentation of passing scores on the GACE Program Admission Assessment or documentation of an exemption (see the Graduate School website for exemption methods); provide documentation of completing the Georgia Educator Ethics Assessment--Program Entry (Test 350) (to register, click here); submit a completed application packet to the Graduate School by the admission deadline. M.Ed. in Special Education--Deaf and Hard-of-Hearing (M.Ed. Track 2) Applicants must: hold a bachelor's degree from a regionally accredited institution; have a minimum cumulative undergraduate GPA or a combined undergraduate and graduate GPA of 2.75 or meet alternative pathway requirements; provide documentation of passing scores on the GACE Program Admission Assessment or documentation of an exemption (see the Graduate School website for exemption methods);	Admission Requirements M.Ed. in Special Education--Deaf and Hard-of-Hearing (M.Ed. Track 1) Applicants must: hold a B.S.Ed. in Special Education/Deaf and Hard-of-Hearing Education from VSU; have a minimum cumulative undergraduate GPA or a combined undergraduate and graduate GPA of 2.75 or meet alternative pathway requirements; provide documentation of passing scores on the GACE Program Admission Assessment or documentation of an exemption (see the Graduate School website for exemption methods); provide documentation of completing the Georgia Educator Ethics Assessment--Program Entry (Test 350) (to register, click here); provide documentation of a Level 2 on the American Sign Language Proficiency Interview (ASLPI) or an Intermediate on the Sign Language Proficiency Interview (SLPI); submit a completed application packet to the Graduate School by the admission deadline. M.Ed. in Special Education--Deaf and Hard-of-Hearing (M.Ed. Track 2) Applicants must: hold a bachelor's degree from a regionally accredited institution; have a minimum cumulative undergraduate GPA or a combined undergraduate and graduate GPA of 2.75 or meet alternative pathway requirements; provide documentation of passing scores on the GACE Program Admission Assessment or documentation of an

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provide documentation of completing the Georgia Educator Ethics Assessment--Program Entry (Test 350) (to register, click here); have a transcript evaluation completed; provide two recommendations; provide a personal statement; hold a professional teaching certificate outside the field of Deaf Education. submit a completed application packet to the Graduate School by the admission deadline.	exemption (see the Graduate School website for exemption methods); provide documentation of completing the Georgia Educator Ethics Assessment--Program Entry (Test 360) (to register, click here); have a transcript evaluation completed; provide two recommendations; provide a personal statement; hold a professional teaching certificate outside the field of Deaf Education; provide documentation of a Level 2 on the American Sign Language Proficiency Interview (ASLPI) or an Intermediate on the Sign Language Proficiency Interview (SLPI); submit a completed application packet to the Graduate School by the admission deadline.

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

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

Data reflect students are entering the program with less than proficient skills to be successful with the coursework and skill demands.

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

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

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

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

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Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Deborah Paine	Deborah J. Paine	19 Jan 22
College/Division Executive Committee	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/8/2022 | 12:10 PM EST
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/8/2022 | 12:10 PM EST
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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DocuSign Envelope ID: AFD49083-64E0-4824-BBE4-8008158E7A8D

Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission:	01/17/2022

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Teacher Education
Requestor's Name:	Eugene Asola	**Requestor's Role:**	Faculty

Check One Option:	☒ Curriculum Change *(Changes to Program/Degree)*	☐ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*	
Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022
Degree/Program Name:	Master of Arts in Teaching with a Major in Health and Physical Education		
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/teacher-education/mat-health-physical-education/		

Present Requirements:

Admission to the Program
Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, completed application form, fee, and any additional program requirements submitted by the admission deadline. Students will be eligible to enroll with a completed degree from an accredited program and a 2.75 GPA. To be considered for the preferred term, all required materials must be received by the Graduate School no later that the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.
Admission Deadlines
Fall Deadline: July 15
Spring Deadline: November 15
Summer Deadline: March 15
Requirements for the M.A.T. with a Major in Health and Physical Education

Code	Title	Hours
Required Courses		
EDUC 2999	Teacher Education Requirements	0
KSPE 2150	First Aid - CPR	2

Proposed Requirements: *(hover over for instructions)*

Admission to the Program
Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, completed application form, fee, and any additional program requirements submitted by the admission deadline. Students will be eligible to enroll with a completed degree from an accredited program and a 2.75 GPA. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.
Admission Deadlines
Fall Deadline: July 15
Spring Deadline: November 15
Summer Deadline: March 15
Requirements for the M.A.T. with a Major in Health and Physical Education

Code	Title	Hours
Required Courses		
EDUC 2999	Teacher Education Requirements	0
KSPE 2150	*First Aid - CPR*	*2*

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KSPE 1011	Personal Fitness	1
KSPE 6101	Foundations and Technology in Health and Physical Education	3
KSPE 6150	Applied Sports Science	3
KSPE 6200	Nutrition for Health and Human Performance	3
KSPE 6220	Management of Physical Education Programs	3
KSPE 6301	Contemporary and Comprehensive Health Issues	3
KSPE 6401	Instructional Planning and Evaluation	3
KSPE 6700	Elementary Physical Education Methods and Content	3
KSPE 6710	Middle Grades & Secondary Physical Education Health Methods & Content	3
KSPE 6911	Diversity in Sport and Physical Education	3
KSPE 6790	Student Teaching in Health and Physical Education	5
or KSPE 6890	Internship in Health and Physical Education	

KSPE 1011	*Personal Fitness*	*1*
KSPE 6101	Foundations and Technology in Health and Physical Education	3
KSPE 6150	Applied Sports Science	3
KSPE 6200	Nutrition for Health and Human Performance	3
KSPE 6220	Management of Physical Education Programs	3
KSPE 6301	Contemporary and Comprehensive Health Issues	3
KSPE 6401	Instructional Planning and Evaluation	3
KSPE 6411	Human Movement Applications	3
KSPE 6700	Elementary Physical Education Methods and Content	3
KSPE 6710	Middle Grades & Secondary Physical Education Health Methods & Content	3
KSPE 6911	Diversity in Sport and Physical Education	3
KSPE 6790	Student Teaching in Health and	5

KSPE 6800	Student Teaching Seminar in Health and Physical Education	1
or KSPE 6900	Internship Seminar in Health and Physical Education	
Total Hours		36

	Physical Education	
or KSPE 6890	Internship in Health and Physical Education	
KSPE 6800	Student Teaching Seminar in Health and Physical Education	1
or KSPE 6900	Internship Seminar in Health and Physical Education	
Total Hours		36

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

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

The current program of study included 3 credit hours using undergraduate courses which did not count toward graduate GPA and did not meet the required content for a MAT degree.

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

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

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

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

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Deborah Paine	DocuSigned by: Deborah Paine EB41DD4F62CC4C4...	2/8/2022 | 1:43 PM EST
College/Division Executive Committee	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/8/2022 | 12:10 PM EST

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Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/8/2022 | 12:10 PM EST
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission:	01/17/2022

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Teacher Education
Requestor's Name:	Eugene Asola	**Requestor's Role:**	Faculty

Check One Option:	☒ Curriculum Change *(Changes to Program/Degree)*	☐ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*	
Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022
Degree/Program Name:	Education Specialist in Coaching Pedagogy in Physical Education		
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/teacher-education/eds-coaching-pedagogy-physical-education/		

Present Requirements:	**Proposed Requirements:** *(hover over for instructions)*
The Ed.S. in Coaching Pedagogy in Physical Education is a rigorous academic program of 27 semester hours of fully online course work. Graduates of the program who meet all criteria may be eligible for upgrade to T-6 certification in the state of Georgia or reciprocal states. This specialist program offers candidates the opportunity to continue to develop their knowledge and skills through advanced and more specialized content designed specifically to address excellence in coaching and educate practicing teachers through the medium of coaching studies. Course objectives and requirements coincide with the National Association for Sport and Physical Education National Standards for Sport Coaches. Selected Educational Outcomes Candidates will: develop a coaching philosophy that centers on ethical conduct and behavior while focusing on the safety and well being of the athlete. develop effective sport coaching pedagogical practices that are applicable to the advanced candidate's current sport context. develop a research-based capstone project on a topic that is unique to the needs of the sports program being coached by the candidate and determine the relevance of the study through a statistical analysis of the results. Examples of Outcome Assessments Candidates will: Develop a coaching philosophy to be evaluated by faculty using a departmentally developed rubric. Create a pedagogical context knowledge portfolio in which the effective physical education and sport coaching	The Ed.S. in Coaching Pedagogy in Physical Education is a rigorous academic program of 27 semester hours of fully online course work. Graduates of the program who meet all criteria may be eligible for upgrade to T-6 certification in the state of Georgia or reciprocal states. This specialist program offers candidates the opportunity to continue to develop their knowledge and skills through advanced and more specialized content designed specifically to address excellence in coaching and educate practicing teachers through the medium of coaching studies. Course objectives and requirements coincide with the National Association for Sport and Physical Education National Standards for Sport Coaches. Selected Educational Outcomes Candidates will: develop a coaching philosophy that centers on ethical conduct and behavior while focusing on the safety and well being of the athlete. develop effective sport coaching pedagogical practices that are applicable to the advanced candidate's current sport context. develop a research-based capstone project on a topic that is unique to the needs of the sports program being coached by the candidate and determine the relevance of the study through a statistical analysis of the results. Examples of Outcome Assessments Candidates will: Develop a coaching philosophy to be evaluated by faculty using a departmentally developed rubric. Create a pedagogical context knowledge portfolio in which the effective physical education and sport coaching

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instructional practices are adapted to the advanced candidate's sport context.

Develop a capstone project on a topic that is unique to the needs of the advanced candidate's professional growth and the sports program being coached with results based on meta-analysis of current sport coaching pedagogical research.

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application form, fee, and any additional program requirements submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

Admission Deadlines

Fall Deadline: July 15

Spring Deadline: November 15

Summer Deadline: April 15

Go to the Graduate School website and click on Our Programs, then click on Coaching Pedagogy Ed.S. Program for information on:

Specific Coaching Pedagogy Program Admission Requirements

Coaching Pedagogy Program Retention, Dismissal, and Readmission Policies

Coaching Pedagogy Program Graduation Requirements

To Apply Online, click here.

Requirements for the Ed.S. Degree with a Major in Coaching Pedagogy in Physical Education

Code	Title	Hours
KSPE 8100	Studying Sports Coaching	3
KSPE 8210	Sport Coaching Pedagogy	3
KSPE 8300	Applied Sports Science	3
KSPE 8500	Coaching Pedagogy Research Methods	3
KSPE 8600	Professional Coaching Development	3

instructional practices are adapted to the advanced candidate's sport context.

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Admission Deadlines

Fall Deadline: July 15

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KSPE 8600	Professional Coaching Development	3

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KSPE 8700	Communication Skills for Coaches	3
KSPE 8110	History, Sociology and Psychology of Sport	3
KSPE 8410	Coaching Pedagogy: Evaluating Research	3
KSPE 8900	Coaching Pedagogy Capstone: Data Analysis Research Project	3
Total Hours Required for the Degree		27

Course List

KSPE 8700	Communication Skills for Coaches	3
KSPE 8110	History, Sociology and Psychology of Sport	3
KSPE 8410	Coaching Pedagogy: Evaluating Research	3
KSPE 8420	Foundations of Sports Coaching and Theory	
KSPE 8900	Coaching Pedagogy Capstone: Data Analysis Research Project	3
Total Hours Required for the Degree		30

Course List

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

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

SACSCOC requires all ED.S programs are a minimum of 30 hours. The current program is 27 hours.

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

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

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

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

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Deborah Paine	DocuSigned by: Deborah Paine EB41DD4F62CC4C4...	1/17/22
College/Division Executive Committee	Karla Hull	DocuSigned by: karla Hull 25C1E42B6010420...	2/8/2022 | 12:10 PM EST
Dean/Director	Karla Hull	DocuSigned by: karla Hull 25C1E42B6010420...	2/8/2022 | 12:10 PM EST
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☐ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Valdosta State University Curriculum Form

- **Request for a NEW COURSE**

Date of Submission:	01/17/2022

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Teacher Education
Requestor's Name:	Eugene Asola	**Requestor's Role:**	Faculty

Proposed NEW Course Prefix: *(Consult abbreviations in the catalog)*	KSPE	**NEW Course Number:** *(Consult #s in the catalog)*	6411
Proposed NEW Course Title:	Human Movement Applications		
NEW Course Title Abbreviation: *(Limit to 30 character spaces)*	HumanMoveApp		
Prerequisite(s):	KSPE 2999		

Lecture Hours:	3	**Lab/Contact Hours:**	0	**Credit Hours:**	3

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

Provides information on neuroanatomy and neurophysiology relative to motor development and motor learning, coupled with functional anatomy as it pertains to the dynamics of human motion. Emphasis is placed on mechanical analysis of human movement.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Once per Year*

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

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

The current program of study included 3 credit hours using undergraduate courses which did not count toward graduate GPA and did not meet the required content for a MAT degree.

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

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

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

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

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

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

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

☐ Other Data Source Descriptions –

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

Valdosta State University – NEW COURSE Form

- **Request for a NEW COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Deborah Paine	Deborah J. Paine	17 Jan 22
College/Division Executive Committee	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/8/2022 | 12:10 PM EST
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/8/2022 | 12:10 PM EST
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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

KSPE 6411 - Online
COURSE NAME
HUMAN MOVEMENT APPLICATIONS
3 Semester Hours
Fall 2022

INSTRUCTOR:
EMAIL ADDRESS:
OFFICE LOCATION:
OFFICE HOURS:
TELEPHONE:

In the Teacher Education department, your course assignments, assessments and activities have been designed to give you multiple opportunities to master the knowledge, skills, and attitudes reflected in the InTASC Model Core Teacher Standards.

National Professional Association/Accreditor Standards/Competencies/ Learning Outcomes

*InTASC Model Core Teacher Standards**

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

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

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

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

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

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

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

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

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

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

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

NASPE Standards

Standard 1: Scientific and Theoretical Knowledge

Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.

Elements – Teacher candidates will:

1.1 Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.

1.2 Describe and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity, and fitness.

1.3 Describe and apply motor development theory and principles related to skillful movement, physical activity, and fitness.

1.5 Analyze and correct critical elements of motor skills and performance concepts.

COURSE DESCRIPTION –Information on neuroanatomy and neurophysiology relative to motor development and motor learning, coupled with functional anatomy as it pertains to the dynamics of human motion. Emphasis is placed on mechanical analysis of human movement.

Prerequisites: KSPE 2999.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Schmidt, R.A., & Lee, T.D. (2013). *Motor Learning and Performance: From Principles to Application, Fifth Edition.* Champaign, IL: Human Kinetics ISBN- 97814060443616.

COURSE OBJECTIVES

At the completion of the course the student should be able to:

1. Discuss, understand, and appreciate the anatomical and mechanical principles which influence human performance. (InTASC S4), (NASPE1.1)
   ***Activities/Assignments/Assessments: Laboratories, lecture, discussion, project, textbook, tests, exam, laboratories, project, participation.**
2. Understand the necessity of a scientific approach to the study and teaching of human movement. (InTASC S4), (NASPE1.1, 1.2, 1.3, 1.5)
   ***Activities/Assignments/Assessments: Laboratories, lecture, discussion, project, textbook, tests, exam, laboratories, project, participation.**
3. Display an increased curiosity regarding human movement stimulating further exploration and thereby increased growth in the understanding and experiencing of motor skills. (InTASC S4), (NASPE1.5)
   ***Activities/Assignments/Assessments: Laboratories, lecture, discussion, project, textbook, tests, exam, laboratories, project, participation.**
4. Display a basic understanding of the various anatomical components of the structure of the human body. (InTASC S4), (NASPE1.1)

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***Activities/Assignments/Assessments: Laboratories, lecture, discussion, project, textbook, tests, exam, laboratories, project, participation.**

5. Demonstrate an understanding of the conditions influencing muscle function. (InTASC S 4), (NASPE1.1)
   ***Activities/Assignments/Assessments: Laboratories, lecture, discussion, project, textbook, tests, exam, laboratories, project, participation.**
6. Discuss relationships between structure and mechanical functions of the musculoskeletal system. (InTASC S4), (NASPE1.1)
   ***Activities/Assignments/Assessments: Laboratories, lecture, discussion, project, textbook, tests, exam, laboratories, project, participation.**
7. Observe and analyze movement with specific regard to component parts. (InTASC S4), (NASPE1.1)
   ***Activities/Assignments/Assessments: Laboratories, lecture, discussion, project, textbook, tests, exam, laboratories, project, participation.**
8. Identify efficient and/or inefficient movement in the performance of motor skills by typical or atypical individuals and to utilize the knowledge obtained to improve performance of motor skills. (InTASC S4), (NASPE1.3, 1.5) ($CPL_{1.1}$)
   ***Activities/Assignments/Assessments: Laboratories, lecture, discussion, project, textbook, tests, exam, laboratories, project, participation.**
9. Recognize the principles pertaining to the prevention of physical trauma to the body in the performance of motor skills. (InTASC S4), (NASPE 1.5)
   ***Activities/Assignments/Assessments: Laboratories, lecture, discussion, project, textbook, tests, exam, laboratories, project, participation.**
10. Display an accurate and consistent vocabulary of scientific terminology. (InTASC S4), NASPE1.1)
    ***Activities/Assignments/Assessments: Laboratories, lecture, discussion, project, textbook, tests, exam, laboratories, project, participation.**
11. Demonstrate knowledge of biomechanical principles of physical activity as a basis for the analysis of movement, motor behavior, and learning including life-span, motor development and psychosocial dimensions of physical activity. (InTASCS1, S4), (NASPE1.1, 1.2, 1.3. 1.5)
    ***Activities/Assignments/Assessments: Laboratories, lecture, discussion, project, textbook, tests, exam, laboratories, project, participation.**

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

- Tests /quizzes
- Comprehensive knowledge exam
- Laboratories: Labs will include human movement, motor learning, kinesiology, biomechanics, and mechanical analysis of human movement
- Project work: Project will be a kinesiological analysis of a sport skill (see attached outline). Students will video capture a chosen sport skill. The analysis outline begins with a description of skill performance and ends with a prescription for improvement of performance.
- Class discussions

COURSE EVALUATION

Evaluation

1.	Tests /quizzes (3 x 10)	30 pts.
2.	Comprehensive knowledge exam	50 pts.
3.	Laboratories (10 Labs) (5 points each)	50 pts.
4.	Project	50 pts.
5.	Class discussions	20 pts.
		200 pts. Maximum

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Grading Scale
Grade Scale: % of maximum points

A = 100 - 90

B = 89 - 80

C = 79 - 70

D = 69 - 60

F = 59 and below

LATE WORK: State your policy
(Examples: No late work accepted; Late work will be scored according to the following guidelines: 5 minutes – 24 hours late: The maximum that may be earned is ½ credit. After 24 hours - no credit can be earned; or what you accept; etc).

ATTENDANCE POLICY
Whether online or face-to-face, a student who misses or does not participate in more than 20% of the scheduled course or course activities (including but not limited to practicum, and clinical practice) could be subject to receiving a failing grade in the course. Students are expected to login and actively participate in each (online) class discussion in order to successfully meet the course requirements. Lack of active participation could result in a deduction of discussion points.

There is no make-up work or alternative assignments, and no late submission will be accepted after due dates and times

TECHNOLOGY

In this class, students will regularly use technology applications. To use these applications, students must have access to a laptop or computer, preferably with a webcam and mic. While it is possible for students to complete some work on their smartphones, this will not be sufficient in all instances, given the limitations of mobile devices. Hence, access to a computer is essential. Note that the University maintains a number of computer labs, which are available for student use. Laptops and/or MiFi devices are also available for check-out on a first-come, first-served basis from the New Media Center in Odum Library. In an online environment, problems associated with power outages, networks being down, and ISP troubles inevitably result in legitimate reasons for delays; however, you should still be prepared to deliver your work by the stated deadlines. If you have a problem, let your instructor know as soon as possible.

PROFESSIONALISM
The following areas describe the professional expectations for all preservice students in the Department of Teacher Education.

Professionalism - Ethics
Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf).

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- Civility – A Blazer shows courtesy and compassion as well as respect for the dignity of every human being.
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DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM
http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

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- **Duplication of Peer Student Work:** Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student's express consent or knowledge.
- **Cheating on Exams** - Utilize only authorized materials during proctored exams. Additionally, sharing information with other students before or after an exam is also considered cheating.
- **Unauthorized Collaboration** - Work individually on assignments unless your professor approves group work.
- **Falsification** - It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding. Additionally, it is a violation of the Academic Honesty policy for authorized users to knowingly share passwords, PINs, or any other means of access to their BlazeVIEW courses with unauthorized persons or for the purpose of dishonorable or unethical conduct related to their academic work.
- **Unauthorized Use or Distribution of Copyrighted Material in VSU Courses** - Unauthorized distribution of copyrighted material occurs when a student utilizes, reproduces, or distributes copyrighted material without written permission by the copyright owner. Unauthorized use or distribution of ANY VSU course material is expressly prohibited. This includes sharing any information about VSU courses with websites or any other third party. *Additionally, copying or buying copyrighted VSU course materials is prohibited.*
- **"Tutoring" Services** - If a "tutoring" service provides solutions to course assignments, this is considered cheating. Legitimate tutoring services will never directly give answers to course assignments

Note: Assignments in this course may be checked electronically for plagiarism.
By taking this course, you agree that all required course work may be subject to submission for textual similarity review to Turnitin, a tool within BlazeVIEW. For more information on the use of Turnitin at VSU see Turnitin for Students . Course work documents may include but are not limited to papers, blog postings, journal entries, presentations, discussion postings, emails, or any other written work, in electronic or hardcopy, submitted in the format and on the schedule required by the course instructor.

TITLE IX STATEMENT
Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Dr. Sherolyn Hopkins, titleix@valdosta.edu, Student Union, Suite 3106, Valdosta State University, Valdosta, Georgia 31698, 229-333-5941. To file a report (not make an inquiry) please visit https://cm.maxient.com/reportingform.php?ValdostaStateUniv&layout_id=7.

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ACCESS STATEMENT

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

ACADEMIC SUPPORT CENTER

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

MENTAL HEALTH AND WELLNESS

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

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

STUDENT OPINION OF INSTRUCTION

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

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	Course Outline	
Week	**Reading Assignments**	**Student Activity**
1.	**Chapter 1** Introduction to Motor Learning and Performance. *Motor development and the relationship to motor learning (fundamental skills, classification of motor skills)	**Lab 1**
2.	**Chapter 2:** Processing Information and Making Decisions. *Review of the musculoskeletal system (classification of bones, types of articulation, planes and axes of motion, types of motion, range of motion, and measurement thereof). Function of muscles, types of muscular action and body movements	**Lab 2**
3.	**Chapter 3:** Attention and Performance. Continuation from previous week's topics	**Lab 3** **Quiz 1**
4.	**Chapter 4:** Sensory Contributions to Skilled Performance. *Neuromuscular basis of human motion (Review)	**Lab 4**
5.	**Chapter 5:** Motor Programs (*Newton's Laws of Motion) *Terminology and measurement in biomechanics	**Lab 5**
6.	**Chapter 6:** Principles of Speed, Accuracy, and Coordination *Fundamental principles of motion (*Types of motion including hydrodynamic and aerodynamic)	**Lab 6** **Quiz 2**
7.	**Chapter 7:** Individual Differences *Factors affecting motion	**Lab 7**
8.	**Chapter 8:** Introduction to Motor Learning *Biomechanical analysis of movement related to biomechanical principles of physical activity, motor behavior and learning, including life-span, motor development and psychosocial dimensions of physical activity	**Lab 8**
9.	**Chapter 9:** Skill Acquisition, Retention, and Transfer	**Lab 9** **Quiz 3**
10.	**Chapter 10:** Organizing and Scheduling Practice	**Lab 10** **Projects**
11.	**Chapter 11:** Augmented Feedback	
12.	**Projects**	
13.	**Projects**	
14.	**Projects**	
15.	**Finals**	

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Valdosta State University Curriculum Form

- **Request for a NEW COURSE**

Date of Submission:	01/17/2022

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Teacher Education
Requestor's Name:	Eugene Asola	**Requestor's Role:**	Faculty

Proposed NEW Course Prefix: *(Consult abbreviations in the catalog)*	KSPE	**NEW Course Number:** *(Consult #s in the catalog)*	8420
Proposed NEW Course Title:	Foundations of Sports Coaching and Theory		
NEW Course Title Abbreviation: *(Limit to 30 character spaces)*	Found Coach Theory		
Prerequisite(s):	EDUC 5999		

Lecture Hours:	3	**Lab/Contact Hours:**	0	**Credit Hours:**	3

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

Provides information on frameworks and sports coaching, application of instructional techniques and theories. The course addresses the appropriate coaching behaviors to utilize with various age groups, differences in levels of competitive sports, the personal roles that coaches should exhibit, and the professional roles expected of a coach.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Twice per Year*

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

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

SACSCOC requires all ED.S programs are a minimum of 30 hours. The current program is 27 hours.

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

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

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

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

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

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

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

☐ Other Data Source Descriptions –

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Valdosta State University – NEW COURSE Form

- **Request for a NEW COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Deborah Paine	Deborah J. Paine	17 Jan 22
College/Division Executive Committee	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/8/2022 | 12:10 PM EST
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/8/2022 | 12:10 PM EST
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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

KSPE 8420
Foundations of Sports Coaching & Theory
3 Semester Hours
Semester and Year
Fall 2022

INSTRUCTOR:
EMAIL ADDRESS:
OFFICE LOCATION:
OFFICE HOURS: (If teaching fully online, provide times you are available to meet virtually).
TELEPHONE:

In the Teacher Education department, your course assignments, assessments and activities have been designed to give you multiple opportunities to master the knowledge, skills, and attitudes reflected in the InTASC Model Core Teacher Standards.

National Professional Association/Accreditor Standards/Competencies/ Learning Outcomes

*InTASC Model Core Teacher Standards**

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

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

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

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

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

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

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

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

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions

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on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

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

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

National Standards for Sports Coaches (NASPE CS)

Domain 1: Philosophy and Ethics

Standard 1: Develop and implement an athlete-centered coaching philosophy.

Standard 2: Teach and reinforce responsible personal, social, and ethical behaviors of all people involved in the sport program

Domain 4: Growth and Development

Standard 17: Facilitate the social and emotional growth of athletes by supporting a positive sports experience and the potential for lifelong participation in physical activity.

Standard 23: Utilize appropriate instructional strategies to facilitate athlete development and performance.

Standard 25: Use effective communication skills to enhance individual learning, group success, and enjoyment in the sports experience.

Domain 6: Sports skills and Tactics

Standard 28: Identify, develop, and apply comprehensive sport strategies and specific tactics appropriate for the age and skill levels of the participating athletes

COURSE DESCRIPTION: Provides information on frameworks and sports coaching, application of instructional techniques and theories. The course addresses the appropriate coaching behaviors to utilize with various age groups, differences in levels of competitive sports, the personal roles that coaches should exhibit, and the professional roles expected of a coach.

Prerequisites

EDUC 5999

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Gill, A. (2021). Foundations of Sports Coaching: Applying Theory to Practice. 3rd Edition. ISBN 9780367746971. Routledge Taylor & Francis.

International Sports Coaching Framework (2013). Version 1.2. ISBN-10-14504-7127-7. Human Kinetics, Champaign IL.

OPTIONAL RESOURCES

ICCS link https://www.icce.ws/projects/international-sport-coaching-framework.html

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COURSE OBJECTIVES

By the end of the semester candidates will:

1. Understand the continuing professionalization of sports coaching, compare and critique the International Sports Coaching Framework (I.C.C.E.) with others. **(InTASC 4, 9)**; NASPE CS 1, 3-4, 6, 27-28, 8, 38-40.
2. Understand the theories and fundamental skills of a sports coach for different groups, ages and levels of competition. (InTASC 4; 9; NASPE CS 1, 3-4, 6, 27-28, 8, 38-40.
3. Evaluate and reflect on how to create a positive learning environment, apply and analyze performance to support coach feedback, and identify talent for development. **(InTASC 4, 5; 9)**; NASPE CS 1, 3-4, 6, 27-28, 8, 38-40.
4. Evaluate personal teaching plan and curriculum; knowledge of pedagogy and content; teacher philosophy and dispositions through readings, reflections, and artifact analysis **(InTASC 1-9).** NASPE CS 1, 3-4, 6, 27-28, 8, 37-40.
5. Use and develop assessment methods and materials that indicate student progress in reading and writing abilities. **(InTASC Standard 6).** NASPE CS 1, 3-4, 6, 27-28, 8, 38-40.
6. Identify content standards, study skills, systems, and procedures which are useful in particular subject areas. **(InTASC Standards 4, 5, 6,)** NASPE CS 1, 3-4, 6, 27-28, 8, 38-40.

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Professional ethics, behavior, and quality are expected in all products and performances. Content copied and pasted from Websites or other sources will not be considered original student work. They may not be used under any circumstances without the use of quotation marks and proper APA citations. Any attempt to present the work of another as your own will result in failure of the course.

COURSE EVALUATION

Assessment/Evaluation	**Point Value**
Modules – Performance/video analysis	10
Content Assessment	20
Reflections	10
Discussion Board	5
Theoretical framework analysis- Final	10
Total	100

Grading Scale

A =	90 -100	D = Below 70	
B =	90 - 80	F = 0	
C =	70 – 79		

LATE WORK:

No late work accepted; Late work will be scored according to the following guidelines: 5 minutes – 24 hours late: The maximum that may be earned is ½ credit. After 24 hours - no credit can be earned; or what you accept.

ATTENDANCE POLICY

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Whether online or face-to-face, a student who misses or does not participate in more than 20% of the scheduled course or course activities could be subject to receiving a failing grade in the course.

TECHNOLOGY

In this class, students will regularly use technology applications. To use these applications, students must have access to a laptop or computer, preferably with a webcam and mic. While it is possible for students to complete some work on their smartphones, this will not be sufficient in all instances, given the limitations of mobile devices. Hence, access to a computer is essential. Note that the University maintains a number of computer labs, which are available for student use. Laptops and/or MiFi devices are also available for check-out on a first-come, first-served basis from the New Media Center in Odum Library. In an online environment, problems associated with power outages, networks being down, and ISP troubles inevitably result in legitimate reasons for delays; however, you should still be prepared to deliver your work by the stated deadlines. If you have a problem, let your instructor know as soon as possible.

PROFESSIONALISM

The following areas describe the professional expectations for all preservice students in the Department of Teacher Education.

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- All assignments should be your own original work, not group work. If you use ideas from other sources, you must provide a full citation using APA style – name(s) of author(s); date of publication or retrieval date; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment.

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- **Paraphrasing or Summarizing Without Citing:** An allowable practice in academia is for students to take an author's words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author's words, students *must* cite that original source. If they do not cite the original source, they have effectively stolen the original author's idea and have committed plagiarism.
- **Duplicating Publication:** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor.
- **Duplication of Peer Student Work:** Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student's express consent or knowledge.
- **Cheating on Exams** - Utilize only authorized materials during proctored exams. Additionally, sharing information with other students before or after an exam is also considered cheating.
- **Unauthorized Collaboration** - Work individually on assignments unless your professor approves group work.
- **Falsification** - It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding. Additionally, it is a violation of the Academic Honesty policy for authorized users to knowingly share passwords, PINs, or any other means of access to their BlazeVIEW courses with unauthorized persons or for the purpose of dishonorable or unethical conduct related to their academic work.
- **Unauthorized Use or Distribution of Copyrighted Material in VSU Courses** - Unauthorized distribution of copyrighted material occurs when a student utilizes, reproduces, or distributes copyrighted material without written permission by the copyright owner. Unauthorized use or distribution of ANY VSU course material is expressly prohibited. This includes sharing any information about VSU courses with websites or any other third party. *Additionally, copying or buying copyrighted VSU course materials is prohibited.*

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- **"Tutoring" Services** - If a "tutoring" service provides solutions to course assignments, this is considered cheating. Legitimate tutoring services will never directly give answers to course assignments

Note: Assignments in this course may be checked electronically for plagiarism.
By taking this course, you agree that all required course work may be subject to submission for textual similarity review to Turnitin, a tool within BlazeVIEW. For more information on the use of Turnitin at VSU see Turnitin for Students . Course work documents may include but are not limited to papers, blog postings, journal entries, presentations, discussion postings, emails, or any other written work, in electronic or hardcopy, submitted in the format and on the schedule required by the course instructor.

TITLE IX STATEMENT
Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Dr. Sherolyn Hopkins, titleix@valdosta.edu, Student Union, Suite 3106, Valdosta State University, Valdosta, Georgia 31698, 229-333-5941. To file a report (not make an inquiry) please visit https://cm.maxient.com/reportingform.php?ValdostaStateUniv&layout_id=7.

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

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

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

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

STUDENT OPINION OF INSTRUCTION

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

Foundations of Sports Coaching & Theory -KSPE 8420
Semester TBD
This is a tentative schedule for summer.

Modules	Due days	Assignments	Points
Module 1 Professionalization of sports coaching		Assignment 1: TBD 1. 2.	**10**
Module 2 Fundamental skills of a sports coach		**Discussion 1: The topic and requirements will be under the main discussion board.** .	**5** **5**
Module 3 International Sports Coaching Framework (I.C.C.E.), etc.		Assignment 2:TBD	**5** **5**
Module 4 Coaching populous groups…		**Discussion 2: The topic and requirements will be under the main discussion board.**	**10**
Module 5 Creating a positive learning environment		Assignment 3: TBD	**10**
Module 6 Talent ID and development		Assignment 4: TBD	**10**
Module 7 The reflective coach		**Discussion 3: The topic and requirements will be under the main discussion board.** . Assignment 5: TBD	**5** **10**

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Module 8 Performance analysis to support coach feedback		Assignment 6: TBD . **Assignment 7: TBD**	**5** **20**
		Total	**100**

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Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission:	01/10/2022

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	LTWD
Requestor's Name:	Gwen Scott Ruttencutter, PhD	**Requestor's Role:**	Faculty

Check One Option:	☐ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*	
Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022
Degree/Program Name:	*Ed.D. Degree with a Major in Adult and Career Education* Ed.D. Degree with a Major in Adult Learning and Development		
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/leadership-technology-workforce-development/edd-adult-career-education/		

Present Requirements:

Code	Title	Hours
Area A – Interdisciplinary Studies		9
Select three from the following:		9
ACED 9400	Adult Learning Strategies	
CIED 9100	Curriculum Design, Implementation, and Evaluation	
LEAD 9030	Leadership Problems: Interdisciplinary Analysis	
EDUC 9000	Interdisciplinary Studies in Education	
Area B – Educational Inquiry		16
RSCH 9800	Research Design and Foundations for Advanced Quantitative, Qualitative, and Mixed Methods Research	3

Proposed Requirements: *(hover over for instructions)*

Code	Title	Hours
Area A – Interdisciplinary Studies		9
Select three from the following:		*9*
ACED 9400	Adult Learning Strategies	
CIED 9100	Curriculum Design, Implementation, and Evaluation	
LEAD 9030	*Leadership Problems: Interdisciplinary Analysis*	
EDUC 9000	Interdisciplinary Studies in Education	
Area B – Educational Inquiry		16
RSCH 9800	Research Design and Foundations for Advanced Quantitative, Qualitative, and Mixed Methods Research	3

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RSCH 9820	Qualitative Research Methods in Education	3
RSCH 9840	Quantitative Research Methods in Education	3
Select one of the following:		3
RSCH 9830	Advanced Qualitative Research Methods	
RSCH 9850	Advanced Quantitative Research Methods	
RSCH 9860	Advanced Mixed Method	
RSCH 9871	Planning for Dissertation	1
RSCH 9872	Dissertation Topic Conceptualization	3
Area C – Major and Interdisciplinary Courses		21
Major		12
ACED 9410	Diverse Populations in Adult and Career Education	
ACED 9420	Issues in Adult and Career Education	
ACED 9430	Leadership in Adult and Career Education	
CIED 9400	Review of Academic Discipline and Pedagogy Literature	
Interdisciplinary Electives		9
An advisor will be assigned to each student, based on the area of specialization. The advisor and the		

RSCH 9820	Qualitative Research Methods in Education	3
RSCH 9840	Quantitative Research Methods in Education	3
Select one of the following:		3
RSCH 9830	Advanced Qualitative Research Methods	
RSCH 9850	Advanced Quantitative Research Methods	
RSCH 9860	Advanced Mixed Method	
RSCH 9871	Planning for Dissertation	1
RSCH 9872	Dissertation Topic Conceptualization	3
Area C – Major and Interdisciplinary Courses		21
Major		12
ACED 9410	Diverse Populations in Adult and Career Education	
ACED 9420	*Issues in Adult and Career Education*	
ACED 9430	*Leadership in Adult and Career Education*	
CIED 9400	Review of Academic Discipline and Pedagogy Literature	
CIED 9210	Instructional Design	

student will jointly complete an approved program of study to be followed.		
Area D -- Dissertation		9
ACED 9999	Dissertation in Adult and Career Education	9
Total Hours Required for the Degree		55

CIED 9220	Instructional Development and Production	
Interdisciplinary Electives Concentration Tracks		9
An advisor will be assigned to each student, based on the area of specialization. The advisor and the student will jointly complete an approved program of study to be followed. Human Resource Development Adult Learning Post-Secondary Leadership Leadership Other concentration tracks, as identified in conjunction with doctoral advisor		
Area D -- Dissertation		9
ACED 9999	Dissertation in Adult and Career Education	9
Total Hours Required for the Degree		55

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

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

This change has two impetuses:
First, within the newly merged department of LTWD, faculty identified substantial overlap between two doctoral programs: the ACED EdD and the Curriculum & Instruction Learning & Development EdD. Given this overlap, program coordinators of these two programs worked to merge two programs into one, which are the changes outlined above. Second, both program coordinators and the department head, after working with an outside Human Resource Development consultant, agreed to refocus the ACED EdD program toward workplace learning and development. As such, the ACED program coordinator and the L&D program coordinator reviewed Human Resource Development industry standards and the programs of institutions who are members in the Academy of Human Resource Development's Programs of Excellence Network (PEN).

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

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

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

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

The proposed revisions will be assessed using the following measures:

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Indirect measures: SOIs for each ACED EdD course; Critical Incident Questionnaire (CIQ), which are anonymous self-report surveys of perceived student engagement, collected at mid-term and end-of-term in various major courses

Direct measures: Comprehensive Exam portfolios

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Steve Downey	Steve Downey	2/1/2022
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/9/2022 | 4:21 PM
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission:	01/17/2022

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Department of Leadership, Technology, and Workforce Development
Requestor's Name:	Nicole Gunn	**Requestor's Role:**	Faculty

Check One Option:	☐ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*	
Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022
Degree/Program Name:	M.Ed. Degree with a Major in Adult and Career Education-Business Education and Information Technology Option		
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/leadership-technology-workforce-development/med-adult-career-education/		

Present Requirements:			**Proposed Requirements:** *(hover over for instructions)*		
Core Courses		15	Core Courses		*15*12
RSCH 7100	Research Methodology in Education	3	RSCH 7100	Research Methodology in Education	3
PSYC 7010	Learning and Assessment	3	*PSYC 7010*	*Learning and Assessment*	*3*
or PSYC 7040	Adult Learning and Assessment		*or PSYC 7040*	*Adult Learning and Assessment*	
ACED 7620	Evaluation of Adult and Career Education Programs	3	ACED 7620	Evaluation of Adult and Career Education Programs	3
ACED 7640	Issues and Trends in Adult and Career Education	3	*ACED 7640*	*Issues and Trends in Adult and Career Education*	*3*
ACED 7990	Analysis of Research in Adult and Career Education	3	ACED 7990	Analysis of Research in Adult and Career Education	3
Area of Concentration		21	ACED 7950	Directed Study in Adult and Career Education	3
ACED 7070	Advanced Office Procedures	3	Area of Concentration		*21*12
ACED 7220	Improvement of Instruction in Business Technology Education	3	*ACED 7070*	*Advanced Office Procedures*	*3*
ACED 7510	Communication in Business Technology Education	3	ACED 7220	Improvement of Instruction and Training in Technology *in*	3

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ACED 7610	Advanced Web Design and Development	3
ACED 8450	Multimedia Authoring and Design	3
Guided Elective		3
ACED 7600	Applied Computer Technology	
ACED 7810	Computer Programming for Business Technology Education	
PADM 7000	Human Resource Management	
PADM 7110	Information Management	
PADM 7170	Organizational Theory and Behavior	
ITED 7400	Digital Learning Environments	
ITED 7500	Vision and Planning for Instructional Technology	
Independent Capstone Required		
Total Hours Required for the Degree		36

	Business Technology Education	
ACED 7510	*Communication in Business Technology Education*	*3*
ACED 7610	Advanced Web Design and Development	3
ACED 7700	Advanced Desktop Publishing	3
ACED 8450	Multimedia Authoring and Design	3
Guided Electives		*3*6
ACED 7600	*Applied Computer Technology*	
ACED 7810	*Computer Programming for Business Technology Education*	
PADM 7000	*Human Resource Management*	
PADM 7110	*Information Management*	
PADM 7170	*Organizational Theory and Behavior*	
ITED 7400	*Digital Learning Environments*	
ITED 7500	*Vision and Planning for Instructional Technology*	
Independent Capstone Required		
Total Hours Required for the Degree		*36* 30

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

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

USG requires between 30-36 credit hours for master's degree programs. Proposed minimum credit hours will allow students to complete the program within two years.

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

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

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

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☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc. ☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.) ☐ Other Data Source Descriptions –
1. Feedback from university-distributed SOIs, program-produced surveys, and/or Advisory Board Meeting minutes will be used to assess the effectiveness of the program curriculum and its delivery. 2. Student learning outcomes will be measured across the core courses using program assessments and project-specific rubrics.

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Steve Downey	Steve Downey	1/31/2022
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/9/2022 | 4:21 PM EST
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission: 11/30/2020

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Department of Leadership, Technology, and Workforce Development
Requestor's Name:	Pamela Dobbins	**Requestor's Role:**	Faculty

Check One Option:	☐ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*	
Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022
Degree/Program Name:	M.Ed. Degree with a Major in Adult and Career Education - Career and Technical Education Option		
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/leadership-technology-workforce-development/med-adult-career-education/		

Present Requirements:			**Proposed Requirements:** *(hover over for instructions)*		
Core Courses		15	Core Courses		*15* 12
RSCH 7100	Research Methodology in Education	3	RSCH 7100	Research Methodology in Education	3
PSYC 7010 or PSYC 7040	Learning and Assessment or Adult Learning and Assessment	3	*PSYC 7010 or PSYC 7040*	*Learning and Assessment or Adult Learning and Assessment*	*3*
ACED 7620	Evaluation of Adult and Career Education Programs	3	ACED 7620	Evaluation of Adult and Career Education Programs	3
ACED 7640	Issues and Trends in ACED	3	*ACED 7640*	*Issues and Trends in ACED*	*3*
ACED 7990	Analysis of Research in Adult and Career Education	3	ACED 7990	Analysis of Research in Adult and Career Education	3
Area of Concentration		21	ACED 7950	Directed Study in Adult and Career Education	3

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ACED 7020	History and Philosophy of Adult and Career Education	3
ACED 7530	Supervision and Mentoring in Adult and Career Education	3
ACED 7410 or ACED 7680	New Teacher Institute or Contemporary Instructional Practices in Workforce Education	3
Select one of the following:		
ACED 7120 or ACED 7430 or ACED 8450	Electronic Courseware Design and Development, Advanced New Teacher Institute, or Multimedia Authoring and Design	3
ACED 7150 or ACED 7710	Adult Learning and Development or Managing the Classroom and Laboratory Learning Environment	3
ACED 7950	Directed Study in Adult and Career Education	3
Guided Elective		3
Total Hours Required for the Degree		36

Area of Concentration		2112
ACED 7020	History and Philosophy of Adult and Career Education	3
ACED 7530	*Supervision and Mentoring in Adult and Career Education*	*3*
ACED 7410 or ACED 7680	New Teacher Institute or Contemporary Instructional Practices in Workforce Education	3
Select one of the following:		
ACED 7120 or ACED 7430 or ACED 8450	Electronic Courseware Design and Development, Advanced New Teacher Institute, or Multimedia Authoring and Design	3
ACED 7150 or ACED 7710	Adult Learning and Development or Managing the Classroom and Laboratory Learning Environment	3
ACED 7950	*Directed Study in Adult and Career Education*	*3*
Guided Elective		36
Total Hours Required for the Degree		3630

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

☒ Improving student learning outcomes ☐ Mandate of State/Federal/Accrediting Agency

☒ Adopting current best practice(s) in field ☐ Other –

USG requires between 30-36 credit hours for master's degree programs. Proposed minimum credit hours will allow students to complete the program within two years.

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

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

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

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

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

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

☐ Other Data Source Descriptions –

1. Feedback from university-distributed SOIs, program-produced surveys, and/or Advisory Board Meeting minutes will be used to assess the effectiveness of the program curriculum and its delivery.
2. Student learning outcomes will be measured across the core courses using program assessments and project-specific rubrics.

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Steve Downey	Steve Downey	1/31/2022
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/9/2022 | 4:21 PM EST
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:		**Department(s):**	

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Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission: 01/27/2022

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Leadership, Technology, & Workforce Development
Requestor's Name:	Michael J. Bochenko	**Requestor's Role:**	Faculty

Check One Option:	☐ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*	
Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022
Degree/Program Name:	Ed.D. with a Major in Leadership		
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/leadership-technology-workforce-development/edd-leadership/		

Present Requirements:			**Proposed Requirements:** *(hover over for instructions)*		
Area A: Disciplinary Studies		9	Area A: Disciplinary Studies		9
Select three from the following:		9	Select three from the following:		9
ACED 9400	Adult Learning Strategies		ACED 9400	Adult Learning Strategies	
CIED 9100	Curriculum Design, Implementation, and Evaluation		CIED 9100	Curriculum Design, Implementation, and Evaluation	
LEAD 9030	Leadership Problems: Interdisciplinary Analysis		LEAD 9030	Leadership Problems: Interdisciplinary Analysis	
EDUC 9000	Interdisciplinary Studies in Education		EDUC 9000	Interdisciplinary Studies in Education	
Area B: Educational Inquiry		16	Area B: Educational Inquiry		16
RSCH 9800	Research Design and Foundations for Advanced Quantitative, Qualitative, and Mixed Methods Research	3	RSCH 9800	Research Design and Foundations for Advanced Quantitative, Qualitative, and Mixed Methods Research	3
RSCH 9820	Qualitative Research Methods in Education	3	RSCH 9820	Qualitative Research Methods in Education	3
RSCH 9840	Quantitative Research Methods in Education	3	RSCH 9840	Quantitative Research Methods in Education	3
Select one of the following:		3	Select one of the following:		3
RSCH 9830	Advanced Qualitative Research Methods		RSCH 9830	Advanced Qualitative Research Methods	
RSCH 9850	Advanced Quantitative Research Methods				

RSCH 9860	Advanced Mixed Method	
RSCH 9871	Planning for Dissertation	1
RSCH 9872	Dissertation Topic Conceptualization	3
Area C: Major and Interdisciplinary Courses		21
Leadership Core		9
LEAD 9010	Seminar in Organizational Leadership	
LEAD 9020	Planning and Change for Leaders	
LEAD 9040	Organizatioanl Theory, Culture, and Leadership	
Interdisciplinary Courses		12
CIED 9400	Review of Academic Discipline and Pedagogy Literature	
The advisor and student will jointly design a program of study based on the selected concentration.		
Area D: Dissertation		9
CIED 9999 and/or RSCH 9999		
Total Hours Required for the Degree		55

RSCH 9850	Advanced Quantitative Research Methods	
RSCH 9860	Advanced Mixed Method	
RSCH 9871	Planning for Dissertation	1
RSCH 9872	Dissertation Topic Conceptualization	3
Area C: Major and Interdisciplinary Courses		21
Leadership Core		9
LEAD 9010	Seminar in Organizational Leadership	
LEAD 9020	Planning and Change for Leaders	
LEAD 9040	*Organizatioanl* Organizational Theory, Culture, and Leadership	
Interdisciplinary Courses		12
CIED 9400	Review of Academic Discipline and Pedagogy Literature	
The advisor and student will jointly design a program of study based on the selected concentration.		
Area D: Dissertation		9
LEAD 9999, CIED 9999 and/or RSCH 9999		
Total Hours Required for the Degree		55

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

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

1. Typographical error
2. Original failed to include LEAD 9999 to Area D of the Program of Study

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

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

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

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

N/A

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Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Steve Downey	Steve Downey	2/1/2022
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/9/2022 | 4:19 PM EST
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission:	01/12/2022

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Leadership, Technology, & Workforce Development
Requestor's Name:	Michael J. Bochenko	**Requestor's Role:**	Faculty

Check One Option:	☐ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*	
Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☐ Fall ☐ Spring ☒ Summer	2022
Degree/Program Name:	M.Ed. Degree in Educational Leadership - P-12 School Leadership Option		
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/leadership-technology-workforce-development/med-educational-leadership/		

Present Requirements:	**Proposed Requirements:** *(hover over for instructions)*
Other Degree Requirements Please note that all students who hold or are seeking this degree must successfully complete EDUC 5999. Candidates must take the GACE Content Assessment in educational leadership.	Other Degree Requirements *Please note that all students who hold or are seeking this degree must successfully complete EDUC 5999.* Candidates must take the GACE Content Assessment in educational leadership.

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

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

Documentation of insurance liability and completion of CITI assessment is no longer required. Both items were aligned with EDUC 5999.

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

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

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

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

N/A

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Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Steve Downey	Steve Downey	1/31/2022
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/9/2022 | 4:19 PM EST
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission:	01/12/2022

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Leadership, Technology, & Workforce Development
Requestor's Name:	Michael J. Bochenko	**Requestor's Role:**	Faculty

Check One Option:	☐ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*	
Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☐ Fall ☐ Spring ☒ Summer	2022
Degree/Program Name:	Ed.S. Degree with a Major in Educational Leadership (Tier II Certification)		
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/leadership-technology-workforce-development/eds-educational-leadership/		

Present Requirements:	**Proposed Requirements:** *(hover over for instructions)*
Please note that all students who hold or are seeking this degree and/or GaPSC educator certification must successfully complete EDUC 5999. Prior to being recommended for a clear/renewable Georgia leadership certificate, a candidate must meet the GaPSC Special Requirements (PSC Rule 505-2-20)--Identification and Education of Children with Special Needs and pass the PASL Educational Performance-based Leadership Assessment.	*Please note that all students who hold or are seeking this degree and/or GaPSC educator certification must successfully complete EDUC 5999.* Prior to being recommended for a clear/renewable Georgia leadership certificate, a candidate must meet the GaPSC Special Requirements (PSC Rule 505-2-20)--Identification and Education of Children with Special Needs and pass the PASL Educational Performance-based Leadership Assessment.

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

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

Documentation of insurance liability and completion of CITI assessment is no longer required. Both items were aligned with EDUC 5999.

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

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

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

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

N/A

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Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Steve Downey	Steve Downey	1/31/2022
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/9/2022 | 4:19 PM EST
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Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission:	01/7/2022

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Leadership, Technology, & Workforce Development
Requestor's Name:	Michael J. Bochenko	**Requestor's Role:**	Faculty

Check One Option:	☒ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*	
Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022
Degree/Program Name:	Ed.S. Degree with a Major in Educational Leadership (Tier I Certification) (New concentration)		
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/leadership-technology-workforce-development/eds-educational-leadership/		

Present Requirements:	**Proposed Requirements:** *(hover over for instructions)*
This is a proposed new concentration for an Education Specialist degree aligned to Tier I Educational Leadership Certification. Please add it to the current catalog URL for Education Specialist Degree with a Major in Educational Leadership.	The specialist program allows candidates to become entry-level school or system administrators and acquire GaPSC Tier I certification in educational leadership at Level 6 by completing the program and posting a passing score on the GACE Educational Leadership Assessment. Selected Educational Outcomes 1. Candidates will demonstrate an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards. 2. Candidates will use data and current research to inform their practices. 3. Candidates will create positive environments for student learning. 4. Candidates will demonstrate skills and knowledge to build upon the developmental levels of students with whom they work; the diversity of students, families, and communities; and the policy contexts within which they work. Examples of Outcome Assessments 1. Candidates will demonstrate content knowledge through passing the state-required content assessment. 2. Candidates will demonstrate their ability to use data and current research to inform their practice through completion of a comprehensive review of literature. 3. Candidates will demonstrate their ability to create positive environments for student learning during a faculty and mentor observation of their field experience.

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4. Candidates will demonstrate their ability to positively impact P-12 schools through their completion of an Inventory of Leadership Experiences.

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, completed application form, fee, and any additional program requirements submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

Admission Deadlines

Fall Deadline: July 1
Spring Deadline: November 1
Summer Deadline: April 1

To Apply Online, click here.

Requirements for the Ed.S. Degree with a Major in Educational Leadership
(Tier I Certification)

Area A: Leadership	18
LEAD 8240 Managing Resources for School Improvement	3
LEAD 8140 Leadership for Creating an Effective Learning Environment	3
LEAD 8030 School Culture, Change, and Organizational Dynamics	3
LEAD 8520 Executive Leadership for the 21st	3
LEAD 8620 Leading a Professional Learning Community	3
LEAD 8630 Coaching & Mentoring for High Performing Schools	3
Area B: Curriculum & Instruction	6
LEAD 7120 Instructional Leadership and Supervisory Practices for Improved Teaching and Learning	3
RSCH 8000 Advanced Research Methodology	3
Area C: Field-based Activities	6
LEAD 7920 Leadership Field Experiences I	3
LEAD 7930 Leadership Field Experiences II	3
Total Hours Required for the Degree----------	30

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

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

Expanding student options with inclusion of Tier I certification aligned with an Ed.S. degree program in Educational Leadership. The additional degree offering would assist in addressing a need to increase the number of qualified educational leadership candidates available to fill vacancies in Georgia.

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

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

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

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

- GACE Test 311
- Leadership Candidate Final Assessment measuring: Student Learning, Managing Operations, Field & Clinical Experience, Ethics, Pedagogy, Diversity, and Technology.
- Student learning outcomes will be measured across the major courses using program assessments and project-specific rubrics.

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Steve Downey	Steve Downey	1/31/2022
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/9/2022 | 4:19 PM EST
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission:	01/10/2022

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	LTWD
Requestor's Name:	Jamie Workman	**Requestor's Role:**	Faculty

Check One Option:	☐ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*	
Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☒ Elective	☒ Fall ☐ Spring ☐ Summer	2022
Degree/Program Name:	M.Ed. Degree in Educational Leadership - Higher Education Leadership Option		
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/leadership-technology-workforce-development/med-educational-leadership/		

Present Requirements:

Core Courses		9
HEDL 7650	Leadership Issues in Higher Education	3
HEDL 7800	Organization and Governance of Higher Education	3
HEDL 7810	Fin & Bud in H E	3
HEDL 7820	Assessment and Evaluation in Higher Education	3
HEDL 7840	History and Philosophy of Higher Education	3
HEDL 7860	Student Development Theory	3
HEDL 7865	Collegiate Environments	3
HEDL 7870	Introduction to Higher Education Leadership	3
HEDL 7880	Counseling in Student Affairs	3
HEDL 8300	Social Context of Educational Leadership	3
RSCH 7100	Research Methodology in Education	3
Guided Elective		3
Select one of the following:		

Proposed Requirements: *(hover over for instructions)*

Core Courses		9
HEDL 7650	Leadership Issues in Higher Education	3
HEDL 7800	Organization and Governance of Higher Education	3
HEDL 7810	Fin & Bud in H E	3
HEDL 7820	Assessment and Evaluation in Higher Education	3
HEDL 7840	History and Philosophy of Higher Education	3
HEDL 7860	Student Development Theory	3
HEDL 7865	Collegiate Environments	3
HEDL 7870	Introduction to Higher Education Leadership	3
HEDL 7880	Counseling in Student Affairs	3
HEDL 8300	Social Context of Educational Leadership	3
RSCH 7100	Research Methodology in Education	3
Guided Elective		3
Select one of the following:		

LEAD 7830	Law and Policy in Higher Education	
HEDL 7850	Ethics and Standards in Higher Education	
HEDL 8700	Special Topics in Higher Education Leadership	
HEDL 7890	Technology in Student Affairs	
LEAD 7922	Internship in Higher Education Leadership	
Guided Elective approved by advisor		
Field Experiences (internships)		3
HEDL 7921	Internship Preparation in Higher Education Leadership	3
Total Hours Required for the Degree		39

LEAD 7830	Law and Policy in Higher Education	
HEDL 7850	Ethics and Standards in Higher Education	
HEDL 8700	Special Topics in Higher Education Leadership	
HEDL 7890	Technology in Student Affairs	
LEAD 7922	Internship in Higher Education Leadership	
HEDL 7700	The Community and Technical College	
Guided Elective approved by advisor		
Field Experiences (internships)		3
HEDL 7921	Internship Preparation in Higher Education Leadership	3
Total Hours Required for the Degree		39

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

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

Include HEDL 7700 in the curriculum as an option for a 3-credit hour Guided Elective. This course was previously approved as a new course, but not added to the curriculum for Higher Education Leadership. This course will satisfy the 3 credit-hour Guided Elective, which is a program requirement.

The course description in the Graduate Catalog is as follows: A study or survey of the philosophy, history, and development of community and technical colleges in America, including the social, economic, and political forces affecting these institutions. The course also explores the rationale and techniques for keeping instructional and organizational functions responsive to the changing educational and workforce needs of the community.

This course addresses the following HEL program outcome: Candidates will describe the processes of educational leadership and relate them to programs in higher education.

Further, providing students the opportunity to learn about community and technical colleges improves student learning within the overall field of Higher Education Leadership and helps them be more marketable for jobs in that sector.

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

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

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

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

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When this course is taught in the future, indirect measures of SOI scores and direct measures of test and assignment grades will be used to determine the course effectiveness.

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Steve Downey	Steve Downey	1/31/2022
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/9/2022 | 4:19 PM EST
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission:	01/12/2022

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Leadership, Technology, & Workforce Development
Requestor's Name:	Michael J. Bochenko	**Requestor's Role:**	Faculty

Check One Option:	☐ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*	
Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	~~☒~~ Fall BKd ☐ Spring ☒ Summer	2022
Degree/Program Name:	Certification in Educational Leadership (Performance-Based)		
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/leadership-technology-workforce-development/certification-educational-leadership-performancebased-building-level-system-level/		

Present Requirements:		**Proposed Requirements:** *(hover over for instructions)*	
Area A Core	9	Area A Core	*9* 12
The Faculty advisor will collaborate with the candidate and school system partners to evaluate graduate course work to identify appropriate courses for transfer or enrollment.		The Faculty advisor will collaborate with the candidate and school system partners to evaluate graduate course work to identify appropriate courses for transfer or enrollment.	
Area B Residency	18	Area B Residency	18
LEAD 8920	Advanced Leadership Field-Based Experiences I	LEAD 8920	Advanced Leadership Field-Based Experiences I
LEAD 8930	Advanced Leadership Field-Based Experiences II	LEAD 8930	Advanced Leadership Field-Based Experiences II
LEAD 8940	Advanced Leadership Field-Based Experiences III	LEAD 8940	Advanced Leadership Field-Based Experiences III
The residency will be completed at the candidate's work site under the supervision of a Candidate Support Team consisting of a site mentor, a university advisor/coach, and the candidate.		The residency will be completed at the candidate's work site under the supervision of a Candidate Support Team consisting of a site mentor, a university advisor/coach, and the candidate.	
Total Hours	27	Total Hours	*27*30
Please note that all students who hold or are seeking this degree and/or GaPSC educator certification must successfully complete EDUC 5999. Prior to being recommended for a clear/renewable Georgia leadership certificate, a candidate must meet the GaPSC Special Requirements (PSC Rule 505-2-20)--Identification and Education of Children with Special Needs and pass the		*Please note that all students who hold or are seeking this degree and/or GaPSC educator certification must successfully complete EDUC 5999.* Prior to being recommended for a clear/renewable Georgia leadership certificate, a candidate must meet the GaPSC Special Requirements (PSC Rule 505-2-20)--Identification and Education of Children with Special Needs and pass the	

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GACE Educational Performance-Based Leadership Assessment.	*GACE Educational Performance-Based Leadership Assessment* Performance Assessment for Educational Leaders (PASL).

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

☐ Improving student learning outcomes ☐ Mandate of State/Federal/Accrediting Agency

☐ Adopting current best practice(s) in field ☒ Other –

Documentation of insurance liability and completion of CITI assessment is no longer required. Both items were aligned with EDUC 5999.

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

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

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

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

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

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

☒ Other Data Source Descriptions –

GaPSC Special Requirements

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Steve Downey	Steve Downey	1/31/2022
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/9/2022 | 4:19 PM EST
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission:	01/17/2022

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Leadership, Technology, & Workforce Development
Requestor's Name:	Jiyoon Jung	**Requestor's Role:**	Faculty

Check One Option:	☐ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022

Degree/Program Name:	M.Ed. Degree with a Major in Instructional Technology
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/leadership-technology-workforce-development/med-instructional-technology/

Present Requirements:	**Proposed Requirements:** *(hover over for instructions)*
The Instructional Technology (IT) M.Ed. degree allows candidates to obtain an advanced degree in the rapidly growing field of Instructional Technology. By completing this degree and passing the GA content assessment for the field that aligns with the candidate's program of study, the candidate will be able to add either the area of instructional technology or media specialist to a GA educator certificate and upgrade to the 5th year level. Twelve hours of advanced level course work focused on the content pedagogy in the candidate's area of previous certification is required by GaPSC Rule 505-3.54 for Instructional Technology Certification. There are three concentrations in the Instructional Technology Program: P-12 Technology Applications (for P-12 public school personnel), Technology Applications (for non P-12 public school personnel), and P-12 School Library Media. The Technology Applications Concentration prepares candidates to be technology coaches, technology coordinators, or instructional technologists in a variety of context: public schools, business, industry, government, the military, health fields, and higher education. The Library Media Concentration prepares candidates to be school media specialists. This online program offers participants the opportunity to complete all course work and field experiences at a distance using the Internet and the VSU Course Management System. Experiential learning and application of knowledge are vital components of each class.	The Instructional Technology (IT) M.Ed. degree allows candidates to obtain an advanced degree in the rapidly growing field of Instructional Technology. *By completing this degree and passing the GA content assessment for the field that aligns with the candidate's program of study, the candidate will be able to add either the area of instructional technology or media specialist to a GA educator certificate and upgrade to the 5th year level. Twelve hours of advanced level course work focused on the content pedagogy in the candidate's area of previous certification is required by GaPSC Rule 505-3.54 for Instructional Technology Certification.* There are three concentrations in the Instructional Technology Program: *P-12* Technology Applications*, (for P-12 public school personnel), Technology Applications (for non P-12 public school personnel), and P-12* School Library Media, and Instructional Technology and Training. The Technology Applications and School Library Media *C*concentrations prepare*s* candidates to be competent technology-using teachers, library media specialists, technology coaches, technology coordinators, or instructional technologists in a variety of P-12 public school context*.: public schools, business, industry, government, the military, health fields, and higher education. The Library Media Concentration prepares candidates to be school media specialists.* The Instructional Technology and Training concentration prepares candidates to be instructional designers, content developers, trainers, and technology leaders in a variety of context: Business, industry, government, the military, health fields, and higher education.

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Technology Applications Concentration (P-12 and non P-12) Selected Educational Outcomes 1. Candidates will demonstrate an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards while simultaneously demonstrating professional growth and development. 2. Candidates will use data and current research to inform their practices and enhance their leadership role in designing, developing, utilizing, managing, and evaluating instructional technology. 3. Candidates will demonstrate the knowledge, skills, and dispositions to create positive environments for teaching and learning. 4. Candidates will understand and build upon the developmental levels of students with whom they work; the diversity of students, families, and communities; and the policy contexts within which they work as they model and facilitate best practices, digital citizenship, and informative program evaluation. Examples of Outcome Assessments 1. Candidates will demonstrate content knowledge through course-based content assessments, a state-based content exam, and a portfolio. 2. Candidates will demonstrate their ability to use data and current research to inform their practice through completion of a review of literature. 3. Candidates will demonstrate their ability to create positive environments for student learning during field-based projects related to digital learning environments. 4. Candidates will demonstrate their ability to professionally build upon their knowledge of students, learning, diversity, evaluation, and instruction by completing a program evaluation and a proposed plan of action. Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application form, fee, and any additional program requirements, submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents. Admission Deadlines Fall Deadline: July 15	This fully online program offers participants the opportunity to complete all course work *and field experiences* at a distance using the Internet and the VSU Course Management System. Experiential learning and application of knowledge are vital components of each class. Additional information is available through the Department of Leadership, Technology, and Workforce Development webpage at https://www.valdosta.edu/colleges/education/ltwd/ Admission to the program is for fall and spring semesters only. Technology Applications Concentration *(P-12 and non P-12)* Selected Educational Outcomes 1. Candidates will demonstrate an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards while simultaneously demonstrating professional growth and *development* leadership. 2. Candidates will use data and *current* research to inform their practices *and enhance their leadership role* in *designing, developing, utilizing, managing, and evaluating* creating and using instructional technology. 3. Candidates will demonstrate professionalism by using their knowledge and skills *the knowledge, skills, and dispositions* to create positive, effective, technology-enhanced environments for teaching and learning. *4. Candidates will understand and build upon the developmental levels of students with whom they work; the diversity of students, families, and communities; and the policy contexts within which they work as they model and facilitate best practices, digital citizenship, and informative program evaluation.* Examples of Outcome Assessments 1. Candidates will demonstrate content knowledge through course-based content assessments, a state-based content exam, and a portfolio. 2. Candidates will demonstrate their ability to use data and *current* research to make informed decisions in their course-based assignments *inform their practice through completion of a review of literature*. 3. Candidates will demonstrate their ability to create positive environments for student learning during field-based projects related to digital learning environments and technology integration. *4. Candidates will demonstrate their ability to professionally build upon their knowledge of students, learning, diversity, evaluation, and instruction by completing a program evaluation and a proposed plan of action.*

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Spring Deadline: November 15
Summer Deadline: April 15
Go to the Graduate School website for information on:
- Program Admission Requirements
- Retention, Dismissal, and Readmission Policies
- Graduation Requirements
To Apply Online, click here.

Requirements for the M.Ed. Degree with a Major in Instructional Technology
P-12 Technology Applications Concentration (for P-12 Public School Personnel)

Code	Title	Hours
Professional Education		6
EDUC 5999	Professional Orientation	0
ITED 7070	Decision-Oriented Research, Evaluation, and Professional Learning	3
ITED 7100	Foundational Theories in Instructional Technology	3
Instructional Technology Core		15
ITED 7200	Information Sources and Uses	3
ITED 7300	Instructional Technology for Teaching, Learning, and Assessment	3
ITED 7400	Digital Learning Environments	3
ITED 7500	Vision and Planning for Instructional Technology	3
ITED 7090	Applications for Instructional Technology	3

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application form, fee, and any additional program requirements, submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

Technology Applications concentration accepts applicants who are P-12 and non P-12 public school personnel. For non P-12 personnel, we encourage you to also review the Instructional Technology and Training concentration and *apply.*

Admission Deadlines
Fall Deadline: July 15
Spring Deadline: November 15
Summer Deadline: April 15

Go to the Graduate School website for information on:

Program Admission Requirements
Retention, Dismissal, and Readmission Policies
Graduation Requirements
To Apply Online, click here.

Requirements for the M.Ed. Degree with a Major in Instructional Technology
P-12 Technology Applications Concentration (for P-12 Public School Personnel)

Code	Title	Hours
Professional Education		*6*3
EDUC 5999	Professional Orientation	0
ITED 7070	*Decision-Oriented Research, Evaluation, and Professional Learning*	*3*
ITED 7100	*Foundational Theories* Foundations in Instructional Design and Technology	3
Instructional Technology Core		*15*9
ITED 7200	*Information Sources and Uses* Digital Literacy and Citizenship	3
ITED 7300	*Instructional Technology for Teaching, Learning, and*	3

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Courses in Area of Professional Educator Certification	12
Internship	3
Total Hours Required for the Degree	36

Prior to recommendation for instructional technology certification, the applicant must pass GACE Instructional Technology Tests.

Requirements for the M.Ed. Degree with a Major in Instructional Technology
Technology Applications Concentration (for Non P-12 Public School Personnel)

Code	Title	Hours
Professional Education		6
ITED 7070	Decision-Oriented Research, Evaluation, and Professional Learning	3
ITED 7100	Foundational Theories in Instructional Technology	3
Instructional Technology Core		15
ITED 7200	Information Sources and Uses	3
ITED 7300	Instructional Technology for Teaching, Learning, and Assessment	3
ITED 7400	Digital Learning Environments	3
ITED 7500	Vision and Planning for Instructional Technology	3
ITED 7090	Applications for Instructional Technology	3
Courses in Area of Specialization		12

	Assessment Instructional Design and Technology Integration	
ITED 7400	Creation and Management of Digital Learning Environments	3
ITED 7500	*Vision and Planning for Instructional Technology*	*3*
ITED 7090	*Applications for Instructional Technology*	*3*
Instructional Technology Electives		6
Courses in Area of Professional Educator Certification Guided Electives		*129*
Internship		3
ITED 7399	Internship in Technology Applications	3
Total Hours Required for the Degree		*3630*

Prior to recommendation for instructional technology certification, the applicant must pass GACE Instructional Technology Tests.

Requirements for the M.Ed. Degree with a Major in Instructional Technology
Technology Applications Concentration (for Non P-12 Public School Personnel)

Code	Title	Hours
Professional Education		*63*
ITED 7070	*Decision-Oriented Research, Evaluation, and Professional Learning*	*3*
ITED 7100	*Foundational Theories* Foundations in Instructional Design and Technology	3
Instructional Technology Core		*159*
ITED 7200	*Information Sources and Uses* Digital Literacy and Citizenship	3
ITED 7300	*Instructional Technology for Teaching, Learning, and Assessment* Instructional Design and Technology Integration	3
ITED 7400	Creation and Management of Digital Learning Environments	3

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Internship	3
Total Hours Required for the Degree	36

P-12 School Library Media Concentration

Selected Educational Outcomes
1. Candidates will demonstrate an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards.
2. Candidates will use data and current research to inform their practices.
3. Candidates will create positive environments for student learning.
4. Candidates will understand and build upon the developmental levels of students with whom they work; the diversity of students, families, and communities; and the policy contexts within which they work.

Examples of Outcome Assessments
1. Candidates will demonstrate content knowledge through course-based content assessments, a state-based content exam, and a portfolio.
2. Candidates will demonstrate the use of data and current research through the development of a literature review and course-based assignments.
3. Candidates will demonstrate effect on student learning through field experience, development of a portfolio, and course-based assessments.
4. Candidates will demonstrate understanding of developmental levels of students with whom they work; the diversity of students, families, and communities; and the policy contexts within which they work through field-based internships, a portfolio, and course-based assessments.

Requirements for the M.Ed. Degree with a Major in Instructional Technology
P-12 School Library Media Concentration
Corequisites: ITED 7204 or an approved P-12 Literature course and SPEC 3000/7000 or GAPSC approved course for the Exceptional Child

Code	Title	Hours
Professional Education		6
EDUC 5999	Professional Orientation	0
RSCH 7100	Research Methodology in Education	3
or ITED 7070	Decision-Oriented Research, Evaluation, and Professional Learning	
ITED 7500	*Vision and Planning for Instructional Technology*	*3*
ITED 7090	*Applications for Instructional Technology*	*3*
Courses in Area of Specialization Technology Electives		*1215*
Internship		3
ITED 7399	Internship in Technology Applications	3
Total Hours Required for the Degree		*3630*

P-12 School Library Media Concentration

Selected Educational Outcomes
1. Candidates will demonstrate an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards.
2. Candidates will use data and *current* research to inform their practices.
3. Candidates will create positive environments for student learning.
4. Candidates will understand and build upon the developmental levels of students with whom they work; the diversity of students, families, and communities; and the policy contexts within which they work.

Examples of Outcome Assessments
1. Candidates will demonstrate content knowledge through course-based content assessments*,* and a state-based content exam*, and a portfolio*.
2. Candidates will demonstrate the use of data and *current* research through the development of a literature review and course-based assignments.
3. Candidates will demonstrate effect on student learning through field experience, development of a portfolio, and course-based assessments.
4. Candidates will demonstrate understanding of developmental levels of students with whom they work; the diversity of students, families, and communities; and the policy contexts within which they work through field-based internships, a portfolio, and course-based assessments.

Requirements for the M.Ed. Degree with a Major in Instructional Technology
P-12 School Library Media Concentration
Corequisites: ITED 7204 or an approved P-12 Literature course and SPEC 3000/7000 or GAPSC approved course for the Exceptional Child

Code	Title	Hours
Professional Education		6

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ITED 7100	Foundational Theories in Instructional Technology	3
Instructional Technology Core		12
ITED 7200	Information Sources and Uses	3
ITED 7300	Instructional Technology for Teaching, Learning, and Assessment	3
ITED 7400	Digital Learning Environments	3
ITED 7500	Vision and Planning for Instructional Technology	3
Courses in Area of Specialization		12
ITED 7201	Information Resources and Services	3
ITED 7202	Bibliographic Organization	3
ITED 7203	Administering School Media Centers	3
CIED 7060	Curriculum, Instruction, and Technology Integration	3
Guided Elective		3
Internship		3
ITED 7299	Internship in School Media Centers	3
Total Hours Required for the Degree		36

Prior to recommendation for library media certification, the applicant must pass the GACE Content Assessment Test for Media Specialist and complete an approved program for recommendation for certification.

Corporate Training Concentration

EDUC 5999	Professional Orientation	0
RSCH 7100	*Research Methodology in Education*	*3*
or ITED 7070	*Decision-Oriented Research, Evaluation, and Professional Learning*	
CIED 7060	Curriculum, Instruction, and Technology Integration	3
ITED 7100	*Foundational Theories* Foundations in Instructional Design and Technology	3
Instructional Technology Core		*129*
ITED 7200	*Information Sources and Uses* Digital Literacy and Technology	3
ITED 7300	*Instructional Technology for Teaching, Learning, and Assessment* Instructional Design and Technology Integration	3
ITED 7400	Creation and Management of Digital Learning Environments	3
ITED 7500	*Vision and Planning for Instructional Technology*	*3*
Courses in Area of Specialization		12
ITED 7201	Information Resources and Services	3
ITED 7202	*Bibliographic Organization* Collection Development and Maintenance	3
ITED 7203	Administering School Media Centers	3
ITED 7204	Literature for the P12 Librarian	3
CIED 7060	*Curriculum, Instruction, and Technology Integration*	*3*
Guided Elective		*3*
Internship		3

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This degree/concentration does not result in the awarding of teaching certificates, as defined by the Georgia Professional Standards Commission. It does, however, facilitate students' attainment of the following industry certificates:
- Adobe Certified Associate in Photoshop
- Adobe Certified Associate in Premiere
- Adobe Certified Associate in Dreamweaver
- Project Management Institute's Certified Associate in Project Management

Selected Educational Outcomes
1. Candidates will create multimedia products (i.e., video, audio, photos/graphics) suitable for use in corporate training materials and programs.
2. Candidates will employ appropriate instructional design models to develop online and face-to-face instructional materials.
3. Candidates will perform managerial tasks essential for operating instructional programs (i.e., program evaluation, project management).

Examples of Outcome Assessments
1. Candidates will conceive, shoot, edit, and render professional quality instructional videos suitable for use in a corporate training program.
2. Candidates will produce complete instructional units suitable for dellivery in corporate training programs in both traditional and online formats.
3. Candidates will conduct holistic evaluations of established corporate training programs and generate recommendations for improving operations.

Requirements for the M.Ed. Degree with a Major in Instructional Technology
Corporate Training Concentration

Code	Title	Hours
ITED 7100	Foundational Theories in Instructional Technology	3
ITED 7300	Instructional Technology for Teaching, Learning, and Assessment	3
ACED 7610	Advanced Web Design and Development	3
ITED 7299	Internship in School Media Centers	3
Total Hours Required for the Degree		3630

Prior to recommendation for library media certification, the applicant must pass the GACE Content Assessment Test for Media Specialist and complete an approved program for recommendation for certification.

Corporate Training Instructional Technology and Training Concentration

This degree/concentration does not result in the awarding of teaching certificates, as defined by the Georgia Professional Standards Commission. It does, however, facilitate students' attainment of the following industry certificates:
- Adobe Certified Associate in Photoshop
- Adobe Certified Associate in Premiere
- Adobe Certified Associate in Dreamweaver
- Project Management Institute's Certified Associate in Project Management

Selected Educational Outcomes
1. Candidates will create multimedia products (i.e., video, audio, photos/graphics) suitable for use in corporate training materials and programs.
2. Candidates will employ appropriate instructional design models to develop online and face-to-face instructional materials.
3. Candidates will perform managerial tasks essential for operating instructional programs (i.e., program evaluation, project management).

Examples of Outcome Assessments
1. Candidates will conceive, shoot, edit, and render professional quality instructional videos suitable for use in a corporate training program.
2. Candidates will produce complete instructional units suitable for del/ivery in corporate training programs in both traditional and online formats.
3. Candidates will conduct holistic evaluations of established corporate training programs and generate recommendations for improving operations.

Requirements for the M.Ed. Degree with a Major in Instructional Technology
Corporate Training Instructional Technology and Training Concentration

Code	Title	Hours
ITED 7100	*Foundational Theories* Foundations in Instructional Design and Technology	3

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ITED 7400	Digital Learning Environments	3
ITED 7610	Instructional Graphics	3
ITED 7710	Instructional Video and Audio	3
ITED 7810	Project Training Management	3
ITED 7910	Program Evaluation	3
Electives		6
Total Hours Required for the Degree		30

ITED 7300	*Instructional Technology for Teaching, Learning, and Assessment* Instructional Design and Technology Integration	3
ACED 7610	Advanced Web Design and Development	3
ITED 7400	*Digital Learning Environments*	*3*
ITED 7610	Instructional Graphics	3
ITED 7710	Instructional Video and Audio	3
ITED 7810	Project Training Management	3
ITED 7910 ITED 8600	*Program Evaluation* Professional Development and Program Evaluation	3
Electives		*6*9
Total Hours Required for the Degree		30

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

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

M.Ed. in Instructional Technology - Technology Applications Concentration curriculum and catalog needed to change in response to the changing needs of the field (IT Program Advisory Board Meeting on 09/30/2021) and a release of a new set of GaPSC Instructional Technology standards (effective as of January 2021) and AASL.

There is nothing in GaPSC and AASL that indicates a certain number of credit hour requirements to meet standards. Proposed minimum credit hours will allow students to complete the program within two years. In addition, The M.Ed. in IT program is establishing 3-course tracks for guided electives to enable students to select electives giving them greater focus in predefined areas, e.g., multimedia development, program administration, online teaching. This program modification brings the Instructional Technology and Training concentration into alignment with the other M.Ed. in IT program.

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

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

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

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

1. Feedback from SOI, program survey, and/or Advisory Board Meeting will be used to assess the effectiveness of the program curriculum.

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2. Student learning outcomes from the Core courses will be used as evidence in the program assessments by GaPSC (for P-12 Technology Applications and School Library Media Concentrations only) and by AASL (for School Library Media Concentration only) to determine the effectiveness of the program curriculum.

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Steve Downey	Steve Downey	1/31/2022
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/9/2022 | 4:20 PM EST
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission:	01/17/2022

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Leadership, Technology, & Workforce Development
Requestor's Name:	Daesang Kim	**Requestor's Role:**	Faculty

Check One Option:	☐ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*	
Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022
Degree/Program Name:	Certification Only—School Library Media		
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/leadership-technology-workforce-development/certification-library-media/		

Present Requirements:	**Proposed Requirements:** *(hover over for instructions)*
This program is designed for individuals who have obtained a master's degree or education specialist degree in another program area and are now interested in becoming eligible for Media Specialist Certification. Initial certification in this area is generally at the master's level (S-5); there is no certification at the baccalaureate level. Individuals who hold a master's degree or an education specialist degree who complete all of the requirements for initial Media Specialist certification will be eligible to be certified at the S-5 or S-6 levels. Admission Deadlines Fall Deadline: July 15 Spring Deadline: November 15 Summer Deadline: April 15 Go to the Graduate School website and click on Our Programs, then click on Certification in Library Media Program for information on: - Specific Certification in Library Media Program Admission Requirements - Certification in Library Media Program Graduation Requirements To Apply Online, click here. Requirements for Certification Only—Library Media Corequisites: P-12 Children's Literature Course and Special Education Course for the Exceptional Child A transcript evaluation is required to determine a program of study for non-degree/certification only applicants.	This program is designed for individuals who have obtained a master's degree or education specialist degree in another program area and are now interested in becoming eligible for Media Specialist Certification. Initial certification in this area is generally at the master's level (S-5); there is no certification at the baccalaureate level. Individuals who hold a master's degree or an education specialist degree who complete all of the requirements for initial Media Specialist certification will be eligible to be certified at the S-5 or S-6 levels. *Admission Deadlines* *Fall Deadline: July 15* *Spring Deadline: November 15* *Summer Deadline: April 15* *Go to the Graduate School website and click on Our Programs, then click on Certification in Library Media Program for information on:* *- Specific Certification in Library Media Program Admission Requirements* *- Certification in Library Media Program Graduation Requirements* *To Apply Online, click here.* Requirements for Certification Only—School Library Media Corequisites: ITED 7204 or an approved P-12 *Children's* Literature *C*course and SPEC 3000/7000 or GAPSC approved *C*course for the Exceptional Child A transcript evaluation is required to determine a program of study for non-degree/certification only applicants.

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Instructional Technology Core		9
EDUC 5999	Professional Orientation	0
ITED 7200	Information Sources and Uses	3
ITED 7300	Instructional Technology for Teaching, Learning, and Assessment	3
ITED 7400	Digital Learning Environments	3
Courses in Area of Specialization		12
ITED 7201	Information Resources and Services	3
ITED 7202	Bibliographic Organization	3
ITED 7203	Administering School Media Centers	3
CIED 7060	Curriculum, Instruction, and Technology Integration	3
Guided Elective		3
Internship		3
ITED 7299	Internship in School Media Centers	3
Total Hours		27

27 semester hours are contingent on results of transcript evaluation

Prior to recommendation for library media certification, the applicant must pass the GACE Content Assessment Test for Media Specialist and complete an approved program for recommendation for certification.

Professional Education		3
EDUC 5999	Professional Orientation	0
CIED 7060	Curriculum, Instruction, and Technology Integration	3
Instructional Technology Core		9
ITED 7200	*Information Sources and Uses* Digital Literacy and Technology	3
ITED 7300	*Instructional Technology for Teaching, Learning, and Assessment* Instructional Design and Technology Integration	3
ITED 7400	Creation and Management of Digital Learning Environments	3
Courses in Area of Specialization		12
ITED 7201	Information Resources and Services	3
ITED 7202	*Bibliographic Organization* Collection Development and Maintenance	3
ITED 7203	Administering School Media Centers	3
ITED 7204	Literature for the P12 Librarian	3
CIED 7060	*Curriculum, Instruction, and Technology Integration*	*3*
Guided Elective		*3*
Internship		3
ITED 7299	Internship in School Media Centers	3
Total Hours		27

27 semester hours are contingent on results of transcript evaluation

Prior to recommendation for library media certification, the applicant must pass the GACE Content Assessment Test for Media Specialist and complete an approved program for recommendation for certification.

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

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

Certification Only—Library Media Concentration curriculum and catalog needed to change in response to the changing needs of the field (IT Program Advisory Board Meeting on 09/30/2021) and a release of a new set of GaPSC Instructional Technology standards (effective as of January 2021) and AASL.

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

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

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

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

1. Feedback from SOI, program survey, and/or Advisory Board Meeting will be used to assess the effectiveness of the program curriculum.
2. Student learning outcomes from the core courses will be used as evidence in the program assessments by GaPSC and by AASL to determine the effectiveness of the program curriculum.

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Steve Downey	Steve Downey	1/31/2022
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/9/2022 | 4:20 PM EST
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission: 01/17/2022

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Department of Leadership, Technology, and Workforce Development
Requestor's Name:	E-Ling Hsiao	**Requestor's Role:**	Faculty

Check One Option:	☐ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022

Degree/Program Name:	Certificate in Online Teaching
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/leadership-technology-workforce-development/certificate-online-teaching/

Present Requirements:

The Online Teaching Certificate is a competence-based, professional development program designed for individuals who teach in online environments outside the P-12 educational setting or who teach in school settings outside of Georgia.

Admission Deadlines

Check the website for admission deadlines and application forms.

Go to the Graduate School website and click on Our Programs, then click on Online Teaching Certificate Program for information on:

Specific Online Teaching Certificate Program Admission Requirements

Online Teaching Certificate Program Retention, Dismissal, and Readmission Policies

Online Teaching Certificate Program Graduation Requirements

Code	Title	Hours
Required Courses		12
ITED 7050	Distance Education	3

Proposed Requirements: *(hover over for instructions)*

The *Online Teaching Certificate* Certificate in Online Teaching is a competence-based, professional development program designed for individuals who teach in online environments outside the P-12 educational setting or who teach in school settings outside of Georgia.

Admission Deadlines

Check the website for admission deadlines and application forms.

Go to the Graduate School website and click on Our Programs, then click on Online Teaching Certificate Program for information on:

Go to the Graduate School website and click on Our Graduate Programs, then click on the College of Education and Human Services, scroll down to Certificate, and click on Online Teaching (Online) for information on:

Specific Online Teaching Certificate Program Admission Requirements

Online Teaching Certificate Program Retention, Dismissal, and Readmission Policies

Online Teaching Certificate Program Graduation Requirements

CIED 7601	Course Management Systems for E-Learning	3
CIED 7602	Resources and Strategies for E-Learning	3
CIED 7603	Design and Delivery of Instruction for E-Learning	3
Total Hours		12

Code	Title	Hours
Required Courses		12
ITED 7050	Distance Education	3
CIED 7601	Course Management Systems for E-Learning	3
CIED 7602	Resources and Strategies for E-Learning	3
CIED 7603	Design and Delivery of Instruction for E-Learning	3
Total Hours		12

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

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

The information on the catalog website is no longer correct.

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

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

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

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

Student feedback is collected through e-mail to ensure the accuracy of the information in the catalog.

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Steve Downey	Steve Downey	1/31/2022
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/9/2022 | 4:20 PM EST
Graduate Executive Committee (for graduate course)	Becky K. da Cruz 308	Becky K. da Cruz	2/23/2022

DocuSign Envelope ID: 3F43718D-ED3D-44EA-A07E-E3B4822DC1DD

Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:		**Department(s):**	

DocuSign Envelope ID: 3F43718D-ED3D-44EA-A07E-E3B4822DC1DD

Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission:	01/17/2022

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Department of Leadership, Technology, and Workforce Development
Requestor's Name:	E-Ling Hsiao	**Requestor's Role:**	Faculty

Check One Option:	☐ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*	
Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022
Degree/Program Name:	Online Teaching Endorsement		
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/leadership-technology-workforce-development/online-teaching-endorsement/		

Present Requirements:	**Proposed Requirements:** *(hover over for instructions)*
The purpose of this Endorsement is to prepare educators in P-12 educational settings to teach courses within an online environment. Candidates will be prepared to design, build, and incorporate strategies to encourage active learning, interaction, participation, and collaboration among candidates in the online learning environment. Educators who hold this Endorsement will strengthen and enhance competency levels to teach online courses in the content areas and grade levels of their base certificate(s). Admission Deadlines Check the website for admission deadlines and application forms. Go to the Graduate School website and click on Our Programs, then click on Online Teaching Endorsement Program for information on: Specific Online Teaching Endorsement Program Admission Requirements Online Teaching Endorsement Program Retention, Dismissal, and Readmission Policies Online Teaching Endorsement Program Graduation Requirements	The purpose of this Endorsement is to prepare educators in P-12 educational settings to teach courses within an online environment. Candidates will be prepared to design, build, and incorporate strategies to encourage active learning, interaction, participation, and collaboration among candidates in the online learning environment. Educators who hold this Endorsement will strengthen and enhance competency levels to teach online courses in the content areas and grade levels of their base certificate(s). Admission Deadlines Check the website for admission deadlines and application forms. *Go to the Graduate School website and click on Our Programs, then click on Online Teaching Endorsement Program for information on:* Go to the Graduate School website and click on Our Graduate Programs, then click on the College of Education and Human Services, scroll down to Endorsement, and click on Online Teaching (Online) for information on: Specific Online Teaching Endorsement Program Admission Requirements Online Teaching Endorsement Program Retention, Dismissal, and Readmission Policies

Code	Title	Hours
Required Courses		9
CIED 7601	Course Management Systems for E-Learning	3
CIED 7602	Resources and Strategies for E-Learning	3
CIED 7603	Design and Delivery of Instruction for E-Learning	3
Total Hours		9

In order to be recommended to the PSC for an Online Teaching Endorsement, the candidate must complete an online practicum or online internship appropriate to the grade level and field of certification.

Online Teaching Endorsement Program Graduation Requirements

Code	Title	Hours
Required Courses		9
CIED 7601	Course Management Systems for E-Learning	3
CIED 7602	Resources and Strategies for E-Learning	3
CIED 7603	Design and Delivery of Instruction for E-Learning	3
Total Hours		9

In order to be recommended to the PSC for an Online Teaching Endorsement, the candidate must complete an online practicum or online internship appropriate to the grade level and field of certification.

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

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

The information on the catalog website is no longer correct.

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

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

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

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

Student feedback is collected through e-mail to ensure the accuracy of the information in the catalog.

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DocuSign Envelope ID: 3F43718D-ED3D-44EA-A07E-E3B4822DC1DD

Department Head	Steve Downey	Steve Downey	1/31/2022
College/Division Executive Committee			
Dean/Director			
Graduate Executive Committee (for graduate course)	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/9/2022 | 4:20 PM EST
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:		**Department(s):**	

DocuSign Envelope ID: 3F43718D-ED3D-44EA-A07E-E3B4822DC1DD

Valdosta State University Curriculum Form

- **Request for a NEW COURSE**

Date of Submission:	01/17/2022

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	LTWD
Requestor's Name:	Steve Downey	**Requestor's Role:**	Department Head

Proposed NEW Course Prefix: *(Consult abbreviations in the catalog)*	ITED	**NEW Course Number:** *(Consult #s in the catalog)*	8700
Proposed NEW Course Title:	Designing Creative Learning for Students and Adults		
NEW Course Title Abbreviation: *(Limit to 30 character spaces)*	Designing Creative Learning		
Prerequisite(s):	ITED 8200		

Lecture Hours:	3	**Lab/Contact Hours:**	0	**Credit Hours:**	3

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

Students will apply Constructivist learning theories to produce technology-supported learning environments that promote creative learning in P12 and adult learners. Students will collaborate with peers and their own learners to enable learners to own instructional content in which they discover, investigate, and address authentic learning problems.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Twice per Year*

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

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

Georgia Professional Standards Commission (GaPSC) issued learning standards for individuals seeking certification in Instructional Technology in the state. ITED 8700 is being created to address 11 of these standards that could not be readily integrated into existing courses.

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

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

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

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

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

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

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

☐ Other Data Source Descriptions –

Assessments (application assignments, quizzes, and instructional project) will be aligned to GaPSC standards for Instructional Technology. Quizzes will be auto-graded in BlazeVIEW; application assignments and the instructional project will be assessed using rubrics that map directly GaPSC standards. SOIs will be used to gather feedback regarding students' experiences in the course and to identify which strategies/activities did and didn't work well in the course.

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

Valdosta State University – NEW COURSE Form

- **Request for a NEW COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Steve Downey	Steve Downey	11/29/2021
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/9/2022 | 4:20 PM EST
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

DocuSign Envelope ID: 3F43718D-ED3D-44EA-A07E-E3B4822DC1DD

ITED 8700
Designing Creative Learning
Spring 2023

Valdosta State University
Dewar College of Education & Human Services

Course Description:

Students will apply Constructivist learning theories to produce technology-supported learning environments that promote creative learning in P12 and adult learners. Students will collaborate with peers and their own learners to enable learners to own instructional content in which they discover, investigate, and address authentic learning problems.
Course Prerequisites: ITED 8200

Instructor Contact Information:

Name: Dr. Steve Downey
Email: sedowney@valdosta.edu
Phone: 229.333.5630
Office: 2003 CAC Building
Hours: by appointment. Email me to set up an in-person, phone, or video sessions.

Required Text & Resources:

This course requires the following text:

> Kaufman, J. C., & Kaufman, R. J. (Eds.) (2019). *The Cambridge handbook of creativity (2nd edition)*. Cambridge University Press. ISBN: 978-1316638545

In addition to the above reading, other online readings will be provided. This course requires students to have broadband Internet access and the ability to install and use applications designated by the instructor for use with the course. You must utilize your VSU email account on a regular basis and have the ability open/use Microsoft Office and Google files (Docs, Sheets, Slides).

Course Participation Expectation:

Engagement with the content, people, and assignments in this course are required to be successful. You are expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly, e.g., 2-3 times a week.

Taking an online course is not easier or faster. On the contrary, it will take as much time as taking a face-to-face class or more. In addition to time online accessing new materials and participating in 'live' synchronous sessions and ongoing asynchronous discussions, you should spend several hours per week offline studying and working with course materials. It will be helpful to set aside regular study time when you can work uninterrupted.

GaPSC IT Certification Standards:

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VSU's Instructional Technology program is guided by the Georgia Professional Standards Commission (GaPSC) certification standards for Instructional Technology. The specific learning objectives addressed in this course are listed in the Course Objectives, below.

1. Learner. Educators continually improve their practice by learning from and with others and exploring proven and promising practices leveraging technology to improve student learning.
2. Leader. Educators seek opportunities for leadership to support student empowerment and success and to improve teaching and learning.
3. Citizen. Educators inspire students to positively contribute and responsibly participate in the digital world.
4. Collaborator. Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.
5. Designer. Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability environments.
6. Facilitator. Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students.
7. Analyst. Educators understand and use data to drive their instruction and support students in achieving their learning goals.
8. Coach. Educators plan, provide, and evaluate the impact of professional learning for educators and leaders to advance teaching and learning with technology.

The specific standards for ITED 8700 are:

4a. Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology

4b. Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues

4c. Use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams, and students, locally and globally

4d. Demonstrate cultural competency when communicating with students, parents, and colleagues and interact with them as co-collaborators in student learning

6a. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings

6b. Manage the use of technology and student learning strategies in a variety of environments such as digital platforms, virtual environments, hands-on makerspaces, or in the field

6c. Create learning opportunities that challenge students to use a design process and/or computational thinking to innovate and solve problems

6d. Model and nurture creativity and creative expression to communicate ideas, knowledge or connections

7a. Provide alternative ways for students to demonstrate competency and reflect on their learning using technology

7b. Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction

7c. Use assessments and other qualitative and quantitative data to guide progress and communicate with students, parents, and stakeholders to build student self-direction

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Unit Breakdown:

This course is comprised of the following instructional modules:

Module #	Module Title	Topic
Module 0	Tickets, Please	Orientation
Module 1	Pure Imagination	Creativity – defining & inspiring
Module 2	A Million Dreams	Imagination – forms & facilitation
Module 3	Think	Cognition – learning & creativity
Module 4	I'm Free	Facilitating ownership by students
Module 5	This Is Me	Collaborating on project development
Module 6	Don't Let The Sun Go Down On Me	Addressing diversity & special needs
Module 7	Don't Stop Me Now	Student implementation of projects
Module 8	You'll Be Back	Evaluation & closure of projects

Course Assignments & Requirements:

Students will meet the objectives of this course through a combination of assigned readings, online group discussions and activities, and written assignments. This course will utilize the BlazeVIEW course management system for all class requirements; BlazeView is accessible from your MyVSU page https://myvsu.valdosta.edu/ or at: https://vsu.view.usg.edu/

A. Application Assignments (30% of course grade – 7 assignments, 10 points each)

As much as the quizzes measure students' knowledge of the concepts presented in Modules 1-6, the application assignments in Modules 1-6 & 8 measure how well students are able to apply the concepts to real-world projects. These application assignments address: selecting instructional content suitable for creative projects; mapping cognitive learning tasks to creative endeavors; strategizing facilitation strategies to help students select/own curriculum; selecting strategies for addressing diverse and special need populations; and assessing learning gains and experiences.

B. Reading Quizzes (30% of course grade – 6 quizzes, 10 pts each)

To ensure a deep understanding of the content presented in the text, multiple-choice quizzes are required for Modules 1-6. Quizzes typically are 10 questions in length, depending on the volume of content within a given module. Quizzes may be attempted only once, so make sure you study your readings and notes well before beginning a quiz.

C. Discussion Question Posts and Responses (5% of course grade – 2 discussions, 5 pts each)

Students will participate in asynchronous discussions associated with specific online course units. All posts should be reflective, insightful and thought filled, and of sufficient length to demonstrate a deep understanding of the content and how it applies to the discussion topic. ((In short: brief 3-4 sentence posts are not sufficient to fulfill these requirements. If you wish to obtain full credit for each post, invest the time and effort necessary to earn every point.)) Instead, move the discussion to a more complex level of understanding of the issues presented in the course to contribute to classmates' learning.

- course requirements are continued on the next page -

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D. Instructional Project (30% of course grade, 60 points)

Students will develop a formal project for delivering a technology-infused, creative learning module addressing authentic learning problems. The project will address a number of issues, including: learner & tech analysis, learning objectives, learner assessments, instructional and creativity strategies, and evaluation strategies.

E. Field Work (Pass/Fail; required for all students seeking IT certification)

In compliance with the state of Georgia's regulations regarding professional development of students enrolled in instructional technology programs, students are required to complete 25+ hours of "field work". Field work includes consulting with/in public schools, conducting evaluations, etc. (outside of your normal teaching duties if you're a teacher already). You should easily log 25 hours as part of your evaluation project. Your field work log must be "submitted for review" via Anthology Portfolio in order to receive a passing grade for this course.

Grade Scale:

Grades are based on student performance. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate advanced understanding and proficiency in the material. Based upon the percentage of total points earned, the standards for the respective grades are as follows:

100-90% = A 89-80% = B 79-70% = C 69-60% = D Below 60% = F

All assignments and assessments will be graded within one week's time. Instructor will provide comments along with grade as necessary for feedback.

A – To achieve this grade you must display 'distinguished' performance in your course work. An "A" student will go beyond simple requirements and seek to excel in his/her preparation for and presentation of assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.
B – To achieve this grade you need to display 'proficient', or above average, performance in your coursework, including demonstrating the ability to process and comprehend complex ideas, while being able to convey those ideas in a clear, intelligent manner. As a "B" student you will go beyond minimum requirements in terms of preparation and presentation of assigned work.
C – For this grade, you must meet the minimum requirements for the course, displaying 'developing' performance in your course work, and demonstrate the ability to comprehend but not excel at complex ideas and/or conveying those ideas in a like manner.
D – A student receiving this grade is performing below the minimum requirements for the course, i.e., his/her skills and performances are still 'emerging'. This could include failure to demonstrate proficient ability to comprehend or convey complex ideas.
F – If you receive an F, you have failed to meet the requirements of the course, including failure to complete or turn in assignments, or failure to demonstrate the ability to comprehend or convey complex ideas.

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Course Policy on Late Submission of Work:

In the online environment, problems associated with power outages, networks being down, and ISP troubles inevitably result in legitimate reasons for delays, however, you should still be prepared to deliver your work by the stated deadlines. If you have a problem, let your instructor know as soon as possible.

Late work automatically is dropped by one letter grade (i.e., 10% of the assignment's value). For each additional week it is late, another letter grade will be lowered. Assignments not received by the end of the semester will receive a zero. **Also, quizzes close when the module ends; there are no late quizzes.**

Course Policy on Attendance:

There 4 synchronous sessions are required components of this course. Participation in these sessions is mandatory. **For each session missed, your overall grade will be lowered by 3%.**

SOI Statement:

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

Accommodations Statement:

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

Title IX Statement:

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

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Academic Honesty:

As members of the academic community, all students are expected to recognize and uphold standards of intellectual and academic integrity.

What comprises academic dishonesty?

- **Plagiarism** - ALWAYS cite your sources. Plagiarism is using other people's writing or ideas without giving credit. This includes paraphrasing material without citing the source and submission of assignments completed by someone else. (**click here to learn how to avoid plagiarism**)
  By taking this course, you agree that all required course work may be subject to submission for textual similarity review to Turnitin, a tool within BlazeVIEW. For more information on the use of Turnitin at VSU see Turnitin for Students.
- **Cheating on Exams** - Utilize only authorized materials during proctored exams. Additionally, sharing information with other students before or after an exam is also considered cheating.
- **Falsification** - It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding. Additionally, it is a violation of the Academic Honesty policy for authorized users to knowingly share passwords, PINs, or any other means of access to their eCampus courses with unauthorized persons or for the purpose of dishonorable or unethical conduct related to their academic work.
- **Multiple submissions** - Only submit work for which you have not previously received credit. This includes using assignments completed in prior courses.
- **Unauthorized Use or Distribution of Copyrighted Material in Courses** - Unauthorized distribution of copyrighted material occurs when a student utilizes, reproduces, or distributes copyrighted material without written permission by the copyright owner. Unauthorized use or distribution of ANY course material is expressly prohibited. This includes sharing any information about courses with websites or any other third party. *Additionally, copying or buying copyrighted course materials is prohibited.*

Violation of the Academic Honesty Policy can result in failure of the assignment, failure of the course, and/or further consequences form the student's home institution. Ignorance of this policy is not an excuse or a means to repeal a charge of academic dishonesty.

DocuSign Envelope ID: 3F43718D-ED3D-44EA-A07E-E3B4822DC1DD

Frequently Asked Questions and Helpful Links:

I need:	LINK
ADA Accommodations	Access Office
Technical Support	IT Help Desk
Proctored Exam	https://www.valdosta.edu/student/disability/forms/student-exam-proctoring-request-form.php
To Report a Course Error	Email blazeview@valdosta.edu and describe the error.
To Make a Student Complaint	https://www.valdosta.edu/administration/social-equity/filing-complaint.php
To Make a Grade Appeal	https://www.valdosta.edu/academics/academic-affairs/grade-appeals.php
To Withdraw from a Course	https://www.valdosta.edu/colleges/business/student-advising-center/course-withdrawal.php
To Understand the VSU Academic Honesty Policy	https://www.valdosta.edu/academics/academic-affairs/academic-honesty-policies-and-procedures.php

DocuSign Envelope ID: 3F43718D-ED3D-44EA-A07E-E3B4822DC1DD

Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	01/17/2022

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	LTWD
Requestor's Name:	E-Ling Hsiao	**Requestor's Role:**	Faculty

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	ITED 8100	**Course Prefix and Number:**	
Course Title:	Theories, Models, and Perspectives of Instructional Technology	**Course Title:**	Theories, Models, and Perspectives of Instructional Design and Technology
Lecture Hours:	3	*Lecture Hours:*	
Lab/Contact Hours:	0	*Lab/Contact Hours:*	
Credit Hours:	3	*Credit Hours:*	
Pre-requisites:	None	**Pre-requisites:**	

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
Model and facilitate the use of theoretical perspectives concerning digital citizenship, change, communication, diversity, learning, and instruction for the legal and ethical integration of instructional technology in learning environments.	

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Twice per Year*

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

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

The state of GA changed the Instructional Technology standards (effective Jan. 2021) that apply to the program in which the course meets requirements. New course title is more appropriate for demonstrating alignment of the course content to the new standards.

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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

☐ Other Data Source Descriptions –

1. Feedback from university-distributed SOIs, program-produced surveys, and/or Advisory Board Meeting minutes will be used to assess the effectiveness of the program curriculum and its delivery.
2. Student learning outcomes will be measured using relevant program assessments and project-specific rubrics.

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Steve Downey	Steve Downey	1/31/2022
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/9/2022 | 4:20 PI
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	01/17/2022

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	LTWD
Requestor's Name:	E-Ling Hsiao	**Requestor's Role:**	Faculty

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	ITED 7050	**Course Prefix and Number:**	
Course Title:	Distance Education	**Course Title:**	
Lecture Hours:	3	*Lecture Hours:*	
Lab/Contact Hours:	0	*Lab/Contact Hours:*	
Credit Hours:	3	*Credit Hours:*	
Pre-requisites:	None	**Pre-requisites:**	

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
Introduction to distance education technologies and their utilization as instructional delivery systems.	*Introduction to distance education technologies and their utilization as instructional delivery systems.* Address historical background, theories, and emerging trends of distance education. Examine the effective use of technologies and strategies to design, develop, deliver and evaluate distance instructions.

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Once per Year*

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

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

New course description is more appropriate for demonstrating alignment of the course content.

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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

☐ Other Data Source Descriptions –

Students will have to complete all course modules, and their learning outcomes will be measured using project-specific rubrics.

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Steve Downey	Steve Downey	1/31/2022
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/9/2022 | 4:20 PM EST
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	01/17/2022

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	LTWD
Requestor's Name:	Denise Hill	**Requestor's Role:**	Faculty

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	ITED 7201	**Course Prefix and Number:**	
Course Title:	Information Resources and Services	**Course Title:**	
Lecture Hours:	3	*Lecture Hours:*	
Lab/Contact Hours:	0	*Lab/Contact Hours:*	
Credit Hours:	3	*Credit Hours:*	
Pre-requisites:	None	**Pre-requisites:**	

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
Information Resources and Services. 3 Hours. Development and application of knowledge and skills necessary to provide information resources and services in P-12 school media centers. The course includes strategies for integrating information access skills into the curriculum, selecting and evaluation resources in various formats, building media center collections, delivering traditional and electronic services.	Information Resources and Services. 3 Hours. Development and application of knowledge and skills necessary to provide information resources and services in P-12 school media centers. The course includes strategies for integrating information access skills and open educational resources into the curriculum, *selecting and evaluation resources in various formats, building media center collections,* delivering traditional and electronic services., collaborating with the learning community, and developing professional learning networks.

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Once per Year*

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

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

The current course description does not accurately convey the course content. New wording is more appropriate for demonstrating alignment of the course content to the new AASL standards.

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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

☐ Other Data Source Descriptions –

1. Feedback from university-distributed SOIs, program-produced surveys, and/or Advisory Board Meeting minutes will be used to assess the effectiveness of the program curriculum and its delivery.
2. Student learning outcomes will be measured using program key assessments with specific AASL Standards-based rubrics.

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Steve Downey	Steve Downey	1/31/2022
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/9/2022 | 4:20 PM EST
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	01/17/2022

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	LTWD
Requestor's Name:	Denise Hill	**Requestor's Role:**	Faculty

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	ITED 7204	**Course Prefix and Number:**	
Course Title:	Literature for the P-12 School Librarian	**Course Title:**	
Lecture Hours:	3	*Lecture Hours:*	
Lab/Contact Hours:	0	*Lab/Contact Hours:*	
Credit Hours:	3	*Credit Hours:*	
Pre-requisites:	None	**Pre-requisites:**	

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
A study of children's and young adult literature in the context of the school library media center. This course includes promotion and encouragement of reading for pleasure, information, and lifelong learning; addresses curriculum integration and collaboration; promotes diversity through collection development; and supports classroom reading instruction and awareness of current trends in literature for children and youth.	A study of children's and young adult literature in the context of the school library media center. This course includes promotion and encouragement of reading *for pleasure, information, and lifelong learning* to actively engage learners in the critical-thinking and inquiry process; addresses curriculum integration and collaboration; promotes diversity through *collection development* reading engagement; and supports classroom reading instruction and awareness of current trends in literature for children and youth.

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Once per Year*

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

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

The current course description does not accurately convey the course content. New wording is more appropriate for demonstrating alignment of the course content to the new AASL standards.

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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

☐ Other Data Source Descriptions –

1. Feedback from university-distributed SOIs, program-produced surveys, and/or Advisory Board Meeting minutes will be used to assess the effectiveness of the program curriculum and its delivery.
2. Student learning outcomes will be measured using program key assessments with specific AASL Standards-based rubrics.

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Steve Downey	Steve Downey	1/31/2022
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/9/2022 | 4:20 PM EST
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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DocuSign Envelope ID: 3F43718D-ED3D-44EA-A07E-E3B4822DC1DD

Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	01/17/2022

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	LTWD
Requestor's Name:	Jiyoon Jung	**Requestor's Role:**	Faculty

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	ITED 7500	**Course Prefix and Number:**	
Course Title:	Vision and Planning for Instructional Technology	**Course Title:**	
Lecture Hours:	3	*Lecture Hours:*	
Lab/Contact Hours:	0	*Lab/Contact Hours:*	
Credit Hours:	3	*Credit Hours:*	
Pre-requisites:	None	**Pre-requisites:**	

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
Introduction to leadership principles in an instructional technology context. The course includes theory and practice in strategic planning, the change process, and funding strategies.	*Introduction to leadership principles in an instructional technology context. The course includes theory and practice in strategic planning, the change process, and funding strategies.* Introduction core competencies of a technology leader in an educational organization, such as performing a needs assessment or a program evaluation, designing and implementing a technology project or a professional development.

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☒ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Once per Year*

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

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

1. New standards for instructional technology graduate programs came into place in January 2021. To meet the new standards, ITED 7500 will become an elective course that introduces students core competencies of a technology leader. New course description is more appropriate for demonstrating alignment of the course content.
2. ITED7500 will be revised in response to the changing needs of the field (IT Program Advisory Board Meeting on 09/30/2021).

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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

☐ Other Data Source Descriptions –

1. The revised course design will be reviewed by the IT Program advisory board in comparison to the previous version for feedback.
2. Students will have to complete all course modules, and their learning outcomes will be measured using project-specific rubrics.

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Steve Downey	Steve Downey	1/31/2022
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/9/2022 | 4:20 PM EST
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**	☒ No ☐ Yes *[select college & indicate department(s)]*		
College:	*Select One.*	**Department(s):**	

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Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	01/15/2022

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	LTWD
Requestor's Name:	Lorraine Schmertzing	**Requestor's Role:**	Faculty

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	ITED 8300	**Course Prefix and Number:**	
Course Title:	Technology Tools for Training and Education	**Course Title:**	
Lecture Hours:	3	*Lecture Hours:*	
Lab/Contact Hours:	0	*Lab/Contact Hours:*	
Credit Hours:	3	*Credit Hours:*	
Pre-requisites:	None	**Pre-requisites:**	

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
Application of various technologies and products for instructional development. Includes in-depth use of computer-related technology tools to design and create effective instructional materials and assist other educators in similar tasks that use technology to improve teaching, learning, and assessment.	*Application of various technologies and products for instructional development. Includes in-depth use of computer-related technology tools to design and create effective instructional materials and assist other educators in similar tasks that use technology to improve teaching, learning, and assessment.* Application of various technologies via professional learning networks. Includes in-depth learning and application of candidate's choice of computer-related technology tools to design and create effective instructional materials and assist other educators in similar tasks that use technology to improve teaching, learning, and assessment.

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Twice per Year*

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

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

The state of GA changed the Instructional Technology standards (effective Jan. 2021) that apply to the program in which the course meets requirements. New wording is more appropriate for demonstrating alignment of the course content to the new standards.

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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

☐ Other Data Source Descriptions –

1. Feedback from university-distributed SOIs, program-produced surveys, and/or Advisory Board Meeting minutes will be used to assess the effectiveness of the program curriculum and its delivery.
2. The program assessment "Learning, Leadership, and Growth Portfolio" aligns specifically to the design, development, implementation, and effectiveness of candidate involvement with professional learning networks (PLN) as they create and manage a PLN for the professionals with whom they work as well as participate in other PLNs to learn and apply new instructional strategies and new technology tools.

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Steve Downey	Steve Downey	1/31/2022
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/9/2022 | 4:20 PM EST
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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DocuSign Envelope ID: 3F43718D-ED3D-44EA-A07E-E3B4822DC1DD

Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	01/19/2022

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	LTWD
Requestor's Name:	Lorraine Schmertzing	**Requestor's Role:**	Faculty

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	ITED 8500	**Course Prefix and Number:**	
Course Title:	Leadership in Instructional Technology	**Course Title:**	
Lecture Hours:	3	*Lecture Hours:*	
Lab/Contact Hours:	0	*Lab/Contact Hours:*	
Credit Hours:	3	*Credit Hours:*	
Pre-requisites:	None	**Pre-requisites:**	

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
The study and implementation of theories and techniques for working with individuals and groups to develop a shared vision for the use of technology in learning environments, to design and communicate a strategic plan, and to demonstrate leadership toward securing resources needed to implement the plan.	*The study and implementation of theories and techniques for working with individuals and groups to develop a shared vision for the use of technology in learning environments, to design and communicate a strategic plan, and to demonstrate leadership toward securing resources needed to implement the plan.* The study and implementation of techniques for effective change as well as working with and leading individuals and groups to develop a shared vision for the use of technology in learning environments, to advocate for equitable access to digital content and learning opportunities that meet diverse needs, and to demonstrate leadership in professional environments that enhances technology integration.

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Once per Year*

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

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

The state of GA changed the Instructional Technology standards (effective Jan. 2021) that apply to the program in which the course is housed and meets requirements. New wording is more appropriate for demonstrating alignment of the course content to the new standards.

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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

☐ Other Data Source Descriptions –

1. Feedback from university-distributed SOIs, program-produced surveys, and/or Advisory Board Meeting minutes will be used to assess the effectiveness of the program curriculum and its delivery.
2. The program assessment, "Ed.S. Learning, Leadership, and Growth Portfolio," measures candidate performance on leadership and collaboration skills. It is specifically aligned to the shared vision, advocacy, and team collaboration assignments within the course.

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Steve Downey	Steve Downey	1/31/2022
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/9/2022 | 4:20 PM EST
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**	☒ No ☐ Yes *[select college & indicate department(s)]*		
College:	*Select One.*	**Department(s):**	

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Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	01/17/2022

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Leadership Technology and Workforce Development
Requestor's Name:	Nicole Gunn	**Requestor's Role:**	Faculty

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	ACED 7220	**Course Prefix and Number:**	
Course Title:	Improvement of Instruction in Business Technology Education	**Course Title:**	Improvement of Instruction and Training in Technology
Lecture Hours:	3	*Lecture Hours:*	
Lab/Contact Hours:	0	*Lab/Contact Hours:*	
Credit Hours:	3	*Credit Hours:*	
Pre-requisites:	None	**Pre-requisites:**	

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
An analysis of methods, strategies, and problems associated with teaching advanced business technology courses. Also included are the selection, acquisition, and use of state-of-the-art hardware and software and the design and maintenance of a business technology lab in an educational setting.	An analysis of methods, strategies, and problems associated with teaching technology. *advanced business technology courses.* Also included are the selection, acquisition, and use of state-of-the-art hardware and software. *and the design and maintenance of a business technology lab in an educational setting.*

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Once per Year*

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

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

New course title and description are more appropriate for demonstrating alignment of the course content.

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DocuSign Envelope ID: C5E77EBD-D3C7-45FB-B189-728C83D6E8F9

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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

☐ Other Data Source Descriptions –

1. Feedback from university-distributed SOIs, program-produced surveys, and/or Advisory Board Meeting minutes will be used to assess the effectiveness of the program curriculum and its delivery.
2. Student learning outcomes will be measured using relevant program assessments and project-specific rubrics.

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Steve Downey	Steve Downey	1/31/2022
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/9/2022 | 4:21 PM EST
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	01/17/2022

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	LTWD
Requestor's Name:	Jiyoon Jung	**Requestor's Role:**	Faculty

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	ITED 7070	**Course Prefix and Number:**	
Course Title:	Decision-Oriented Research, Evaluation, and Professional Learning	**Course Title:**	Educational Data Use and Visualization
Lecture Hours:	3	*Lecture Hours:*	
Lab/Contact Hours:	0	*Lab/Contact Hours:*	
Credit Hours:	3	*Credit Hours:*	
Pre-requisites:	None	**Pre-requisites:**	

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
The study and implementation of needs assessment and program evaluation to inform the content and delivery of best practices in technology-based professional learning. This course includes an introduction to field research methods and data analysis.	*The study and implementation of needs assessment and program evaluation to inform the content and delivery of best practices in technology-based professional learning. This course includes an introduction to field research methods and data analysis. This course includes an introduction to field research methods and data analysis.* A survey of various types of data collection, analysis, and visualization techniques used in educational settings to guide professional decision making and data presentation.

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☒ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Once per Year*

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

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

In response to the changing needs of the field (IT Program Advisory Board Meeting on 09/30/2021) and a release of a new set of GaPSC Instructional Technology standards (effective as of January 2021), ITED7070 will be revised as an elective that allows students to more freely expand their professional knowledge on various data analysis and presentation techniques used across different educational settings (K-12 schools, higher education, corporate, government).

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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

☐ Other Data Source Descriptions –

1. The revised course design will be reviewed by the IT Program advisory board in comparison to the previous version for feedback.
2. Students will have to complete all course modules, and their learning outcomes will be measured using project-specific rubrics.

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Steve Downey	Steve Downey	1/31/2022
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/9/2022 | 4:20 PM EST
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	01/17/2022

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	LTWD
Requestor's Name:	Jiyoon Jung	**Requestor's Role:**	Faculty

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	ITED 7090	**Course Prefix and Number:**	
Course Title:	Applications for Instructional Technology	**Course Title:**	Professional Development for Instructional Technology Professionals
Lecture Hours:	3	*Lecture Hours:*	
Lab/Contact Hours:	0	*Lab/Contact Hours:*	
Credit Hours:	3	*Credit Hours:*	
Pre-requisites:	None	**Pre-requisites:**	

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
Technology applications and integration training using tutorials.	*Technology applications and integration training using tutorials.* An exploration of microlearning and credential opportunities for instructional technology professionals through self-directed learning, reflection, and application.

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☒ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Once per Year*

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

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

In response to the changing needs of the field (IT Program Advisory Board Meeting on 09/30/2021) and a release of a new set of GaPSC Instructional Technology standards (effective as of January 2021), ITED7090 will be revised as an elective that allows students to more freely explore various microlearning and credential opportunities, reflect on the experiences, and demonstrate their learning to peer professionals.

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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

☐ Other Data Source Descriptions –

1. The revised course design will be reviewed by the IT Program advisory board in comparison to the previous version for feedback.
2. Students will have to complete all course modules, and their learning outcomes will be measured using project-specific rubrics.

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Steve Downey	Steve Downey	01/31/2022
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/9/2022 | 4:20 PM EST
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	01/17/2022

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	LTWD
Requestor's Name:	Jiyoon Jung	**Requestor's Role:**	Faculty

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	ITED 7100	**Course Prefix and Number:**	
Course Title:	Foundational Theories in Instructional Technology	**Course Title:**	Foundations in Instructional Design and Technology
Lecture Hours:	3	*Lecture Hours:*	
Lab/Contact Hours:	0	*Lab/Contact Hours:*	
Credit Hours:	3	*Credit Hours:*	
Pre-requisites:	None	**Pre-requisites:**	

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
Introduction to theories of learning, instruction, communication, information, digital citizenship, and systems as applied to research and practice in the field of instructional technology.	*Introduction to theories of learning, instruction, communication, information, digital citizenship, and systems as applied to research and practice in the field of instructional technology.* Introduction to the field of instructional design and technology through exploring the self, theories of learning, instruction, and technology integration, as well as the context surrounding professional practice.

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Twice per Year*

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

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

ITED7100 will be revised to better align with the newly released set of GaPSC Instructional Technology standards (effective as of January 2021).

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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

☐ Other Data Source Descriptions –

1. Feedback from university-distributed SOIs, program-produced surveys, and/or Advisory Board Meeting minutes will be used to assess the effectiveness of the program curriculum and its delivery.
2. ITED7100 project artifacts will be collected for program assessment by GaPSC, an organization that supervises P-12 certification requirements for Georgia.

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Steve Downey	Steve Downey	1/31/2022
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/9/2022 | 4:20 PM EST
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	01/17/2022

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	LTWD
Requestor's Name:	Jiyoon Jung	**Requestor's Role:**	Faculty

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	ITED 7200	**Course Prefix and Number:**	
Course Title:	Information Sources and Uses	**Course Title:**	Digital Literacy and Citizenship
Lecture Hours:	3	*Lecture Hours:*	
Lab/Contact Hours:	0	*Lab/Contact Hours:*	
Credit Hours:	3	*Credit Hours:*	
Pre-requisites:	None	**Pre-requisites:**	

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
Retrieval, evaluation, and integration of information and digital resources to support higher-order thinking skills in digital learning environments. Topics include legal issues, accessibility, and diversity in learner characteristics.	Integration and evaluation of *information and* tools and resources to support *higher-order thinking skills in* digital learning environments. Topics include examining digital resources, using safe and ethical practices, and participating in a digital world.

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Twice per Year*

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

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

New standards for instructional technology graduate programs came into place in January 2021. To meet the new standards, ITED 7200 must be revised to include additional topics such as introducing digital citizenship, modeling effective practices to K-12 students, enabling K-12 students to participate in the digital world, and selecting and evaluating digital tools and resources. Therefore, course content needs to include these new standards that require a change in the catalog description, as well as modifying the course title.

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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

☒ Other Data Source Descriptions –

1. Feedback from university-distributed SOIs, program-produced surveys, and/or Advisory Board Meeting minutes will be used to assess the effectiveness of the program curriculum and its delivery.
2. GaPSC, an organization that supervises K-12 certification requirements for Georgia, has changed its instructional technology standards to focus on teaching K-12 students to be responsible digital citizens. Therefore, instructional technology candidates need to be able to model and teach K-12 students to practice safe and ethical use of digital resources. Candidates must also demonstrate positive, socially responsible contributions and exhibit empathetic online behaviors that build relationships and community. Modifications to the course will enable instructional technology candidates to use strategies/tools to show such behaviors.
3. Results from the GACE assessment (Georgia examination for K-12 certification) indicate that digital citizenship and digital literacy were some of the weakest areas. Thus, a more direct focus on these areas is required to help instructional technology candidates improve their overall scores in digital citizenship and literacy.

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Steve Downey	Steve Downey	1/31/2022
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/9/2022 | 4:20 PM EST
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission: 01/17/2022

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	LTWD
Requestor's Name:	Denise Hill	**Requestor's Role:**	Faculty

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	ITED 7202	**Course Prefix and Number:**	
Course Title:	Bibliographic Organization	**Course Title:**	Collection Development and Maintenance
Lecture Hours:	3	*Lecture Hours:*	
Lab/Contact Hours:	0	*Lab/Contact Hours:*	
Credit Hours:	3	*Credit Hours:*	
Pre-requisites:	None	**Pre-requisites:**	

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
Introduction to basic cataloging and classification tools and processes as applied to integrated electronic systems. This course includes bibliographic networks, resource sharing, database maintenance and evaluation.	Introduction to basic cataloging and classification tools and processes as applied to integrated electronic systems. This course includes bibliographic networks, resource sharing, collection development, and database maintenance and evaluation.

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Once per Year*

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

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

The current course description does not accurately convey the course content. New wording is more appropriate for demonstrating alignment of the course content to the new AASL standards.

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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

☐ Other Data Source Descriptions –

1. Feedback from university-distributed SOIs, program-produced surveys, and/or Advisory Board Meeting minutes will be used to assess the effectiveness of the program curriculum and its delivery.
2. Student learning outcomes will be measured using program key assessments with specific AASL Standards-based rubrics.

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Steve Downey	Steve Downey	1/31/2022
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/9/2022 | 4:20 PM EST
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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DocuSign Envelope ID: 3F43718D-ED3D-44EA-A07E-E3B4822DC1DD

Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	01/17/2022

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	LTWD
Requestor's Name:	Jiyoon Jung	**Requestor's Role:**	Faculty

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	ITED 7300	**Course Prefix and Number:**	
Course Title:	Instructional Technology for Teaching, Learning, and Assessment	**Course Title:**	Instructional Design and Technology Integration
Lecture Hours:	3	*Lecture Hours:*	
Lab/Contact Hours:	0	*Lab/Contact Hours:*	
Credit Hours:	3	*Credit Hours:*	
Pre-requisites:	None	**Pre-requisites:**	

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
Integration of technology into personal teaching practice, emphasizing collaboration with other educators to improve teaching, learning, and assessment.	*Integration of technology into personal teaching practice, emphasizing collaboration with other educators to improve teaching, learning, and assessment.* Design and implementation of technology-infused learning activities and assessment in a professional context.

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Twice per Year*

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

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

ITED7300 will be revised to better align with the newly released set of GaPSC Instructional Technology standards (effective as of January 2021).

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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

☐ Other Data Source Descriptions –

1. Feedback from university-distributed SOIs, program-produced surveys, and/or Advisory Board Meeting minutes will be used to assess the effectiveness of the program curriculum and its delivery.
2. ITED7300 project artifact will be collected for program assessment by GaPSC, an organization that supervises P-12 certification requirements for Georgia.

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Steve Downey	Steve Downey	1/31/2022
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/9/2022 | 4:20 PM EST
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	01/17/2022

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	LTWD
Requestor's Name:	Jiyoon Jung	**Requestor's Role:**	Faculty

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	ITED 7400	**Course Prefix and Number:**	
Course Title:	Digital Learning Environments	**Course Title:**	Creation and Management of Digital Learning Environments
Lecture Hours:	3	*Lecture Hours:*	
Lab/Contact Hours:	0	*Lab/Contact Hours:*	
Credit Hours:	3	*Credit Hours:*	
Pre-requisites:	None	**Pre-requisites:**	

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
Creation, support, and effective management of digital learning environments. The course includes troubleshooting basic software and hardware problems and evaluation and selection of digital tools and resources for compatibility with school technology infrastructure.	*Creation, support, and effective management of digital learning environments. The course includes troubleshooting basic software and hardware problems and evaluation and selection of digital tools and resources for compatibility with school technology infrastructure.* Create and manage digital learning environments. Includes purchasing and management of software, hardware, and networking infrastructure, evaluation and selection of digital tools, and creation of learning spaces.

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Twice per Year*

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

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

1. The state of GA changed the Instructional Technology standards (effective Jan. 2021) that apply to the program in which the course meets requirements. New course title and description are more appropriate for demonstrating alignment of the course content to the new standards.
2. ITED7400 will be revised in response to the changing needs of the field (IT Program Advisory Board Meeting on 09/30/2021).

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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

☐ Other Data Source Descriptions –

1. The revised course design will be reviewed by the IT Program advisory board in comparison to the previous version for feedback.
2. Student learning outcomes will be measured using relevant program assessments and project-specific rubrics.

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Steve Downey	Steve Downey	1/31/2022
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/9/2022 | 4:20 PM EST
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	01/17/2022

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	LTWD
Requestor's Name:	E-Ling Hsiao	**Requestor's Role:**	Faculty

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	ITED 8400	**Course Prefix and Number:**	
Course Title:	Technology for Learning Environments: Evaluation, Selection, Management, and Collaboration	**Course Title:**	Technology for Learning Environments: Evaluation, Selection, and Management
Lecture Hours:	3	*Lecture Hours:*	
Lab/Contact Hours:	0	*Lab/Contact Hours:*	
Credit Hours:	3	*Credit Hours:*	
Pre-requisites:	None	**Pre-requisites:**	

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
Practical experiences as evaluators and consumers of educational technology based on research and review of commercial, educational, and other authoritative sources. Includes facilitation of assistive/adaptive technology, troubleshooting of software and hardware, resource accuracy, and suitability of technology tools for learning environments.	*Practical experiences as evaluators and consumers of educational technology based on research and review of commercial, educational, and other authoritative sources. Includes facilitation of assistive/adaptive technology, troubleshooting of software and hardware, resource accuracy, and suitability of technology tools for learning environments.* Evaluate, select, and manage educational technology for learning environments. Includes purchasing and procurement of technology, suitability of technology, and management of technology infrastructure for learning environments.

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☒ Elective	☒ Fall ☐ Spring ☐ Summer	2022	One per Year

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

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

New standards for instructional technology graduate programs came into place in January 2021. To meet the new standards, ITED 8400 will become an elective course that introduces students to evaluate, select and manage technology for the learning environments. New course title and description are more appropriate for demonstrating alignment of the course content.

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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

☐ Other Data Source Descriptions –

1. Feedback from university-distributed SOIs, program-produced surveys, and/or Advisory Board Meeting minutes will be used to assess the effectiveness of the program curriculum and its delivery.
2. Students will have to complete all course modules, and their learning outcomes will be measured using project-specific rubrics.

Valdosta State University - REVISED COURSE Form

- Request for a REVISED COURSE

Approvals:	Print:	Signature:	Date:
Department Head	Steve Downey	Steve Downey	1/31/2022
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/9/2022 | 4:20 PM EST
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	01/17/2022

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	LTWD
Requestor's Name:	Lorraine Schmertzing	**Requestor's Role:**	Faculty

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	ITED 8960	**Course Prefix and Number:**	
Course Title:	Discipline-based Best Practices Literature	**Course Title:**	Supporting Best Practices with Innovative Technologies
Lecture Hours:	3	*Lecture Hours:*	
Lab/Contact Hours:	0	*Lab/Contact Hours:*	
Credit Hours:	3	*Credit Hours:*	
Pre-requisites:	None	**Pre-requisites:**	

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
Analysis of discipline-specific literature and synthesis of research through application of the conventions of academic writing using the Publication Manual of the American Psychological Association.	*Analysis of discipline-specific literature and synthesis of research through application of the conventions of academic writing using the Publication Manual of the American Psychological Association.* Studying ways in which technology can support the advancement of teaching and learning through collaboration, research, and professional learning.

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☒ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Once per Year*

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

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

New standards for instructional technology graduate programs came into place in January 2021. To meet the new standards, ITED 8960 will become an elective course that will introduce students to best practices and emerging technologies. Course content will no longer focus on researching literature to write a formal literature review and follow APA guidelines. Instead, course content will include discussing and demonstrating how various technologies can be used to support teaching with a small portion dedicated to researching best-practices literature. Course content needs to accommodate the new standards and program needs that require a change in the catalog description, as well as modifying the course title.

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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

☐ Other Data Source Descriptions –

GaPSC, an organization that supervises K-12 certification requirements for Georgia, has changed its instructional technology standards. The Specialist program is undergoing reconstruction of its requirements, including courses and their content. Although an elective, ITED 8960 will meet the new standards of Learner, Collaborator, and Coach. The elective offers students the opportunity to improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve K-12 student learning. Students will establish coaching relationships that support educators as they explore new instructional strategies and integrate technology to improve student learning based upon supported research findings. Feedback from university-distributed SOIs, program-produced surveys, and/or Advisory Board Meeting minutes will be used to assess the effectiveness of the program curriculum and its delivery. Students will have to complete all course modules, and their learning outcomes will be measured using project-specific rubrics.

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Steve Downey	Steve Downey	1/31/2022
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/9/2022 | 4:20 PM EST
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	Select One.	**Department(s):**	

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Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission: 01/28/2022

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Human Services
Requestor's Name:	Katharine Adams	**Requestor's Role:**	Faculty

Check One Option:	☐ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*		
Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☐ Undergraduate ☒ Graduate	☐ Core ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022	Every Semester
Degree/Program Name:	M.Ed. in Counselor Education			
Current Catalog URL:	https://www.valdosta.edu/academics/graduate-school/our-programs/master-of-education-in-counselor-education.php			

Present Requirements:	**Proposed Requirements:** *(hover over for instructions)*
MED in Counselor Education Admission Deadlines Summer Only Start Application Deadline is March 15	MED in Counselor Education Admission Deadlines Summer *Only* and Fall Start Application Deadline for Summer is March 15 Application Deadline for Fall is July 15

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

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

The purpose of this request is to change MED Counselor Education admissions from a summer ONLY start to a summer AND fall start to increase the number of successful applicants admitted.

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

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

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

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

Increase the number of successful applicants admitted.

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Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Dr. Heather Kelley	DocuSigned by: Heather Kelley 777D0B0E117E41E...	2/8/2022 | 2:21 PM EST
College/Division Executive Committee	Dr. Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/8/2022 | 2:28 PM EST
Dean/Director	Dr. Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/8/2022 | 2:28 PM EST
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Valdosta State University Curriculum Form

- CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission:	01/12/2022

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Human Services
Requestor's Name:	Katharine Adams	**Requestor's Role:**	Faculty

Check One Option:	☐ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*		
Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☐Undergraduate ☒ Graduate	☐ Core ☒ Major Requirement ☐ Elective	☐Fall ☐ Spring ☒ Summer	2022	Every Semester
Degree/Program Name:	M.Ed. in Counselor Education			
Current Catalog URL:	https://www.valdosta.edu/academics/graduate-school/our-programs/master-of-education-in-counselor-education.php https://www.valdosta.edu/academics/graduate-school/our-programs/master-of-education-in-clinical-mental-health-counseling.php			

Present Requirements:

Program Coordinator

Dr. Teddi Cunningham
Email: tjcunnin@valdosta.edu
Phone: 229-333-5617

Admission Deadlines

Summer Only Start
Application Deadline is March 15

Admissions Requirements

REQUIRED DOCUMENTS	ADMISSION REQUIREMENTS
Online Graduate Application	Application Fee (credit or debit card and e-checks accepted) Apply Online
One Official Transcript from each institution where you have previously enrolled (undergraduate and graduate). (Transcripts of coursework completed	Must hold a bachelor's degree from a regionally-accredited institution in an appropriate major. Any major may apply. Must have a minimum cumulative undergraduate GPA of 2.75 on a 4.0 Scale OR meet

Proposed Requirements: *(hover over for instructions)*

Program Coordinator

Dr. Teddi Cunningham
Email: tjcunnin@valdosta.edu
Phone: 229-333-5617

Admission Deadlines

Summer Only Start
Application Deadline is March 15

Admissions Requirements

REQUIRED DOCUMENTS	ADMISSION REQUIREMENTS
Online Graduate Application	Application Fee (credit or debit card and e-checks accepted) Apply Online
One Official Transcript from each institution where you have previously enrolled (undergraduate and graduate). (Transcripts of coursework completed	Must hold a bachelor's degree from a regionally-accredited institution in an appropriate major. Any major may apply. Must have a minimum cumulative undergraduate GPA of 2.75 on a 4.0 Scale OR meet

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in-residence at VSU will be obtained by the Graduate School	requirements for one of the following alternative pathways: Alternative Pathway 1: Have a minimum GPA of 3.0 on a 4.0 scale in all coursework attempted while registered as an upper-division undergraduate student working towards a bachelor's degree (i.e. 3000 and 4000 level coursework); or Alternative Pathway 2: Have a minimum GPA of 3.0 on a 4.0 scale in all graduate coursework (must have completed at least 6 hours of graduate work in which a letter grade was awarded); or Alternative Pathway 3: Have earned a cumulative undergraduate GPA between 2.50 and 2.74 on a 4.0 scale ten or more years prior to admission. GPA will be calculated on all attempted undergraduate coursework in which a letter grade was awarded.	in-residence at VSU will be obtained by the Graduate School	requirements for one of the following alternative pathways: Alternative Pathway 1: Have a minimum GPA of 3.0 on a 4.0 scale in all coursework attempted while registered as an upper-division undergraduate student working towards a bachelor's degree (i.e. 3000 and 4000 level coursework); or Alternative Pathway 2: Have a minimum GPA of 3.0 on a 4.0 scale in all graduate coursework (must have completed at least 6 hours of graduate work in which a letter grade was awarded); or Alternative Pathway 3: Have earned a cumulative undergraduate GPA between 2.50 and 2.74 on a 4.0 scale ten or more years prior to admission. GPA will be calculated on all attempted undergraduate coursework in which a letter grade was awarded.
Program Admission Assessments	Passing scores on one of the following: 1. GACE Program Admission Assessment, 2. GACE Basic Skills Assessment, or 3. Other Qualifying Assessment (GRE, SAT, ACT). Applicants may submit a copy of the score report received when they complete the exam. To document passing scores, applicants may submit official scores meeting the following thresholds on the following exams: School Counseling concentration applicants must submit official scores on the GACE exams or their exemptions. Clinical Mental Health Counseling concentration applicants must submit official scores on one of	Program Admission Assessments	Passing scores on one of the following: 1. GACE Program Admission Assessment, 2. GACE Basic Skills Assessment, or 3. Other Qualifying Assessment (GRE, SAT, ACT). Applicants may submit a copy of the score report received when they complete the exam. To document passing scores, applicants may submit official scores meeting the following thresholds on the following exams: School Counseling concentration applicants must submit official scores on the GACE exams or their exemptions. Clinical Mental Health Counseling concentration applicants are not required to submit official scores on the GACE exams or their

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	the three following graduate entrance exams: 1. Official scores on the Program Admission Assessment (GACE exams or their exemptions) Qualifying Program Admission Assessment exemptions include: a. SAT - 1000 (Verbal/Critical Reading + Math (prior to March 2016), or Evidence-Based Reading and Writing + Math, March 2016 - July 1, 2019), or 1080 on Evidence based Reading/Writing + Math (as of 7/1/19). b. ACT - 43 (English + Math) c. GRE - 297 (Verbal + Quantitative) OR 1030 (Verbal + Quantitative) for tests prior to August 2011 2. Official scores on the GRE: Minimum score of 297 (Verbal + Quantitative) OR 1030 (Verbal + Quantitative) for tests prior to August 2011 3. Official scores on the MAT: Minimum score of 393 SAT and ACT scores may be documented by an official high school transcript, official college transcript with scores posted, or a score report from the testing service. Professionally certified educators (valid or expired) enrolling for the purpose of adding a new field of certification are not required to meet the Program Admission Assessment requirement.		exemptions. *must submit official scores on one of the three following graduate entrance exams:* *1. Official scores on the Program Admission Assessment (GACE exams or their exemptions)* Qualifying Program Admission Assessment exemptions include: a. SAT - 1000 (Verbal/Critical Reading + Math (prior to March 2016), or Evidence-Based Reading and Writing + Math, March 2016 - July 1, 2019), or 1080 on Evidence based Reading/Writing + Math (as of 7/1/19). b. ACT - 43 (English + Math) c. GRE - 297 (Verbal + Quantitative) OR 1030 (Verbal + Quantitative) for tests prior to August 2011 *2. Official scores on the GRE: Minimum score of 297 (Verbal + Quantitative) OR 1030 (Verbal + Quantitative) for tests prior to August 2011* *3. Official scores on the MAT: Minimum score of 393* SAT and ACT scores may be documented by an official high school transcript, official college transcript with scores posted, or a score report from the testing service. Professionally certified educators (valid or expired) enrolling for the purpose of adding a new field of certification are not required to meet the Program Admission Assessment requirement.

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Counseling Goal Statement	A written statement (250-500 words) describing your plans to pursue a degree in counselor education. Please see the linked prompts for more guidance.
Case Studies	Candidates will respond to two case studies using the instructions provided in the link in the left column and address the questions at the end of each case study.
Three Recommendations (General Recommendation Form Required)	Recommendations from professionals familiar with your professional and/or academic background. The Psychology and Counseling Department prefers recommendations come from current or former Psychology professors who have had you in class.
VSU Medical Form	The form must be completed and signed by the student/applicant. This form must be received prior to enrollment, NOT prior to admission. Applicants who are currently enrolled, and those who attended VSU in the past, are not required to resubmit the Medical Form
Verification of Lawful Presence (For applicants who believe they qualify for in-state tuition or a residency waiver.)	This is not required for individuals who do not qualify for in-state tuition or a residency waiver. This must be received prior to enrollment (if applicable), NOT prior to admission. Citizenship documentation is needed for any applicant who wishes to be considered for in-state tuition. Complete list of accepted documents and information on residency.

Counseling Goal Statement	A written statement (250-500 words) describing your plans to pursue a degree in counselor education. Please see the linked prompts for more guidance.
Case Studies	Candidates will respond to a *two* case studyies using the instructions provided in the link in the left column and address the questions at the end of each case study.
Three Recommendations (General Recommendation Form Required)	Recommendations from professionals familiar with your professional and/or academic background. The Human Services *Psychology and Counseling* Department prefers recommendations come from current or former *Psychology* professors who have had you in class.
VSU Medical Form	The form must be completed and signed by the student/applicant. This form must be received prior to enrollment, NOT prior to admission. Applicants who are currently enrolled, and those who attended VSU in the past, are not required to resubmit the Medical Form
Verification of Lawful Presence (For applicants who believe they qualify for in-state tuition or a residency waiver.)	This is not required for individuals who do not qualify for in-state tuition or a residency waiver. This must be received prior to enrollment (if applicable), NOT prior to admission. Citizenship documentation is needed for any applicant who wishes to be considered for in-state tuition. Complete list of accepted documents and information on residency.

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

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

The purpose of this request is to change the graduate admissions requirements for the Clinical Mental Health Counseling concentration of the MED Counselor Education program by removing the assessment score admission requirement. The School Counseling concentration applicants must submit official scores on the GACE exams or their exemptions as governed by the Professional Standards Commission.

In addition, two other minor changes are requested, to change the application requirement from two case studies to one, and to change the Psychology Department to the Human Services Department.

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

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

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

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

Increase the number of successful applicants admitted.

DocuSign Envelope ID: 6F55AD18-5BF2-454A-9857-11A7A1188BF3

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Heather Kelley	Heather Kelley	1/12/22
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/8/2022 | 2:28 PM EST
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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VALDOSTA STATE UNIVERSITY
DEWAR COLLEGE of EDUCATION & HUMAN SERVICES

To: Karen Shepard, Registrar
Dr. Becky da Cruz, Graduate School

From: Jeremy Bauer

Date: 2-27-22

Subject: Blanket Banner Course Prefix Request

We have recently changed the course prefix for the Industrial-Organizational Psychology program from PSYC to IOPY in the catalog. We would also like to request that this change also be made in our Banner system so that our students can easily find our courses. We have included a full list of courses below. All pre-requisites for these courses do not reference other courses but only refer to program standing or instructor permission. We are not requesting any other changes besides the change in Banner to reflect our new course prefix.

Old Prefix	New Prefix
PSYC 5500 Statistical Methods in Psychology	IOPY 5500 Statistical Methods in Psychology
PSYC 5800 Industrial/Organizational Psychology	IOPY 5800 Industrial/Organizational Psychology
PSYC 7050 Consulting in I/O Psychology 1	IOPY 7050 Consulting in I/O Psychology 1
PSYC 7060 Consulting in I/O Psychology 2	IOPY 7060 Consulting in I/O Psychology 2
PSYC 7080 Group Dynamics	IOPY 7080 Group Dynamics
PSYC 7090 Organizational Development	IOPY 7090 Organizational Development
PSYC 7600 Personnel Selection	IOPY 7600 Personnel Selection
PSYC 7610 Performance Appraisal	IOPY 7610 Performance Appraisal

VALDOSTA STATE UNIVERSITY
DEWAR COLLEGE of EDUCATION & HUMAN SERVICES

PSYC 7690 Professional Issues in I/O Psychology	IOPY 7690 Professional Issues in I/O Psychology
PSYC 7961 I/O Psychology Practicum 1	IOPY 7961 I/O Psychology Practicum 1
PSYC 7962 I/O Psychology Practicum 2	IOPY 7962 I/O Psychology Practicum 2
PSYC 8000 Research Design and Analysis	IOPY 8000 Research Design and Analysis
PSYC 8100 Research Methods in I/O Psychology	IOPY 8100 Research Methods in I/O Psychology
PSYC 8110 Psychometrics	IOPY 8110 Psychometrics
PSYC 8350 Psychology of Motivation	IOPY 8350 Psychology of Motivation
PSYC 8360 Human Resource Development	IOPY 8360 Human Resource Development
PSYC 8370 Human Factors Psychology	IOPY 8370 Human Factors Psychology
PSYC 8380 Employment Law and Personnel Practices	IOPY 8380 Employment Law and Personnel Practices

Jeremy Bauer, Ph.D.
Program Coordinator
Valdosta State I-O Program

Approved 2/28/2022

Becky K. da Cruz

DEPARTMENT of HUMAN SERVICES
Industrial/Organizational Psychology
WEB www.valdosta.edu/colleges/education/human-services • **LOCATION** Education Center • 301 Baytree Road
ADDRESS 1500 N. Patterson St. • Valdosta, GA 31698-0100

Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission:	*Select Date.*

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Human Services
Requestor's Name:	Jeremy Bauer	**Requestor's Role:**	Faculty

Check One Option:	☒ Curriculum Change *(Changes to Program/Degree)*	☐ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*	
Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☐Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☒ Elective	☒ Fall ☐ Spring ☐Summer	2022/2023
Degree/Program Name:	Industrial-Organizational Psychology		
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/		

Present Requirements:	**Proposed Requirements:** *(hover over for instructions)*
Required Courses PSYC 5500 Statistical Methods in Psychology 3hrs PSYC 5800 Industrial/Organizational Psychology 3hrs PSYC 7050 Consulting in I/O Psychology 1 3hrs PSYC 7060 Consulting in I/O Psychology 2 3hrs PSYC 7080 Group Dynamics 3hrs PSYC 7090 Organizational Development 3hrs PSYC 7600 Personnel Selection 3hrs PSYC 7610 Performance Appraisal 3hrs PSYC 7690 Professional Issues in I/O Psychology 3hrs PSYC 7961 I/O Psychology Practicum 1 3hrs PSYC 7962 I/O Psychology Practicum 2 3hrs PSYC 8000 Research Design and Analysis 3hrs PSYC 8100 Research Methods in I/O Psychology 3hrs PSYC 8110 Psychometrics 3hrs PSYC 8350 Psychology of Motivation 3hrs PSYC 8360 Human Resource Development 3hrs PSYC 8370 Human Factors Psychology 3hrs PSYC 8380 Employment Law and Personnel Practices 3hrs Guided Electives 6hrs Total Hours: 60	Required Courses IOPY 5500 Statistical Methods in Psychology 3hrs IOPY 5800 Industrial/Organizational Psychology 3hrs IOPY 7050 Consulting in I/O Psychology 1 3hrs IOPY 7060 Consulting in I/O Psychology 2 3hrs IOPY 7080 Group Dynamics 3hrs IOPY 7090 Organizational Development 3hrs IOPY 7600 Personnel Selection 3hrs IOPY 7610 Performance Appraisal 3hrs IOPY 7690 Professional Issues in I/O Psychology 3hrs IOPY 7961 I/O Psychology Practicum 1 3hrs IOPY 7962 I/O Psychology Practicum 2 3hrs IOPY 8000 Research Design and Analysis 3hrs IOPY 8100 Research Methods in I/O Psychology 3hrs IOPY 8110 Psychometrics 3hrs IOPY 8350 Psychology of Motivation 3hrs IOPY 8360 Human Resource Development 3hrs IOPY 8370 Human Factors Psychology 3hrs IOPY 8380 Employment Law and Personnel Practices 3hrs Guided Electives 6hrs Total Hours: 60

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

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

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

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

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

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

☐ Other Data Source Descriptions –

We are hoping that this will decrease the number of student inquiries that we receive about how to find our courses in Banner.

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Heather Kelley	DocuSigned by: Heather Kelley 777D0B0E117E41E...	2/8/2022 | 2:03 PM EST
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/8/2022 | 2:14 PM EST
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission:	02/3/2022

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Human Services
Requestor's Name:	Jennifer Lambert-Shute	**Requestor's Role:**	Faculty

Check One Option:	☐ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*	
Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022
Degree/Program Name:	Marriage and Family Therapy		
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/human-services/ms-marriage-family-therapy/		

Present Requirements:	**Proposed Requirements:** *(hover over for instructions)*
Marriage and Family Therapy addresses the interpersonal and social context of mental health and emotional problems. To qualify students to practice MFT, the curriculum for the master's degree program in marriage and family therapy focuses on the knowledge and skills necessary to assess and intervene in the interactions among people. It prepares students to use an active, positive approach to therapy that will help individuals and their families build on their strengths, improve communication, and develop solutions to their problems.	Marriage and Family Therapy addresses the interpersonal and social context of mental health and emotional problems. To qualify students to practice MFT, the curriculum for the master's degree program in marriage and family therapy focuses on the knowledge and skills necessary to assess and intervene in the interactions among people. It prepares students to use an active, positive approach to therapy that *will* helps individuals and their families build on their strengths, improve communication, and develop solutions to their problems.
The Master of Science degree with a Major in Marriage and Family Therapy prepares students for licensure in Georgia as Marriage and Family Therapists and for Associate membership in the American Association for Marriage and Family Therapy (AAMFT). The curriculum, developed to meet national accreditation standards, links theory and practice throughout training. A twelve-month clinical practicum is required. Students receive a minimum of 500 hours of direct client contact and 100 hours of AAMFT-approved supervision. Practicum experience is provided at the on-site Marriage and Family Therapy Training Clinic and through community placements. Course work includes some assignments and activities that encourage self-exploration and personal growth.	The Master of Science degree *with a Major* in Marriage and Family Therapy prepares students for licensure in Georgia as Marriage and Family Therapists and for *Associate* Professional membership in the American Association for Marriage and Family Therapy (AAMFT). The curriculum, developed to meet national accreditation standards, links theory and practice throughout training. A twelve-month clinical practicum is required. Students *receive* accrue a minimum of 500 hours of direct client contact and 100 hours of AAMFT-approved supervision. Practicum experience is provided at FamilyWorks, the on-site Marriage and Family Therapy Training Clinic, and through off-campus community placements. Course work includes some assignments and activities that encourage self-exploration and personal growth.
MFT Program Mission Statement The mission of the Valdosta State University Marriage and Family Therapy Program is to provide students the academic and clinical training required to practice	MFT Program Mission Statement The mission of the Valdosta State University Marriage and Family Therapy Program is to provide students the academic and clinical training required to practice

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relationally informed clinical work and to ready graduates for work in a variety of mental health settings.	relationally informed clinical work and to ready graduates for work in a variety of mental health settings.
MFT Program Philosophy The philosophy of the Valdosta State University Marriage and Family Therapy Program is guided by a commitment to diversity and the belief that the differences that make up the weave of humanity must be embraced and cherished; a relational understanding that all human behavior and meaning-making are context-dependent, and so a deep appreciation of each client's context is a prerequisite of respectful treatment; and the belief that the students' uniqueness should be respected and developed through active, engaged learning with an accessible and supportive faculty.	MFT Program Philosophy The philosophy of the Valdosta State University Marriage and Family Therapy Program is guided by a commitment to diversity and the belief that the differences that make up the weave of humanity must be embraced and cherished. The MFT Program assumes a relational understanding that holds that all human behavior and meaning-making are context-dependent; thus, *so* a deep appreciation of each client's context is a prerequisite of respectful treatment*; and the belief that the students' uniqueness*. The faculty holds the belief that each student is unique and should be respected and developed through active, engaged learning with an accessible and supportive faculty.
Selected Educational Outcomes Upon successful completion of the MFT program, students will: Practice from a culturally sensitive lens. Practice from a systemic lens. Be prepared to obtain entry-level employment in mental health agencies. Claim the professional identity of Marriage and Family Therapist. Recognize the way research shapes the field of Family Therapy. Practice informed by ethics.	Selected Educational Outcomes Upon successful completion of the MFT program, students will: Practice from a *culturally* multi-culturally sensitive lens. Practice from a systemic lens. Be prepared to obtain entry-level employment in mental health *agencies.* Settings. Claim the professional identity of a Marriage and Family Therapist. Recognize the ways research shapes the field of Family Therapy. Practice informed by ethics.
Examples of Outcome Assessments 1. Faculty assessment of student performance in all courses includes requiring students to demonstrate their ability to integrate course content and translate their coursework to clinical practice.	Examples of Outcome Assessments 1. Faculty assessment of student performance in all courses includes requiring students to demonstrate their ability to integrate course content and translate their coursework to clinical practice.
2. The comprehensive exam taken by students prior to graduation evaluates the students' ability to integrate and apply information from the training program as a whole. It also measures effectiveness of the program in teaching essential concepts.	2. The comprehensive exam taken by students prior to graduation evaluates students' ability to integrate and apply information from the training program as a whole. It also measures effectiveness of the program in teaching essential concepts.
3. Practicum supervisors will evaluate the clinical performance of each student. Community practicum site directors will also complete a form evaluating their impressions of the training program.	3. Practica supervisors evaluate the clinical performance of *each* all students. Community practica site directors *will* also complete a form evaluating *their* and giving their impressions of *the training program* students.
4. The ability of graduates to pass the national MFTH exam and obtain licensure is another measure of outcome.	*4. The ability of graduates to pass the national MFTH exam and obtain licensure is another measure of outcome.* 4. The aggregated pass rate for graduates achieving licensure by passing the national MFT exam is an additional outcome measure.

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application form, fee, and any additional program requirements, submitted by the admission deadline. To be considered for your preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.	Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes *official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application form, fee, and any additional program requirements, submitted by the admission deadline.* the application and fee, official transcripts from all previously attended institutions, a personal essay, and three academic and/or personal letters of recommendation to be submitted by the published deadline. *To be considered for your preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline.* It is the responsibility of the applicant to allow adequate time for document submission and review and to ensure receipt of all required documents.
Admission Deadlines Fall Deadline: July 15	Admission Deadlines Fall Deadline: July 15
Go to the Graduate School website and click on Our Programs, then click on Marriage & Family Therapy for information on:	Go to the Graduate School website and click on Our Programs, then click on Marriage & Family Therapy for information on:
Specific MFT Program Admission Requirements	Specific MFT Program Admission Requirements
MFT Program Retention, Dismissal, and Readmission Policies	MFT Program Retention, Dismissal, and Readmission Policies
MFT Program Graduation Requirements	MFT Program Graduation Requirements
To Apply Online, click here.	To Apply Online, click here.
Required Course Work	Required Course Work (NO CHANGES)
A minimum of 60 semester hours required for the degree.	A minimum of 60 semester hours is required for the degree. , which includes summer study and requires a minimum of two years to complete. Students can reduce their per-semester course load and complete the program in three or four years.
The degree requires a minimum of two years to complete and requires summer study. Three-year and four-year plans are also available	*The degree requires a minimum of two years to complete and requires summer study. Three-year and four-year plans are also available.*

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

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

All changes were adapted to meet new accreditation standards and to reflect updated program changes

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

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☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc. ☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
Plans for assessing course effectiveness/meeting program learning outcomes *(select one or more of the following and provide appropriate narrative below):* ☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc. ☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.) ☐ Other Data Source Descriptions –
All changes will be assessed in our annual accreditation report, IER and IEP yearly reports, as well as during our self-study for accreditation that is due 2026. In addition, every 5 years the program conducts a curriculum mapping,

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Heather Kelley	DocuSigned by: Heather Kelley 777D0B0E117E41E...	2/4/2022 | 4:08 P
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/10/2022 | 9:49 A
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission:	02/3/2022

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Human Services
Requestor's Name:	Jennifer Lambert-Shute	**Requestor's Role:**	Faculty

Check One Option:	☐ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022

Degree/Program Name:	Marriage and Family Therapy
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/human-services/ms-marriage-family-therapy/

Present Requirements:	**Proposed Requirements:** *(hover over for instructions)*
Admission Deadlines Fall Deadline: July 15 Go to the Graduate School website and click on Our Programs, then click on Marriage & Family Therapy for information on: Specific MFT Program Admission Requirements MFT Program Retention, Dismissal, and Readmission Policies MFT Program Graduation Requirements To Apply Online, click here. Required Course Work	Admission for MFT Clinical Undergraduate Internship Prior to admission to the MFT clinical undergraduate internship, all applicants must first submit a completed application to the MFT program. A completed application packet includes unofficial transcripts from their students' current institution, completed application form submitted by the admission deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents. Specific MFT clinical undergraduate internship admission requirements include: Minimum GPA on all attempted coursework of a 2.75 or a minimum of 3.0 during the last 2 years of attempted coursework. A minimum of 60 credits completed by the time of the internship some of which may be transferred credits from another university. A personal interview with a faculty member Register with MOC, which includes signing the Authorized Adult Code of Conduct complete the 40-minute online MOC training through LawRoom (every 4 years) signed permission to conduct a criminal background check that includes a sexual predator search. Before or after the start of the internship, the Minors on Campus office will send all new students links and

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	information for achieving the above. There is no cost to the student.

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

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

Currently, the university strategic plan includes "increasing student participation in expanded transformational and experiential opportunities through implementing high impact and best practices focused on evolving student needs". Internships are one type of experience that fits this goal. An internship course is significantly different than a didactic graduate course and thus, the criteria for admission needs to reflect these differences. Typically, an internship course requires students to gain hands-on experience by participating in meaningful work tasks that allow the student to gain new skills and/or experiences related to a specific career.

This particular graduate internship course has been taking place for 3 years. The internship is offered every semester and each candidate has to complete an application and participate in an interview with a faculty member. The applications and interviews have provided us with data to support the following:

For undergraduate students to take advantage of an internship course that provides them an opportunity to "try on" a career, waiting until their senior year is too late. Students who typically need or want an internship experience do so to help decide if they want to get an advanced degree. Thus, if a student wants to enroll in a graduate program right after graduating with their undergraduate degree, they have to apply at the start of their senior year. To ensure that student can take advantage of this type of course, a minimum of 60 credits is necessary. This gives students ample time to benefit from this type of course. Additionally, allowing student to count the credits that have been transferred from another institution to VSU provides these students the same opportunities as all VSU students.

Many students who want to apply for an internship course fall short of an overall academic grade point average of 3.0 or better. This often occurs because during their first year at an undergraduate institution, they struggle to figure out how to be academically successful. However, many of these students make the changes necessary to improve their GPA in their following semesters. Yet, to move one's overall GPA is a slow process, often one that takes all 4 years. To capture those students who have been successful in their academic work but have not yet reached a 3.0 overall GPA, a change in the criteria to an overall minimum 3.0 grade-point average in the last two years of their undergraduate major or a minimum of 3.0 for the last 2 years at VSU is required.

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

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

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

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

Each intern has to complete an exit survey to complete the course, this survey collects information from each intern on how helpful the internship was in meeting their needs and also providing areas of improvement as well as what was helpful.

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Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Heather Kelley	DocuSigned by: Heather Kelley 777D0B0E117E41E...	2/3/2022 | 9:41 A
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/10/2022 | 9:49 A
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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DocuSign Envelope ID: 315D6674-0E7C-4675-AACF-1A5F7DA0D8C1

VALDOSTA STATE

ulum Form

• **Request for a REVISED COURSE**

Date of Submission:	*Select Date.*

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Human Services
Requestor's Name:	Jennifer Lambert-Shute	**Requestor's Role:**	Faculty

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	MFTH 7102	**Course Prefix and Number:**	
Course Title:	Interventions in MFT	**Course Title:**	
Lecture Hours:		*Lecture Hours:*	
Lab/Contact Hours:	0	*Lab/Contact Hours:*	
Credit Hours:	3 hours	*Credit Hours:*	
Pre-requisites:	*Pre or co-requisite: MFTH 7101*	**Pre-requisites:**	Pre-Requisite: MFTH 6800

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
A review of the various intervention techniques employed by the major theoretical approaches to MFT. Emphasis on skill development, video and role-play demonstrations, and linking practice to theory and appropriate treatment goals.	A review of the various intervention techniques employed by the major theoretical approaches to MFT. Emphasis on skill development, video and role-play demonstrations, and linking practice to theory and appropriate treatment goals.

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Once per Year*

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

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

During our IER and IEP review sessions, we determined that MFTH 6800, which is the basic, systems theory course, is a necessary pre-requisite instead of MFTH 7101, which is an advanced theories course.

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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

☐ Other Data Source Descriptions –

Will continue to assess as part of the IER and IEP process

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Heather Kelley	Heather Kelley	1/24/21
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/8/2022 | 1:55 PM EST
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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DocuSign Envelope ID: 17A6959C-6185-4902-9507-E210722FEA0E

Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	12/21/2021

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Human Services
Requestor's Name:	Josphine Chaumba	**Requestor's Role:**	Faculty

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	SOWK 6400	**Course Prefix and Number:**	
Course Title:	Generalist Practice in Social Welfare Policy, Problems, and Services	**Course Title:**	Social Welfare Policy and Services
Lecture Hours:		*Lecture Hours:*	
Lab/Contact Hours:		*Lab/Contact Hours:*	
Credit Hours:	3	*Credit Hours:*	
Pre-requisites:	Admission to the Program	**Pre-requisites:**	

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
History of the social work profession and current patterns of the provision of social services. Policy formulation process, policy analysis and change.	History of the social work profession and current patterns of the provision of social services. Policy formulation process, policy analysis and change

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Once per Year*

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

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

The course title is revised to reflect the course content more accurately. The name change will align more closely with the language in the Council on Social Work Education's educational standards.

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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

☐ Other Data Source Descriptions –

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Heather Kelley	Heather Kelley	1/10/22
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/8/2022 | 12:45 PM EST
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

DocuSign Envelope ID: 17A6959C-6185-4902-9507-E210722FEA0E

Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	12/21/2021

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Human Services
Requestor's Name:	Josphine Chaumba	**Requestor's Role:**	Faculty

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	SOWK 7870	**Course Prefix and Number:**	
Course Title:	Social Work Practice with Abusing and Neglecting Families	**Course Title:**	Working with Victims and Perpetrators of Abuse and Neglect
Lecture Hours:		*Lecture Hours:*	
Lab/Contact Hours:		*Lab/Contact Hours:*	
Credit Hours:	3	*Credit Hours:*	
Pre-requisites:	SOWK 6301, 6302, and 6303 or permission of instructor for students in other graduate programs or Advanced Standing status.	**Pre-requisites:**	SOWK 6310 or permission of instructor or Advanced Standing status.
CURRENT Course Description:		**NEW Course Description:** *(hover over for instructions)*	
An advanced seminar in social work practice with abusing and neglecting families. Content includes current knowledge about causes, dynamics, and interventions related to neglect and abuse of children, elders, spouses and rape victims.		An advanced seminar in *social work practice with abusing and neglecting families* working with victims and perpetrators of abuse and neglect. Content includes current knowledge about causes, dynamics, and interventions related to abuse and neglect *and abuse* of children, women, men, older adults, LGBTQI, and people with disability. *elders, spouses and rape victims.*	

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Once per Year*

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

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

The course hours offered is revised to reflect the course content more accurately and to adopt current best practices. Information on current research and developments in trauma has been added to enhance instruction and student learning outcomes.

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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

☐ Other Data Source Descriptions –

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Heather Kelley	Heather Kelley	1/10/22
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/8/2022 | 12:45 PM EST
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		X No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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DocuSign Envelope ID: 17A6959C-6185-4902-9507-E210722FEA0E

Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	12/6/2021

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Human Services
Requestor's Name:	Josphine Chaumba	**Requestor's Role:**	Faculty

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	SOWK 6301	**Course Prefix and Number:**	
Course Title:	Generalist Practice Individuals and Families	**Course Title:**	
Lecture Hours:		*Lecture Hours:*	
Lab/Contact Hours:		*Lab/Contact Hours:*	
Credit Hours:	3	*Credit Hours:*	
Pre-requisites:	Admission to the program. Corequisite: SOWK 6303.	**Pre-requisites:**	Admission to the program.

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
An introduction to the planned intervention process used in generalist practice with individuals and families within the ecological systems framework.	An introduction to social work values, ethics, and the planned intervention process *used in generalist practice* with individuals and families within the ecological systems framework.

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Once per Year*

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

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

The Social Work program is revising their curriculum to better represent the learning goals of the program. The course hours are being revised to reflect the course content more accurately. Prerequisites are being streamlined to align with curriculum revisions.

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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

☐ Other Data Source Descriptions –

Valdosta State University - REVISED COURSE Form

- Request for a REVISED COURSE

Approvals:	Print:	Signature:	Date:
Department Head	Heather Kelley	Heather Kelley	1/10/22
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/8/2022 | 12:45 PM EST
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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DocuSign Envelope ID: 17A6959C-6185-4902-9507-E210722FEA0E

Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	12/6/2021

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Human Services
Requestor's Name:	Josphine Chaumba	**Requestor's Role:**	Faculty

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	SOWK 6302	**Course Prefix and Number:**	
Course Title:	Generalist Practice II Organizations and Communities	**Course Title:**	
Lecture Hours:		*Lecture Hours:*	
Lab/Contact Hours:		*Lab/Contact Hours:*	
Credit Hours:	3	*Credit Hours:*	
Pre-requisites:	Admission to the Program and SOWK 6031.	**Pre-requisites:**	Admission to the program.

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
The second course in the foundation practice sequence which presents knowledge of the problem-solving approach with work groups, organizations and communities within the Ecological Systems Framework.	*The second course in the foundation practice sequence which presents knowledge of the* An introduction to the problem-solving approach with work groups, organizations and communities within the Ecological Systems Framework.

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Once per Year*

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

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

The Social Work program is revising their curriculum to better represent the learning goals of the program. The course hours are being revised to reflect the course content more accurately. Prerequisites are being streamlined to align with curriculum revisions.

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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

☐ Other Data Source Descriptions –

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Heather Kelley	Heather Kelley	1/10/22
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/8/2022 | 12:45 PM EST
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

DocuSign Envelope ID: 17A6959C-6185-4902-9507-E210722FEA0E

Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	12/6/2021

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Human Services
Requestor's Name:	Josphine Chaumba	**Requestor's Role:**	Faculty

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	SOWK 6004	**Course Prefix and Number:**	
Course Title:	Social Work Practice with Groups	**Course Title:**	
Lecture Hours:		*Lecture Hours:*	
Lab/Contact Hours:		*Lab/Contact Hours:*	
Credit Hours:	2	*Credit Hours:*	3
Pre-requisites:	Admission to the program.	**Pre-requisites:**	

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
Introduction to knowledge, skills and values that underlie contemporary social work practice with various types of groups and group dynamics.	Introduction to knowledge, skills and values thatunderlie contemporary social work practice withvarious types of groups and group dynamics.

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Once per Year*

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

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

The Social Work program is revising their curriculum to better represent the learning goals of the program. The course hours are being revised to reflect the course content more accurately.

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DocuSign Envelope ID: 17A6959C-6185-4902-9507-E210722FEA0E

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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

☐ Other Data Source Descriptions –

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Heather Kelley	Heather Kelley	1/10/22
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull	2/8/2022 | 12:45 PM EST
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	25C1E42B6010420... Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

241

DocuSign Envelope ID: 17A6959C-6185-4902-9507-E210722FEA0E

Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	12/6/2021

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Human Services
Requestor's Name:	Heather Kelley	**Requestor's Role:**	Department Head

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	SOWK 6800	**Course Prefix and Number:**	
Course Title:	Field Practicum and Seminar I	**Course Title:**	
Lecture Hours:		*Lecture Hours:*	
Lab/Contact Hours:		*Lab/Contact Hours:*	
Credit Hours:	4	*Credit Hours:*	3
Pre-requisites:		**Pre-requisites:**	

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
Supervised practice in field settings with accompanying seminar in which students will integrate classroom learning, social work theory and practice, and discuss field experiences.	Supervised practice in field settings with accompanying seminar in which students will integrateclassroom learning, social work theory and practice, and discuss field experiences.

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Once per Year*

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

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

The course hours offered is revised to reflect the course content more accurately and to maintain Council on Social Workers Education compliance. This course has been redesigned to update information and use best practices.

242

DocuSign Envelope ID: 17A6959C-6185-4902-9507-E210722FEA0E

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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

☐ Other Data Source Descriptions –

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Heather Kelley	Heather Kelley	1/10/22
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/8/2022 | 12:45 PM EST
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**	X No ☐ Yes *[select college & indicate department(s)]*		
College:	*Select One.*	**Department(s):**	

243

DocuSign Envelope ID: 17A6959C-6185-4902-9507-E210722FEA0E

Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	12/6/2021

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Human Services
Requestor's Name:	Heather Kelley	**Requestor's Role:**	Department Head

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	SOWK 6900	**Course Prefix and Number:**	
Course Title:	Field Practicum and Seminar II	**Course Title:**	
Lecture Hours:		*Lecture Hours:*	
Lab/Contact Hours:		*Lab/Contact Hours:*	
Credit Hours:	4	*Credit Hours:*	3
Pre-requisites:	Prerequisite: SOWK 6800	**Pre-requisites:**	

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
Supervised practice in field settings with seminar in which students will integrate classroom learning, social work theory and practice, and discuss field experiences.	Supervised practice in field settings with seminar inwhich students will integrate classroom learning, social work theory and practice, and discuss field experiences.

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Once per Year*

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

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

The course hours offered is revised to reflect the course content more accurately and to maintain Council on Social Workers Education compliance. This course has been redesigned to update information and use best practices.

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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

☐ Other Data Source Descriptions –

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Heather Kelley	Heather Kelley	1/10/22
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/8/2022 | 12:45 PM EST
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**	☒ No ☐ Yes *[select college & indicate department(s)]*		
College:	*Select One.*	**Department(s):**	

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DocuSign Envelope ID: 17A6959C-6185-4902-9507-E210722FEA0E

Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	12/6/2021

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Human Services
Requestor's Name:	Josphine Chaumba	**Requestor's Role:**	Faculty

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	SOWK 7770	**Course Prefix and Number:**	
Course Title:	Trauma Informed Child Welfare Practice	**Course Title:**	
Lecture Hours:		*Lecture Hours:*	
Lab/Contact Hours:		*Lab/Contact Hours:*	
Credit Hours:	2	*Credit Hours:*	3
Pre-requisites:	SOWK 6301, 6302, and 6303 or permission of instructor for other students in other graduate programs or Advanced Standing Status.	**Pre-requisites:**	Admission to the program and SOWK 6301.

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
Introduction to core concepts informing evidence-based assessment and interventions for traumatized children and adolescents involved in the child welfare system.	Introduction to core concepts informing evidence- based assessment and interventions for traumatized children and adolescents involved in the child welfaresystem.

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☒ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Once per Year*

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

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

The Social Work program is revising their curriculum to better represent the learning goals of the program. The course hours are being revised to reflect the course content more accurately. The prerequisites are streamlined to align with curriculum changes.

DocuSign Envelope ID: 17A6959C-6185-4902-9507-E210722FEA0E

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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

☐ Other Data Source Descriptions –

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Heather Kelley	Heather Kelley	1/10/22
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/8/2022 | 12:45 PM EST
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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DocuSign Envelope ID: 17A6959C-6185-4902-9507-E210722FEA0E

Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	12/6/2021

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Human Services
Requestor's Name:	Heather Kelley	**Requestor's Role:**	Department Head

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	SOWK 7800	**Course Prefix and Number:**	
Course Title:	Social Work Practice in Health Settings	**Course Title:**	
Lecture Hours:		*Lecture Hours:*	
Lab/Contact Hours:		*Lab/Contact Hours:*	
Credit Hours:	2	*Credit Hours:*	3
Pre-requisites:	Prerequisite: SOWK 6301, 6302, and 6303 or permission of instructor for other students in other graduate programs or Advanced Standing Status.	**Pre-requisites:**	Prerequisite: SOWK 6201. Admission to the program.

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
Prepares students for advanced practice across a variety of traditional and emerging inpatient and outpatient health care delivery systems.	Prepares students for advanced practice across avariety of traditional and emerging inpatient andoutpatient health care delivery systems.

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☒ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Once per Year*

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

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

The course hours offered is revised to reflect the course content more accurately and to maintain Council on Social Workers Education compliance. Information has been added to enhance instruction to broaden the audience of this course (i.e., both generalist and advanced students).

DocuSign Envelope ID: 17A6959C-6185-4902-9507-E210722FEA0E

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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

☐ Other Data Source Descriptions –

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Heather Kelley	Heather Kelley	1/10/22
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/8/2022 | 12:45 PM EST
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Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		X No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

DocuSign Envelope ID: 17A6959C-6185-4902-9507-E210722FEA0E

Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	12/6/2021

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Human Services
Requestor's Name:	Josphine Chaumba	**Requestor's Role:**	Faculty

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	SOWK 7850	**Course Prefix and Number:**	
Course Title:	Social Work Practice in Schools	**Course Title:**	
Lecture Hours:		*Lecture Hours:*	
Lab/Contact Hours:		*Lab/Contact Hours:*	
Credit Hours:	2	*Credit Hours:*	3
Pre-requisites:	Prerequisite: SOWK 6301, 6302, and 6303 or permission of instructor for other students in other graduate programs or Advanced Standing Status.	**Pre-requisites:**	Admission to the program and SOWK 6301.

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
Focuses on the issues and laws related to social work practice in the school.	Focuses on the issues and laws related to social work practice in the school.

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☒ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Once per Year*

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

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

The Social Work program is revising their curriculum to better represent the learning goals of the program. The course hours are being revised to reflect the course content more accurately. Prerequisites are being streamlined to align with curriculum revisions.

250

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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

☐ Other Data Source Descriptions –

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Heather Kelley	Heather Kelley	1/10/22
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/8/2022 | 12:45 PM EST
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

DocuSign Envelope ID: 17A6959C-6185-4902-9507-E210722FEA0E

Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	12/21/2021

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Human Services
Requestor's Name:	Josphine Chaumba	**Requestor's Role:**	Faculty

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	SOWK 7810	**Course Prefix and Number:**	
Course Title:	Psychopathology and Assessment	**Course Title:**	
Lecture Hours:		*Lecture Hours:*	
Lab/Contact Hours:		*Lab/Contact Hours:*	
Credit Hours:	3	*Credit Hours:*	
Pre-requisites:	SOWK 6301, 6302, and 6303 or permission of instructor for students in other graduate programs or Advanced Standing status.	**Pre-requisites:**	Admission to the Program

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
Information on theories within the Bio-Psycho-Social paradigm or on causality of disorders/conditions and the use of the DSM-5.	Information on theories within the Bio-Psycho-Social paradigm or on causality of disorders/conditions and the use of the DSM-5.

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Once per Year*

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

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

Streamlining prerequisites to align with curriculum revisions.

252

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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

☐ Other Data Source Descriptions –

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Heather Kelley	Heather Kelley	1/10/22
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/8/2022 | 12:45 PM EST
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	12/21/2021

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Human Services
Requestor's Name:	Josphine Chaumba	**Requestor's Role:**	Faculty

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	SOWK 7820	**Course Prefix and Number:**	
Course Title:	Issues in Substance Use	**Course Title:**	
Lecture Hours:		*Lecture Hours:*	
Lab/Contact Hours:		*Lab/Contact Hours:*	
Credit Hours:	3	*Credit Hours:*	
Pre-requisites:	SOWK 6301, 6302, and 6303 or permission of instructor for students in other graduate programs or Advanced Standing status.	**Pre-requisites:**	Admission to the Program or permission of instructor or Advanced Standing status.

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
Examination of Alcohol and substance use issues are examined from the perspective of their individual and cultural impact. Strategies for prevention and treatment are introduced with an emphasis on Bio-Psycho-Social approaches.	Examination of Alcohol and substance use issues are examined from the perspective of their individual and cultural impact. Strategies for prevention and treatment are introduced with an emphasis on Bio-Psycho-Social approaches.

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Once per Year*

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

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

Streamlining prerequisites to align with curriculum revisions.

Source of Data to Support Change *(select one or more of the following):* ☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc. ☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
Plans for assessing course effectiveness/meeting program learning outcomes *(select one or more of the following and provide appropriate narrative below):* ☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc. ☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.) ☐ Other Data Source Descriptions –

Valdosta State University - REVISED COURSE Form

- Request for a REVISED COURSE

Approvals:	Print:	Signature:	Date:
Department Head	Heather Kelley	Heather Kelley	1/10/22
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/8/2022 | 12:45 PM EST
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	12/21/2021

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Human Services
Requestor's Name:	Josphine Chaumba	**Requestor's Role:**	Faculty

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	SOWK 7840	**Course Prefix and Number:**	
Course Title:	Seminar on Loss and Bereavement	**Course Title:**	
Lecture Hours:		*Lecture Hours:*	
Lab/Contact Hours:		*Lab/Contact Hours:*	
Credit Hours:	3	*Credit Hours:*	
Pre-requisites:	SOWK 6301, 6302, and 6303 or permission of instructor for students in other graduate programs or Advanced Standing status.	**Pre-requisites:**	SOWK 6301 or permission of instructor.

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
A seminar focused on a multidisciplinary perspective for helping clients deal with significant losses, using practical interventions at the individual and family level.	A seminar focused on a multidisciplinary perspective for helping clients deal with significant losses, using practical interventions at the individual and family level.

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Once per Year*

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

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

Streamlining prerequisites to align with curriculum revisions.

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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

☐ Other Data Source Descriptions –

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Heather Kelley	Heather Kelley	1/10/22
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/8/2022 | 12:45 PM EST
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Graduate Dean (for graduate course)	Becky da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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DocuSign Envelope ID: 17A6959C-6185-4902-9507-E210722FEA0E

Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	12/21/2021

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Human Services
Requestor's Name:	Josphine Chaumba	**Requestor's Role:**	Faculty

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	SOWK 7890	**Course Prefix and Number:**	
Course Title:	Spirituality in Social Work Practice	**Course Title:**	
Lecture Hours:		*Lecture Hours:*	
Lab/Contact Hours:		*Lab/Contact Hours:*	
Credit Hours:	3	*Credit Hours:*	
Pre-requisites:	SOWK 6301, 6302, and 6303 or permission of instructor for students in other graduate programs or Advanced Standing status.	**Pre-requisites:**	SOWK 6301 or permission of instructor or Advanced Standing status.

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
A framework of knowledge, values, skills, and experiences for spiritually sensitive social work practice and subsequent social justice ramifications.	A framework of knowledge, values, skills, and experiences for spiritually sensitive social work practice and subsequent social justice ramifications.

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Once per Year*

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

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

Streamlining prerequisites to align with curriculum revisions.

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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

☐ Other Data Source Descriptions –

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Heather Kelley	Heather Kelley	1/10/22
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/8/2022 | 12:45 PM EST
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Graduate Dean (for graduate course)	Becky da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Valdosta State University Curriculum Form

- **Request for a NEW COURSE**

Date of Submission:	12/21/2021

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Human Services
Requestor's Name:	Josphine Chaumba	**Requestor's Role:**	Faculty

Proposed NEW Course Prefix: *(Consult abbreviations in the catalog)*	SOWK	**NEW Course Number:** *(Consult #s in the catalog)*	6203
Proposed NEW Course Title:	Human Behavior in the Social Environment		
NEW Course Title Abbreviation: *(Limit to 30 character spaces)*	Human Beh Soc Envirnmnt		
Prerequisite(s):	Admission to the program		

Lecture Hours:		**Lab/Contact Hours:**		**Credit Hours:**	3

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

Presents micro and macro theories and perspectives on the behavior of individuals, members of families, groups, organizations, and communities within the context of the social environment.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) X Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Once per Year*

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

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

The Social Work program is revising their curriculum to better represent the learning goals of the program. This course provides students with knowledge relevant to micro and macro theories that inform social work practice. The content of this course is designed to increase students' potential for effective generalist social work assessment and interventions with individuals, families, groups, social systems, and communities.

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

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

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

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

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

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

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

☐ Other Data Source Descriptions –

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

Valdosta State University – NEW COURSE Form

- **Request for a NEW COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Heather Kelley	Heather Kelley	1/10/22
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/8/2022 | 12:45 PM EST
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Graduate Dean (for graduate course)	Becky da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Dewar College of Education and Human Services
Valdosta State University
Department of Human Services
Social Work Program

SOWK 6203
Human Behavior in the Social Environment
Fall 2022
3 Credit Hours

Instructor:	XXXX
Email:	XXXX
Phone:	XXXX
Office:	XXXX
Class:	XXXX
Dates &Times:	XXXX
Office Hours:	XXXX

COURSE DESCRIPTION
Presents micro and macro theories and perspectives on the behavior of individuals, members of families, groups, organizations, and communities within the context of the social environment.

PREREQUISITES
Admission to the program.

COURSE RATIONALE
This course provides students with knowledge relevant to practice at micro, mezzo and macro levels. Theories pertaining to the social context of identity and personality with an emphasis on how these theories help social workers to understand the human condition. There will be a special focus on social and psychological principles drawn from a variety of subdisciplines (e.g., sociology, psychology and behavioral neuroscience) in terms of their relevance and application to the field of social work. The content of this course is designed to increase students' potential for effective generalist social work assessment and interventions with individuals, families, groups, social systems, organizations, and communities. Self-reflective critical thinking is emphasized as a prerequisite to understanding, critiquing and applying these theories. All theories and perspectives in this course are discussed within the context of social work ethics and values.

Relation to Other Courses: This is the first "theory" course in your foundation sequence of courses. The course material builds on the liberal arts base in undergraduate work and in combination with the introductory practice courses (SOWK 6301 and 6302) provides an excellent base for your first practicum.

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REQUIRED TEXTBOOKS and MATERIALS

Schriver, J. M. (2020). *Human behavior and the social environment: Shifting paradigms in essential knowledge for social work practice*. Pearson. ISBN-13: 978-0134803753 or ISBN-10: 0134803752

Recommended Journals: Journal of Human Behavior in the Social Environment; Clinical Social Work Journal.

BlazeView will be used as a tool for course enhancement. Your documents will reside in the BlazeView course site, where you will find all handouts, and links to Internet sites. I want to encourage you to access the online course materials in BlazeView as soon as possible. Begin with the Home Page and the top left link entitled "Getting Started," and then explore the rest of the course.

SOCIAL WORK COMPETENCIES

The Council on Social Work Education's 2015 Educational Policy and Accreditation Standards identified nine competencies that all social work students are expected to demonstrate developing mastery of:

Competency 1: Demonstrate Ethical and Professional Behavior
Competency 2: Engage Diversity and Difference in Practice
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Competency 4: Engage in Practice-informed Research and Research-informed Practice
Competency 5: Engage in Policy Practice
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Source: 2015epasandglossary.Pdf.Aspx (Cswe.Org)

COURSE OUTCOMES, COMPETENCIES, ASSIGNMENTS AND DIMENSIONS

The entire course is about increasing your competency in the four course outcomes and associated competencies below. The course assignments are designed to help you learn, practice and gain some mastery in the competencies.

1. Describe basic principles of psychological and social theories and concepts for understanding the development and behavior of individuals, groups, organizations, and communities in the social environment.
2. Explain ways that ethnicity, culture, gender, sexual orientation, class, disability, and other factors contribute to behavior and their implications for social work practice.
3. Apply knowledge of human behavior and theoretical frameworks to inform assessment and intervention with individuals, groups, organizations, and communities in ways that promote social, racial, economic, and environmental justice.
4. Recognize and manage personal and professional value conflicts and affective reactions including instances where personal values, beliefs, biases and knowledge deficits limit ability to practice with diverse populations.

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Competence	Objective	Dimension	Measures
1: Demonstrate Ethical and Professional Behavior • Manage personal and professional value conflicts and affective reactions	1, 4	Knowledge Values Skills Cognitive-Affective	• Course Readings • Discussions
2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice • Engage in practices that advance human rights to promote social, racial, economic, and environmental justice	3	Knowledge Values Skills	• Discussions • Application Exercises
3: Engage Anti-racism, Diversity, Equity, and Inclusion in Practice • Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences	2	Knowledge Values Cognitive-Affective	• Course Readings • Discussions
6: Engage with Individuals, Families, Groups, Organizations, and Communities • Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks to engage with clients and constituencies	3, 4	Knowledge Values Skills Cognitive-Affective	• Exams • Application Exercises
7: Assess Individuals, Families, Groups, Organizations, and Communities • Apply knowledge of human behavior and person-in-environment and other culturally responsive interprofessional theoretical frameworks when assessing clients and constituencies	1,2	Knowledge Values Skills Cognitive-Affective	• Course Readings • Discussions • Exams Application Exercises
8: Intervene with Individuals, Families, Groups, Organizations, and Communities • Incorporate culturally responsive methods to negotiate, mediate, and advocate, with and on behalf of clients and constituencies	3	Knowledge Values Skills	Application Exercises

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ASSIGNMENTS

1. **Discussions (10 at 2 points for a total of 20):** This assignment is designed to promote interaction and reflective thinking in our virtual classroom. You will participate in 8 discussions as scheduled. Take the discussions as evidence of your active participation in this classroom, so your contribution by posting your original response PLUS a thoughtful response to the posts of 2 other colleagues is expected. Your initial post is due every Thursday at 11:59PM. The points for your initial post will vary depending on the discussion. Your response to 2 other posts is due every Sunday at 11:59PM.
2. **Exams (40 points):** Each student will take 2 exams, a midterm and a final. The exams will be multiple choice or true/false in BlazeView. The midterm will be worth 20 points and the final exam will be worth 20 points for a total of 40 points. Questions will be based upon required readings, lectures, and text assignments.
3. **Case Presentation (30 points) & Peer Evaluation (10 Points)**
   In groups of not more than 4, students will complete a case presentation that will involve application of appropriate theory, and research. Students will be given a case and pick individuals from the case study that represent a particular life stage from the provided list to develop their presentation: Pregnancy and Prenatal; Childhood; Adolescence; Young Adulthood; Middle Adulthood; & Late Adulthood.

Summary of SOWK 6203 Assignments (Check BlazeView Calendar for due dates)

Assignments	Points /Percent of Final
1. Discussions 10 @ 2 points each	20
2. Exam 1	20
3. Exam 2	20
4. Case Presentation	30
5. Peer Evaluation of Case Presentation	10
TOTAL POINTS	**100**

COURSE EVALUATION/GRADING SCALE

Your final grade will be based on the points you earn divided by the approximately the highest point total of anybody in the class.

A	90-100 %	
B	80-89%	
C	70-79%	a "C" involves one deficiency point-See Student Handbook.
D	60-69%	a "D" involves two deficiency points-See Student Handbook
F	Less than 60%	an "F" involves three deficiency points and you must retake the course-See Student Handbook

I will inform your Advisor if your final grade falls below a "B."

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COURSE SCHEDULE/ACTIVITIES

Week	Topics	Readings
1	• Traditional & Alternative Paradigms • Modernism & Postmodernism • Theory vs. Practice model • The power of words & language • Dimensions of Traditional vs. Alternative Paradigms	Chapter 1 & 2
2 and 3	• Cultural Competence & Humility • Assessment in Social Work • Functionalism • Conflict Theory • Interactionism • Social Constructionism • Systems Perspectives	Chapter 3
4 and 5	• Strengths-Based Perspective • Empowerment Theory • Intersectionality • Critical Race Theory • Invisibility and Microaggressions • Mindfulness • Spirituality	Chapter 4
6 and 7	Traditional Theories for working with individuals • Psychoanalytic Theory • Erikson • Piaget • Kohlberg • Behavioral Theory • Maslow • Levinson • Disengagement Theory	Chapter 5
8 and 9	Neuroscience, Trauma, and Interventions • Neuroscience/Genetics • Adverse Childhood Experiences • Trauma-Informed Social Work • Cognitive-Behavioral Therapy • Solution-Focused Brief Therapy	Chapter 6
10	Identity Development Models and Theories	Chapter 7
11 and 12	Theories for Working with Families and Groups	Chapter 8 & Chapter 9
13 and 14	Theories for Practice with Organizations & Communities	Chapter 10
15	Practice at the Global and Environmental Levels Case Presentations	Chapter 12
16	Case Presentations	

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STUDENT OPINION OF INSTRUCTION (SOI) STATEMENT

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

UNIVERSITY AND SOCIAL WORK PROGRAM POLICIES

Accommodations Statement

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

Title IX Statement

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: titleix@valdosta.edu, Student Union, Suite 3106, Valdosta State University, Valdosta, Georgia 31698, 229-333-5941. To file a report (not make an inquiry) please visit Sexual Misconduct Report Form (maxient.com)

Attendance Policy (Required)

Class attendance is an essential part of student education in the VSU MSW Program. According to the Valdosta State University's Catalog, "Whether online or face-to-face, a student who misses or does not participate in more than 20% of the scheduled course or course activities could be subject to receiving a failing grade in the course." As a professional program, the MSW Program views classroom and practicum attendance as an extension of professional practice and hence **mandatory** so that students gain expected social work knowledge, skills and practice. If you are compelled for any reason to be absent from or unable to participate in class, you should immediately contact your instructor. It is always the responsibility of the student to determine specific catch-up work that is necessary to

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adequately prepare for future classes and course assignments.

If a student misses more than 20% of scheduled course activities before midterm, **they** may withdraw from the class electronically **with a grade of W.** If absences are exceeded after midterm or the student fails to withdraw in a timely manner, the student will receive a grade of "F" (failing) or "WF" (withdraw failing).

Attendance and Participation
This course is offered as a face-to-face class and will meet regularly in person on the schedule as listed in Banner **Wednesdays 5:00pm to 7:45pm in Converse 1104.** If students must be absent due to a quarantine or isolation requirement for COVID-19, they must report this situation via the COVID Self Reporting Link in MyVSU.

Academic Performance: Students are expected to maintain a 2.5 grade point average in the MSW Program. A discussion of the academic expectations including the Program's policy of Academic Deficiency Points given for grades lower than C can be viewed from the Graduate School Website: Retention, Dismissal, and Readmission Policy - Valdosta State University

Incomplete Grade: See the Detailed Policy and Process on the VSU site at: https://www.valdosta.edu/academics/registrar/documents/incomplete-form-updated.pdf. A report of "I" (incomplete) indicates that a student was doing satisfactory work at the end of the term but, for non-academic reasons, was unable to complete all requirements for the course.

Academic Integrity: Academic integrity is the responsibility of all VSU faculty and students. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the VSU Student Code of Conduct on the VSU Division of Student Affairs website and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

By taking this course, you agree that all required course work may be subject to submission for textual similarity review to Turnitin, a tool within BlazeVIEW. For more information on the use of Turnitin at VSU see Turnitin for Students.

Dewar College of Education & Human Services Policy on Plagiarism

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

ADDITIONAL STUDENT INFORMATION

Technology Assistance: Students having technology problems may contact the Help Desk (phone 229-245-4357) or e-mail a question to helpdesk@valdosta.edu. The Help Desk is located on the 2nd floor of Odum Library (near front entrance). Online support for BlazeVIEW is provided 24/7 through the USG Helpline which students have found to be an excellent source of support at all hours of day/night! For more information on eLearning Help and Support https://www.valdosta.edu/academics/elearning/eLearning-Help-Support.php

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Safety Concerns: Safety concerns should always be taken seriously by students in the MSW Program because of the fact that classes are held in the evening or on weekends. The University Police Office is located on the second floor of the Campus Parking Deck across N. Oak Street to the west side of Pine Hall (near the College of Education) and the physical address is 1410 North Oak St. Valdosta, GA 31698. Please be conscious of safety issues and be sure to lock your car when you park, be aware of your surroundings while in the parking deck, lot and on campus, and please walk with your peers when classes are over in the evening or on weekends when there are fewer classes. VSU has several useful resources.
Many students choose to enter the Campus Police Emergency Number in their cellphones: **Police Emergency Number (229)259-5555; VSU Police escort service (229) 333-7816.** Download **BLAZER GUARDIAN APP** that allows students to create safety profiles and has a safety timer (virtual escort). You can learn more about it from their website https://www.valdosta.edu/administration/finance-admin/police/

Cancellation of Classes: The University President may cancel classes under specific emergency conditions. The most frequent cause of cancellation is inclement weather. Please check the main page of the VSU web site if you have concerns about inclement weather or an emergency situation: http://www.valdosta.edu
Whenever possible, web weekend classes will continue as scheduled, but since students are driving from across the state, students MUST assess and determine whether they can safety reach campus in the case of a weather event. If you deem that you cannot safety drive to campus, notify your instructor if possible.

Offices Here to Help You on Campus
Research (and experience!) shows that *students are more successful when they seek out help and support when they face challenges.* VSU offers a full range of services---tutoring, supplemental instruction, counseling, and more—which is available both in person and online.

- **Tutoring:** Academic Support Center https://www.valdosta.edu/asc/
- **Library Resources**: Odum Library https://www.valdosta.edu/academics/library/
- **Counseling:** VSU's Counseling Center https://www.valdosta.edu/student/student-services/counseling-center/
- **Career Exploration and On-campus Employment Opportunities:** Office of Career Opportunities https://www.valdosta.edu/celt/referral-guide-for-student-support.php
- **Food and Clothing Assistance:** Drop-Shop https://www.valdosta.edu/student/leadership/volunteer/blazer-pantry.php
- **On-campus Medical Assistance:** VSU Health Services https://www.valdosta.edu/administration/student-affairs/student-health/

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Weekly Discussion Rubric

Criteria	Levels of Achievement			
	0	**0.75**	**1.5**	**2**
Applies relevant course concepts, theories, and materials correctly.	0 Does not apply or explain course materials	0.25 Explains relevant course materials	0.5 Explains and applies relevant course materials	0.67 Analyzes relevant course materials using examples/supporting evidence
Interacts with classmates to discuss the course concepts	0 Does not interact with classmates	0.25 Interacts with classmates without relating discussion to course concepts	0.5 Interacts with classmates mentioning relevant course concepts	0.67 Interacts with classmates mentioning relevant course concepts at least 2 times.
Applies course concepts to relevant professional, personal, or other experiences/course content	0 Does not contribute professional, personal, or other experiences/course content	0.25 Contributes experiences/course content but they lack relevance	0.5 Contributes relevant experiences/course content	0.66 Applies course concepts with supporting professional, personal, or other experiences/course content in a way that extends the discussion

Case Presentation Guidelines & Rubric (30 points)

In groups of not more than 4, students will complete a case presentation that will involve application of appropriate theory, and research. Students will be given a case and pick individuals from the case study that represent a particular life stage as noted below to develop their presentation.

- Pregnancy and Prenatal
- Childhood
- Adolescence
- Young Adulthood
- Middle Adulthood
- Late Adulthood

After identifying the individual from the case study, you will answer the following guiding questions. Each question is worth *5 points* for a total of **30 points**.

1. Apply the PIE system to your selected case (one individual). Include all the 4 factors as much as possible.
2. Choose one PIE system factor and research possible causes and effects of this issue as reported in 2 scholarly journal articles. Evaluate the relevance of the journal articles to your case.
3. Consider the effects of culture, social institutions, gender and other sociological theories and concepts discussed in the text to your case.

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4. State an intervention plan for your chosen issue that is supported by relevant theory or theories as reported in the literature. Cite at least 1 journal article to explain how your chosen theory will be applied.
5. Now, consider how one aspect of this case would unfold if your chosen case had been of a different racial/ethnic identity say African American, Caucasian, Asian, Native American, Pacific Islander or Alaskan Native; or Multiracial. Use 2 journal articles to support your response. This will need to be a different journal related to the different ethnicity.
6. End your presentation with each presenter reflecting on the process of putting this presentation together highlighting his/her area of strength and one requiring improvement.

**It is important that you select a case that will allow you to address the required areas. You can also use other cases in the text with the instructor's approval.

Use PowerPoint or Prezi for your presentation.

Possible Journal Articles:
**You can use the university's library databases to locate your articles or evidence-based databases such as The Campbell Collaboration's Social Welfare Database OR National Registry of Evidence-Based Programs and Practices (NREPP) Provide the citation of the actual journal article.

Pregnancy & Prenatal Phase:
Lefmann, T., & Combs-Orme, T. (2014). Prenatal stress, poverty, and child outcomes. *Child & Adolescent Social Work Journal, 31*(6), 577-590. doi:10.1007/s10560-014-0340-x

Childhood (Infancy, early and middle childhood)
Trotter, H., & Rafferty, H. (2014). A follow-up to the Incredible Years Parenting programme: The reflections of mothers one to two years later. *Educational & Child Psychology, 31*(4), 40-57.

Adolescence
Tucker, C., & Dixon, A. L. (2009). Low-income African American male youth with ADHD symptoms in the United States: Recommendations for clinical mental health counselors. *Journal of Mental Health Counseling, 31*(4), 309-322.

Young Adulthood
Alsamaloty, N., & El Bouayadi Van De Wetering, S. (2012). The influence of friends on the ideas and behavior of young people. *Currents of Encounter, 43*223-234.
Sparks, S. D. (2014). 'Lucky few' served by War on Poverty College Programs. (cover story). *Education Week, 34*(11), 1-15.

Middle Adulthood
Danziger, S. K., Wiederspan, J., & Douglas-Siegel, J. A. (2013). We're not all deadbeat parents: Welfare recipient voices on unmet service needs. *Journal of Poverty, 17*(3), 305-330. doi:10.1080/10875549.2013.804481
Slack, K. S., Kim, B., Yang, M., & Berger, L. M. (2014). The economic safety net for low-

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income families with children. *Children & Youth Services Review*, *46*213-219. doi:10.1016/j.childyouth.2014.08.008

Late Adulthood

Noelke, C., & Beckfield, J. (2014). Recessions, job loss, and mortality among older US adults. *American Journal of Public Health*, *104*(11), e126-e134. doi:10.2105/AJPH.2014-302210

Grading Rubric

Did the presenters:

Criteria	Possible Points	Your Points
1. Describe and show how they applied the 4 Factor PIE system	5	
2. Select one PIE system factor and present a summary of possible causes and effects of this issue as reported in 2 scholarly journal articles.	5	
3. Integrate their summary in (2) with what is in the text to identify possible explanations for their case.	5	
4. State an intervention plan for their chosen issue that is supported by the literature AND consistent with the PIE system and explanation in (3).	5	
5. Speculate how this case would unfold if the person were of a different race/ethnicity with evidence from the literature	5	
6. Did each presenter share an area of strength AND one in need of improvement	5	
Total	**30**	

**Points will be deducted from your total for errors and APA Style & Referencesat .25 per error.

Peer Evaluation (10 points)

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Rationale

1. **What is the rationale for this new course? Is this course required by an outside accreditor? If so, why?**
   This course is a required course that will fulfill the content on theory and human behavior stipulated in 3 of the 9 core competencies espoused in the Council on Social Work Education's 2015 Educational Policy and Accreditation Standards. Competencies 6, 7, and 8 require social workers to apply knowledge of human behavior and person-in-environment and other culturally responsive interprofessional theoretical frameworks when engaging, assessing, and intervening with clients and constituencies. This course will provide multi-theory perspective on the behavior of individuals, members of families, groups, organizations, and communities.

2. **Will this course be required? Why?**
   This will be a required course in order to ensure that students receive instruction in the related competencies to meet CSWE requirements.

3. **If required, what course in the current program of study will it replace?**
   Currently, were have two courses that cover human behavior theories: SOWK 6201 Human Behavior and Social Environment I and SOWK 6201 Human Behavior and Social Environment II. These 2 courses will be deactivated and combined into one course to reduce redundancy and to enhance students' learning at the content is condensed and streamlined.

4. **Which program learning outcomes will this course support and how?**
   The VSU MSW learning outcomes are: (1) To prepare students to engage in informed, systematic, and self-directed practice at multiple levels; (2)To create a unique learning environment in which students are able to identify with the profession and learn to assume professional leadership roles in which they can begin to shape their professional environment; (3) To prepare students for practice at increasing levels of complexity, using specialized theories and practice methods that enable students to maintain attention to balanced practice; (4) To prepare students to practice with respect and with the knowledge, values, and skills that are appropriate for the range of human differences in order to implement effective intervention strategies; (5) To develop and strengthen ongoing collaboration with helping systems in the community and region to facilitate the advancement of social work knowledge, skills, and values, and the promotion of policies and services that match the ideals of social justice; (6) To provide support and professional development to human service practitioners within the region as well as to contribute to the advancement of the profession through the generation of social work knowledge through scholarship, service, teaching, professional affiliations, and opportunities for life-long learning; (7) To seek an increasingly diverse group of applicants who wish to pursue the field of social work and to create a creative, diverse learning environment in which students learn to value human differences and learn to practice within the values and ethics of the profession.

   The proposed new course will contribute in helping students develop skills for informed, systematic, self-directed practice at multiple levels; and learn how to apply theories in practice areas of interest. Thus, the course will help with developing mastery of goals 1, 3, and 4.

5. **What specific qualitative and quantitative data does the program currently have to support the need for this course?**
   The MSW program administers an exit survey to graduating students. Students have requested for additional opportunities to learn and integrate theory. The content of this course will increase students' potential for effective generalist social work assessment and interventions with

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individuals, families, groups, social systems, and communities, in their first semester of the MSW program so that they have more opportunities to practice this skill in the program.

6. **How, and how often, will the program assess the success of this course in meeting the specified learning outcomes?**
   The course will be evaluated by students at the end of each semester that it is offered. The MSW curriculum committee completes a periodic review of the courses.

7. **What personnel and resources will the program provide to offer the course on the schedule indicated?**
   No additional resources are needed.

8. **What other university courses have similar learning outcomes or subject matter?**
   There are no courses on theories of human behavior in the social work program.

9. **What distinguishes this new course from these other course offerings?**
   This course is different from others in that it focuses on theories of human behavior and interactions at the individual, family, and community levels in one course which is consistent with how these factors interact to influence human behavior. This seamless integration of individual and community level theories will enhance student knowledge and ability to apply these theories in practice, unlike the current state where HBSE courses have been separated so that theories on individual human behavior are taught in isolation from the community factors.

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Valdosta State University Curriculum Form

- **Request for a NEW COURSE**

Date of Submission:	12/19/2021

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Human Services
Requestor's Name:	Rhett Watson	**Requestor's Role:**	Faculty

Proposed NEW Course Prefix: *(Consult abbreviations in the catalog)*	SOWK	**NEW Course Number:** *(Consult #s in the catalog)*	6204
Proposed NEW Course Title:	Diversity		
NEW Course Title Abbreviation: *(Limit to 30 character spaces)*	Diversity		
Prerequisite(s):	Admission to MSW Program		

Lecture Hours:		**Lab/Contact Hours:**		**Credit Hours:**	3

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

Prerequisites: Admission to the Program.
Surveys the broad spectrum of differences between individuals, marginalized populations and the dominant culture exploring concepts of intersectionality, human rights and civil rights. Emphasizes application of self-reflection for the purpose of identifying personal perceptions and values in regard to differences.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) X Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Once per Year*

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

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

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

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

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

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

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

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

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

☐ Other Data Source Descriptions –

Diversity is a generalist level course taken concurrently with micro and macro generalist level courses to introduce the concepts of diversity, oppression and social justice. There are several areas of focus: 1) Examination of personal biases and values 2) Identification of diversity types and their intersection along the spectrum of human existence and 3) Linkage of diversity to frequently occurring oppression and social injustice. For effective social work practice, students need to understand how diversity, marginalization, and oppression affects clients, whether as a part of macro practice (community action, community organizing, policy development, etc.) or as a part of micro practice (clinical).

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

Valdosta State University – NEW COURSE Form

- **Request for a NEW COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Heather Kelley	Heather Kelley	1/10/22
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/8/2022 | 12:45 PM EST
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Valdosta State University, Department of Social Work
MASTER SYLLABUS
SOWK 6402
INSERT SEMESTER AND YEAR
Diversity
3 Credit Hours

Instructor:	**XXXX X XXXXXXXX**
Email:	**XXXXXXXX@valdosta.edu**
Phone:	**229-XXX-XXXX (office) or XXX-XXX-XXXX (cell phone)**
Office:	**HSBA XXXX**
Class:	**HSBA XXXX**
Time:	**X:XX pm – X:XX pm.**

CATALOG DESCRIPTION

Surveys the broad spectrum of differences between individuals, marginalized populations and the dominant culture exploring concepts of intersectionality, human rights and civil rights. Emphasizes application of self-reflection for the purpose of identifying personal perceptions and values in regard to differences.

COURSE DESCRIPTION

Prerequisites: Admission to the Program.
Surveys the broad spectrum of differences between individuals, marginalized populations and the dominant culture exploring concepts of intersectionality, human rights and civil rights. Emphasizes application of self-reflection for the purpose of identifying personal perceptions and values in regard to differences.

This course will use the Blazeview course shell to deliver material such as powerpoints and handouts. The course shell will also be used to submit certain assignments.

REQUIRED READINGS:

Flavio, F. M., Kulis, S.S., & Lechuga-Pena, S. L. (2021). *Diversity, oppression, and change: Culturally grounded social work.* (3rd ed.) Oxford University Press.
ISBN : 978-0-1900-5950-7

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Obama, M. (2018). *Becoming.* Crown.
ISBN: 978-1-5247-6314-5

COURSE OUTCOMES FOR SOWK 6402

Course outcomes are what you should have achieved or can be expected to do, by the end of the course. We know that you will not be able to do any of these perfectly. Our expectation is that you can accomplish them enough so that you can begin to use them in your professional practice!

The following is a list of behaviors and competencies that you should achieve as a result of this course. These course outcomes are derived from the MSW program competencies, and will help you build toward achievement. Lessons, materials, methods, and assignments are organized toward your achievement of these course outcomes and toward what you as a student will be able to do differently, as a direct result of participating in the course. Upon completion of this course, students should be able to:

1. **Course Outcome 1:** Demonstrate understanding of one's own cultural influences and how these influences may affect one's perceptions of reality and one's personal values.

2. **Course Outcome 2:** Communicate understanding, affirmation, and respect for people who are different from self in any way.

3. **Course Outcome 3:** Identify the impact of diversity on groups and organizations at a macro level, including institutional racism and other forms of discriminatory practice.

4. **Course Outcome 4:** Effectively translate diversity concepts into a conceptualization of social justice, human and civil rights, and the global interconnection of oppression.

COURSE OUTCOMES, COMPETENCIES, DIMENSIONS AND MEASURES

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Course Outcome 1: Demonstrate understanding of one's own cultural influences and how these influences may affect one's perceptions of reality and one's personal values.

Competency 1: Demonstrate Ethical and Professional Behavior
Personal Encounter – Knowledge, Skills, Values
Competency 2: Engage Diversity and Difference in Practice
Personal Encounter – Knowledge, Skills, Values
Discussion 1 – Knowledge, Skills, Values
Discussion 2 – Knowledge, Skills, Values

Course Outcome 2: Communicate understanding, affirmation, and respect for people who are different from self in any way.

Competency 1: Demonstrate Ethical and Professional Behavior
Personal Encounter – Knowledge, Skills, Values, Cognitive-Affective
Competency 2: Engage Diversity and Difference in Practice
Personal Encounter - Knowledge, Skills, Values, Cognitive-Affective

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Book Review – Knowledge, Values
Movie Review – Knowledge, Values
Quiz 1 – Knowledge, Skills
Quiz 2 – Knowledge, Skills
Discussion 1 – Knowledge, Skills, Values
Discussion 2 – Knowledge, Skills, Values

Course Outcome 3: Identify the impact of diversity on groups and organizations at a macro level, including institutional racism and other forms of discriminatory practice.

Competency 2: Engage Diversity and Difference in Practice
***Quiz 1* – Knowledge, Skills**
***Quiz 2* – Knowledge, Skills**

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Quiz 1 – Knowledge, Skills
Quiz 2 – Knowledge, Skills
Movie Review – Knowledge, Cognitive-Affective
Book Review – Knowledge, Cognitive-Affective
Discussion 1 – Knowledge, Cognitive-Affective
Discussion 2 – Knowledge, Cognitive-Affective

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Course Outcome 4: Effectively translate diversity concepts into a conceptualization of social justice, human and civil rights, and the global interconnection of oppression

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Quiz 1 – Knowledge, Skills
Quiz 2 – Knowledge, Skills
Movie Review – Knowledge, Cognitive-Affective
Book Review – Knowledge, Cognitive-Affective
Discussion 1 – Knowledge, Cognitive-Affective
Discussion 2 – Knowledge, Cognitive-Affective

ASSIGNMENTS

1. **Personal Encounter.** Deliberately set up a personal experience with a person or people who are not like yourself in some way. Write up this experience, detailing what you learned and how this changes (or not) your perception of the overall population that this person or people fit into. Incorporate an answer to Discussion Question 1 on page 64 of your text. See rubric for the Personal Encounter, course shell. 100 possible points. Due on (insert date).
2. **Book Review.** From a required reading, write a book review, detailing how well the book does or does not portray the reality of the current national/political dynamics of the particular population(s) that the book addresses. See rubric for the book review, course shell. 100 possible points. Due on (insert date).
3. **Movie Review.** Same directions as for the Book Review. Movie of your choice. See rubric for the movie review, course shell. 100 possible points. Due on (insert date).
4. **Quiz 1.** This is a 20-question objective quiz on Chapters 1 – 7. 100 possible points. Due on (insert date).
5. **Quiz 2.** This is a 20-question objective quiz on Chapters 8 – 15. 100 possible points. Due on (insert date).
6. **Discussion 1.** Pick one (1) discussion question from your text from Chapters 1-5 and post your answer as an initial post. Due on (insert date). This post will need to be a minimum of 1 paragraph to include at least 9 sentences. No template included. Respond to 1 initial post by a classmate by (insert date). On this response post, either expand upon the content of the initial, raise questions relevant to the subject that the original author didn't raise, and/or state a different opinion in regard to the original author. *Be tactful and professional in both your initial and response posts, especially if you disagree with the original author.* You can earn up to 50 points, 25 points for your initial post and 25 points for your response post.
7. **Discussion 2.** Pick one (1) discussion question from your text from Chapters 6 – 10 and post your answer as an initial post. Due on (insert date). This post will need to be a minimum of 1 paragraph to include at least 9 sentences. No template included. Respond to 1 initial post by a classmate by (insert date). On this response post, either expand upon the content of the initial, raise questions relevant to the subject that the

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original author didn't raise, and/or state a different opinion in regard to the original author. *Be tactful and professional in both your initial and response posts, especially if you disagree with the original author.* You can earn up to 50 points, 25 points for your initial post and 25 points for your response post.

ASSESSMENT OF STUDENT PERFORMANCE

GRADES: 600 possible points.

A = 540 – 600
B = 480 – 539
C = 420 – 479
D = 360 – 419
F = 0 - 359

COURSE SCHEDULE

Week	Text Readings	Activities	Assignments Due
Week 1 (insert dates)	Chapter 1 Weeks 1 – 6	Review the Discussion Questions at end of chapter. Begin reading *Becoming* by Michelle Obama	
Week 2 (insert dates)	Chapter 2	Review the Discussion Questions at end of chapter. Continue reading *Becoming.*	
Week 3 (insert dates)	Chapter 3	Review the Discussion Questions at end of chapter. Continue reading *Becoming.*	
Week 4 (insert dates)	Chapter 4	Review the Discussion Questions at end of chapter. Continue reading *Becoming.*	Personal Encounter due (insert date).
Week 5 (insert dates)	Chapter 5	Review the Discussion Questions at end of	

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		chapter. Continue reading *Becoming*.	
Week 6 (insert dates)	**Chapter 6**	**Review the Discussion Questions at end of chapter. Continue reading *Becoming*.**	**Discussion 1 due (insert date).**
Week 7 (insert dates)	**Chapter 7**	**Review the Discussion Questions at end of chapter.**	**Book Review due (insert date).**
Week 8 (insert dates)	**Chapter 8**	**Review the Discussion Questions at end of chapter.**	**Quiz 1 due (insert date).**
Week 9 (insert dates)	**Chapter 9**	**Review the Discussion Questions at end of chapter.**	
Week 10 (insert dates)	**Chapter 10**	**Review the Discussion Questions at end of chapter.**	
Week 11 (insert dates)	**Chapter 11**	**Review the Discussion Questions at end of chapter.**	**Discussion 2 due (insert date).**
Week 12 (insert dates)	**Chapter 12**	**Review the Discussion Questions at end of chapter.**	**Movie Review due (insert date).**
Week 13 (insert dates)	**Chapter 13**	**Review the Discussion Questions at end of chapter.**	
Week 14 (insert dates)	**Chapter 14**	**Review the Discussion Questions at end of chapter.**	
Week 15 (insert dates)	**Chapter 15**	**Review the Discussion Questions at end of chapter.**	**Quiz 2 due (insert date).**

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DEPARTMENT OF SOCIAL WORK and UNIVERSITY POLICIES

The goal of the Department of Social Work is to prepare students for the professional practice of social work. The Department requires students to adhere to professional practices and standards in all classes and practicum. These practices and standards are outlined in the MSW Student Code of Conduct which can be found on pages 69-74 of the current *MSW Student Handbook.* The Code of Conduct must be signed by all students beginning MSW students.

The following standards are not negotiable: Students may depend on well-planned classes and knowledgeable instructors. Professors are committed to the facilitation of student success. Learning is a complex phenomenon for which BOTH instructors and students are responsible. Evaluation criteria are stated clearly in the syllabus. However, if students have questions about grading, it is the students' responsibility to discuss these matters with their instructors. The course syllabus represents a contract between students and the instructor. Professors reserve the right to modify syllabi, and students will be notified in writing when such changes are made. Likewise, students are responsible for reading and following instructions on the syllabi.

Class Attendance/Participation: Because the MSW Program is a professional program, class attendance is MANDATORY except for cases of illness or family emergency, and documentation of the emergency must be provided. Drs. Kanno or Miah must be contacted prior to the absence. The Attendance Policy is extremely important and can be found in the current *MSW Student Handbook*. Students are expected to be on time for class and to return from breaks in a timely manner. Likewise, students are expected to participate in class discussions and activities.

Use of Laptops and Cell Phones in Class

Students' use of laptops for in-class note taking must be approved by instructor unless mandated by the Student Access Program at VSU. In this case, students must submit paperwork to instructor and discuss the assistive devices that will be needed to enhance student's learning. Students who choose to "surf the web" or post on Facebook during class will receive a grade deduction of **10 points per class** in which this occurs. Students who choose to text under the desk and use their phones inappropriately in class also will lose **10 points per class.** These technologies distract student learners. Based on complaints from other students in the MSW Program, use of these devices in class often distracts other students who can observe and overhear these activities. Students are expected to advise the instructor if they are on call and to put phones on silent and leave the classroom to take call. Phone calls during class, just as phone calls during client sessions, are not acceptable professional behavior. These behaviors are identified in the *MSW Student Code of Conduct.*

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Submission of Assignments: All assignments must be submitted ON TIME and IN THE MANNER directed by the faculty (e.g., sent to an assignment drop box, etc). The timeline is designed to assist students in organizing their work across the brief semester and knowing when assignments are due. There are assignments or postings due each week. Deadlines are extremely important for professional social workers. Students are expected to model professional behavior in the classroom including timeliness and attention to professional responsibilities and adherence to the NASW Code of Ethics. Lateness and not submitting assignments are not acceptable in professional practice. Students will lose points for late papers unless the student has a medical excuse or family emergency. **The timely submission of papers is an expected part of each assignment. Late submissions will lose 10% of the total points per day.**

APA Format: ALL written materials (unless otherwise specified) for the course MUST be submitted in APA format. When required (written papers), students will lose 10% of the total points per assignment for a submission that is not in APA. Students unfamiliar with APA format may purchase the *Publication Manual of the American Psychological Association* (Sixth Edition), available at the VSU Bookstore, local stores, or Amazon.com (ISBN: 9781433805615 & 1433805618, Washington, DC: American Psychological Association).

Plagiarism: I will check whether you do plagiarism in your each assignment using a VSU software program that detects plagiarized materials. Plagiarism and other forms of academic dishonesty are not acceptable in a professional social work program. **Students who engage in this type behavior will receive failure in the course, and possible dismissal from the MSW Program.** Academic dishonesty is prohibited by the university as well as the Department of Social Work. The following link outlines VSU's Academic Honesty Policies.
http://www.valdosta.edu/academics/academic-affairs/vp-office/academic-honesty-policies-and-procedures.php
The Academic Dishonesty Policy for the Department of Social Work is found in the *MSW Student Handbook* found as a link off the following Department web site:
http://www.valdosta.edu/colleges/education/social-work/students/

Grading: For each assignment, point values are provided as well as a minimum length for all papers. Grading include a focus on content, writing skills, and clarity of ideas. Points will be taken off for writing that contains numerous errors, making the document difficult to read and understand. APA format must be used with a reference list at the end as specified in the *APA Manual*, if references are used. **Ten percent, 10%, of the total number of points per assignment will be deducted for papers that are not in compliance with this format.** Course grades will be determined by the total points received for the semester. **To reiterate, the timely submission of papers is an expected part of assignment completion, and all late submissions will lose 10% of the total points per day. Please remember the Deficiency Points Policy described in the MSW Student Handbook.**

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Incompletes: Incompletes will be given only in cases of extreme emergencies with proper documentation, and only if your advisor, the program director, and your instructor agree that it is appropriate. Policies governing Incompletes are found in the *MSW Student Handbook.*

Academic Performance: Students are expected to maintain a 3.00 grade point average in the MSW Program. A discussion of all academic expectations and grading can be found in the *MSW Student Handbook,* including the Department's policy of Academic Deficiency Points given for grades lower than C.

Cancellation of Classes: The University President may cancel classes under specific emergency conditions. The most frequent cause of cancellation is inclement weather. Please check the main page of the VSU web site if you have concerns about inclement weather or an emergency situation: http://www.valdosta.edu

ADDITIONAL STUDENT INFORMATION

Technology Assistance: Students having technology problems may contact the Help Desk (phone 229-245-4357) or e-mail a question at helpdesk@valdosta.edu. The Help Desk is located on the 2nd floor of the Odum Library. Their hours are 8:00 AM – 9:00 PM, Mondays – Thursdays; 8:00 AM – 5:00 PM, Fridays; 11:00 AM – 5:00 PM, Saturdays; and 1:00 PM – 9:00 PM, Sundays. If students are having problems with D2L, call BLAZEVIEW D2L Help Center Toll Free: 1-855-772-0423. Hotline is available 24/7, 365 days a year. Students also should talk with their instructors if the technology problems are not easily resolved.

Specific Learning Needs: Students requiring classroom accommodations or modifications because of a documented disability should discuss their needs with the professor at the beginning of the semester. Students who are not registered with the Access Office for Students with Disabilities should contact VSU's Access Office or call 229-245-2498. The office is located in Farber Hall. The following is the website of the Access Office: https://www.valdosta.edu/student/disability/welcome.php

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

Discrimination and Harassment: Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University

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prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, titleix@valosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

Additional Services: The Counseling Center (phone 229-333-5940; e-mail pjraynor@valdosta.edu): Counseling services are free of charge to students with emotional/mental, social, substance abuse and other problems. See more details of the counseling center in the following website: https://www.valdosta.edu/student/student-services/counseling-center/
The Student Health Services provides physical health services (phone 229-333-5886). See more details of the student health services in the following website: https://www.valdosta.edu/administration/finance-admin/auxiliary-services/student-health/

Emergency Campus Policy: The Police Contact Number is **229-259-5555**. The Campus Police Division is located in Pine Hall. Officers will escort students on campus, and emergency phones are placed across campus. Students are **strongly encouraged to program the campus emergency number, 911** (for local police) **and *447** (GA State Highway Patrol) **into their cell phone.**

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Valdosta State University Curriculum Form

- **Request for a NEW COURSE**

Date of Submission:	12/27/2021

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Human Services
Requestor's Name:	Ashley Soske	**Requestor's Role:**	Faculty

Proposed NEW Course Prefix: *(Consult abbreviations in the catalog)*	SOWK	**NEW Course Number:** *(Consult #s in the catalog)*	6310
Proposed NEW Course Title:	Models of Intervention		
NEW Course Title Abbreviation: *(Limit to 30 character spaces)*	Models of Intervention		
Prerequisite(s):	Admission to the Program		

Lecture Hours:		**Lab/Contact Hours:**		**Credit Hours:**	3

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

Examines selected treatment approaches as foundation for advanced direct practice. It includes models based on psychodynamic, cognitive-behavioral, and social systems theories and their influence on practice decisions with client populations, using assessment, intervention and evaluation skills. There is emphasis on implications for populations at risk of marginalization due to the intersectionality of multiple factors.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) X Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Every Semester*

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

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

The Social Work program is revising their curriculum to better represent the learning goals of the program. This course is an examination of basic treatment approaches as a foundation for advanced clinical practice.

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

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

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

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

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

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

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

☐ Other Data Source Descriptions –

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

Valdosta State University – NEW COURSE Form

- **Request for a NEW COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Heather Kelley	Heather Kelley	1/10/22
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/8/2022 | 12:45 PM EST
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Dewar College of Education and Human Services
Valdosta State University
Department of Human Services
Social Work Program

SOWK 6310 Models of Intervention
Spring 2023
3 Credit Hours

Instructor: XXXX
Email: XXXX
Phone: XXXX
Office: XXXX
Class: Online or Face to Face
Dates &Times for Synchronous Meetings: TBA
Office Hours: Contact me via VSU Email to set an appointment

Course Description

Examines selected treatment approaches as foundation for advanced direct practice. It includes models based on psychodynamic, cognitive-behavioral, and social systems theories and their influence on practice decisions with client populations, using assessment, intervention and evaluation skills. There is emphasis on implications for populations at risk of marginalization due to the intersectionality of multiple factors.

Course Objectives

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

1. Identify concepts related to three models of social work practice: psychodynamic, cognitive-behavioral, and social systems.
   This builds on the Council on Social Work Education 2015 Educational Policy and Accreditation Standards (EPAS) Competencies and will contribute to achieving the Direct Practice Specialization Competency:
   - #6: Engage Individuals, Families, and Small Groups
   - #7: Assess Individuals, Families, and Small Groups and
   - #8: Intervene with Individuals, Families, and Small Groups

   This objective is measured by student performance on Quizzes, Case Analyses, and the Final Exam Paper, which require the learning dimensions of knowledge and cognitive and affective processes.

2. Connect, for given cases, diagnoses with case-specific symptomatology.

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This builds on the Council on Social Work Education 2015 Educational Policy and Accreditation Standards (EPAS) Competencies and will contribute to achieving the Direct Practice Specialization Competency:

- #4: Engage in Practice-informed Research and Research-informed Practice and
- #7: Assess Individuals, Families, and Small Groups

This objective is measured by student performance on Case Analyses and the Final Exam Paper, which require the learning dimensions of knowledge, skills, and cognitive and affective processes.

3. Apply to a given case, advanced social work practice skills that recognize the intersection of gender, race, class, ethnicity, sexual orientation, culture, religion, and ability/disability.

   This builds on the Council on Social Work Education 2015 Educational Policy and Accreditation Standards (EPAS) Competencies and will contribute to achieving the Direct Practice Specialization Competency:

   - #1 Demonstrate Ethical and Professional Behavior
   - #2 Engage Diversity and Difference in Practice and
   - #3 Advance Human Rights and Social, Economic, and Environmental Justice
   - #6 Engage with Individuals, Families, and Small Groups
   - #7 Assess Individuals, Families, and Small Groups and
   - #8 Intervene with Individuals, Families, and Small Groups

   This objective is measured by student performance on the Case Analyses and Final Exam, which requires the learning dimensions of knowledge, values, skills, and cognitive and affective processes.

4. Compare and contrast for a given case the three broad models of social work practice as they pertain to assessment, intervention, and follow-up techniques.

   This builds on the Council on Social Work Education 2015 Educational Policy and Accreditation Standards (EPAS) Competencies and will contribute to achieving the Direct Practice Specialization Competency:

   - #4 Engage in Practice-informed Research and Research-informed Practice
   - #6 Engage with Individuals, Families, and Small Groups
   - #7 Assess Individuals, Families, and Small Groups
   - #8 Intervene with Individuals, Families, and Small Groups and
   - #9 Evaluate Practice with Individuals, Families, and Small Groups

   This objective is measured by student performance on the Final Exam Paper, which requires the learning dimensions of knowledge, skills, and cognitive and affective processes.

REQUIRED TEXTBOOKS and MATERIALS

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American Psychiatric Association. (2013). *Desk reference to the diagnostic criteria from the DSM-5.*

Lukas, S. (1993). *Where to start and what to ask: An assessment handbook.* W. W. Norton & Company.

National Association of Social Workers. (2021). *Code of ethics of the National Association of Social Workers.* NASW Press. https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

Prochaska, J. O., & Norcross, J. C. (2018). *Systems of psychotherapy: A transtheoretical analysis* (9th ed.). Oxford University Press.

Other articles, book chapters, videos, websites, and podcasts as assigned. Access or links to these materials will be located in Blazeview, through the library or Kanopy streaming.

SOCIAL WORK COMPETENCIES

The Council on Social Work Education's 2015 Educational Policy and Accreditation Standards identified nine competencies that all social work students are expected to demonstrate developing mastery of:

Competency 1: Demonstrate Ethical and Professional Behavior
Competency 2: Engage Diversity and Difference in Practice
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Competency 4: Engage in Practice-informed Research and Research-informed Practice
Competency 5: Engage in Policy Practice
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Source: 2015epasandglossary.Pdf.Aspx (Cswe.Org)

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CSWE COMPETENCIES, DIMENSIONS, AND ASSIGNMENTS (MEASURES):

Upon completion of this course, the Advanced Social Work student should be able to:

Competencies	Assignments	Dimensions
Competency 1: Demonstrate Ethical and Professional Behavior at an Advanced Level 1. Understand and apply ethical decision-making models by applying the standards of the NASW Code of Ethics relevant laws and regulations, ethical conduct of research (SOWK 6500- Citi program) and additional code of ethics as appropriate to the practicum setting. 2. Demonstrate professional comportment in behavior, appearance in oral, written, and electronic communication including social media practices using technologically, ethically, and appropriately to facilitate practice outcomes. 3. Use supervision and consultation to guide professional judgment and behavior utilizing reflection, and self-regulation to manage personal values and professionalism in practice and classroom settings. 4. Demonstrate the elements of leadership and the ability to shape the professional environment.	Case Analyses	• Knowledge • Values • Skills • Cognitive-Affective Processes
Competency 2: Engage Diversity and Difference in Practice at an Advanced Level 5. Communicate understanding of diversity and difference and recognize the extent to which a culture's structure and values impact life experiences. 6. Demonstrate respect, knowledge and skills that are appropriate for the range of human differences applying self-regulation and self-awareness to manage the influence of personal biases and values with clients and constituencies. 7. Practice without discrimination and identify the behavior of clients and constituencies that reflects client's issues of human diversity. 8. Respond to the effects of human diversity on all aspects of multilevel social work practice.	Case Analyses	• Knowledge • Values • Skills • Cognitive-Affective Processes

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Competency 3: Advance human rights, social, economic and environmental justice at an Advanced Level 9. Identify and understand social economic and environmental justice in order to advocate and engage in practices to advance human rights at the individual, and systems levels. 10. Demonstrate interventions using culturally and ethically sensitive social work theory and methods with persons of differing economic status, ethnic background, gender or individuals who are differently challenged, as well as individuals who have been subject to oppression or social/economic injustice. 11. Understand and challenge mechanisms of oppression and discrimination applying strategies of advocacy and social change to advance justice.	Case Analyses	• Knowledge • Values • Skills • Cognitive-Affective Processes
Competency 4: Engage in Practice Informed Research and Research Informed Practice at an Advanced Level 12. Apply critical thinking to use research evidence to inform and improve practice, policy and service delivery 13. Identify, select, and evaluate strategies for maintaining and enhancing psychosocial functioning and work in collaboration to assess and improve intervention effectiveness.		
Competency 5: Engage in Policy Practice at an Advanced Level 14. Identify social policies at the local, state and federal level that impacts the delivery of access to social services. 15. Demonstrate the ability to analyze, formulate, and influence social policies.		
Competency 6: Engage with individuals, families, groups, organizations, and communities at an Advanced Level 16. Apply knowledge of human behavior and social environment, person in environment and other theoretical frameworks using beginning interviewing skills to effectively engage diverse clients and constituencies, including: • Rapport Building • Empathy • Reflection (Content/Feelings) • Attending behaviors • Effective Questioning (Open/ Ended) • Paraphrasing	Case Analyses & Final Exam	• Knowledge • Values • Skills • Cognitive-Affective Processes

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• Reframing • Confronting/Noting a discrepancy • Appropriate Self-Disclosure • Interpreting • Information Giving • Summarizing • Enlisting Cooperation • Structure of Interview • Respond to complex problems and situations independently.		
Competency 7: Assess individuals, families, groups, organizations, and communities at an Advanced Level 17. Using the strengths perspective, practice without discrimination, collecting and organizing data and applying critical thinking to interpret information from clients and constituencies. 18. Develop and select mutually agreed upon appropriate intervention goals and objectives based on assessment of strengths, needs, and challenges of clients and constituencies. 19. Collect, organize, and interpret client data. 20. Make effective use of assessment tools and protocols to analyze and intervene in organizations, programs, and communities.		
Competency 8: Intervene with individuals, families, groups, organizations, and communities at an Advanced Level 21. Utilize supervision, consultation and interdisciplinary team collaboration as appropriate to achieve practice outcomes. 22. Understand methods of identifying, analyzing, and implementing evidenced based interventions to achieve client and constituent's goals. 23. Negotiate, mediate, and advocate with on behalf of clients and constituents and facilitate effective transitions and endings that advance mutually agreed upon goals. 24. Demonstrate an increasing ability to engage in informed and systematic self-direct practice. 25. Demonstrate a variety of intervention skills from multiple treatment models and utilize these skills increasingly independent self-directed practice.	Quizzes, Case Analyses & Final Exam	• Knowledge • Values • Skills • Cognitive-Affective Processes

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Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities at an Advanced Level 26. Select and use appropriate methods for evaluation and critically analyze, monitor and evaluate interventions and program processes and outcomes. 27. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. 28. Apply knowledge of human behavior and social environment, person in environment and other theoretical frameworks when evaluating diverse clients and constituencies. 29. Apply research skills to evaluation of psychosocial intervention. 30. Communicate and disseminate evaluation results appropriate to the intended stakeholder.		

Course Requirements and Basis for Grading

Assignment/Activity	Due Date(s)	Point Value
Unit Quizzes – Units 1 to 4 (4 at 10 points each)	TBD	40
Case Analyses – Units 2, 3 & 4 (3 at 10 points each)	TBD	30
Final Exam	TBD	30
Total (points and % of grade are the same)		100

Unit Quizzes 4 at 10 points each or 40% of final grade)

The Quizzes are designed to assess Course Objective 1 and contribute to Direct Practice Specialization Competencies #6, #7, and #8 in the learning dimensions of knowledge and cognitive and affective processes.

- Four (4) multiple choice and short answer quizzes at the end of units 1, 2, 3, & 4 test knowledge and application of theory.
- The quiz will go live in Blazeview 72 hours before it is due (2:00 p.m. on Saturday) and close on the following Sunday. You are on your honor not to share the quiz questions with others.
- It is open book and open note, but timed (typically 60 minutes). Students should study and be familiar with materials before they begin as there will not be time to read new information.

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Case Analyses (3 at 10 points each or 30% of final grade).

The Case Analyses are designed to assess Course Objectives 1, 2 and 3 and contribute to Direct Practice Specialization Competencies #1, #2, #3, #4, #6, #7, and #8 in the learning dimensions of knowledge, skills, and cognitive and affective processes.

- Weekly, a case will describe a client system with a DSM-5 diagnosis, provide information about the micro, mezzo, and macro context, and briefly describe the treatment setting. The purpose is to help you become familiar with the major elements used in conceptualizing clinical interventions.
- During class, we will "work" the case in small groups, considering how to apply that week's model(s) with the given diagnosis, including which levels of practice apply and how clients' identities must be considered to use evidence-based process to make decisions.
- Three cases will be graded. A sample case worksheet can be found in your case packet and in Blazeview. Additional details are at the end of this syllabus.

Final Exam (30 points and 30% of final grade).

The Therapy Case assignment is designed to assess Course Objectives 1, 2, 3, and 4 and The Final Exam Paper is designed to assess Course Objectives 1, 2, and 4 and contributes to Direct Practice Specialization Competencies #1, #2, #3, #4, #6, #7, #8, and #9 in the learning dimensions of knowledge, skills, and cognitive and affective processes.

- Students will be given details to create a case that demonstrates their ability to show symptoms for a specific DSM diagnosis.
- They will apply two models to the case, demonstrating understanding of how to engage, assess, plan with, intervene with, evaluate, and terminate with the client system in the case they created.
- They will do a critical analysis of the application of the two models they applied to that particular case, emphasizing ethical practice, anti-oppressive practice, understanding of evidence-based practice, and consideration of diversity as it applies to the therapeutic dyad.
- Students will use course materials (no outside research needed) to support their choices.
- Students will get details about the case about two weeks prior to its being due.

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Course Outline and Reading Assignments

Summary of Semester Topics and Assignments

Class	Unit	Topics	Assignments Due
Class 1, 2, 3, 4	Unit I: Introduction & Foundations for Direct Practice	• Overview & Introduction • DSM / Assessment • Practice Delivery: Individuals, Families, & Groups • Crisis Intervention & Risk Assessment	• Nothing
Class 5, 6	Unit II: Psychodynamic Theories	• Modern Psychodynamic • Interpersonal Psychotherapy	• QUIZ # 1 done by start of Class 5 (Unit I) • Case #1 (IPT)
Class 7, 8, 9	Unit III: Systems Theories	• General Systems Theory • Case Management • Family Emotional Systems • Structural Family Therapy	• Quiz # 2 done by start of Class 7 (Unit II) • Case #2 (FEST)
Class 10, 11, 12	Unit IV: Cognitive – Behavioral Theories	• Behavioral Therapy • Cognitive Theory • Cognitive-Behavior Therapy	• Quiz # 3 done by start of Class 10 (Unit III) • Case #3 (Behavior)
Class 13, 14	Unit V: Bringing It All Together	• Motivational Interviewing • SBIRT • Application of all theories to single case	• Quiz # 4 done by start of Class 13 (Unit IV)
Class 15	Make Up if Needed		• Final Paper Due

STUDENT OPINION OF INSTRUCTION (SOI) STATEMENT

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

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UNIVERSITY AND SOCIAL WORK PROGRAM POLICIES

Accommodations Statement (Required)

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Title IX Statement (Required)

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: titleix@valdosta.edu, Student Union, Suite 3106, Valdosta State University, Valdosta, Georgia 31698, 229-333-5941. To file a report (not make an inquiry) please visit https://cm.maxient.com/reportingform.php?ValdostaStateUniv&layout_id=7.

Attendance Policy (Required)

Class attendance is an essential part of student education in the VSU MSW Program. According to the Valdosta State University's Catalog, "Whether online or face-to-face, a student who misses or does not participate in more than 20% of the scheduled course or course activities could be subject to receiving a failing grade in the course." As a professional program, the MSW Program views classroom and practicum attendance as an extension of professional practice and hence **mandatory** so that students gain expected social work knowledge, skills and practice. If you are compelled for any reason to be absent from or unable to participate in class, you should immediately contact your instructor. It is always the responsibility of the student to determine specific catch-up work that is necessary to adequately prepare for future classes and course assignments.

If a student misses more than 20% of scheduled course activities before midterm, **they** may withdraw from the class electronically **with a grade of W.** If absences are exceeded after midterm or the student fails to withdraw in a timely manner, the student will receive a grade of "F" (failing) or "WF" (withdraw failing).

Attendance and Participation

Class attendance is an essential part of student education in the VSU MSW Program. According the Valdosta State University's Catalog, "Whether online or face-to-face, a student who misses or does not participate in more than 20% of the scheduled course or course activities could be subject to receiving a failing grade in the course." As a professional program, the MSW Program views classroom and practicum attendance as an extension of professional practice and hence **mandatory** so that students gain expected social work

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knowledge, skills and practice. There is no such thing as an excused or a non-excused absence. In the case of serious medical illness, or serious family emergencies, students are responsible for providing documentation to the instructor (a doctor's excuse, etc.). It is always the responsibility of the student to determine specific catch-up work that is necessary to adequately prepare for future classes and course assignments.

If a student misses more than 20% of scheduled course activities before midterm, **they** may withdraw from the class electronically **with a grade of W.** If absences are exceeded after midterm or the student fails to withdraw in a timely manner, the student will receive a grade of "F" (failing) or "WF" (withdraw failing).

Attendance and Participation in Advanced Field Seminar
Although the material will be delivered asynchronously online, there will be weekly synchronous sessions held in this course for you to ask questions and interact in real time with the course instructor and your colleagues. These synchronous (i.e., real-time) meeting times will be announced. To complete this course successfully, you do have to participate in all course activities and submit work by due dates and times.

Academic Performance: Students are expected to maintain a 2.5 grade point average in the MSW Program. A discussion of the academic expectations including the Program's policy of Academic Deficiency Points given for grades lower than C can be viewed from the Graduate School Website at https://www.valdosta.edu/academics/graduate-school/our-programs/retention-dismissal-readmission-policies.php#masters

Incomplete Grade: See the Detailed Policy and Process on the VSU site at: https://www.valdosta.edu/academics/registrar/documents/incomplete-form-updated.pdf. A report of "I" (incomplete) indicates that a student was doing satisfactory work at the end of the term but, for non-academic reasons, was unable to complete all requirements for the course.

Academic Integrity: Academic integrity is the responsibility of all VSU faculty and students. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the VSU Student Code of Conduct on the VSU Division of Student Affairs website and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

By taking this course, you agree that all required course work may be subject to submission for textual similarity review to Turnitin, a tool within BlazeVIEW. For more information on the use of Turnitin at VSU see Turnitin for Students.

Dewar College of Education & Human Services Policy on Plagiarism

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

ADDITIONAL STUDENT INFORMATION

Technology Assistance: Students having technology problems may contact the Help Desk (phone 229-245-4357) or e-mail a question to helpdesk@valdosta.edu. The Help Desk is

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located on the 2nd floor of Odum Library (near front entrance). Online support for BlazeVIEW is provided 24/7 through the USG Helpline which students have found to be an excellent source of support at all hours of day/night! For more information on eLearning Help and Support https://www.valdosta.edu/academics/elearning/eLearning-Help-Support.php

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Valdosta State University Curriculum Form

- **Request for a NEW COURSE**

Date of Submission:	12/21/2021

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Human Services
Requestor's Name:	Josphine Chaumba	**Requestor's Role:**	Faculty

Proposed NEW Course Prefix: *(Consult abbreviations in the catalog)*	SOWK	**NEW Course Number:** *(Consult #s in the catalog)*	7321
Proposed NEW Course Title:	Community Organizing & Planning		
NEW Course Title Abbreviation: *(Limit to 30 character spaces)*	Comm Orgn & Planning		
Prerequisite(s):	Admission to the MSW program and Advanced status		

Lecture Hours:		**Lab/Contact Hours:**		**Credit Hours:**	3

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

This course covers the history, theories and models of community organizing and planning. Students will implement evidence-based strategic planning and organizing frameworks that encompass ethical behavior, human rights, anti-racism, diversity, equity, inclusion, and social, racial, economic, and environmental justice.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☐ Major Requirement X Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Once per Year*

Justification: *(select one or more of the following and provide appropriate narrative below:)*

☒ Improving student learning outcomes
☒ Adopting current best practice(s) in field
☐ Mandate of State/Federal/Accrediting Agency
☐ Other –

According to the Bureau of Labor Statistics, overall employment of social workers is expected to grow at a rate that is faster than the average for all occupations. Social work is a career that works with individuals or community structures to address life challenges and enhance wellbeing. To better prepare students for the diverse social work opportunities that are available, the MSW program will offer two tracks: direct practice to work with individuals and macro to work with larger groups and communities. This course will prepare students to utilize evidence-based models of organizational and community planning, development, and advocacy at local, state, national and global levels. The course will fulfill the macro track.

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

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Source of Data to Support Change *(select one or more of the following):*

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

☐ Other Data Source Descriptions –

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

Valdosta State University – NEW COURSE Form

- **Request for a NEW COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Heather Kelley	Heather Kelley	1/10/22
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/8/2022 | 12:45 PM EST
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Dewar College of Education and Human Services
Valdosta State University
Department of Human Services
Social Work Program

SOWK 7321
Community Organizing & Planning
Fall 2023
3 Credit Hours

Instructor:	XXXX
Email:	XXXX
Phone:	XXXX
Office:	XXXX
Class:	XXXX
Dates &Times:	ADJUST MEETING DATES AND TIMES
Office Hours:	XXXX

COURSE DESCRIPTION: This course covers the history, theories and models of community organizing and planning. Students will implement evidence-based strategic planning and organizing frameworks that encompass ethical behavior, human rights, anti-racism, diversity, equity, inclusion, and social, racial, economic, and environmental justice.

Prerequisites: Admission to the MSW program and Advanced status

COURSE RATIONALE: This advanced MSW practice course builds on a generalist social work foundation of ethics, professional behavior, macro practice, policy, and social work with communities and organizations. The purpose of this course is to prepare MSW students to be effective leaders who utilize evidence-based models of organizational and community planning, development, and advocacy at local, state, national and global levels. This course strengthens MSW students' competency in policy practice, engaging anti-racism, diversity, equity and inclusion, and advancing human rights and social, racial, economic and environmental justice through community organizing and planning.

REQUIRED TEXTBOOKS and MATERIALS:

Brueggemann, W.G. (2013). *The Practice of Macro Social Work* (4th ed). Cengage.

Center for Community Health & Development at the University of Kansas. (2021). *Community Toolbox.* Retrieved December 27, 2021, from https://ctb.ku.edu/en

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COURSE OBJECTIVES

1. Define and describe social problems through lens of anti-racism, diversity, equity, inclusion, human rights, and social, racial, economic and environmental justice.
2. Utilize rational problem solving and social thinking to engage and assess social problems at community and organizational levels.
3. Articulate professional social work's contributions and leadership in community organization and social planning.
4. Analyze models of community organizing and planning to assess their appropriateness for professional and ethical social work intervention at community and organizational levels.
5. Intervene at community and organizational levels utilizing evidence based organizing and planning frameworks that advance human rights and promote social, racial, economic, and environmental justice.
6. Evaluate community and planning interventions taking outcomes, effectiveness, efficiency, and human rights and social, racial, economic and environmental justice into account.

SOCIAL WORK COMPETENCIES

The Council on Social Work Education's 2015 Educational Policy and Accreditation Standards identified nine competencies that all social work students are expected to demonstrate developing mastery of:

Competency 1: Demonstrate Ethical and Professional Behavior at an Advanced Level
Competency 2: Engage Diversity and Difference in Practice at an Advanced Level
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice at an Advanced Level
Competency 4: Engage in Practice-informed Research and Research-informed Practice at an Advanced Level
Competency 5: Engage in Policy Practice at an Advanced Level
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities at an Advanced Level
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities at an Advanced Level
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities at an Advanced Level
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities at an Advanced Level

Source: 2015epasandglossary.Pdf.Aspx (Cswe.Org)

CSWE COMPETENCIES, DIMENSIONS, AND ASSIGNMENTS (MEASURES):

Upon completion of this course, the Advanced Social Work student should be able to:

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Competencies & Course Outcomes	Assignments	Dimensions
CSWE Competency 1: Demonstrate Ethical and Professional Behavior at an Advanced Level **Course Outcome 3:** Articulate professional social work's contributions and leadership in community organization and social planning. **Course Outcome 4:** Analyze models of community organizing and planning to assess their appropriateness for professional and ethical social work intervention at community and organizational levels.	Meeting minutes Case study reports and discussions Community Organizing and Planning Class participation, effort and contributions to collective projects	• Knowledge • Values • Skills • Cognitive-Affective Processes
CSWE Competency 2: Engage Diversity and Difference in Practice at an Advanced Level **Course Outcome 1**: Define and describe social problems through lens of anti-racism, diversity, equity, inclusion, human rights, and social, racial, economic and environmental justice. **Course Outcome 5**: Intervene at community and organizational levels utilizing evidence based organizing and planning frameworks that advance human rights and promote social, racial, economic, and environmental justice. **Course Outcome 6**: Evaluate community and planning interventions taking outcomes, effectiveness, efficiency, and human rights and social,	Case study reports and discussions Community Organizing and Planning Class participation, effort and contributions to collective projects	• Knowledge • Values • Skills • Cognitive-Affective Processes

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racial, economic and environmental justice into account.		
CSWE Competency 3: Advance human rights, social, economic and environmental justice at an Advanced Level **Course Outcome 1**: Define and describe social problems through lens of anti-racism, diversity, equity, inclusion, human rights, and social, racial, economic and environmental justice. **Course Outcome 5:** Intervene at community and organizational levels utilizing evidence based organizing and planning frameworks that advance human rights and promote social, racial, economic, and environmental justice. **Course Outcome 6:** Evaluate community and planning interventions taking outcomes, effectiveness, efficiency, and human rights and social, racial, economic and environmental justice into account.	Case study reports and discussions Community Organizing and Planning Class participation, effort and contributions to collective projects Case study reports and discussions Community Organizing and Planning Meeting minutes	• Knowledge • Values • Skills • Cognitive-Affective Processes
CSWE Competency 4: Engage in Practice Informed Research and Research Informed Practice at an Advanced Level **Course Outcome 4**: Analyze models of community organizing and planning to assess their appropriateness for professional and ethical social work intervention at community and organizational levels. **Course Outcome 6:** Evaluate community and planning interventions taking outcomes, effectiveness, efficiency, and human rights and social, racial, economic and environmental justice into account.	Case study reports and discussions Community Organizing and Planning Class participation, effort and contributions to collective projects	

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CSWE Competency 5: Engage in Policy Practice at an Advanced Level **Course Outcome 2:** Utilize rational problem solving and social thinking to engage and assess social problems at community and organizational levels. **Course Outcome 5:** Intervene at community and organizational levels utilizing evidence based organizing and planning frameworks that advance human rights and promote social, racial, economic, and environmental justice.		
CSWE Competency 6: Engage with individuals, families, groups, organizations, and communities at an Advanced Level **Course Outcome 2:** Utilize rational problem solving and social thinking to engage and assess social problems at community and organizational levels.	Case study reports and discussions Community Organizing and Planning Meeting minutes Case study reports and discussions Community Organizing and Planning	• Knowledge • Values • Skills • Cognitive-Affective Processes
CSWE Competency 7: Assess individuals, families, groups, organizations, and communities at an Advanced Level **Course Outcome 4:** Analyze models of community organizing and planning to assess their appropriateness for professional and ethical social work intervention at community and organizational levels.		
CSWE Competency 8: Intervene with individuals, families, groups, organizations, and communities at an Advanced Level **Course Outcome 5:** Intervene at community and organizational levels utilizing evidence based organizing and planning frameworks that advance	Community Organizing and Planning Class participation, effort and contributions to collective projects	• Knowledge • Values • Skills • Cognitive-Affective Processes

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human rights and promote social, racial, economic, and environmental justice.	Meeting minutes Case study reports and discussions Community Organizing and Planning Class participation, effort and contributions to collective projects	
CSWE Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities at an Advanced Level **Course Outcome 6:** Evaluate community and planning interventions taking outcomes, effectiveness, efficiency, and human rights and social, racial, economic and environmental justice into account.		

ASSIGNMENTS

1. **Meeting Minutes**: Meetings are an important tool in macro social work, and planning and community organizing often take place in meetings. In this class content and knowledge on community organizing and planning will be assigned from the text and presented in the course shell, and the instructor will most often serve as the class or meeting facilitator. Twice during the semester each student will be assigned to take minutes from a class or a segment of the class. The minutes will include decisions made during the class period, 4-5 of the most important terms/concepts/skills presented during the class segment, and any lingering/remaining questions or areas of confusion that the minute-taker has from the session or meeting. These minutes will be posted in the course shell, and class members will be required to review these and make at least one substantive post about the minutes. In the post the student can clarify, ask questions, expand on ideas, and respectfully and professionally critique posts. By the following class the students in the class should have a copy of the minutes to present that are ready for discussion and approval.

   Posting meeting minutes for two assigned sessions: **10% of course grade (20 points)**

   Responding to posts of meeting minutes: **10% of course grade (20 points)**

2. **Case study report from ad hoc committee:** From the class, an ad hoc committee of 3-4 students will review and present a case study that involves community organizing and planning. The case studies will focus on ethics, human rights, and social, racial, economic and environmental justice. The parts of the review include the summary of the case, strategies used in the case to address the social problems and the outcomes of the strategies, evaluation of ethics, human rights, and social, racial, economic and environmental justice surrounding the

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social problem and community organization and planning intervention. By Week/Meeting 3, each student will be on an ad hoc committee, and decisions will be posted as to the case they will review, and the section each student will take (**5% of course grade**). **(10 points)**

By Week/Meeting 8 students will post "their section" of the case report. **20% of course grade (40 points)**

Weeks 8 & 9-Students will respond to at least 4 posts from other ad hoc committees, and respond to questions/comments from colleagues on their case study report questions. **10% of course grade (20 points)**

3. **Community organizing and planning:** The class as a whole or groups in the class of 6-10 members will engage with a community, and plan an event to bring the community together to address a social problem involving ethics, human rights, racism, inequity and/or social, racial, economic and environmental injustice.
Students will do a monthly individual reflection (4 total, each are 10% for **a total of 40% of the course grade**) of their involvement, and include artifacts (e.g. announcements, emails, discussion posts, flyers, minutes from meetings, pictures, audio recordings, video recordings, evaluation tools) to provide evidence for their efforts within their group. These reflections are **20 points each for a total of 80 points.**

4. **Five percent of the grade** is from the student's actual attendance, participation, and efforts to the collective class and class projects (meeting minutes, case. Studies, and community organization & planning). **(10 points)**

COURSE EVALUATION/GRADING SCALE

Total points earned in Course	Percentage of Course Grade	Letter Grade Earned
180-200 points	90%-100%	A
160-179 points	80% - 89.9%	B
140-159 points	70-79.9%	C
120-139 points	60%-69.9%	D
Less than 120 points	Less than 60%	F

COURSE SCHEDULE/ACTIVITIES

Week or Meeting #	Topic and Readings	Assignments and Activities Due
1	Introduction (Students, Introduction & Course, Syllabus, Readings and Assignments) Discussion of Community Organizing events and case studies and ad hoc committtees.	

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	Overview Brueggemann's *The Practice of Macro Social Work & Community Tool Box.* *Community Toolbox*, Chap 1, Section 9 Community Action Guide: Framework for addressing community goals & problems. Brueggemann, Ch 1: Overview of Practice of Macro Social Work	
2	Brueggemann, Practice of Helping Individuals and Groups Solve Problems and Make Social Change Part 1. Ch 2: Action-Model of Macro Social Work Ch 3: Helping Individuals & Groups Ch 4: Conventional and Social Problems Ch 5: Solving Problems and Making Social Change Resources for ad hoc committees Community Organizing and Planning groups (Brainstorming)	Meeting 1 minutes posted and approved.
3	Brueggemann, Social Work Practice with Communities Ch 6: Community Ch 7: The Practice of Community Research & Planning First meeting of ad hoc committees Community Organizing and Planning activity (Engagement & Assessment for activities)	Meeting 2 minutes posted and approved.
4	Brueggemann, Ch 8: Practice of Community Development & Ch 9: The Practice of Community Organizing Ad hoc committees Community Organizing and Planning groups (Continue engagement & assessment)	Meeting 3 minutes posted and approved. Monthly reflection due.
5	Brueggemann, Part IV: Social work practice at the National & International levels, Ch 13: Advocacy & Social Action, Ch 14: The practice of Social Work at the Global level Ad hoc committees Community Organizing and Planning groups (Assessment & Planning)	Meeting 4 minutes posted and approved.
6	Catch-up Brueggemann text/readings Ad hoc committees Community Organizing and Planning groups (Planning)	Meeting 5 minutes posted and approved.

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7	Ad hoc committees Community Organizing and Planning groups (Planning)	Meeting 6 minutes posted and approved.
8	Termination of ad hoc committees Community Organizing and Planning groups (Planning)	Meeting 7 minutes posted and approved. Case study reports from ad hoc committees due. Monthly reflection due.
9	Overview of *Journal of Community Practice* Community Organizing and Planning groups (Planning)	Responses to case study reports due.
10	Community Toolbox, Ch 1, Section 8: Some lessons learned on Community Organization & Change Community Organizing and Planning groups (Planning & Implementation)	Meeting 9 minutes posted and approved.
11	Community Toolbox: Troubleshooting: There is not enough community participation. Community Organizing and Planning groups (Implementation)	Meeting 10 minutes posted and approved.
12	Community toolbox, Ch 36, Sec 5: Developing an Evaluation Plan Community Organizing and Planning groups (Implementation)	Meeting 11 minutes posted and approved. Monthly reflection due.
13	Community Organizing and Planning groups (Implementation & Evaluation) Community toolbox: Ch 46 Planning for Sustainability Community toolbox: Toolkit Chap 16: Sustaining the work or initiative	Meeting 12 minutes posted and approved.
14	Community Organizing and Planning groups (Implementation & Evaluation)	Meeting 13 minutes posted and approved.
15	Community Organizing and Planning groups (Implementation & Evaluation)	Community organizing and planning activities to be completed.
End of semester	Community Organizing and Planning groups (Evaluation)	Monthly reflection due.

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Student Opinion of Instruction (SOI) Statement
At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available through SmartEvals. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous to instructors/administrators, and they will be able to access results only after they have submitted final grades. Before final grade submission, instructors will not be able to see any responses, but they can see the percentage of students who have or have not completed their SOIs. While instructors will not be able to see student names, an automated system will send a reminder email to those who have yet to complete their SOIs. Students who withdraw or drop a course will also be sent invitations to complete the Dropped Course Survey. Complete information about the SOIs, including how to access the survey, is available on the SOI Procedures webpage.

CLASSROOM POLICIES

Accommodations Statement (Required)
Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871. For more information, please visit VSU's Access Office or email: access@valdosta.edu.

Title IX Statement (Required)
Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: VSU's interim Title IX Coordinator - Ms. Selenseia Holmes, saholmes@valdosta.edu, Phone: 229-333-5709 or x9300 if calling from a campus phone. To file a report (not make an inquiry) please visit https://cm.maxient.com/reportingform.php?ValdostaStateUniv&layout_id=7

Attendance Policy (Required)
Class attendance is an essential part of student education in the VSU MSW Program. According to the Valdosta State University's Catalog, "Whether online or face-to-face, a student who misses or does not participate in more than 20% of the scheduled course or course activities could be subject to receiving a failing grade in the course." As a professional program, the MSW Program views classroom and practicum attendance as an extension of

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professional practice and hence **mandatory** so that students gain expected social work knowledge, skills and practice. If you are compelled for any reason to be absent from or unable to participate in class, you should immediately contact your instructor. It is always the responsibility of the student to determine specific catch-up work that is necessary to adequately prepare for future classes and course assignments.

If a student misses more than 20% of scheduled course activities before midterm, **they** may withdraw from the class electronically **with a grade of W.** If absences are exceeded after midterm or the student fails to withdraw in a timely manner, the student will receive a grade of "F" (failing) or "WF" (withdraw failing).

Academic Performance: Students are expected to maintain a 2.5 grade point average in the MSW Program. A discussion of the academic expectations including the Program's policy of Academic Deficiency Points given for grades lower than C can be viewed from the Graduate School Website at https://www.valdosta.edu/academics/graduate-school/our-programs/retention-dismissal-readmission-policies.php#masters

Incomplete Grade: See the Detailed Policy and Process on the VSU site at: https://www.valdosta.edu/academics/registrar/documents/incomplete-form-updated.pdf. A report of "I" (incomplete) indicates that a student was doing satisfactory work at the end of the term but, for non-academic reasons, was unable to complete all requirements for the course.

Academic Integrity: Academic integrity is the responsibility of all VSU faculty and students. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the VSU Student Code of Conduct on the VSU Division of Student Affairs website and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

By taking this course, you agree that all required course work may be subject to submission for textual similarity review to Turnitin, a tool within BlazeVIEW. For more information on the use of Turnitin at VSU see Turnitin for Students.

Required Technology

VSU BlazeView Support

UNIVERSITY AND SOCIAL WORK PROGRAM POLICIES

ADDITIONAL STUDENT INFORMATION

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Guidelines and Rubrics of Major Assignments

Meeting Minutes Assignments

Instructions for writing minutes in class meetings: Meetings are an important tool in macro social work, and planning and community organizing often take place in meetings. In this class content and knowledge on community organizing and planning will be assigned from the text and presented in the course shell, and the instructor will most often serve as the class or meeting facilitator. At least twice during the semester each student will be assigned to take minutes from a class, a segment of the class or an ad hoc committee. These minutes will include decisions made during the class period, 4-5 of the most important terms/concepts/skills presented during the class segment, and any lingering/remaining questions or areas of confusion that the minute-taker has from the session or meeting. The minutes should be clear for the reader to understand and typos/writing errors should be corrected before posting to the discussion board. The minutes are due to the discussion board 48 hours after the class or meeting ends. Taking and posting minutes are worth 10% of the course grade or 20 points. If the student posts minutes more than twice during the semester they will earn the highest two grades they make from their submissions.

For each set of minutes, 10 points will be assigned if the minutes are: • Posted within 48 hours of the end of the meeting • The student develops a thorough and organized template for the minutes • Minutes include names of the facilitator, people present, time began/time ended, and the signature (electronic is okay) of the minute taker. • Topics covered during the meeting & Decisions made during the meeting are included. • Four to five of the most important terms/concepts/skills presented during the event and their definitions & descriptions are included in the minutes. • Any lingering/remaining questions or areas of confusion from the event are posted. • Minutes are written using professional language, they are understandable to the class/meeting members, and are free or typos/writing errors.
For each set of minutes, 9 points will be assigned if the minutes miss one of the following: • Posted within 48 hours of the end of the meeting • The student develops a thorough and organized template for the minutes • Minutes include names of the facilitator, people present, time began/time ended, and the signature (electronic is okay) of the minute taker. • Topics covered during the meeting & Decisions made during the meeting are included. • Four to five of the most important terms/concepts/skills presented during the event and their definitions & descriptions are included in the minutes. • Any lingering/remaining questions or areas of confusion from the event are posted. • Minutes are written using professional language, they are understandable to the class/meeting members, and are free or typos/writing errors.
For each set of minutes, 8 points will be assigned if the minutes miss two of the following.* • Posted within 48 hours of the end of the meeting • The student develops a thorough and organized template for the minutes

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- Minutes include names of the facilitator, people present, time began/time ended, and the signature (electronic is okay) of the minute taker.
- Topics covered during the meeting & Decisions made during the meeting are included.
- Four to five of the most important terms/concepts/skills presented during the event and their definitions & descriptions are included in the minutes.
- Any lingering/remaining questions or areas of confusion from the event are posted.
- Minutes are written using professional language, they are understandable to the class/meeting members, and are free or typos/writing errors.

*If the student misses two from a part of one of these categories, the grade will be 8/10. Let's say there are two typos, and the student meets all the other criteria the grade would be 8/10. And, if the student misses two from two different bullet points—let's say they did provided three concepts rather than 4 or 5 and had one writing error the grade would be 8/10.

For each set of minutes, 7 points will be assigned if the minutes miss three of the following.*

- Posted within 48 hours of the end of the meeting
- The student develops a thorough and organized template for the minutes
- Minutes include names of the facilitator, people present, time began/time ended, and the signature (electronic is okay) of the minute taker.
- Topics covered during the meeting & Decisions made during the meeting are included.
- Four to five of the most important terms/concepts/skills presented during the event and their definitions & descriptions are included in the minutes.
- Any lingering/remaining questions or areas of confusion from the event are posted.
- Minutes are written using professional language, they are understandable to the class/meeting members, and are free or typos/writing errors.

*If the student misses any three items within the bullet points, their grade will be 7/10. For example, let's say the student had two typos and did not include the ending time of the meeting that would be 7/10.

For each set of minutes, 6 points will be assigned if the minutes miss four of the following.*

- Posted within 48 hours of the end of the meeting
- The student develops a thorough and organized template for the minutes
- Minutes include names of the facilitator, people present, time began/time ended, and the signature (electronic is okay) of the minute taker.
- Topics covered during the meeting & Decisions made during the meeting are included.
- Four to five of the most important terms/concepts/skills presented during the event and their definitions & descriptions are included in the minutes.
- Any lingering/remaining questions or areas of confusion from the event are posted.
- Minutes are written using professional language, they are understandable to the class/meeting members, and are free or typos/writing errors.

*If the student misses any four items within the bullet points, their grade will be 6/10. For example, let's say the student had two typos, did not include the ending time of the meeting, and provided 3 concepts rather than 4-5 their grade would be 6/10.

For each set of minutes, 5 points will be assigned if the minutes miss five of the following.*

- Posted within 48 hours of the end of the meeting
- The student develops a thorough and organized template for the minutes
- Minutes include names of the facilitator, people present, time began/time ended, and the signature (electronic is okay) of the minute taker.
- Topics covered during the meeting & Decisions made during the meeting are included.
- Four to five of the most important terms/concepts/skills presented during the event and their definitions & descriptions are included in the minutes.
- Any lingering/remaining questions or areas of confusion from the event are posted.
- Minutes are written using professional language, they are understandable to the class/meeting members, and are free or typos/writing errors.

*If the student misses any five items within the bullet points, their grade will be 5/10. For example, let's say the student had two typos, did not include the ending time of the meeting, and provided 2 concepts rather than 4-5 there grade would be 5/10.

3/10

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For each set of minutes, 0 points will be assigned if the minutes miss more than five of the following.*

- Posted within 48 hours of the end of the meeting
- The student develops a thorough and organized template for the minutes
- Minutes include names of the facilitator, people present, time began/time ended, and the signature (electronic is okay) of the minute taker.
- Topics covered during the meeting & Decisions made during the meeting are included.
- Four to five of the most important terms/concepts/skills presented during the event and their definitions & descriptions are included in the minutes.
- Any lingering/remaining questions or areas of confusion from the event are posted.
- Minutes are written using professional language, they are understandable to the class/meeting members, and are free or typos/writing errors.

*This is more than five from any of the above bullet points.

Responding to posts of meeting minutes (10% of course grade which is 20 points)

During the semester students will have the opportunity to respond to meeting/class minutes at least 12 times. In some class sessions more than one student will be taking the minutes so the students could respond to the minutes of the other students who takes minutes for the class they are also assigned to take minutes for. To receive full credit (20 points) for their responses, the student must respond to 10 posts (worth 2 points each) from other students throughout the semester. Posts that receive 2 points are well-written in at least 2-3 sentences, free from writing errors and typos, and add to the discussion—maybe the respondent asks a question, expands on a point, provides clarification or respectfully and professionally critiques the initial post. A student can only earn 4 points per week for responding to posts, but, supportive and shorter posts throughout the semester are expected as part of the student's attendance and participation grade. Responses will ether earn 2 points or 0 points. However, the students will have many opportunities for high quality responses to initial posts.

Case study report from ad hoc committee: From the class, an ad hoc committee of 3-4 students will review and present a case study that involves community organizing and planning. The case studies will focus on ethics, human rights, and social, racial, economic and environmental justice. The ad hoc committees may select one of the following for their review and case study:

Fabricant, M. B. (2010). *Organizing for Educational Justice: The Campaign for Public School Reform in the South Bronx*. Minneapolis, MN: University of Minnesota Press.

Kirsch, R. *Fighting for Our Health: The Epic Battle to Make Health Care A right in the United States*. Albany NY: The Rockefeller Institute Press, 2011.

Reese, E (2011). *They Say Cut Back; We Say Fight Back: Welfare Activism in the Age of Retrenchment.* NY: Russell Sage Foundation

Shepard, B, & Hayduk, R., *From ACT UP to the WTO: Urban Protest and Community Building in the Era of Globalization,* (New York: Verso, 2002).

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Tobis, D. (2013). From Pariahs to Partners: *How Parents and their Allies Changed New York City's Child Welfare System.* NY: Oxford University Press.

Zames, F. & Fleischer, D.Z. (2001).*The Disability Rights Movement: From Charities to Confrontation.* Philadephia: Temple U Press.

First, each student in the ad hoc committee will read the selected work above**. Second,** the students on the ad hoc committee will meet by teams or zoom and record their meeting.* In the meeting the students will discuss these points for the case study:

- What is the background of the case?
- The people involved?
- The places? The communities?
- The time period?
- The social problem addressed?
- How did the problem affect the people? The community?
- Were there human rights issues involved? What were they? Were there issues of social, racial, economic or environmental injustice? What were they?
- Was there a turning point in the case where things changed? Were there significant events with the problem? Breaking points?
- What did the planning stage look like as they addressed the problem?
- What strategies did they use to address the problem?
- What ethical issues were involved with the strategy?
- What were the outcomes of the strategy?
- What did you learn from the case about community organizing and planning?

Third, the ad hoc committee will decide who will post what part of the discussion in a way that seems fair to the group. All the above points should be included, but divided up among the group members for posting. The discussion post will be an individual grade not a group grade.

Grading of case study assignment:

*The ad hoc meetings on teams or zoom: The students are meeting in ad hoc committees to critique the readings together and come up with the main points for the individual posts. Ad hoc committees will meet by zoom or teams and record their meetings and submit them as part of their case study. Recordings will be posted in a separate drop box. The instructor will view the recordings and 8 points of each student's grade will be from the observations of the student's participations. From the recordings, students may earn 8 points for consistent, professional, timely (being on time and staying throughout the recording), and helpful performance (see Student Standards of Conduct), students may earn 7 points for one time their performance was not consistent, professional, timely or helpful, 6 points for two times their performance was not consistent, professional, timely or helpful, and 0 points for a pattern of inconsistency, and lack of professional behavior.

Discussion board posts: (Individual grade)

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There will be discussion boards for each of the ad hoc committees, and this is the suggested question assignments students within the ad hoc committee should take if there are 4 students in the ad hoc committee:

Student 1	• What is the background of the case? • The people involved? • The places? The communities? • The time period? (32 points)
Student 2	• The social problem addressed? • How did the problem affect the people? The community? • Were there human rights issues involved? What were they? Were there issues of social, racial, economic or environmental injustice? What were they? (32 points)
Student 3	• Was there a turning point in the case where things changed? Were there significant events with the problem? Breaking points? • What did the planning stage look like as they addressed the problem? • What strategies did they use to address the problem? (32 points)
Student 4	• What ethical issues were involved with the strategy? • What were the outcomes of the strategy? • What did you learn from the case about community organizing and planning? (32 points)

If there are three students in the ad hoc committee the questions may be divided as follow:

Student 1	• What is the background of the case? • The people involved?

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	• The places? The communities? • The time period? • The social problem addressed? • How did the problem affect the people? The community? (32 points)
Student 2	• Were there human rights issues involved? What were they? Were there issues of social, racial, economic or environmental injustice? What were they? • Was there a turning point in the case where things changed? Were there significant events with the problem? Breaking points? • What did the planning stage look like as they addressed the problem? (32 points)
Student 3	• What strategies did they use to address the problem? • What ethical issues were involved with the strategy? • What were the outcomes of the strategy? • What did you learn from the case about community organizing and planning? (32 points)

To receive the maximum number of points for the discussion (32 points), the student should answer all of their assigned question thoroughly and accurately, and their answers should be well-written, clear, understandable, on-time, and typo and error-free. Terms/concepts should be defined and described, and your colleagues who are not on your ad hoc committee should easily understand about the case you are reviewing. Examples, quotes, citations, references and even pictures from the case are encouraged!

Types of errors from case study assignment that will be highlighted/marked and points will be deducted:

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Student not answering all assigned questions.
Answers are incomplete or inaccurate.
Answers do not completely cover the topic or answers are not related to the topic.
Answers have typos/writing errors and are unclear or not understandable to the reader.
Case study is posted late.
Terms/concepts not defined or not accurately defined.
Other as described in grading

Responding to case study reports (10% of course grade which is 20 points)

To receive full credit (20 points) for responses to case study reports, students must make at least four responses to case study reports different than their own case study. In addition, the student should respond to questions, inquiries, and critiques to their post from other colleagues.

Response posts should be well-written in at least 3-5 sentences, free from writing errors and typos, and add to the discussion—maybe the respondent asks a question, expands on a point, provides clarification or respectfully and professionally critiques the initial post.

All posts (responses and replies) should be professional, respectful and collegial.

Community organizing and planning: The class as a whole or groups in the class of 6-10 members will engage with a community, and plan an event to bring the community together to address a social problem involving ethics, human rights, racism, inequity and/or social, racial, economic and environmental injustice. *In each class the instructor will have examples and opportunities for community organizing and planning, but students may also decide on their own efforts.*

Students will do a monthly individual reflection (4 total, each are 10% for **a total of 40% of the course grade**) of their involvement, and include artifacts (e.g. announcements, emails, discussion posts, flyers, leading a meeting, minutes from meetings (other than class sessions), pictures, audio recordings, video recordings, evaluation tools) to provide evidence for their efforts within their group. These reflections are **20 points each for a total of 80 points.** *Taking minutes for a class session does not count.*

To receive all 20 points for the reflections, the reflections must show at least two individual contributions to the efforts with artifacts, and the student's reflection on their performance, and goals and objectives for the future and/or evaluation of their performance on goals/objectives from the last month. Reflections should be submitted on time, well-written, thorough, honest, accurate, and free from writing errors and typos. One point will be deducted for each missed requirement for the reflection.

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Attendance, participation, and efforts to the collective class and class project (**Five percent of the class grade** or 10 points) To receive all 10 points, students must attend all required class sessions and ad hoc committee meetings, and submit all assignments on-time unless they have a bone fide excuse. Students must be on time, and stay for the entire required time, and demonstrate behavior that is professional, respectful, assertive, and honest. Student must clearly contribute to the Community organizing and planning event in a way that his helpful and valuable and shows leadership.

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Valdosta State University Curriculum Form

- **Request for a NEW COURSE**

Date of Submission:	12/21/2021

**Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.*

College:	College of Education and Human Services	**Dept. Initiating Request:**	Human Services
Requestor's Name:	Josphine Chaumba	**Requestor's Role:**	Faculty

Proposed NEW Course Prefix: *(Consult abbreviations in the catalog)*	SOWK	**NEW Course Number:** *(Consult #s in the catalog)*	7322
Proposed NEW Course Title:	Program Development for Human Services		
NEW Course Title Abbreviation: *(Limit to 30 character spaces)*	Prog Devt Human Services		
Prerequisite(s):	SOWK 7320, SOWK 7321 and Advanced Status.		

Lecture Hours:		**Lab/Contact Hours:**		**Credit Hours:**	3

Proposed NEW Course Description: *(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)**

Overview of processes and techniques of program planning and development in human service organizations from problem formulation through program design, resource mobilization, and implementation. Special attention to designing programs and meeting the needs of populations at risk.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☐ Major Requirement X Elective	X Fall Spring ☐ Summer	2022	*Once per Year*

Justification: *(select one or more of the following and provide appropriate narrative below:)*

☒ Improving student learning outcomes
☒ Adopting current best practice(s) in field
☐ Mandate of State/Federal/Accrediting Agency
☐ Other –

According to the Bureau of Labor Statistics, overall employment of social workers is expected to grow at a rate that is faster than the average for all occupations. Social work is a career that works with individuals or community structures to address life challenges and enhance wellbeing. To better prepare students for the diverse social work opportunities that are available, the MSW program will offer two tracks: direct practice to work with individuals and macro to work with larger groups and communities. This course will prepare students for administrative or leadership positions in human organizations and communities through program planning and development using strengths and empowerment perspectives and social and economic justice principles.

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

Source of Data to Support Change *(select one or more of the following):*

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

☐ Other Data Source Descriptions –

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

Valdosta State University – NEW COURSE Form

- **Request for a NEW COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Heather Kelley	Heather Kelley	1/10/22
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/8/2022 | 12:45 PM EST
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Dewar College of Education and Human Services
Valdosta State University
Department of Human Services
Social Work Program

SOWK 7322 Program Development for Human Services
Spring 2023
3 Credit Hours

Instructor: XXXX
Email: XXXX
Phone: XXXX
Office: XXXX
Class: XXXX
Dates &Times for Meetings: XXXX
Office Hours: XXXX

COURSE DESCRIPTION

Overview of processes and techniques of program planning and development in human service organizations from problem formulation through program design, resource mobilization, and implementation. Special attention to designing programs and meeting the needs of populations at risk.

Prerequisites: Admission to the MSW program and Advanced status

COURSE RATIONALE

Program Development for Human Services is a macro practice course which prepares students for becoming an administrator or a leader in human services organizations and communities. Students develop the critical thinking and interpersonal skills necessary for program planning and development, and gain understanding of the politics of planning in an organizational, inter-organizational, and community context. This course builds on the ecological systems perspective that views program planning and development as tools for social change using strengths and empowerment perspectives and social and economic justice principles. In addition to rationale planning, the course emphasizes how values, needs and resources influence program design and decision-making, and the importance of adapting programs to the contexts of diverse communities, as well as quality improvement and quality management.

COURSE OBJECTIVES

Upon completion of this course, students will be able to demonstrate the following objectives:

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1. Acquire an overview and critical understanding of the historical and theoretical development of planning in social work, and the conceptual frameworks that guide intervention.
2. Understand the process and techniques of program planning and development in social work settings.
3. Illustrate how research evidence is used to inform planning practice, and how practitioners apply research evidence in an effectiveness-based planning approach.
4. Describe the influence of social work values and ethics in planning for programs and services that are responsive to the problems and issues of populations at-risk, including women, people of color, those with disabilities, and people of various sexual orientations.
5. Demonstrate competence in planning as an intervention by understanding and practicing the steps of program and strategic planning including assessment of intra- and inter-organizational social, economic, political, and demographic environments and trends; operationalization of objectives and plan formulation; implementation design; and evaluation.

REQUIRED TEXTBOOKS and MATERIALS

Required Texts

Kettner, Peter M., Moroney, Robert, & Martin, Lawrence L. (2017). *Designing and managing programs: An effectiveness-based approach* (5th Ed.). Newbury Park, CA: Sage.

Bryson, John M. (2018). *Strategic planning for public and non-profit organizations: A guide to strengthening and sustaining organizational achievement* (5th Ed.). San Francisco: Jossey-Bass.

Recommended Texts

Calley, N.G., (2011). *Program Development in the 21st Century: An Evidence-Based Approach to Design, Implementation, and Evaluation.* 1st Ed. Thousand Oaks, CA: Sage.

Yuen, F.K.O. & Terao, K.L. (2003). *Effective Grant Writing and Program Evaluation for Human Service Professionals.* 1st Ed. Belmont, CA: Brooks Cole, Cengage Learning.

Materials:

1. VSU MSW Field Handbook and Advanced Practicum Guide
2. NASW Code of Ethics https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English
3. Additional Readings are assigned throughout the semester and posted in BlazeView for the assigned week. Check Course Calendar and Checklist online each week- these are mandatory readings.

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SOCIAL WORK COMPETENCIES

The Council on Social Work Education's 2015 Educational Policy and Accreditation Standards identified nine competencies that all social work students are expected to demonstrate developing mastery of:

Competency 1: Demonstrate Ethical and Professional Behavior
Competency 2: Engage Diversity and Difference in Practice
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Competency 4: Engage in Practice-informed Research and Research-informed Practice
Competency 5: Engage in Policy Practice
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Source: 2015epasandglossary.Pdf.Aspx (Cswe.Org)

CSWE COMPETENCIES, DIMENSIONS, AND ASSIGNMENTS (MEASURES):

Upon completion of this course, social work students should be able to:

Competencies	Assignments	Dimensions
Competency 1: Demonstrate Ethical and Professional Behavior at an Advanced Level *Objective 4: Describe the influence of social work values and ethics in planning for programs and services that are responsive to the problems and issues of populations at-risk, including women, people of color, those with disabilities, and people of various sexual orientations.*	TBA	TBA
Competency 2: Engage Diversity and Difference in Practice at an Advanced Level *Objective 4: Describe the influence of social work values and ethics in planning for programs and services that are responsive to the problems and issues of populations at-risk, including women, people of color, those with disabilities, and people of various sexual orientations.*	TBA	TBA
Competency 3: Advance human rights, social, economic and environmental justice at an Advanced Level *Objective 5: Demonstrate competence in planning as an intervention by understanding and practicing the steps of program and strategic planning including assessment of intra- and inter-organizational social, economic, political, and demographic environments and trends; operationalization of objectives and plan formulation; implementation design; and evaluation.*	TBA	TBA

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Competency 4: Engage in Practice Informed Research and Research Informed Practice at an Advanced Level *Objective 3: Illustrate how research evidence is used to inform planning practice, and how practitioners apply research evidence in an effectiveness-based planning approach.*		
Competency 5: Engage in Policy Practice at an Advanced Level *Objective 5: Demonstrate competence in planning as an intervention by understanding and practicing the steps of program and strategic planning including assessment of intra- and inter-organizational social, economic, political, and demographic environments and trends; operationalization of objectives and plan formulation; implementation design; and evaluation.*		
Competency 6: Engage with individuals, families, groups, organizations, and communities at an Advanced Level *Objective 2: Understand the process and techniques of program planning and program development in social work settings.* *Objective 1: Acquire an overview and critical understanding of the historical and theoretical development of planning in social work, and the conceptual frameworks that guide intervention.*	TBA	TBA
Competency 7: Assess individuals, families, groups, organizations, and communities at an Advanced Level *Objective 2: Understand the process and techniques of program planning and program development in social work settings.* *Objective 1: Acquire an overview and critical understanding of the historical and theoretical development of planning in social work, and the conceptual frameworks that guide intervention.*		
Competency 8: Intervene with individuals, families, groups, organizations, and communities at an Advanced Level *Objective 5: Demonstrate competence in planning as an intervention by understanding and practicing the steps of program and strategic planning including assessment of intra- and inter-organizational social, economic, political, and demographic environments and trends; operationalization of objectives and plan formulation; implementation design; and evaluation.*	TBA	TBA
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities at an Advanced Level *1. Demonstrate competence in planning as an intervention by understanding and practicing the steps of program and strategic planning including assessment of intra- and inter-organizational social, economic, political, and demographic environments and trends; operationalization of objectives and plan formulation; implementation design; and evaluation.*		

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ASSIGNMENTS

You will demonstrate your achievement of course competencies through your submitted projects, exams, and assignments. Templates and Assignment Guidelines are in BlazeView:

1. **Weekly Quizzes: 10 times @ 25 points each weekly quiz= 250 points:** Beginning in Week 1, in almost every week, you have to take an online quiz through Blazeview for each assigned reading materials. The purpose of taking this online quiz is to make sure that you understand the lesson in each week. You can take the online quiz twice and I will take the highest score among your two attempts. Each weekly quiz is due on Monday at 11:59pm.
   250 points total

2. **Class Participation (for F2F class students)/Weekly Reflections (for Web-hybrid students):**
   Class Participation: There are a total of 70 points for class involvement. This is a course that focuses on "how we know what we know". Much of the learning will come through active discussion. Everyone is expected to participate through questions, comments, and answers. Being right is not as important as being involved. Do not hesitate to raise and waive your hands or speak up in the class for your active participation. You could hurt your grade by not participating!!! **70 points total**
   Weekly Reflection: There are a total of 70 points for class reflection. In Week 1-Week 15 (except Week 10), after finishing each weekly lesson, I would like you to write your class reflection in 2-3 sentences in the discussion thread of the D2L course shell. Please write 1. What you have learned in the week?; 2. What was not clear for you in the week?; or are there any questions from the week? You will be expected to write your class reflection 14 times. You will receive 5 points each time you write a reflection. The deadline of each class reflection is the last day (at 11:59pm) in each week. **70 points total**

3. **Weekly Discussions for Web-hybrid Students**: Posting in Weekly Discussions will be assigned almost every week and scored online in discussion forums.
   Each weekly discussion will be worth 25 points. **Total points: TBA**

4. **Program Plan Presentations (in class):** This assignment is to develop a program plan. You will choose a social problem / issue and design a program that addresses that problem/issue related to your field placement. Sources for the presentation should include the assigned readings, class lecture and discussion, and additional research. The plan should be for a program that does NOT already exist. Using Power-Points Slides (PPTs) are required for your presentations.

5. **Program Development Presentations (in class):** This assignment is to develop a program based on the plan which you made through your Program Plan Presentations. Sources for the presentation should include the assigned readings, class lecture and discussion, and additional research. Using Power-Points Slides (PPTs) are required for your presentations.

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6. Other Assignments: In process of planning (TBA)

GRADING SCALE

Course grades will be determined as indicated in the table below.

Assignment	Points
Class Participation/Weekly Reflections	70
Weekly Quizzes	250
Weekly Discussions	TBA
Program Plan Presentations	250
Program Development Presentations	250
Other Assignments	TBA
Total	**TBA**

COURSE SCHEDULE/ACTIVITIES

Week	Topics & Readings	Assignments Due
1	• Syllabus Review & Self-Introductions	• Weekly Reflections
2	• History and Theory of Social Planning	• Read Textbook: Kettner, Moroney, & Martin. Ch 1-2 • History: Read an article: Brilliant, Eleanor L. (2005). From community planning to changing communities, 244-60. • Theory: Read the following: Grant Craft (2006). *Mapping Change: Using a Theory of Change to Guide Planning and Evaluation.* • Weekly Quiz & Reflections
3	• Program Planning and Development: Needs Assessment & Issue Analysis	• Read Textbook: Kettner, Moroney, & Martin. Ch 3-5. • Weekly Quiz & Reflections
4	• Program Design: Setting Rationale, Goals & Objectives	• Read Textbook: Kettner, Moroney, & Martin. Ch 6-8 • Weekly Quiz & Reflections
5	• Program Design: Setting Structure & Logistics	• Read Textbook: Kettner, Moroney, & Martin. Ch 9 • Weekly Quiz & Reflections

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6	• Budgeting	• Read Textbook: Kettner, Moroney, & Martin. Ch 13 • Read Textbook: Calley (2011) Chapter 9 (Develop the Financial Management Plan) • Weekly Quiz & Reflections
7	• Evaluation Planning & Resource Mobilization	• Read Calley (2011) Chapter 8 (Identify and Evaluate Potential Funding Sources) & Chapter 10 (Develop the Proposal). • Read Yuen & Terao (2003) Chapter 2 (Planning, Evaluating and Grant Writing) & Chapter 3 (Grant Proposal: A Written Program Plan) • Weekly Quiz & Weekly Reflections
8	• Program Plan Presentations (in class)	• Weekly Reflections
9	• Strategic Program Planning: Initiating the Process	• Read Textbook: Bryson, Ch. 1 & 2 • Weekly Quiz & Reflections
10	Spring Break	
11	• Clarifying Agency Mission and Mandates, and Environmental Assessment	• Read Textbook: Bryson, Ch. 3, 4, & 5 • Read an Article: Brown, W. (2007). Board development practices and competent board members: Implications for performance. *Nonprofit management and leadership, 17*(3), 301- 317. • Weekly Quiz & Reflections
12	• Strategic Program Planning Process: Identifying Issues and Establishing a Vision	• Read Textbook: Bryson, Ch. 6, 7, & 8 • Weekly Quiz & Reflections
13	• Implementation and Monitoring	• Read Textbook: Bryson, Ch. 9, 10, & 11. • Weekly Quiz & Reflections
14	• Assessing the Challenges of Program Planning • Cultural Issues in Program Planning and Design	• Read the following: Forbes (2011). *Ten reasons why strategic plans fail.* • Read Calley (2011): Chapter 4 (Address Cultural Identity Issues in Program Design) & Chapter 5 (Design the Clinical Program)
15	• Program Development Presentations (in class)	• Weekly Reflections

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STUDENT OPINION OF INSTRUCTION (SOI) STATEMENT

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available through SmartEvals. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous to instructors/administrators, and they will be able to access results only after they have submitted final grades. Before final grade submission, instructors will not be able to see any responses, but they can see the percentage of students who have or have not completed their SOIs. While instructors will not be able to see student names, an automated system will send a reminder email to those who have yet to complete their SOIs. Students who withdraw or drop a course will also be sent invitations to complete the Dropped Course Survey. Complete information about the SOIs, including how to access the survey, is available on the SOI Procedures webpage.

UNIVERSITY AND SOCIAL WORK PROGRAM POLICIES

Accommodations Statement (Required)

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871. For more information, please visit VSU's Access Office or email: access@valdosta.edu.

Title IX Statement (Required)

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: titleix@valdosta.edu, Student Union, Suite 3106, Valdosta State University, Valdosta, Georgia 31698, 229-333-5941. To file a report (not make an inquiry) please visit https://cm.maxient.com/reportingform.php?ValdostaStateUniv&layout_id=7.

Attendance Policy (Required)

Class attendance is an essential part of student education in the VSU MSW Program. According to the Valdosta State University's Catalog, "Whether online or face-to-face, a student who misses or does not participate in more than 20% of the scheduled course or course activities could be subject to receiving a failing grade in the course." As a professional program, the MSW Program views classroom and practicum attendance as an extension of professional practice and hence **mandatory** so that students gain expected social work knowledge, skills and practice. If you are compelled for any reason to be absent from or unable to participate in class, you should immediately contact your instructor. It is always the responsibility of the student to determine specific catch-up work that is necessary to adequately prepare for future classes and course assignments.

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If a student misses more than 20% of scheduled course activities before midterm, **they** may withdraw from the class electronically **with a grade of W.** If absences are exceeded after midterm or the student fails to withdraw in a timely manner, the student will receive a grade of "F" (failing) or "WF" (withdraw failing).

Attendance and Participation
Class attendance is an essential part of student education in the VSU MSW Program. According the Valdosta State University's Catalog, "Whether online or face-to-face, a student who misses or does not participate in more than 20% of the scheduled course or course activities could be subject to receiving a failing grade in the course." As a professional program, the MSW Program views classroom and practicum attendance as an extension of professional practice and hence **mandatory** so that students gain expected social work knowledge, skills and practice. There is no such thing as an excused or a non-excused absence. In the case of serious medical illness, or serious family emergencies, students are responsible for providing documentation to the instructor (a doctor's excuse, etc.). It is always the responsibility of the student to determine specific catch-up work that is necessary to adequately prepare for future classes and course assignments.

If a student misses more than 20% of scheduled course activities before midterm, **they** may withdraw from the class electronically **with a grade of W.** If absences are exceeded after midterm or the student fails to withdraw in a timely manner, the student will receive a grade of "F" (failing) or "WF" (withdraw failing).

Attendance and Participation in Advanced Field Seminar
Although the material will be delivered asynchronously online, there will be weekly synchronous sessions held in this course for you to ask questions and interact in real time with the course instructor and your colleagues. These synchronous (i.e., real-time) meeting times will be announced. To complete this course successfully, you do have to participate in all course activities and submit work by due dates and times.

Academic Performance: Students are expected to maintain a 2.5 grade point average in the MSW Program. A discussion of the academic expectations including the Program's policy of Academic Deficiency Points given for grades lower than C can be viewed from the Graduate School Website at https://www.valdosta.edu/academics/graduate-school/our-programs/retention-dismissal-readmission-policies.php#masters

Incomplete Grade: See the Detailed Policy and Process on the VSU site at: https://www.valdosta.edu/academics/registrar/documents/incomplete-form-updated.pdf. A report of "I" (incomplete) indicates that a student was doing satisfactory work at the end of the term but, for non-academic reasons, was unable to complete all requirements for the course.

Academic Integrity: Academic integrity is the responsibility of all VSU faculty and students. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the VSU Student Code of Conduct on the VSU Division of Student Affairs

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website and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

By taking this course, you agree that all required course work may be subject to submission for textual similarity review to Turnitin, a tool within BlazeVIEW. For more information on the use of Turnitin at VSU see Turnitin for Students.

Dewar College of Education & Human Services Policy on Plagiarism

http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

ADDITIONAL STUDENT INFORMATION

Technology Assistance: Students having technology problems may contact the Help Desk (phone 229-245-4357) or e-mail a question to helpdesk@valdosta.edu. The Help Desk is located on the 2nd floor of Odum Library (near front entrance). Online support for BlazeVIEW is provided 24/7 through the USG Helpline which students have found to be an excellent source of support at all hours of day/night! For more information on eLearning Help and Support https://www.valdosta.edu/academics/elearning/eLearning-Help-Support.php

Safety Concerns: Safety concerns should always be taken seriously by students in the MSW Program because of the fact that classes are held in the evening or on weekends. The University Police Office is located on the second floor of the Campus Parking Deck across N. Oak Street to the west side of Pine Hall (near the College of Education) and the physical address is 1410 North Oak St. Valdosta, GA 31698. Please be conscious of safety issues and be sure to lock your car when you park, be aware of your surroundings while in the parking deck, lot and on campus, and please walk with your peers when classes are over in the evening or on weekends when there are fewer classes. VSU has several useful resources.
Many students choose to enter the Campus Police Emergency Number in their cellphones:
Police Emergency Number (229)259-5555; VSU Police escort service (229) 333-7816.
Download **BLAZER GUARDIAN APP** that allows students to create safety profiles and has a safety timer (virtual escort). You can learn more about it from their website
https://www.valdosta.edu/administration/finance-admin/police/

Cancellation of Classes: The University President may cancel classes under specific emergency conditions. The most frequent cause of cancellation is inclement weather. Please check the main page of the VSU web site if you have concerns about inclement weather or an emergency situation: http://www.valdosta.edu
Whenever possible, web weekend classes will continue as scheduled, but since students are driving from across the state, students MUST assess and determine whether they can safety reach campus in the case of a weather event. If you deem that you cannot safety drive to campus, notify your instructor if possible.

Offices Here to Help You on Campus
Research (and experience!) shows that *students are more successful when they seek out help and support when they face challenges.* VSU offers a full range of services---tutoring, supplemental instruction, counseling, and more—which is available both in person and online.

- **Tutoring:** Academic Support Center https://www.valdosta.edu/asc/

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- **Library Resources**: Odum Library https://www.valdosta.edu/academics/library/
- **Counseling:** VSU's Counseling Center https://www.valdosta.edu/student/student-services/counseling-center/
- **Career Exploration and On-campus Employment Opportunities:** Office of Career Opportunities https://www.valdosta.edu/celt/referral-guide-for-student-support.php
- **Food and Clothing Assistance:** Drop-Shop https://www.valdosta.edu/student/leadership/volunteer/blazer-pantry.php
- **On-campus Medical Assistance:** VSU Health Services https://www.valdosta.edu/administration/student-affairs/student-health/

Assignment Rubrics

TBA

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Valdosta State University Curriculum Form

- **Request for a NEW COURSE**

Date of Submission:	1/10/2022

**Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.*

College:	College of Education and Human Services	**Dept. Initiating Request:**	Human Services
Requestor's Name:	Josphine Chaumba	**Requestor's Role:**	Faculty

Proposed NEW Course Prefix: *(Consult abbreviations in the catalog)*	SOWK	**NEW Course Number:** *(Consult #s in the catalog)*	7613
Proposed NEW Course Title:	Advanced Practice Seminar		
NEW Course Title Abbreviation: *(Limit to 30 character spaces)*	Adv. Practice Seminar		
Prerequisite(s):	SOWK 7611 and Advanced Status		

Lecture Hours:		**Lab/Contact Hours:**		**Credit Hours:**	3

Proposed NEW Course Description: *(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)**

Integrative seminar to demonstrate readiness to practice as a master's level professional social worker in the student's area of specialization and facilitate students' transition from graduate school to post-graduation social work practice.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) X Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Every Semester*

Justification: *(select one or more of the following and provide appropriate narrative below:)*

☒ Improving student learning outcomes
☒ Adopting current best practice(s) in field
☐ Mandate of State/Federal/Accrediting Agency
☐ Other –

Advanced Practice Seminar is a capstone course taken concurrently with SOWK 7612 to facilitate the integration and application of the advanced social work skills in diverse and emerging practice clinical or macro contexts. Emphasis will be on demonstration of advanced social work skills through case studies and career development to prepare students for transition into the practitioner role. The course will build on student's knowledge of assessment, treatment planning, documentation, and evaluation learned during the MSW program. The course will support students with the process of reflecting on their internship and application of theories, policies, research, and practice skills in a variety of settings including, mental health, substance use, child welfare, schools, hospitals, and other community-based agencies.

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

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Source of Data to Support Change *(select one or more of the following):*

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

☐ Other Data Source Descriptions –

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

Valdosta State University – NEW COURSE Form

- **Request for a NEW COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Heather Kelley	Heather Kelley	1/10/22
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/8/2022 | 12:45 PM EST
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Dewar College of Education and Human Services
Valdosta State University
Department of Human Services
Social Work Program

SOWK 7613 Advanced Practice Seminar
Spring 2023
3 Credit Hours

Instructor: XXXX
Email: XXXX
Phone: XXXX
Office: XXXX
Class: Online
Dates &Times for Synchronous Meetings: TBA
Office Hours: Contact me via VSU Email to set an appointment

COURSE DESCRIPTION

Prerequisites: SOWK 7611 and Advanced Status. Integrative seminar to demonstrate readiness to practice as a master's level professional social worker in the student's area of specialization and facilitate students' transition from graduate school to post-graduation social work practice.

COURSE RATIONALE

Advanced Practice Seminar is a capstone course taken concurrently with SOWK 7612 to facilitate the integration and application of the advanced social work skills in diverse and emerging practice clinical or macro contexts. Emphasis will be on demonstration of advanced social work skills through case studies and career development to prepare students for transition into the practitioner role. The course will build on student's knowledge of assessment, treatment planning, documentation, and evaluation learned during the MSW program. The course will support students with the process of reflecting on their internship and application of theories, policies, research, and practice skills in a variety of settings including, mental health, substance use, child welfare, schools, hospitals, and other community-based agencies.

COURSE OBJECTIVES

Upon completion of this course, students will be able to demonstrate the following objectives:

1. Articulate advanced social work roles and perspectives in their area of interest or specialization.
2. Distinguish theories, practice models and evidenced based interventions for particular social issues across the lifespan and practice settings relevant to their area of specialization
3. Demonstrate the ability to use social work theory and methods to guide treatment planning and intervention

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4. Demonstrate the ability to offer and receive constructive feedback based on theory, research, policy, and relevant ethical decision-making models to enhance intervention
5. Distinguish and apply strategies for documenting and evaluating client progress and social worker effectiveness
6. Develop a personal philosophy of advanced social work practice in area of specialization.

REQUIRED TEXTBOOKS and MATERIALS

No Textbook is required

Materials:

1. VSU MSW Field Handbook and Advanced Practicum Guide
2. NASW Code of Ethics https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English
3. Additional Readings are assigned throughout the semester and posted in BlazeView for the assigned week. Check Course Calendar and online each week- these are mandatory readings.

SOCIAL WORK COMPETENCIES

The Council on Social Work Education's 2015 Educational Policy and Accreditation Standards identified nine competencies that all social work students are expected to demonstrate developing mastery of:

Competency 1: Demonstrate Ethical and Professional Behavior
Competency 2: Engage Diversity and Difference in Practice
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Competency 4: Engage in Practice-informed Research and Research-informed Practice
Competency 5: Engage in Policy Practice
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Source: 2015epasandglossary.Pdf.Aspx (Cswe.Org)

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CSWE COMPETENCIES, DIMENSIONS, AND ASSIGNMENTS (MEASURES):

Upon completion of this course, the Advanced Social Work student should be able to:

Competencies	Assignments	Dimensions
Competency 1: Demonstrate Ethical and Professional Behavior at an Advanced Level 1. Understand and apply ethical decision-making models by applying the standards of the NASW Code of Ethics relevant laws and regulations, ethical conduct of research (SOWK 6500- Citi program) and additional code of ethics as appropriate to the practicum setting. 2. Demonstrate professional comportment in behavior, appearance in oral, written, and electronic communication including social media practices using technologically, ethically, and appropriately to facilitate practice outcomes. 3. Use supervision and consultation to guide professional judgment and behavior utilizing reflection, and self-regulation to manage personal values and professionalism in practice and classroom settings. 4. Demonstrate the elements of leadership and the ability to shape the professional environment.	Weekly Journal of Field Experiences Case Presentation	• Knowledge • Values • Skills • Cognitive-Affective Processes
Competency 2: Engage Diversity and Difference in Practice at an Advanced Level 5. Communicate understanding of diversity and difference and recognize the extent to which a culture's structure and values impact life experiences. 6. Demonstrate respect, knowledge and skills that are appropriate for the range of human differences applying self-regulation and self-awareness to manage the influence of personal biases and values with clients and constituencies. 7. Practice without discrimination and identify the behavior of clients and constituencies that reflects client's issues of human diversity. 8. Respond to the effects of human diversity on all aspects of multilevel social work practice.	Case Presentation Case Study Analysis	• Knowledge • Values • Skills • Cognitive-Affective Processes

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Competency 3: Advance human rights, social, economic and environmental justice at an Advanced Level 9. Identify and understand social economic and environmental justice in order to advocate and engage in practices to advance human rights at the individual, and systems levels. 10. Demonstrate interventions using culturally and ethically sensitive social work theory and methods with persons of differing economic status, ethnic background, gender or individuals who are differently challenged, as well as individuals who have been subject to oppression or social/economic injustice. 11. Understand and challenge mechanisms of oppression and discrimination applying strategies of advocacy and social change to advance justice.	Case Presentation	• Knowledge • Values • Skills • Cognitive-Affective Processes
Competency 4: Engage in Practice Informed Research and Research Informed Practice at an Advanced Level 12. Apply critical thinking to use research evidence to inform and improve practice, policy and service delivery 13. Identify, select, and evaluate strategies for maintaining and enhancing psychosocial functioning and work in collaboration to assess and improve intervention effectiveness.		
Competency 5: Engage in Policy Practice at an Advanced Level 14. Identify social policies at the local, state and federal level that impacts the delivery of access to social services. 15. Demonstrate the ability to analyze, formulate, and influence social policies.		
Competency 6: Engage with individuals, families, groups, organizations, and communities at an Advanced Level 16. Apply knowledge of human behavior and social environment, person in environment and other theoretical frameworks using beginning interviewing skills to effectively engage diverse clients and constituencies, including: • Rapport Building • Empathy • Reflection (Content/Feelings) • Attending behaviors • Effective Questioning (Open/ Ended) • Paraphrasing	Case Presentation Chart of theory and assessment tools	• Knowledge • Values • Skills • Cognitive-Affective Processes

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• Reframing • Confronting/Noting a discrepancy • Appropriate Self-Disclosure • Interpreting • Information Giving • Summarizing • Enlisting Cooperation • Structure of Interview • Respond to complex problems and situations independently.		
Competency 7: Assess individuals, families, groups, organizations, and communities at an Advanced Level 17. Using the strengths perspective, practice without discrimination, collecting and organizing data and applying critical thinking to interpret information from clients and constituencies. 18. Develop and select mutually agreed upon appropriate intervention goals and objectives based on assessment of strengths, needs, and challenges of clients and constituencies. 19. Collect, organize, and interpret client data. 20. Make effective use of assessment tools and protocols to analyze and intervene in organizations, programs, and communities.		
Competency 8: Intervene with individuals, families, groups, organizations, and communities at an Advanced Level 21. Utilize supervision, consultation and interdisciplinary team collaboration as appropriate to achieve practice outcomes. 22. Understand methods of identifying, analyzing, and implementing evidenced based interventions to achieve client and constituent's goals. 23. Negotiate, mediate, and advocate on behalf of clients and constituents and facilitate effective transitions and endings that advance mutually agreed upon goals. 24. Demonstrate an increasing ability to engage in informed and systematic self-direct practice. 25. Demonstrate a variety of intervention skills from multiple treatment models and utilize these skills increasingly independent self-directed practice.	Case Presentation Interprofessional Education (IPE) Workshop	• Knowledge • Values • Skills • Cognitive-Affective Processes

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Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities at an Advanced Level 26. Select and use appropriate methods for evaluation and critically analyze, monitor and evaluate interventions and program processes and outcomes. 27. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. 28. Apply knowledge of human behavior and social environment, person in environment and other theoretical frameworks when evaluating diverse clients and constituencies. 29. Apply research skills to evaluation of psychosocial intervention. 30. Communicate and disseminate evaluation results appropriate to the intended stakeholder.		

ASSIGNMENTS

You will demonstrate your achievement of course competencies through your submitted projects, exams, and assignments. Templates and Assignment Guidelines are in BlazeView:

1. **Weekly Journal of Practicum Experience:** Each week, you will share what you have learned from your field experiences and how that learning relates to your classroom learning or specialization. Highlight what you did well, what you found challenging or unprepared to do, and questions that you might have about your field. You are expected to exercise confidentiality by not using the actual names of your placement or the client. Use fictitious names.

2. **Class Participation and Peer Feedback:** Being intentional in seeking supervision by showing up, assessing your own learning needs, and giving and accepting constructive criticism are hallmarks of clinical supervision and becoming a skilled social worker. This assignment is designed to help us begin to think about these qualities as create the opportunities to interact in this online course. Although the material will be delivered asynchronously online, synchronous sessions will be scheduled the week of January 31, March 7, and April 18 for us to interact in real time and discuss cases and/or behavioral health licensure or careers. The meeting time will be announced. In addition to these meetings, we will have online case presentations and required responses to other posts. To complete this course successfully, you do have to participate in all course activities and submit work by due dates and times.

3. **Case Presentation:** You will present one case from your caseload as a BlazeView Discussion at 2 different times during the semester in a PowerPoint (PPT) format so that we can learn approaches to assessment and theory integration in diverse practice settings.

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First, choose a case that has given you the most challenges from your own caseload or placement site in general, and address ALL the guidelines below to develop your case presentation. Second, choose the week that you will post your first PPT presentation in February. If you select to post your First presentation on February 7, you will be in Group 1; February 14 - Group 2; February 21- Group 3; February 28 - Group 4. The Final presentation will be on April 11- Group 1 & 2; and April 18 – Group 3 & 4. For both presentations, on the Monday of the week that your group is presenting, please upload your PPT online in the appropriate Discussion. That is all you need to do if you are presenting. Reviewing other presentations is optional.

If you are not presenting that week, you are required to review all the PPTs posted for that week and to provide a response to the specific issues that the presenters have raised as well as make recommendations as needed:

Presentation Guidelines

I. **Client Demographics** - provide a brief overview

II. **Presenting Problem**
- What were the issues that brought the individual/group/community to your agency? Describe the symptoms and DSM 5 criteria if applicable.
- Did you identify any additional needs? If so, what were they? Include DSM if applicable.
- What did the client or group or agency or community representative identify as strengths?
- Did you identify any additional strengths? What were they?

III. **Engagement & Assessment**
- What did you do to develop rapport with the individual/group/community? Use theory informed or social work terms to describe this process.
- What *specific assessment tool or tools* did you use to learn more about the presenting problem? Unacceptable answers include simply saying 'I observed, I noticed, I talked to …"
- What can you say about this tool in terms of its usefulness and relevancy with diverse groups?
- After your assessment, describe the goal setting process or how assessment data were used to make decisions about the intervention?

IV. **Interventions**
- Describe 2 key interventions that you used including the **theory** base. The interventions can be informed by one theory or be associated with 2 different theories. Provide sufficient detail so that someone who does know about your theory will have a good understanding.
- Why did you choose the specific intervention? Support your answer with **evidence or research** that reported its usefulness with individuals or groups or communities from any one of these websites The Campbell

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Collaboration's Social Welfare Database OR National Registry of Evidence-Based Programs and Practices (NREPP) Provide the citation of the actual journal article, manual or entry that you access from the websites above.

- Describe the other professional disciplines that you collaborated with in this case. Who are they and what was your unique contribution and theirs? Using the dimensions by Bronstein (2003) which one is related to what you did?

V. Ethical Issues

- What specific issues did you identify related to your case?
- Which ones would you want us to discuss or help you to think through in our class? Your questions can be about your challenges, dilemmas, ideas on how others might approach your etc. Everyone should have at least two issues for the class to discuss.

****End here for first case presentation**

Add the items below to your final Case Presentation Only

VI. Outcome and Evaluation

- How did you use the feedback that the class gave to you in your first case presentation?
- What was the outcome of this case?
- What specific research or data analysis considerations did you use to determine the effectiveness of your intervention?
- Would you have done anything differently and if so, why?
- Include a reference page for your presentation.

4. **Interprofessional Education (IPE) Workshop and Reflection (2 meetings) –** You will participate in 2 Interprofessional Education (IPE) seminars with students from the Philadelphia College of Osteopathic medicine Moultrie. The meetings will be virtual. A list of the seminar dates will be provided for you to choose two. You will complete a reflection within 24 hours of attending each seminar. Late reflections will not be accepted.

5. **Self-Reflection**

This is a minimum 1 to maximum 2-page reflection of your field experience. Answer all the questions below:

1. Which theories did you find most useful during your placement?
2. What helped you or acted as a barrier as you tried to integrate social work theory and concepts in this course and your practicum?
3. Comparing your first and second presentation, what changed? What stayed the same? Give reasons with examples to support your answer.

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4. Comment on your ability to collaborate with others through the IPE meetings or your placement: Which professions did you get to work on a case with this semester? What did you take away from this opportunity?
5. Thinking of the dimension(s) of interprofessional collaboration by Bronstein (2003), which ones were you able to implement in your work? Explain and give examples of what you or your social work colleagues did.

GRADING SCALE

Course grades will be determined as indicated in the table below.

Assignment	Points
Class Participation and Peer Feedback	15
Case/Project Presentation (2 presentations at 15 points each)	30
Weekly Journal	20
Online Training Certificates (2 at 10 points each)	20
Self-Reflection	15
Total	**100**

COURSE SCHEDULE/ACTIVITIES

Week	Topics & Readings	Assignments Due
1 Jan 9	• Syllabus Review & Self-Introductions • Social work Specializations- Core Principles & Standards – NASW; SAMHSA websites • Integrated Care Models • Interprofessional Collaboration	**Ongoing:** • Online Training certificates in area of specialization • Weekly Journal
2 Jan 16 MLK Day Jan 16	Assessment, Intervention & Evidence-Based Models for Select Social Work Specializations • Advanced Social Work Practice Essentials: Theories, Values • Performance and Outcome Measures	Chart of theory and assessment tools for either adults, children, or specific condition/issue using the readings and your placement (Ungraded)
3 Jan 23	Case Study Analysis	
4 Jan 30	**Synchronous Meeting #1** to answer questions on Case Presentation and interact as a class.	Class Participation
5 Feb 6	Discussion of field experiences	Group 1: Case Presentations Rest of class provide Peer Feedback
6 Feb 13	Discussion of field experiences	Group 2: Case Presentation Peer Feedback

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7 Feb 20	Discussion of field experiences	Group 3: Case Presentation Peer Feedback
8 Feb 27	Discussion of field experiences	Group 4: Case Presentation Peer Feedback
9 Mar 6	Panel Presentation -Behavioral Health Practitioners **Synchronous Meeting #2**	Class Participation Reflection on Presentation – what did you learn? (Ungraded)
10 Mar 13	Spring Break	
11 Mar 20	Careers in Social Work & Licensure	
12 Mar 27	Licensure – Review of LMSW Application	Complete LMSW Application (Ungraded)
13 April 3	Licensure Exam Review	
14 April 10	Discussion of field experiences	Group 1 & 2 Final Case Presentation Peer Evaluation
15 April 17	Discussion of field experiences **Synchronous Meeting #3**	Group 3 & 4: Final Case Presentation Peer Evaluation
16 April 24	Licensure Practice Exam	
17 May 1	Final Exams Week	

STUDENT OPINION OF INSTRUCTION (SOI) STATEMENT

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available through SmartEvals. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous to instructors/administrators, and they will be able to access results only after they have submitted final grades. Before final grade submission, instructors will not be able to see any responses, but they can see the percentage of students who have or have not completed their SOIs. While instructors will not be able to see student names, an automated system will send a reminder email to those who have yet to complete their SOIs. Students who withdraw or drop a course will also be sent invitations to complete the Dropped Course Survey. Complete information about the SOIs, including how to access the survey, is available on the SOI Procedures webpage.

UNIVERSITY AND SOCIAL WORK PROGRAM POLICIES

Accommodations Statement (Required)

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871. For more information, please visit VSU's Access Office or email: access@valdosta.edu.

Title IX Statement (Required)

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included.

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Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: titleix@valdosta.edu, Student Union, Suite 3106, Valdosta State University, Valdosta, Georgia 31698, 229-333-5941. To file a report (not make an inquiry) please visit https://cm.maxient.com/reportingform.php?ValdostaStateUniv&layout_id=7.

Attendance Policy (Required)
Class attendance is an essential part of student education in the VSU MSW Program. According to the Valdosta State University's Catalog, "Whether online or face-to-face, a student who misses or does not participate in more than 20% of the scheduled course or course activities could be subject to receiving a failing grade in the course." As a professional program, the MSW Program views classroom and practicum attendance as an extension of professional practice and hence **mandatory** so that students gain expected social work knowledge, skills and practice. If you are compelled for any reason to be absent from or unable to participate in class, you should immediately contact your instructor. It is always the responsibility of the student to determine specific catch-up work that is necessary to adequately prepare for future classes and course assignments.

If a student misses more than 20% of scheduled course activities before midterm, **they** may withdraw from the class electronically **with a grade of W.** If absences are exceeded after midterm or the student fails to withdraw in a timely manner, the student will receive a grade of "F" (failing) or "WF" (withdraw failing).

Attendance and Participation
Class attendance is an essential part of student education in the VSU MSW Program. According to the Valdosta State University's Catalog, "Whether online or face-to-face, a student who misses or does not participate in more than 20% of the scheduled course or course activities could be subject to receiving a failing grade in the course." As a professional program, the MSW Program views classroom and practicum attendance as an extension of professional practice and hence **mandatory** so that students gain expected social work knowledge, skills and practice. There is no such thing as an excused or a non-excused absence. In the case of serious medical illness, or serious family emergencies, students are responsible for providing documentation to the instructor (a doctor's excuse, etc.). It is always the responsibility of the student to determine specific catch-up work that is necessary to adequately prepare for future classes and course assignments.

If a student misses more than 20% of scheduled course activities before midterm, **they** may withdraw from the class electronically **with a grade of W.** If absences are exceeded after midterm or the student fails to withdraw in a timely manner, the student will receive a grade of "F" (failing) or "WF" (withdraw failing).

Attendance and Participation in Advanced Field Seminar

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Although the material will be delivered asynchronously online, there will be weekly synchronous sessions held in this course for you to ask questions and interact in real time with the course instructor and your colleagues. These synchronous (i.e., real-time) meeting times will be announced. To complete this course successfully, you do have to participate in all course activities and submit work by due dates and times.

Academic Performance: Students are expected to maintain a 2.5 grade point average in the MSW Program. A discussion of the academic expectations including the Program's policy of Academic Deficiency Points given for grades lower than C can be viewed from the Graduate School Website at https://www.valdosta.edu/academics/graduate-school/our-programs/retention-dismissal-readmission-policies.php#masters

Incomplete Grade: See the Detailed Policy and Process on the VSU site at: https://www.valdosta.edu/academics/registrar/documents/incomplete-form-updated.pdf. A report of "I" (incomplete) indicates that a student was doing satisfactory work at the end of the term but, for non-academic reasons, was unable to complete all requirements for the course.

Academic Integrity: Academic integrity is the responsibility of all VSU faculty and students. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the VSU Student Code of Conduct on the VSU Division of Student Affairs website and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

By taking this course, you agree that all required course work may be subject to submission for textual similarity review to Turnitin, a tool within BlazeVIEW. For more information on the use of Turnitin at VSU see Turnitin for Students.

Dewar College of Education & Human Services Policy on Plagiarism

http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

ADDITIONAL STUDENT INFORMATION

Technology Assistance: Students having technology problems may contact the Help Desk (phone 229-245-4357) or e-mail a question to helpdesk@valdosta.edu. The Help Desk is located on the 2nd floor of Odum Library (near front entrance). Online support for BlazeVIEW is provided 24/7 through the USG Helpline which students have found to be an excellent source of support at all hours of day/night! For more information on eLearning Help and Support https://www.valdosta.edu/academics/elearning/eLearning-Help-Support.php

Safety Concerns: Safety concerns should always be taken seriously by students in the MSW Program because of the fact that classes are held in the evening or on weekends. The University Police Office is located on the second floor of the Campus Parking Deck across N. Oak Street to the west side of Pine Hall (near the College of Education) and the physical address is 1410 North Oak St. Valdosta, GA 31698. Please be conscious of safety issues and be sure to lock your car when you park, be aware of your surroundings while in the parking deck, lot and on campus, and please walk with your peers when classes are over in the evening

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or on weekends when there are fewer classes. VSU has several useful resources.
Many students choose to enter the Campus Police Emergency Number in their cellphones: **Police Emergency Number (229)259-5555; VSU Police escort service (229) 333-7816.** Download **BLAZER GUARDIAN APP** that allows students to create safety profiles and has a safety timer (virtual escort). You can learn more about it from their website https://www.valdosta.edu/administration/finance-admin/police/

Cancellation of Classes: The University President may cancel classes under specific emergency conditions. The most frequent cause of cancellation is inclement weather. Please check the main page of the VSU web site if you have concerns about inclement weather or an emergency situation: http://www.valdosta.edu
Whenever possible, web weekend classes will continue as scheduled, but since students are driving from across the state, students MUST assess and determine whether they can safety reach campus in the case of a weather event. If you deem that you cannot safety drive to campus, notify your instructor if possible.

Offices Here to Help You on Campus
Research (and experience!) shows that *students are more successful when they seek out help and support when they face challenges.* VSU offers a full range of services---tutoring, supplemental instruction, counseling, and more—which is available both in person and online.

- **Tutoring:** Academic Support Center https://www.valdosta.edu/asc/
- **Library Resources**: Odum Library https://www.valdosta.edu/academics/library/
- **Counseling:** VSU's Counseling Center https://www.valdosta.edu/student/student-services/counseling-center/
- **Career Exploration and On-campus Employment Opportunities:** Office of Career Opportunities https://www.valdosta.edu/celt/referral-guide-for-student-support.php
- **Food and Clothing Assistance:** Drop-Shop https://www.valdosta.edu/student/leadership/volunteer/blazer-pantry.php
- **On-campus Medical Assistance:** VSU Health Services https://www.valdosta.edu/administration/student-affairs/student-health/

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Assignment Rubrics

Case Presentation Rubric (Total of 30 points @ 15 points per presentation)

Your case presentation will be graded according to how well you address the following:

Category	Scoring Criteria	Possible Points	Your Score
Organization (15 points)	Information is presented in a logical sequence.	2	
	Presentation appropriately cites more than 3 number of references.	2	
Content (45 points)	Presentation incorporates all the assignment guidelines	5	
	Appropriate amount of material is prepared, and points made reflect well their relative importance.	2	
	Presentation uses non-stigmatizing language	2	
	Visual aids are well prepared, informative, effective, and not distracting.	1	
	Information was well communicated.	1	
Score	**Total Points**	**15**	

Points will be deducted from your earned total for errors at .25 points per error.

Self-Reflection Rubric (15 points)

Your case presentation will be graded according to how well you address the following:

Scoring Criteria	Possible Points	Your Score
Description of theories you found most useful	3	
Description of what helped you or acted as a barrier as you tried to integrate social work theory and concepts	3	
Comparison of your first and second presentation	3	
Description of ability to collaborate with others through the IPE meetings or your placement	3	
Description of application of dimension(s) of interprofessional collaboration by Bronstein (2003)	3	
Total Points	**15**	

Points will be deducted from your earned total for errors at .25 points per error.

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1. **What is the rationale for this new course? Is this course required by an outside accreditor? If so, why?**
   This course will be one of the core courses focused on field education. While classroom learning focuses on distinct knowledge and theories, the field curriculum provides students with guided instruction on how to apply the theories to assess develop, implement, and evaluate social interventions with individuals, families, groups, organizations, and communities.

2. **Will this course be required? Why?**
   This will be a required course in order to provide a forum for students integrate social work practice knowledge and skills to enable the development of competent and self-evaluative practice. As a professional program, the MSW is a terminal degree and students are expected to graduate the transition into paid employment. This course will allow students to receive support before making this transition.

3. **If required, what course in the current program of study will it replace?**
   Th course is not replacing any course in the current program. Following a restructuring of the MSW curriculum, some courses have been deactivated to better reflect current trends in social work curricula and student interest. This course will be one of the new courses that will be added to fill the gaps in credit hours following the deactivated courses.

4. **Which program learning outcomes will this course support and how?**
   The VSU MSW learning outcomes are: (1) To prepare students to engage in informed, systematic, and self-directed practice at multiple levels; (2)To create a unique learning environment in which students are able to identify with the profession and learn to assume professional leadership roles in which they can begin to shape their professional environment; (3) To prepare students for practice at increasing levels of complexity, using specialized theories and practice methods that enable students to maintain attention to balanced practice; (4) To prepare students to practice with respect and with the knowledge, values, and skills that are appropriate for the range of human differences in order to implement effective intervention strategies; (5) To develop and strengthen ongoing collaboration with helping systems in the community and region to facilitate the advancement of social work knowledge, skills, and values, and the promotion of policies and services that match the ideals of social justice; (6) To provide support and professional development to human service practitioners within the region as well as to contribute to the advancement of the profession through the generation of social work knowledge through scholarship, service, teaching, professional affiliations, and opportunities for life-long learning; (7) To seek an increasingly diverse group of applicants who wish to pursue the field of social work and to create a creative, diverse learning environment in which students learn to value human differences and learn to practice within the values and ethics of the profession.

   The proposed new course will contribute in helping students develop skills for informed, systematic, self-directed practice; and learn how to apply theories in practice areas of interest. Thus, the course will help with developing mastery of goals 1 through 4.

5. **What specific qualitative and quantitative data does the program currently have to support the need for this course?**
   The MSW program administers an exit survey to the graduating class every year. A consistent request from students that have completed this survey is a course in the final semester that will help students consolidate the knowledge and skills gained through the program as well as prepare them for licensure and beginning their careers.

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Within the MSW Program, this course will completement the Field Practicum courses that students complete individually in diverse social service agencies. The new course will provide students and opportunity to meet as a group and learn from each other.

6. **How, and how often, will the program assess the success of this course in meeting the specified learning outcomes?**
   The course will be evaluated by students at the end of each semester that it is offered. The MSW curriculum committee completes a periodic review of the courses.

7. **What personnel and resources will the program provide to offer the course on the schedule indicated?**
   No additional resources are needed.

8. **What other university courses have similar learning outcomes or subject matter?**
   The course will complement the field education courses: SOWK 7611. Advanced Social Work Practicum I and SOWK 7612. Advanced Social Work Practicum II designed to prepare students for advanced social work practice.

9. **What distinguishes this new course from these other course offerings?**
   While the other courses are completed individually in diverse agency settings, this course will bring the individual students together to form a community of learners so that they can learn from each other and support one another as they make the transition to professional practice.

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Valdosta State University Curriculum Form

- **Request for a NEW COURSE**

Date of Submission:	12/21/2021

**Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.*

College:	College of Education and Human Services	**Dept. Initiating Request:**	Human Services
Requestor's Name:	Josphine Chaumba	**Requestor's Role:**	Faculty

Proposed NEW Course Prefix: *(Consult abbreviations in the catalog)*	SOWK	**NEW Course Number:** *(Consult #s in the catalog)*	7775
Proposed NEW Course Title:	Social Work and Trauma		
NEW Course Title Abbreviation: *(Limit to 30 character spaces)*	Social Work and Trauma		
Prerequisite(s):	Admission to the program and SOWK 6301		

Lecture Hours:		**Lab/Contact Hours:**		**Credit Hours:**	3

Proposed NEW Course Description: *(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)**

Examination of theories of primary and secondary trauma and intervention approaches as they apply to practice with survivors of primary trauma as well as care with social workers of secondary traumatic stress. Particular attention will be made to the use of engagement, assessment, intervention, and evaluation on the micro, mezzo, and macro levels of practice, diversity and use of social work ethics and values.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☐ Major Requirement X Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Once per Year*

Justification: *(select one or more of the following and provide appropriate narrative below:)*

☒ Improving student learning outcomes
☒ Adopting current best practice(s) in field
☐ Mandate of State/Federal/Accrediting Agency
☐ Other –

According to the Bureau of Labor Statistics, overall employment of social workers is expected to grow at a rate that is faster than the average for all occupations. Social work is a career that works with individuals or community structures to address life challenges and enhance wellbeing. To better prepare students for the diverse social work opportunities that are available, the MSW program will offer two tracks: direct practice to work with individuals and macro to work with larger groups and communities. This course will be needed for the direct practice track.

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

Source of Data to Support Change *(select one or more of the following):*

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

☐ Other Data Source Descriptions –

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

Valdosta State University – NEW COURSE Form

- **Request for a NEW COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Heather Kelley	Heather Kelley	1/10/22
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/8/2022 | 12:45 PM EST
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Dewar College of Education and Human Services
Valdosta State University
Department of Human Services
Social Work Program

SOWK 7775 Social Work and Trauma
TBA
3 Credit Hours

Instructor: XXXX
Email: XXXX
Phone: XXXX
Office: XXXX
Class: XXXX
Dates &Times for Meetings: XXXX
Office Hours: XXXX

COURSE DESCRIPTION

Examination of theories of primary and secondary trauma and intervention approaches as they apply to practice with survivors of primary trauma as well as care with social workers of secondary traumatic stress. Particular attention will be made to the use of engagement, assessment, intervention, and evaluation on the micro, mezzo, and macro levels of practice, diversity and use of social work ethics and values.

PREREQUISITES: Admission to the program and SOWK 6301.

COURSE RATIONALE

This course addresses theories of primary and secondary trauma; the nature of traumatic events and environments and the potential impacts on individuals, families, groups, organizations, and communities. Students will be offered information about traumatic exposure among diverse populations. Interventions and treatment modalities for working with those affected by trauma using the person-in-environment perspective will be presented. All topics will be related to and examined in the light of the core values, ethical principles, and standards of the National Association of Social Workers Code of Ethics. Emphasis will be on the student's development of practice competencies, such as critical thinking, supporting the therapeutic process by the use of research-informed and strengths-based practice; identifying opportunities for advocacy, effective self-care, and understanding the role and function of organizations in creating trauma-informed human services environments. Theories addressed will include stress, attachment, organizational, systems and ecological theories.

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COURSE OBJECTIVES

Upon completion of this course, students will be able to demonstrate the following objectives:

1. Students will identify values and ethics that direct practice with survivors of trauma including the ability to develop an awareness of their own personal attitudes, beliefs and values that impact their ability to provide services.
2. Students will be able to gain insight and a fuller understanding of their attitudes, beliefs, and values regarding issues of interpersonal and non-personal trauma at the macro, mezzo, and micro levels.
3. Students will assess their self-regulation skills and personal values as it relates to the traumatic stressors in their life.
4. Students will be able to relate theories, models and research for understanding problems of traumatic exposure within contextual client systems and circumstances.
5. Students will learn how to critically analyze and apply appropriate theoretical frameworks for effective practice with childhood and adult survivors of trauma.
6. Students will develop advanced skills and knowledge required to address the needs of childhood and adult survivors of trauma based on the theories and skills introduced in this course.
7. Students will demonstrate an understanding of the intersection of race, identity, gender, and trauma in how it shapes life experiences for traumatized populations.
8. Students will identify evidence-based practice that relates to their field experience and use scientific inquiry to critically evaluate its usefulness for working with traumatized populations.
9. Students will apply all steps in the social work intervention process including, engagement, assessment, planning, intervention, evaluation and follow up with childhood and adult survivors of trauma on the micro, mezzo, and macro levels of practice.

REQUIRED TEXTBOOKS and MATERIALS

Herman, J. (1997). *Trauma and Recovery*. New York: Basic Books.

Van der Kolk, B. (2014). *The Body Keeps the Score: Brain, Mind, and the Body in the Healing of Trauma.* New York: Viking.

Materials:

1. NASW Code of Ethics https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English
2. Additional Readings are assigned throughout the semester and posted in BlazeView for the assigned week. Check Course Calendar and Checklist online each week- these are mandatory readings.

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SOCIAL WORK COMPETENCIES

The Council on Social Work Education's 2015 Educational Policy and Accreditation Standards identified nine competencies that all social work students are expected to demonstrate developing mastery of:

Competency 1: Demonstrate Ethical and Professional Behavior
Competency 2: Engage Diversity and Difference in Practice
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Competency 4: Engage in Practice-informed Research and Research-informed Practice
Competency 5: Engage in Policy Practice
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Source: 2015epasandglossary.Pdf.Aspx (Cswe.Org)

CSWE COMPETENCIES, DIMENSIONS, AND ASSIGNMENTS (MEASURES):

Upon completion of this course, the Advanced Social Work student should be able to:

Competencies	Assignments	Dimensions
Competency 1: Demonstrate Ethical and Professional Behavior *Objective 1: Identify values and ethics that direct practice with survivors of trauma including the ability to develop an awareness of their own personal attitudes, beliefs and values that impact their ability to provide services.* *Objective 2: Gain insight and a fuller understanding of their attitudes, beliefs, and values regarding issues of interpersonal and non-personal trauma at the macro, mezzo, and micro levels.* *Objective 3: Assess their self-regulation skills and personal values as it relates to the traumatic stressors in their life.*	TBA	TBA
Competency 2: Engage Diversity and Difference in Practice *Objective 4: Relate theories, models and research for understanding problems of traumatic exposure within contextual client systems and circumstances.* *Objective 7: Demonstrate an understanding of the intersection of race, identity, gender, and trauma in how it shapes life experiences for traumatized populations.*	TBA	TBA

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Competency 3: Advance human rights, social, economic and environmental justice *Objective 2: Gain insight and a fuller understanding of their attitudes, beliefs, and values regarding issues of interpersonal and non-personal trauma at the macro, mezzo, and micro levels.* *Objective 4: Relate theories, models and research for understanding problems of traumatic exposure within contextual client systems and circumstances.* *Objective 7: Demonstrate an understanding of the intersection of race, identity, gender, and trauma in how it shapes life experiences for traumatized populations.*	TBA	TBA
Competency 4: Engage in Practice Informed Research and Research Informed Practice *Objective 4: Relate theories, models and research for understanding problems of traumatic exposure within contextual client systems and circumstances.* *Objective 5: Learn how to critically analyze and apply appropriate theoretical frameworks for effective practice with childhood and adult survivors of trauma.* *Objective 8: Identify evidence-based practice that relates to their field experience and use scientific inquiry to critically evaluate its usefulness for working with traumatized populations.*		
Competency 5: Engage in Policy Practice *Objective 9: Apply all steps in the social work intervention process including, engagement, assessment, planning, intervention, evaluation and follow up with childhood and adult survivors of trauma on the micro, mezzo, and macro levels of practice.*		
Competency 6: Engage with individuals, families, groups, organizations, and communities *Objective 9: Apply all steps in the social work intervention process including, engagement, assessment, planning, intervention, evaluation and follow up with childhood and adult survivors of trauma on the micro, mezzo, and macro levels of practice.*	TBA	TBA
Competency 7: Assess individuals, families, groups, organizations, and communities *Objective 2: Gain insight and a fuller understanding of their attitudes, beliefs, and values regarding issues of interpersonal and non-personal trauma at the macro, mezzo, and micro levels.* *Objective 4: Relate theories, models and research for understanding problems of traumatic exposure within contextual client systems and circumstances.* *Objective 6: Develop advanced skills and knowledge required to address the needs of childhood and adult survivors of trauma based on the theories and skills introduced in this course.* *Objective 7: Demonstrate an understanding of the intersection of race, identity, gender, and trauma in how it shapes life experiences for traumatized populations.* *Objective 9: Apply all steps in the social work intervention process including, engagement, assessment, planning, intervention, evaluation and follow up with childhood and adult survivors of trauma on the micro, mezzo, and macro levels of practice.*		

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Competency 8: Intervene with individuals, families, groups, organizations, and communities *Objective 6: Develop advanced skills and knowledge required to address the needs of childhood and adult survivors of trauma based on the theories and skills introduced in this course.* *Objective 9: Apply all steps in the social work intervention process including, engagement, assessment, planning, intervention, evaluation and follow up with childhood and adult survivors of trauma on the micro, mezzo, and macro levels of practice.*	TBA	TBA
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities *Objective 2: Gain insight and a fuller understanding of their attitudes, beliefs, and values regarding issues of interpersonal and non-personal trauma at the macro, mezzo, and micro levels.* *Objective 3: Assess their self-regulation skills and personal values as it relates to the traumatic stressors in their life.* *Objective 5: Learn how to critically analyze and apply appropriate theoretical frameworks for effective practice with childhood and adult survivors of trauma.* *Objective 8: Identify evidence-based practice that relates to their field experience and use scientific inquiry to critically evaluate its usefulness for working with traumatized populations.* *Objective 9: Apply all steps in the social work intervention process including, engagement, assessment, planning, intervention, evaluation and follow up with childhood and adult survivors of trauma on the micro, mezzo, and macro levels of practice.*		

ASSIGNMENTS

You will demonstrate your achievement of course competencies through your submitted projects, exams, and assignments. Templates and Assignment Guidelines are in BlazeView:

1. **Weekly Quizzes: 10 times @ 25 points each weekly quiz= 250 points:** Beginning in Week 1, in almost every week, you have to take an online quiz through Blazeview for each assigned reading materials. The purpose of taking this online quiz is to make sure that you understand the lesson in each week. You can take the online quiz twice and I will take the highest score among your two attempts. Each weekly quiz is due on Monday at 11:59pm.
   250 points total

2. **Weekly Reflections:** There are a total of 70 points for class reflection. In Week 1-Week 15 (except Week_), after finishing each weekly lesson, I would like you to write your class reflection in 2-3 sentences in the discussion thread of the D2L course shell. Please write 1. What you have learned in the week?; 2. What was not clear for you in the week?; or are there

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any questions from the week? You will be expected to write your class reflection 14 times. You will receive 5 points each time you write a reflection. The deadline of each class reflection is the last day (at 11:59pm) in each week.

70 points total

3. **Weekly Discussions**: Posting in Weekly Discussions will be assigned almost every week and scored online in discussion forums.
   Each weekly discussion will be worth 25 points. **Total points: TBA**

4. **Self–Care Plan**: Students will conduct a literature review on secondary and vicarious traumatization and the various ways in which social work practitioners who work with trauma survivors may be affected. Students will then create an individual self–care plan that includes integrated literature–based strategies and a creative approach to assist with self–care. This plan is due by_____.

   150 points total

5. **Trauma Case Presentation– Synchronous or Online Presentation:** Students will present one of their selected cases following the trauma case presentation rubrics as provided. They will present in Synchronous meeting or record a presentation through the BlazeView Discussion Thread and provide feedback to four of their classmates using the BlazeView Discussion Thead. Please refer to the assignment rubric. Using Power-Points Slides (PPTs) are required for your presentations. This is due by_____and feedback to cases presented by 4 other classmates by_____.

   200 points total

6. **Trauma-Informed Intervention Presentation – Synchronous or Online Presentation:** Students will complete a 12–15 pages in Power-Point Slides (PPTs) identifying two interventions and develop a corresponding evaluation plan to address the needs of traumatized populations (could include an individual, family, or community) in the field of abuse and neglect, violence and crime, substance abuse, man-made/natural disaster, loss and bereavement, and any other types of trauma related practice, using an identified theoretical framework (chosen from the class discussions). They will present in Synchronous meeting or record a presentation through the BlazeView Discussion Thread and provide feedback to four of their classmates using the BlazeView Discussion Thread. Please refer to the assignment rubric for more details. This is due by_____.

   250 points total

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GRADING SCALE

Course grades will be determined as indicated in the table below.

Assignment	Points
Weekly Quizzes	250
Weekly Reflections	70
Weekly Discussions	TBA
Self-Care Plan	150
Trauma Case Presentation	200
Trauma-Informed Intervention Presentation	250
Total	**TBA**

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COURSE SCHEDULE/ACTIVITIES

Week	Topics	Assignments Due
1	• Syllabus Review & Self-Introductions	• Weekly Reflections
2	• History of Trauma & Military Trauma	• Read Textbook by Herman: Chapter 1 (A Forgotten History) • Read Textbook by Van der Kolk: Chapter 1 (Lessons from Vietnam Veterans) & Chapter 2 (Revolutions in Understanding Mind and Brain) • Weekly Quiz & Weekly Reflections
3	• Trauma from Violence Against Women and Children	• Read the following three articles: 1) Jasinski, J. L. (2001). Theoretical explanations for violence against women. In C. M. Renzetti, J. L. Edleson, & R. K. Bergen (Eds.), *Sourcebook on violence against women* (pp. 5–21). Thousand Oaks, CA: Sage Publications. 2) Tanner, K., & Turney, D. (2003). What do we know about child neglect? A critical review of the literature and its application to social work practice. *Child and Family Social Work, 8*, 25–34. 3) Tjaden, P., & Thoennes, N. (2000). *Prevalence, incidence and consequences of violence against women: Findings from the national violence against women survey*. Washington: National Institute of Justice. • Weekly Quiz & Weekly Reflections
4	Social Worker's Trauma: Secondary Traumatic Stress	• Read Textbook by Herman: Chapter 7 (A Healing Relationship) • Read the following three articles: 1) Jenkins, S. R., Mitchell, J. L., Baird, S., Whitfield, S. R., & Meyer, H. L. (2011). The counselor's trauma as counseling

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		motivation: Vulnerability or stress inoculation?. *Journal of Interpersonal Violence, 26*(12), 2392–2412. 2) Slattery, S. M. & Goodman, L. A. (2009). Secondary traumatic stress among domestic violence advocates: Workplace risk and protective factors. *Violence Against Women, 15*(11), 1358–1379. 3) Geller, J., Madsen, L. & Ohrenstein, L. (2004). Secondary trauma: A team approach. *Clinical Social Work Journal, 32*, 415–430. *Weekly Quiz & Weekly Reflections
5	Social Worker's Trauma: Vicarious Traumatization	• Read the following four articles: 1) Azar, S.T. (2000). Preventing burnout in professionals and para professionals who work with child abuse and neglect cases. *Journal of Clinical Psychology, 56*(5), 643–663. 2) Baird, S., & Jenkins, S. R. (2003). Vicarious traumatization, secondary traumatic stress, and burnout in sexual assault and domestic violence agency staff. *Violence & Victims, 18*(1), 71–86. 3) Dane, B. (2002). Duty to inform: Preparing social work students to understand vicarious traumatization. *Journal of Teaching in Social Work, 22*(3/4), 3–20. 4) Kanno, H., & Giddings, M. M. (2017) Hidden trauma victims: Understanding and preventing traumatic stress in mental health professionals. Social Work in Mental Health, 15 (3), 331-353.

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		*Weekly Quiz & Weekly Reflections
6	What is Trauma & Neurobiology of Trauma	• Read Textbook by Herman: Chapter 2 (Terror), Chapter 3 (Disconnection), & Chapter 4 (Captivity) • Read Textbook by Van der Kolk: Chapter 4 (Running for Your Life: The Anatomy of Survival) & Chapter 5 (Body, Brain, Connections) • Weekly Quiz & Weekly Reflections
7	Effects of & Response to Trauma	• Read Textbook by Van der Kolk: Chapter 7 (Getting on the Same Wavelength: Attachment and Attunement), Chapter 8 (Trapped in Relationships: The Cost of Abuse and Neglect), & Chapter 9 (What's Love Got to Do With It?) • Weekly Quiz & Weekly Reflections
8	Complex Trauma	• Read Textbook of Herman: Chapter 6 (A New Diagnosis) • Read the following two articles: 1) Luxenberg, T., Spinazzola, J., & Van der Kolk, B. (2001). Lesson 25: Complex trauma and disorders of extreme stress (DESNOS) diagnosis, part one: Assessment & Lesson 26: complex trauma and disorders of extreme stress (DESNOS) diagnosis, part two: Treatment. *Directions in Psychiatry, 21*, 373–415. 2) Van der Kolk, B.A., Roth, S., Pelcovitz, D., Sunday, S., & Spinazzola, J. (2005). Disorders of extreme stress: The empirical foundation of a complex adaptation to trauma. *Journal of Traumatic Stress, 18*(5), 389–399. *Weekly Quiz & Weekly Reflections

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9	Culturally Competent Social Work Practice with Trauma Populations	Read the following two articles: 1) Bronfenbrenner, U. (1986). Ecology of the family as a context for human development: Research perspectives. *Developmental Psychology, 22,* 723–742. 2) De Vries, M.W. (2007).Trauma in cultural perspective. In B.A. van der Kolk, A.C. McFarlane, & L. Weisaeth (Eds.), *Traumatic Stress: The Effects of Overwhelming Experience on Mind, Body, and Society.* New York: The Guilford Press. Choose two articles out of all the articles related to trauma of African American, LGBTQI, Asian, Populations with Disability, Hispanic, and Immigrants posted in the BlazeView and read the two articles. *Weekly Quiz & Weekly Reflections
10	Engagement and Assessment with Traumatized Populations	• Read Textbook of Herman: Chapter 8 (Safety) & Chapter 9 (Remembrance and Mourning) • Read Textbook by Van der Kolk: Chapter 10 (Developmental Trauma: The Hidden Epidemic) & Chapter 11 (Uncovering Secrets: The Problem of Traumatic Memory) • Weekly Quiz & Weekly Reflections
11	Interventions with Traumatized Populations: Safety Planning	Read the following four articles: 1) Campbell, J. (2001). Safety planning based on lethality assessment for partners of batterers in intervention programs. *Journal of Aggression, Maltreatment & Trauma, 5*(2), 129–143. 2) Glass, N., Eden, K.B., Bloom, T., & Perrin, N. (2010). Computerized aid improves safety decision process for

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		survivors of intimate partner violence. *Journal of Interpersonal Violence, 25*(11), 1947–1964. 3) Goodkind, J.R., Sullivan, C.M., & Bybee, D.I. (2004). A contextual analysis of battered women's safety planning. *Violence Against Women, 10*(5), 514–533. 4) Pennell, J., & Francis, S. (2005). Safety conferencing. *Violence Against Women, 11*(5), 666–692. *Weekly Quiz & Weekly Reflections
12	Interventions with Traumatized Populations: Trauma Focused Cognitive Behavioral Therapy (TF-CBT)	Read the following four articles: 1) Child Welfare Information Gateway. (2012). Information Brief: Trauma-Focused Cognitive Behavioral Therapy for Children Affected by Sexual Abuse or Trauma. 2) Cisler, J.M., Sigel, B.A., Kramer, T.L., Smitherman, S., Vanderzee, K., Pemberton, J., & Kilts, C.D. (2015). Amygdala response predicts trajectory of symptom reduction during Trauma-Focused Cognitive-Behavioral Therapy among adolescent girls with PTSD. *Journal of Psychiatric Research, 71*, 33–40. 3) Cohen, J.A., Mannarino, A.P., Kleithermes, M., & Murray, L.A. (2012). Trauma-focused CBT for youth with complex trauma. *Child Abuse & Neglect, 36*, 528–541. 4) Resick, P., Pallavi, N., Weaver, T., Millie, A., & Feuer, C. (2002). A comparison of cognitive behavioral processing therapy with prolonged exposure and a waiting list condition for treatment of chronic PTSD in female rape victims. *Journal of*

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		Counseling & Clinical Psychology, 70(4), 867–879. *Weekly Quiz & Weekly Reflections
13	Interventions with Traumatized Populations: Dialectical Behavioral Therapy (DBT) and Play Therapy	*DBT: Read the following two articles: 1) Cloitre, M., Koenen, K.C., Cohen, L.R., & Han, H. (2002). Skills training in affective and interpersonal regulation followed by exposure: A phase-based treatment for PTSD related to child abuse. *Journal of Consulting and Clinical Psychology, 70*(5), 1067–1074. 2) Linehan, M.M., Bohus, M., & Lynch, T.R. (2007). Dialectical behavior therapy for pervasive emotion dysregulation: Theoretical and practical underpinnings. In Gross, J. (Ed.), *Handbook of emotion regulation* (pp. 581–605). New York: Guilford Press. *Play Therapy: Read the following two articles: 1) Porter, M.L., Hernandez-Reif, M., & Jessee, P. (2009). Play therapy: A review. *Early Child Development and Care, 179*(8), 1025–1040. 2) Parish-Plass, N. (2008). Animal-assisted therapy with children suffering from insecure attachment due to abuse and neglect: A method to lower the risk of intergenerational transmission of abuse? *Clinical Child Psychology and Psychiatry, 13*(1), 7–30. *Weekly Quiz & Weekly Reflections
14	Self-Care & Interventions with Traumatized Populations: Mindfulness Based Stress Reduction Therapies	*Read Textbook by Van der Kolk: Chapter 16 (Learning to Inhabit Your Body: Yoga) * Read the following three articles:

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		1) Davidson, R.J., Kabat-Zinn, J., Schumacher, J., Rosenkranz, M., Muller, D., Santorelli, S.F., & Sheridan, J.F. (2003). Alterations in brain and immune function produced by mindfulness meditation. *Psychosomatic Medicine, 65*(4), 564–570. 2) Coelho, H.F., Canter, P.H., & Ernst, E. (2007). Mindfulness-based cognitive therapy: Evaluating current evidence and informing future research. *Journal of Consulting and Clinical Psychology, 75*, 1000–1005. 3) Lutz, A., Slagter, H.A., Dunne, J.D., & Davidson, R.J. (2008). Attention regulation and monitoring in meditation. *Trends in Cognitive Sciences, 12*(4), 163–169. *Weekly Quiz & Weekly Reflections
15	Reconnection, Seeking Safety, & Growth	*Read Textbook of Herman: Chapter 10 (Reconnection) * Read the following three articles: 1) Najavits LM (2002). Seeking Safety therapy for trauma and substance abuse. Corrections Today, 64: 136-140. 2) Tedaschi, R. & Calhun, L. (2004). Posttraumatic growth: Conceptual foundations and empirical evidence. *Psychological Inquiry,* 15 (10), 1-18. 3) Woodward, C., & Joseph, S. (2003). Positive change processes and posttraumatic growth in people who have experienced childhood abuse: Understanding vehicles of change. *Psychology and Psychotherapy: Theory, Research and Practice, 76*, 267-283. *Weekly Quiz

STUDENT OPINION OF INSTRUCTION (SOI) STATEMENT

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available through SmartEvals. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous to instructors/administrators, and they will be able to access results only after they have submitted final grades. Before final grade submission, instructors will not be able to see any responses, but they can see the percentage of students who have or have not completed their SOIs. While instructors will not be able to see student names, an automated system will send a reminder email to those who have yet to complete their SOIs. Students who withdraw or drop a course will also

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be sent invitations to complete the Dropped Course Survey. Complete information about the SOIs, including how to access the survey, is available on the SOI Procedures webpage.

UNIVERSITY AND SOCIAL WORK PROGRAM POLICIES

Accommodations Statement (Required)

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871. For more information, please visit VSU's Access Office or email: access@valdosta.edu.

Title IX Statement (Required)

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: titleix@valdosta.edu, Student Union, Suite 3106, Valdosta State University, Valdosta, Georgia 31698, 229-333-5941. To file a report (not make an inquiry) please visit https://cm.maxient.com/reportingform.php?ValdostaStateUniv&layout_id=7.

Attendance Policy (Required)

Class attendance is an essential part of student education in the VSU MSW Program. According to the Valdosta State University's Catalog, "Whether online or face-to-face, a student who misses or does not participate in more than 20% of the scheduled course or course activities could be subject to receiving a failing grade in the course." As a professional program, the MSW Program views classroom and practicum attendance as an extension of professional practice and hence **mandatory** so that students gain expected social work knowledge, skills and practice. If you are compelled for any reason to be absent from or unable to participate in class, you should immediately contact your instructor. It is always the responsibility of the student to determine specific catch-up work that is necessary to adequately prepare for future classes and course assignments.

If a student misses more than 20% of scheduled course activities before midterm, **they** may withdraw from the class electronically **with a grade of W.** If absences are exceeded after midterm or the student fails to withdraw in a timely manner, the student will receive a grade of "F" (failing) or "WF" (withdraw failing).

Attendance and Participation

Class attendance is an essential part of student education in the VSU MSW Program. According the Valdosta State University's Catalog, "Whether online or face-to-face, a student who misses or does not participate in more than 20% of the scheduled course or

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course activities could be subject to receiving a failing grade in the course." As a professional program, the MSW Program views classroom and practicum attendance as an extension of professional practice and hence **mandatory** so that students gain expected social work knowledge, skills and practice. There is no such thing as an excused or a non-excused absence. In the case of serious medical illness, or serious family emergencies, students are responsible for providing documentation to the instructor (a doctor's excuse, etc.). It is always the responsibility of the student to determine specific catch-up work that is necessary to adequately prepare for future classes and course assignments.

If a student misses more than 20% of scheduled course activities before midterm, **they** may withdraw from the class electronically **with a grade of W.** If absences are exceeded after midterm or the student fails to withdraw in a timely manner, the student will receive a grade of "F" (failing) or "WF" (withdraw failing).

Attendance and Participation in Advanced Field Seminar
Although the material will be delivered asynchronously online, there will be weekly synchronous sessions held in this course for you to ask questions and interact in real time with the course instructor and your colleagues. These synchronous (i.e., real-time) meeting times will be announced. To complete this course successfully, you do have to participate in all course activities and submit work by due dates and times.

Academic Performance: Students are expected to maintain a 2.5 grade point average in the MSW Program. A discussion of the academic expectations including the Program's policy of Academic Deficiency Points given for grades lower than C can be viewed from the Graduate School Website at https://www.valdosta.edu/academics/graduate-school/our-programs/retention-dismissal-readmission-policies.php#masters

Incomplete Grade: See the Detailed Policy and Process on the VSU site at: https://www.valdosta.edu/academics/registrar/documents/incomplete-form-updated.pdf. A report of "I" (incomplete) indicates that a student was doing satisfactory work at the end of the term but, for non-academic reasons, was unable to complete all requirements for the course.

Academic Integrity: Academic integrity is the responsibility of all VSU faculty and students. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the VSU Student Code of Conduct on the VSU Division of Student Affairs website and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

By taking this course, you agree that all required course work may be subject to submission for textual similarity review to Turnitin, a tool within BlazeVIEW. For more information on the use of Turnitin at VSU see Turnitin for Students.
Dewar College of Education & Human Services Policy on Plagiarism

http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

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ADDITIONAL STUDENT INFORMATION

Technology Assistance: Students having technology problems may contact the Help Desk (phone 229-245-4357) or e-mail a question to helpdesk@valdosta.edu. The Help Desk is located on the 2nd floor of Odum Library (near front entrance). Online support for BlazeVIEW is provided 24/7 through the USG Helpline which students have found to be an excellent source of support at all hours of day/night! For more information on eLearning Help and Support https://www.valdosta.edu/academics/elearning/eLearning-Help-Support.php

Safety Concerns: Safety concerns should always be taken seriously by students in the MSW Program because of the fact that classes are held in the evening or on weekends. The University Police Office is located on the second floor of the Campus Parking Deck across N. Oak Street to the west side of Pine Hall (near the College of Education) and the physical address is 1410 North Oak St. Valdosta, GA 31698. Please be conscious of safety issues and be sure to lock your car when you park, be aware of your surroundings while in the parking deck, lot and on campus, and please walk with your peers when classes are over in the evening or on weekends when there are fewer classes. VSU has several useful resources.
Many students choose to enter the Campus Police Emergency Number in their cellphones:
Police Emergency Number (229)259-5555; VSU Police escort service (229) 333-7816.
Download **BLAZER GUARDIAN APP** that allows students to create safety profiles and has a safety timer (virtual escort). You can learn more about it from their website
https://www.valdosta.edu/administration/finance-admin/police/

Cancellation of Classes: The University President may cancel classes under specific emergency conditions. The most frequent cause of cancellation is inclement weather. Please check the main page of the VSU web site if you have concerns about inclement weather or an emergency situation: http://www.valdosta.edu
Whenever possible, web weekend classes will continue as scheduled, but since students are driving from across the state, students MUST assess and determine whether they can safety reach campus in the case of a weather event. If you deem that you cannot safety drive to campus, notify your instructor if possible.

Offices Here to Help You on Campus
Research (and experience!) shows that *students are more successful when they seek out help and support when they face challenges.* VSU offers a full range of services---tutoring, supplemental instruction, counseling, and more—which is available both in person and online.

- **Tutoring:** Academic Support Center https://www.valdosta.edu/asc/
- **Library Resources**: Odum Library https://www.valdosta.edu/academics/library/
- **Counseling:** VSU's Counseling Center https://www.valdosta.edu/student/student-services/counseling-center/
- **Career Exploration and On-campus Employment Opportunities:** Office of Career Opportunities https://www.valdosta.edu/celt/referral-guide-for-student-support.php
- **Food and Clothing Assistance:** Drop-Shop https://www.valdosta.edu/student/leadership/volunteer/blazer-pantry.php
- **On-campus Medical Assistance:** VSU Health Services https://www.valdosta.edu/administration/student-affairs/student-health/

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Assignment Rubrics

TBA

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Valdosta State University Curriculum Form

- **Request for a NEW COURSE**

Date of Submission:	01/7/2022

**Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.*

College:	College of Education and Human Services	**Dept. Initiating Request:**	Human Services
Requestor's Name:	Josphine Chaumba	**Requestor's Role:**	Faculty

Proposed NEW Course Prefix: *(Consult abbreviations in the catalog)*	SOWK	**NEW Course Number:** *(Consult #s in the catalog)*	7776
Proposed NEW Course Title:	Military Social Work		
NEW Course Title Abbreviation: *(Limit to 30 character spaces)*	Military Social Work		
Prerequisite(s):	Admission to the program. SOWK 6203.		

Lecture Hours:		**Lab/Contact Hours:**		**Credit Hours:**	3

Proposed NEW Course Description: *(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)**

Overview of needs and approaches for working with active-duty military personnel, veterans and their families.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☐ Major Requirement X Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Once per Year*

Justification: *(select one or more of the following and provide appropriate narrative below:)*

☒ Improving student learning outcomes
☒ Adopting current best practice(s) in field
☐ Mandate of State/Federal/Accrediting Agency
☐ Other –

The Social Work program is revising their curriculum to better represent the learning goals of the program. This course is an elective for students interested in increasing knowledge and skills for practice with military personnel, veterans and their families. Students will learn about their common challenges and issues and social work roles. Evidence-based strategies to intervene with military families at the micro, mezzo and macro levels are reviewed. All approaches and topics in this course are discussed within the context of social work ethics and values.

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

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Source of Data to Support Change *(select one or more of the following):*

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

☐ Other Data Source Descriptions –

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

Valdosta State University – NEW COURSE Form

- **Request for a NEW COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Heather Kelley	Heather Kelley	1/10/22
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/8/2022 | 12:45 PM EST
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Dewar College of Education and Human Services
Valdosta State University
Department of Human Services
Social Work Program

SOWK 7776
Military Social Work
Fall 2022
3 Credit Hours

Instructor:	XXXX
Email:	XXXX
Phone:	XXXX
Office:	XXXX
Class:	XXXX
Dates &Times:	XXXX
Office Hours:	XXXX

COURSE DESCRIPTION
This course provides an overview of needs, approaches and possible resources for working with active-duty military personnel, veterans and their families.

Prerequisites
Admission to the program. SOWK 6203.

COURSE RATIONALE
This course is an elective for students interested in increasing knowledge and skills for practice with military personnel, veterans and their families. Students will learn about their common challenges and issues and social work roles. Evidence-based strategies to intervene with military families at the micro, mezzo and macro levels are reviewed. All approaches and topics in this course are discussed within the context of social work ethics and values.

REQUIRED TEXTBOOKS and MATERIALS
Hall, L.K. (2016). *Counseling Military Families: What Mental Health Professionals Need to Know (2nd ed.).* Routledge. https://doi.org/10.4324/9780203761984

Recommended Texts:
Beder, J. (Ed.). (2012). *Advances in social work practice with the military.* Routledge.
Figley, C. R., Yarvis, J. S., & Thyer, B. A. (Eds.). (2020). *Combat Social Work: Applying the Lessons of War to the Realities of Human Services.* Oxford University Press, USA.
Stebnicki, M. A. (2020). *Clinical military counseling: Guidelines for practice.* John Wiley & Sons.
Roberts, L. W., & Warner, C. H. (Eds.). (2018). *Military and veteran mental health: a comprehensive guide.* Springer.

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BlazeView will be used as a tool for course enhancement. Your documents will reside in the BlazeView course site, where you will find all handouts, and links to Internet sites. I want to encourage you to access the online course materials in BlazeView as soon as possible. Begin with the Home Page and the top left link entitled "Getting Started," and then explore the rest of the course.

SOCIAL WORK COMPETENCIES

The Council on Social Work Education's 2015 Educational Policy and Accreditation Standards identified nine competencies that all social work students are expected to demonstrate developing mastery of:

Competency 1: Demonstrate Ethical and Professional Behavior
Competency 2: Engage Diversity and Difference in Practice
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Competency 4: Engage in Practice-informed Research and Research-informed Practice
Competency 5: Engage in Policy Practice
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Source: 2015epasandglossary.Pdf.Aspx (Cswe.Org)

COURSE OUTCOMES, COMPETENCIES, ASSIGNMENTS AND DIMENSIONS

This course is designed to increase your knowledge and understanding of the four course outcomes and associated competencies below. The course assignments are designed to help you learn, practice and gain some mastery in the competencies.

1. Define who are active-duty military personnel, veterans and their families and their social and behavioral health needs.
2. Describe historical and contemporary roles of social work with military populations.
3. Describe and apply methods and skills for working with active-duty military personnel, veterans and their families.
4. Describe policies and services related to child and family services, mental health, substance use and health care.
5. Identify the resources that are available to military personnel and veterans, and how to access them.

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Competence	Objective	Dimension	Measures
1: Demonstrate Ethical and Professional Behavior • Manage personal and professional value conflicts and affective reactions	1, 2, 3	Knowledge Values Skills Cognitive-Affective	• Course Readings • Reflections
2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice • Engage in practices that advance human rights to promote social, racial, economic, and environmental justice	4, 5	Knowledge Values Skills	• Resource Portfolio • Online Training
6: Engage with Individuals, Families, Groups, Organizations, and Communities • Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks to engage with clients and constituencies	2, 4	Knowledge Values Skills Cognitive-Affective	• Course Readings • Reflections
7: Assess Individuals, Families, Groups, Organizations, and Communities • Apply knowledge of human behavior and person-in-environment and other culturally responsive interprofessional theoretical frameworks when assessing clients and constituencies	2, 3	Knowledge Values Skills	• Resource Portfolio • Online Training
8: Intervene with Individuals, Families, Groups, Organizations, and Communities • Incorporate culturally responsive methods to negotiate, mediate, and advocate, with and on behalf of clients and constituencies	4, 5	Knowledge Values Skills	Resource Portfolio

ASSIGNMENTS

1. Online Training (6 X 5 points for a total of 30 points)

For each Module, students will complete an associated online training provided through The National Child Traumatic Stress Network Learn: Military and Veteran Families (nctsn.org) and submit a certificate of completion for credit. Each training is worth 5 points for a total of 30 points.

2. Reflective Journal (4 at 5 points each for a total of 20 points)

This assignment will be completed for Modules 1 to 4 only. After each module, write a reflection on what you have learned from the readings and course activities.

Respond to all the questions below with proper citations where applicable:

a. Thinking about the topics in the module, what were your preconceived thoughts about any one of the topics. *(1 point)*

b. What new information did you learn from the module? Or which preconceived thoughts were confirmed? Assume that the reader does not know anything about your topic and provide detailed explanation with specific examples citing your sources from the respective module contents. *(1.5 points)*

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c. Given your response in (b), what changes might you make in terms of your approach in working with military populations? *(1.5 points)*
d. Post your response under discussion and comment on 2 other entries. *(1 point)*

3. Resource Portfolio (50 points)
Each student will develop a resource portfolio of a selected issue faced by military members, veterans, and their families. The portfolio will be comprised of the following:

1. A summary of at least 3 articles articulating the nature of the issue faced by either military members, veterans, and/or their families. (Suggested length 2 to 3 pages) *(10 pts)*
2. A summary of micro and/or mezzo or macro interventions effective at addressing the issue. Provide 2 different types of interventions at any 2 levels with proper citations of at least 2 sources. Comment on the theory and/or evidence that inform the interventions, and any related ethical issues. (Suggested length 2 to 3 pages) *(10 points)*
3. An evaluation of the effectiveness of the interventions with diverse groups giving reasons to support why these interventions may or may not be effective. (Suggested length 1 page) *(10 points)*
4. A list of agencies (at least 2) that provide the services in (b) in your local area/region. Provide the name and address of the resource and a summary of their services. *(5 points)*
5. A summary of any potential gaps in services and your recommendations for improvement that may include building community partnerships etc. *(5 points)*
6. A PowerPoint presentation describing the key takeaways from your resource portfolio for the class. Post this presentation under Discussion for others to view. Review and comment on 2 other presentations. *(5 points)*
7. Scholarly References and APA style *(5 points)*

Summary of SOWK 7776 Assignments (Check BlazeView Calendar for due dates)

Assignments	Points /Percent of Final
1. Online Training (6 X 5 points each)	30
2. Reflective Journal (4 at 5 points each)	20
3. Resource Portfolio (multiple sections)	50
TOTAL POINTS	**100**

COURSE EVALUATION/GRADING SCALE
Your final grade will be based on the following scale:

A	90-100 %	
B	80-89%	
C	70-79%	a "C" involves one deficiency point-See Student Handbook.
D	60-69%	a "D" involves two deficiency points-See Student Handbook
F	Less than 60%	an "F" involves three deficiency points and you must retake the course-See Student Handbook

I will inform your Advisor if your final grade falls below a "B."

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COURSE SCHEDULE/ACTIVITIES

Week	Topic	Readings & Online Modules	Assignments Due
1 and 2	Module 1: Overview on Military and Veteran Families, Children, and Culture	Chapter 1 to 3 Cultural Considerations for Providing Care for Navy Families Resource An Overview of the Military Family Experience and Culture	Online Training Certificate Module Reflection
3 and 4	Module 2: Military Children and Families	Chapter 4 to 6 Military Children and Families: Supporting Health and Managing Risk US Army Culture, CAF-BHP - Child, Adolescent and Family Behavioral Health Proponency (nctsn.org)	Online Training Certificate Module Reflection
5 and 6	Module 3: Major Challenges and Transitions of Military Families	Chapter 7 and 8 Supporting National Guard Members and Reservists and their Families through the Deployment Cycle (nctsn.org) Polytrauma, Traumatic Brain Injury (TBI), and Behavioral Management 101 (nctsn.org)	Online Training Certificate Module Reflection
7 and 8	Module 4: Assessment and Interventions	Chapter 9 and 10 Working Effectively With Military Families: 10 Key Concepts Providers Should Know (nctsn.org) Learn: Providing Services to Military and Veteran Families (nctsn.org)	Online Training Certificate Module Reflection
9 and 10	Module 5: Evidence-Based Practices	Learn: Evidence-Based Practices for Military and Veteran Families (nctsn.org)	Online Training Certificate
11 & 12	Module 6 Community Partnerships	Learn: Providing Services to Military and Veteran Families (nctsn.org)	Online Training Certificate
13 & 14	Finalize Resource Guide		Resource Guide
15 & 16	Presentations		Presentation
17	Course Wrap Up		

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STUDENT OPINION OF INSTRUCTION (SOI) STATEMENT

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available through SmartEvals. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous to instructors/administrators, and they will be able to access results only after they have submitted final grades. Before final grade submission, instructors will not be able to see any responses, but they can see the percentage of students who have or have not completed their SOIs. While instructors will not be able to see student names, an automated system will send a reminder email to those who have yet to complete their SOIs. Students who withdraw or drop a course will also be sent invitations to complete the Dropped Course Survey. Complete information about the SOIs, including how to access the survey, is available on the SOI Procedures webpage.

UNIVERSITY AND SOCIAL WORK PROGRAM POLICIES

Accommodations Statement

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871. For more information, please visit VSU's Access Office or email: access@valdosta.edu.

Title IX Statement

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: titleix@valdosta.edu, Student Union, Suite 3106, Valdosta State University, Valdosta, Georgia 31698, 229-333-5941. To file a report (not make an inquiry) please visit Sexual Misconduct Report Form (maxient.com)

Attendance Policy (Required)

Class attendance is an essential part of student education in the VSU MSW Program. According to the Valdosta State University's Catalog, "Whether online or face-to-face, a student who misses or does not participate in more than 20% of the scheduled course or course activities could be subject to receiving a failing grade in the course." As a professional program, the MSW Program views classroom and practicum attendance as an extension of professional practice and hence **mandatory** so that students gain expected social work knowledge, skills and practice. If you are compelled for any reason to be absent from or unable to participate in class, you should immediately contact your instructor. It is always the responsibility of the student to determine specific catch-up work that is necessary to

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adequately prepare for future classes and course assignments.

If a student misses more than 20% of scheduled course activities before midterm, **they** may withdraw from the class electronically **with a grade of W.** If absences are exceeded after midterm or the student fails to withdraw in a timely manner, the student will receive a grade of "F" (failing) or "WF" (withdraw failing).

Attendance and Participation
This course is offered as a face-to-face class and will meet regularly in person on the schedule as listed in Banner **Wednesdays 5:00pm to 7:45pm in Converse 1104.** If students must be absent due to a quarantine or isolation requirement for COVID-19, they must report this situation via the COVID Self Reporting Link in MyVSU.

Academic Performance: Students are expected to maintain a 2.5 grade point average in the MSW Program. A discussion of the academic expectations including the Program's policy of Academic Deficiency Points given for grades lower than C can be viewed from the Graduate School Website: Retention, Dismissal, and Readmission Policy - Valdosta State University

Incomplete Grade: See the Detailed Policy and Process on the VSU site at: https://www.valdosta.edu/academics/registrar/documents/incomplete-form-updated.pdf. A report of "I" (incomplete) indicates that a student was doing satisfactory work at the end of the term but, for non-academic reasons, was unable to complete all requirements for the course.

Academic Integrity: Academic integrity is the responsibility of all VSU faculty and students. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the VSU Student Code of Conduct on the VSU Division of Student Affairs website and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

By taking this course, you agree that all required course work may be subject to submission for textual similarity review to Turnitin, a tool within BlazeVIEW. For more information on the use of Turnitin at VSU see Turnitin for Students.

Dewar College of Education & Human Services Policy on Plagiarism

http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

ADDITIONAL STUDENT INFORMATION

Technology Assistance: Students having technology problems may contact the Help Desk (phone 229-245-4357) or e-mail a question to helpdesk@valdosta.edu. The Help Desk is located on the 2nd floor of Odum Library (near front entrance). Online support for BlazeVIEW is provided 24/7 through the USG Helpline which students have found to be an excellent source of support at all hours of day/night! For more information on eLearning Help and Support https://www.valdosta.edu/academics/elearning/eLearning-Help-Support.php

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Safety Concerns: Safety concerns should always be taken seriously by students in the MSW Program because of the fact that classes are held in the evening or on weekends. The University Police Office is located on the second floor of the Campus Parking Deck across N. Oak Street to the west side of Pine Hall (near the College of Education) and the physical address is 1410 North Oak St. Valdosta, GA 31698. Please be conscious of safety issues and be sure to lock your car when you park, be aware of your surroundings while in the parking deck, lot and on campus, and please walk with your peers when classes are over in the evening or on weekends when there are fewer classes. VSU has several useful resources.
Many students choose to enter the Campus Police Emergency Number in their cellphones: **Police Emergency Number (229)259-5555; VSU Police escort service (229) 333-7816.**
Download **BLAZER GUARDIAN APP** that allows students to create safety profiles and has a safety timer (virtual escort). You can learn more about it from their website https://www.valdosta.edu/administration/finance-admin/police/

Cancellation of Classes: The University President may cancel classes under specific emergency conditions. The most frequent cause of cancellation is inclement weather. Please check the main page of the VSU web site if you have concerns about inclement weather or an emergency situation: http://www.valdosta.edu
Whenever possible, web weekend classes will continue as scheduled, but since students are driving from across the state, students MUST assess and determine whether they can safety reach campus in the case of a weather event. If you deem that you cannot safety drive to campus, notify your instructor if possible.

Offices Here to Help You on Campus
Research (and experience!) shows that *students are more successful when they seek out help and support when they face challenges.* VSU offers a full range of services---tutoring, supplemental instruction, counseling, and more—which is available both in person and online.

- **Tutoring:** Academic Support Center https://www.valdosta.edu/asc/
- **Library Resources**: Odum Library https://www.valdosta.edu/academics/library/
- **Counseling:** VSU's Counseling Center https://www.valdosta.edu/student/student-services/counseling-center/
- **Career Exploration and On-campus Employment Opportunities:** Office of Career Opportunities https://www.valdosta.edu/celt/referral-guide-for-student-support.php
- **Food and Clothing Assistance:** Drop-Shop https://www.valdosta.edu/student/leadership/volunteer/blazer-pantry.php
- **On-campus Medical Assistance:** VSU Health Services https://www.valdosta.edu/administration/student-affairs/student-health/

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Rationale for New Course

1. **What is the rationale for this new course? Is this course required by an outside accreditor? If so, why?**
   This course will be an elective course focused on working with active-duty military personnel, veterans, and their families. The state of Georgia is home to over 700,000 veterans (National Center for Veterans Analysis and Statistics, 2021). In addition, within VSU's catchment area is Moody Airforce base with military personnel, veterans, and their families that reside in the surrounding areas.

2. **Will this course be required? Why?**
   This will not be a required course, but an elective that students will select based on interest.

3. **If required, what course in the current program of study will it replace?**
   Not Applicable

4. **Which program learning outcomes will this course support and how?**
   The proposed new course will contribute in helping students develop skills for informed, systematic, self-directed practice; and learn how to apply theories in practice areas of interest. Thus, the course will help with developing mastery of goals 1 through 4, and these are:
   (1) To prepare students to engage in informed, systematic, and self-directed practice at multiple levels; (2)To create a unique learning environment in which students are able to identify with the profession and learn to assume professional leadership roles in which they can begin to shape their professional environment; (3) To prepare students for practice at increasing levels of complexity, using specialized theories and practice methods that enable students to maintain attention to balanced practice; (4) To prepare students to practice with respect and with the knowledge, values, and skills that are appropriate for the range of human differences in order to implement effective intervention strategies.
   In addition, the course will strengthen ongoing collaboration with helping systems in the community and region as it focuses on military personnel and their families who are important stakeholders in the region as through Moody Airforce Base and the Veterans' Affairs offices in several counties in South Georgia.

5. **What specific qualitative and quantitative data does the program currently have to support the need for this course?**
   The MSW program administered a feedback survey and asked students about the new courses that they would want offered. One of the new course offerings requested by students were courses on the different social work fields. About 86% of the VSU MSW students do not have an undergraduate degree in social work and therefore come with limited field experience in social work settings. This course will provide knowledge that will be useful in expanding their knowledge of social work roles in military settings. Social workers represent 45 percent of mental health professionals employed by the Department of Defense and 15,000 social workers are employed by the Department of Veterans Affairs (McDonnell & Faulconer, 2021; U.S. Department of Veterans Affairs, 2021).

6. **How, and how often, will the program assess the success of this course in meeting the specified learning outcomes?**
   The course will be evaluated by students at the end of each semester that it is offered. The MSW curriculum committee completes a periodic review of the courses.

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7. **What personnel and resources will the program provide to offer the course on the schedule indicated?**
   No additional resources are needed.

8. **What other university courses have similar learning outcomes or subject matter?**
   There are no courses on working with military families in the Social Work Program.

9. **What distinguishes this new course from these other course offerings?**
   This course is focused on a particular social work practice field, military settings; and populations that are not covered in any other social work elective course.

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Valdosta State University Curriculum Form

- **Request for a NEW COURSE**

Date of Submission:	12/21/2021

**Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.*

College:	College of Education and Human Services	**Dept. Initiating Request:**	Human Services
Requestor's Name:	Josphine Chaumba	**Requestor's Role:**	Faculty

Proposed NEW Course Prefix: *(Consult abbreviations in the catalog)*	SOWK	**NEW Course Number:** *(Consult #s in the catalog)*	7861
Proposed NEW Course Title:	Human Services Organization Management		
NEW Course Title Abbreviation: *(Limit to 30 character spaces)*	Human Serv Orgn Mgmt		
Prerequisite(s):	Admission to the MSW program and Advanced status		

Lecture Hours:		**Lab/Contact Hours:**		**Credit Hours:**	3

Proposed NEW Course Description: *(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)**

This elective macro MSW course focuses on effective management in human services organizations. Topics covered are program and organizational design, human resources, supervision, and financial and information systems management.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☒ Elective	X Fall Spring ☐ Summer	2022	*Once per Year*

Justification: *(select one or more of the following and provide appropriate narrative below:)*

☒ Improving student learning outcomes
☒ Adopting current best practice(s) in field
☐ Mandate of State/Federal/Accrediting Agency
☐ Other –

According to the Bureau of Labor Statistics, overall employment of social workers is expected to grow at a rate that is faster than the average for all occupations. Social work is a career that works with individuals or community structures to address life challenges and enhance wellbeing. To better prepare students for the diverse social work opportunities that are available, the MSW program will offer two tracks: direct practice to work with individuals and macro to work with larger groups and communities. This course will be needed for the macro track.

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

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Source of Data to Support Change *(select one or more of the following):*

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

☐ Other Data Source Descriptions –

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

Valdosta State University – NEW COURSE Form

- **Request for a NEW COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Heather Kelley	Heather Kelley	1/10/22
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/8/2022 | 12:45 PM EST
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Dewar College of Education and Human Services
Valdosta State University
Department of Human Services
Social Work Program

SOWK7861
Human Services Organization Management
Spring 2023
3 Credit Hours

Instructor: XXXX
Email: XXXX
Phone: XXXX
Office: XXXX
Class: Online
Dates &Times for Synchronous Meetings: TBA
Office Hours: Contact via VSU Email to set an appointment

COURSE DESCRIPTION

Prerequisites: Advanced Status for SOWK students or permission of department head for other graduate students.
This elective macro MSW course focuses on effective management in human services organizations. Topics covered are program and organizational design, human resources, supervision, and financial and information systems management.

COURSE RATIONALE

This MSW elective course builds on the SOWK generalist and specialized/advanced macro courses focusing on practice with communities and organizations, planning, organizing, and program development and evaluation. SOWK7861-Human Services Organization Management provides in-depth content and skills practice in designing human services programs and organizations, human resources development and management, employee and volunteer supervision, budgeting, and leadership for financial and information systems management.

COURSE Outcomes

Upon completion of this course, students will be able to demonstrate the following objectives:

1. Students will describe the characteristics of human services organizations, and the potential of human services organizations for addressing human needs and revitalizing communities.
2. Students will demonstrate ethical and professional behavior in management, supervision, financial and information systems administration, and leadership.
3. Students will engage diversity & difference as human services organization managers.

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4. Students will engage in practice-informed research and research-informed practice as human services organization managers.
5. Students will engage in policy practice as human services organization managers.
6. Students will engage, assess, intervene and evaluate with individuals, groups, organizations and communities in their practice as human services organization managers.

REQUIRED TEXTBOOKS and MATERIALS

Required text:

Lewis, J., Packard, T., & Lewis, M.D. (2012). *Management of Human Services Programs* (5th ed). Brooks/Cole Cengage.

Required Articles/Links

Berkel, R., & Knies, E. (2016). Performance management, caseloads and the frontline provision of social services. *Social Policy & Administration*, 50(1), 59-78.

Chandler, J., Bell, L., Berg, E., & Barry, J. (2015). Social work in movement: Marketisation, differentiation and managerial performativity in Sweden and England. International Journal of Social Work & Human Services Practice 3(3), 109-117.

Frey, J.J., Hopkins, K., Osteen, P., Callahan, C., Hageman, S., & Ko, J. (2017). Training social workers and human service professionals to address the complex financial needs of clients. *Journal of Social Work Education*, 53(1), 118-131.

Jones, T.M., Donaldson, T., Freeman, R.E., Harrison, J.S., Leana, C.R., Mahoney, J.T., & Pearce, J.L. (2016) Management theory and social welfare: contributions and challenges. *Academy of Management Review, 41*(2), 216-228.

Kolar, D., Skilton, S. & Judge, L. (2016). Human resource management with a volunteer workforce. *Journal of Facility Planning, Design and Management, 4*(1).

Mosely, J., & Smith, S.R. (2018). Human Services organizations. *Management, Leadership & Governance. 42*(2), 113-122.

Watson, L.D. & Hoefer, R.A. (2016). The joy of social work administration: An exploratory qualitative study of human service administrators' positive perceptions of their work. *Journal of Social Work Education, 52*(2), 178-185.

SOCIAL WORK COMPETENCIES

The Council on Social Work Education's 2015 Educational Policy and Accreditation Standards identified nine competencies that all social work students are expected to demonstrate developing mastery of:

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Competency 1: Demonstrate Ethical and Professional Behavior
Competency 2: Engage Diversity and Difference in Practice
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Competency 4: Engage in Practice-informed Research and Research-informed Practice
Competency 5: Engage in Policy Practice
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Source: 2015epasandglossary.Pdf.Aspx (Cswe.Org)

CSWE COMPETENCIES, DIMENSIONS, AND ASSIGNMENTS (MEASURES):

Upon completion of this course, the Advanced Social Work student should be able to:

Competencies	Assignments	Dimensions
Competency 1: Demonstrate Ethical and Professional Behavior at an Advanced Level **Course Outcome 2**: Students will demonstrate ethical and professional behavior in management, supervision, financial and information systems administration, and leadership.	READINGS: Lewis, Packard & Lewis_Chapter 1: Facing the Challenges of Management Mosely, J., & Smith, S.R. (2018). Human Services organizations. *Management, Leadership & Governance. 42*(2), 113-122. Watson, L.D. & Hoefer, R.A. (2016). The joy of social work administration: An exploratory qualitative study of human service administrators' positive perceptions of their work. *Journal of Social Work Education, 52*(2), 178-185. Case Activity 1.1 (p. 21) Transitions into Management Chapter 7: Building supervisory relationships Competency Building Activity 7.1: Building supervisory relationships (page 159) Chapter 11: Leading & Changing Human Service Organizations, Competency Building 11.1: Leading & Changing Human Service Organizations (p. 260) Portfolio Submissions Portfolio critiques and responses	• Knowledge • Values • Skills • Cognitive-Affective Processes
Competency 2: Engage Diversity and Difference in Practice at an Advanced Level	Chandler, J., Bell, L., Berg, E., & Barry, J. (2015). Social work in movement: Marketisation, differentiation and managerial performativity in Sweden and England. International Journal of Social Work & Human Services Practice 3(3), 109-117.	• Knowledge • Values • Skills

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Course Outcome 3: Students will engage diversity & difference as human services organization managers.	Kolar, D., Skilton, S. & Judge, L. (2016). Human resource management with a volunteer workforce. *Journal of Facility Planning, Design and Management, 4*(1). Competency Building activity 6.1: Developing & Managing Human Resources (p. 137) Portfolio critiques and responses	• Cognitive-Affective Processes
Competency 3: Advance human rights, social, economic and environmental justice at an Advanced Level **Course Outcome 1:** Students will describe the characteristics of human services organizations, and the potential of human services organizations for addressing human needs and revitalizing communities.	Lewis, Packard & Lewis, Chapter 1: Facing the Challenges of Management Case Activity 1.1 (p. 21) Transitions into Management Chandler, J., Bell, L., Berg, E., & Barry, J. (2015). Social work in movement: Marketisation, differentiation and managerial performativity in Sweden and England. International Journal of Social Work & Human Services Practice 3(3), 109-117. Case Activity 12.1-Deinstitutionalization & Case Activity 12.2 (p.282) Portfolio Submissions Portfolio Critiques & Responses Competency building activity 3.1 (page 74) Planning & Program Design Portfolio Submissions Portfolio Critiques and Responses Jones, T.M., Donaldson, T., Freeman, R.E., Harrison, J.S., Leana, C.R., Mahoney, J.T., & Pearce, J.L. (2016) Management theory and social welfare: contributions and challenges. *Academy of Management Review, 41*(2), 216-228. Competency building activity 3.1 (page 74) Planning & Program Design Portfolio Critiques and Responses	• Knowledge • Values • Skills • Cognitive-Affective Processes
Competency 4: Engage in Practice Informed Research and Research Informed Practice at an Advanced Level **Course Outcome 4:** Students will engage in practice-informed research and research-informed practice as human services organization managers.		
Competency 5: Engage in Policy Practice at an Advanced Level **Course Outcome 5:** Students will engage in policy practice as human services organization managers.		

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Competency 6: Engage with individuals, families, groups, organizations, and communities at an Advanced Level **Course Outcome 6:** Students will engage, assess, intervene and evaluate with individuals, groups, organizations and communities in their practice as human services organization managers.	Lewis, Packard & Lewis-Chapter 1: Facing the Challenges of Management Case Activity 1.1 (p. 21) Transitions into Management Chapter 7: Building supervisory relationships Competency Building Activity 7.1: Building supervisory relationships (page 159) Portfolio Critiques and Responses --- Chapter 1: Facing the Challenges of Management Case Activity 1.1 (p. 21) Transitions into Management Portfolio Critiques and Responses	• Knowledge • Values • Skills • Cognitive-Affective Processes
Competency 7: Assess individuals, families, groups, organizations, and communities at an Advanced Level **Course Outcome 6:** Students will engage, assess, intervene and evaluate with individuals, groups, organizations and communities in their practice as human services organization managers.		
Competency 8: Intervene with individuals, families, groups, organizations, and communities at an Advanced Level **Course Outcome 6:** Students will engage, assess, intervene and evaluate with individuals, groups, organizations and communities in their practice as human services organization managers.	Berkel, R., & Knies, E. (2016). Performance management, caseloads and the frontline provision of social services. *Social Policy & Administration*, 50(1), 59-78. Competency Building Activity 5.1: Creating Organizational Designs (page 113) Chapter 8: Managing finances to meet program goal & Frey, J.J., Hopkins, K., Osteen, P., Callahan, C., Hageman, S., & Ko, J. (2017). Training social workers and human service professionals to address the complex financial needs of clients. *Journal of Social Work Education*, 53(1), 118-131 Competency Building Activity 8.1: Budgeting competency building activity (p. 183) & Case activity 8.1 *The best laid plans* (p. 183) Chapter 9: Designing & Using Information Systems Competency building activity 9.1: Designing & Using Information Systems (p.205) Chapter 11: Leading & Changing Human Service Organizations, Competency Building 11.1: Leading & Changing Human Service Organizations (p. 260) Chapter 12: Achieving and Maintaining Organizational Excellence --- Case Activity 9.1: Evaluation Emergency (p 205) Chapter 10: Evaluating Human Services Programs	• Knowledge • Values • Skills • Cognitive-Affective Processes

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	Case activity 11.1 Budget Cut (p. 260) Competency Building Activity 12.1 including Management Audit (p. 282), Portfolio Critiques and Responses	
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities at an Advanced Level **Course Outcome 6:** Students will engage, assess, intervene and evaluate with individuals, groups, organizations and communities in their practice as human services organization managers.		

ASSIGNMENTS

1. **Competency building & Case Activities:** Lewis, Packard & Lewis' chapters end with Competency Building & Case Activities. In this course the students will do 13 of these activities throughout the semester:

Week 3: Case Activity 1.1-Transitioning into management (p 21) (10 points, 4% of course grade)
Week 4: Competency Building Activity 3.1-Planning & Program Design (p 74) (10 points, 4% of grade)
Week 5: Competency Building Activity 5.1-Creating Organizational Designs (p 113) (20 points, 8% of grade)
Week 6: Competency Building Activity 6.1: Developing & Managing Human Resources (p 137) (20 points, 8% of grade)
Week 7: Competency Building Activity 7:1-Building supervisory relationships (p 159) (10 points, 4% of grade)
Week 8: Competency Building Activity 8.1-Budgeting Activity (p. 183) (30 points, 12% of grade)
Week 8: Case Activity 8.1-The best laid plans (p. 183) (20 points, 8% of grade)
Week 9: Competency Building Activity 9.1 Designing and Using information systems (p 205) (10 points, 4% of grade)
Week 9: Case Activity 9.1-Evaluation Emergency (p 205) (20 points, 8% of grade)
Week 10: Competency Building Activity 11.1-Leading & Changing Human Behavior (p 260) (10 points, 4% of grade)
Week 10: Case Activity 11.1-Budget Cut (p 260) (10 points, 4% of grade)
Week 11: Competency Building Activity 12.1-Management Audit (p 282) (20 points, 8% of grade)
Week 11: Case Activity 12.1-Deinstitutionalization (p 282) (20 points, 8% of grade)

2. **Portfolio of Competency Building and Case Activities:** The instructor will grade the Competency Building & Case activities throughout the semester and provide formative

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feedback for students to strengthen their management plans and to build a portfolio to submit at the end of the semester (Week 13). The students will submit one copy of the portfolio in a designated assignment dropbox. In this copy the student will highlight, comment on and/or track the changes that they made in the portfolio since the first submission. The students will then submit a corrected, clean (without highlights, comments and track changes) to the discussion board for their colleagues to read and critique. (10 points, 4% of grade)

3. **Portfolio critiques and responses:** As the portfolios are submitted the students will read the portfolios of their colleagues. Each student will be assigned to critique at least two of the portfolios of their colleagues utilizing a set of questions for analysis. The students will then respond to their critiques using another set of questions for reflection. (30 points, 12% of grade)

GRADING SCALE

Course grades will be determined as indicated in the table below.

COURSE EVALUATION/GRADING SCALE

Total points earned in Course	Percentage of Course Grade	Letter Grade Earned
225-250 points	90%-100%	A
200-224 points	80% - 89.9%	B
175-199 points	70-79.9%	C
150-174 points	60%-69.9%	D
Less than 150 points	Less than 60%	F

COURSE SCHEDULE/ACTIVITIES

Week	Topics & Readings	Assignments Due
1	Human Services Organization Management **READ:** Berkel, R., & Knies, E. (2016). Performance management, caseloads and the frontline provision of social	

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	services. *Social Policy & Administration*, 50(1), 59-78. Mosely, J., & Smith, S.R. (2018). Human Services organizations. *Management, Leadership & Governance. 42*(2), 113-122. Watson, L.D. & Hoefer, R.A. (2016). The joy of social work administration: An exploratory qualitative study of human service administrators' positive perceptions of their work. *Journal of Social Work Educatioin, 52*(2), 178-185. Chandler, J., Bell, L., Berg, E., & Barry, J. (2015). Social work in movement: Marketisation, differentiation and managerial performativity in Sweden and England. International Journal of Social Work & Human Services Practice 3(3), 109-117.	
2	**READ:** Lewis, J., Packard, T., Chapter 1: Facing the Challenges of Management, **Begin** Case Activity 1.1 (p. 21) Transitions into Management	
3	**READ:** Chapter 2-Know the environment & Chapter 3 Planning & Program Design **Begin** Competency building activity 3.1 (page 74) Planning & Program Design	Case Activity 1.1: (p 21) due (10 points, 4% of course grade)
4	**READ:** Chapter 4: Applying Organizational theories	Competency building activity 3.1 due (10 points, 4% of course grade)

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	Chapter 5: Creating Organizational Designs Jones, T.M., Donaldson, T., Freeman, R.E., Harrison, J.S., Leana, C.R., Mahoney, J.T., & Pearce, J.L. (2016) Management theory and social welfare: contributions and challenges. *Academy of Management Review, 41*(2), 216-228. **Begin** Competency Building Activity 5.1: Creating Organizational Designs (page 113)	
5	**READ:** Chapter 6: Developing & Managing Human Resources & Kolar, D., Skilton, S. & Judge, L. (2016). Human resource management with a volunteer workforce. *Journal of Facility Planning, Design and Management, 4*(1). **Begin** Competency Building activity 6.1: Developing & Managing Human Resources (p. 137)	Chapter 5: Competency building activity 5.1 due (20 points, 8% of grade)
6	**READ:** Chapter 7: Building supervisory relationships **Begin** Competency Building Activity 7.1: Building supervisory relationships (page 159)	Competency Building Activity 6.1 due (20 points, 8% of grade)
7	**READ:** Chapter 8: Managing finances to meet program goal & Frey, J.J., Hopkins, K., Osteen, P., Callahan, C., Hageman, S., & Ko, J. (2017). Training social workers and human service professionals to address the	Competency Building Activities 7.1 (10 points, 4% of grade)

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	complex financial needs of clients. *Journal of Social Work Education*, 53(1), 118-131 **Begin** Competency Building Activity 8.1: Budgeting competency building activity (p. 183) & Case activity 8.1 *The best laid plans* (p. 183) .	
8	**READ:** Chapter 9: Designing & Using Information Systems **Begin** Competency building activity 9.1: Designing & Using Information Systems (p.205) & Case Activity 9.1: Evaluation Emergency (p 205)	Competency Building Activity 8.1 (30 points, 12% of grade) Case activity 8.1 (20 points, 8% of grade)
9	**READ:** Chapter 10: Evaluating Human Services Programs Chapter 11: Leading & Changing Human Service Organizations, **Begin** Competency Building 11.1: Leading & Changing Human Service Organizations (p. 260) & Case activity 11.1 Budget Cut (p. 260)	Competency building activity 9.1 (10 points, 4% of grade) Case Activity 9.1: Evaluation Emergency (20 points, 8% of grade)
10	**READ:** Chapter 12: Achieving and Maintaining Organizational Excellence **Begin** Competency Building Activity 12.1 including Management Audit (p. 282), & Case Activity 12.1-Deinstitutionalization (p. 282)	Competency building activity 11.1 (10 points, 4% of grade) & Case activity 11.1 due (10 points, 4% of grade)
11		Competency Building Activity 12.1 (20 points, 8% of grade) Case Activity 12.1 (20 points, 8% of grade)
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13	Porfolio critiques & responses	Submit Portfolio (One copy in dropbox with corrections highlighted & one in the discussion board with corrections made, but not highlighted) (10 points, 4% of grade)
14	Portfolio critiques & responses	
15	Portfolio critiques and responses	Portfolio critiques & responses due (30 points, 12% of grade)
16		
17		

STUDENT OPINION OF INSTRUCTION (SOI) STATEMENT

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available through SmartEvals. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous to instructors/administrators, and they will be able to access results only after they have submitted final grades. Before final grade submission, instructors will not be able to see any responses, but they can see the percentage of students who have or have not completed their SOIs. While instructors will not be able to see student names, an automated system will send a reminder email to those who have yet to complete their SOIs. Students who withdraw or drop a course will also be sent invitations to complete the Dropped Course Survey. Complete information about the SOIs, including how to access the survey, is available on the SOI Procedures webpage.

UNIVERSITY AND SOCIAL WORK PROGRAM POLICIES

Accommodations Statement (Required)

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871. For more information, please visit VSU's Access Office or email: access@valdosta.edu.

Title IX Statement (Required)

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: titleix@valdosta.edu, Student Union, Suite 3106, Valdosta State University, Valdosta, Georgia 31698, 229-333-5941. To file a report (not make an inquiry) please visit https://cm.maxient.com/reportingform.php?ValdostaStateUniv&layout_id=7.

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Attendance Policy (Required)
Class attendance is an essential part of student education in the VSU MSW Program. According to the Valdosta State University's Catalog, "Whether online or face-to-face, a student who misses or does not participate in more than 20% of the scheduled course or course activities could be subject to receiving a failing grade in the course." As a professional program, the MSW Program views classroom and practicum attendance as an extension of professional practice and hence **mandatory** so that students gain expected social work knowledge, skills and practice. If you are compelled for any reason to be absent from or unable to participate in class, you should immediately contact your instructor. It is always the responsibility of the student to determine specific catch-up work that is necessary to adequately prepare for future classes and course assignments.

If a student misses more than 20% of scheduled course activities before midterm, **they** may withdraw from the class electronically **with a grade of W.** If absences are exceeded after midterm or the student fails to withdraw in a timely manner, the student will receive a grade of "F" (failing) or "WF" (withdraw failing).

Attendance and Participation
Class attendance is an essential part of student education in the VSU MSW Program. According the Valdosta State University's Catalog, "Whether online or face-to-face, a student who misses or does not participate in more than 20% of the scheduled course or course activities could be subject to receiving a failing grade in the course." As a professional program, the MSW Program views classroom and practicum attendance as an extension of professional practice and hence **mandatory** so that students gain expected social work knowledge, skills and practice. There is no such thing as an excused or a non-excused absence. In the case of serious medical illness, or serious family emergencies, students are responsible for providing documentation to the instructor (a doctor's excuse, etc.). It is always the responsibility of the student to determine specific catch-up work that is necessary to adequately prepare for future classes and course assignments.

If a student misses more than 20% of scheduled course activities before midterm, **they** may withdraw from the class electronically **with a grade of W.** If absences are exceeded after midterm or the student fails to withdraw in a timely manner, the student will receive a grade of "F" (failing) or "WF" (withdraw failing).

Attendance and Participation in Advanced Field Seminar
Although the material will be delivered asynchronously online, there will be weekly synchronous sessions held in this course for you to ask questions and interact in real time with the course instructor and your colleagues. These synchronous (i.e., real-time) meeting times will be announced. To complete this course successfully, you do have to participate in all course activities and submit work by due dates and times.

Academic Performance: Students are expected to maintain a 2.5 grade point average in the MSW Program. A discussion of the academic expectations including the Program's policy of Academic Deficiency Points given for grades lower than C can be viewed from the

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Graduate School Website at https://www.valdosta.edu/academics/graduate-school/our-programs/retention-dismissal-readmission-policies.php#masters

Incomplete Grade: See the Detailed Policy and Process on the VSU site at: https://www.valdosta.edu/academics/registrar/documents/incomplete-form-updated.pdf. A report of "I" (incomplete) indicates that a student was doing satisfactory work at the end of the term but, for non-academic reasons, was unable to complete all requirements for the course.

Academic Integrity: Academic integrity is the responsibility of all VSU faculty and students. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the VSU Student Code of Conduct on the VSU Division of Student Affairs website and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

By taking this course, you agree that all required course work may be subject to submission for textual similarity review to Turnitin, a tool within BlazeVIEW. For more information on the use of Turnitin at VSU see Turnitin for Students.

Dewar College of Education & Human Services Policy on Plagiarism

http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

ADDITIONAL STUDENT INFORMATION

Technology Assistance: Students having technology problems may contact the Help Desk (phone 229-245-4357) or e-mail a question to helpdesk@valdosta.edu. The Help Desk is located on the 2nd floor of Odum Library (near front entrance). Online support for BlazeVIEW is provided 24/7 through the USG Helpline which students have found to be an excellent source of support at all hours of day/night! For more information on eLearning Help and Support https://www.valdosta.edu/academics/elearning/eLearning-Help-Support.php

Safety Concerns: Safety concerns should always be taken seriously by students in the MSW Program because of the fact that classes are held in the evening or on weekends. The University Police Office is located on the second floor of the Campus Parking Deck across N. Oak Street to the west side of Pine Hall (near the College of Education) and the physical address is 1410 North Oak St. Valdosta, GA 31698. Please be conscious of safety issues and be sure to lock your car when you park, be aware of your surroundings while in the parking deck, lot and on campus, and please walk with your peers when classes are over in the evening or on weekends when there are fewer classes. VSU has several useful resources.
Many students choose to enter the Campus Police Emergency Number in their cellphones:
Police Emergency Number (229)259-5555; VSU Police escort service (229) 333-7816.
Download **BLAZER GUARDIAN APP** that allows students to create safety profiles and has a safety timer (virtual escort). You can learn more about it from their website https://www.valdosta.edu/administration/finance-admin/police/

Cancellation of Classes: The University President may cancel classes under specific emergency conditions. The most frequent cause of cancellation is inclement weather.

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Please check the main page of the VSU web site if you have concerns about inclement weather or an emergency situation: http://www.valdosta.edu
Whenever possible, web weekend classes will continue as scheduled, but since students are driving from across the state, students MUST assess and determine whether they can safety reach campus in the case of a weather event. If you deem that you cannot safety drive to campus, notify your instructor if possible.

Offices Here to Help You on Campus
Research (and experience!) shows that *students are more successful when they seek out help and support when they face challenges.* VSU offers a full range of services---tutoring, supplemental instruction, counseling, and more—which is available both in person and online.

- **Tutoring:** Academic Support Center https://www.valdosta.edu/asc/
- **Library Resources**: Odum Library https://www.valdosta.edu/academics/library/
- **Counseling:** VSU's Counseling Center https://www.valdosta.edu/student/student-services/counseling-center/
- **Career Exploration and On-campus Employment Opportunities:** Office of Career Opportunities https://www.valdosta.edu/celt/referral-guide-for-student-support.php
- **Food and Clothing Assistance:** Drop-Shop https://www.valdosta.edu/student/leadership/volunteer/blazer-pantry.php
- **On-campus Medical Assistance:** VSU Health Services https://www.valdosta.edu/administration/student-affairs/student-health/

Assignment Instructions & Rubrics

1. Competency building & Case Activities

Instructions

The Lewis, Packard & Lewis text *Management of Human Services Programs* (5th ed) includes Competency Building & Case Activities at the end of each chapter. Throughout the semester students will be assigned these selected Competency Building and Case Activities:

Week 3: Case Activity 1.1-Transitioning into management (p 21) (10 points, 4% of course grade)
Week 4: Competency Building Activity 3.1-Planning & Program Design (p 74) (10 points, 4% of grade)
Week 5: Competency Building Activity 5.1-Creating Organizational Designs (p 113) (20 points, 8% of grade)
Week 6: Competency Building Activity 6.1: Developing & Managing Human Resources (p 137) (20 points, 8% of grade)
Week 7: Competency Building Activity 7:1-Building supervisory relationships (p 159) (10 points, 4% of grade)
Week 8: Competency Building Activity 8.1-Budgeting Activity (p. 183) (30 points, 12% of grade)
Week 8: Case Activity 8.1-The best laid plans (p. 183) (20 points, 8% of grade)

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Week 9: Competency Building Activity 9.1 Designing and Using information systems (p 205) (10 points, 4% of grade)
Week 9: Case Activity 9.1-Evaluation Emergency (p 205) (20 points, 8% of grade)
Week 10: Competency Building Activity 11.1-Leading & Changing Human Behavior (p 260) (10 points, 4% of grade)
Week 10: Case Activity 11.1-Budget Cut (p 260) (10 points, 4% of grade)
Week 11: Competency Building Activity 12.1-Management Audit (p 282) (20 points, 8% of grade)
Week 11: Case Activity 12.1-Deinstitutionalization (p 282) (20 points, 8% of grade)

Prior to doing the Competency Building or Case Activity, read each chapter and make notes from the chapter, and then follow the directions on the activity and address each question in the activity.
For these assignments, please do these on your own. You may ask questions about the activities in the course shell, but do these independently. Please submit by the due date/time in the specified assignment box.

Grading of Competency Building & Case Activities

To receive full credit for the activity (100% of the assigned number of points for the assignment): • Follow the directions in the activity. • Answer each question in the activity. • Answers must be accurate, clear, concise, thorough, and well-written (typo and error free). • The activity must be done independently (other than relying on the textbook and course shell and discussion board). • Activity must be submitted on time (except if there is a bone fide excuse), and in the correct and designated place.
One point will be deducted for each incident of: • Not following directions. • Not answering each question in the activity • Answers that are not accurate. • Answers that are not clear, concise, and thorough.
One point will be deducted for every two typos and writing errors.
Ten percent of the grade will be deducted if the assignment is not submitted in the correct place.
Late penalties will apply except if there is a bone fide excuse for lateness.
The student will receive a grade of 0 if there is evidence that the submission is not the student's own work, and that citations and references are not used when appropriate.

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2. **Portfolio of Competency Building and Case Activities**

Instructions: The instructor will grade the Competency Building & Case activities as the students submit them throughout the semester and provide formative feedback for students to strengthen their management plans and build a portfolio of their corrected assignments to submit near the end of the semester (Week 13). The students will submit one copy of the portfolio in a designated assignment drop box. In this copy the student will highlight, comment on and/or track the changes that they made in the portfolio since the first submission. The students will then submit a corrected, clean (without highlights, comments and track changes) to the discussion board for their colleagues to read and critique. (10 points, 4% of grade)

Grading of Porfolios

To receive full credit for the activity (100% of the assigned number of points for the assignment): • Follow the directions for this assignment. • Include a cover page (APA style for the portfolio). • Include citations throughout & a reference page at the end of the entire portfolio. • Submit the copy with corrections highlighted, commented on or tracked in the designated assignment drop box. Address all directive comments, highlights, and questions from the instructor from the earlier submissions in this copy of the portfolio. Include each activity/competency building activity in this portfolio copy. Portfolios must be accurate, clear, concise, thorough, and well-written (typo and error free). • Submit a corrected clean copy (without highlights, comments, and track changes) in the discussion board. This copy must include a cover page, citations and reference page as appropriate, and be accurate, clear, concise, thorough and well-written. • This portfolio must be done independently (other than relying on the textbook and course shell and discussion board). • Activity must be submitted on time (except if there is a bone fide excuse), and in the correct and designated place.
One point will be deducted for each incident of: • Not following directions for each copy. • Not including cover pages on both copies. • Not including citations and references as appropriate. • Portfolio contents not being not clear, concise, and thorough.
One point will be deducted for every three typos and writing errors throughout. (This will be longer than the Competency building and Case Activities—so making more room for typos).

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Ten percent of the grade will be deducted if the copies are not submitted in the correct place.
Fifty percent of the grade will be deducted if just one copy is submitted.
Late penalties will apply except if there is a bone fide excuse for lateness.
The student will receive a grade of 0 if there is evidence that the submission is not the student's own work, and that citations and references are not used when appropriate.

3. **Portfolio critiques and responses**

Instructions: As the portfolios are submitted the students will read the portfolios of their colleagues. Each student will be assigned to critique at least two of the portfolios of their colleagues utilizing a set of questions for analysis. (Week 14)

The last week of class (Week 15) the students will then respond to their critiques from other students using another set of questions for reflection.
(30 points, 12% of grade)

Grading of portfolio critiques and responses

Grading of critiques

Each critique is worth 10 points each for a total of 20 points. To receive full points for the critique, the critique must address all questions asked, be well-written (typo and error free), and written in a professional and collegial tone. The critique must expand and elaborate on points throughout the portfolio, and provide a fair, accurate and thoughtful evaluation of this portfolio as compared with their own.

Each question for the critique will be worth a certain number of points, and points will be deducted for writing errors, typos, unclear writing, not following directions, inaccuracies, and poor collegiality. Late penalties will apply and students will receive a grade of 0 if there is evidence that the submission is not the student's own work.

Grading of responses

After the critiques are written, the students should write a 3-4 paragraph response reflecting on the critiques from other students on their work. The student should also discuss what they learned from the other portfolios and the critiques of other portfolios than their own.

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Professional writing is required. Points will be deducted writing errors, typos, unclear writing, not following directions, inaccuracies and poor collegiality. (10 points)

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Valdosta State University Curriculum Form

- **Request for a NEW COURSE**

Date of Submission:	12/27/2021

**Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.*

College:	College of Education and Human Services	**Dept. Initiating Request:**	Human Services
Requestor's Name:	Ashley Soske	**Requestor's Role:**	Faculty

Proposed NEW Course Prefix: *(Consult abbreviations in the catalog)*	SOWK	**NEW Course Number:** *(Consult #s in the catalog)*	7871
Proposed NEW Course Title:	Advanced Direct Practice with Children and Adolescents		
NEW Course Title Abbreviation: *(Limit to 30 character spaces)*	AdvDP CH & ADOL		
Prerequisite(s):	SOWK 6310 or Advanced Standing Status		

Lecture Hours:		**Lab/Contact Hours:**		**Credit Hours:**	3

Proposed NEW Course Description: *(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)**

Focuses on direct social work practice with children, adolescents, and their families. Neurobiological, developmental, ecological, systems perspectives and risk factors are examined. Manifestations of developmental stress in childhood will be explored in the context of competency and strengths-based frameworks. Emphasis is placed on evidence-based intervention strategies to ameliorate detrimental environmental effects for children and families.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☐ Major Requirement X Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Every Semester*

Justification: *(select one or more of the following and provide appropriate narrative below:)*

☒ Improving student learning outcomes
☒ Adopting current best practice(s) in field
☐ Mandate of State/Federal/Accrediting Agency
☐ Other –

Prerequisite: SOWK 6310 or Advanced Standing Status.
This course teaches MSW specific interventions to use with children and adolescents who have diagnosed mental health and substance abuse disorders. Specific diagnoses are reviewed in conjunction with the therapeutic models that work most successfully with this population.

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

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Source of Data to Support Change *(select one or more of the following):*

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

☐ Other Data Source Descriptions –

The Social Work program is revising their curriculum to better represent the learning goals of the program. This course prepares students for direct practice with children and their families. According to the Bureau of Labor Statistics, overall employment of social workers is expected to grow at a rate that is faster than the average for all occupations. Social work is a career that works with individuals or community structures to address life challenges and enhance wellbeing. To better prepare students for the diverse social work opportunities that are available, the MSW program will offer two tracks: direct practice to work with individuals and macro to work with larger groups and communities.

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

Valdosta State University – NEW COURSE Form

- **Request for a NEW COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Heather Kelley	Heather Kelley	1/10/22
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/8/2022 | 12:45 PM EST
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Dewar College of Education and Human Services
Valdosta State University
Department of Human Services
Social Work Program

SOWK 7871 Advanced Direct Practice with Children and Adolescents
Spring 2023
3 Credit Hours

Instructor: XXXX
Email: XXXX
Phone: XXXX
Office: XXXX
Class: Online or Face to Face
Dates &Times for Synchronous Meetings: TBA
Office Hours: Contact me via VSU Email to set an appointment

Course Description

Focuses on direct social work practice with children, adolescents, and their families. Neurobiological, developmental, ecological, systems perspectives and risk factors are examined. Manifestations of developmental stress in childhood will be explored in the context of competency and strengths-based frameworks. Emphasis is placed on evidence-based intervention strategies to ameliorate detrimental environmental effects for children and families.

Course Objectives

By the completion of this course, students will be able to:

1. Describe and identify typical and atypical behavior for children and adolescents at various ages and stages of development and apply this knowledge in the assessment of child functioning.

   This builds on the Council on Social Work Education 2015 Educational Policy and Accreditation Standards (EPAS) Competencies and will contribute to achieving the Direct Practice Specialization Competency:

   - # 2: Engage in Diversity and Difference in Practice

   This objective is measured by student performance on Assessment assignment, which requires the learning dimensions of knowledge, and cognitive and affective processes.

2. Demonstrate a sound understanding of contextual issues such as race, ethnicity, gender, and socioeconomic status on child and adolescent development and analyze their impact upon case-level outcomes.

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This builds on the Council on Social Work Education 2015 Educational Policy and Accreditation Standards (EPAS) Competencies and will contribute to achieving the Direct Practice Specialization Competencies:

- #3: Advance Human Rights & Social, Economic & Environmental Justice
- #5: Engage in Policy Practice

This objective is measured by student performance on Assessment, Treatment Plan, and Intervention assignments, which requires the learning dimensions of knowledge, skills, and cognitive and affective processes.

3. Formulate biopsychosocial assessments and treatment plans for children and families who face challenges, transitions, nodal events, life tasks, and traumas that integrate the neurobiological and developmental aspects of child/adolescent behavior, resiliency factors, and the family life cycle perspective.

This builds on the Council on Social Work Education 2015 Educational Policy and Accreditation Standards (EPAS) Competencies and will contribute to achieving the Direct Practice Specialization Competencies:

- #6: Engage with Individuals, Families, and Small Groups
- #7: Assess Individuals, Families, and Small Groups

This objective is measured by student performance on Assessment and Treatment Plan assignment, which requires the learning dimensions of knowledge, skills, and cognitive and affective processes.

4. Examine the impact of the social, environmental, and cultural context in the assessment and the major foci of the treatment process in work with the child and family system (i.e., assessment, treatment planning, methods of intervention, service system collaboration, the role of the social worker, outcome evaluation).

This builds on the Council on Social Work Education 2015 Educational Policy and Accreditation Standards (EPAS) Competencies and will contribute to achieving the Direct Practice Specialization Competencies:

- #2: Engage Diversity and Difference in Practice
- #3: Advance Human Rights & Social, Economic & Environmental Justice
- #5: Engage in Policy Practice
- #6: Engage with Individuals, Families, and Small Groups
- #7: Assess Individuals, Families, and Small Groups

This objective is measured by student performance on Assessment, Treatment Plan, and Intervention assignments, which requires the learning dimensions of knowledge and cognitive and affective processes.

5. Evaluate the utility of systemic treatment strategies based upon systems of care principles, best practice guidelines, and social work values and ethics as evidenced by Intervention Assignment.

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This builds on the Council on Social Work Education 2015 Educational Policy and Accreditation Standards (EPAS) Competencies and will contribute to achieving the Direct Practice Specialization Competencies:

- #4: Engage in Practice-Informed Research & Research-Informed Practice
- #5: Engage in Policy Practice
- #9: Evaluate Practice with Individuals, Families, and Small Groups

This objective is measured by student performance on the Intervention assignment, which requires the learning dimensions of knowledge and cognitive and affective processes.

6. Examine the role of parents, extended family members, and multiple child-serving systems in work with children and adolescents.

This builds on the Council on Social Work Education 2015 Educational Policy and Accreditation Standards (EPAS) Competencies and will contribute to achieving the Direct Practice Specialization Competencies:

- #6: Engage with Individuals, Families, and Small Groups
- #7: Assess Individuals, Families, and Small Groups

This objective is measured by student performance on Assessment, Treatment Plan, and Intervention assignments, which requires the learning dimensions of knowledge, and cognitive and affective processes.

7. Demonstrate an understanding of the clinical implications of the clinician's own cultural background, family structure, family functioning and life experiences.

This builds on the Council on Social Work Education 2015 Educational Policy and Accreditation Standards (EPAS) Competencies and will contribute to achieving the Direct Practice Specialization Competencies:

- #1: Demonstrate Ethical & Professional Behavior
- #2: Engage Diversity and Difference in Practice
- #6: Engage with Individuals, Families, and Small Groups
- #7: Assess Individuals, Families, and Small Groups

This objective is measured by student performance on Personal Reflection Video or Paper assignment, which requires the learning dimensions of knowledge, and cognitive and affective processes.

8. Demonstrate an understanding of the challenges, opportunities, and responsibilities of clinical social work in the current practice environment, and of the diverse ways in which social workers practice.

This builds on the Council on Social Work Education 2015 Educational Policy and Accreditation Standards (EPAS) Competencies and will contribute to achieving the Direct Practice Specialization Competencies:

- #4: Engage in Practice-Informed Research & Research-Informed Practice

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- #5: Engage in Policy Practice
- #9: Evaluate Practice with Individuals, Families, and Small Groups

This objective is measured by student performance on Discussion Board Post assignment, which requires the learning dimensions of knowledge, and cognitive and affective processes.

9. Evaluate evidence of varied assessment/intervention strategies in work with children, adolescents, and families.

This builds on the Council on Social Work Education 2015 Educational Policy and Accreditation Standards (EPAS) Competencies and will contribute to achieving the Direct Practice Specialization Competencies:

- #4: Engage in Practice-Informed Research & Research-Informed Practice
- #9: Evaluate Practice with Individuals, Families, and Small Groups

This objective is measured by student performance on Intervention assignment, which requires the learning dimensions of knowledge, and cognitive and affective processes.

10. Identify and assess the signs, symptoms and various presentations of child and family distress and evaluate the personal strengths, challenges, vulnerabilities, social resources and needs of the individual child and the family system.

This builds on the Council on Social Work Education 2015 Educational Policy and Accreditation Standards (EPAS) Competencies and will contribute to achieving the Direct Practice Specialization Competencies:

- #6: Engage with Individuals, Families, and Small Groups
- #7: Assess Individuals, Families, and Small Groups

This objective is measured by student performance on the Assessment, Treatment Plan, and Intervention assignments, which requires the learning dimensions of knowledge, skills, and cognitive and affective processes.

11. Develop advanced skills in assessment and engagement of children and families.

This builds on the Council on Social Work Education 2015 Educational Policy and Accreditation Standards (EPAS) Competencies and will contribute to achieving the Direct Practice Specialization Competencies:

- #1: Demonstrate Ethical & Professional Behavior
- #6: Engage with Individuals, Families, and Small Groups
- #7: Assess Individuals, Families, and Small Groups

This objective is measured by student performance on the Assessment assignment, which requires the learning dimensions of knowledge, skills, and cognitive and affective processes.

12. Develop the ability to compare and contrast the benefits, risks, and limitations of the various modalities of treatment appropriate for children and families

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who present for care and formulate the best fit for the child and family through the Planning and Intervention assignments.

This builds on the Council on Social Work Education 2015 Educational Policy and Accreditation Standards (EPAS) Competencies and will contribute to achieving the Direct Practice Specialization Competencies:

- #4: Engage in Practice-Informed Research & Research-Informed Practice
- #8: Intervene with Individuals, Families, and Small Groups
- #9: Evaluate Practice with Individuals, Families, and Small Groups

This objective is measured by student performance on the Assessment, Treatment Plan, and Intervention assignments, which requires the learning dimensions of knowledge, and cognitive and affective processes.

REQUIRED TEXTBOOKS and MATERIALS

Painter, K. & Scannapieco, M. (2015). *Understanding the mental health problems of children and adolescents*. Oxford University Press.

National Association of Social Workers. (2021). *Code of ethics of the National Association of Social Workers*. Washington, D.C. https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

Supplemental Readings:

All readings noted for each session are required.

SOCIAL WORK COMPETENCIES

The Council on Social Work Education's 2015 Educational Policy and Accreditation Standards identified nine competencies that all social work students are expected to demonstrate developing mastery of:

Competency 1: Demonstrate Ethical and Professional Behavior
Competency 2: Engage Diversity and Difference in Practice
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Competency 4: Engage in Practice-informed Research and Research-informed Practice
Competency 5: Engage in Policy Practice
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Source: 2015epasandglossary.Pdf.Aspx (Cswe.Org)

CSWE COMPETENCIES, DIMENSIONS, AND ASSIGNMENTS (MEASURES):

Upon completion of this course, the Advanced Social Work student should be able to:

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Competencies	Assignments	Dimensions
Competency 1: Demonstrate Ethical and Professional Behavior at an Advanced Level 1. Understand and apply ethical decision-making models by applying the standards of the NASW Code of Ethics relevant laws and regulations, ethical conduct of research (SOWK 6500- Citi program) and additional code of ethics as appropriate to the practicum setting. 2. Demonstrate professional comportment in behavior, appearance in oral, written, and electronic communication including social media practices using technologically, ethically, and appropriately to facilitate practice outcomes. 3. Use supervision and consultation to guide professional judgment and behavior utilizing reflection, and self-regulation to manage personal values and professionalism in practice and classroom settings. 4. Demonstrate the elements of leadership and the ability to shape the professional environment.	Assessment and Treatment Plan	• Knowledge • Values • Skills • Cognitive-Affective Processes
Competency 2: Engage Diversity and Difference in Practice at an Advanced Level 5. Communicate understanding of diversity and difference and recognize the extent to which a culture's structure and values impact life experiences. 6. Demonstrate respect, knowledge and skills that are appropriate for the range of human differences applying self-regulation and self-awareness to manage the influence of personal biases and values with clients and constituencies. 7. Practice without discrimination and identify the behavior of clients and constituencies that reflects client's issues of human diversity. 8. Respond to the effects of human diversity on all aspects of multilevel social work practice.	Assessment & Treatment Plan	• Knowledge • Values • Skills • Cognitive-Affective Processes
Competency 3: Advance human rights, social, economic and environmental justice at an Advanced Level 9. Identify and understand social economic and environmental justice in order to advocate and engage in practices to advance human rights at the individual, and systems levels.	Discussion Posts	• Knowledge • Values • Skills

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10. Demonstrate interventions using culturally and ethically sensitive social work theory and methods with persons of differing economic status, ethnic background, gender or individuals who are differently challenged, as well as individuals who have been subject to oppression or social/economic injustice. 11. Understand and challenge mechanisms of oppression and discrimination applying strategies of advocacy and social change to advance justice.		• Cognitive-Affective Processes
Competency 4: Engage in Practice Informed Research and Research Informed Practice at an Advanced Level 12. Apply critical thinking to use research evidence to inform and improve practice, policy and service delivery 13. Identify, select, and evaluate strategies for maintaining and enhancing psychosocial functioning and work in collaboration to assess and improve intervention effectiveness.		
Competency 5: Engage in Policy Practice at an Advanced Level 14. Identify social policies at the local, state and federal level that impacts the delivery of access to social services. 15. Demonstrate the ability to analyze, formulate, and influence social policies.		
Competency 6: Engage with individuals, families, groups, organizations, and communities at an Advanced Level 16. Apply knowledge of human behavior and social environment, person in environment and other theoretical frameworks using beginning interviewing skills to effectively engage diverse clients and constituencies, including: • Rapport Building • Empathy • Reflection (Content/Feelings) • Attending behaviors • Effective Questioning (Open/ Ended) • Paraphrasing • Reframing • Confronting/Noting a discrepancy • Appropriate Self-Disclosure • Interpreting • Information Giving • Summarizing	Assessment, Treatment Plan & Intervention	• Knowledge • Values • Skills • Cognitive-Affective Processes

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• Enlisting Cooperation • Structure of Interview • Respond to complex problems and situations independently.		
Competency 7: Assess individuals, families, groups, organizations, and communities at an Advanced Level 17. Using the strengths perspective, practice without discrimination, collecting and organizing data and applying critical thinking to interpret information from clients and constituencies. 18. Develop and select mutually agreed upon appropriate intervention goals and objectives based on assessment of strengths, needs, and challenges of clients and constituencies. 19. Collect, organize, and interpret client data. 20. Make effective use of assessment tools and protocols to analyze and intervene in organizations, programs, and communities.		
Competency 8: Intervene with individuals, families, groups, organizations, and communities at an Advanced Level 21. Utilize supervision, consultation and interdisciplinary team collaboration as appropriate to achieve practice outcomes. 22. Understand methods of identifying, analyzing, and implementing evidenced based interventions to achieve client and constituent's goals. 23. Negotiate, mediate, and advocate with on behalf of clients and constituents and facilitate effective transitions and endings that advance mutually agreed upon goals. 24. Demonstrate an increasing ability to engage in informed and systematic self-direct practice. 25. Demonstrate a variety of intervention skills from multiple treatment models and utilize these skills increasingly independent self-directed practice.	Treatment Plan & Intervention	• Knowledge • Values • Skills • Cognitive-Affective Processes

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Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities at an Advanced Level 26. Select and use appropriate methods for evaluation and critically analyze, monitor and evaluate interventions and program processes and outcomes. 27. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. 28. Apply knowledge of human behavior and social environment, person in environment and other theoretical frameworks when evaluating diverse clients and constituencies. 29. Apply research skills to evaluation of psychosocial intervention. 30. Communicate and disseminate evaluation results appropriate to the intended stakeholder.		

Course Requirements and Basis for Grading

Overall student performance will be evaluated based on these components:

Assignment and Grade Breakdown	Points (%)	Pertinent Due Dates
Discussion Board (3 at 5 each)	15 (15%)	
Assessment	20 (20%)	
Treatment Plan	20 (20%)	
Intervention	30 (30%)	
Personal Reflection Video or paper	15 (15%)	

- **Discussion Board (3 at 5 points each, 15%; Due: Ongoing)**
  The discussion Board assignment is designed to assess Course Objectives 8 and contributes to Direct Practice Specialization Competencies #4, #5, and #9 in the learning dimensions of knowledge, and cognitive and affective processes.

  Three discussion board posts worth 5 points each. You must respond to the question and one other post to receive the 5 points.

- **Assessment (20 points each, 20%;)**
  - *The Assessment assignment is designed to assess Course Objectives 1, 2, 3, 4, 6, 10, 11, and 12 and contributes to Direct Practice Specialization Competencies #1, #2, #3, #4, #5, #6, and #7 in the learning dimensions of knowledge, skills, and cognitive and affective processes.*

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Using a client case example, you will write an assessment based on the information in the case. More specific details and the case to follow.

- **Treatment Plan (20 points each, 20%;)**
  The Treatment Plan assignment is designed to assess Course Objectives 2, 3, 4, 6, 10, and 12 and contributes to Direct Practice Specialization Competencies #2, #3, #4, #5, #6, and #7 in the learning dimensions of knowledge, skills, and cognitive and affective processes.

  Using the assessment from the first assignment you will write a treatment plan for the client in the case. An outline for the assignment will be provided.

- **Intervention (30 points each, 30%;)**
  The Intervention assignment is designed to assess Course Objectives 2, 4, 5, 6, 9, 10, and 12 and contributes to Direct Practice Specialization Competencies #2, #3, #4, #5, #6, #7, #8, and #9 in the learning dimensions of knowledge, skills, and cognitive and affective processes.

  This assignment draws on the first two assignments using the same case. You will provide a detailed intervention based on the assessment and treatment plan you developed in the first two assignments.

- **Personal Reflection Video or paper (15 points each, 15%;)**
  The Intervention assignment is designed to assess Course Objectives 7 and contributes to Direct Practice Specialization Competencies #1, #2, #6, and #7 in the learning dimensions of knowledge, and cognitive and affective processes.

  You will have a choice between recording a video or writing a short paper reflecting on the 3 prior assignments of this class and how you will incorporate the information from this class into your social work practice with children and adolescents.

COURSE SCHEDULE/ACTIVITIES/READINGS

For your convenience, links to all required articles are available on BlazeView. I recommend that you download the articles, print them, and bring copies to class for discussion.

Session/Date	Topics and Reading
Session 1 Date:	Introduction and Course Overview **Required Readings:** • P & S text (2015), Foreword & Chapter 1

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Session/Date	Topics and Reading
	• Stroul, B., Blau, G., & Friedman, R. (2010). Updating the systems of care concept and philosophy. Washington, DC: Georgetown University Center for Child and Human Development, National Technical Assistance Center for Children's Mental Health. • Ungar, M. (2013). Resilience after maltreatment: The importance of social services as facilitators of positive adaptation. Child Abuse and Neglect, 37(2/3), 110-115.
Session 2 Date:	Special Treatment Focus: Clinician Self-Care and Survival Strategies **Required Readings:** • Bush, A.D. (2015). Little and often. Psychotherapy Networker, 39(3), 24-27; 44-45. • Miller, S., Hubble, M., & Mathieu, F. (2015). Burnout reconsidered. Psychotherapy Networker, 39(3), 18-23; 42-43. • Pooler, D.K., Wolfer, T., & Freeman, M. (2014). Finding joy in social work II: Intrapersonal sources. Social Work, 59(3), 213-221. • Treadway, D. (1998). Riding out the storm. Family Therapy Networker, 22(1), 55-61. • Treadway, D. (2015). Writing on water: A diary of riding out the storm. Psychotherapy Networker, 39(4), 38-41.
Session 3 Date:	Frameworks for Assessment – Part 1 **Required Readings:** • P & S text, (2015), Chapter 2 • Hardy, K. (2015). The view from Black America. Psychotherapy Networker, 39(6), 19-25; 46-48. • Ungar, M. (2014). Bubble-wrapping our children: The perils of overprotective parenting. Psychotherapy Networker, 38(5),26-31; 48 • Walsh, F. (2012). Family resilience: Strengths forged through adversity. In F. Walsh (Ed.), Normal Family Processes (4th ed., pp. 399-427). NewYork: Guilford.
Session 4 Date:	Frameworks for Assessment: Part II Neurobiology and Child Development **Required Readings:** • P & S text, (2015), Chapter 3 • Baylin, J. & Hughes, D. (2012). Brain-based parenting: What neuroscience is teaching us about connecting with our kids. Psychotherapy Networker, 36(1), 1-11.

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Session/Date	Topics and Reading
	• Child Welfare Information Gateway (2015, April). Understanding the effects of maltreatment on brain development. Washington, DC: Administration on Children, Youth and Families. Children's Bureau. • Davies, D. (2010). Brain development. In Child development: A practitioner's guide (3rd ed., pp. 39-59). New York: Guilford Press.
Session 5 Date:	Clinical Presentations: Anxiety and Related Disorders **WRITTEN ASSIGNMENT DUE** **Required Readings:** • P & S text, (2015), Chapters 6 & 7 • Kendall, P.C., Furr, J.M., & Podell, J.L. (2010). Child-focused treatment of anxiety. In J.R. Weisz & A.E. Kazdin (Eds.), Evidenced-basedpsychotherapies for children and adolescents (2nd. ed.) (pp. 45-60). NewYork: Guilford. • Kendall, P.C., Makover, H., Swan, A., Carper, M.M., Mercado, R., Kagan,E., & Crawford, E. (2016). What steps to take? How to approachconcerning anxiety in youth. Clinical Psychology: Science and Practice,23(3), 211-229. • Lyons, L. (2016). OCD and children: It's a family affair. PsychotherapyNetworker, 40(4), 32-39. • Lyons, L. (2013). Taming the wild things: Helping anxious kids and their parents. Psychotherapy Networker, 37(1), 39-45.
Session 6 Date:	Clinical Presentations: Attention-Deficit/Hyperactivity Disorder **Required Readings:** • P & S text, (2015), Chapters 8 & 9 • Honkasilta, J., Vehkakoski, T., & Vehmas, S. (2016). 'The teacher almost made me cry' Narrative analysis of teachers' reactive classroom management strategies as reported by students diagnosed with ADHD. Teaching and Teacher Education, 55, 100-109. • Sandmaier, M. (2016). Left to our own devices: Sorting through the bewildering world of therapeutic apps. Psychotherapy Networker, 40(6), 20-27; 52. • Tarver, J., Daley, D., & Sayal, K. (2014). Beyond symptom control for attention-deficit hyperactivity disorder (ADHD): What can parents do to improve outcomes? Child: Care, Health and Development, 41(1), 1-14.
Session 7 Date:	Psychiatric Assessment and Pharmacological Interventions **Required Readings:** • Cain, S. & Sharp, S. (2016). Telepharmacotherapy for child and adolescent psychiatric patients. Journal of Child and Adolescent Psychopharmacology, 26(3). 221-228. • O'Brien, M., Holmes, C., Chapman, K., Rosen, M., Lee, J., & Crickard, E. (2015). Innovations in Practice: Supporting parent and teencommunication

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Session/Date	Topics and Reading
	during outpatient psychotropic medication appointments. Child and Adolescent Mental Health, 20(2), 107-111. • Preston, J., O'Neal, J. H., & Talaga, M. C. (2015). Issues in the psychopharmacological treatment of children and adolescents. In Child and adolescent clinical psychopharmacology made simple (3rd ed.) (pp.3-11). Oakland, CA: New Harbinger.
Session 8 Date:	**Midterm Examination**
Session 9 Date:	Worker Safety in Child Welfare **Required Readings:** • Criss, P. (2010). Effects of client violence on social work students: A national study. Journal of Social Work Education, 46(3), 371-390. • Robson, A., Cossar, J., & Quayle, E. (2014). The impact of work-related violence towards social workers in children and family services. British Journal of Social Work, 44, 924-936.

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Session 10 Date:	Clinical Presentations: Depression & BiPolar Disorder **Required Readings:** • P & S text, (2015), Chapters 4, 5 12 & 13 • Cohen, J. A., Mannarino, A.P., Kliethermes, M., & Murray, L.A. (2012).Trauma-focused CBT for youth with complex trauma. Child Abuse & Neglect, 36, 528-541.
Session 11 Date:	Special Treatment Focus: Cognitive Therapy Techniques for Depression **Required Readings:** • Beck, J. S. (2011). Cognitive conceptualization. In Cognitive therapy: Basics and beyond (2nd ed.) (pp. 29-45). New York: Guilford. • Brent, D.A., Poling, K.D., & Goldstein, T.R. (2011). Adolescent depression: An overview of assessment and treatment. In Treating depressed and suicidal adolescents: A clinician's guide (pp. 13-42). New York: Guilford. • Deblinger, E., Cohen, J.A., & Mannarino, A.P., &. (2012). Introduction. In J.A. Cohen, A.P., Mannarino & E. Deblinger, (Eds.), Trauma-focused CBT for children and adolescents: Treatment implications (pp. 1-26). New York: Guilford.
Session 12 Date:	Special Treatment Focus: Youth Suicide • Brent, D.A., Poling, K.D., & Goldstein, T.R. (2011). Assessment and treatment of suicidal ideation and behavior. In Treating depressed and suicidal adolescents: A clinician's guide (pp. 43-84). New York: Guilford. • Honigsfeld, H. (2013). A suicide note in crayon. Psychotherapy Networker, 37(5), 44-47; 58. • Lewis, S.P., Heath, N.L., Michal, N.J., & Duggan, J.M. (2012). Non-suicidal self-injury, youth, and the Internet: What mental health professionals need to know. Child and Adolescent Psychiatry and Mental Health, 6(13), 1-9.
Session 13 Date:	Clinical Presentations: Conduct Disorder & Oppositional Defiant Disorder **Required Readings:** • P & S text, (2015), Chapters 10 & 11 • Niec, K, N., Barnett, M.L., Gering, C.L., Triemstra, K., & Solomon, D.T.(2015). Differences in mothers' and fathers' readiness for change in parent training. Child & Family Behavior Therapy, 37, 224-235.

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	• Taffel, R. (2016). Happy New Year? Psychotherapy Networker, 40(3), 21-23; 45-46.
Session 14 Date:	Clinical Presentations: Substance Abuse Co-Occurrence **Required Readings:** • P & S text, (2015), Chapter 16 Dockett, L. (2017). Loving our devices. Psychotherapy Networker, 41(4), 16-24. • Iachini, A., L., Rogelberg, S., Terry, J.D., & Lutz, A. (2016). Examining the feasibility and acceptability of a motivational interviewing early intervention program to prevent high school dropout. Children & Schools, 38(4), 209-217. • Westra, H. A. & Aviram, A, (2013). Core skills in motivational interviewing. Psychotherapy, 50(3), 273-278.
	No Class – Thanksgiving Break
Session 15 Date:	**Final Examination**

STUDENT OPINION OF INSTRUCTION (SOI) STATEMENT

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available through SmartEvals. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous to instructors/administrators, and they will be able to access results only after they have submitted final grades. Before final grade submission, instructors will not be able to see any responses, but they can see the percentage of students who have or have not completed their SOIs. While instructors will not be able to see student names, an automated system will send a reminder email to those who have yet to complete their SOIs. Students who withdraw or drop a course will also be sent invitations to complete the Dropped Course Survey. Complete information about the SOIs, including how to access the survey, is available on the SOI Procedures webpage.

UNIVERSITY AND SOCIAL WORK PROGRAM POLICIES

Accommodations Statement (Required)

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871. For more information, please visit VSU's Access Office or email: access@valdosta.edu.

Title IX Statement (Required)

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included.

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Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: titleix@valdosta.edu, Student Union, Suite 3106, Valdosta State University, Valdosta, Georgia 31698, 229-333-5941. To file a report (not make an inquiry) please visit https://cm.maxient.com/reportingform.php?ValdostaStateUniv&layout_id=7.

Attendance Policy (Required)
Class attendance is an essential part of student education in the VSU MSW Program. According to the Valdosta State University's Catalog, "Whether online or face-to-face, a student who misses or does not participate in more than 20% of the scheduled course or course activities could be subject to receiving a failing grade in the course." As a professional program, the MSW Program views classroom and practicum attendance as an extension of professional practice and hence **mandatory** so that students gain expected social work knowledge, skills and practice. If you are compelled for any reason to be absent from or unable to participate in class, you should immediately contact your instructor. It is always the responsibility of the student to determine specific catch-up work that is necessary to adequately prepare for future classes and course assignments.

If a student misses more than 20% of scheduled course activities before midterm, **they** may withdraw from the class electronically **with a grade of W.** If absences are exceeded after midterm or the student fails to withdraw in a timely manner, the student will receive a grade of "F" (failing) or "WF" (withdraw failing).

Attendance and Participation
Class attendance is an essential part of student education in the VSU MSW Program. According to the Valdosta State University's Catalog, "Whether online or face-to-face, a student who misses or does not participate in more than 20% of the scheduled course or course activities could be subject to receiving a failing grade in the course." As a professional program, the MSW Program views classroom and practicum attendance as an extension of professional practice and hence **mandatory** so that students gain expected social work knowledge, skills and practice. There is no such thing as an excused or a non-excused absence. In the case of serious medical illness, or serious family emergencies, students are responsible for providing documentation to the instructor (a doctor's excuse, etc.). It is always the responsibility of the student to determine specific catch-up work that is necessary to adequately prepare for future classes and course assignments.

If a student misses more than 20% of scheduled course activities before midterm, **they** may withdraw from the class electronically **with a grade of W.** If absences are exceeded after midterm or the student fails to withdraw in a timely manner, the student will receive a grade of "F" (failing) or "WF" (withdraw failing).

Attendance and Participation

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Although the material will be delivered asynchronously online, there will be weekly synchronous sessions held in this course for you to ask questions and interact in real time with the course instructor and your colleagues. These synchronous (i.e., real-time) meeting times will be announced. To complete this course successfully, you do have to participate in all course activities and submit work by due dates and times.

Academic Performance: Students are expected to maintain a 2.5 grade point average in the MSW Program. A discussion of the academic expectations including the Program's policy of Academic Deficiency Points given for grades lower than C can be viewed from the Graduate School Website at https://www.valdosta.edu/academics/graduate-school/our-programs/retention-dismissal-readmission-policies.php#masters

Incomplete Grade: See the Detailed Policy and Process on the VSU site at: https://www.valdosta.edu/academics/registrar/documents/incomplete-form-updated.pdf. A report of "I" (incomplete) indicates that a student was doing satisfactory work at the end of the term but, for non-academic reasons, was unable to complete all requirements for the course.

Academic Integrity: Academic integrity is the responsibility of all VSU faculty and students. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the VSU Student Code of Conduct on the VSU Division of Student Affairs website and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

By taking this course, you agree that all required course work may be subject to submission for textual similarity review to Turnitin, a tool within BlazeVIEW. For more information on the use of Turnitin at VSU see Turnitin for Students.

Dewar College of Education & Human Services Policy on Plagiarism

http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

ADDITIONAL STUDENT INFORMATION

Technology Assistance: Students having technology problems may contact the Help Desk (phone 229-245-4357) or e-mail a question to helpdesk@valdosta.edu. The Help Desk is located on the 2nd floor of Odum Library (near front entrance). Online support for BlazeVIEW is provided 24/7 through the USG Helpline which students have found to be an excellent source of support at all hours of day/night! For more information on eLearning Help and Support https://www.valdosta.edu/academics/elearning/eLearning-Help-Support.php

Safety Concerns: Safety concerns should always be taken seriously by students in the MSW Program because of the fact that classes are held in the evening or on weekends. The University Police Office is located on the second floor of the Campus Parking Deck across N. Oak Street to the west side of Pine Hall (near the College of Education) and the physical address is 1410 North Oak St. Valdosta, GA 31698. Please be conscious of safety issues and be sure to lock your car when you park, be aware of your surroundings while in the parking deck, lot and on campus, and please walk with your peers when classes are over in the evening

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or on weekends when there are fewer classes. VSU has several useful resources.
Many students choose to enter the Campus Police Emergency Number in their cellphones: **Police Emergency Number (229)259-5555; VSU Police escort service (229) 333-7816.** Download **BLAZER GUARDIAN APP** that allows students to create safety profiles and has a safety timer (virtual escort). You can learn more about it from their website https://www.valdosta.edu/administration/finance-admin/police/

Cancellation of Classes: The University President may cancel classes under specific emergency conditions. The most frequent cause of cancellation is inclement weather. Please check the main page of the VSU web site if you have concerns about inclement weather or an emergency situation: http://www.valdosta.edu
Whenever possible, web weekend classes will continue as scheduled, but since students are driving from across the state, students MUST assess and determine whether they can safety reach campus in the case of a weather event. If you deem that you cannot safety drive to campus, notify your instructor if possible.

Offices Here to Help You on Campus
Research (and experience!) shows that *students are more successful when they seek out help and support when they face challenges.* VSU offers a full range of services---tutoring, supplemental instruction, counseling, and more—which is available both in person and online.

- **Tutoring:** Academic Support Center https://www.valdosta.edu/asc/
- **Library Resources**: Odum Library https://www.valdosta.edu/academics/library/
- **Counseling:** VSU's Counseling Center https://www.valdosta.edu/student/student-services/counseling-center/
- **Career Exploration and On-campus Employment Opportunities:** Office of Career Opportunities https://www.valdosta.edu/celt/referral-guide-for-student-support.php
- **Food and Clothing Assistance:** Drop-Shop https://www.valdosta.edu/student/leadership/volunteer/blazer-pantry.php
- **On-campus Medical Assistance:** VSU Health Services https://www.valdosta.edu/administration/student-affairs/student-health/

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Valdosta State University Curriculum Form

- **Request for a NEW COURSE**

Date of Submission:	*Select Date.*

**Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.*

College:	College of Education and Human Services	**Dept. Initiating Request:**	Human Services
Requestor's Name:	Ashley Soske	**Requestor's Role:**	Faculty

Proposed NEW Course Prefix: *(Consult abbreviations in the catalog)*	SOWK	**NEW Course Number:** *(Consult #s in the catalog)*	7910
Proposed NEW Course Title:	Advanced Cognitive Behavioral Therapy		
NEW Course Title Abbreviation: *(Limit to 30 character spaces)*	Adv CBT		
Prerequisite(s):	SOWK 6310 or Advanced Standing Status		

Lecture Hours:		**Lab/Contact Hours:**		**Credit Hours:**	3

Proposed NEW Course Description: *(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)**

Prerequisite: SOWK 6310 or Advanced Standing Status.
Overview of cognitive behavioral models and application in treatment with individuals, families, and groups. Emphasis is on assessment procedures and intervention strategies, monitoring and evaluating client progress.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☐ Major Requirement X Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Every Semester*

Justification: *(select one or more of the following and provide appropriate narrative below:)*

☒ Improving student learning outcomes
☒ Adopting current best practice(s) in field
☐ Mandate of State/Federal/Accrediting Agency
☐ Other –

The Social Work program is revising their curriculum to better represent the learning goals of the program. This course will provide an overview of cognitive behavioral models and application in treatment with individuals, families, and groups. Emphasis is on assessment procedures and intervention strategies, monitoring and evaluating client progress. Specific diagnoses will be discussed in regard to CBT as a treatment model. CBT with specific populations will be addressed including, but not limited to Veterans, Diverse Populations, Groups, Individuals, Adolescents, Adults and Older Adults.

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

Source of Data to Support Change *(select one or more of the following):*

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

☐ Other Data Source Descriptions –

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

Valdosta State University – NEW COURSE Form

- **Request for a NEW COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Heather Kelley	Heather Kelley	1/10/22
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/8/2022 | 12:45 PM EST
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Dewar College of Education and Human Services
Valdosta State University
Department of Human Services
Social Work Program

SOWK 7910 Advanced Cognitive Behavioral Therapy
Spring 2023
3 Credit Hours

Instructor: XXXX
Email: XXXX
Phone: XXXX
Office: XXXX
Class: Online or Face to Face
Dates &Times for Synchronous Meetings: TBA
Office Hours: Contact me via VSU Email to set an appointment

COURSE DESCRIPTION

Builds on knowledge of cognitive-behavioral therapy (CBT) gained in Models of Intervention (pre-requisite). CBT assessment and treatment skills are applied to affective, anxiety and substance misuse disorders, in individual, family and group modality as well as risk factors for marginalization. Particular attention is paid to empirical methods of monitoring and evaluating. Risk factors for marginalization are examined and applied to treatment interventions.

COURSE RATIONALE

Advanced Practice Seminar is a capstone course taken concurrently with SOWK 7612 to facilitate the integration and application of the advanced social work skills in diverse and emerging practice clinical or macro contexts. Emphasis will be on demonstration of advanced social work skills through case studies and career development to prepare students for transition into the practitioner role. The course will build on student's knowledge of assessment, treatment planning, documentation, and evaluation learned during the MSW program. The course will support students with the process of reflecting on their internship and application of theories, policies, research, and practice skills in a variety of settings including, mental health, substance use, child welfare, schools, hospitals, and other community-based agencies.

Course Objectives: By the completion of this course, students should be able to:

1. Conceptualize cases using the framework for cognitive-behavioral therapy, design a course of treatment, and implement evidence-based interventions for various psychological disorders.
   This builds on the Council on Social Work Education 2015 Educational Policy and Accreditation Standards (EPAS) Competencies and will contribute to achieving the Direct Practice Specialization Competency:
   - #1 Demonstrate Ethical and Professional Behavior
   - #4 Engage in Practice-informed Research and Research-informed Practice

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- #6 Engage with Individuals, Families and Small Groups
- #7 Assess Individuals, Families and Small Groups
- #8 Intervene with Individuals, Families and Small Groups and
- #9 Evaluate Practice with Individuals, Families and Small Groups

This objective is measured by student performance on Discussion Board Postings, the Mid-term Objective Examination, the Cognitive Conceptualization Diagram, the Treatment Plan assignment, and the Therapy Video, which require the learning dimensions of knowledge, values, skills, and cognitive and affective processes.

2. Tailor the cognitive-behavioral model to advanced direct practice with diverse populations, utilizing the NASW Code of Ethics.

   This builds on the Council on Social Work Education 2015 Educational Policy and Accreditation Standards (EPAS) Competencies and will contribute to achieving the Direct Practice Specialization Competency:

   - #1 Demonstrate Ethical and Professional Behavior
   - #2 Engage Diversity and Difference in Practice
   - #3 Advance Human Rights and Social, Economic, and Environmental Justice
   - #6 Engage with Individuals, Families and Small Groups
   - #7 Assess Individuals, Families and Small Groups and
   - #8 Intervene with Individuals, Families and Small Groups

   This objective is measured by student performance on the Discussion Board Postings, the Mid-term Objective Examination, the Cognitive Conceptualization Diagram, the Treatment Plan assignment, and the Therapy Video, which require the learning dimensions of knowledge, values, skills, and cognitive and affective processes.

REQUIRED TEXTBOOKS and MATERIALS

- Beck, J. (2011). *Cognitive Behavior Therapy.* (3nd Ed.) New York: Guilford Publications.

Materials:

1. NASW Code of Ethics https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English
2. Additional Readings are assigned throughout the semester and posted in BlazeView for the assigned week. Check Course Calendar and online each week- these are mandatory readings.

SOCIAL WORK COMPETENCIES

The Council on Social Work Education's 2015 Educational Policy and Accreditation Standards identified nine competencies that all social work students are expected to demonstrate developing mastery of:

Competency 1: Demonstrate Ethical and Professional Behavior

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Competency 2: Engage Diversity and Difference in Practice
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Competency 4: Engage in Practice-informed Research and Research-informed Practice
Competency 5: Engage in Policy Practice
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Source: 2015epasandglossary.Pdf.Aspx (Cswe.Org)

CSWE COMPETENCIES, DIMENSIONS, AND ASSIGNMENTS (MEASURES):

Upon completion of this course, the Advanced Social Work student should be able to:

Competencies	Assignments	Dimensions
Competency 1: Demonstrate Ethical and Professional Behavior at an Advanced Level 1. Understand and apply ethical decision-making models by applying the standards of the NASW Code of Ethics relevant laws and regulations, ethical conduct of research (SOWK 6500- Citi program) and additional code of ethics as appropriate to the practicum setting. 2. Demonstrate professional comportment in behavior, appearance in oral, written, and electronic communication including social media practices using technologically, ethically, and appropriately to facilitate practice outcomes. 3. Use supervision and consultation to guide professional judgment and behavior utilizing reflection, and self-regulation to manage personal values and professionalism in practice and classroom settings. 4. Demonstrate the elements of leadership and the ability to shape the professional environment.	Treatment Plan and Therapy Video	• Knowledge • Values • Skills • Cognitive-Affective Processes
Competency 2: Engage Diversity and Difference in Practice at an Advanced Level 5. Communicate understanding of diversity and difference and recognize the extent to which a culture's structure and values impact life experiences.	Diagram & Treatment Plan	• Knowledge • Values • Skills

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6. Demonstrate respect, knowledge and skills that are appropriate for the range of human differences applying self-regulation and self-awareness to manage the influence of personal biases and values with clients and constituencies. 7. Practice without discrimination and identify the behavior of clients and constituencies that reflects client's issues of human diversity. 8. Respond to the effects of human diversity on all aspects of multilevel social work practice.		• Cognitive-Affective Processes
Competency 3: Advance human rights, social, economic and environmental justice at an Advanced Level 9. Identify and understand social economic and environmental justice in order to advocate and engage in practices to advance human rights at the individual, and systems levels. 10. Demonstrate interventions using culturally and ethically sensitive social work theory and methods with persons of differing economic status, ethnic background, gender or individuals who are differently challenged, as well as individuals who have been subject to oppression or social/economic injustice. 11. Understand and challenge mechanisms of oppression and discrimination applying strategies of advocacy and social change to advance justice.	Discussion Posts	• Knowledge • Values • Skills • Cognitive-Affective Processes
Competency 4: Engage in Practice Informed Research and Research Informed Practice at an Advanced Level 12. Apply critical thinking to use research evidence to inform and improve practice, policy and service delivery 13. Identify, select, and evaluate strategies for maintaining and enhancing psychosocial functioning and work in collaboration to assess and improve intervention effectiveness.		
Competency 5: Engage in Policy Practice at an Advanced Level 14. Identify social policies at the local, state and federal level that impacts the delivery of access to social services. 15. Demonstrate the ability to analyze, formulate, and influence social policies.		

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Competency 6: Engage with individuals, families, groups, organizations, and communities at an Advanced Level 16. Apply knowledge of human behavior and social environment, person in environment and other theoretical frameworks using beginning interviewing skills to effectively engage diverse clients and constituencies, including: • Rapport Building • Empathy • Reflection (Content/Feelings) • Attending behaviors • Effective Questioning (Open/ Ended) • Paraphrasing • Reframing • Confronting/Noting a discrepancy • Appropriate Self-Disclosure • Interpreting • Information Giving • Summarizing • Enlisting Cooperation • Structure of Interview • Respond to complex problems and situations independently.	Diagram, Treatment Plan & Therapy Video	• Knowledge • Values • Skills • Cognitive-Affective Processes
Competency 7: Assess individuals, families, groups, organizations, and communities at an Advanced Level 17. Using the strengths perspective, practice without discrimination, collecting and organizing data and applying critical thinking to interpret information from clients and constituencies. 18. Develop and select mutually agreed upon appropriate intervention goals and objectives based on assessment of strengths, needs, and challenges of clients and constituencies. 19. Collect, organize, and interpret client data. 20. Make effective use of assessment tools and protocols to analyze and intervene in organizations, programs, and communities.		
Competency 8: Intervene with individuals, families, groups, organizations, and communities at an Advanced Level 21. Utilize supervision, consultation and interdisciplinary team collaboration as appropriate to achieve practice outcomes.	Treatment Plan & Therapy Video	• Knowledge • Values • Skills

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22. Understand methods of identifying, analyzing, and implementing evidenced based interventions to achieve client and constituent's goals. 23. Negotiate, mediate, and advocate with on behalf of clients and constituents and facilitate effective transitions and endings that advance mutually agreed upon goals. 24. Demonstrate an increasing ability to engage in informed and systematic self-direct practice. 25. Demonstrate a variety of intervention skills from multiple treatment models and utilize these skills increasingly independent self-directed practice.		• Cognitive-Affective Processes
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities at an Advanced Level 26. Select and use appropriate methods for evaluation and critically analyze, monitor and evaluate interventions and program processes and outcomes. 27. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. 28. Apply knowledge of human behavior and social environment, person in environment and other theoretical frameworks when evaluating diverse clients and constituencies. 29. Apply research skills to evaluation of psychosocial intervention. 30. Communicate and disseminate evaluation results appropriate to the intended stakeholder.		

ASSIGNMENTS

Course Requirements and Basis for Grading: For all assignments: If you have questions pertaining to the grading of your assignment, test or quiz, reserve your inquiry for after class or write your question on your assignment and pass it in for my review. Inform me of your note and I will answer it via email or a scheduled office meeting.

There may be minor changes made in the outline by the instructor. Any such changes will be discussed with students in class or via Canvas announcement.

In addition to all the required reading assignments, each student will be expected to complete each of the following assignments:

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1. Written feedback on videos and guest speaker, to be posted on BlazeView Discussion 15pts
   Board prior to the next class. 3 at 5 pts each.
   Discussion Board Feedback is designed to assess Course Objectives 1 and 2 and contributes to Direct Practice Specialization Competency #1 in the learning dimensions of values and cognitive and affective processes.

2. Cognitive Conceptualization Diagram – 1 page typed (use format in Beck p. 200) and 25pts
   1-page psychosocial client narrative (typed, double spaced)
   The Cognitive Conceptualization Diagram is designed to assess Course Objectives 1 and 2 and contributes to Direct Practice Specialization Competencies #1, #2, #3, #6, and #7 in the learning dimensions of knowledge, values, skills, and cognitive and affective processes.

3. Treatment Plan – (student will utilize format discussed in class) and a brief discussion 25pts
   of one out of three ethical issues provided by instructor on BlazeView (NASW Code of Ethics), answer the question and discuss how it applies to working with your client. Both must be typed, and each assignment is not to exceed 1 page.
   The Treatment Plan is designed to assess Course Objectives 1 and 2 and contributes to Direct Practice Specialization Competencies #1, #2, #4, #7, #8, and #9 in the learning dimensions of knowledge, values, skills, and cognitive and affective processes.

4. Therapy Video – uploaded to BOX or USB only, 25 – 30-minute recording of a CBT session 35pts
   with a hypothetical client, plus a 1-page typed therapy note (utilize format on p. 121, 122 in Beck) and 1/2 page (single spaced) self-evaluation of final project.
   The Therapy Video is designed to assess Course Objectives 1 and 2 and contributes to Direct Practice Specialization Competencies #1, #2, #4, #6, and #8 in the learning dimensions of values, skills and cognitive and affective processes.

GRADING SCALE

Course grades will be determined as indicated in the table below.

Assignment	**Points**
Discussion Posts	15
Case Diagram	25
Treatment Plan	25
Therapy Video	35
Total	**100**

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COURSE SCHEDULE/ACTIVITIES

TOPICAL OUTLINE AND REQUIRED READINGS

Week 1 – September 2

Instructor and students will introduce themselves and share experience with CBT.
Instructor will review course expectations, syllabus, and grading criterion.

- review texts - required and optional.
- discuss classroom format as parallel to the structure of a CBT session.

In-Class Demonstration:
Students will learn how an activating event can result in different cognitions, feelings, and behaviors.
Instructor will demonstrate an explanation of CBT rationale to a client using Ellis' A B C model.
Make a list of fears and concerns of using CBT
Purpose: Students will recognize the relationship between thoughts and feelings and begin self-monitoring.

- **New York Times article - Scelfo, J. Suicide on Campus and the Pressure of Perfection July 27, 2015 (Discussion Post #1 due September 8 at 1159 pm)**

Week 2 – September 9

Required reading:

- Beck text: Chapter 1, "Introduction to CBT",
- Chapter 2, "Overview of Treatment",
  Chapter 3, "Cognitive Conceptualization"
  Chapter 4, "The Therapeutic Relationship

Lecture: instructor will present:

- Beck's cognitive-behavioral conceptual framework
- 10 principles of CBT-what distinguishes CBT from other modalities
- definitions of concepts and terminology
- core beliefs, intermediate beliefs, automatic thoughts
- socratic questioning
- guided discovery

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- collaborative empiricism

Video: 1. Collaborative Case Conceptualization
Christine Padesky, Ph.D.

Suggested personal development: Students will become aware of their own mood shifts, and what thoughts precipitate the change in mood.

Purpose: Students will develop an experiential understanding of how thoughts influence affective and behavioral outcomes.

Week 3 – September 15

Required reading: (ALL POSTED IN BLAZEVIEW UNDER WEEK 3)

* Elizabeth A. DiNapoli, Christina M. Pierpaoli, Avani Shah, Xin Yang & Forrest Scogin (2017) Effects of Home-Delivered Cognitive Behavioral Therapy (CBT) for Depression on Anxiety Symptoms among Rural, Ethnically Diverse Older Adults, Clinical Gerontologist, 40:3, 181-190, DOI: 10.1080/07317115.2017

* Quasi-Experimental Evaluation of the Impact of a Cognitive Behavioral Pretreatment Intervention for Veterans Seeking Psychotherapy

* A pilot study of self-guided internet-delivered cognitive behavioral therapy for anxiety and depression among Arabs

ADDITIONAL READINGS

- Hays, P.A. (1995) Applications of Cognitive-Behavioral Therapy, *Professional Psychology: Research and Practice.*

- De Arellano, M.A., Danielson, C.K., & Felton, J. W. (2012). Children of Latino Descent. In J.A. Cohen, A.P. Mannarino & E. Deblinger (Ed.), *Trauma-Focused CBT for Children and Adolescents* (pp. 253-279). New York: Guilford Press.

- Lau, A.W., & Kinoshita, L.M. (2006). Cognitive-Behavioral Therapy with Culturally Diverse Older Adults. In P.A. Hays & G.Y. Iwamasa (Ed.), *Culturally Responsive Cognitive-Behavioral Therapy.* (pp. 179-197). Washington, DC: American Psychological Association.

- Corcoran, J. (2006). Use of Cognitive Restructuring with Special Populations. In *Cognitive-Behavioral Methods for Social Workers.* (pp. 117-143). Boston: Pearson Education.

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Instructor will highlight:

- Critique of CBT and its compatibility for use with diverse populations
- Adapting CBT for diverse populations
- Recognizing differences within and between diverse client groups
- Compatibility with social work values:
  - starting where the client is
  - utilizing a strengths-based perspective
  - client empowerment through collaboration
  - conceptualizing problems as the client's unique interpretation to their environment.

Week 4 – September 22

Required reading:

- Beck text: Chapter 5, "The Evaluation Session
- Chapter 6, "The First Therapy Session
  Chapter 7, "Activity Scheduling
  Chapter 8, "Action Plans
- Hawton, K. (2013) Risk factors for suicide in individuals with depression: *A systematic review, Carolina Casan˜as iComabella,CamillaHaw,KateSaunders Centre for Suicide Research, University of Oxford,UK,* (PP. 17–28), Journal of Affective Disorders 147

Lecture: Instructor will review:

- structure of a therapy session
- behavioral activation
- assessment tools for ongoing evaluation
- risk assessment and ethical decision making in determining imminent danger to self or other, breaking confidentiality-302 criterion

Hand-outs: available online

Video: 2. Structure of the Therapy Session
APA Psychotherapy Videotape Series (Vol. 2)
Purpose: students will observe how the use of structure keeps the session focused and efficient.

Week 5 –September 30

Required reading:

- Beck text: Chapter 9, "Treatment Planning.
  Chapter 10, "Structuring Sessions
  Chapter 11, "Problems in Structuring Sessions

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Lecture: Instructor will review:

- how to identify automatic thoughts
- separating thoughts, feelings, and situations
- using the client's language (client centered)
- selecting the most useful thoughts for intervention
- when are hot cognitions appropriate rather than dysfunctional?
- validating vulnerable populations' experience as a function of oppression
- rather than a distorted thought process
- questioning automatic thoughts
- use of collaborative empiricism
- cognitive distortions

Hand-outs: available online

In-Class Exercise: triads – students will learn to collaboratively formulate goals for intervention that value where the client is and yet are specific, measurable, and appropriate from the practitioner's perspective.
Utilize handout - Advanced Direct Practice: Cognitive-Behavioral Therapy Role Play
And Beck Ch. 5 p 68-70 as a guide
Suggested personal development: students can use Beck, Burns or Ellis to identify cognitive distortions in their own thinking. Notice if particular distortions occur more frequently than others.

Week 6 – October 7

- **Guest Speaker- TBD**

Assignment: Due next class 10/14/21 - develop a brief hypothetical Client Profile and Cognitive Conceptualization using Beck's diagram on p. 200 (second edition). I posted a picture of the diagram in Canvas.

Week 7- October 14

Required reading:

- Beck text: Chapter 15, "Responding to Automatic Thoughts
  Chapter 16, "Integrating Mindfulness into CBT
  Chapter 17, Introduction to Beliefs

Lecture: instructor will review:

- identifying and modifying core beliefs
- use of guided discovery & Socratic questioning to uncover and model to clients
- respectful reworking ingrained dysfunctional beliefs
- CBT techniques to work with dysfunctional thoughts

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- ethical considerations: reconciling differences between social worker and client
- using imagery to pinpoint negative thoughts
- increasing homework compliance: use of client input and feedback

Suggested personal development: students can practice utilizing a strength-based perspective to help someone from a culturally diverse population arrive at a solution or a different perspective using only questions.

Video: 1 Testing Automatic Thoughts
Christine Padesky, Ph.D

Video 2: Imagery and CBT

Handouts:
Core Beliefs Worksheet
Challenging Negative Thoughts

Week 8 – October 21
Discussion board post #2 Due October 21 at 1159pm

Due today: Hypothetical Client and Cognitive Conceptualization Using Beck's diagram p.200
Required reading:

- Beck text: Chapter 12, Identifying Automatic Thoughts
- Chapter 13, "Emotions
  Chapter 14, Evaluating Automatic Thoughts

Lecture: instructor will review:

- utilizing a non-judgmental, empirical approach to respond to automatic thoughts
- using dysfunctional thought records
- understanding clients by using the cognitive conceptualization diagram
- how does the client's behavior make sense given their particular beliefs?
- how does a client from a population at risk view their experience in the world given a climate of oppression?
- using the downward arrow technique to elicit intermediate and core beliefs
- techniques to modify beliefs that respect a client's right to choose
- suicide assessment

Hand-outs: available online

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Week 9 – October 28

Required reading:

- Beck text: Chapter 18, "Modifying Beliefs
  Chapter 19, "Additional Techniques
  Chapter 20, Imagery
  Chapter 21, "Termination and Relapse Prevention
  Chapter 22, Problems in Therapy
- Burns, D, (1999). Empathy: How to Establish Rapport with the Critical, Angry Patient. *Feeling Good Handbook.* (pp. 647-656). New York: Penguin

Lecture: instructor will review:

- termination and relapse prevention
- reviewing client strengths in treatment
- maintenance of treatment gains in the face of challenging environmental factors
- treatment planning strategies
- valuing client criticism for the purpose of eliciting more information, building
- rapport and modeling a nonjudgmental stance

Hand-outs: available online

Treatment Plan Demo In-Class Demonstration: instructor will formulate a treatment plan using measurable, client centered goals as an example.

Suggested personal development: students can utilize Burn's suggestions to non-defensively address criticisms their personal life. Note the other's reaction to your non-judgmental stance.

Week 10 – November 4

Required reading for treatment of Major Depressive Disorder:

- Young, J.E., Rygh, J.L., Weinberger, A.D. & Beck, A.T. (2014). Cognitive Therapy for Depression. In D.H. Barlow (Ed.), *Clinical Handbook of Psychological Disorders, 5th Edition,* (pp. 275-331). New York: Guilford
- Dimidjian, S., Martell, C.R., Herman-Dunn, R. & Hubley, S. (2014) Behavioral Activation for Depression. In D.H. Barlow (Ed.), *Clinical Handbook of Psychological Disorders, 5th Edition,* (pp. 353-393). New York: Guilford

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Lecture: Instructor will present DSM criterion for diagnosing depression and empirically supported treatment strategies. Students will observe an expert CB therapist demonstrating treatment.

Video: 4. Depression: A Cognitive Therapy Approach
Arthur Freeman, Ph.D.

Week 11 – November 11

Discussion board post #3 on video 4 due- Depression: A Cognitive Therapy Approach due November 18 at 1159pm

Due Today: Treatment plan on your hypothetical client and ethics discussion.

Required reading for treatment of Post-Traumatic Stress Disorder with Adults and Children:

- Brewin, C., T. Dalgleish & S. Joseph, (1996) A Dual Representation Theory of PTSD, *American Psychological Association Inc., Vol 103 No. 4* (pp. 670-686). Psychological Review
- Monson, C.M., Resick, P.A., & Rizvi, S. L. (2014) Posttraumatic Stress Disorder. In D.H. Barlow (Ed.), *Clinical Handbook of Psychological Disorders, 5th Edition,* (pp. 62-113). New York: Guilford
- van der Kolk B.,*The Body Keeps The Score*: Memory & the Evolving Psychobiology of Post-Traumatic Stress http://www.trauma-pages.com/a/vanderk4.php

Week 12- Thanksgiving Holiday – No Class November 25

Week 13 – December 2

Recommended reading for treatment of Panic Disorder:

- Craske, M.G. & Barlow, D.H. (2014). Panic Disorder and Agoraphobia. In D.H. Barlow (Ed.), *Clinical Handbook of Psychological Disorders, 5th Edition,* (pp. 1-61). New York: Guilford.

- Barlow, David H., Craske, Michelle G. (2007). *Mastery of Your Anxiety and Panic, 4th Edition*, New York: Oxford University Press (recommended resource)

Lecture: instructor will present diagnosing and treating panic disorder from an empirically supported, cognitive behavioral perspective in an individual or group format and the use of family or a significant other to aid in treatment compliance. Students will

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observe an expert CB therapist implementing an in vivo challenge to a catastrophic cognition. Practice relaxation techniques

Video: Cognitive Therapy for Panic Disorder (in class)
Christine Padesky, Ph.D.

Final project due next week 12/16/21 at 1159pm
25- 30-minute therapy video and typed, (1 page) therapy note using Beck format and self-evaluation. Please hand in your copy of the script if you have one, and do not forget to include the Client Profile and Treatment Plan to remind me about your client. Additional option is a typed therapy session with a client.

Week 15 – December 9-

Make a list of fears and concerns of using CBT and bring to class

- **CBT in groups and families:**
- **Required readings**

Individual and Group CBT and IPT for Puerto Rican Adolescents With Depressive Symptoms, Jeannette Rossello´, Guillermo Bernal, and Carmen Rivera-Medina
University of Puerto Rico, Rıo Piedras

Group cognitive–behavioral therapy for anxiety and depression
Graeme Whitfield Advances in psychiatric treatment (2010), vol. 16, 219–227
doi: 10.1192/apt.bp.108.005744

Tasca, G. A., Foot, M., Leite, C., Maxwell, H., Balfour, L., & Bissada, H. (2011). Interpersonal processes in psychodynamic-interpersonal and cognitive behavioral group therapy: A systematic case study of two groups. Psychotherapy, 48(3), 260.

Please come to class ready to discuss the similarities and differences as well as the strengths and limitations of applying the different theoretical lenses discussed by Tasca et al. to engagement, assessment, and intervention with small groups.

- **Class discussion and questions answered:**

Video: Cognitive-Behavioral Family therapy (in class)
Frank M. Dattilio, PhD, ABPP

List CBT techniques that can be used in family therapy and describe how you would implement that CBT technique with your family.

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Video: Cognitive Behavioral Therapy for Clients with Multiple Problems with therapist Gayle Y. Iwamasa, Ph.D.

Week 15 – December 16

Final Due by 1159 pm- Therapy Video

Have a Wonderful Break!

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STUDENT OPINION OF INSTRUCTION (SOI) STATEMENT

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available through SmartEvals. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous to instructors/administrators, and they will be able to access results only after they have submitted final grades. Before final grade submission, instructors will not be able to see any responses, but they can see the percentage of students who have or have not completed their SOIs. While instructors will not be able to see student names, an automated system will send a reminder email to those who have yet to complete their SOIs. Students who withdraw or drop a course will also be sent invitations to complete the Dropped Course Survey. Complete information about the SOIs, including how to access the survey, is available on the SOI Procedures webpage.

UNIVERSITY AND SOCIAL WORK PROGRAM POLICIES

Accommodations Statement (Required)

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871. For more information, please visit VSU's Access Office or email: access@valdosta.edu.

Title IX Statement (Required)

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: titleix@valdosta.edu, Student Union, Suite 3106, Valdosta State University, Valdosta, Georgia 31698, 229-333-5941. To file a report (not make an inquiry) please visit https://cm.maxient.com/reportingform.php?ValdostaStateUniv&layout_id=7.

Attendance Policy (Required)

Class attendance is an essential part of student education in the VSU MSW Program. According to the Valdosta State University's Catalog, "Whether online or face-to-face, a student who misses or does not participate in more than 20% of the scheduled course or course activities could be subject to receiving a failing grade in the course." As a professional program, the MSW Program views classroom and practicum attendance as an extension of professional practice and hence **mandatory** so that students gain expected social work knowledge, skills and practice. If you are compelled for any reason to be absent from or unable to participate in class, you should immediately contact your instructor. It is always the responsibility of the student to determine specific catch-up work that is necessary to

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adequately prepare for future classes and course assignments.

If a student misses more than 20% of scheduled course activities before midterm, **they** may withdraw from the class electronically **with a grade of W.** If absences are exceeded after midterm or the student fails to withdraw in a timely manner, the student will receive a grade of "F" (failing) or "WF" (withdraw failing).

Attendance and Participation
Class attendance is an essential part of student education in the VSU MSW Program. According the Valdosta State University's Catalog, "Whether online or face-to-face, a student who misses or does not participate in more than 20% of the scheduled course or course activities could be subject to receiving a failing grade in the course." As a professional program, the MSW Program views classroom and practicum attendance as an extension of professional practice and hence **mandatory** so that students gain expected social work knowledge, skills and practice. There is no such thing as an excused or a non-excused absence. In the case of serious medical illness, or serious family emergencies, students are responsible for providing documentation to the instructor (a doctor's excuse, etc.). It is always the responsibility of the student to determine specific catch-up work that is necessary to adequately prepare for future classes and course assignments.

If a student misses more than 20% of scheduled course activities before midterm, **they** may withdraw from the class electronically **with a grade of W.** If absences are exceeded after midterm or the student fails to withdraw in a timely manner, the student will receive a grade of "F" (failing) or "WF" (withdraw failing).

Attendance and Participation
Although the material will be delivered asynchronously online, there will be weekly synchronous sessions held in this course for you to ask questions and interact in real time with the course instructor and your colleagues. These synchronous (i.e., real-time) meeting times will be announced. To complete this course successfully, you do have to participate in all course activities and submit work by due dates and times.

Academic Performance: Students are expected to maintain a 2.5 grade point average in the MSW Program. A discussion of the academic expectations including the Program's policy of Academic Deficiency Points given for grades lower than C can be viewed from the Graduate School Website at https://www.valdosta.edu/academics/graduate-school/our-programs/retention-dismissal-readmission-policies.php#masters

Incomplete Grade: See the Detailed Policy and Process on the VSU site at: https://www.valdosta.edu/academics/registrar/documents/incomplete-form-updated.pdf. A report of "I" (incomplete) indicates that a student was doing satisfactory work at the end of the term but, for non-academic reasons, was unable to complete all requirements for the course.

Academic Integrity: Academic integrity is the responsibility of all VSU faculty and students. Students are responsible for knowing and abiding by the Academic Integrity Policy

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as set forth in the VSU Student Code of Conduct on the VSU Division of Student Affairs website and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

By taking this course, you agree that all required course work may be subject to submission for textual similarity review to Turnitin, a tool within BlazeVIEW. For more information on the use of Turnitin at VSU see Turnitin for Students.

Dewar College of Education & Human Services Policy on Plagiarism

http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

ADDITIONAL STUDENT INFORMATION

Technology Assistance: Students having technology problems may contact the Help Desk (phone 229-245-4357) or e-mail a question to helpdesk@valdosta.edu. The Help Desk is located on the 2nd floor of Odum Library (near front entrance). Online support for BlazeVIEW is provided 24/7 through the USG Helpline which students have found to be an excellent source of support at all hours of day/night! For more information on eLearning Help and Support https://www.valdosta.edu/academics/elearning/eLearning-Help-Support.php

Safety Concerns: Safety concerns should always be taken seriously by students in the MSW Program because of the fact that classes are held in the evening or on weekends. The University Police Office is located on the second floor of the Campus Parking Deck across N. Oak Street to the west side of Pine Hall (near the College of Education) and the physical address is 1410 North Oak St. Valdosta, GA 31698. Please be conscious of safety issues and be sure to lock your car when you park, be aware of your surroundings while in the parking deck, lot and on campus, and please walk with your peers when classes are over in the evening or on weekends when there are fewer classes. VSU has several useful resources.
Many students choose to enter the Campus Police Emergency Number in their cellphones:
Police Emergency Number (229)259-5555; VSU Police escort service (229) 333-7816.
Download **BLAZER GUARDIAN APP** that allows students to create safety profiles and has a safety timer (virtual escort). You can learn more about it from their website https://www.valdosta.edu/administration/finance-admin/police/

Cancellation of Classes: The University President may cancel classes under specific emergency conditions. The most frequent cause of cancellation is inclement weather. Please check the main page of the VSU web site if you have concerns about inclement weather or an emergency situation: http://www.valdosta.edu
Whenever possible, web weekend classes will continue as scheduled, but since students are driving from across the state, students MUST assess and determine whether they can safety reach campus in the case of a weather event. If you deem that you cannot safety drive to campus, notify your instructor if possible.

Offices Here to Help You on Campus
Research (and experience!) shows that *students are more successful when they seek out help and support when they face challenges.* VSU offers a full range of services---tutoring, supplemental instruction, counseling, and more—which is available both in person and online.

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- **Tutoring:** Academic Support Center https://www.valdosta.edu/asc/
- **Library Resources**: Odum Library https://www.valdosta.edu/academics/library/
- **Counseling:** VSU's Counseling Center https://www.valdosta.edu/student/student-services/counseling-center/
- **Career Exploration and On-campus Employment Opportunities:** Office of Career Opportunities https://www.valdosta.edu/celt/referral-guide-for-student-support.php
- **Food and Clothing Assistance:** Drop-Shop https://www.valdosta.edu/student/leadership/volunteer/blazer-pantry.php
- **On-campus Medical Assistance:** VSU Health Services https://www.vldosta.edu/administration/student-affairs/student-health/

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Valdosta State University Curriculum Form

- **Request to DEACTIVATE/ACTIVATE a Course/Program**

		Date of Submission:	01/7/2022
College:	College of Education and Human Services	**Dept. Initiating Request:**	Human Services
Requestor's Name:	Josphine Chaumba	**Requestor's Role:**	Faculty

List of Courses (or the program or track)	SOWK 6100 Introduction to Professional Social Work Education SOWK 6201 Human Behavior in the Social Environment I SOWK 6202 Human Behavior in the Social Environment II SOWK 6303 Practice Skills Lab SOWK 7100 Orientation to Advanced Generalist Practice SOWK 7610 Advanced Standing Practicum Seminar SOWK 7630 Professional Seminar
☒ Deactivate Course(s) ☐ Reactivate Course(s)	

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Once per Year*

Justification: *(select one or more of the following and provide appropriate narrative below:)*

☒ Improving student learning outcomes
☒ Adopting current best practice(s) in field
☐ Mandate of State/Federal/Accrediting Agency
☐ Other –

The Social Work program is revising their curriculum to offer students more specialization options. Several of the requested deactivated courses have been collapsed into other courses due to updating pedagogy and to better represent the learning goals of the program. The Social Work program would like to provide students with an option to select a Macro or Direct Practice specialization, which previously we have been only an Advanced Generalist program. With the removal of these courses, we will be able to add new course electives that students will be able to select to meet their needs.

Source of Data to Support Change *(select one or more of the following and provide appropriate narrative below):*

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

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Valdosta State University – DEACTIVATE/ACTIVATE a Course/Program

- **Request to DEACTIVATE/ACTIVATE a Course/Program**

Approvals:	Print:	Signature:	Date:
Department Head	Heather Kelley	Heather Kelley	1/10/22
College/Division Executive Committee			
Dean/Director	Karla Hull	DocuSigned by: Karla Hull 25C1E42B6010420...	2/8/2022 | 12:45 PM EST
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/23/2022
Graduate Dean (for graduate course)	Becky da Cruz	Becky K. da Cruz	2/23/2022
Academic Committee			

***Will this change impact another college/department?**		X No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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