VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET

ACADEMIC COMMITTEE

MONDAY,
November 11, 2019

2:30 p.m.

Rose Room
University Center

Stanley Jones
Registrar/Secretary of the Academic Committee

1. Minutes of the October 7, 2019 meeting. (pages 1-3) were approved by email October 16, 2019.

2. **COLLEGE OF NURSING AND HEALTH SCIENCES**
   a. Revised catalog narrative, examples of outcome assessments, admission requirements, and Area F requirements (pages 4-8)

3. **COLLEGE OF SCIENCE AND MATHEMATICS**
   a. Revised curriculum requirements for the BS in Physics (pages 9-12)

4. **COLLEGE OF THE ARTS**
   a. Revised course description MUE 7900, MUSC 5210, 5310, 5410, 5610, 5810, 5820, 5830, 5840, 5850, 5851, 5860, 5870, 5800, 5880, 5890, 5893, 5894, 5910, 5960, 6310, 6410, 6870, 6880, 6890, 750, 7640, 7900, and 7940 (pages 13-15)
   b. Revised catalog narrative for the BFA in Interior Design (pages 16-19)

5. **COLLEGE OF HUMANITIES AND SOCIAL SCIENCES**
   a. New certificate in Native American and Indigenous Studies (pages 20-22)
   b. Revised prerequisites SOCI 7800 (pages 23-24)
   c. Deactivation CRJU 3100, 3110, 3200, 3250, and 3400 (pages 25-26)
   d. Revised prefix for LEAS 3220, 4200, 4210, 4220, and 4230, 4280 (pages 27-28)
   e. New track for the BA in Political Science – Pre-Law (pages 29-31)
   f. New course POLS 4861 (pages 32-44)
   g. New course POLS 4862 (pages 45-54)
   h. New course POLS 4863 (pages 55-72)
   i. New course POLS 4864 (pages 73-85)
   j. New course POLS 4865 (pages 86-95)
   k. New course POLS 4866 (pages 96-100)
   l. New course POLS 4867 (pages 101-111)
   m. New course POLS 4868 (pages 112-117)

6. **COLLEGE OF EDUCATION AND HUMAN SERVICES**
   a. New course EDUC 5998 (pages 118-119)
   b. Revised admission requirements for School Library Media – Certification Only (pages 120-121)
   c. Revised admission requirements for the MED in Counselor Education (pages 122-126)
   d. Revised degree requirements MED in Counselor Education – Clinical Mental Health Counseling Concentration (pages 127-129)
   e. Revised catalog narrative for the MED in Curriculum and Instruction in Accomplished Teaching (pages 130-131)
   f. Revised catalog narrative for the Graduate School Application Policy for the MED in Curriculum and Instruction in Accomplished Teaching (pages 132-133)
   g. Revised website narrative for the MED in Curriculum and Instruction in Accomplished Teaching (pages 134-135)
   h. Revised catalog narrative – Graduate School Classifications and Admission Criteria for the MED in Curriculum and Instruction in Accomplished Teaching (pages 136-138)
   i. Revised degree requirements for the MED in Educational Leadership – Higher Education Leadership Option
      1. Revised course prefix for LEAD 7650, 7800, 7810, 7820, 7840, 7850, 7921, 8300, 8710, SAHE 7860, 7870, 7880, and 7890 – change to HEDL – Deactivation of LEAD 7650, 7800, 7810, 7820, 7840, 7850, 7921, 8300, SAHE 7860, 7880 and 7890
      2. Deactivate SAHE 7870 – pages (139-146)
   j. New course HEDL 7865 (pages 147-160)
   k. New course HEDL 7870 (pages 161-175)
   l. New course HEDL 8700 (pages 176-181)
   m. Deactivation SAHE 7870 – see page 139 – (pages 182-183)
   n. Revised admission requirements (catalog) for the Master of Social Work (pages 184-185)
   o. Revised admission requirements (website) for the Master of Social Work (pages 186-187)
   p. Revised retention, dismissal, and readmission requirements for the Master of Social Work (pages 188-190)
   q. New course SOWK 6800 (pages 191-211)
   r. New course SOWK 6900 (pages 212-232)
   s. New course SOWK 7100 (pages 233-242)
   t. Revised course title SOWK 6301 (pages 243-244)
   u. Revised course title SOWK 6400 (pages 245-246)

7. MISCELLANEOUS

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

Members Present: Ms. Catherine Bowers, Dr. Brian Sowa (Proxy for Ms. Gabrielle Stellmacher), Dr. Candace Witherspoon, Mr. Joe Mason, Dr. Brian Sowa, Dr. Nicole Cox, Dr. Eric Chambers, Dr. Ray Elson, Dr. Ray Elson (Proxy for Dr. Ellis Heath), Dr. Yunseon Choi, Dr. Yunseon Choi (Proxy for Dr. Colette Drouillard), Mr. Chuck Conner, Ms. Catherine Bowers (Proxy for Ms. Laura Wright), and Ms. Amy Chew.

Members Absent: Dr. Michele Blankenship, Ms. Gabrielle Stellmacher, Dr. Diane Wright, Mr. Brian Nelson, Dr. Fleming Bell, Dr. Ben Wescoatt, Dr. Ellis Heath, Dr. Colette Drouillard, Dr. Vicki Wetter, and Ms. Laura Wright.

Catalog Editor: Dr. Jane Kinney.

Visitors Present: Dr. Kristy Litster, Mr. Brian Williams, Dr. Anne Price, Mr. Ernest Smith, Dr. Shaun Ault, Dr. Barney Rickman, Dr. Michael Black, and Dr. Doug Farwell.

The Minutes of the September 9, 2019 meeting were approved by email on September 12, 2019. (pages 1-3).

A.　College of the Arts

1. Revised course descriptions were approved effective Fall Semester 2019. (pages 4-6).
    a. MUSC 1210, 1220, 1240, 3220, 3240 – Private Piano
    b. MUSC 1410, 1420, 1440, 3420, 3440 – Private Voice
    c. MUSC 1610, 1620, 1640, 3620, 3640 – Private Brass
    d. MUSC 1910, 1920, 1940, 3920, 3940 – Private Woodwinds
    e. MUSC 2310, 2320, 2340, 4320, 4340 – Private Percussion
    f. MUSC 2410, 2420, 2440, 4420, 4440 – Private Strings
    g. MUSC 2411 – Secondary Class Guitar
    h. MUSC 3610 – Applied Music for Minors
    i. MUSC 3710 – Upper Division Secondary Applied
    j. MUSC 3800 – Musical Union
    k. MUSC 3810 – Chamber Singers
    l. MUSC 3820 – Concert Choir
    m. MUSC 3830 – The Spotlighters
    n. MUSC 3840 – Opera and Musical Theatre
    o. MUSC 3850 – Concert Band
    p. MUSC 3860 – Orchestra
    q. MUSC 3861 – String Ensemble
    r. MUSC 3870 – Jazz Ensemble
    s. MUSC 3880 – Marching Band
    t. MUSC 3890 – Instrumental Ensembles
    u. MUSC 4850 – Wind Ensembles
    v. MUSC 4870 – Jazz Combo
    w. MUSC 4900 – Directed Study in Music

B.　College of Science and Mathematics

1. New course, Mathematics (MATH) 0996, "Support for Elementary Statistics", (SUPPORT FOR ELEM STATISTICS – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Fall Semester 2020. (pages 7-14).

2. New course, Mathematics (MATH) 0997, "Support for Quantitative Reasoning", (SUPPORT FOR QUANT REASONING – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Fall Semester 2020. (pages 15-22).

C.　College of Nursing and Health Sciences

1. Revised title and description, Health Science Exercise Physiology (HSEP) 3650, "Resistance Training and Program Development I, (RESIST TRAIN PRGM DEVELOP I – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2020. (pages 23-24).

2. Revised title and description, Health Science Exercise Physiology (HSEP) 4050, "Resistance Training and Program Development II, (RESIST TRAIN PRGM DEVELOP II – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2020. (pages 25-26).

3. Revised senior curriculum for the BSEP was approved effective Fall Semester 2020. (pages 27-28).

D. College of Humanities and Social Science

1. New course, History (HIST) 3270/5270, "Culture and Ethnicity in Pre-Modern East Europe", (CULT/ETHN PRE-MOD EAST EUROPE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2020. (pages 29-38).

2. New course, History (HIST) 3280/5280, "War and Romance in the Middle Ages", (WAR & ROMANCE IN MIDDLE AGES – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2020. (pages 39-44).

3. Revised credit hours and description, French (FREN) 4980, "Community Practicum", (COMMUNITY PRACTICUM – 1-3 credit hours, 1-3 lecture hours, 0 lab hours, and 1-3 contact hours), was approved effective Spring Semester 2020 with the description change to read – An experiential learning... . (pages 45-47).

4. Revised credit hours and description, Spanish (SPAN) 4980, "Community Practicum", (COMMUNITY PRACTICUM – 1-3 credit hours, 1-3 lecture hours, 0 lab hours, and 1-3 contact hours), was approved effective Spring Semester 2020 with the description change to read – An experiential learning... . (pages 48-50).

5. Revised description, Spanish (SPAN) 6220, "Hispanic Women Writers", (HISPANIC WOMEN WRITERS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2020 with the description changed to read ...strategies The development of feminist... . (pages 51-53).

6. Revised title, Sociology (SOCI) 3000, "Social Statistics", (SOCIAL STATISTICS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2020. (pages 54-55).

7. Revised title, prerequisite, and description, Sociology (SOCI) 3510, "Social Research Methods", (SOCIAL RESEARCH METHODS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2020 with the last sentence of the description deleted. (pages 54-5556-57

8. Revised description, Sociology (SOCI) 4690, "Sociology of Queer and LGBT Communities", (SOCOLOGY OF QUEER & LGBT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2020. (pages 54-55).

E. College of Education and Human Services

1. Deactivation of the BAS in Human Capital Performance and Human Capital Performance Online - no new admits – they will work with the current students so they can complete their degree. (pages 60-61).

2. Revised degree requirements for the MED in Counselor Education – School Counseling Concentration was approved effective Fall Semester 2020. (pages 62-63).

3. Item 6-C – changes to the MED in Educational Leadership – Higher Education Leadership Option were TABLED (pages 64-108).

4. Revised degree requirements for the MED in Instructional Technology – Technology Applications Concentration was approved effective Fall Semester 2020. (pages 109-111).

F. Miscellaneous

1. Determination of Credit Hours Policy – was review and discussed – Dr. Michael Black will provide an updated policy for review at the November meeting. (pages 112-115).

Respectfully submitted,

Stanley Jones
Registrar

Valdosta State University Curriculum Form

● CURRICULUM CHANGE or REVISED CATALOG COPY

		Date of Submission:	10/30/2019

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

College:	College of Nursing and Health Sciences	Dept. Initiating Request:	School of Health Sciences - Exercise Physiology
Requestor's Name:	Mark J. Kasper	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	2020

Degree/Program Name:	B.S. Exercise Physiology
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/nursing-health-sciences/bs-exercise-physiology/

Present Requirements:	Proposed Requirements: *(hover over for instructions)*
The Bachelor of Science in Exercise Physiology (B.S.E.P.) degree is based on the desired educational content and outcomes (knowledge, skills, and abilities) listed by the American College of Sports Medicine (ACSM), the American Society of Exercise Physiologists (ASEP), the National Association for Sport and Physical Education (NASPE), and the National Strength and Conditioning Association (NSCA).	The Bachelor of Science in Exercise Physiology (B.S.E.P.) degree is based on the desired educational content and outcomes (knowledge, skills, and abilities) listed by the American College of Sports Medicine (ACSM*), the American Society of Exercise Physiologists (ASEP), the National Association for Sport and Physical Education (NASPE),* and the National Strength and Conditioning Association (NSCA). The B.S.E.P degree prepares students to work in two broad career paths: (1) as an exercise physiologist who utilizes exercise training programs to help individuals improve cardiovascular function, body composition, strength, flexibility, and balance as well as help toward preventing or recovering from chronic diseases and (2) as a strength and conditioning professional to help athletes improve their performance or skill in a sport and to prevent and rehabilitate injuries. It also provides a background for advanced schooling including those in the health care industry. Many graduates of exercise physiology apply to advanced schooling including those in physical therapy, occupational therapy, physician assistant, medicine, and chiropractic or continue at the MS or PhD level in exercise physiology or a related area. The B.S.E.P degree allows for 23 hours of elective courses in the math and science area to help students obtain the pre-request courses for application to graduate school. The program requires a 400 hour internship in an exercise physiology setting. Designed as a 12 credit hour senior level capstone experience, the internship allows students to

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	apply knowledge learned in the classroom, attain work experience, and clarify career goals. Students are placed in hospitals, worksites, university fitness centers, athletic departments, commercial facilities, private industry, and government organizations.
	The degree program is accredited by CAAHEP – Commission on Accreditation of Allied Health Education Programs. Less than 75 undergraduate programs in the world have achieved this distinction of quality. B.S.E.P graduates also have an impressive first time pass rate on the American College of Sports Medicine Exercise Physiologist Certification, making good on our promise that students who graduate are career ready.
	Employment of exercise physiologists is projected to grow 10 percent over the next decade, faster than the average for all occupations. Demand may rise as hospitals emphasize exercise and preventive care to help patients recover from cardiovascular and pulmonary diseases and improve their overall health. The demand for strength-training experts has been of the top five most promising employment trends over the past few years.
	B.S.E.P has a strong history for having quality students, high standards and student centered faculty. The degree program provides hands-on practical opportunities in the college's Center for Exercise Medicine and Rehabilitation, research mentoring, service outreach, and a 400 hour internship.
	Students also have access to the human performance laboratory where they can hone their skills as an exercise physiologist using various tools and equipment including dual-energy x-ray absorptiometry, air displacement plethysmograph, bioelectrical impedance, skinfold calipers, isokinetic dynamometer, balance system, metabolic analyzers, exercise electrocardiogram system, performance treadmills, anti-gravity treadmill, cycle ergometers, timing system, jump height devices, force plates, blood pressure monitors, heart rate monitors, lactate analyzers, pulse oximeters, power rack, weight machines, rowing machines, and various functional fitness equipment.
Selected Educational Outcomes Students who graduate with a B.S.E.P. degree will be able to demonstrate: Knowledge in basic functional anatomy, biomechanics, electrocardiography, and physiological responses to exercise. Knowledge of nutrition and body composition as related to exercise performance and health maintenance. Knowledge of electrocardiography, submaximal and maximal exercise testing procedures, and techniques related to health and fitness assessments.	Selected Educational Outcomes 1. Students who graduate with a B.S.E.P. degree will be able to demonstrate: 2. Knowledge in basic functional anatomy, biomechanics, electrocardiography, and physiological responses to exercise. 3. Knowledge of nutrition and body composition as related to exercise performance and health maintenance. 4. Knowledge of electrocardiography, submaximal and maximal exercise testing procedures, and techniques related to health and fitness assessments.

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Administrative and leadership skills for exercise programs in a variety of clinical and non-clinical settings. Knowledge of assessment, evaluation, and education of various populations in clinical and non-clinical settings regarding physical activity and healthful lifestyles. Examples of Outcome Assessments Students who graduate with a B.S.E.P. degree will be able to: 1. Develop, through written, oral, and practical examinations, a scientifically based and medically safe fitness assessment and exercise prescription. 2. Interpret successfully, through written, oral, and practical examinations, the results of health and fitness assessments and demonstrate proficiency in exercise and nutrition prescription for an individualized program for exercise performance and health maintenance. 3. Demonstrate applied competency in electrocardiography interpretation, submaximal and maximal exercise testing, which includes gas analysis, body composition analysis techniques, risk stratification utilizing health and fitness assessments, and various other tests to determine aerobic and anaerobic capacity. 4. Successfully meet VSU guidelines for academic credit for participating in an internship program. 5. Sit for at least one certification examination as offered by the American College of Sports Medicine (ACSM), the American Society of Exercise Physiologists (ASEP), and the National Strength and Conditioning Association (NSCA).	5. Administrative and leadership skills for exercise programs in a variety of clinical and non-clinical settings. 6. Knowledge of assessment, evaluation, and education of various populations in clinical and non-clinical settings regarding physical activity and healthful lifestyles. Examples of Outcome Assessments Students who graduate with a B.S.E.P. degree will be able to: 1. Develop, through written, oral, and practical examinations, a scientifically based and medically safe fitness assessment and exercise prescription. 2. Interpret successfully, through written, oral, and practical examinations, the results of health and fitness assessments and demonstrate proficiency in exercise and nutrition prescription for an individualized program for exercise performance and health maintenance. 3. Demonstrate applied competency in electrocardiography interpretation, submaximal and maximal exercise testing, which includes gas analysis, body composition analysis techniques, risk stratification utilizing health and fitness assessments, and various other tests to determine aerobic and anaerobic capacity. 4. Optimize adoption and adherence of exercise and other healthy behaviors by applying effective behavioral strategies and motivational techniques. 4. 5. Successfully meet VSU guidelines for academic credit for participating in an internship program. 5. 6. Sit for *at least one certification examination as offered by* the American College of Sports Medicine (ACSM) Exercise Physiologist Certification, *the American Society of Exercise Physiologists (ASEP), and* or the National Strength and Conditioning Association (NSCA) Certified Strength and Conditioning Specialist Certification.
Admission Requirements Students interested in pursuing a Bachelor of Science in Exercise Physiology should declare their major as "Pre-Exercise Physiology." Admission into the Exercise Physiology program of study is competitive and not guaranteed. Minimum requirements to be considered for admission to the program are: a declared Pre-Exercise Physiology major completion of all courses in Areas A-F of the Core Curriculum as it pertains to the Exercise Physiology curriculum a 2.50 cumulative, overall grade point average a grade of "C" or better in all Area A, D, and F courses, including lab sections meeting the application deadline for the semester of entry Retention Requirements	Admission Requirements Students interested in pursuing a Bachelor of Science in Exercise Physiology should declare their major as Health Sciences with an Exercise Physiology concentration. *"Pre-Exercise Physiology." Admission into the Exercise Physiology program of study is competitive and not guaranteed.* Minimum requirements *to be considered* for admission to the program are: 1. a declared *Pre*-Exercise Physiology concentration *major* 2. completion of all courses in Areas A-F of the Core Curriculum as it pertains to the Exercise Physiology curriculum 3. a 2.50 cumulative, overall grade point average a grade of "C" or better in all Area A, D, and F courses, including lab sections

Any student receiving two grades below a "C" in any of the B.S.E.P. coursework at the 3000 and 4000 level will be dismissed from the Exercise Physiology program.	4. *meeting the application deadline for the semester of entry* *Retention* Major *Requirements* *Any student receiving two grades below a "C"* or better *in* all *any of the B.S.E.P. coursework at the 3000 and 4000 level* and a 2.00 culumative, overall grade point average *will be dismissed from the Exercise Physiology program.*

Core Curriculum	60	Core Curriculum	60
Core Areas A-E (see VSU Core Curriculum)	42	Core Areas A-E (see VSU Core Curriculum)	42

Exercise Physiology majors are required to take MATH 1101 or MATH 1111 in Area A. In Area D, Exercise Physiology majors may follow D.1, D.2, or D.2.b. However, they must choose at least one class in chemistry and at least one class in biology.

Exercise Physiology majors are required to take MATH 1101 or MATH 1111 in Area A. In Area D, Exercise Physiology majors may follow D.1, D.2, or D.2.b. However, they must choose at least one class in chemistry and at least one class in biology.

Area F Requirements

Area F Requirements

ACED 2400	Computer Technology for the Workplace	3	*ACED 2400*	*Computer Technology for the Workplace*	*3*
or CS 1000	Introduction to Microcomputers and Applications		*or CS 1000*	*Introduction to Microcomputers and Applications*	
BIOL 2651 & BIOL 2652	Human Anatomy and Physiology I and Human Anatomy and Physiology II	8	*BIOL 2651 & BIOL 2652*	*Human Anatomy and Physiology I and Human Anatomy and Physiology II*	*8*
MATH 2620	Statistical Methods	3	*MATH 2620*	*Statistical Methods*	*3*
Math or Science Elective		4	*Math or Science Elective*		*4*

Electives - Select 10 hours from the following:
ACED 2400 or CS 1000
Nursing 2700
BIOL
CHEM
MATH
PHYS
PSYC

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 –

(1) Catalog is not descriptive of the VSU degree in exercise physiology or that exercise physiology is a common degree for application to an advanced degree in a health care profession (e.g., PT, OT, MD, PA, etc). (2) Less restrictive exercise physiology required courses in the core (Area D, Area F) allows for greater flexibility for students to obtain pre-requisite courses required for graduate admission into a health care degree (e.g., PT, OT, MD, etc). (3) The admission requirements

including the Core requirements will allow for an easier transition from students coming from other majors. (5) We updated our retention and outcomes to be in-line with our accrediting body.

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.)
☒ Recruitment, retention and graduation rates from B.S.E.P. ACSM and NSCA Certification scores.

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

Approvals:	Print:	Signature:	Date:
Department Head	Mark J. Kasper	*[signature]*	10/30/2019
College/Division Executive Committee	Mark J. Kasper	*[signature]*	10/30/2019
Dean/Director	LaGary Carter	*[signature]*	10/30/2019
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

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

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Valdosta State University Curriculum Form

• **CURRICULUM CHANGE** or **REVISED CATALOG COPY**

Date of Submission:	08/17/2018		

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

College:	College of Science and Mathematics	Dept. Initiating Request:	Physics, Astronomy, Geosciences
Requestor's Name:	Dereth Drake	**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	2019	Every Semester

Degree/Program Name:	Bachelor of Science with a Major in Physics
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/arts-sciences/physics-astronomy-geosciences/bs-physics/

Present Requirements:	**Proposed Requirements:** *(hover over for instructions)*

Present Requirements:

Requirements for the Bachelor of Science Degree with a Major in Physics

Code	Title	Hours
Core Curriculum		60
Core Curriculum Areas A-E (See VSU Core Curriculum)		42

Physics majors are required to take MATH 1113 in Area A and MATH 2261 in Area D2. They are advised to take PHYS 2211K, PHYS 2212K in Area D2.

Core Curriculum Area F

Code	Title	
MATH 2261	Analytic Geometry and Calculus I (1 hour left over from Area D)	
MATH 2262 & MATH 2263	Analytic Geometry and Calculus II and Analytic Geometry and Calculus III	
PHYS 2700	Modern Physics	

Proposed Requirements: *(hover over for instructions)*

Requirements for the Bachelor of Science Degree with a Major in Physics

Code	Title	Hours
Core Curriculum		60
Core Curriculum Areas A-E (See VSU Core Curriculum)		42

Physics majors are required to take MATH 1113 in Area A and MATH 2261 in Area D2. They are advised to take PHYS 2211K, PHYS 2212K in Area D2.

Core Curriculum Area F

Code	Title	
MATH 2261	Analytic Geometry and Calculus I (1 hour left over from Area D)	
MATH 2262 & MATH 2263	Analytic Geometry and Calculus II and Analytic Geometry and Calculus III	
PHYS 2700	Modern Physics	

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PHYS 2211K & PHYS 2212K	Principles of Physics I and Principles of Physics II (if not taken in Area D2)	
Lab Sciences, if PHYS 2211K, PHYS 2212K are taken in Area D2		
Senior College Curriculum		60
Upper-Level Courses in Physics		
PHYS 3810	Mathematical Methods of Physics	3
PHYS 4040	Experimental Physics	4
PHYS 4111 & PHYS 4112	Theoretical Mechanics I and Theoretical Mechanics II	6
PHYS 4211 & PHYS 4212	Electromagnetism I and Electromagnetism II	6
PHYS 4310	Thermodynamics	3
PHYS 4411 & PHYS 4412	Quantum Mechanics I and Quantum Mechanics II	6
MATH 3340	Ordinary Differential Equations	3
or PHYS 3800	Differential Equations in Physical Systems	
Select two courses from the following:		8
PHYS 3040	Electronics	
PHYS 3100	Optics	
PHYS 3820	Computational Physics I	
Other Supporting Courses		6-9
MATH 2150	Introduction to Linear Algebra	3
Language Requirement (3 hours may be taken in Area C)		3-6
Guided Electives (must include at least one MATH course) *		12-15
Total hours required for the degree		120

Course List

PHYS 2211K & PHYS 2212K	Principles of Physics I and Principles of Physics II (if not taken in Area D2)	
Lab Sciences, if PHYS 2211K, PHYS 2212K are taken in Area D2		
Senior College Curriculum		60
Upper-Level Courses in Physics		
PHYS 3810	Mathematical Methods of Physics	3
PHYS 4040 PHYS 3820	*Experimental Physics* Computational Physics I	*4* 4
PHYS 4111 & PHYS 4112	Theoretical Mechanics I and Theoretical Mechanics II	6
PHYS 4211 & PHYS 4212	Electromagnetism I and Electromagnetism II	6
PHYS 4310	Thermodynamics	3
PHYS 4411 & PHYS 4412	Quantum Mechanics I and Quantum Mechanics II	6
MATH 3340	Ordinary Differential Equations	3
or PHYS 3800	Differential Equations in Physical Systems	
Select two courses from the following:		8
PHYS 3040	Electronics	4
PHYS 3100	Optics	4
PHYS 4040 *PHYS 3820*	Experimental Physics *Computational Physics I*	4
Other Supporting Courses		6-9
MATH 2150	Introduction to Linear Algebra	3
Language Requirement (Students may choose to take CS 1301 & CS 1302 to satisfy the language requirement. The additional two hours from CS 1301 & CS 1302 can count as part of the guided electives.) *(3 hours may be taken in Area C)*		6
Guided Electives (must include at least one MATH course) *		12-15
Total hours required for the degree		120

Course List

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*Chosen from: MATH 3040, MATH 3600, MATH 4081, MATH 4082, MATH 4110, MATH 4150, MATH 4260, MATH 4300, MATH 4540, MATH 4621, MATH 4622, MATH 4651, MATH 4652, ASTR 3400, ASTR 3800, ASTR 4101, ASTR 4400, ASTR 4410, PHYS 3821, PHYS 4300, PHYS 4800, PHYS 4900, PHYS 4950	* chosen from: Any 3000 or 4000 level CS, ASTR, GEOL, CHEM, BIOL, or PHYS course or MATH 3040, MATH 3600 or any 4000 level Math course except Math 4161. MATH 3040, MATH 3600, MATH 4081, MATH 4082, MATH 4110, MATH 4150, MATH 4260, MATH 4300, MATH 4540, MATH 4621, MATH 4622, MATH 4651, MATH 4652, ASTR 3400, ASTR 3800, ASTR 4101, ASTR 4400, ASTR 4410, PHYS 3821, PHYS 4300, PHYS 4800, PHYS 4900, PHYS 4950

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 carefully studying the lab courses, it was decided to switch the required course from PHYS 4040 to PHYS 3820. As with the other two lab options (Electronics and Optics), PHYS 4040 is a hands-on experimental lab course. On the other hand, PHYS 3820 is a course that teaches students how to use computers to solve physics problems. Thus, the faculty feel that these two courses should be switched. As to the elective options, the faculty in the Physics program want to expand the different types of courses that will count as general electives for majors. This will increase the flexibility students have when scheduling their classes. Finally, since many students come to VSU with language in high school, we believe that computer languages would benefit our students just as much as an oral/written language. Thus, we are adding two introductory programming courses which will teach our students the language of JAVA as an option to satisfy the language requirement.

Source of Data to Support Change *(select one or more of the following):*	
☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.	
☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)	

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

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

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

☐ Other Data Source Descriptions –

We will monitor the students' perception of how these changes either help or hinder them in their progress towards their degree. By surveying students and/or alumni biannually the effectiveness of these changes can be assessed. Additionally, we will evaluate the effectiveness of these changes by seeing if our retention rate within the major increases as flexibility within the choices of language and elective options increases.

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

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

Approvals:	Print:	Signature:	Date:
Department Head	*Originally reviewed 9/2018*		
College/Division Executive Committee	*Originally reviewed 9/2018*		
Dean/Director	Keith Waltes	*[signature]*	10/22/19
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

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

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VALDOSTA STATE UNIVERSITY

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Valdosta State University Curriculum Form

• **Request for a REVISED COURSE**

Date of Submission:	09/8/2019

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

College:	College of the Arts	**Dept. Initiating Request:**	Music
Requestor's Name:	Kenneth Kirk	**Requestor's Role:**	Faculty

CURRENT: *(list only items to be changed)*		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	*See attached list of courses	**Course Prefix and Number:**	*See attached list of courses
Course Title:		**Course Title:**	
Lecture Hours:		*Lecture Hours:*	
Lab/Contact Hours:		*Lab/Contact Hours:*	
Credit Hours:		*Credit Hours:*	
Pre-requisites:		**Pre-requisites:**	

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
	Add to the current course description: May be repeated for 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	2019	*Every Semester*

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

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

☐ Adopting current best practice(s) in field ☒ Other: NASM standard

Please see attachment for list of courses that may be repeated for credit but are not so listed in the Catalog.

This change is requested in order to bring the VSU Department of Music into compliance with accrediting agencies, state and federal policy, and Federal Financial Aid policy; and to facilitate Banner registration.

Many courses in the Department of Music are ensembles, private lessons, performance groups (marching band, concert band, concert choir, opera, spot-lighters etc.), which are (and need to be) repeatable.

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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	Doug Farwell	*[signature]*	9/19/19
College/Division Executive Committee	Michael Sowers	*[signature]*	9/23/19
Dean/Director	A. Blake Pearce	*[signature]*	9/23/19
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. daCruz	Becky K. daCruz	10/28/2019
Academic Committee			

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

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REVISED COURSE REQUEST
DEPARTMENT OF MUSIC
MARCH 25, 2019
ATTACHMENT—GRADUATE

MUE 7900. Directed Study in Music Education

MUSC 5210. Private Piano

MUSC 5310. Private Organ

MUSC 5410. Private Voice

MUSC 5610. Private Brass

MUSC 5810. Chamber Singers

MUSC 5820. Concert Choir

MUSC 5830. The Spotlighters

MUSC 5840. Opera and Musical Theatre

MUSC 5850. Concert Band

MUSC 5851. Wind Ensemble

MUSC 5860. Orchestra

MUSC 5870. Jazz Ensemble

MUSC 5800. Musical Union

MUSC 5880. Marching Band

MUSC 5890. Instrumental Ensemble

MUSC 5893. Saxophone Quartet

MUSC 5894. Chamber Music

MUSC 5910. Private Woodwinds

MUSC 5960. Opera Seminar

MUSC 6310. Private Percussion

MUSC 6410. Private Strings

MUSC 6870. Jazz Combo

MUSC 6880. University Community Band

MUSC 6890. Vocal Chamber Ensembles

MUSC 7530. Chamber Music

MUSC 7640. Private Brass

MUSC 7900. Directed Study in Music Performance

MUSC 7940. Private Woodwinds

Valdosta State University Curriculum Form

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

Date of Submission:	10/14/2019

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:	Tommy J. Crane	**Requestor's Role:**	Faculty

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

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☐ Fall ☐ Spring ☒ Summer	2021

Degree/Program Name:	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:	**Proposed Requirements:** *(hover over for instructions)*
Interior design addresses the visual, technical, and aesthetic aspects of inhabited spaces. Interior design services involve the integration of art and design concepts; space analysis and planning; and knowledge of materials, furnishings, and construction to produce finished interior environments that interpret and serve the specific needs of a client. This degree curriculum focuses on the standards for professional interior design programs established by the National Association of Schools of Art and Design. The major is designed to offer learning opportunities structured to prepare the student for a variety of careers in the interior design profession or for graduate school. Students interested in this major are advised that the degree requires six major studios, which must be taken in sequence, one per semester. The program of study includes a required internship to be taken in the summer between the junior and senior year. Students should plan to be advised in the Department of Art as soon as they identify an interest in this major. Students must apply to be admitted to the major based on a spring semester portfolio review of Area F courses and as Department of Art resources permit. All students, including transfer students, must have an overall grade point average of 2.5 on a 4.0 scale after completion of 45 semester hours of college credit. This is a 120-hour degree program. Selected Educational Outcomes and Competencies Students pursuing a BFA with a major in interior design will demonstrate: skill in creative and critical thinking and problem-solving in response to visual, technical, aesthetic, and social aspects of inhabited spaces;	Interior design addresses the visual, technical, and aesthetic aspects of inhabited spaces. Interior design services involve the integration of art and design concepts; space analysis and planning; and knowledge of materials, furnishings, and construction to produce finished interior environments that interpret and serve the specific needs of a client. This degree curriculum focuses on the standards for professional interior design programs established by the National Association of Schools of Art and Design. The major is designed to offer learning opportunities structured to prepare the student for a variety of careers in the interior design profession or for graduate school. Students interested in this major are advised that the degree requires six major studios, which must be taken in sequence, one per semester. The program of study includes a required internship to be taken in the summer after completion of 90 hours. Students should plan to be advised in the Department of Art and Design as soon as they identify an interest in this major. Students must apply to be admitted to the major based on a spring semester portfolio review of Area F courses and as Department of Art and Design resources permit. All students, including transfer students, must have an overall grade point average of 2.5 on a 4.0 scale after completion of 30 semester hours of college credit and the successful completion and assessment of the art foundation portfolio review. This is a 120-hour degree program. Selected Educational Outcomes and Competencies Students pursuing a BFA with a major in interior design will demonstrate:

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competence in a number of media and techniques in order to effectively communicate design solutions graphically, in writing, and through verbal presentations;
an understanding of the history of art and design, including contemporary theories and works;
competence in analysis of information and relations, evaluating issues and setting priorities as component elements of the process of generating creative design solutions for projects of any scale and complexity;
a significant sense of the principles, ethics, and processes necessary to conceptualize and create interiors that are responsive to the intellect, the senses, and the spirit of those who inhabit them and the greater context of the environment that contains them.
Examples of Outcome Assessments
Freshman portfolio review of foundation level work using a criterion-based rubric.
Review of semester work by program faculty using an accreditation-standards-based rubric.
Review of semester work by advisory board members using an accreditation-standards-based rubric.
Completion of a senior professional portfolio.
Comparisons of transcript audit results with accreditation curriculum 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
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

skill in creative and critical thinking and problem-solving in response to visual, technical, aesthetic, and social aspects of inhabited spaces;
competence in a number of media and techniques in order to effectively communicate design solutions graphically, in writing, and through verbal presentations;
an understanding of the history of art and design, including contemporary theories and works;
competence in analysis of information and relations, evaluating issues and setting priorities as component elements of the process of generating creative design solutions for projects of any scale and complexity;
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Comparisons of transcript audit results with accreditation curriculum requirements.
Requirements for the Bachelor of Fine Arts Degree with a Major in Interior Design

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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
ARID 2112	Interior Design Studio II	3
ARID 3111	Interior Design Studio III	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
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 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
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

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 –

Allowing the internship to be taken after 90 completed credit hours provides students with the opportunity to take the course when they feel better prepared for the professionalism required by the internship experience. The change in the

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completed course hours for the GPA requirement aligns with current practice within the program and the assessment of the portfolio review.

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 internship documents and foundation portfolios are part of annual programmatic review for internal assessment and exterior accreditation.

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

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

Approvals:	Print:	Signature:	Date:
Department Head	*Bruce Mach*	*(signature)*	10-29-19
College/Division Executive Committee	M. Scummi	*(signature)*	10.29.19
Dean/Director	A. Blake Pearce	*(signature)*	10-29-19
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

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

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	Valdosta State University Curriculum Form • CURRICULUM CHANGE OR REVISED CATALOG COPY	Date of Submission:	09/4/2019

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

College:	College of Humanities and Social Sciences	Dept. Initiating Request:	Native American and Indigenous Studies
Requestor's Name:	F. E. Knowles, Jr.	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	2020

Degree/Program Name:	Certificate in Native American and Indigenous Studies
Current Catalog URL:	www.https://www.valdosta.edu/nais/

Present Requirements:	Proposed Requirements: *(hover over for instructions)*
None	This Certificate will be granted to the graduate or undergraduate student who completes 12 hours of study within the minor program, but does not complete the necessary 15 hours or other requirements for the minor.

These hours cannot be counted toward required graduate hours, unless the curriculum is adapted by the professor to satisfy the additional rigors of graduate study. |

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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 –

There have been many requests from students at the undergraduate level. He certificate will enhance the program and will increase applicability for students.

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

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

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

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

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

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

☐ Other Data Source Descriptions –

The certificate will be monitored, just as is the program, for continued improvement and feasibility. Interest and effectiveness should be indicated by subscription and then completion by students, as well as follow-up with graduates.

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- CURRICULUM CHANGE or REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head	F. E. Knowles, Jr.	*signature*	4 Sept 19
College/Division Executive Committee	James T. LeFlut	T. LeFlut	10-10-19
Dean/Director	James T. LeFlut	T. LeFlut	10-10-19
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

CERTIFICATE NOTIFICATION FORM

Institution: Valdosta State University

College/Division: College of Humanities and Social Sciences

Department: Native American and Indigenous Studies

Name of Certificate: Certificate in Native American and Indigenous Studies

CIP Code: 050202

Certificate Acronym: CERO/CERG

Number of Credit Hours of Core Curriculum Courses: 0

Total Credit Hours for Certificate Completion: 12

Start Date: Spring 2020

Approved by: _____
                Vice President for Academic Affairs/Provost

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

Date of Submission:	09/19/2019

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

College:	College of Humanities and Social Sciences	**Dept. Initiating Request:**	Sociology, Anth. & CJ
Requestor's Name:	Chet Ballard	**Requestor's Role:**	Faculty

CURRENT: *(list only items to be changed)*		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	SOCI 7800	**Course Prefix and Number:**	SOCI 7800
Course Title:	Sociological Practice	**Course Title:**	Sociological Practice
Lecture Hours:	3	*Lecture Hours:*	3
Lab/Contact Hours:	0	*Lab/Contact Hours:*	0
Credit Hours:	3	*Credit Hours:*	3
Pre-requisites:	Prerequisite: Successful completion of comprehensive examination for the M.S. degree in Sociology	**Pre-requisites:**	*Prerequisite: Successful completion of comprehensive examination for the M.S. degree in Sociology*

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
Prerequisite: Successful completion of comprehensive exam- ination for the M.S. degree in Sociology. Graded Satisfactory/Unsatisfactory. Taken twice for credit. Field placement site must be approved by the course instructor. Students will integrate sociological knowledge and practical experience during their placement in a field setting. Major integrative paper is required.	*Prerequisite: Successful completion of comprehensive exam- ination for the M.S. degree in Sociology.* Graded Satisfactory/Unsatisfactory. Taken twice for credit. Field placement site must be approved by the course instructor. Students will integrate sociological knowledge and practical experience during their placement in a field setting. Major integrative paper is required.

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	2020	*Every Semester*

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

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

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Prior program curriculum changes have made this edit necessary for accuracy. It removes the Comprehensive Exam prerequisite because the Comprehensive Exam is no longer part of our MS Sociology program requirements.

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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

☐ Other Data Source Descriptions –

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

Approvals:	Print:	Signature:	Date:
Department Head	Darrell L. Ross	Darrell L. Ross	9/24/19
College/Division Executive Committee	James T. LaPlat	T. LaPlat	9-24-19
Dean/Director	James T. LaPlat	T. LaPlat	9-24-19
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	10/28/2019
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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![VSU logo] Valdosta State University Curriculum Form • Request to DEACTIVATE/ACTIVATE a Course/Program	Date of Submission:	09/10/2019

College:	College of Humanities and Social Sciences	Dept. Initiating Request:	Soc., Anth., & CJ
Requestor's Name:	Shani P. Wilfred	Requestor's Role:	Faculty

List of Courses (or the program or track)	CRJU 3100. Criminal Law. 3 Hours. CRJU 3110. Criminal Procedure. 3 Hours. CRJU 3200. Criminology. 3 Hours. CRJU 3250. Crime and the Media. 3 Hours. CRJU 3400. Juvenile Delinquency and Justice. 3 Hours.
☒ Deactivate Course(s) ☐ Reactivate Course(s)	

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2019	*Select One.*

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

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

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

There are several courses listed in the VSU catalog, under the criminal justice undergraduate descriptions, which are not courses that currently exist in the criminal justice degree program. According to the Registrar's office, these courses were used when VSU participated in eMajor, and were each taught one semester. These courses need to be deactivated, and subsequently removed from the catalog, so that the catalog accurately reflects the courses which are currently associated with the criminal justice undergraduate degree. This deactivation request is being submitted per the guidance of Dr. Sheri Gravett as the appropriate way to resolve the disparity in the criminal justice courses posted on the online catalog and the actual courses in the criminal justice degree program.

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.)

Not applicable.

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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	Darrell L. Ross	Darrell L. Ross	9/10/19
College/Division Executive Committee	James T LaPlant	T. LaPlant	10-8-19
Dean/Director	James T LaPlant	T. LaPlant	10-8-19
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

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

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Valdosta State University Curriculum Form
- Request for a REVISED COURSE

	Date of Submission:	10/18/2019

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

College:	College of Humanities and Social Sciences	Dept. Initiating Request:	POLS
Requestor's Name:	Joseph W. Robbins	Requestor's Role:	Department Head

CURRENT: *(list only items to be changed)*		REQUESTED: *(list only items to be changed)*	
Course Prefix and Number:	LEAS 3220, LEAS 4200, LEAS 4210, LEAS 4220, LEAS 4230, LEAS 4280	Course Prefix and Number:	ORGL 3220, ORGL 4200, ORGL 4210, ORGL 4220, ORGL 4230, ORGL 4280
Course Title:		Course Title:	
Lecture Hours:	3	Lecture Hours:	3
Lab/Contact Hours:	N/A	Lab/Contact Hours:	N/A
Credit Hours:	3	Credit Hours:	3
Pre-requisites:	None	Pre-requisites:	None

CURRENT Course Description:	NEW Course Description: *(hover over for instructions)*
	All course descriptions and course titles will remain the same.

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	2020	*Every Semester*

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

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

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

The LEAS program will end upon the completion of the spring 2020 semester. Six LEAS courses support our ORGL program's Legal Office Administration track and we propose changing the course prefixes of these six courses so that we can continue to offer these courses and support the aforementioned ORGL track.

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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

☐ Other Data Source Descriptions –

We will evaluate this course as part of our regular assessment process. We will evaluate learning outcomes through course assessments and compare this with programmatic objectives.

Valdosta State University - REVISED COURSE Form

- Request for a REVISED COURSE

Approvals:	Print:	Signature:	Date:
Department Head	Joseph Robbins	*Joseph Rob*	10/21/19
College/Division Executive Committee	James T. LePlat	*J. T. LPr*	10-29-19
Dean/Director	James T. LePlat	*J. T. LPr*	10-29-19
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

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

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Valdosta State University Curriculum Form • CURRICULUM CHANGE or REVISED CATALOG COPY		**Date of Submission:**	09/17/2019

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

College:	College of Humanities and Social Sciences	**Dept. Initiating Request:**	Political Science
Requestor's Name:	Joseph W. Robbins	**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	2020
Degree/Program Name:	Pre-Law track		
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/humanities-social-sciences/political-science/		

Present Requirements:	**Proposed Requirements:** *(hover over for instructions)*
This program does not currently exist as a track in our Political Science major.	Required courses (four courses for 12 hours total): PHIL 2020 Principles of Logic and Argumentation (3 credit hours) ENGL 3030 Writing for the Legal and Social Science Professions (3 Hours) POLS 3240 American Judicial Process and Behavior (3 credit hours) POLS 4900 Internship in Political Science (3 credit hours) Total hours: ....12 hours POLS Elective courses (pick two or three courses): POLS 4200 American Constitutional Law I (3 credit hours) POLS 4202 American Constitutional Law II (3 credit hours) POLS 4203 American Constitutional Law III (3 credit hours) POLS 4220 Administrative Law and Government (3 credit hours) POLS 4240 Politics and the Supreme Court (3 credit hours) POLS 4390 Constitutional Law and Judicial Politics of the European Union (3 credit hours) POLS 4400 International Organization and Law (3 credit hours) Total hours: ....6-9 hours Elective courses (pick one for three hours total; or a third class from the POLS elective block): BUSA 3110 Business Law (3 credit hours) CRJU 3100 Criminal Law (3 credit hours) MGNT 3500 Employment Law (3 credit hours) HCAD 4000 Legal and Ethical Issues in Healthcare Administration (3 credit hours)

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	HIST 4101 American Legal History (3 credit hours)
	Total Elective hours: ....0-3 hours
	Total Pre-Law Track credit hours: ....21 hours

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–

Political Science departments across the country regularly attract many students interested in pursuing careers as attorneys, judges, etc. Currently, our department does not have an academic path to recruit and support students interested in this path. This proposal looks to change this and capitalize on a growth opportunity.

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.)

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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 –

Programmatic assessment will be included in the Political Science assessment. We also will use SOIs and student/alumni surveys to assess our performance in the future.

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head	Joseph Robbins	Joseph R	10/21/19
College/Division Executive Committee	James T. LaPlet	J. T. LaPl	10-29-19
Dean/Director	James T. LaPlet	J. T. LaP	10-29-19
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

*Will this change impact another college/department?	☐ No ☒ Yes *[select college & indicate department(s)]*
College: College of Humanities and Social Sciences	**Department(s):** SACJ, History; also Business in COBA

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Valdosta State University Curriculum Form		Date of Submission:	10/3/2019
• Request for a NEW COURSE			

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:**	Political Science
Requestor's Name:	Joseph Robbins	**Requestor's Role:**	Department Head

Proposed NEW Course Prefix: *(Consult abbreviations in the catalog)*	POLS	**NEW Course Number:** *(Consult #s in the catalog)*	4861
Proposed NEW Course Title:	Economic Development		
NEW Course Title Abbreviation: *(Limit to 30 character spaces)*	Economic Development		
Prerequisite(s):	None		

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

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

An examination of local economic development planning.

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	2020	*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 –

We have regularly offered many special topics classes for our ORGL students with the POLS 4860 designation. Economic Development is one example and has been run as a 4860 course previously. This course creation simply assigns a specific, permanent catalog number for an existing course.

** 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 –

We will evaluate this course as part of our regular assessment process. We will evaluate learning outcomes through course assessments and compare this with programmatic objectives.

** 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	Joseph Robbins	Joseph Rob	9/12/19
College/Division Executive Committee	James T. LePlat	J. T. LPt	10-29-19
Dean/Director	James T. LePlat	J. T. LPt	10-28-19
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

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

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Valdosta State University
College of Arts and Sciences - Department of Political Science

POLS 4861 Economic Development
CRN 50887 - Section IC - Credit: Three (3) Semester Hours
June 12, 2019– July 31, 2019

Syllabus and Course Schedule

Instructor Name: Penelope Schmidt, DPA
Office Hours: Fridays 8am-10am or by appointment
E-Mail: Please use BlazeView email; if BlazeView is down, an alternative email is pschmidt@valdosta.edu
Phone: 229-292-5677

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Required Textbook

Leigh, N. G. and E. J. Blakely. 2017. *Planning Local Economic Development* (6th Edition). SAGE Publications, Inc; Thousand Oaks, CA. [ISBN: 9781506363998].

The text offers an overview of policies, theories, and strategies related to local economic development planning.

Required Technology

This course will require you to have equipment and skills allowing ready and constant access to a computer with Internet connection. You must utilize your university e-mail account on a regular basis, and have the resources and ability to create and open documents in Microsoft Word and ability to use the free Adobe Acrobat Reader. These individual requirements are not fulfilled by Valdosta State University but must be supplied by you at your home (preferably) or workplace. Links to some internet resources will be provided and if any websites have changed to questionable pages, please notify the instructor. All sites referenced in this course should be related to the course content and no offense is intended.

This course uses BlazeView Desire2Learn, a course management system. You must have access to BlazeView at least twice weekly and possibly more often at times, such as when group projects are underway. If you have problems using or accessing any of the materials on BlazeView, contact the Help Desk at https://D2LHelp.view.usg.edu/ or call toll free 1-855-772-0423. Technology issues may not be used as an excuse for not submitting or completing assignments so be sure to plan ahead. Considerations will be allowed when there are system-wide errors or issues that affect the entire class.

Course Description

An examination of local economic development planning. There are no pre-requisite courses and no prior knowledge of the subject is required.

Course Outcomes

Students will be able to:

1. Define economic development and its components.
2. Differentiate among types of economic development.
3. Identify components of an economic development profile.
4. Identify economic development strategies.
5. Demonstrate understanding of the link between economic development and workforce development.
6. Compare marketing tools to aid economic development.

7. Distinguish among types of economic development organizations.
8. Analyze a local economic development agency's efforts.

Course Activities / Assignments / Requirements

This course serves as an introduction to economic development. Completing the readings and coursework in a timely fashion and regular online attendance are essential to your success in the class.

This course will include reading, writing, and comprehension exercises. Students must have reading and writing skills, general computer skills, ability to search via internet and use BlazeView, and ability to use Microsoft Word. Students will complete all coursework in accordance with the syllabus and course schedule. Student success will depend upon individual performance and participation through threaded discussions, quizzes and a written assignment.

Students will:

1. participate in threaded discussions to broaden their knowledge of economic development through collaboration with their classmates and relating discussions to assigned materials.
2. complete quizzes on assigned materials
3. prepare a paper analyzing a locality's economic development efforts

Course Evaluation

The grade will be based on participation in five (5) threaded discussions, three (3) quizzes and one (1) paper. Students must use proper grammar and citations. Links for assistance with APA citation styles are included on BlazeView.

1. Discussions (50% of course grade; 10 points each; maximum 50 points): Each student will be required to participate in threaded discussion topics. See discussions within each module for specific topics and guidelines. (Course Outcomes 1, 3, 5)
2. Quizzes (30% of course grade; 10 points each; maximum 30 points): Students will complete quizzes related to assigned materials as described within the modules. (Course Outcomes 1, 2, 4, 6)
3. Written Paper (20% of course grade; 20 points; maximum 20 points): Students will prepare a paper related to local economic development. (Course Outcome 7)

Grading Scale

Quality is expected in all work. Given the percentage totals above and the accumulated point ranges shown below, final grades will be assigned accordingly.

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

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Course work is due as designated on the Course Schedule unless otherwise announced by the instructor or changed through prior arrangements made between instructor and student. A late penalty, consisting of a loss of 10% of the available points for each 24-hour period the assignment is late, may be imposed by the instructor on all work for which no prior permission for late submission was obtained. There is no final exam; the final work will be due in the final module (module 8).

Grading Rubric

Grades will be assigned based on the following general guidelines. For work valued at 20 points, the grades are based on these guidelines but doubled. A specific rubric will be posted with each assignment and discussion.

A (9-10 points)	B (8-8.9 points)	C (7-7.9 points)	D (6-6.9 points)	F (5.9 points or less)
Response answers the question thoroughly	Response answers the question	Response minimally answers the question	Response minimally answers the question	No response or one that does not answer the question
Response incorporates reading or other required materials	Response incorporates reading or other required materials	Response minimally incorporates reading or other required materials	Response does not incorporate reading or other required materials	
Has very few or no grammatical and/or spelling errors	Has some grammatical and/or spelling errors	Has many grammatical and/or spelling errors	Has grammatical and/or spelling errors which hinder readability and/or understanding	
Discussion includes a reply to at least one other student's response with something more substantial than a basic "I agree," "I disagree," or "Good post" type of comment				
Uses APA format for citations and references	Uses incomplete format for citations and references	Provides minimal references such as a link only	No/few citations or references	Plagiarism

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Course Work Submission Protocol

All course work must:

1. be submitted on time—all threaded discussions and other assignments must be in by the date and time indicated on the schedule in order to receive up to the maximum credit, unless other arrangements have been made.
2. be submitted according to the instructions on BlazeView
3. have properly named attachments, if attachments are allowed. Any attachment sent to the instructor must include the sender's name as part of the file name—for example, if John Smith is sending me a paper as an attachment it should be named: Doe_J_POLS4860_Paper.docx. Any attachment without the name of the student sending it may not be considered as having been submitted. All attachments submitted for grading must be using the software specified by the instructor for a particular assignment (ie, Word).

Turnaround time for feedback will typically be within ten days after the due date of the work. For late work, turnaround time will be within ten days of submission.

Communication Protocol

Contact between student and instructor in this course will be via e-mail or the pager within BlazeView. Students can also communicate with one another through these tools as needed.

All communication must:

1. be through the course e-mail—your instructor will not normally respond to e-mail relating to the course if it comes from dsmith@yahoo.com,
2. have a subject line which reflects the content of the message and any attachments (if using email)
3. be properly addressed with a name and utilize proper grammar and composition
4. follow proper "Netiquette"—proper language, tone, etc.

Messages to the instructor will normally be answered within two working days (weekends and holidays are not working days). The instructor will notify the class if she will be unavailable due to a conference or other reason.

Participation Policy

Students are expected to maintain a regular and frequent presence in the online course, particularly when involved in online discussions. You are required to complete all first week assignments on time or risk being dropped for non-attendance. It is your responsibility to make sure you have adequate equipment and access to maintain this online presence. Because you are being prepared to accept

professional duties and responsibilities, attendance decisions are viewed as critical to developing professionalism.

If you are compelled for any reason to be absent from or unable to participate in class, you should immediately notify the instructor. The undergraduate catalog states that 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.

Online work is conducted asynchronously, and does not require students to be online at scheduled times. Each participant is expected to be engaged in all discussions wih an original response to the topic and a substantive reply to at least one classmate. Magnitude of participation does not imply quality; however, the two indicators are often correlated positively. We expect that participants are well prepared and share insightful comments, criticism, and perspective with the class.

General Course Policies

<u>Undergraduate Student Handbook</u>: Each student is expected to be familiar with and abide by the rules and regulations governing the undergraduate program.

Policy Statement on Plagiarism and Cheating

Each student is required to read and be familiar with the VSU Plagiarism Policy. Plagiarism will result in a failing grade for the assignment, and in some cases, for the course. In extreme cases, plagiarism will result in dismissal from the program.

Below is information directly quoted from the Academic Integrity Code:

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

The full text of <u>Academic Integrity Code</u> is available on the Academic Affairs website. Plagiarism is prohibited, and may result in a failing grade for the assignment or for the course, and in extreme cases suspension or dismissal from the program." Each student is required to read and be familiar with the section on 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 the course

management system. For more information on the use of this tool at VSU see "Turnitin for Students" (http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitin-for-students.php).

Professionalism

Within your coursework and fieldwork, you are expected to respect intellectual property, complete assignments with consistent punctuality, regularly attend class (log in to the course at least twice weekly), make an effort to complete assignments completely and correctly, pay careful attention to detail in following instructions, show willingness to revise based on instructor or peer feedback, strive for creativity in devising products and processes, demonstrate enthusiasm in the online environment, be helpful to peers, show self-reliance to enable independent progress/ completion of your work, display courtesy in written and oral communications, and exhibit cooperation in any discussions or group work situations.

All participants will treat each other with respect at all times. During discussions, there may be disagreements -- professional, not personal; a fundamental premise underlying both academic freedom and public administration is respect for the individual. Disagree with respect, not contempt.

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 (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 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.

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. Instructors will be able to view only a summary of all responses after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the data until after final grade submission, they will be able to see which students have or have not completed their SOIs using the SmartEvals platform.

Instructor

See biographical and contact information in the Course Overview in BlazeView for this course.

Course Schedule

The Course Schedule is subject to change by the instructor. Students will be notified within BlazeView of any changes. Please log into your course at least twice weekly. It is best to check email more frequently in case there are any changes in the weekly assignments.

COURSE SCHEDULE
POLS486♦ Economic Development
June 12, 2019 – July 31, 2019
It is highly recommended that you add the due dates for course work to your calendar.
Course Schedule is subject to change and changes will be announced on BlazeView

Required work is due at the time and date designated on the Course Schedule unless otherwise announced by the instructor, or changed through prior arrangements made between instructor and student. A lateness penalty, consisting of a 10% deduction for each 24 hour period of lateness may be imposed by the instructor. This penalty will be waived if prior permission for the late submission was obtained from the instructor. It is the student's responsibility to initiate this conversation. All due dates/times are based on Eastern Daylight Saving Time.

Modules, Due Dates, and Objectives	Outcomes	Readings and Activities	Assignments and Discussions to Post
Module 1 **Work Due: 6/15/19 at 11:59pm** Students will begin to define economic Development.	The student will participate in a discussion of the definition of economic development. (Course Outcome 1)	Read the syllabus and ask any questions by email or on the Course Questions discussion board. Read Chapter 1 and any other items posted on Blazeview. Complete the Discussion.	Complete the discussion for this module (10 pts). **Note: For all discussions, reply to at least one other classmate with a substantive response,** not simply "good job," "I agree," etc.
Module 2 **Work Due: 6/22/19 at 11:59pm** Students will compare theories of economic development.	Students will complete a quiz on components and theories of economic development. (Course Outcomes 1 and 2)	Read Chapters 2 and 3 and any other items posted on Blazeview. Complete the Quiz.	Complete the Quiz for this module (10 pts).
Module 3 **Work Due: 6/29/19 at 11:59pm** Students will identify	Students will participate in a discussion of the components of an economic profile	Read Chapters 4, 5 and 6 and any other readings on BlazeView. Complete the Discussion.	Complete the discussion for this module (10 pts).

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components of the economic profile.	(Course Outcome 3)		
Module 4 **Work Due:** **7/6/19 at** **11:59pm** Students will identify strategies for economic development.	Students will complete a quiz about economic development strategies. (Course Outcome 4)	Read Chapters 7 and 8 and any other readings on BlazeView. Complete the Quiz.	Complete the quiz for this module (10 points).
Module 5 **Work Due:** **7/13/19 at** **11:59pm** Students will explain the link between economic development, business development, and workforce development.	In a class discussion, students will explain the link between economic development, business development, and workforce development. (Course Outcome 5)	Read Chapters 9 and 10 any other readings on BlazeView. Complete the Discussion.	Complete the discussion for this module (10 points).
Module 6 **Work Due:** **7/20/19 at** **11:59pm** Students will compare marketing tools for economic development activities.	Students will participate in a quiz comparing marketing tools for economic development. (Course Outcome 6)	Read Chapters 11 and 12 any other readings on BlazeView. Complete the Quiz.	Complete the quiz for this module (10 points).
Module 7 **Work Due:** **7/27/19 at** **11:59pm**	Students will participate in a discussion of types of economic development	Read Chapters 13 and 14 any other readings on BlazeView. Complete the Discussion.	Complete the discussion for this module (10 points).

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Students will identify types of economic development organizations.	organizations. (Course Outcome 7)		
Module 8 **Work Due: 7/31/19 at 11:59pm** Students will analyze a locality's economic development efforts.	Students will prepare a paper analyzing a locality's economic development efforts (Course outcomes 1-7)	Complete the Assignment. Complete the Discussion. Complete the SOI.	Complete the assignment for this module (20 points). Complete the discussion for this module (10 points). Complete the SOI.

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Valdosta State University Curriculum Form

● Request for a NEW COURSE

Date of Submission:	06/21/2019

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

College:	College of Humanities and Social Sciences	**Dept. Initiating Request:**	Political Science
Requestor's Name:	Joseph Robbins	**Requestor's Role:**	Department Head

Proposed NEW Course Prefix: *(Consult abbreviations in the catalog)*	POLS	**NEW Course Number:** *(Consult #s in the catalog)*	4862
Proposed NEW Course Title:	Effective Writing in the Public Sector		
NEW Course Title Abbreviation: *(Limit to 30 character spaces)*	Effective Writing		
Prerequisite(s):	None		

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 an overview of types of written communications in public administration and effective writing techniques for preparing those documents.

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	2020	*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 –

We have regularly offered many special topics classes for our ORGL students that have the POLS 4860 designation. Effective Writing in the Public Sector is on example and has been run as a 4860 course previously. This course creation simply assigns a specific, permanent catalog number for an existing course.

** 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 –

We will evaluate this course as part of our regular assessment process. We will evaluate learning outcomes through course assessments and compare this with programmatic objectives.

** 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	*Joseph Robbins*	*Joseph R*	9/12/19
College/Division Executive Committee	*James T. LePlat*	*J. T. LP*	10-29-19
Dean/Director	*James T. LePlat*	*J. T. LP*	10-29-19
Graduate Executive Committee *(for graduate course)*			
Graduate Dean *(for graduate course)*			
Academic Committee			

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

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Valdosta State University
College of Arts and Sciences - Department of Political Science
POLS 4862 Effective Writing in the Public Sector / Section IC2 / CRN 21525
Three (3) Semester Hours Credit • March 1, 2019 – May 6, 2019

Syllabus and Course Schedule

Instructor Name: Penelope Schmidt, DPA
Office Hours: By Appointment / Phone: 229-292-5677
E-Mail: Please use BlazeVIEW email; if BlazeVIEW is down, use pschmidt@valdosta.edu
Syllabus and Course Schedule are subject to change. Changes will be announced on BlazeView.

Contents

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Required Textbooks

Swain, John W. and Kathleen Dolan Swain. 2014. *Effective Writing in the Public Sector.* New York: Taylor & Francis. [ISBN: 9780765641502].

The text offers an overview of effective writing in public administration. Topics include English language skills and preparation of documents such as memos, newsletters, and various reports.

Required Technology

This course will require you to have equipment and skills allowing ready and constant access to a computer with Internet connection. You must utilize your university e-mail account on a regular basis, and have the resources and ability to create and open documents in Microsoft PowerPoint and Word, and ability to use the free Adobe Acrobat Reader. These individual requirements are not fulfilled by Valdosta State University but must be supplied by you at your home (preferably) or workplace. You will also need a microphone and speakers to record and listen to PowerPoint presentations.

This course uses BlazeView, a course management system. You must have access to BlazeView at least twice weekly and possibly more often at times based on your needs. If you have problems using or accessing any of the materials on BlazeView, contact the Help Desk at https://D2LHelp.view.usg.edu/ or call toll free 1-855-772-0423. Technology issues may not be used as an excuse for not submitting or completing coursework so be sure to plan ahead. Considerations will be allowed when there are system-wide errors or issues that affect the entire class.

Course Description

This course is an overview of types of written communications in public administration and effective writing techniques for preparing those documents. There are no pre-requisite courses and no prior knowledge of public sector writing is required.

Course Outcomes

Students will be able to:

1. Compare public sector writing with private sector writing.
2. Identify four preliminary steps to effective writing.
3. Recognize and correct mechanical errors in writing.
4. Prepare and/or identify proper formats and writing for communications such as memos, letters, media releases, and public service announcements for a public audience.
5. Prepare and/or identify important aspects of written communications such as reports and rules for internal and technical audiences.
6. Distinguish among four types of budget justifications.

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Course Activities / Assignments / Requirements

This course serves as an introduction to effective writing for the public sector. Completing the readings in a timely fashion and regular class attendance are essential to success in the class.

This course will include reading, writing, comprehension, and presentation exercises. Students must have reading and writing skills, general computer skills, ability to search via internet and use BlazeView, and ability to use Microsoft Word. The students will complete all assignments in accordance with the syllabus schedule. Student success will depend upon individual performance and participation, as well as threaded discussions, written assignments, and a paper.

Students will:

1. participate in threaded discussions to broaden their skills with public sector writing for internal and external audiences
2. complete quizzes to demonstrate their skills in identifying and correcting errors in written public sector communications
3. complete a quiz to demonstrate the ability to distinguish between four types of budget justifications

Course Evaluation

The grade will be based on class participation via threaded discussions and quizzes. Instructions are in each module. Links for assistance APA citation styles and English grammar are included on BlazeView.

1. Discussions (50% of course grade; up to 10 points each; maximum 50 points): Each student will be required to participate in five (d) threaded discussion topics. (Course Outcome 1, 4, 5, 6)
2. Quizzes (50% of course grade; three at up to 10 points each and a final one at up to 20 points; maximum 50 points): Each student will be required to participate in four quizzes. (Course Outcomes 1-6)

Grading Scale

Quality is expected in all work. Given the percentage totals above and the accumulated point ranges shown below, final grades will be assigned accordingly.

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

Course work is due as designated on the Course Schedule unless otherwise announced by the instructor or changed through prior arrangements made between instructor and student. A late penalty, consisting of a loss of 10% of the available points for each 24-hour period the assignment is late, may be imposed by the instructor on all work for which no prior permission for late submission was obtained. Work that is more than five days late may receive a grade of 0. Makeup work is not available. The final

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module is due on May 6, 2019, the last day of class and includes a cumulative final quiz and final discussion.

Grading Rubric

A specific rubric is provided for each assignment/discussion on Blazeview based on the following general guidelines:

A (9-10 points)	B (8-8.9 points)	C (7-7.9 points)	D (6-6.9 points)	F (5.9 points or less)
Response answers the question thoroughly	Response answers the question	Response minimally answers the question	Response minimally answers the question	No response or one that does not answer the question
Response incorporates reading or other required materials	Response incorporates reading or other required materials	Response minimally incorporates reading or other required materials	Response does not incorporate reading or other required materials	
Has very few or no grammatical and/or spelling errors	Has some grammatical and/or spelling errors	Has many grammatical and/or spelling errors	Has grammatical and/or spelling errors which hinder readability and/or understanding	
Discussion includes a reply to at least one other student's response with something more substantial than a basic "I agree," "I disagree," or "Good post" type of comment				
Uses APA format for citations and references	Uses incomplete format for citations and references	Provides minimal references such as a link only	No/few citations or references	Plagiarism

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Course Work Submission Protocol

All course work must:

1. be submitted on time--all threaded discussions and other assignments must be in by the date and time indicated on the schedule in order to receive up to the maximum credit, unless other arrangements have been made.
2. be submitted according to the instructions on BlazeView
3. have properly named attachments, if attachments are allowed. Any attachment sent to the instructor must include the sender's name as part of the file name—for example, if John Smith is sending me a presentation as an attachment it should be named: Doe_J_POLS4860_Presentation.ppt. Any attachment without the name of the student sending it may not be considered as having been submitted. All attachments submitted for grading must be using the software specified by the instructor for a particular assignment (ie, Word or PowerPoint)

Turnaround time for feedback will typically be within ten days after the due date of the work. For late work, turnaround time will be within ten days after submission.

Communication Protocol

Contact between student and instructor in this course will be via e-mail within BlazeView. Students should also be communicating with one another through the course tools as needed.

All communication must:

1. be through the course e-mail system—your instructor will not normally respond to e-mail relating to the course if it comes from <u>dsmith@yahoo.com</u>,
2. have a subject line which reflects the content of the message and any attachments (if using email)
3. be properly addressed with a name and utilize proper grammar and composition
4. follow proper "Netiquette"—proper language, tone, etc.

Messages to the instructor will normally be answered within two working days (weekends and holidays are not working days). The instructor will notify the class if he/she is going to be out-of-touch.

Participation Policy

Students are expected to maintain a regular and frequent presence in the online course, particularly when involved in online discussion groups. You are required to complete all first week assignments on time or risk being dropped for non-attendance. It is your responsibility to make sure you have adequate equipment and access to maintain this online presence. Because you are being prepared to accept professional duties and responsibilities, attendance decisions are viewed as critical to developing professionalism.

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Online work is conducted asynchronously, and does not require students to be online at scheduled times. Each participant is expected to be engaged in all discussions. Magnitude of participation does not imply quality; however, the two indicators are often correlated positively. We expect that participants are well prepared and share insightful comments, criticism, and perspective with the class.

Students are responsible for knowing the specific attendance/participation requirements as prescribed by their instructors and for the satisfactory make-up of missed work. When students are compelled for any reason to be absent form or unable to participate in class, they should immediately contact the instructor. The undergraduate catalog states that a student, 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.

General Course Policies

Undergraduate Student Handbook: Each student is expected to be familiar with and abide by the rules and regulations governing the undergraduate program.

Policy Statement on Plagiarism and Cheating

Each student is required to read and be familiar with the VSU Plagiarism Policy. Plagiarism may result in a failing grade for the assignment, and in some cases, for the course. In extreme cases, plagiarism will result in dismissal from the program.

Below is information directly quoted from the Academic Integrity Code:

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

The full text of Academic Integrity Code is available on the Academic Affairs website. Plagiarism is prohibited, and may result in a failing grade for the assignment or for the course, and in extreme cases suspension or dismissal from the program." Each student is required to read and be familiar with the section on 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 the course management system. For more information on the use of this tool at VSU see "Turnitin for Students" (http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitin-for-students.php).

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Professionalism

Within your coursework and fieldwork, you are expected to respect intellectual property, complete assignments with consistent punctuality, regularly attend class (log in to the course at least twice weekly), make an effort to complete assignments completely and correctly, pay careful attention to detail in following instructions, show willingness to revise based on instructor or peer feedback, strive for creativity in devising products and processes, demonstrate enthusiasm in the online environment, be helpful to peers, show self-reliance to enable independent progress/ completion of your work, display courtesy in written and oral communications, and exhibit cooperation in group work situations.

All participants will treat each other with respect at all times. During discussions, there may be disagreements -- professional, not personal; a fundamental premise underlying both academic freedom and public administration is respect for the individual. Disagree with respect, not contempt.

Accommodations Statement

Valdosta State University is an equal opportunity educational institution. It is not the intent of our institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as the Title IX in Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office located in Farber Hall - South. The phone numbers are 229-245-2498 (voice) and 229-219-1348 (tty).

Valdosta State University (VSU) complies fully with the requirements of the Americans with Disabilities Act (ADA). If you believe you are covered under this act, and if you have need for special arrangements to allow you to meet the requirements of this course, please contact the personnel at the Access Office (www.valdosta.edu/ssp/). Also, please discuss this with the instructor during the first week of class.

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

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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.

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 on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous to instructors/administrators. Instructors will be able to view only a summary of all responses after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the data until after final grade submission, they will be able to see which students have or have not completed their SOIs. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at SOI Procedures and Timelines(located at http://www.valdosta.edu/academics/academic-affairs/sois/welcome.php).

Instructor

See biographical and contact information in the Course Overview in BlazeView for this course.

Course Schedule

The Course Schedule is subject to change by the instructor. Students will be notified within BlazeView of any changes. Please log into your course at least twice weekly. It is best to check email more frequently in case there are any changes in the weekly assignments.

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Valdosta State University Curriculum Form
- Request for a NEW COURSE

Date of Submission:	06/21/2019

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

College:	College of Humanities and Social Sciences	**Dept. Initiating Request:**	Political Science
Requestor's Name:	Joseph Robbins	**Requestor's Role:**	Department Head

Proposed NEW Course Prefix: *(Consult abbreviations in the catalog)*	POLS	**NEW Course Number:** *(Consult #s in the catalog)*	4863

Proposed NEW Course Title:	Grant Writing and Management
NEW Course Title Abbreviation: *(Limit to 30 character spaces)*	Grant Writing
Prerequisite(s):	None

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 learn about the different grant types and grant requirements. Students will identify an organization, ask its leadership if the student could help in a grant project, and then get information to complete the project. Students will demonstrate their acquired knowledge through the completion of a grant.

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	2020	*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 –

We have regularly offered many special topics classes for our ORGL students that have the POLS 4860. Grant Writing and Management is one example and has been run as a 4860 course previously. This course creation simply assigns a specific, permanent catalog number for an existing 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 –

We will evaluate this course as part of our regular assessment process. We will evaluate learning outcomes through course assessments and compare this with programmatic objectives.

** 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	Joseph Robbins	Joseph R	9/12/19
College/Division Executive Committee	James T. LaPlt	J. T. LaPlt	10-29-19
Dean/Director	James T. LaPlt	J. T. LaPlt	10-29-19
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

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

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POLS 4863
Grant Writing and Management
Bonnie Peterson, DPA
bepeterson@valdosta.edu
Cell: 229-292-4447

SPRING 2019

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PADM 4863
Grant Writing and Management
Bonnie Peterson, DPA
bepeterson@valdosta.edu
Cell: 229-292-4447

SPRING 2019

Course Syllabus

TEXT:

Bauer, David G. 2015.*The "How To" Grants Manual: 8th Edition*. Maryland: Rowman and Littlefield. ISBN: 978-1-4758-1010-3

Browning, Beverly. 2008. *Perfect Phrases for Writing Grant Proposals*. Wisconsin: McGraw-Hill. ISBN 978-0-07-149584-4

COURSE OVERVIEW

<u>All students must come to the class prepared to write a grant proposal.</u>

You can use your current organization, but if you are not affiliated with a nonprofit (501c3) you will need to find one to work with during this course.

This course is grounded in the interplay of business, education, government, and nonprofits. It is a *very fast-paced, project-oriented class* with the emphasis placed on grant writing. Students will gain knowledge of grant writing and management through the text, assigned readings and classroom participation (threaded discussions). However, the best way to learn about grant writing is to do it. During this course students will learn about the different types of grants and grant requirements. Students will identify an organization, ask the leadership of the organization if the student might be able to help in a grant project, and then get information from the organization to do the project. Some organizations may have a specific grant for the student to complete. For other organizations, the student may need to locate a grant specific to the agency's needs. Students will demonstrate their acquired knowledge through the actual completion of a grant.

COURSE GOALS

This course will provide a comprehensive study of grant writing and an overview of grant administration. Upon successful completion of this course students should:

1. Know the different types of grants available and how to search for each;
2. Know the importance of planning, data gathering, and organizing in grant writing;

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3. Have the ability to recognize and understand the requirements as specified in requests for proposals and in grant writing;
4. Know the importance of following the instructions in grant writing;
5. Be able to write a grant; and
6. Know the various aspects and importance of grant administration.

CORE COMPETENCIES

Completion of the Grant Writing and Management course will aid students in their ability to:

1. Lead and manage in public governance;
2. Participate in and contribute to the policy process;
3. Analyze, synthesize, think critically, solve problems and make decisions;
4. Articulate and apply a public service perspective; and
5. Communicate and interact productively with a diverse and changing workforce and citizenry.

OVERVIEW OF ASSIGNMENTS

Your major assignment for the semester is to write a grant. You will work together in groups of 2 (unless you prefer to work alone). Before you panic and think..." I can't do this... I don't know anything about how to write a grant" ...let me reassure you that I'm not expecting you to come into the class knowing it all. If you did, why take the class? (Well, there is the minor issue of credit...☺) However, if you look through the topics of your reading assignments each week that precede the submission of your grant at the end of the semester, you will see that we discuss the nuts and bolts of writing grants- from budgets to needs assessments to final submissions. We also cover the three major types of grant: federal grants, foundation grants, and corporation grants.

IF YOU WOULD LIKE TO FIND YOUR OWN PARTNER (OR PREFER TO WORK ALONE), YOU MUST LET ME KNOW BEFORE SUN., JAN. 27, 11:59 PM. I REALIZE THAT MANY OF YOU MAY NOT KNOW OTHERS IN THE CLASS. I WILL ASSIGN PARTNERS AFTER MON., JAN. 28, FOR ANY WHO DO NOT HAVE ONE.

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EVALUATION

ASSIGNMENT	VALUE
Threaded Discussions (3) (#1)	15%
Preproposal Summary (#2)	15%
Cost Benefit Analysis (#3)	15%
Budget (#4)	15%
Grant (#5)	<u>40%</u>
TOTAL:	100%

A DESCRIPTION OF EACH PROJECT FOLLOWS BELOW.

IF THERE IS EVER A PROBLEM IN MEETING A DEADLINE, _PLEASE LET ME KNOW IN ADVANCE_!

ASSIGNMENTS

1. <u>Threaded Discussions (due 1/27/19, 2/24/19, 3/31/19)</u>

Each threaded discussion will cover an aspect of the grant. You will write the post following the assigned directions. You are required to respond to the posts of a minimum of 3 people (other than your own) with constructive advice/criticism (see below). Beyond the minimum, I would encourage you to respond to as many of your classmates as you can as well as replying to students who have posted on your thread. When grades are borderline, it's class activity that tips the balance!

EACH POST WILL NEED TO BE UP BY THURSDAY DURING THE WEEK IN WHICH THE DISCUSSION THREAD IS ASSIGNED. ALL RESPONSES TO POSTS MUST BE MADE BY SUNDAY OF THE SAME WEEK.

Responses to Unit VI and Unit XI posts must follow these guidelines: For each response, you should give **constructive advice/criticism** to help grant writers focus and hone their topics. It could be that something they wrote is confusing and needs to be clarified. Maybe you know of another source of information they could pursue on a topic. Do you know other points related to their topic that they could address that would strengthen their position? Be creative. If you've never done a constructive criticism before, you might find the guidelines

posted under the Supplemental Material unit to be helpful. You want to help the student who wrote the post to write the best grant possible. NO ONE SHOULD TAKE THE SUGGESTIONS MADE AS CRITICISM. This is more a form of brainstorming. The intent of the comments is to provide a constructive critique to enable you to write the best grant possible. Rarely can one or two people envision every different solution to a problem. This is your chance to have multiple reviewers before you even write your grant!

THREADED DISCUSSIONS ARE TO BE DONE INDIVIDUALLY.
THEY ARE NOT A GROUP PROJECT.

Rubric for Grading Threaded Discussions

A	B	C	D
Meet criteria for a grade of B and in addition:	Post all threaded discussions by deadline.	Post all threaded discussions by deadline.	Not evident that readings were understood and/or not incorporated into discussion comments
Respond to all questions.	Bring in material from readings.	Discussion postings have questionable relation to reading material.	
Demonstrate ability to analyze and evaluate material presented in readings	Demonstrate correct factual knowledge of concepts and theories from readings.		
Read at least 3 other students' responses (unless otherwise instructed) and discuss their answers with them.			

2. Preproposal Summary (Due 2/10/19)

NOTE: YOUR PREPROPOSAL SUMMARY MUST BE SUBMITTED AND APPROVED BEFORE YOU CONTINUE WITH THE GRANT.

By the end of the first week of the semester, each student (or team) should identify an organization that has a need for a grant. The student(s) should ask the leadership of the organization if he or she might be able to help in a grant project. Some organizations may have a specific grant for the student(s) to complete. For other organizations, the student(s) may need to locate a grant specific to the agency's needs. **By the end of the fourth week of the semester, 2/10/19,** EACH STUDENT MUST SUBMIT A PREPROPOSAL SUMMARY. YOU MAY DISCUSS THIS FORM WITH YOUR PARTNER, <u>BUT EVERYONE IS REQUIRED TO COMPLETE THEIR OWN FORM.</u>

The best source for information will be the executive director or staff who work in the organization. It is possible that members of the board of directors will also have information if they are easily accessible for interviews. **NOTE: ALL OF THESE PEOPLE ARE EXTREMELY BUSY.** Do not wait until the week this assignment is due to attempt to complete it. Contact the agency or organization to get answers to your questions by the end of the second week. This will allow time for them to work answering your questions into their schedule.

The Preproposal summary form that you are to complete can be found under the "SUPPLEMENTAL MATERIAL" module under Contents. You will find information about it on pages 95-97 in the Bauer text.

3. Cost-Benefit Analysis (due 3/10/19)

Complete a Cost-Benefit Analysis. The form can be found under the "SUPPLEMENTAL MATERIAL" module under Contents. Select 3 solutions that present different approaches to your problem. You will find information about how to complete it on pages 54-56 in the Bauer text. EACH TEAM SHOULD SUBMIT 1 COMPLETED COST-BENEFIT ANALYSIS FORM.

4. Budget (due 4/7/19)

Complete the Budget form found under the "SUPPLEMENTAL MATERIAL" module under Contents. Please be sure to read the information on how to complete a budget that is posted under Unit XI *prior* to doing your budget form. Also, make sure that you read the footnotes at the bottom of the form. They will help you understand how to complete the form. A sample budget can be found on pages 190-191 in the Bauer text. EACH TEAM SHOULD SUBMIT 1 COMPLETED BUDGET FORM.

5. Grant (due 4/28/19)

Your major project for the semester is to write a grant. You'll work in **groups of 2** (unless you prefer to work alone) to locate, research, and write the grant. All your prior assignments have been focused on helping you assemble the best data possible to use in writing your grant. The grant is the completed document that accomplishes the delivery of information, forms, and documents, etc., outlined in the Preproposal Summary that you submit at the end of the fourth unit.

Directions for the Grant:

a. If you would like to form your own group (or you want to work alone), you must let me know by 11:59 pm on Sunday, Jan. 27, 2019. If you are going to work with a partner, I'll need both of your names. I realize that many of you may not know others in the class. After Sept. 4th, I will assign partners.

b. You must submit a grant that includes a minimum of 10 pages, double-spaced, a majority of which are paragraph answers (i.e., not fill in the blank). *Short form, fill in the blank grants are not acceptable (such as a Walmart local store grant). If you are unsure whether your grant meets the minimum requirements, please ask me!*

   Your grant should not be more than 20 pages, double spaced (not including supporting documents) unless the grant form itself requires more. All supporting documents should be included as one attachment labeled Appendix A and should accompany each grant.

c. EVERY GRANT THAT IS SUBMITTED HAD SOME ORIGINAL INSTRUCTIONS THAT TOLD YOU WHAT WAS REQUIRED. IT MAY HAVE EVEN HAD A BLANK FORM TO COMPLETE. IT COULD HAVE BEEN AN APPLICATION PROVIDING THE GUIDELINES FOR THE GRANT OR A FORM THAT WAS TO BE COMPLETED WITH SUPPLEMENTAL MATERIALS ADDED OR A FEDERAL GRANT APPLICATION OR A CONSOLIDATED FORM OR AN INDIVIDUAL FOUNDATION APPLICATION OR SOME OTHER FORM OF INSTRUCTIONS THAT TOLD YOU WHAT WAS REQUIRED FOR YOUR GRANT APPLICATION. *YOU ARE REQUIRED TO SUBMIT A COMPLETE COPY OF THE ORIGINAL INSTRUCTIONS/FORMS WITH YOUR GRANT APPLICATION.* BECAUSE THIS IS ESSENTIAL TO GRADING YOUR GRANT, GRANTS WITHOUT THESE DOCUMENTS WILL NOT BE GRADED AND WILL RECEIVE A ZERO. IF YOU ARE UNSURE OF WHAT NEEDS TO BE TURNED IN- PLEASE ASK ME. I CAN'T EVALUATE YOUR GRANT IF I DON'T KNOW WHAT WAS SUPPOSED TO BE IN IT! A copy of the original grant material must accompany the package and be labeled as Appendix B.

d. It is EXTREMELY important that you put at least one group member's name on the file name and an identifying title to distinguish the parts of your grant. Make sure that the first page of your grant includes ALL group members' names (You may add a cover sheet if you need to.) Sample file names:

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B_Peterson_Grant.doc

B_Peterson_Appendix_A.doc

B_Peterson_Appendix_B.doc

YOU WILL DEVELOP AND COMPLETE YOUR GRANT AS A TEAM. ASSUMING EACH GROUP MEMBER HAS PARTICIPATED EQUALLY, ALL GROUP MEMBERS WILL RECEIVE THE SAME GRADE FOR THE GRANT.

Only one copy of the grant needs to be submitted in the assignment box for each group.

READING & ASSIGMENTS

Bauer, David G. 2015. The "How To" Grants Manual: Seventh Edition.
Browning, Beverly. 2008. *Perfect Phrases for Writing Grant Proposals*
All other articles assigned for reading will be posted under the unit for the week that it is assigned.
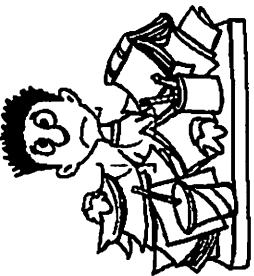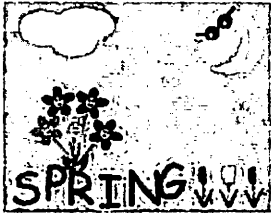
Unit	Week	Topic	Reading	Value
I	1/14/19-1/20/19 Meet & Greet!	Getting Ready	Bauer Part I: Ch. 1-6 "An Overview of the Grantseeking Process" (pgs. 1-11) O'Neal-McElrath, T. (2013). *Winning Grants Step by Step (Fourth Edition)*. San Francisco: Jossey-Bass. Lecture **MEET & GREET** **(Optional)**	
II	1/21/19-1/27/19 Martin Luther King Holiday 1/21/19	Setting the Stage	Bauer Part I: Ch. 7-9 Browning Part One: Ch. 1 "Funders" (pgs. 32-43) Carr, C. E. (2015). *Nuts & Bolts of Grant Writing*. Los Angeles: Sage "Developing Relationships with Funders" (pgs. 21-29) O'Neal-McElrath, T. (2013). *Winning Grants Step by Step (Fourth Edition)*. San Francisco: Jossey-Bass. Lecture **DISCUSSION THREAD** **Must submit partners names by 1/27/19** **(or will be assigned)**	5%

Unit	Week	Topic	Reading	Value
III	1/28/19-2/3/19	Needs Assessment	Bauer Part I: Ch. 10-11 Browning Part Two: Ch. 6-9 Stokes, K. (2012). Writing Clear Statements of Needs and Goals for Grant Proposals. *American Medical Writers Association Journal,* 27(1): 25-29. "Selling Your Grant Application with Storytelling (133-142) Browning, B. (2014). *Grant Writing for Dummies: 5th Edition.* Hoboken, NJ: John Wiley & Sons. "Building a Strong Statement of Need" (pgs. 173-182) Browning, B. (2014). *Grant Writing for Dummies: 5th Edition.* Hoboken, NJ: John Wiley & Sons. O'Brien, S. R. (2011, November). Grant-Writing Tips for the Non-Grant-Writer. *Parks & Recreation,* November 11, 2011, 71-72. "Refining Your Design" (pgs. 97-107) Payne, M. A. (2011). *Grant Writing Demystified: Hard Stuff Made Easy.* New York: McGraw-Hill Companies, Inc. Lecture	
IV	2/4/19-2/10/19		**PREPROPOSAL SUMMARY DUE** **(2/10/19)**	15%

Unit	Week	Topic	Reading	Value
V	2/11/19-2/17/19	Why Me?	Browning Part One: Ch. 2-5 "Establishing Your Credibility" (pgs. 69-82) Payne, M. A. (2011). *Grant Writing Demystified: Hard Stuff Made Easy*. New York: McGraw-Hill Companies, Inc. "Documenting Your Org's History and Capabilities"(pgs. 161-172) Browning, B. (2014). *Grant Writing for Dummies: 5th Edition*. Hoboken, NJ: John Wiley & Sons. "Introduction to the Applicant Organization: Your Organization's Credibility" (pgs. 24-39) Kiritz, N.J. (2014). *Grantsmanship: Program Planning & Proposal Writing*. Los Angeles: The Grantsmanship Center. Lecture	
VI	2/18/19-2/24/19	Writing Government Grants	Bauer Part II: Ch. 12-13 Lecture **DISCUSSION THREAD**	5%

Unit	Week	Topic	Reading	Value
VII	2/25/19-3/3/19	Writing Government Grants (continued)	Bauer Part II: Ch. 14-20 No Lecture	
VIII	3/4/19-3/10/19 VSU Midterm 3/7/19		COST BENEFIT ANALYSIS DUE (3/10/19)	15%
IX	3/11/19-3/17/19	Writing Foundation Grants	Bauer Part III: Ch. 21-25 Lecture	

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Unit	Week	Topic	Reading	Value
X	3/18/19-3/24/197 Spring Break 3/18/19-3/22/19	Evaluation & Follow-up	Browning: Part Two: Ch. 10 "Creating Relevant Evaluation" (pgs. 107-116) 　　Payne, M. A. (2011). *Grant Writing Demystified: Hard Stuff Made Easy*. New York: McGraw-Hill Companies, Inc. "Familiarizing yourself with the three types of objectives" (pgs. 188-191) Browning, B. (2014). *Grant Writing for Dummies: 5th Edition*. Hoboken, NJ: John Wiley & Sons. "Connecting the Evaluation Plan to Your Program Design" (pgs. 196-203) Browning, B. (2014). *Grant Writing for Dummies: 5th Edition*. Hoboken, NJ: John Wiley & Sons. Lecture	
XI	3/25/19-3/31/19	Budgets	Browning Part Three: Ch. 11-12 "Creating the Budget and Budget Justification" (pgs. 84-103) 　　Coley, S.M. & Scheinberg, C.A. (2017). *Proposal Writing: Effective Grantsmanship for Funding*. Thousand Oaks, CA: SAGE "Developing the Program Budget" (pgs. 71-84) 　　O'Neal-McElrath, T. (2013). *Winning Grants Step by Step (Fourth Edition)*. San Francisco: Jossey-Bass. Optional (but recommended): There are 2 links on how to do budgets that are posted under Unit XI. Lecture DISCUSSION THREAD	5%

Unit	Week	Topic	Reading	Value
XII	4/1/19-4/7/19		BUDGET DUE (4/7/19)	15%
XIII	4/8/19-4/14/19	Writing Corporate Grants Follow-up on Grants/ Peer Review	Bauer Part 4: Ch. 26-31 Lecture	
XIV	4/15/19-4/21/19	The Final Touches & Administration	Browning Part Three: Ch. 13 "Polishing and Formatting the Proposal" (pgs. 182-199) Carr, C. E. (2015). Nuts & Bolts of Grant Writing. Los Angeles: Sage "Managing Grant Awards" (pgs. 285-304) Kachinske, T. & Kachinske, J. (2010). *90 Days to Success in Grant Writing*". Canada: Course Technology-Cengage Learning. "How To...Administer Grants: The Essentials. Eifrig, Jennifer. 2007. Illinois Association of Museum Spring, 2007 #43 Lecture	
XV	4/22/19-4/28/19		GRANT DUE (4/28/19)	40%

Unit	Week	Topic	Reading	Value
XVI	4/29/19-5/6/19 **SCHOOL'S OUT** Last Day 5/6/19	Ethics in Grant Writing	"The Multiple Repercussions of a Fudged Grant Application." Malakoff, David. *Science, New Series*, Vol. 300, No. 5616 (Apr. 4, 2003), p. 40. Lecture	

CONGRATULATIONS!

CLASS OF 2019

Valdosta State University Curriculum Form

- Request for a NEW COURSE

Date of Submission:	06/21/2019

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

College:	College of Humanities and Social Sciences	**Dept. Initiating Request:**	Political Science
Requestor's Name:	Joseph Robbins	**Requestor's Role:**	Department Head

Proposed NEW Course Prefix: *(Consult abbreviations in the catalog)*	POLS	**NEW Course Number:** *(Consult #s in the catalog)*	4864

Proposed NEW Course Title:	Information Management

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

Prerequisite(s):	None

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

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

An examination of Information Technology and Information Management. Students will gain an understanding of information technology aspects including hardware, software, and systems development. Particular emphasis will be placed on management of information resources within the public sector and the role of e-Government at local, state, federal, and international levels.

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	2020	*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–

We have regularly offered many special topics classes for our ORGL students with the POLS 4860 designation. Information Management is one example and has been run as a 4860 course previously. This course creation simply assigns a specific, permanent catalog number for an existing 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 –

We will evaluate this course as part of our regular assessment process. We will evaluate learning outcomes through course assessments and compare this with programmatic objectives.

** 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	Joseph Robbins	*[signature]*	9/12/19
College/Division Executive Committee	Jam T. Leflu	*[signature]*	10-29-19
Dean/Director	Jam T. Leflu	*[signature]*	10-29-19
Graduate Executive Committee *(for graduate course)*			
Graduate Dean *(for graduate course)*			
Academic Committee			

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

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Valdosta State University
College of Arts & Sciences
Political Science Department
Summer 2015 Syllabus

Instructor: Dr. Leigh R. Swicord
E-mail: lrswicord@valdosta.edu
Phone: (478) 718-2748

Class schedule: June 1, 2015, – July 24, 2015, online using GoVIEW

Please read the syllabus carefully and refer to it often. The instructor will announce any changes to the syllabus via GoVIEW email.

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POLS 4864

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Course Description

The purpose of this course is to familiarize students with and promote an understanding of the ever-changing world of Information Technology (IT) and Information Management (IM). Students will gain an understanding of the most important aspects of information technology including hardware, software, and systems development. The course will also introduce techniques that will allow students to better manage such resources, in terms of human as well as technological assets. Particular emphasis will be placed on the management of information resources within the public sector and the role of E-Government at the local, state, federal, and international levels. Throughout the course the advantages and pitfalls of information technology usage will be highlighted.

Expected Outcomes

Students will participate in various course activities centering on Information Management skills and applying Information Technology issues to government and non-profit organizations. Upon completion of this course, students will be able to:

- Identify important trends in hardware and software development;
- Discuss both the benefits and limitations of information technology;
- Recognize and be able to apply alternative methods of acquiring and managing information technology;
- Identify the features of an effective government/non-profit website;
- Discuss the social, ethical, legal and political implications of information technology;
- Identify trends, successes, and failures in E-Government; and
- Conduct research, both traditional and web-based, on the topic of managing information technology.

Required Text

There are no required texts for this course. Readings will be made available in GoVIEW and include:

o Information Management Manual
o Supplemental Readings (which will be posted by the instructor)

Required Technology
You must have equipment and skills allowing regular access to a computer with Internet connection. You must utilize your GoVIEW classroom and email account several times weekly and have the resources and ability to create and open documents in Microsoft PowerPoint, Word, and Excel, Adobe Acrobat Reader, and Adobe Flash. You must also be able to record and listen to audio files using D2L tools. These individual requirements are not fulfilled by Valdosta State University but must be supplied by you.

This course uses the GoVIEW course management system. If you need technical assistance, please contact the D2L Help Center at https://D2LHelp.view.usg.edu or toll free at 1-855-772-0423. **Technology issues may not be used as an excuse for failing to submit or complete assignments so plan ahead!** Considerations will be allowed when there are system-wide errors or issues that affect the entire class. Links to some internet resources may be provided and if any websites have changed to questionable or offensive pages, please notify the instructor. All sites referenced in this course should be related to the course content and no offense is intended.

E-Mail Protocol
The primary contact between the students and instructor in this course will be in GoVIEW D2L email. All email communication must:

- Be through the GoVIEW D2L email system—your instructor will not normally respond to email relating to the course if it comes from an outside source (such as smith@yahoo.com);
- Have a subject line which reflects the content of the message and any attachments;
- Be properly addressed—if I'm responding to Ms. Smith, I should begin my e-mail with "Ms. Smith," not just start responding; you should do the same; and
- Must follow proper "Netiquette"—proper language, tone, etc.

Emails to the instructor will normally be answered within two working days (weekends and holidays are not considered working days). The instructor will notify the class if she is going to be out-of-touch. If GoVIEW D2L is down, you may reach the instructor at lrswicord@valdosta.edu.

In the event of an emergency or time-sensitive question, the student should email the professor in GoVIEW and send a copy of the email to lrswicord@valdosta.edu.

Course Assignments/Requirements

Students will engage in a variety of graded activities including discussions, a current event, employment advertisement, and short essay. The following chart represents the assignments, point system, and weight of grade.

Course Assignments, Point System, and Grade Weight			
Activity	**Percentage of Course Grade**	**Maximum Possible Points**	**Total Points**
Discussions (Five total)	25%	5 points each	25 points
Current Event Case Study	25%	25 points	25 points
Analysis of Information Management/Higher Education	25%	25 points	25 points
Short Essay	25%	25 points	25 points
Total	**100%**		**100 points**

Grading Criteria

Grading Rubric Written Assignments	
A (90%-100% of available points)	Meets all assignment requirements (including length and content requirements) and is completed in a clear, comprehensive, and professional manner (including correct grammar, composition, and spelling). Citations and references are used appropriately.
B (80%-89% of available points)	Meets most of the above.
C (70%-79% of available points)	Meets some of the above.
D (60%-69% of available points)	Meets few of the above.
F (59% or less of available points)	Does not meet requirements and/or materials are plagiarized and/or other academic dishonesty is evident.

Grading Rubric Discussions	
A (90%-100% of available points)	Students actively participate in discussions; give meaningful insight and opinions supported by course material; and respond to at least two other student posts in addition to posting their original discussion on or before the due date. To receive full credit, students must bring in outside material in discussions and cite their source(s).
B (80%-89% of available points)	Students participate minimally in discussions; fail to demonstrate insight or respond to others; fail to bring in outside material to discussion; fail to respond to at least two other posts.
C (70%-79% of available points)	Responses are posted by deadline but are not supported by course materials; do not contribute to discussion, or have questionable relation to readings; fail to respond to at least two other posts; fail to bring in outside material.
D (60%-69% of available points)	Responses are not meaningful, argumentative or unprofessional; response not relative to subject and/or fails to address question/topic posted; fail to bring in outside material.
F (0% of available points)	Failed to participate in discussions.

Description of Assignments

Additional information regarding these assignments will be posted in both the Content and Assignment (Dropbox) areas of the course site in GoVIEW D2L.

Discussion Questions (25% of Grade): A key component of this course will be frequent discussions of Information Management topics. These discussions will take place in the form of threaded discussions. Students are required to participate by posting original responses to the discussion question and responding meaningfully to at least two discussions posted by their peers. Students are expected to log into the course several times weekly and actively participate in discussions in a consistent and ongoing manner. Please note that responses will only be considered for grading purposes if they are posted within the time period specified by the instructor.

Current Event Case Study (25% of Grade): Students will complete a case study on a national current event related to an Information Management topic. The current event should be detailed and the potential impacts of the event on public policy, security, etc. should be explored. Students should relate the current event to Public Administration and support theories, practices, etc. to empirical/academic literature. (In other words, be certain to incorporate outside resources into your paper – not just the article itself from a newspaper/internet source.) *Papers should include three discernible sections: 1) a detailed overview of the information management current event; 2) an analysis of the topic, such as the potential impacts of the event on public policy, security, etc.; and 3) a conclusion which relates the current event to Public Administration theories, practices, etc. citing empirical/academic literature. Papers should be 4 – 5 pages in length and should additionally include a cover page and resources (which do not count towards length requirements)*

Analysis of Information Management Relating to Higher Education (25% of Grade): The evolution of online studies has transformed higher education by affecting the student population, enticing students (particularly adult students) who would otherwise not return to college, provide online resources (such as library services and other scholarly works) through electronic means, and significantly change the delivery of course material by professors. There is a great deal of research regarding the online delivery of classes, performance of students taking those classes as opposed to traditional courses, and the retention of students taking online courses (versus those taking traditional classroom courses). Students are to provide an analysis of how the use of Information Management by universities has affected higher education given consideration to available research and your own personal experience (your personal experience should be documented to support or dispute the research). *Papers should be three to four pages in length (double spaced). Papers should contain discernible sections to include a cover page, short introduction, an analysis of IM on higher education, summary, and bibliography. (Cover pages and bibliographies do not count towards length requirements.)*

Short Essay (25% of Grade): Students will write a short essay on an Information Management topic relevant to the class (from the Information Management Manual) and apply it to a government or non-profit agency. Students should demonstrate a clear understanding of the application of Information Management on public policy and/or administration (which may include an organization modifying practices to incorporate modern technology (such as electronic document imaging), government regulations which require the retention of certain information, outsourcing technological operations of an agency/organization, electronic fundraising for a non-profit organization, etc). Essays must include a *cover sheet, introduction/overview of the information management topic, its application to a government or non-profit agency, a conclusion, and a resources/bibliography page. Papers should be between 6 – 8 pages in length, not including the cover page or resources/bibliography.*

Coursework Submission Requirements:

Assignments must be submitted on or before the due date reflected on the syllabus in order to receive up to the maximum credit, unless other arrangements have been approved based on specific circumstances. No credit will be awarded for any work submitted after the last day of the semester (July 25, 2014). All project files and assignments will be submitted as attachments in the designated assignment module and formatted as outlined below unless another format is negotiated with the instructor. These files will follow the formatting and file naming conventions listed and explained below:

- *Text documents* will be formatted as either Microsoft Word or Adobe Acrobat *(PDF) documents.
- *Format* should include "normal" margins (no greater than 1 inch top, bottom, and side margins) and should be Times New Roman 12 font.
- *Data files* (if needed) will be Excel files (for spreadsheet data) or Access files (if database information is required).
- *Presentations* will be PowerPoint files unless specific arrangements are made with the instructor.
- *Project File Names:* for the proposal, use "proposal.doc" as the project name; for the research paper reporting on the project, use "report.doc" for the file name.
- *Ownership of files:* to indicate your ownership of submissions, use your first and last names with an underscore *(_) between the parts. For example: leigh_swicord_proposal.doc and leigh_swicord_report.doc

Additionally, it is suggested that all written assignments must be peer reviewed (by another student in this class) prior to submission. Peer review is a valuable tool which benefits both the individual submitting the document and the student reviewer by improving the overall quality of the paper and meaningfulness of the project. The peer review process entails your submissions be reviewed by at least one of your cohorts for purposes of:

- Ensuring compliance with assignment requirements;
- Checking for grammar/typing errors; and
- Reviewing the methodology utilized

General Policies

<u>Access/ADA</u> Policy: Valdosta State University complies fully with the requirements of the Americans with Disabilities Act (ADA). If you believe that you are covered under this act, and if you have need for special arrangements to allow you to meet the requirements of this course, please contact the personnel at the VSU Access Office for Students with Disabilities. Also, please discuss this with the instructor (via e-mail) at the

time of the first class. You may contact the office at <u>Welcome to the Access Office! -</u> <u>Valdosta State University</u> or at 229-245-2498 (voice) or 229-219-1348(tty).

<u>Incomplete Policy</u>: Students must file a request to be considered for an Incomplete Grade. See the Detailed Policy and Process on the VSU site at: <u>http://www.valdosta.edu/academics/registrar/forms/request-for-incomplete-form.pdf</u>. An incomplete grade (grade I) will only be assigned in cases in which the student had a lengthy illness or an unexpected obligation such as extended military service or jury duty. The grade of I will not be assigned because the student is not satisfied with a low grade. It will only be assigned in cases in which the student could not complete a substantial part of the course work due to factors beyond the student's control.

<u>Academic Honesty and/or Misconduct</u>: Plagiarism is prohibited and may result in a failing grade for the assignment or for the course, and in extreme cases, suspension or dismissal from the program. All assignments must be the original work of the student. If any items are submitted that are not the original work of the student, a failing grade for the assignment and the course will be given.

Each student is required to read and be familiar with VSU's Academic Honesty Policies and Procedures located at:

<u>Academic Honesty Policies and Procedures - Valdosta State University</u>

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

As noted in the VSU Student Handbook, "All material taken from any source-books, articles, newspapers, other student papers, professor's class notes, etc.—must be properly cited, and all sources identified." Plagiarism is prohibited, and may result in a failing grade for the assignment or for the course, and in extreme cases, suspension or dismissal from the program." Each student is required to read and be familiar with the section on 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 the course management system. For more information on the use of Turnitin at VSU see Turnitin for Students (<u>http://www.valdosta.edu/academic/trnitnstu.shtml</u>).

Professionalism

Within your coursework and fieldwork, you are expected to: respect intellectual property; complete assignments with consistent punctuality; regularly attend class (including online attendance); make an effort to complete assignments completely and correctly; pay careful attention to detail in following instructions; show willingness to revise based on instructor or peer feedback; and strive for creativity in devising products and processes. Students should demonstrate enthusiasm in the online environment, be helpful to your peers, show self-reliance to enable independent progress/ completion of your work, display courtesy in written and oral communications, and exhibit cooperation in group work situations.

Students shall treat each other with respect at all times. There may be disagreements during discussions and peer review; however, these should be viewed as professional rather than personal. A fundamental premise underlying both academic freedom and public administration is respect for the individual. Disagree with respect, not contempt.

University Attendance Policy from the VSU Catalog

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

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Course Schedule

This schedule is subject to change by the instructor. Students will be advised by D2L email and announcements of any changes. Note that only work submitted on or before July 24, 2015, will be accepted for course credit.

Module/Week 1 6/1/15 – 6/7/15	**Historical Perspectives of Information Management** Readings: Course Syllabus, Schedule, Getting Started Informational Guide, and Chapters One and Two of the Information Management Manual Other: Complete D2L 10.2 Tutorial (for those students not familiar with GoVIEW) Discussion: *Student Introductions*
Module/Week 2 6/8/15 – 6/14/15	**Legal and Ethical Norms in Information Management** Readings: Information Management Manual, Chapter Three Graded Discussion One: *Technological Advances and Their Impact on Organizations and Employees*
Module/Week 3 6/15/15 – 6/21/15	**Digital Services** Readings: Information Management Manual, Chapter Four Graded Discussion Two: *Non-Internet Forms of Government* Assignment: **Current Event Case Study due 6/21/15 by midnight**
Module/Week 4 6/22/15 – 6/28/15	**Information Technology Security** Readings: Information Management Manual, Chapter Five Graded Discussion Three: *Security Threats, Vulnerabilities, and Exploits to Public/Non-Profit Organizations in the Digital World*

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Module/Week 5 6/29/15 – 7/5/15	**Mobile Computing** Readings: Information Management Manual, Chapter Six Graded Discussion Four: *Examining the Insourcing and Outsourcing of Professional Informational Technology Services of Public/Non-Profit Organizations*
Module/Week 6 7/6/15 – 7/12/15	**Project Management** Readings: Information Management Manual, Chapter Seven Graded Discussion Five: *Open Government and the Freedom of Information Act (FOIA)* **Assignment: Analysis of Information Management Relating to Higher Education due 7/12/15 by midnight**
Module/Week 7 7/13/15 – 7/19/15	**Human Resource Considerations and Technology Lifecycle Management** Readings: Information Management Manual, Chapter Eight **Assignment: Short Essays due 7/19/15 at midnight**
Module/Week 8 7/20/15 – 7/24/15	**Course Wrap-up**

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Valdosta State University Curriculum Form
- **Request for a NEW COURSE**

		Date of Submission:	06/21/2019

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

College:	College of Humanities and Social Sciences	**Dept. Initiating Request:**	Political Science
Requestor's Name:	Joseph Robbins	**Requestor's Role:**	Department Head

Proposed NEW Course Prefix: (Consult abbreviations in the catalog)	POLS	**NEW Course Number:** (Consult #s in the catalog)	4865

Proposed NEW Course Title:	Nonprofit Management

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

Prerequisite(s):	None

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

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

An examination of the scope, dimensions, and roles of nonprofit organizations, particularly those designated by the IRS as 501(c)(3), in order to understand their distinctive characteristics and functions. Students will explore how the nonprofit sector serves a vital role in society by addressing needs that neither business nor government are prepared to fulfill.

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	2020	*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 –

We have regularly offered many special topics classes for our ORGL students with the POLS 4860 designation. Nonprofit Management is one example and has been run as a 4860 course previously. This course creation simply assigns a specific, permanent catalog number for an existing 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 –

We will evaluate this course as part of our regular assessment process. We will evaluate learning outcomes through course assessments and compare this with programmatic objectives.

** 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	Joseph Robbins	Joseph R	9/12/19
College/Division Executive Committee	James T. LaPlot	T. LPt	10-29-19
Dean/Director	James T. LaPlot	T. LPt	10-29-19
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

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

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Syllabus for POLS 4865 Nonprofit Management IC1
Fall 2019   August 19 – October 10
Dr. Patricia M. Hinton

Unlike traditional for-profit leaders, nonprofit leaders are challenged on two fronts: serving the MISSION and STAYING AFLOAT at the same time. Despite the many challenges and changes, nonprofit leaders know one thing - they are doing **work that matters.** There are exciting new trends in philanthropy and charitable work. For instance, in the past nonprofit purists have turned up their noses at adopting business strategies. Today, nonprofits are skillfully blending social value and business acumen. This spirit of innovation has brought a new meaning, new energy, new perspective and renewed hope to doing "good works."

You and I will have an exciting ride this term as we navigate the ups and downs of the changing nonprofit world.

This syllabus is available in BlazeView and may be updated. It is not a legal contract and course content is subject to revision.

INSTRUCTOR CONTACT:
- Online Office Hours: I am online most weekdays and check for messages daily. If you want to schedule an online meeting, just let me know.
- Telephone: Cell 850-673-9474; 850-948-4189 Home.
- E-mail address: I prefer communication through BlazeView and generally respond within 24 hours. In an emergency, you may contact me at pmhinton@valdosta.edu.

COURSE INFORMATION POLS 4865 Special Topics in POLS, Non Profit Management (3 credit hrs).

Required Text MUST HAVE!

Nonprofit Management: Principles and Practice (5th Edition), Michael J. Worth (2019). SAGE Publications. ISBN: ISBN-13: 978-1506396866 Paperback.
You can go through the VSU Bookstore or use the Follett Discover link at the top of the BlazeView homepage. You can also shop various websites for best prices.
Cost varies < $20 - $100. Also, check used paperbacks and ebook pdfs and rentals.
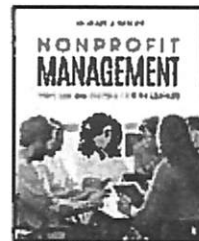
Purpose

This introductory course is designed to provide knowledge, theory, and skills in the administrative/management aspects of nonprofit organizations.

Description

The nonprofit sector serves a vital role in society by addressing needs that neither business nor government are prepared to fulfill. Over the past decade, this sector has grown in size, sophistication, impact, and influence. Therefore, the management of nonprofit organizations has become an increasingly important field of study

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given the importance and role of nonprofit organizations in our society. The course presents a broad overview of the nonprofit sector, primarily in the United States, and is an introductory course for students interested in learning about nonprofit organizations and management practices specific to nonprofits. The course examines the scope, dimensions, and roles of nonprofit organizations, particularly those designated by the IRS as 501(c)(3), in order to understand their distinctive characteristics and functions in society.

Through a combination of readings, individual research, case analysis, writings, and discussions, students gain an understanding of the challenges and opportunities of nonprofit management, as well as functions within nonprofit organizations that work together to deliver value to individuals and society.

Objectives

Achievement of the following learning outcomes are expected for successful completion of the course. *Course outcomes also lead to achievement of objectives of the Organizational Leadership B.S. degree and Valdosta State University core curriculum noted in parentheses.*

- Objective 1: Students will demonstrate an understanding of the role and significance of nonprofit organizations in civil society.
  (ORGL degree outcomes 1- 4: VSU Core Curriculum objectives 1, 3, 6, 7, 8, 9, 10)
- Objective 2: Students will demonstrate knowledge of history, theories, trends, functions and ethical standards of the nonprofit sector.
  (ORGL degree outcomes 1- 4: VSU Core Curriculum objectives 1, 3, 5, 6, 7, 8, 9, 10)
- Objective 3: Students will demonstrate critical thinking, effective communication and application of practical knowledge and skills for successful practice in the nonprofit sector.
  (ORGL degree outcomes 1- 4: VSU Core Curriculum objectives 1, 3, 5, 6, 7, 8, 9, 10)
- Objective 4: Students will experience and explore educational and personal career goals by examining and/or creating a nonprofit or nongovernmental organization.
  (ORGL degree outcomes 1- 4: VSU Core Curriculum objectives 1, 3, 4, 5, 6, 7, 8, 9, 10)

Weekly Materials

The following are provided for students in each week's module:

- Instructor Notes – My commentary on the topics being covered during the week and a summary of action items.
- Chapter PowerPoints – First, read the text! Chapter PowerPoints highlight the major elements from the text and serve as study guides.
- Videos & Multimedia, such as videos or articles – All are embedded in the course. Each week a couple brief videos are required; the remainder are optional sources.
- Extras – detailed notes on particular topics, such as Form 990s from the IRS.

Assignments and Grading

The course is graded using the standard A, B, C, D, F scale. Assignments are explained in detail in the learning modules. Assignments and their values are:

Assignments	Course Objective(s)	Points	% of Grade
Discussions - 5 @ 10 pts each	Objectives 1, 2, 3	50	36%
Quizzes 7 @ 10 pts each	Objectives 1, 2, 3, 4	70	50%
NP I Admire Project		20	14%
Total		140	100%

Criteria/Grading Rubrics

Student work is graded using specific criteria for assignments. Criteria for all written work include content, analysis, and presentation. Analysis is generally given the greatest weight.

- Content: Meaningful, relevant to the topic
- Analysis: Ability to apply and explain course content.

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- Written Communication: Logical, objective, error-free, properly cited. Senior level writing.

ASSIGNMENT DESCRIPTIONS   (FURTHER DETAILS ARE IN COURSE CONTENT.)

Discussions 5@10 pts – 36% of final grade

Generally due Sunday nights, midnight. There are four (4) discussions valued at 10 points each. Students will write two (2) to five (5) meaningful paragraphs on a given topic. All discussions require: Proper in-text citations and a list of sources at the end of discussion (APA, MLA or ASPA style). You must provide a substantive response to at least one classmate (not merely, "I agree" or "good post").

Note: **Work is graded on the student's ability to provide supporting evidence for his/her position or recommendations** (i.e., ability to integrate concepts, theories, models, and best practices related to nonprofit management). Acknowledge when you are making assumptions or predictions.

Students will first post their comments, then they may view other submissions. **UNAUTHORIZED EDITING IN GRADED DISCUSSIONS MAY RESULT IN 0 FOR THE DISCUSSION.** Do NOT enter a graded discussion with a letter, a period or phrase, then post your initial response to the discussion topic later. Do NOT add to your initial post or make substantive changes. If after posting, you discover you've overlooked references or have minor writing errors, you may correct them, but do so before the deadline and advise the instructor. Edit histories of all posts are available to instructors.

Quizzes 7 @ 10 pts – 50% of final grade

Generally due Saturday nights, midnight. Each quiz contains twenty (20) multiple-choice or T/F questions of assigned readings and required videos. Quizzes are timed and you are allowed one attempt. You may use open textbook or notes. An extra quiz on CH 16 (10 questions @ 1 pt. each) is available for those who wish to replace the lowest score of weekly quizzes with this one.

Nonprofit I Admire - 20 points – 14% of final grade

Students will create a PowerPoint presentation introducing and analyzing a nonprofit organization in which they have a strong interest or involvement. The organization must be local or regional – or a local chapter of a national/international organization. Specific instructions and grading criteria are provided in course content.

Estimated 15-18 slides. **Most important is how well you research and organize the material.** Screenshots and other graphics are welcome. You will select and identify your choice in advance (via a discussion forum). Selection is on a first come, first reserved basis.

ALERT! Highest scores go to those who make direct contact with the nonprofit, either in a telephone, email or in-person interview or visit. Communicate with someone in a decision-making position (senior level administrator, case worker, coordinator). Do not interview recipients of services. As expected of VSU students - be respectful, professional and appreciative.

ISSUES RELATED TO ASSIGNMENTS

References/Citations: Properly citing and referencing sources are expected in all written work. You may use APSA, APA or MLA styles. Links to APSA, APA and MLA citation styles are embedded in Content under Nonprofit Management Resources. Caution: URLs alone are insufficient citations. eBooks – If you are using Kindle or another device to view an ebook of the Worth text, pagination may be a problem for citations in your written work. There are remedies explained online. In the meantime, identify the chapter/subheading. For instance, Ch 5, Sec 8 or Ch 5, and the title of the subheading.

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Credible sources: There are hundreds of online videos and websites about nonprofits and nonprofit management. You are welcome to use them, but FIRST use materials in the course or which I recommend. If you venture online, carefully review the source or parent company. A blog post from someone down the street hardly compares to resources from reputable organizations. As you've probably discovered, just because something appears in print or on the Internet does not guarantee its credibility. Although you may use Wikipedia as a starting point to research a topic or person, NEVER use it as a final source of information.

Originality Reports: Turnitin Similarity is enabled for student submissions.

Make-Up Work: Make up work or alternative assignments will be determined at the sole discretion of the professor. Prior approval is required for late submissions. The last day for accepting late work is noted in the weekly schedule. Expect deductions for late work. IF FOR ANY REASON YOU CANNOT MEET A DEADLINE, LET ME KNOW BY EMAIL OR TEXT MESSAGE. I'm reasonable as long as a student keeps me informed.

TECHNICAL INFORMATION

This course uses Desire2Learn as a course management system. Check that your Internet browser works well with D2L by using the Browser checker under the *Support* tab on the BlazeView homepage (top right navigation bar). Also, review the technology information provided in the Orientation section. Online students must be familiar with all features of D2L. Technology issues are not an excuse for failing to submit or complete assignments, so plan ahead. Considerations will be allowed when there are system-wide issues that affect the entire class. If your laptop or personal computer isn't working – get it fixed or use another source. Let me know if you are having computer issues.

Tech Help: If you have technical questions, you can access the D2L Help Center from the BlazeView homepage under *Support* at the top or in the *Support Resources* section on the left. Contact the VSU Center for eLearning at osst@valdosta.edu for technical help or issues special to online learning.
- D2L Help Center https://d2lhelp.view.usg.edu available 24/7.
- CALL TOLL FREE 1-855-772-0423 to speak with an agent.

RESOURCES

Academic Calendar: The following are important dates for this eight-week online session.

Event	Fall Semester 2019 Short Session I
Classes Begin/End	August 19 – October 10
Attendance Verification	NLT August 25 (respond to email)
Drop/Add Deadline	August 22
Last Day to Withdraw with W	September 13
Holidays/Breaks	Labor Day – Sept 2

Written Communication

You will write frequently in this class. You must write professionally, as is expected of upper level students. Please use spellcheck, proper grammar and complete sentences. Frequent abbreviations and acronyms from text messaging are NOT acceptable. **Do not let sloppy writing hinder delivery of your message.** Take the time

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to compose posts and assignments, re-read and edit. If a narrative has more than a few writing errors, the work will be returned (time permitting) for revision prior to grading. Expect deductions for persistently poor writing.

- **ThinkingStorm Online Tutoring:** Embedded in each BlazeView course. Look under the Resources for 24/7 free help.
- **VSU Writing Assistance:** The VSU Student Success Center offers students **free peer tutoring** in core curriculum courses, including writing. Online students can request assistance by telephone - 229-333-7570 - or by completing a form at https://www.valdosta.edu/academics/student-success-center/forms/contact-us.php. Tutors can review your written work and offer suggestions via email or by telephone. You may also visit the campus office. Visit www.valdosta.edu/ssc for more information.
- **Online Writing Self-Help:** Look for FREE Grammar, Punctuation and editor checkers on the web.

VSU Student Resources http://www.valdosta.edu/academics/online-programs/tips-and-resources/vsu-student-resources.php. There are many resources available for online students, nontraditional students and anyone needing academic help. You have to make the first move, so do not hesitate to email or telephone for assistance.

Library Resources: Extensive library resources are available via Galileo, the online repository of hundreds of online sources. Use the Library link embedded within each BlazeView course.

ACADEMIC POLICIES

- **Title IX Statement:** Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, titleix@valosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.
- **Access Statement:** Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. Contact information for the Access Office: phone 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office online at https://www.valdosta.edu/student/disability/ or on campus in Farber Hall. Or, email access@valdosta.edu. Also, please discuss any disability issues with the instructor immediately.
- **Incomplete Policy:** Students must file a request to be considered for an Incomplete Grade. The grade of incomplete or "I" will only be assigned in cases in which students who, for nonacademic reasons beyond his/her control, cannot fulfill the full requirements of the course. Students must initiate the process by first receiving permission from the instructor, have a passing grade at the time and have completed most course assignments. An "I" will be removed once the student completes the work to the satisfaction of the instructor. See the VSU policy at http://www.valdosta.edu/academic/RequestforIncomplete.shtml.
- **Grade Appeals:** Grade appeals must be made within thirty days after a grade is posted. Students initiate the process by completing the Student Grade Appeal Form located at https://www.valdosta.edu/academics/academic-affairs/grade-appeals.php.
- **Academic Honesty and/or Misconduct:** Academic misconduct may be defined as plagiarism, cheating on examinations, unauthorized collaboration, falsification, or multiple submissions. All assignments must be the original work of the student. For VSU's policies - http://www.valdosta.edu/academics/academic-affairs/academic-honesty-policies-and-procedures.php.

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- **Attendance:** You must login by the published participation date. You must also respond to an email sent by the instructor by the requested deadline. Access the course at least three times per week and participate in discussions, assignments and other activities assigned by the professor.
- **Email:** Students should contact me through BlazeView using the Mail or Classlist feature. VSU policy mandates that all official communication by email take place through university email accounts or through the online course Mail tool. I will not respond to emails from personal email accounts, such as Gmail or Yahoo.
- **SOIs:** Student evaluations are extremely important! Students can access SOI (Student Opinion of Instruction) surveys by opening the Resources tab in the top navigation bar of each course and selecting SOI. At the end of the term, all students will be expected to complete an online 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. We instructors count on your feedback to improve course content and our instruction.

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SCHEDULE OF ACTIVITIES: The course is divided into eight (8) week segments. Each week begins Monday and ends the following Sunday. Week eight is short. All assignments are due by midnight EST of the day/date noted. The schedule may be changed at the professor's discretion.

PERIOD	TOPICS & COURSE MATERIALS	ASSIGNMENTS & DEADLINES

WEEK 1
Aug 19-25
 	
8/22
Drop/Add
deadline
	Introduction & Course Overview
	● **Instructor Notes**
	● **CH 2, Overview of the Nonprofit Sector**
	● **CH 3, Theories of NP Sector & NP Organizations**
	● **Videos & Multimedia**
	   o <u>The Difference Between For-Profit and Nonprofit Organizations, Clearly Explained</u> (3:24)
	   o Dr. Lester M. Salamon, <u>Part I: https://www.youtube.com/watch?v=tYqDgNaQhXM</u> REQUIRED (7:31)
		Intro items by Sunday
		● **Respond to instructor email** – Attendance verification.
		● **Hello, I am….** By Sunday
		
		WK 1 Quiz CH 2, 3 due Sunday, midnight. 10 pts
		
		Heads Up for next week!
		<u>Selections by 9/1 for Nonprofit I Admire presentation.</u>

WEEK 2
Aug 26-Sep 1
	● **Instructor Notes**
	● **CH 4, Nonprofit Governing Boards**
	● **CH 5, Executive Leadership**
	● **Videos & Multimedia**
	   o <u>Modern Nonprofit Board Governance--Passion Is Not Enough.</u> Ted Talk, Chris Grundner, (13:40)
	   o <u>Frances Hesselbein Definition of Leadership,</u> former CEO of Girl Scouts of America (2:50)
		WK 2 Quiz CH 4, 5 due Saturday midnight. 10 pts
		
		WK 2 Discussion Case 5.1 Millard Fuller and Habitat for Humanity: due Sunday midnight. 10 pts.
		
		<u>Selections by 9/1 for Nonprofit I Admire presentation.</u> due Sunday

WEEK 3
Sep 2 – 8
 	
9/2 Labor
Day
	● **Instructor Notes**
	● **CH 6, Accountability and Performance**
	● **CH 7, Strategy, Capacity, Risks**
	● **Videos & Multimedia**
	   o <u>How to Think About and Measure Nonprofit Impact</u> (5:43)
	   o <u>Captains, Ships, and Strategic Planning by Civicus Consulting Group.</u> (2:26)
		WK 3 Quiz CH 6, 7 due Saturday midnight. 10 pts
		
		WK 3 Discussion Case 6.1 Wounded Warrior due Sunday midnight. 10 pts

WEEK 4
Sep 9-15
 	
9/13
Withdrawal
deadline
	● **Instructor Notes**
	● **CH 8, Collaborations, Partnerships, Mergers**
	● **CH 9, Staff & Service Volunteers**
	● **Videos & Multimedia**
	   o <u>Ann Arbor Area Community Foundation: Connections: Public, Private, and Nonprofit Partnerships</u> (9:35)
	   o <u>Day at Work: Nonprofit Professional.</u> (2:44)
	   o <u>Sheryl WuDunn: Helping Others is Good for You</u> (6:25)
		WK 4 Quiz CH 8, 9 due Saturday midnight. 10 pts
		
		WK 4 Discussion Case 8.1 N Street Village & Miriam's House Merger due Sunday midnight. 10 pts.

WEEK 5 Sept 16-22	● **Instructor Notes** ● **CH 10, Marketing & Communications** ● **CH 11, Advocacy & Lobbying** ● **Videos & Multimedia** o <u>Follow the Frog Campaign</u> (3:10)	**WK 5 Quiz CH 10, 11** due Saturday midnight. 10 pts **WK 5 Discussion** Organization C and Lobbying due Sunday midnight. 10 pts

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	o Nonprofit Marketing: Strategic and Effective Marketing Communications (3:19) Cuts off at the end, but worth the view. o Am I Lobbying or Advocating? (3:08)	

WEEK 6
Sept 23-29
	• **Instructor Notes**
	• **CH 12, Financial Management**
	• **CH 13, Philanthropic Fundraising**
	• **Videos & Multimedia**
	  o Nonprofit finances in short clips
	    o What is Accounting? (5:10)
	    o What is Fund Accounting? (4:05)
	    o What are Nonprofit Financial Statements? (3:29)
	  o Nicholas Kristof: Want to Make a Difference? Tell a Compelling Story. (4:06)
	  o OPTIONAL Article: Five Tips to Better Manage Nonprofit Finances. *Forbes Magazine.* Current and relevant.
		WK 6 Quiz CH 12, 13 due Saturday midnight. 10 pts
		
		WK 6 Discussion Case 13.1b Ethics and the Art Gallery due Sunday midnight. 10 points.

WEEK 7
Sept 30 –
Oct 6
	• **Instructor Notes**
	• **CH 14, Social Enterprise & Earned Income**
	• **CH 15, Government Grants & Contracts**
	• **Videos & Multimedia**
	  o Venture Philanthropy (7:21)
	  o Non Profit Grants 101 (25:26)
		WK 7 Quiz CH 14, 15 due Saturday midnight. 10 pts

WEEK 8 Oct 7-10 Last class day, Oct 10	• **Instructor Notes** • **Make-up work is due NLT Oct 10, midnight, EST (Prior approval required.)** • **Extra Quiz CH 16 is available through Oct 10.** • **Complete Student Opinion of Instruction (SOI).**	**NP I Admire due Oct 9, midnight:** Comments (optional) by Oct 10. **Make-up work by Oct 10** **Extra Quiz CH 16 by Oct 10**

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Valdosta State University Curriculum Form
- **Request for a NEW COURSE**

Date of Submission:	06/21/2019

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

College:	College of Humanities and Social Sciences	**Dept. Initiating Request:**	Political Science
Requestor's Name:	Joseph Robbins	**Requestor's Role:**	Department Head

Proposed NEW Course Prefix: *(Consult abbreviations in the catalog)*	POLS	**NEW Course Number:** *(Consult #s in the catalog)*	4866

Proposed NEW Course Title:	Project Management
NEW Course Title Abbreviation: *(Limit to 30 character spaces)*	Project Management
Prerequisite(s):	None

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 an overview of project management with a focus on public sector projects. Students will learn about project lifecycles including planning, executing, tracking, delivering, and project closure. Students will create their own project plans, engage in topical discussions each week, work on group project presentation, and write an analysis paper.

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	2020	*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 –

We have regularly offered many special topics classes for our ORGL students with the POLS 4860 designation. Project Management is one example and has been run as a 4860 course previously. This course creation simply assigns a specific, permanent catalog number for an existing 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 –

We will evaluate this course as part of our regular assessment process. We will evaluate learning outcomes through course assessments and compare this with programmatic objectives.

** 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	Joseph Robbins	Joseph Robbins	9/12/19
College/Division Executive Committee	James T. LaPlant	J. T. LaPlant	10-29-19
Dean/Director	James T. LaPlant	J. T. LaPlant	10-29-19
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

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

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Valdosta State University
College of Arts & Sciences
Political Science Department
POLS 4866 – IA1 Project Management for PA
Fall 2016 Syllabus
Mark A. Holtzclaw, M.S.W, M.P.A
Work: (614) 670-1704
Virtual Office Hours (M,W,TH,F, 6pm to 8pm)
E-mail: maholtzclaw@valdosta.edu
http://www.valdosta.edu/orgl/
Course Description: (3 hours credit)

This is a guided course on the fundamentals of project management FOR Public Administration, a growing specialization in a variety of fields both academic and professional.

Valdosta State University complies fully with the requirements of the Americans with Disabilities Act (ADA). If you believe that you are covered under this act, and if you have need for special arrangements to allow you to meet the requirements of this course, please contact the personnel at the VSU Access Office for Students with Disabilities. Also, please discuss this with the instructor (via e-mail) at the time of the first class. You may contact the office at www.valdosta.edu/access/ or at 229-245-2498 (voice) or 229-219-1348 (tty).

Detailed Course Description:
The purpose of this course is to provide an overview of project management and the many applications with focus on public sector projects. Students will learn about project lifecycles including planning, execution, tracking, delivery, and post project closure. Students will create their own project plans, engage in topical discussions each week, work on group project presentation, and close with an analysis paper evaluating and reviewing a project. Topics will include:

- An Overview of Project Management
- The Role of the Project Manager
- Planning the Project
- Developing a Mission, Vision, Goals, and Objectives for the Project
- Creating the Project Risk Plan
- Using the Work Breakdown Structure to Plan a Project
- Scheduling Project Work
- Producing a Workable Schedule
- Project Control and Evaluation
- The Change Control Process
- Project Control Using Earned Value Analysis
- Managing the Project Team
- The Project Manager as Leader
- How to Make Project Management Work in Your Organization

Upon the end of this course, students will have an understanding of best practices in project management and the potential applications in academic and professional settings.

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Course Outcomes: Upon completion of this course students will:
- Develop and complete a group presentation project on a project management topic
- Meet expectations for project, group, and discussion deadlines
- Complete a final analysis paper concerning a project
- Complete four short topic papers
- Ensure academic quality citation and format standards are met

Course Text

Fundamentals of Project Management 4th Edition, Joseph Heagney (Note: This book is available at the college bookstore, or order through book vendors, or as a Kindle eBook at Amazon for low cost. For those who do not have a Kindle, the free Kindle app for PC, iPAD, or Mac will work as well).

General Policies

Incomplete Policy: An incomplete grade (grade I) will only be assigned in cases where the student had a lengthy illness or an unexpected obligation such as extended military service or jury duty. The grade of I will not be assigned because the student is not satisfied with a low grade. It will only be assigned in cases where the student could not complete a substantial part of the course work due to factors beyond the student's control.

Academic Misconduct: Plagiarism is prohibited, and may result in a failing grade for the assignment or for the course, and in extreme cases suspension or dismissal from the program. All assignments must be the original work of the student. If any items are submitted that are not the original work of the student, a failing grade for the assignment and the course will be given.

Course Requirements

Team Project: The class will be divided into project teams at the end of week one. Each team will pick a project management topic from among the project management topical areas and be directed to develop a detailed power point presentation to present to the class at near end of term. Feedback from team members will be reviewed by the instructor as part of the grading of the course. Details of this project will emerge as the team agrees upon division of labor, schedule, and deliverables/milestones.

Project Analysis Paper: This will be a final analysis paper focused on a specific project that the student has chosen for their subject.

Discussions: Project management topical discussions will be conducted each week to engage students.

Assignments: Students will be assigned four exercises throughout the course to demonstrate their integration of knowledge from review of project management topics, such as scheduling, project charters and plans.

Evaluation/Grading Policies
Discussion Topics: 20%
Group Proposal/Presentation: 30%
4 Short Assignments: 20%
Final Project Analysis Paper: 30%
Total: 100.00%

Virtual Office Hours
I am generally available for online or phone course consults from 6pm to 8pm on Mon, Wed, Thur, and Friday, but can also make accommodations for other days and times to meet your scheduling needs.

Reading Assignments and Class Outline: August 15 – Oct 6

Week 1: (Aug 15-21) An Overview of Project Management and the Role of Project Manager
Chapter One and Two – Text
2 Discussion Questions with responses due by Aug 22, noon.
Week 2: (Aug 22-28) Planning the Project and Mission, Vision, Goals, Objectives
Chapter Three and Four - Text
Team Assignments for Presentation Project
Individual Assignment 1 – Final Analysis Project Paper proposal due Aug 29, noon.
2 Discussion Questions due Aug 29, noon.
Week 3: (Aug 29 – Sept 4) Project Risk Plan and Work Breakdown Structure
Chapters Five and Six - Text
Group Assignment – Group Project Presentation Proposal due Sept 6, noon.
Individual Assignment 2 – Write your Mission statement and Vision Statement Sept 6, noon.
2 Discussion Questions due Sept 6, noon (Note: Sept 5th is a Holiday).
Week 4: (Sept 6-11) Scheduling Project Work and Producing a Workable Schedule
Chapters Seven and Eight – Text
2 Discussion Questions due Sept 12, noon.
Week 5: (Sept 12-18) Project Control, Evaluation, and the Change Control Process
Chapters Nine and Ten - Text
Individual Assignment 3 – Write a Project Plan due Sept 19, noon.
2 Discussion Questions due Sept 19, noon.
Week 6: (Sept 19-25) Project Control Using Earned Value Analysis and Managing the Project Team
Chapters Eleven and Twelve – Text
Individual Assignment 4 – Write a Project Manager Position Description due Sept 26, noon.
2 Discussion Questions due Sept 26, noon.
Week 7: (Sept 26 - Oct 2) The Project Manager as Leader and How to Make Project Management Work in Your Organization
Chapters Thirteen and Fourteen - Text
Group Presentations due Oct 3 noon.
2 Discussion Questions due Oct 3, noon.
Week 8: (Oct 3-6) Final Class Week
Final Project Analysis Paper Due on Tuesday, Oct 6, noon.
No Discussion Questions this Week
There is No Final Exam

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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.

	Valdosta State University Curriculum Form • Request for a NEW COURSE	Date of Submission:	06/21/2019

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

College:	College of Humanities and Social Sciences	Dept. Initiating Request:	Political Science
Requestor's Name:	Joseph Robbins	**Requestor's Role:**	Department Head

Proposed NEW Course Prefix: *(Consult abbreviations in the catalog)*	POLS	NEW Course Number: *(Consult #s in the catalog)*	4867
Proposed NEW Course Title:	Public Relations for Public Administration		
NEW Course Title Abbreviation: *(Limit to 30 character spaces)*	Public Relations for PADM		
Prerequisite(s):	None		

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.)*

Explores the importance of communication between government and its constituents, which promotes the democratic process. Topics include the role of public information as a communication strategy; the impact of today's technology on public information; crisis and emergency communications; and ethical, legal and political aspects of public communication.

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	2020	*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 –

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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):

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

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Valdosta State University – NEW COURSE Form
- **Request for a NEW COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Joseph Robbins	Joseph R	9/12/19
College/Division Executive Committee	James T. LaPlant	J. T. LaPlant	10-29-19
Dean/Director	James T. LaPlant	J. T. LaPlant	10-29-19
Graduate Executive Committee *(for graduate course)*			
Graduate Dean *(for graduate course)*			
Academic Committee			

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

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Valdosta State University
Political Science Department
POLS 4867 50E Special Topics in Public Administration
Public Relations for Public Administration CRN 22615
Spring 2016 Syllabus
Session I January 11, 2016 – March 2, 2016 (GoVIEW online)

GENERAL INFORMATION

Contact
- Professor: Dr. Patricia M. Hinton
- E-mail: GoVIEW course email is preferred. In an emergency, please use pmhinton@valdosta.edu
- Telephone: 850.673.9474
- Online Office Hours: I will be online daily during the week and at various times over the weekend. Responses are usually within 24 hours. If you need to set up an online chat, let me know your best times.

Course Description (3 hours credit): An overview of public relations, particularly from the perspective of the public or government sectors. Many principles are also applicable to the private sector. The course explores the importance of communication between an organization and its constituents, especially in government where public relations enables government to connect with citizens and in so doing promotes the democratic process. Topics include the role of public information as a communication strategy; effective media relations; the impact of today's technology on public information; crisis and emergency communications; public information campaigns; and ethical, legal and political aspects of public communication.

Course Site: This online course is hosted by the University System of Georgia at https://go.view.usg.edu/. The learning platform is Desire2Learn (D2L).

Required Items:
1. Access to the Internet and GoVIEW.
2. Microsoft Word. (Please use Word or convert your narrative into a PDF to assure that I can open your submissions.)

Required Text: YOU MUST HAVE THIS TEXTBOOK
***The Practice of Government Public Relations.* 2012.** Editors – Mordecai Lee, Grant Neeley, Kendra Stewart. CRC Press (271 pages). Print ISBN 978-1-4398-3465-7; eBook ISBN 978-1-4398-3466-4. A new hardcover is about $50; used about $46 +/-; Kindle edition about $25 - 50.

eMajor Information:
- Website: https://emajor.usg.edu/
- eMajor Helpline: Email emajor@westga.edu. Telephone: 678-839-6400 or 1-855-9EMAJOR (1-855-936-2567).
- The eMajor Student Guide is included in Course Content under Academic Policies or at https://emajor.usg.edu/student_guide.pdf.

GoVIEW and D2L Technology:
Students are expected to be familiar with all features of D2L. If you have problems with GoVIEW or D2L use the SUPPORT tab on your GoVIEW homepage or use the contact information below:

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D2L Help Center (24/7 availability):
- https://D2LHelp.view.usg.edu
- TOLL FREE 1-855-772-0423
  - TOLL FREE FOR HEARING IMPAIRED 1-800-892-4315
    - Appropriate adaptive technology (hardware) necessary to use this number.

EMajor Spring 2016 Calendar

Event	Spring Semester (Short Session I)
Registration Begins	November 1
Classes Begin/End	January 11 – March 2
Late Registration/ Add Period	January 11 - 13
Participation Deadline	January 15 by 12:00 noon (EST)
Drop	January 11 - 15
Course Withdrawals Begin	January 16
Midterm Exam Period	January 30 - February 3
Last Day to Withdraw with W Grade	February 5
Final Exam Period	March 4
Holidays/Breaks	January 18

*Please note that your affiliate campus registration dates may differ from eMajor registration drop/add dates

GENERAL POLICIES

- **eMajor Student Guide:** For questions about policies/procedures related to your eMajor through the University System of Georgia, consult the Guide available at https://emajor.usg.edu/student_guide.pdf. The handbook covers everything from admissions to withdrawals. You should also be familiar with specific policies of your university.
- **Access/ADA:** The University System of Georgia complies fully with the requirements of the Americans with Disabilities Act (ADA). If you believe that you are covered under this act, and if you have need for special arrangements necessary to meet the requirements of this course, please contact the personnel at your university's disabilities office. Also, please discuss this with the instructor (via e-mail) at the time of the first class. If you cannot contact your home institution's disability office, contact the eMajor Student Success Manager by calling 678-839-6400 and/or send an email to the Student Success

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manager at srowland@westga.edu. For VSU, contact www.valdosta.edu/access/ or telephone 229-245-2498 (voice); 229-219-1348 (TTY).

- **Incomplete Grade Policy:** Students must **file a request** to be considered for an Incomplete or "I" grade. Students who, for nonacademic reasons beyond his/her control, cannot fulfill the full requirements of the course may receive an Incomplete. Students must initiate the process by first receiving permission from the instructor, have a passing grade at the time and have completed most course assignments. An "I" will be removed once the student completes the work to the satisfaction of the instructor. See the policy at https://emajor.usg.edu/student_guide.pdf (page 36). Consult your university's specific policies. For VSU: http://www.valdosta.edu/academic/RequestforIncomplete.shtml.

- **Academic Honesty and/or Misconduct:** Academic misconduct may be defined as: plagiarism, cheating on examinations, unauthorized collaboration, falsification, or multiple submissions. Plagiarism is prohibited, and may result in a failing grade for the assignment or for the course, and in extreme cases suspension or dismissal from the program. All assignments must be the original work of the student. Turn-It-In Originality scanning is used in this course. The USG policy regarding academic honesty may be found on at the following website: https://emajor.usg.edu/faculty/honesty/policy.php. Also consult your home university's website for specific policies/procedures.

- **Originality Reports:** Your submissions are scanned through a software that checks for text matches and originality. Originality Reports show a percentage: A lower percentage rating indicates that most of the content is original; a higher percentage rating indicates that much of the content matches content found in other sources and may require further investigation. For more on how it works: https://www.submit.ac.uk/static/resources/documentation/turnitin/sales/Answers_to_Questions_Students_Ask.pdf. Students often use the system to catch inadvertent plagiarism before the final submission of their work. When I doubt, cite your sources!

- **Attendance Policy: You will receive an email from the professor the first day of class. In order to be counted present, you must respond by the deadline provided in the email.** Online students are expected to access the course regularly and participate in discussions, assignments and other activities assigned by the professor.

- **Library Resources:** Extensive library resources are available via Galileo, the online repository of hundreds of online sources. A Library link is in the top navigation bar of each GoVIEW course or at http://www.galileo.usg.edu/ .

- **Grade Appeals:** Grade appeals must be made within thirty days after a grade is posted. Students initiate the process by completing the eMajor Student Grade Appeal Form located on the USG eMajor Website, (http://emajor.usg.edu/students/gradeappeal/).

- **Smarthinking Online Tutoring:** Available 24/7 for eMajors. A link to the service is available in the top navigation bar of each GoVIEW course.

- **Questions/Concerns:** If in doubt, ASK!

COURSE INFORMATION

- **Outcomes/Learning Objectives**
  Outcomes can be achieved by successful completion of this course. The course also develops several objectives of the Organizational Leadership major (https://ww2.valdosta.edu/catalog/1314/ugrad/documents/UG_097-130.pdf). These are noted in parentheses following each course learning objective. VSU core learning goals are also noted.

  1. **Demonstrate an understanding of the purposes of public relations in the public sector and its relationship to democratic principles.** (ORGL – 1, 2, 3, 4; VSU – A1, E.) Discussion 1
  2. **Demonstrate an understanding of the relationship between government and media.** (ORGL – 1, 2, 3, 4; VSU – A1, B, C.) Discussion 2

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3. **Demonstrate an understanding of e-government and the use of social media by government.** (ORGL – 1, 2, 3, 4; VSU – A1, B, C). Discussion 3 and Twitter assignment.
4. **Demonstrate an understanding of crafting effective public communications.** Discussion 4.
5. **Demonstrate critical thinking and problem-solving abilities in emergency communications planning.** (ORGL 1, 2, 3, 4; VSU – A1, B, C.) Discussion 5
6. **Demonstrate critical thinking and problem-solving abilities in ethics and government public relations.** (ORGL – 1, 2, 3, 4; VSU A1, B, C). Discussion 6.

- **"PUBLIC RELATIONS" can be used as a singular or plural noun.** Most of the time, I use it as a singular...For instance, public relations IS, not public relations ARE.
- **Written Communication.** You will write frequently in this class. Please use spellcheck, proper grammar and complete sentences. Frequent abbreviations and acronyms from text messaging are NOT acceptable. Here is the point: sloppy writing hinders others' ability to understand your message. Take time to compose your initial posts and assignments, re-read and edit, check spelling, etc. If a narrative has more than a few writing errors, the work will be returned (time permitting) for revision prior to grading. If you need writing assistance, consult the Smarthinking online tutoring services especially for eMajors embedded in the course. There are also student support services available on each USG college campus.
- **References/Citations:** Full citations are required for discussions and all other written work. Proper citation use is an important research skill and vital in avoiding issues with plagiarism. Citations must be in American Political Science Association (APSA) format as found in *The Political Science Student Writer's Manual,* 5th or 6th edition, by Gregory Scott and Stephen Garrison. There are also numerous online sources and guides for using APSA citation format, for instance http://www.apsanet.org/files/APSAStyleManual2006.pdf.   Another source is from the University of Texas at San Antonio: http://libguides.utsa.edu/content.php?pid=82436&sid=612339.
- **Participation Requirements:** This course requires that each student read/review the posted materials, participate in discussion threads, and complete various assignments. Details are posted in GoVIEW and may be modified by the professor.
- **Working Together:** Participants are encouraged to cooperate and share ideas, resources, and insights. Collaborations in work to be submitted must be approved by the instructor. Make certain the final product reflects your individual efforts, but help each other out. Learning, like almost everything, is more fun when it is a shared experience.
- **Learning Modules:** There are eight Modules, one for each week of the course, found in the course Content. Elements for each week may include the following:

  - Class Notes: Comments and observations by the professor for the Learning Module.
  - Readings/Materials: Readings may include text readings, journal articles, videos, webpages, online sources/links and other materials.
  - Discussion Questions: Students will respond to discussion questions related to the posted readings within the assigned time frame.
  - Assignments: Students will complete written assignments described below.

- **Class Communication:** Please use GoVIEW email for this course. The professor will check GoVIEW regularly to respond to concerns and questions. USG policy requires that all official communication be conducted through GoVIEW email accounts and not personal email accounts such as Gmail, AIM, Yahoo! Mail, Hotmail, or your Internet Service Provider account (like AT&T, cable company, etc.).
- **Late Submissions:** Plan ahead and submit work early in order to be better prepared for unexpected events such as Internet outages, computer crashes, illnesses, etc. Late submissions will be subject to point deductions or a "0." Students are expected to contact the instructor as soon as possible if work will be late.

- **Deadlines:** All times are Eastern Standard Time (EST).
- **Online Course Evaluations:** Student evaluations are extremely important in helping faculty members plan and revise their courses. Students can access SOI (Student Opinion of Instruction) forms via BANNER and complete them during the last few weeks of class. Please take the time to complete this important evaluation (or opt out of providing an evaluation) during the designated period. SOIs are in Banner under Answer a Survey.
- **Evaluation/Grading**
  Coursework is graded on a point/percentage scale with a possible cumulative total of 100 points or 100%. The grading scale is:

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

  Class activities have the following values.
  - Discussions   (6@10 points)   60 points or 60%
  - Social Media assignment   10 points or 10%
  - PR challenge paper   30 points or 30%

- **Discussion Threads** (60% of class grade.)
  Students should complete weekly discussions posted in GoVIEW. Written work must include citations as needed in APSA format and be professionally written.

  Discussion Expectations: Initial posts should answer the discussion question or take a position on the topic provided. Compose est. 250 words, with proper citations and be professionally written. Reference list is not included in word count. If you need to write more than 250 words to sufficiently answer the question, do so but within reason. **You must demonstrate knowledge of the reading material in relation to the discussion question.** Use examples - from the text, from headlines, from your own experience. Respond to at least one colleague in a substantive manner furthering the discussion or offering new insights. **"I agree" or "Good post" are not substantive responses.** Feel free to comment on additional posts.

  Discussions are graded based upon the following rubric.

A (9 - 10)	B (8 – 8.5)	C (7 – 7.5)	D (6 – 6.5)	F (below 6)
Response brings in multiple course materials (including sources), demonstrates ability to evaluate materials, shows insight, and replies to at least one other student's post substantively. Proper references/citations. Appropriate length. Timely and error-free.	Response brings in material from readings (including sources), and demonstrates knowledge of concepts in readings. Appropriate length. Proper references/citations. Timely and mostly error-free.	Response has questionable relation to readings. Adequate references/citations. Some errors.	Responses do not incorporate readings or do not relate to readings. Poor or no references, citations. Many errors.	No response or did not answer the question(s).

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- **Twitter Assignment – 10%**   https://twitter.com/vsuprforpa
  Instructions are included in the course materials. You will set up a Twitter account and "follow" me and this course.

- **PR challenge – 30%**
  Select ONE topic below and write an analytical essay:
  > A. Analyze a Government Crisis Response.
  > B. Develop a Public Information Mini-Campaign.
  > C. Analyze the ethical considerations of a provided case study.

  Format: Approximately 1,000 word, double-spaced, numbered pages. Title page and reference page separate. Details and expectations provided in Course Content.

  Rubric for PR Challenge essay:

A	B	C	D	F
Addresses topic thoroughly; demonstrates comprehensive knowledge of course materials; exhibits keen analytical skills and insight; shows exceptional research skills, includes necessary citations, is well organized and free of errors	Addresses topic very well; demonstrates good knowledge of course materials; solid analytics and some insight; shows good research skills; includes necessary citations, is well organized and has few errors	Addresses topic sufficiently; demonstrates some knowledge of course materials; exhibits some analytics; shows average research skills, includes some citations, average organization; some errors.	Minimally addresses topic; demonstrates little or no knowledge of concepts and course materials; exhibits limited if any analytical abilities; shows minimal research skills, citations incomplete or incorrect, poorly organized; numerous errors	No submission or did not address topic.

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POLS 4860 - Weekly Course Schedule

The schedule below represents the time line for the course and may be modified with additional and/or alternative readings and activities by the professor. Each week begins on Monday and ends Sunday at midnight. Changes will be posted in GoVIEW.

Dates and Topics	Activities

WEEK 1
Jan 11 - 17
 	
Why is PR important in Public Administration?
	• Go through the "Orientation – Start Here" & review the syllabus
	  o APSA Citation protocol
	    http://www.apsanet.org/files/APSAStyleManual2006.pdf.
	• Prof's Notes
	• Required Readings/Materials
	  1. Pages 1 – 28 in *The Practice of Government Public Relations*
	  2. PR Definitions.pdf
	  3. Should Government be Run Like a Business? Articles\Should Government Be Run Like a Business. 5 viewpts.pdf
	• Discussion 1 due January 17 midnight EST.
	• Introduce yourself in the Introduction forum
	• Use the *Questions?* Discussion forum for general inquiries or items not covered in the syllabus or the Overview.

WEEK 2
Jan 18 - 24
 	
Developing Effective Media Relations.
	• Prof's Notes
	• Required Readings/Materials
	  1. Pages 29-74 in *The Practice of Government Public Relations*
	  2. "Developing Media Relations." 1999. Research Exchange.
	    http://www.ncddr.org/products/researchexchange/v04n03/mrelations.html.
	  OPTIONAL:
	• "Non Profit Advice and Tips." 2011.
	  http://toolkit.prnewswire.com/nonprofit/tipsadvice.shtml. [How to write a press release, etc.]
	• Video - "Answering Questions from Media - public speaking media training presentation training." 2008.
	  http://www.youtube.com/watch?v=jmY7MxoTQ0q&feature=related. 2:22 min.
	• Discussion 2: Due January 24, midnight EST.

WEEK 3
Jan 25 - 31
 	
E-Government: The Internet, Social Media and Government Communications
 	
Setting up a Twitter account
Following Patricia M. Hinton@VSUPRforPA
Deadline: Jan 31
	• Review Prof's Notes
	• Required Readings/Materials
	  o In *The Practice of Government Public Relations* – Government Websites pp 51 – 73 and Web 2.0 pp 125-142.
	  o Center for Technology in Government. 2014. "A Working Definition of E-Government."
	    http://www.ctg.albany.edu/publications/reports/future_of_egov?chapter=2 [Check out the examples for best practices.]
	  OPTIONAL:
	  o Blumenthal, Mark. 2013. "Why Social Media Matters to Government."
	    http://www.nextgov.com/technology-news/2009/04/why-social-media-matters-for-government/43592/.
	  o Pew Research Center. 2014. "Social Media Fact Sheet."
	    http://www.pewinternet.org/fact-sheets/social-networking-fact-sheet/.

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	- ASSIGNMENT: Set up a Twitter Account and follow #VSUPRforPA - Instructions in GoVIEW - Discussion 3: Due January 31, midnight EST.
WEEK 4 **Feb 1-7** Public Information Campaigns To inform, persuade, modify behaviors PR Challenge Topics	- Prof's Notes - Required Readings - In *The Practice of Government PR,* pages 75 – 100. - Turney, Michael. 2013. "Knowing Your Audience's KFD is your basis for a Plan." http://www.nku.edu/~turney/prclass/readings/plan_kfd.html OPTIONAL: - National Governors Association. 2012. "Constituent Services." http://www.nga.org/files/live/sites/NGA/files/pdf/GOVOFFICEGUIDECONS TITUENT.PDF (about 10 pages of text) "Nonprofit community relations." http://www.nonprofit.pro/community_relationships.htm. - Discussion 4. Due February 7, midnight EST.
WEEK 5 **FEB 8 – 14** Crisis Communications: OMG situations.	- Prof's Notes - Required Readings/Materials - Pages 101-124 in *The Practice of Government Public Relations* OPTIONAL: - Forbes Magazine. 2015. "How to Handle a PR Crisis." http://www.forbes.com/sites/iese/2015/05/07/how-to-handle-a-pr-crisis/. - Video: "7 Easy Steps to Crisis Communications Planning." 2011. http://www.youtube.com/watch?v=wy2ve9wsLmY.3:61 min. - Video: Friedman, Karen. "Managing the Media during a Crisis." http://www.youtube.com/watch?v=3wmACOxVDDw. 2:02 min. - Video: Baron, Gerald. 2011. "Social Media & Crisis Communication: It's a Whole New Game." http://www.youtube.com/watch?v=MFt7NXDhcmE 6:37 min. - Video: Phillips, Brad. 2011. Crisis Communications: The Right Way to Apologize. https://www.youtube.com/watch?v=QeA7HSl-bdI 3:37 min. - Discussion 5. Due February 14, midnight EST.
WEEK 6 **Feb 15 - 21** Ethics and Government PR	- Prof's Notes - Required Readings/Materials - In *The Practice of Government PR,* Ethics pp 157-178 and Doing Right and Avoiding Wrong with the Law and Politicians pp 179-196. - VIDEO: Biola University. Ethics in Public Relations. (First 38-39 min only) https://www.youtube.com/watch?v=EB1MZj7BWrQ OPTIONAL: - Graner, Alan. 2013. "PR vs. Propaganda: What's the Difference?" http://www.dsprel.com/pr-vs-propaganda-whats-difference/ - VIDEO: Toxic Sludge is Good for You (5:40 min); https://www.youtube.com/watch?v=yaMh8KGfkTM&list=PL9242FED7D7A16 81B&index=1 VIEW PLAYLIST 1 VIDEO - Discussion 6. Due February 21, midnight EST.
WEEK 7 **Feb 22 – 28** PR Challenge post	- Prof's Notes - Post PR Challenge topic and thesis by February 28, midnight

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WEEK 8 **Feb 29 – Mar 2** Course Wrap Up PR challenge due	▪ Dropbox: PR Challenge paper, due Wednesday midnight EST, March 2 ▪ Complete SOI for this course Enjoy the break!

Valdosta State University Curriculum Form

• **Request for a NEW COURSE**

Date of Submission:	06/21/2019

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

College:	College of Humanities and Social Sciences	Dept. Initiating Request:	Political Science
Requestor's Name:	Joseph Robbins	Requestor's Role:	Department Head

Proposed NEW Course Prefix: (Consult abbreviations in the catalog)	POLS	NEW Course Number: (Consult #s in the catalog)	4868

Proposed NEW Course Title:	Website Administration and Strategy: Content Creation and Publishing
NEW Course Title Abbreviation: (Limit to 30 character spaces)	Website Administration
Prerequisite(s):	None

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.)*

Examines website content strategies used by leaders in business, government, education, nonprofits and other organizations. Students will apply these concepts and develop websites using open source content management 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	2020	*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 –

We have regularly offered many special topics classes for our ORGL students that have the POLS 4860. Website Administration for Public Administration is one example and has been run as a 4860 course previously. This course creation simply assigns a specific, permanent catalog number for an existing course.

** 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 –

We will evaluate this course as part of our regular assessment process. We will evaluate learning outcomes through course assessments and compare this with programmatic objectives.

** 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	Joseph Robbins	*Joseph R.*	9/12/19
College/Division Executive Committee	James T. LaPlant	*T. LaP*	10-29-19
Dean/Director	James T. LaPlant	*T. LaP*	10-29-19
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

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

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Syllabus: POLS 4868, E01
Website Administration and Strategy: Content Creation and Publishing

Valdosta State University
Fall 2014
Aug. 18 – Oct. 8

John R. Bennett
Phone: (912) 655-1637
Email: jobennett@valdosta.edu

Table of Contents

Course Description

The course (3 hours credit) will examine website content strategies used by leaders in business, government, education, nonprofits and other organizations. Students will apply these concepts and develop websites using open source content management systems.

Required Textbooks

Jones, Colleen. 2010. *Clout: The Art and Science of Influential Web Content.* 1st Ed. Berkeley: New Riders Press

ISBN-10: 0321733010 | ISBN-13: 978-0321733016

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Sabin-Wilson, Lisa. 2014. *WordPress for Dummies*. 6th Ed. Hoboken: John Wiley and Sons, Inc.

Americans with Disabilities Act

Valdosta State University complies fully with the requirements of the Americans with Disabilities Act (ADA). If you believe that you are covered under this act, and if you have need for special arrangements to allow you to meet the requirements of this course, please contact the personnel at the VSU Access Office for Students with Disabilities. Also, please discuss this with the instructor (via e-mail) at the time of the first class. You may contact the office at www.valdosta.edu/access/ or at 229-245-2498 (voice) or 229-219-1348 (tty).

Detailed Course Description

In this course, students will learn and use website content creation strategies and organize and publish information on the Internet using open source content management systems. While students will work mainly with the WordPress CMS, they will also be acquainted with Drupal and Joomla. This is not a computer science or programming class, but rather is geared toward leaders who will be tasked with making information management and technology decisions for their organizations. Major assignments for this course will require students to use content management systems to develop individual professional / academic portfolio websites and collectively manage a course website. Students will also develop a website manual and style guide for an organization.

Course Outcomes

Upon completion of this course students will:

- Demonstrate in-depth understanding of how the concepts of context, rhetoric and psychology can be applied to website content creation.
- Use best practices and principles, create content individual professional / academic portfolio websites
- Demonstrate understanding of website planning and publishing strategies
- Use open source content management system software to organize and publish individual professional / academic websites
- Demonstrate familiarity with current information technology issues confronting organization leaders.

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General Policies

Incomplete Policy: Students must file a request to be considered for an Incomplete Grade. See the Detailed Policy and Process on the VSU site at: http://www.valdosta.edu/academic/RequestforIncomplete.shtml. An incomplete grade (grade I) will only be assigned in cases in which the student had a lengthy illness or an unexpected obligation such as extended military service or jury duty. The grade of I will not be assigned because the student is not satisfied with a low grade. It will only be assigned in cases in which the student could not complete a substantial part of the course work due to factors beyond the student's control.

Academic Honesty and/or Misconduct

Plagiarism is prohibited, and may result in a failing grade for the assignment or for the course, and in extreme cases suspension or dismissal from the program. All assignments must be the original work of the student. If any items are submitted that are not the original work of the student, a failing grade for the assignment and the course will be given. Be sure to access and read all of the information linked from our class site and from these pages:

- Academic Honesty at VSU
  http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml

- The importance of Academic Honesty in a University Community
  http://www.valdosta.edu/academic/TheImportanceofAcademicHone styinaUniversityCommunity.shtml

- Academic Honesty Policies and Procedures at VSU
  http://www.valdosta.edu/academic/AcademicHonestyPoliciesandPr ocedures.shtml

Note: The links above are provided on our class Web site to make it easier for students to review the important information on Academic Honesty.

Course Requirements

Professional / Academic Websites

Using material covered in class, students will use a content management system and best practices for content creation to develop a website that showcases their professional and/or academic accomplishments. Development of the sites will occur continuously throughout the course.

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Discussion Threads

Students will respond to discussion questions related to the weekly readings or complete assignments designed for discussion threads. Responses will be considered for grading purposes only if they are posted within the specified time period. Further details of class discussions will be given in GoVIEW.

Evaluation/Grading Policies

- Professional/Academic Website: 40 percent
- Discussion Threads: 60 percent

Schedule and Topics

Module 1: Aug. 18-24
    Introduction to using WordPress as a content management system

Module 2: Aug. 25-31
    WordPress administration basics

Module 3: Sept. 1-7
    Using WordPress-hosted sites and WordPress self-hosted sites

Module 4: Sept. 8-14
    User roles and workflow

Module 5: Sept. 15-21
    Extending WordPress with plugins and themes

Module 6: Sept. 22-28
    Website planning and implementation

Module 7: Sept. 29-Oct. 5
    Advanced WordPress features, introduction to Drupal and Joomla

Module 8: Oct. 6-8
    Course wrap up

Course Communications

All correspondence about the course should be sent within the course email system in GoVIEW. If GoVIEW is inaccessible, students may contact the instructor via the institutional email address and phone number provided. All assignments must be submitted using the GoVIEW assignment tool and must be named following conventions provided by the instructor.

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Valdosta State University Curriculum Form • **Request for a NEW COURSE**			Date of Submission:	08/22/2019

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

College:	College of Education and Human Services	Dept. Initiating Request:	COEHS
Requestor's Name:	Natalie Kuhlmann	Requestor's Role:	Select One.

Proposed NEW Course Prefix: *(Consult abbreviations in the catalog)*	EDUC	NEW Course Number: *(Consult #s in the catalog)*	5998
Proposed NEW Course Title:	Professional Orientation		
NEW Course Title Abbreviation: *(Limit to 30 character spaces)*	Prof Orientation		
Prerequisite(s):	None		

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

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

Graded "Satisfactory" or "Unsatisfactory". Required non-credit course that must be successfully completed at entry to program. Students are required to provide evidence that all program entry requirements have been satisfactorily met. If an unsatisfactory grade is earned, the course must be repeated until a satisfactory grade is received.

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	2020	*Every Semester*

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

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

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

Students would take this course in the first semester of their program. The current EDUC 5999 course is structured for educator preparation candidates, but some programs need an orientation course that does not include educator requirements. This course would serve that need and reduce confusion that might occur if these two groups of students enrolled in the same course together.

** 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 **

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Valdosta State University – NEW COURSE Form

- **Request for a NEW COURSE**

Approvals:	Print:	Signature:	Date:
Department Head			
College/Division Executive Committee			
Dean/Director	Bernard Oliver	Bernard Oliver	10/8/19
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. daCruz	Becky K. daCruz	10/28/2019
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:	10/14/2019

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Curriculum, Leadership & Technology
Requestor's Name:	Dianne Dees	**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	2020

Degree/Program Name:	School Library Media: Certification Only
Current Catalog URL:	https://www.valdosta.edu/academics/graduate-school/our-programs/library-media-certification.php http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/curriculum-leadership-technology/certification-library-media/

Present Requirements:

One Official Transcript from each graduate institution where you have previously enrolled.
(Transcripts of coursework completed in-residence at VSU will be obtained by the Graduate School
- Submit an official transcript from each college or university where you have previously enrolled in a graduate program.
- Must hold a minimum of a master's or higher degree from a regionally accredited college/university.
- Must have a cumulative GPA of 2.75 or higher on a 4.0 scale for a graduate degree, calculated on all work attempted in which letter grades are awarded.

Proposed Requirements: *(hover over for instructions)*

One Official Transcript from each graduate institution where you have previously enrolled.
(Transcripts of coursework completed in-residence at VSU will be obtained by the Graduate School
- Submit an official transcript from each college or university where you have previously enrolled in a graduate program.
- Must hold a minimum of a master's or higher degree from a regionally accredited college/university.
- Must have a cumulative GPA of 2.75 or higher on a 4.0 scale for a graduate degree, calculated on all work attempted in which letter grades are awarded.

Minimum GPA requirements may also be met by the following: Applicants having a cumulative GPA of 2.5-2.74 on a 4.0 scale for an undergraduate or graduate degree from a regionally accredited institution must submit a Graduate Record Examination (GRE) or Miller Analogies Test (MAT) score. Recommended scores for admission are:
- GRE - Verbal score of 350 (for tests prior to July 2011) or 143 (for tests July 2011 or later)
- GRE - Quantitative score of 400 (for tests taken prior to July 2011) or 140 (for tests July 2011 or later)
- GRE - Analytical Writing score of 3.0
- MAT - 386

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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Comparison to other programs in University System, also allows same opportunity for Certification only applicants as offered to MEd Instructional Technology: School Library Media applicants

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 –

review of application packets for students who need this alternate admission option; program assessment results

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

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

Approvals:	Print:	Signature:	Date:
Department Head	*(signature)*	JAMES L. PATE	10/17/19
College/Division Executive Committee			
Dean/Director	Bernard Oliver	*(signature)*	10/15/19
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. da Cruz	*(signature)* Becky K. da Cruz	10/28/2019
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:	10/9/2019

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

College:	College of Education and Human Services	Dept. Initiating Request:	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	2020	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:	Proposed Requirements: *(hover over for instructions)*
Program Coordinator Dr. Lee Grimes Email: legrimes@valdosta.edu Phone: 229-245-6541 Admission Deadlines Summer Only Start Application Deadline is March 15 Admissions Requirements	Program Coordinator Dr. Lee Grimes Email: legrimes@valdosta.edu Phone: 229-245-6541 Admission Deadlines Summer Only Start Application Deadline is March 15 Admissions Requirements

REQUIRED DOCUMENTS	ADMISSION REQUIREMENTS	REQUIRED DOCUMENTS	ADMISSION REQUIREMENTS
Online Graduate Application	Application Fee (credit or debit card and e-checks accepted) Apply Online	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 in-residence at VSU will	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 requirements for one of the following alternative pathways:	One Official Transcript from each institution where you have previously enrolled (undergraduate and graduate). (Transcripts of coursework completed in-residence at VSU will	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 requirements for one of the following alternative pathways:

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be obtained by the Graduate School	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.	be obtained by the Graduate School	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: SAT - 1000 (Verbal/Critical Reading + Math, or Evidence-Based Reading and Writing + Math) ACT - 43 (English + Math) GRE - 297 (Verbal + Quantitative) OR 1030 (Verbal + Quantitative) for tests prior to August 2011 SAT and ACT scores may be documented by an official high school transcript, official	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 passing scores on the GACE Program Admission Assessment or its exemptions. Clinical Mental Health Counseling concentration applicants must submit official scores on one of the three following graduate entrance exams:

	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.
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.

	1. Official passing scores on the GACE Program Admission Assessment (or its exemptions)

Qualifying GACE 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. |
| 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. |

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	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.	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.

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 purpose of this request is to clarify the graduate admissions requirements for both concentrations of the MED Counselor Education program, the School Counseling Concentration, and the Clinical Mental Health Counseling Concentration.

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

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

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	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.

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 Kelly	10/18/19
College/Division Executive Committee			
Dean/Director	Bernard Chux	Bernard Chux	10/15/19
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	10/28/2019
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:	08/15/2019

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

College:	College of Education and Human Services	Dept. Initiating Request:	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	2019	Every Semester
Degree/Program Name:	M.Ed. Counselor Education Concentration: Clinical Mental Health Counseling			
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/psychology-counseling/med-school-counseling/			

Present Requirements:	Proposed Requirements: *(hover over for instructions)*
Requirements for the M.Ed. Degree with a Major in Counselor Education: Clinical Mental Health Counseling Concentration Required Courses 27 hours COUN 7400 Counseling Theories 3 COUN 7800 Orientation to Counseling as a Profession 3 COUN 7820 Career Counseling 3 COUN 7450 Group Counseling 3 COUN 7470 Counseling Culturally Diverse Populations 3 COUN 7900 Counseling Skills and Techniques 3 PSYC 7030 Measurement and Evaluation 3 PSYC 8250 Developmental Psychology 3 RSCH 7100 Research Methodology in Education 3 Clinical Mental Health Counseling Concentration 27 hours PSYC 7200 Psychopathology and Diagnosis 3 COUN 7420 Counseling Children and Adolescents 3 COUN 7430 Ethics 3 COUN 7850 Clinical Mental Health Counseling 3 COUN 7950 Assessment in Counseling 3 COUN 7980 Issues in Mental Health Counseling 3 COUN 7981 Practicum 3 COUN 7991 Internship I 3 COUN 7992 Internship II 3 Electives choose 6 hours	Requirements for the M.Ed. Degree with a Major in Counselor Education: Clinical Mental Health Counseling Concentration Required Courses 27 hours <u>EDUC 5998 Professional Orientation 0</u> COUN 7400 Counseling Theories 3 COUN 7800 Orientation to Counseling as a Profession 3 COUN 7820 Career Counseling 3 COUN 7450 Group Counseling 3 COUN 7470 Counseling Culturally Diverse Populations 3 COUN 7900 Counseling Skills and Techniques 3 PSYC 7030 Measurement and Evaluation 3 PSYC 8250 Developmental Psychology 3 RSCH 7100 Research Methodology in Education 3 Clinical Mental Health Counseling Concentration 27 hours PSYC 7200 Psychopathology and Diagnosis 3 COUN 7420 Counseling Children and Adolescents 3 COUN 7430 Ethics 3 COUN 7850 Clinical Mental Health Counseling 3 COUN 7950 Assessment in Counseling 3 COUN 7980 Issues in Mental Health Counseling 3 COUN 7981 Practicum 3 COUN 7991 Internship I 3 COUN 7992 Internship II 3 Electives choose 6 hours

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COUN 7020 Expressive Arts in Counseling 3 COUN 7830 Consultation and Advocacy 3 COUN 7930 College and Career Readiness 3 Total Hours Required for the Degree 60	COUN 7020 Expressive Arts in Counseling 3 COUN 7830 Consultation and Advocacy 3 COUN 7930 College and Career Readiness 3 <u>PSYC 8610 Behavior Modification 3</u> <u>SCHC 8300 Crisis Counseling 3</u> Total Hours Required for the Degree 60

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 purpose of this request is to standardize how both concentrations of the MED Counselor Education program complete program requirements including Minors on Campus and Citi-Training. The professional orientation course (EDUC 5998) completed as part of the Clinical Mental Health Counseling concentration will meet similar program requirements as the professional orientation course (EDUC 5999) completed as part of the School Counseling concentration.

Additionally, the request includes adding two elective course options as part of the Clinical Mental Health Counseling concentration. These are standing courses that are currently offered by Counselor Education faculty.

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

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

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☐ 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.)CPCE (comprehensive exam)

☐ 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	Heather Kelley	*Heather Kelley*	8/21/19
College/Division Executive Committee	Bernard Oliver	*Bernard Oliver*	8/3el
Dean/Director	Bernard Oliver	*Bernard Oliver*	8/30l
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. da Cruz	*Becky K. da Cruz*	10/28/2019
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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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:	Initial Teacher Prep. & Service
Requestor's Name:	James Martinez, Ph.D.	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	Fall 2020

Degree/Program Name:	Master of Education in Curriculum and Instruction in Accomplished Teaching
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/initial-teacher-preparation-service/med-programs-middle-grades-math-science-curriculum-instruction-accomplished-teaching/

Present Requirements:

Master of Education with a Major in Curriculum and Instruction in Accomplished Teaching

On-line collaborative degree with Columbus State University and Georgia Southern University

The M.Ed. collaborative program in Curriculum and Instruction in Accomplished Teaching (CIAT) utilizes a sequenced, two-semester admission process, which includes a Quick Admit followed by Full Admission. Quick Admit is a provisional admission decision and is only valid for the first semester of the program. To be reviewed for the semester on quick admission, applicants must submit the collaborative online education program application and the application fee prior to the deadline for that term. Admission to the first semester is a provisional admission based on verification of teacher certification status. Full Admission is required to continue in the program. To be fully admitted for the second term, applicants must complete all admission requirements in full prior to the admission deadline for that term.

Full Admission Requirements
1. Must hold a bachelor's degree from a regionally-accredited institution.
2. Must have a cumulative undergraduate grade point average (GPA) or combined undergraduate and graduate GPA of 2.75 on a 4.0 scale. VSU has a "no forgiveness policy" when calculating GPAs. Applicants not meeting the required GPA may be eligible for admission by an alternative pathway. (See the Graduate Programs page.)

Proposed Requirements: *(hover over for instructions)*

Master of Education with a Major in Curriculum and Instruction in Accomplished Teaching

On-line collaborative degree with Columbus State University and Georgia Southern University

The M.Ed. collaborative program in Curriculum and Instruction in Accomplished Teaching (CIAT) utilizes a sequenced, two-semester admission process, which includes a Quick Admit followed by Full Admission. Quick Admit is a provisional admission decision and is only valid for the first semester of the program. To be reviewed for the semester on quick admission, applicants must submit the collaborative online education program application and the application fee prior to the deadline for that term. Admission to the first semester is a provisional admission based on verification of teacher certification status. Full Admission is required to continue in the program. To be fully admitted for the second term, applicants must complete all admission requirements in full prior to the admission deadline for that term.

Full Admission Requirements
1. Must hold a bachelor's degree from a regionally-accredited institution.
2. Must have a cumulative undergraduate grade point average (GPA) or combined undergraduate and graduate GPA of 2.75 on a 4.0 scale. VSU has a "no forgiveness policy" when calculating GPAs. Applicants not meeting the required GPA may be eligible for admission by an alternative pathway. (See the Graduate Programs page.)

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3. Must have a valid Level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teaching certificate, service field certificate, or Life certificate in the State of Georgia. Teachers certified in states other than Georgia may be eligible. To qualify, a teacher must hold the equivalent of a Georgia clear/renewable teaching certificate. VSU reserves the right to request additional documentation, if needed.	3. Must have a valid Level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teaching certificate, service field certificate, or Life certificate in the State of Georgia. Teachers certified in states other than Georgia may be eligible. To qualify, a teacher must hold the equivalent of a Georgia clear/renewable teaching certificate. VSU reserves the right to request additional documentation, if needed.

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 –

We recently confirmed that GPA was still an admission criterion for students admitted under the Quick Admit feature for other institutions in this collaborative program. In addition, program approval/accreditation requires a calculated GPA upon program admission since this program requires clinical experiences in the first semester.

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	Barbara Radcliffe	*[signature]*	9/27/19
College/Division Executive Committee			
Dean/Director	Bernard Ojog	*[signature]*	1c/2 '19
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. daCruz	Becky K. da Cruz	10/28/2019
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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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:	Initial Teacher Prep. & Service
Requestor's Name:	James Martinez, Ph.D.	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	Fall 2020
Degree/Program Name:	Master of Education in Curriculum and Instruction in Accomplished Teaching		
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-school/application-policy/		

Present Requirements:	Proposed Requirements: *(hover over for instructions)*
Applications to the M.Ed. in Curriculum and Instruction follow the guidelines below: Quick Admitted applicants who do not enroll may update their applications for a future term. All requirements for Full Semester Two admission must be submitted to be reviewed for the updated term. Quick Admission is only offered one time per student per program. Quick Admitted applicants who enroll but do not complete requirements for Full Semester Two admission before the deadline may be updated for Full Semester Two review for a future semester. Quick Admission is only offered one time per student per program. Applications that are incomplete for Quick Admission review can be updated to a future semester. One update is permitted per application. Applicants accepted for both Quick Admission and Full Semester Two review who do not enroll either semester may update their application for a future semester.	*Applications to the M.Ed. in Curriculum and Instruction follow the guidelines below:* *Quick Admitted applicants who do not enroll may update their applications for a future term. All requirements for Full Semester Two admission must be submitted to be reviewed for the updated term. Quick Admission is only offered one time per student per program.* *Quick Admitted applicants who enroll but do not complete requirements for Full Semester Two admission before the deadline may be updated for Full Semester Two review for a future semester. Quick Admission is only offered one time per student per program.* *Applications that are incomplete for Quick Admission review can be updated to a future semester. One update is permitted per application.* *Applicants accepted for both Quick Admission and Full Semester Two review who do not enroll either semester may update their application for a future semester.*

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

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

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

We recently confirmed that GPA was still an admission criterion for students admitted under the Quick Admit feature for other institutions in this collaborative program. In addition, program approval/accreditation requires a calculated GPA upon program admission since this program requires clinical experiences in the first semester.

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.)

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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	Barbara Radcliffe	*[signature]*	9/27/19
College/Division Executive Committee			
Dean/Director	Bernard Oliver	*[signature]* Bernard Oliver	10/8/19
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. da Cruz	*[signature]* Becky K. da Cruz	10/28/2019
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	Date of Submission:	08/29/2019
• CURRICULUM CHANGE OR REVISED CATALOG COPY		

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:	Initial Teacher Prep. & Service
Requestor's Name:	James Martinez, Ph.D.	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	Spring 2020

Degree/Program Name:	Master of Education in Curriculum and Instruction in Accomplished Teaching
Current Catalog URL:	https://www.valdosta.edu/academics/graduate-school/our-programs/curriculum-and-instruction-in-accomplished-teaching.php

Present Requirements:

The M.Ed. collaborative program in Curriculum and Instruction in Accomplished Teaching (CIAT) utilizes a sequenced, two-semester admission process which includes a Quick Admit followed by Full Admission.

Quick Admit is a provisional admission decision and is only valid for the first semester of the program. To be reviewed for the semester one quick admission, applicants must submit the collaborative online education application and fee prior to the deadline for that term. Admission to the first semester is a provisional admission based on verification of teacher certification status.

Full Admission is required to continue in the program. To be fully admitted for the second term, applicants must complete all admission requirements in full prior to the admission deadline for that term.

Full Admission Requirements
1. Must hold a Bachelor's degree from a regionally-accredited college/university. Official transcripts must be submitted from each college/university attended, even for transfer credit.
2. Must have a minimum cumulative undergraduate grade point average (GPA) or combined undergraduate and graduate GPA of 2.75 on a 4.0 scale.
VSU has a "no forgiveness" policy when calculating GPAs. Applicants not meeting the required GPA may be eligible for admission by an alternative pathway (see below).
3. Must hold a valid Level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional

Proposed Requirements: *(hover over for instructions)*

The M.Ed. collaborative program in Curriculum and Instruction in Accomplished Teaching (CIAT) utilizes a sequenced, two-semester admission process which includes a Quick Admit followed by Full Admission.

Quick Admit is a provisional admission decision and is only valid for the first semester of the program. To be reviewed for the semester one quick admission, applicants must submit the collaborative online education application and fee prior to the deadline for that term. Admission to the first semester is a provisional admission based on verification of teacher certification status.

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VSU has a "no forgiveness" policy when calculating GPAs. Applicants not meeting the required GPA may be eligible for admission by an alternative pathway (see below).
3. Must hold a valid Level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional

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teaching certificate, leadership certificate, service field certificate, or Life certificate in the State of Georgia. Teachers certified in states other than Georgia may be eligible. To qualify, a teacher must hold the equivalent of a Georgia clear/renewable teaching certificate. VSU reserves the right to request additional documentation, if needed.

teaching certificate, leadership certificate, service field certificate, or Life certificate in the State of Georgia. Teachers certified in states other than Georgia may be eligible. To qualify, a teacher must hold the equivalent of a Georgia clear/renewable teaching certificate. VSU reserves the right to request additional documentation, if needed.

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 –

We recently confirmed that GPA was still an admission criterion for students admitted under the Quick Admit feature for other institutions in this collaborative program. In addition, program approval/accreditation requires a calculated GPA upon program admission since this program requires clinical experiences in the first semester.

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	Barbara Radcliffe	*signature*	9/27/19
College/Division Executive Committee			
Dean/Director	Bernard Obie	*signature*	10/2/19
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. da Cruz	*signature*	10/28/2019
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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<table>
<tr>
<td rowspan="2"></td>
<td colspan="2">Valdosta State University Curriculum Form
● <strong style="color:blue">CURRICULUM CHANGE or <strong style="color:blue">REVISED CATALOG COPY</td>
<td>Date of Submission:</td>
<td>09/5/2019</td>
</tr>
</table>

Valdosta State University Curriculum Form
● **CURRICULUM CHANGE** or **REVISED CATALOG COPY**

Date of Submission: 09/5/2019

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Initial Teacher Prep. & Service
Requestor's Name:	James Martinez, Ph.D.	**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	Fall 2020

Degree/Program Name:	Master of Education in Curriculum and Instruction in Accomplished Teaching
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-student-classificationsadmission-criteria/

Present Requirements:

Collaborative Online Education M.Ed. Admissions Classification
Quick Admission or Semester One Admission
Used by the Master of Education (M.Ed.) in Curriculum and Instruction--Accomplished Teaching:
Quick Admission is the term commonly used to refer to semester one admission for the programs listed above. An offer of Quick Admission is based upon fulfillment of semester one requirements. Prospective students should review the admission requirements for their desired program of study to determine the documentation requirements and minimum standards for grade point average and scores. Go to the College of Education & Human Services Online Programs page and click on the specific program. All Quick Admissions students are admitted on a "probationary" basis. Students who have not been approved for Full Semester Two admission to the program are not permitted to register for their second semester until they receive official notification of full admission, by mail, from the Graduate School. Quick Admission students are eligible for many types of financial aid and are encouraged to contact the Office of Financial Aid to explore aid options (229-333-5935).
Full Semester Two Admission
Used by the Master of Education (M.Ed.) in Curriculum and Instruction--Accomplished Teaching:
To be reviewed for Full Semester Two admission, all required documents must be received by the Graduate School prior to the admission deadline. Students awarded Full Semester Two admission to a program are eligible for financial aid. The following classifications are used for Full Semester Two admission:

Proposed Requirements: *(hover over for instructions)*

Collaborative Online Education M.Ed. Admissions Classification
Quick Admission or Semester One Admission
Used by the Master of Education (M.Ed.) in Curriculum and Instruction--Accomplished Teaching:
Quick Admission is the term commonly used to refer to semester one admission for the programs listed above. An offer of Quick Admission is based upon fulfillment of semester one requirements. Prospective students should review the admission requirements for their desired program of study to determine the documentation requirements and minimum standards for grade point average and scores. Go to the College of Education & Human Services Online Programs page and click on the specific program. All Quick Admissions students are admitted on a "probationary" basis. Students who have not been approved for Full Semester Two admission to the program are not permitted to register for their second semester until they receive official notification of full admission, by mail, from the Graduate School. Quick Admission students are eligible for many types of financial aid and are encouraged to contact the Office of Financial Aid to explore aid options (229-333-5935).
Full Semester Two Admission
Used by the Master of Education (M.Ed.) in Curriculum and Instruction--Accomplished Teaching:
To be reviewed for Full Semester Two admission, all required documents must be received by the Graduate School prior to the admission deadline. Students awarded Full Semester Two admission to a program are eligible for financial aid. The following classifications are used for Full Semester Two admission:

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Regular Admission indicates the student meets all admission requirements and meets or exceeds all required minimums. Probationary Admission indicates the applicant does not meet criteria for "regular" admission and is being admitted on a provisional basis. To be reclassified as "regular," a student must meet all criteria outlined in the official notice of acceptance. "Probationary" admission is not guaranteed nor intended to negate grade point average minimum requirements. Quick Admission and Full Semester Two admission only apply to the programs specified. Applicants to other programs are not eligible for Quick Admission.	*Regular Admission indicates the student meets all admission requirements and meets or exceeds all required minimums. Probationary Admission indicates the applicant does not meet criteria for "regular" admission and is being admitted on a provisional basis. To be reclassified as "regular," a student must meet all criteria outlined in the official notice of acceptance. "Probationary" admission is not guaranteed nor intended to negate grade point average minimum requirements. Quick Admission and Full Semester Two admission only apply to the programs specified. Applicants to other programs are not eligible for Quick Admission.*

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 –

We recently confirmed that GPA was still an admission criterion for students admitted under the Quick Admit feature for other institutions in this collaborative program. In addition, program approval/accreditation requires a calculated GPA upon program admission since this program requires clinical experiences in the first semester.

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

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Approvals:	Print:	Signature:	Date:
Department Head	Barbara Radcliffe	*[signature]*	9/27/19
College/Division Executive Committee			
Dean/Director	Bernard Olives	*[signature]*	10/2/10
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	10/28/2019
Academic Committee			

*Will this change impact another college/department?	☒ No ☐ Yes *[select college & indicate department(s)]*

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Valdosta State University Curriculum Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission:	08/21/2019

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	CLT
Requestor's Name:	Dr. Jamie Workman, Dr. James Archibald	**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	2020

Degree/Program Name:	Higher Education Leadership
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/curriculum-leadership-technology/med-educational-leadership/

Present Requirements:	**Proposed Requirements:** *(hover over for instructions)*
Present Requirements: Core Courses (9 hours) LEAD 7840 (3) RSCH 7100 (3) LEAD 7650 (3) Academic Concentration (24 hours) LEAD 7800 (3) LEAD 7810 (3) LEAD 7820 (3) SAHE 7860 (3) SAHE 7870 (3) SAHE 7880 (3) LEAD 8300 (3) LEAD 8710 1-3 Guided Elective (3 hours) Field Experiences (internships) (3 hours) LEAD 7921 (3) Total Hours Required for the Degree: 39 hours	Change courses listed as LEAD or SAHE to HEDL. Deactivate SAHE 7870. Include newly created courses as elective options. Core Courses (33 hours) HEDL 7650 (3) HEDL 7800 (3) HEDL 7810 (3) HEDL 7820 (3) HEDL 7840 (3) HEDL 7860 (3) HEDL 7865 (3) HEDL 7870 (3) HEDL 7880 (3) HEDL 8300 (3) RSCH 7100 (3) Guided Elective (3 hours) HEDL 7830 (3) or HEDL 7850 (3) or HEDL 8700 (3) or HEDL 7890 (3) or HEDL 7922 (3) or Guided Elective approved by Advisor (3) Field Experiences (internships) (3 hours) HEDL 7921 Total Hours Required for the Degree: 39 hours

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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 Higher Education Leadership program wishes to change all courses offered in its program from having a LEAD or SAHE designation to a HEL designation. The new curriculum reflects newly added courses and deactivated course. The changes help align the Higher Education Leadership curriculum with not only programs in which we directly compete in the state of Georgia and regionally, but also with programs nationwide.

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.)

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

☐ Other Data Source Descriptions –

N/A

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

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

Approvals:	Print:	Signature:	Date:
Department Head	JAMES L. PATE	*[signature]*	8/19/19
College/Division Executive Committee	Bernard Oliver	*[signature]*	
Dean/Director	Bernard Oliver	*[signature]*	
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. da Cruz	*[signature]* Becky K. da Cruz	9/30/19
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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Effective Fall 2017

Program Sheet and Plan of Study Work Sheet
M.Ed. in Professional Counseling: College Student Affairs
Counselor Education Program

COLLEGE STUDENT AFFAIRS PROGRAM				
CORE CURRICULUM	HRS	GR	SEMESTER PLANNED	SUB
First Fall Semester				
CEPD 6140 Introduction to Counseling Practice	3			
CEPD 6170 Foundations of College Student Affairs	3			
CEPD 6172 Theories of College Student Development	3			
First Spring Semester				
CEPD 6131 Counseling Theories	3			
CEPD 6177 Theory and Assessment of Educational Environments	3			
CEPD 6175 Practicum: Student Affairs	3			
First Summer Semester				
CEPD 7145 Advocacy and Leadership	3			
CEPD 6175 Practicum: Student Affairs	3			
Second Fall Semester				
CEPD 6178 The American College Student	3			
CEPD 6174 Higher Education Administration	3			
CEPD 6160 Group Counseling	3			
Second Spring Semester				
CEPD 6176 Campus Crisis, Ethical and Legal Issues	3			
CEPD 7152 Research and Program Evaluation	3			
CEPD 6179 Capstone Seminar: Student Affairs	3			
Total Hours	42			
COMMENTS:				

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UGA College Student Affairs Administration M.Ed.
Program of Study

First Fall Semester

ECHD 7400	Foundations of College Student Affairs Administration	3 hours
ECHD 6030	Interpersonal Facilitation & Intervention I	4 hours
ECHD 7090	Structured Group Interventions	3 hours
ECHD 7420	Theories of College Student Development	3 hours
ECHD 7000	Masters Research (seminar- incoming cohort)	2 hours
**ECHD 7005	Graduate Student Seminar	3 hours

First Spring Semester

ECHD 6040	Interpersonal Facilitation & Intervention II	3 hours
ECHD 7430	Student Development Theories II	3 hours
ECHD 7460	Issues in Student Affairs Administration (topics vary)	1 hour
ECHD 7740	Practicum in College Student Affairs	3 hours
ECHD 7000	Masters Research (seminar)	2 hours
**ECHD 7005	Graduate Student Seminar	3 hours

Summer Semester

ECHD 7840	Student Affairs Internship	9 hours
**ECHD 7005	Graduate Student Seminar	3 hours

Second Fall Semester

ECHD 7410	College Student Affairs Interventions	3 hours
ECHD 7060	Multicultural Practice in Student Affairs	3 hours
ECHD 7460	Issues in Student Affairs Administration (topics vary)	1 hour
ECHD 7920	Research Methods	3 hours
ECHD 7000	Masters Research (seminar – comps prep)	2 hours
**ECHD 7005	Graduate Student Seminar	3 hours

Second Spring Semester

ECHD 7440	Administration in College Student Affairs	3 hours
ECHD 8000	Legal Issues in Student Affairs	3 hours
ECHD 7770	Program Evaluation and Outcomes Assessment	3 hours
ECHD 7460	Issues in Student Affairs Administration	1 hour
ECHD 7000	Masters Research (seminar)	2 hours
**ECHD 7005	Graduate Student Seminar	3 hours

*** Must register for these hours if you are on assistantship.*

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Georgia Southern University

Higher Education Administration M.Ed.

Degree Requirements: 36 Credit Hours

		Credit Hours
Professional Education Core Requirements		**9**
EDUF 7130	Learning Theories and Applications	
EDUR 7130	Educational Research	
ITEC 7539	Technology for Higher Education Leaders	
Higher Education Administration Core		**18**
EDLD 7430	American Higher Education	
EDLD 7431	Higher Education Administration	
EDLD 7432	History of American Higher Education	
EDLD 8431	Higher Education Law	
EDLD 8535	College Student Development	
EDLD 8735	Higher Education Practicum (Must be taken in final semester)	
Specialized Content Courses		**9**

Select three of the following in consultation with advisor

EDLD 7331	Foundations of Student Affairs in Higher Education
EDLD 8432	Higher Education Finance
EDLD 8433	Higher Education Governance
EDLD 8434	The Community College
EDLD 8439	Politics of Higher Education

<u>EDLD 8536</u>	Assessment and Evaluation in Higher Education	
<u>EDUF 7235</u>	Multicultural Education	
<u>ITEC 7430</u>	Instructional Design	
<u>ITEC 7530</u>	Instructional Technology Foundations	

Total Credit Hours   **36**

Course List

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University of North Florida   Major: Higher Education Administration

Concentration: Student Affairs (36 Credit Hours)

Core Courses-(6 Credit Hours) All Students

Course	Course Name	Credit Hours
EDH 6069	Foundations of Higher Education	3
EDF 6480	Foundations of Educational Research	3

Required Major Courses-(18 Credit Hours) All Students

Course	Course Name	Credit Hours
EDH 6405	Higher Education Law	3
EDH 6505	Higher Education Finance	3
EDH 6401	Higher Education Policy	3
EDH 6635	Organization & Leadership in Higher Education	3
EDH 6020	Foundations of Student Affairs	3
EDH 6050	Diversity in Higher Education	3

Electives: Student Affairs Track-(12 Credit Hours)

Select 9 hours from:

Course	Course Name	Credit Hours
EDH 6045	Student Development in Higher Education	3
EDH 6031	Leadership of Student Affairs	3
EDH 6946	Practicum in Higher Education	3
EDA 6930	Grants Development & Program Design	3
EDH 6058	Comparative Higher Education	3
EDH 6041	College Student Counseling	3
EDH 6648	Outcomes Assessment in Higher Education	3
EDH 6416	Career Services in Higher Education	3

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University of West Florida
College Student Affairs Administration Course Requirements

EDF 6481	Educational Research	3
EDH 5040	The American College Student: Trends in Higher Education	3
EDH 5070	Assessment Issues in College Student Affairs	3
EDH 6045	Theories of College Student Development	3
EDH 6368	Multicultural Competence in Student Affairs	3
EDH 6369	Capstone Seminar in Student Affairs	3
EDH 6405	Legal Issues in Higher Education	3
EDH 6505	Budgeting & Financial Management in Higher Education	3
EDH 6634	Introduction to College Student Affairs	3
EDH 6948	Internship in Higher Education	6
SDS 6647	Foundations of Counseling Principles for Student Affairs Administration	3

Choose two of the following: 6

COM 6207	Advanced Communication Leadership
COM 6129	Assessing Organizational Dynamics
INP 6385	Group Dynamics in Organizations
MAN 5116	Management of Diversity
MAN 6156	Management and Organizational Behavior
SDS 6345	Educational and Vocational Guidance

Other appropriate graduate level coursework approved by advisor

Total Hours   **42**

<table>
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<td rowspan="2" colspan="2"><img /> VALDOSTA STATE
Valdosta State University Curriculum Form
• **Request for a NEW COURSE**</td>
<td>Date of
Submission:</td>
<td>08/21/2019</td>
</tr>
</table>

		Date of Submission:	08/21/2019

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	CLT
Requestor's Name:	Dr. Jamie Workman	**Requestor's Role:**	Faculty

Proposed NEW Course Prefix: *(Consult abbreviations in the catalog)*	HEDL	**NEW Course Number:** *(Consult #s in the catalog)*	7865
Proposed NEW Course Title:	Collegiate Environments		
NEW Course Title Abbreviation: *(Limit to 30 character spaces)*	Collegiate Environments		
Prerequisite(s):	None		

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
~~Focuses on~~ collegiate environments and campus ecology theory. Students will study the pattern of relationships among students and the college campus's social and physical 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	2020	*Once per Year*

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

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

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

This course will provide student learning in areas not currently covered in the Higher Education Leadership program, particularly in the areas of campus ecology theory as at applies to both 4-year and community/technical colleges.

Please see included syllabus for more information on Learning Outcomes.

** 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 –

Please see attached syllabus for direct measures of assessing course effectiveness and student learning.

** 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	JAMES L. PATE	*[signature]*	8/19/19
College/Division Executive Committee	Bernard Oliver	*[signature]*	1/3c
Dean/Director	Bernard Oliver	*[signature]*	1/30
Graduate Executive Committee *(for graduate course)*			
Graduate Dean *(for graduate course)*	Becky K. daCruz	*[signature]* Becky K. daCruy	9/30/19
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
Valdosta State University
Department of Curriculum, Leadership, & Technology

■■■

COLLEGIATE ENVIROMENTS
HEDL 7865
Mondays, 9:00am – 11:45am, LOCATION

CONCEPTUAL FRAMEWORK: GUIDING PRINCIPLES (DEPOSITS)

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

INSTRUCTOR

Name:	Dr. Jamie L. Workman, Assistant Professor
Office Location:	2050 CLT
Telephone:	229.333.5633
E-mail Address:	jworkman@valdosta.edu
Office Hours:	

*The above office hours are subject to change based upon the instructor's conference travel and meeting schedules.

COURSE DESCRIPTION

The course focuses on collegiate environments and campus ecology theory. Students will study the pattern of relationships among students and the college campus's social and physical environments.

REQUIRED TEXTS

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th Edition). Washington, D.C., American Psychological Association.

Strange, C., & Banning, J. (2015). *Designing for learning: Creating campus environments for student success* (2nd ed.). San Francisco, CA: Jossey-Bass.

ADDITIONAL READINGS

This course will include the use of supplemental text relevant to course material. Required and/or beneficial learning materials can access these additional readings on BlazeVIEW.

COURSE OBJECTIVES & OUTCOMES

Through regular class participation and conscientious completion of assignments, students will be able to:
- Objective 1: Identify and describe campus ecology, frameworks, models, and best practices.
  - Outcome: Students will be able to list and explain major campus ecology theories
- Objective 2: Develop knowledge of community colleges
  - Outcome: Students will be able to describe various functions of a community college
- Objective 3: Develop knowledge of professional organizations
  - Outcome: Students will develop a plan and/or engage in professional organizations

COURSE REQUIREMENTS

Late Assignments, Incompletes, and Extra Credit

The instructor will not accept late assignments for credit. In addition, incompletes will not be issued for this class unless there are major emergencies (e.g., hospitalization) and only after consultation and mutual agreement upon a contract specifying a timeline for completion of all required work. The instructor will not offer an incomplete for the class simply because the student desires more time to complete course requirements. Finally, as a matter of sound pedagogical practice, there will be no extra credit assignments.

Assignment Format

The assessments in this course are designed to measure acquisition of knowledge, skills, and cognition while developing students' intellectual curiosity. It is my goal that these will result in understanding and wisdom. All formal writing assignments should be completed following the guidelines for style and citation outlined in the APA 6 manual – evaluation of proper formatting will be included in the grading of all assignments. All assignments should be typed in *Times New Roman, 12 pt. font with one-inch margins on all sides.* Please do not use alternative fonts or sizes, or adjust the margins. If an assignment has obviously not been proofread or APA 6 Style is not followed, the instructor reserves the right to reduce the assignment by one letter grade.

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COURSE ASSIGNMENTS
Professional Association Paper (40 pts).
Course Objective 3

Option 2: Professional Association Paper
While ACPA & NASPA meet the needs of a wide variety of student affairs/higher education professionals, they are just a few of the professional organizations we call "home". As an emerging professional, it is important that you find the organization that meets your professional development needs.

Conduct a search of professional organizations in which you are interested in (or may already be involved with). Determine one organization in which are most interest in engaging in. In a 3-5 page paper, provide an overview of the organization *and a plan for your personal engagement with it*. Content could include, but is not limited to:

- What functional area is this organization most closely aligned?
- "Who else" does this association serve?
- What professional development opportunities are provided throughout the year?
- What types of publications does the organization publish?
- What type of presence does the organization have on social media?
- Are there ways undergraduates can engage with this association? If so, how?
- Are there unique opportunities for graduate students? If so, what?

This paper will include "I" statements and does not have to follow APA format, but should be well written and include a reference list with the organization's web address and any other references used.

Due to BV at 8am on DATE

Workplace Analysis (80 points)
Course Objective 1

Synthesize knowledge of the four environments (physical, human aggregate, organizational, constructed) to describe and assess the person-environment interaction of your current assistantship (or internship, if you currently have one) workplace. The following is the general outline for the paper's structure; including the major points of the outline (underlined), guiding questions (A, B, C, etc.), and length of each major portion of the paper. Further, theoretical constructs from the literature are to be used to frame the description and assessment of the workplace within each of the major portions of the paper.

I. **Introduction:** Describe your workplace; i.e., site name, purpose/role, place in the larger organization, how it "fits" into the larger institution, and its mission, specific goals, and objectives.

II. **Physical:** Describe the physical space of your workplace.
   A. What does your workplace look like (i.e., describe the synthetic environment—diagram/floor plan appendixes may help you explain the key points); what are the amenities; is it crowded or have unusable space?
   B. What influences do the amenities, proxemics, and other aspects of the physical environment have on your behavior, the behavior of the employees, the clientele the office is to serve?
   C. How could the physical space positively and/or negatively impact student learning and success?

III. **Human aggregate:** Describe the human aggregate of your workplace
   A. What are the dominant demographic, personality, and other characteristics of the group of co-workers?
   B. How do those types influence the intern site behavior?
   C. To what extent is the human aggregate you choose to discuss differentiated and consistent?
   D. What influences do these aspects of environment have on your behavior, behavior of the other employees, on the clientele the office intends to serve?
   E. How could the human aggregate positively and/or negatively impact student learning and success?

IV. **Structural/Organizational:** Discuss the organization of your workplace: Use organizational descriptors discussed in readings and class.
   A. Does the organizational structure facilitate or inhibit the goals of the environment? How so?
   B. To what extent is your setting dynamic or static? Does it tend to encourage or discourage innovation?
   C. What about other organizational dynamics?
   D. What influences do these aspects of environment have on your behavior, on the behavior of the other employees you work with, on the clientele the office is intended to serve?
   E. How could the structural/organizational environment positively and/or negatively impact student learning and success?

V. **Constructed:** What sort of "climate" or environmental personality is evident at your workplace?
   A. Do your perceptions differ from those of your coworkers or your clientele?
   B. Do different demographic groups experience your site similarly?
   C. What are the key cultural artifacts of your setting and how do they shape what is valued or done there?

     D.   What influences do these aspects of environment have on your behavior, behavior of the other employees, on the clientele the office intends to serve?

     E.   How could the constructed environment positively and/or negatively impact student learning and success?

VI.   **Analysis:** Evaluate how you interact with the above features. Given yourself, how do the above affect your attraction, satisfaction, and stability when interacting in that setting?

This paper will be between 9-10 pages. Although an outline has been provided for you, the paper should still "read like a paper" - it should flow well, and not read exactly like the outline.

Be prepared to give a 5-minute overview of what you learned in class!

Due at 8am on BV on DATE

Midterm Exam (40 points)
You will complete an in-class mid-term exam to assess your understanding of and ability to apply the concepts learned in this class. The mid-term exam will be given during class on **DATE.**

Final Exam (40 points)
You will complete an in-class final exam to assess your understanding of and ability to apply the concepts learned in this class. The exam will be given during class on **DATE.**

EXPECTATIONS FOR THE CLASS:

Because of the interactive nature of this course and program, class participation is essential. Knowledge will be co-constructed. Students are expected to play a major role in their own learning; therefore, initiative, class participation, and regular attendance are expected.

Assignments are to be completed and turned in on the date assigned. Late work will result in a grade reduction for that assignment. If there are significant medical or family emergencies, you are responsible for contacting the instructor to make arrangements in advance for the assignment. In all cases, it is the instructor's decision to determine if alternate arrangements are necessary or will be provided.

1. Be prepared!

Not just an often heard motto but a key to success. I expect that you will not only complete the readings before class, but thought about them in terms of the guiding questions posed below and coming to class with questions, thoughts, and comments to share.
- What are the most important ideas and issues raised in the readings?

- What surprises me about what I've read? What do I think about what I've read?
- What questions do I have as a result of what I've read?
- How can I use these readings to further my development as a professional and in my work with students?

2. Be present in the moment!

Engaging is far more than being physically present. This class, as well as other classes in the program will be what you make of them! To engage in class means coming with a ready to contribute to the conversation and dialogue.   Active engagement also entails careful listening to other points of view, challenge that point appropriately, and a willingness to change one's mind in light of more compelling evidence. Because some students feel more comfortable than others in group discussions, we will have a variety of formats for engagement. That said, I encourage you to move beyond your comfort zone and engage in a way that expands your horizons.

Additionally, in this age of technology it is important to note my thoughts/feelings on the use of electronics. Students may use laptops or tablets to take notes and enhance their learning. If you choose to bring a device, please do not use it for personal purposes during class time. Also, refrain from the use of cell phones during class. If you need to respond to a student/personal emergency, please step out and return when appropriate.

3. Attend class!

I do not do a formal "points counting" system for class attendance and participation. As graduate students, I expect you to be here and be ready to engage in your learning experience. If you need to miss a class due to a professional commitment, please let me know. I allow one professional commitment absence per semester. If you have more than one professional commitment that will cause you to miss class, it will impact your overall grade in the course. If you are ill or have another reason that will cause you to miss class, please try to let me know in advance.

4. Turn in your best work on time!

This means taking the time to think, write and revise before turning something in. Formal papers are written following APA 6 formatting. Assignments are to be completed using 12-point Times New Roman font, with one inch margins on all sides. Please follow other APA 6 guidelines for assignments as well.

I grade using Word's "Review" function. So, please turn in electronic versions of your assignments via BlazeVIEW as a Word document. Unless otherwise noted, assignments are due at **8am on the due date.**

I recognize that "crises" pop up which may make it seem impossible to complete an assignment. I strongly urge you, however, to plan accordingly to get your work done on time. It is a critical attribute for your professional success. It is your responsibility to turn in all assignments on time unless you have made other arrangements with me well in advance of deadlines. I maintain the discretion to deduct points from or refuse to accept any late assignments.

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COURSE EVALUATION

You will be asked to provide the instructor with informal feedback regarding aspects of the course. At the conclusion of the class, you will have the opportunity to evaluate the course and the instructor. Grades and quality points represent the instructor's final estimate of the student's performance in a course. The following letters denote course grades:

92-100% = A (Excellent; 4 quality pt/hr)   65-73% = D (Passing; 1 quality pt/hr)

83-91% = B (Good; 3 quality pt/hr)   ≤ 65% = F (Failing; 0 quality pt/hr)

74-82% = C (Satisfactory; 2 quality pt/hr)   WF = Withdrew Failing (0 quality pt/hr

I assign an "A" for work that is excellent – very strong overall. It represents thoughtful, detailed, creative and critical work, shows complex thinking and insight, and is well written and has minimal to no errors (typos, grammar, APA, etc...). A "B" represents good work. It has some weaknesses in one or more areas but displays good work overall. A "B" is a reasonable grade for graduate level work, one you should be proud of! While some students in the class may earn an "A", do not expect to earn one for work that is not outstanding.

OTHER:

Recognition of Religious Pluralism
Accommodations will be made for students in need of alternative assignment due dates, or who need to miss class time in observance of religious holidays. It is important to notify me of your needs for extension at least three weeks prior to these occasions.

Safe Space
In order to facilitate participation and help all students feel comfortable sharing their thoughts and ideas in the classroom, it is important that we create a respectful, open environment where everyone is valued. It is more than okay to express strong feelings or disagree with classmates' ideas, but I ask it is done respectfully. Bullying behaviors or actions that create a hostile learning environment will not be tolerated. Please be thoughtful about your words and actions, and focus on critiquing ideas rather than an individual's qualities as a person. Finally, I ask that you regard personal matters shared in classroom discussions as confidential.

Electronic Mail Student Notification Policy
Official communication with students in this class will be conducted via VSU e-mail. Course announcements and updates will be posted on BlazeVIEW. Students are expected to check e-mail on a frequent and regular basis in order to stay current on class activities and assignments. Unless otherwise notified, the instructor will use the e-mail provided to the University as the official address.

DEWAR COLLEGE OF EDUCATION AND HUMAN SERVICES
POLICY STATEMENT ON PLAGIARISM

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

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

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

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

Second Offense:
1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form and the policy will be followed http://www.valdosta.edu/coe/studentsinfo.shtml
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml
   According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

ACCESSIBILITY STATEMENT

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

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policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

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

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available 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 and 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 Calendar & Assignment Deadlines

Date	Topics & Readings
Week 1	Welcome & Course Overview Topic(s): Review Syllabus; Prepared Readings & Video: • Ecological Models of Human Development (BV) • Designing for Learning video (BV) Assignment Due: None
Week 2	Topic(s): Physical Environments Prepared Readings o Strange & Banning – Part 1 Introduction (p. 1) and Ch. 1 o Kenney, Dumont, & Kenney – Ch 7 (BV)
Week 3	No Class, Labor Day Holiday
Week 4	Topic(s): Physical Environments Cont. Prepared Readings: Kenney, Dumont, & Kenney – Ch. 2 & 8 (BV) Conroy – How Green Can You Go? (BV) VSU Master Plan 2015 (Link on BV) Assignment Due: **Professional Association Engagement Paper due to BV.**
Week 5	Topic(s): Human Aggregate Prepared Readings: Strange & Banning, Ch. 2 & 7 Moos, Ch. 9 – Human Aggregate (BV) Assignment Due: None
Week 6	Topic(s): Organizational Environment Prepared Readings: Strange & Banning, Ch 3 Berger, Organizational Behavior at Colleges (BV) Assignment Due: None
Week 7	Topic(s) In-Class Midterm Exam Prepared Readings: None Assignment Due: None
Week 8	No class, Fall Break

Week 9	Topic(s): Community and Technical Colleges Prepared Readings: Cohen, Brawer, Kisker, Ch. 1, 2, & 4 (ebook available via Odum Library) Assignment Due: None

Week 10	Topic(s). Community and Technical Colleges Cont.
	Prepared Readings: Cohen, Brawer, Kisker, Ch. 7 & 11 (ebook)
	        Technical College System of GA (Link on BV)
	        (note: review and familiarize yourself with this website)
	Assignment Due: None

Week 11	Wiregrass Visit! **Class meets in the Connell Board Room, Lowndes Hall, Valdosta Wiregrass Campus. See BV for more info!**
Week 12	Topic(s): Working on a multi-location campus, guest: Gary Ballinger Prepared Readings: TBA Assignments Due: Done
Week 13	Topic(s): Community and Technical College Finances Prepared Readings: Bers, Head, & Palmer, Ch. 1, 2, 3 (ebook available via Odum Library) Assignments Due: None
Week 14	Topic(s): Crisis Intervention on College Campuses Prepared Readings: Strange & Banning, Ch. 5 Myer, Ch. 1 & 2 (BV) Assignment Due: None

Week 15	Topic(s): Crisis Intervention on College Campuses, Workplace Analysis Overviews
	Prepared Readings: Myer, Ch. 3 (BV)
	        Some Campus Carry Laws Don't Make Sense (BV)
	        Campus Crime & Concealed Carry
	
	Assignment Due: **Workplace Analysis Paper**

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Week 16	Topic(s): Becoming a Student-Ready College Prepared Readings: McNair Ch. 1 & 2 (ebook available via Odum Library) Assignment Due: **None**
Finals Week	In Class Final Exam

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	Valdosta State University Curriculum Form		**Date of Submission:**	08/21/2019
	• **Request for a NEW COURSE**			

*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:**	CLT
Requestor's Name:	Dr. Jamie Workman, Dr. James Archibald	**Requestor's Role:**	Faculty

Proposed NEW Course Prefix: (Consult abbreviations in the catalog)	HEDL	**NEW Course Number:** (Consult #s in the catalog)	7870
Proposed NEW Course Title:	Introduction to Higher Education Leadership		
NEW Course Title Abbreviation: (Limit to 30 character spaces)	Introduction to HEDL		
Prerequisite(s):	None		

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

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

~~Introduction to higher education and student affairs. It addresses both theoretical and practical aspects working in higher education. It provides an~~ overview of historical, philosophical, legal, and cultural foundations of student personnel work with attention to professional standards, competencies, and ethics and principle 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 ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2020	*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 –

Please see attached syllabus for more information on Learning Outcomes.

** 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 –

Please see attached syllabus for direct measures of assessing course effectiveness and student learning.

** 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	JAMES L. PATE	*(signature)*	8/19/19
College/Division Executive Committee	Barnard Oliver	*(signature)*	8/30
Dean/Director	Bernard Oliver	*(signature)*	8/30/1
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. daCruz	*(signature)*	9/30/19
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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Introduction to Higher Education Leadership
HEDL 7870
3 Semester Hours
Day, Time, Location

CONCEPTUAL FRAMEWORK: GUIDING PRINCIPLES (DEPOSITS)
(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

INSTRUCTOR
Name:
Office Location:
Telephone:
E-mail Address:
Office Hours:

*The above office hours are subject to change based upon the instructor's conference travel and meeting schedules. I highly encourage students to set up an appointment rather than dropping by.

COURSE DESCRIPTION
This course is designed as an introduction to higher education and student affairs. It addresses both theoretical and practical aspects working in higher education. It provides an overview of historical, philosophical, legal, and cultural foundations of student personnel work with attention to professional standards, competencies, and ethics and principle values.

REQUIRED TEXTBOOKS

American Psychological Association (2010). *Publication manual of the American Psychological*

Association (6th ed.). Washington, DC: American Psychological Association.

Hirt, J. B. (2006). *Where you work matters: Student affairs administration at different types of*

institutions. Lanham, MD: University Press of America.

Schuh, J. H., Jones, S. R., Harper, S. R., & Komives, S. R. (2011). *Student services: A handbook*

for the profession. San Francisco: Jossey-Bass.

Supplemental Learning Resources
This course will include the use of supplemental text relevant to course material. Required and/or beneficial learning materials can access these additional readings on BlazeVIEW

COURSE OBJECTIVES & OUTCOMES
Through regular class participation and conscientious completion of assignments, students are expected to achieve the following designated learning outcomes:
- Objective 1: Show increased knowledge of leadership practices in higher education through course readings, assignments, and periodic assessments.
  - o Outcome: Students will read and analyze historical/foundational documents to help develop understanding of how our field has progressed through time.
  - o Outcome: Students will identify multiple positions and pathways to leadership within higher education and student affairs and identify how particular competencies related to these positions.
- Objective 2: Critique educational research and synthesize multiple literatures into a cohesive review of literature.
  - o Outcome: Students will be demonstrate the practical skill of gathering and synthesizing multiple literatures for effective use in decision making.
- Objective 3: Demonstrate effective communication and presentation skills.
  - o Outcome: Students will be able to lead and facilitate discussions and seminars to on campus administrative units and all stakeholders.
  - o Objective: Recognize and discern how student affairs and higher education differs at different college/university types.
    - o Outcome: Students will work in teams to present a chapter outlining student affairs work at different types of institutions

EXPECTATIONS FOR THE CLASS
Because of the interactive nature of this course and program, class participation is essential. Knowledge will be co-constructed. Students are expected to play a major role in their own learning; therefore, initiative, class participation, and regular attendance are expected.

Assignments are to be completed and turned in on the date assigned. Late work will result in a grade reduction for that assignment. If there are significant medical or family emergencies, you are responsible for contacting the instructor to make arrangements in advance for the assignment. In all cases, it is the instructor's decision to determine if alternate arrangements are necessary or will be provided.

1. Be prepared!
Not just an often heard motto but a key to success. I expect that you will not only complete the readings before class, but thought about them in terms of the guiding questions posed below and coming to class with questions, thoughts, and comments to share.
- What are the most important ideas and issues raised in the readings?
- What surprises me about what I've read? What do I think about what I've read?
- What questions do I have as a result of what I've read?
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2. Be Present in the moment!
Engaging is far more than being physically present. This class, as well as other classes in the program will be what you make of them! To engage in class means coming with a ready to contribute to the conversation and dialogue. Active engagement also entails careful listening to other points of view, challenge that point appropriately, and a willingness to change one's mind in light of more compelling evidence. Because some students feel more comfortable than others in group discussions, we will have a variety of formats for engagement. That said, I encourage you to move beyond your comfort zone and engage in a way that expands your horizons.

Additionally, in this age of technology it is important to note my thoughts/feelings on the use of electronics. Students may use laptops or tablets to take notes and enhance their learning. If you choose to bring a device, please do not use it for personal purposes during class time. Also, refrain from the use of cell phones during class. If you need to respond to a student/personal emergency, please step out and return when appropriate.

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4. Turn in your best work on time!
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I grade using Word's "Review" function. So, please turn in electronic versions of your assignments via BlazeVIEW's Dropbox as a Word document. Unless otherwise noted, assignments are due at **8am on the due date**.

I recognize that "crises" pop up which may make it seem impossible to complete an assignment. I strongly urge you, however, to plan accordingly to get your work done on time. It is a critical attribute for your professional success. It is your responsibility to turn in all assignments on time unless you have made other arrangements with me well in advance of deadlines. I maintain the discretion to deduct points from or refuse to accept any late assignments.

COURSE ASSIGNMENTS

APA Cheat Sheet (5 points) – Due DATE
Course Objective 2

Compose a "cheat sheet" using a 6th Edition APA Manual. Do not use the internet or another source to complete this assignment.

Let's assume you have a test coming up. On that test, you are to write a brief research article in APA 6th edition format. You will not be allowed to use the Internet or a print version of an APA manual for help. However, you are allowed to use a one-page (1 inch margins, 12 pt. font, single sided) reference sheet. For this assignment, you are to create that sheet. Completely fill the page to earn maximum points. Think about what information is most important for YOU to include on the sheet. You may select the format for this sheet based on your needs, but please submit it as a Word document.

Documents Critique Assignment (20 points each) – Due DATE (Set One) & DATE (Set Two)
Course Objectives 1, 2

Each student is required to read, review and provide their reaction to the documents in the Weeks 4 & 5 folders in the BlazeVIEW:

Set One
• The Student Personnel Point of View (1937)
• The Student Personnel Point of View (1949)
• The Student Learning Imperative

Set Two
• Learning Reconsidered
• Learning Reconsidered 2

For each document, please complete a 1-2 page critique. The critique will include (but is not

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limited to) your overall reaction to the document, strengths, weaknesses, implications for Student Affairs and/or Higher Education today. To get into good practice of doing so, please use proper APA formatting for this assignment. This means a title page with a running head, abstract and using levels of headers. Each document will be a separate level of header. You do not need to include a reference list.

Note: some of these documents are lengthy, make sure you allow yourself time to read them thoroughly and critique them well!

Adapted From: Hughey, A. W. (2014, Fall). [CNS 571: Introduction to Student Affairs. Western Kentucky University, Bowling Green, KY.] Retrieved from ACPA Syllabus Clearinghouse, Washington, DC.

Competencies Presentation (30 points) – Due DATE (all files and group presentations 1- #) & DATE (group presentations # - #)
Course Objectives 1,3

Working in groups of two or three, students will select one of the ACPA/NASPA Competencies (available via BlazeVIEW) and develop a workshop style presentation covering the competency. The presentation should discuss the importance of the competency for higher education and student affairs practice, specific examples of how members of the group (or their co-workers) have employed the competency in their daily work, and practical strategies for entry-level professionals in meeting this competency area. Each presentation should last 20 – 30 minutes. Groups are expected to identify and utilize information beyond selected course readings, including research articles and other scholarly materials (3-5 additional resources). Presentation format should be appropriate for conferences in our field. In addition to the presentation, your group should provide class members with a one-page professional handout summarizing the content of the presentation and a reference list. All essential presentation and handout files are due **September 26** via the appropriate Assignments Folder in BlazeVIEW by 8am.

Where You Work Matters – Teach Us Session (20 points) – Various dates throughout the semester. Submit your presentation in the *Where You Work Matters* Assignments Folder.
Course Objectives 1,3

Students will work in teams of two or three to teach a selected chapter (2-8) of the *Where You Work Matters* text. These chapters are optional readings for students, so the session should give a detailed overview of the chapter. The presentation is approximately 30 minutes and include the following:
- Key points, implications for practice, etc…from the chapter
- Pop Topic – Pop Topics are *current* issues, news stories, etc…that are effecting an institution or higher education as a whole. The chosen Pop Topic must be relevant to the institution type. It may be related to 1 institution, or multiple.
- Discussion – students should allow ample time to discuss the chapter and Pop Topic, as well as answer questions other students may have.

- Supplemental Activity – students may create an optional activity (case study, small group activity) if they believe time will allow. Please be cognizant of the 30-minute timeframe. Slightly over time is OK, but not much more.

Online Learning Sessions (OLS) – (10 points each)
Course Objective 1

This semester, we will have 2 class sessions that will only meet online. Below are the assignments for each of these sessions:

- **Pick Your Podcast – Due DATE**
  Select a podcast or webinar from higheredlive.com or breakdrink.com that interests you. Watch or listen to it, and write a 1-2 page reflection on what you learned from it and how you can use the information learned in the future. Web links to HigherEdLive and Breakdrink are available on BV. Students may choose a podcast or webinar from a different source with prior approval from Dr. Workman.

- **In the News – Due DATE**
  Select a news article/blog post/etc...from an online higher education periodical such as the *Chronicle of Higher Education, Inside Higher Ed,* or something similar. The publication should be a news source, not a peer-reviewed journal. Read it (including any comments posted by users) and write a 1-2 page reflection on what you learned and how you can use what you learned in the future. Access information for the *Chronicle of Higher Education* and Inside Higher Ed are posted in BV. Students may chose a piece from another source without prior approval from Dr. Workman as long as it is relevant to higher education.

Functional Area Presentation (35 points) - Due DATES
Course Objectives 1,2,3

The purpose of this assessment is to learn and to teach others about a particular student affairs area within a campus community. The particular service may be housed in more than one office. Our focus is on the service that student affairs/higher education professionals provide to students, not on the actual organizational chart of the institution. You will research a particular student affairs unit, culminating in a presentation of your findings to the class.

In addition to focusing on the service (not the office on an organizational chart), it is important that you seek information on how this service exists on many different campuses. For example, the provision of student health services at a liberal arts college may differ from the service at a religiously-affiliated institution and may differ still from the service provided at a research university with a university hospital on site.

The goal is to become experts on how student affairs/higher education professionals provide this service to students across a wide range of institutions. As experts, you will teach the rest of the

class about this service area. This is a learning experience: challenge yourself to learn something new!

The presentation should be a synthesis and an integration of your research. Your research should include reviews of written material, website(s), etc....for 3 different institutions. VSU may be one of them, but does not have to be. Because of the variety of options, my preference is that all students choose a different functional area. If there must be overlap, students that are doing the same functional area may not use the same institutions.

Questions you might consider pursuing include:
- What is the relationship of the service to the university mission? To the academic mission? To the mission of the student affairs division?
- What are the assumptions, values, and perspectives of this service area?
- What is the background (education, past professional experience, etc.) of those in this service area?
- What competencies are most used in this service area; in what ways are they put to use?
- What trends or legal issues affect the work in this area?
- To what professional organizations does the staff of this service belong?
- Are there specific professional or ethical standards that guide the specific practice?
- How do those involved in this service area measure success? How do they determine the desired outcomes for students who use the service? How do they evaluate their efforts?
- In what ways are these services:
  - Remedial (correcting deficits or negative elements)
  - Preventative (interceding to prevent potentially negative results)
  - Developmental (enhancing or enriching persons and their environments)
- Are provisions made to meet the needs of all students?
- How does this service meet the needs of the "whole student"?
- What are the current issues faced by student affairs professionals within this service area?
- Other questions as you determine

The presentation will be approximately 20 minutes in length. You may use any resources you think are appropriate to make your presentation interesting, meaningful, and educational (e.g., video clips, on-site observations, role plays, etc.) The only restriction is that YOU should be the expert on this topic. Do not invite someone else into the classroom as a part of the presentation.

Possible Units:
- Counseling Center
- Health Services
- Financial Aid
- Registrar
- Veteran's Affairs
- Dean of Students Office
- Office of Orientation
- Housing & Residence Life
- Admissions
- Student Union
- Office of Career Opportunities
- Campus Recreation
- Dining
- Wellness Services
- Centralized Advising
- Student Success Center

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- International Student
  Services
- Access Office
- Fraternity and Sorority Life
- LGBTQ Student Services
- Other

COURSE EVALUATION

You will be asked to provide the instructor with informal feedback regarding aspects of the course. At the conclusion of the class, you will have the opportunity to evaluate the course and the instructor. Grades and quality points represent the instructor's final estimate of the student's performance in a course. The following letters denote course grades:

90-100% = A (Excellent; 4 quality pt/hr)

80-89% = B (Good; 3 quality pt/hr)

70-79% = C (Satisfactory; 2 quality pt/hr)

65-69% = D (Passing; 1 quality pt/hr)

≤ 65% = F (Failing; 0 quality pt/hr)

WF = Withdrew Failing (0 quality pt/hr)

I assign an "A" for work that is excellent – very strong overall. It represents thoughtful, detailed, creative and critical work, shows complex thinking and insight, and is well written and has minimal to no errors (typos, grammar, APA, etc...). A "B" represents good work. It has some weaknesses in one or more areas but displays good work overall. A "B" is a reasonable grade for graduate level work, one you should be proud of! While some students in the class may earn an "A", do not expect to earn one for work that is not outstanding.

OTHER:

Recognition of Religious Pluralism

Accommodations will be made for students in need of alternative assignment due dates, or who need to miss class time in observance of religious holidays. It is important to notify me of your needs for extension at least three weeks prior to these occasions.

Safe Space

In order to facilitate participation and help all students feel comfortable sharing their thoughts and ideas in the classroom, it is important that we create a respectful, open environment where everyone is valued. It is more than okay to express strong feelings or disagree with classmates' ideas, but I ask it is done respectfully. Bullying behaviors or actions that create a hostile learning environment will not be tolerated. Please be thoughtful about your words and actions, and focus on critiquing ideas rather than an individual's qualities as a person. Finally, I ask that you regard personal matters shared in classroom discussions as confidential.

Electronic Mail Student Notification Policy

Official communication with students in this class will be conducted via VSU e-mail. Course announcements and updates will be posted on BlazeVIEW. Students are expected to check e-mail on a frequent and regular basis in order to stay current on class activities and assignments.

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Unless otherwise notified, the instructor will use the e-mail provided to the University as the official address.

DEWAR COLLEGE OF EDUCATION AND HUMAN SERVICES POLICY STATEMENT ON PLAGIARISM

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

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website http://www.valdosta.edu/academics/academic-affairs/academic-honesty-policies-and-procedures.php

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

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Valdosta State University Report of Academic Dishonesty.

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Valdosta State University Report of Academic Dishonesty. According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

ACCESSIBILITY STATEMENT

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

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for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

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

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Course Calendar & Assignment Deadlines

Date	Topic, Readings, & Assignments
Week 1	Introductions, Course Overview, Grad School "Bootcamp" 1 Review Syllabus Prepared Readings o Fischer, B. A. and Zigmond, M. J. (1998), Survival Skills for Graduate School and Beyond. Assignment Due: None
Week 2	Grad School "Bootcamp" 2 - Library Instruction Session Reading and Writing in Graduate School **Meet at ROOM Odum Library** Prepared Readings: None Assignment Due: None

Week 3	Grad School "Bootcamp" 3 - APA Overview
	Student Affairs Foundations and Principles
	Prepared Readings
	   o Schuh, et al. (2011) Chapter 4, 5, 6
	   o APA readings - BV
	Assignments Due:
	   o APA Online tutorial (link on BV)
	   o APA Cheat Sheet

Week 4	Historical Foundations of Student Affairs
	Prepared Readings:
	   o Document Critique Readings (Set 1)
	   o Hirt (2006), Chapter 1
	Assignment Due: Document Critique (Set 1)
	Presentation: *Where You Work Matters*- Chapter 2

Week 5	Historical Foundations of Student Affairs (cont.) Prepared Readings: o Document Critique Readings (Set 2) Assignment Due: Document Critique (Set 2) Presentation: *Where You Work Matters* – Chapter 3

Week 6	Professional Development & Developing Your Professional Identity
	Prepared Readings
	   o Cooper et al. (1999) Professional Development Advice...
	   o Ortiz & Shintaku (2004) Professional & Personal Identities...
	   o Justyna (2014) Developing a Professional Identity
	Assignment Due: None
	Presentation: *Where You Work Matters* – Chapter 4

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Week 7	Professional Competencies: Part I
	Prepared Readings
	    o ACPA/NASPA Competencies
	    o Schuh et al. (2011) Part 5 and others (Review as
	        Needed)
	Assignment Due: None
	Presentations: Competencies Presentations (1-4)

Week 8	Professional Competencies: Part II
	Prepared Readings
	    o Schuh et al. (2011) Part 5 and others (Review as
	        Needed)
	Assignment Due: None
	Presentations: Competencies (5-8)

Week 9	No Class: Fall Break

Week 10	Supervision in Higher Education Leadership
	Mid-Semester Check In
	Prepared Readings:
	    o Schuh et al. (2011) Chap. 21
	    o Campbell (2011) Leadership and its Impact...
	    o Shupp and Armino (2012) Synergistic Supervision...
	    o Hoggerson & Rehwaldt (1993) Supervisor's Dilemma
	        ...Case Study (be prepared to discuss in depth)
	Assignment Due: None
	Presentation: *Where You Work Matters*- Chapter 5

Week 11	Advising and Helping Skills
	Prepared Readings:
	    o Schuh et al. (2011) 23 – 24
	    o Strayhorn (2015) Reframing Academic Advising
	    o Young et al. (2013) Academic advising: Does it really
	Assignment Due: None
	Presentation: *Where You Work Matters* – Chapter 6

Week 12	OLS: Pick Your Podcast Prepared Readings: None, but listen to/watch your podcast! Assignment Due: Pick Your Podcast Reflection

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Week 13	The changing face of Higher Education
	Prepared Readings:
	    o Schuh et al. (2011) Chapter 3, 19
	    o Chun-Mei et. al (2005) A Comparison of International Student
	    o Kirchner (2015) Supporting Student Veterans
	    o Gilardi & Guglielmetti (2011) University Life of Non Trad Students
	Assignment Due: None
	Presentation: *Where You Work Matters* – Chapter 7

Week 14	OLS: In the News Prepared Readings: Your chosen piece Assignment Due: In the News reflection
Week 15	Functional Areas 1 Prepared Reading: None Assignment Due: None Presentations: *Where You Work Matters* – Chapter 8 Functional Areas 1-#
Week 16	Functional Areas 2 Prepared Readings: None Assignment Due: None Presentations: Functional Areas # - #
Finals Week	Functional Areas 3 and Course Wrap Up Prepared Readings: None Assignment Due: None Functional Area Presentations # - #

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Valdosta State University Curriculum Form

- **Request for a NEW COURSE**

Date of Submission:	08/21/2019

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	CLT
Requestor's Name:	Dr. Jamie Workman, Dr. James Archibald	**Requestor's Role:**	Faculty

Proposed NEW Course Prefix: *(Consult abbreviations in the catalog)*	HEDL	**NEW Course Number:** *(Consult #s in the catalog)*	8700
Proposed NEW Course Title:	Special Topics in Higher Education Leadership		
NEW Course Title Abbreviation: *(Limit to 30 character spaces)*	Special Topics in HEDL		
Prerequisite(s):			

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

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

Allows Intensive study of a specialized topic related to working in higher education.   Can be taken ~~two times~~ for credit.   Twice

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	2020	*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 the fields of higher education and student affairs it is national practice to provide students with practical knowledge of the various aspects in of working in higher education. The course will provide opportunity to develop curriculum around a specialized topic not currently covered in depth in the current Higher Education Leadership program.

** 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 –

Please see attached syllabus. Data collected will vary based on the topic, but will include elements such as tests, papers, and/or presentations.

** 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	JAMES L. PATE	*[signature]*	8/19/19
College/Division Executive Committee	Bernard Oliver	*[signature]*	5/30/
Dean/Director	Bernard Oliver	*[signature]*	5/30/
Graduate Executive Committee *(for graduate course)*			
Graduate Dean *(for graduate course)*	Becky K. daCruz	*[signature]*	9/30/19
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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HEDL 8700
Special Topics in Higher Education
Leadership
3 SEMESTER HOURS
****

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

Conceptual Framework: Guiding Principles

<u>Dispositions</u> Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.
<u>Equity</u> Principle: All learners deserve high expectations and support.
<u>Process</u> Principle: Learning is a lifelong process of development and growth._
<u>Ownership</u> Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.
<u>Support</u> Principle: Successful engagement in the process of learning requires collaboration among multiple partners.
<u>Impact</u> Principle: Effective practice yields evidence of learning.
<u>Technology</u> Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.
<u>Standards</u> Principle: Evidence-based standards systematically guide professional preparation and development.

Positively Impacting Learning through Evidence-Based Practices

INSTRUCTOR

TBA

OFFICE HOURS

TBA

REQUIRED TEXTBOOKS

Will vary based on specific topic of course.

COURSE DESCRIPTION

This course allows intensive study of a specialized topic related to working in higher education.

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COURSE OBJECTIVES

Objectives and performance-based activities will be jointly determined based on the specific topic of the course.

COURSE REQUIREMENTS

Requirements for this course will vary depending on specific topic. Typical course requirements of in the Higher Education Leadership program include elements such as tests, research papers, and/or presentations.

OTHER

Recognition of Religious Pluralism
Accommodations will be made for students in need of alternative assignment due dates, or who need to miss class time in observance of religious holidays. It is important to notify me of your needs for extension at least three weeks prior to these occasions.

Safe Space
In order to facilitate participation and help all students feel comfortable sharing their thoughts and ideas in the classroom, it is important that we create a respectful, open environment where everyone is valued. It is more than okay to express strong feelings or disagree with classmates' ideas, but I ask it is done respectfully. Bullying behaviors or actions that create a hostile learning environment will not be tolerated. Please be thoughtful about your words and actions, and focus on critiquing ideas rather than an individual's qualities as a person. Finally, I ask that you regard personal matters shared in classroom discussions as confidential.

Electronic Mail Student Notification Policy
Official communication with students in this class will be conducted via VSU e-mail. Course announcements and updates will be posted on BlazeVIEW. Students are expected to check e-mail on a frequent and regular basis in order to stay current on class activities and assignments. Unless otherwise notified, the instructor will use the e-mail provided to the University as the official address.

DEWAR COLLEGE OF EDUCATION AND HUMAN SERVICES
POLICY STATEMENT ON PLAGIARISM
Below is information directly quoted from the Academic Honesty Policies and Procedures:
> Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

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

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

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

Second Offense:
1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form and the policy will be followed http://www.valdosta.edu/coe/studentsinfo.shtml
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

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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.

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 and 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.

	Valdosta State University Curriculum Form	Date of Submission:	08/21/2019
	• **Request to DEACTIVATE/ACTIVATE a Course/Program**		

College:	College of Education and Human Services	Dept. Initiating Request:	CLT
Requestor's Name:	Dr. Jamie Workman, Dr. James Archibald	Requestor's Role:	Faculty

List of Courses (or the program or track)

(Example: CLASS 1111 Introduction to Class)
SAHE 7870: Student Personnel Services

☒ 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	2020	*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 pre-existing curriculum of this course has been modified and will be part of a newly requested course in the Higher Education Leadership curriculum (HEDL 7870: Introduction to Higher Education Leadership)

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.)

The faculty of the Higher Education Leadership program believe the newly requested course will enhance student learning. The curriculum has been updated to include current best practices and relevant topics in the field of higher education.

Valdosta State University – DEACTIVATE/ACTIVATE a Course/Program

- Request to DEACTIVATE/ACTIVATE a Course/Program

Approvals:	Print:	Signature:	Date:
Department Head	JAMES L. PATE	*[signature]*	8/19/19
College/Division Executive Committee	Bernard Oliver	*[signature]*	8/20
Dean/Director	Bernard Oliver	*[signature]*	8/30
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. daCruz	Becky K. daCruz	9/30/19
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:	09/23/2019

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

College:	College of Education and Human Services	Dept. Initiating Request:	Human Services
Requestor's Name:	Dr. Michael Sanger	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	2020

Degree/Program Name:	MSW/Social Work
Current Catalog URL:	https://www.valdosta.edu/academics/graduate-school/our-programs/master-of-social-work-advanced-standing.php

Present Requirements:	Proposed Requirements: *(hover over for instructions)*
Graduate Entrance Exam Scores (MAT or GRE): Applicants may elect to take either the Miller Analogies Test (MAT) or the Graduate Record Examinations (GRE). Applicants who take the MAT should receive a minimum score of 390. Applicants who take the GRE should receive a combined minimum score of 800 on the verbal and quantitative sections or a minimum score of 400 on verbal and a minimum score of 3.5 on the analytical sections or a minimum score of a 146 on verbal and a minimum score of 3.5 on the analytical sections, or a combined minimum score of 286 on the verbal and the quantitative sections. For additional information, see Testing Resources	*Graduate Entrance Exam Scores (MAT or GRE): Applicants may elect to take either the Miller Analogies Test (MAT) or the Graduate Record Examinations (GRE). Applicants who take the MAT should receive a minimum score of 390. Applicants who take the GRE should receive a combined minimum score of 800 on the verbal and quantitative sections or a minimum score of 400 on verbal and a minimum score of 3.5 on the analytical sections or a minimum score of a 146 on verbal and a minimum score of 3.5 on the analytical sections, or a combined minimum score of 286 on the verbal and the quantitative sections. For additional information, see Testing Resources*
IMPORTANT PROGRAM INFORMATION Admission to the Advanced Standing track of the MSW Program is highly competitive. Advanced Standing applications will be thoroughly reviewed. The Social Work faculty will examine the applicant's BSW transcript, the accreditation status of the undergraduate institution, and if necessary, BSW course syllabi, in order to determine whether the foundation course is transferable to the VSU MSW Program.	IMPORTANT PROGRAM INFORMATION Admission to the Advanced Standing track of the MSW Program is highly competitive. Advanced Standing applications will be thoroughly reviewed and admissions made in the order applications are received. The Social Work faculty will examine the applicant's BSW transcript, the accreditation status of the undergraduate institution, and if necessary, BSW course syllabi, in order to determine whether the foundation course is transferable to the VSU MSW Program.

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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 –

Since Standardized Tests are not predictive of student success, we are no longer requiring them.

The program wants students to realizes we are now using a "rolling admissions" procedures.

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

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

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

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

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

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

☐ Other Data Source Descriptions –

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Dr. Heather Kelley	*Heather Kelley*	10/15/19
College/Division Executive Committee			
Dean/Director	Dr. Bernard Oliver	*Bernard Oliver*	10/15/19
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Dr. Becky K. da Cruz	*Becky K. da Cruz*	10/28/2019
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:	09/23/2019

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

College:	College of Education and Human Services	Dept. Initiating Request:	Human Services
Requestor's Name:	Dr. Sanger	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	2020
Degree/Program Name:	MSW/ Social Work		
Current Catalog URL:	https://www.valdosta.edu/academics/graduate-school/our-programs/master-of-social-work.php		

Present Requirements:	Proposed Requirements: *(hover over for instructions)*
Graduate Entrance Exam Scores (MAT or GRE): Applicants may elect to take either the Miller Analogies Test (MAT) or the Graduate Record Examinations (GRE). Applicants who take the MAT should receive a minimum score of 390. Applicants who take the GRE should receive a combined minimum score of 800 on the verbal and quantitative sections or a minimum score of 400 on verbal and a minimum score of 3.5 on the analytical sections or a minimum score of a 146 on verbal and a minimum score of 3.5 on the analytical sections, or a combined minimum score of 286 on the verbal and the quantitative sections. For additional information, see Testing Resources. Applicants to the program will identify their preference of program tracks on the MSW Supplemental Application. Please note: seats in tracks may be limited and first preferences cannot be guaranteed.	*Graduate Entrance Exam Scores (MAT or GRE): Applicants may elect to take either the Miller Analogies Test (MAT) or the Graduate Record Examinations (GRE). Applicants who take the MAT should receive a minimum score of 390. Applicants who take the GRE should receive a combined minimum score of 800 on the verbal and quantitative sections or a minimum score of 400 on verbal and a minimum score of 3.5 on the analytical sections or a minimum score of a 146 on verbal and a minimum score of 3.5 on the analytical sections, or a combined minimum score of 286 on the verbal and the quantitative sections. For additional information, see Testing Resources.* Applicants to the program will identify their preference of program tracks on the MSW Supplemental Application. Please note: seats in tracks may be limited and first preferences cannot be guaranteed. Applications will be reviewed and admission decisions made in the order that applications are received.

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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 –

Since Standardized Tests are not predictive of student success, we are no longer requiring them.
The program wants students to realizes we are now using a "rolling admissions" procedures.

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

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

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

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

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

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

☐ Other Data Source Descriptions –

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

Approvals:	Print:	Signature:	Date:
Department Head	Dr. Heather Kelley	*Heatherkey*	10/15/19
College/Division Executive Committee			
Dean/Director	Dr. Bernard Oliver	*Bernard Oliver*	10/15/1c
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Dr. Becky K. da Cruz	*Becky K. da Cruz*	10/28/2019
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:	09/23/2019

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Human Services
Requestor's Name:	Heather Kelley	**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	Summer 2020
Degree/Program Name:	Master of Social Work		
Current Catalog URL:	https://www.valdosta.edu/academics/graduate-school/our-programs/retention-dismissal-readmission-policies.php#masters		

Present Requirements:	**Proposed Requirements:** *(hover over for instructions)*
SOCIAL WORK 4. Students may be terminated from the Division of Social Work for non-academic reasons that are identified in the 2009-2010 Student Handbook. A student's enrollment may be terminated for the following non-academic reasons: * Violation of the NASW Code of Ethics or the Code of Ethics of the State of Georgia Composite Board. Students are responsible for being familiar with the NASW Code of Ethics. Content from the code is infused throughout the curriculum.The Code of Ethics can be found on the Division of Social Work Website.Links to the Code are found in the 2009-2010 Field Handbook and in the 2009-2010 Student Handbook. 5. No more than 6 semester hours of academic work may be transferred from another institution into a master's-level -graduate program. Transfer credit will be evaluated after admission, by the academic department. To be eligible, credit must be no more than seven years old prior to completion of the degree.	SOCIAL WORK 4. Students may be terminated from the *Division of* Social Work program for non-academic reasons that are identified in the *2009-2010* Student Handbook. A student's enrollment may be terminated for the following non-academic reasons: * Violation of the NASW Code of Ethics or the Code of Ethics of the State of Georgia Composite Board. Students are responsible for being familiar with the NASW Code of Ethics. Content from the code is infused throughout the curriculum. The Code of Ethics can be found on the *Division of* Social Work Website. Links to the Code are found in the *2009-2010 Field Handbook and in the 2009-2010* Student Handbook. *5. No more than 6 semester hours of academic work may be transferred from another institution into a master's-level -graduate program. Transfer credit will be evaluated after admission, by the academic department. To be eligible, credit must be no more than seven years old prior to completion of the degree.* 5. No more than 12 semester hours of academic work may be transferred from VSU or another institution into the MSW program. Following admission, the academic program advisor will evaluate transfer credit for equivalency and appropriateness. The equivalency and appropriateness of transfer credit is at the complete discretion of the academic program advisor. Transfer credit must be earned from a regionally accredited university and be completed at a CSWE-accredited institution. The Graduate School provides

7. The maximum time allowed for completion of the master's degree is seven calendar years. No work more than 7 years of age at the time of admission will be accepted toward the degree, except with special permission from the student's major professor and the *Director of Division of* Social Work Program Director and approval from the *Dean of the Graduate School* Associate Provost for Graduate Studies and Research.

SOCIAL WORK ADVANCED STANDING

4. Students may be terminated from the *Division of* Social Work program for non-academic reasons that are identified in the *2009-2010* Student Handbook. A student's enrollment may be terminated for the following non-academic reasons:

* Violation of the NASW Code of Ethics or the Code of Ethics of the State of Georgia Composite Board. Students are responsible for being familiar with the NASW Code of Ethics. Content from the code is infused throughout the curriculum. The Code of Ethics can be found on the Division of Social Work Website. Links to the Code are found in the *2009-2010* Field Handbook and in the *2009-2010* Student Handbook.

5. No more than 6 semester hours of academic work may be transferred from another institution into a master's-level - graduate program. Transfer credit will be evaluated after admission, by the academic department. To be eligible, credit must be no more than seven years old prior to completion of the degree.
5. No more than 12 semester hours of academic work may be transferred from VSU or another institution into the MSW program. Following admission, the academic program advisor will evaluate transfer credit for equivalency and appropriateness. The equivalency and appropriateness of transfer credit is at the complete discretion of the academic program advisor. Transfer credit must be earned from a regionally accredited university and be completed at a CSWE-accredited institution. The Graduate School provides final approval of transfer credit upon the recommendation of the advisor. To be eligible, credit must be no more than seven years old prior to the semester the student enrolls in the VSU MSW program.

7. The maximum time allowed for completion of the master's degree is seven calendar years. No work more than seven years of age at the

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7. The maximum time allowed for completion of the master's degree is seven calendar years. No work completed more than seven years prior to degree completion will be accepted toward the degree, except with special permission from the student's major professor and the Director of the Division of Social Work and approval from the Dean of the Graduate School.

SOCIAL WORK ADVANCED STANDING

4. Students may be terminated from the Division of Social Work for non-academic reasons that are identified in the 2009-2010 Student Handbook. A student's enrollment may be terminated for the following non-academic reasons:

* Violation of the NASW Code of Ethics or the Code of Ethics of the State of Georgia Composite Board. Students are responsible for being familiar with the NASW Code of Ethics. Content from the code is infused throughout the curriculum.The Code of Ethics can be found on the Division of Social Work Website.Links to the Code are found in the 2009-2010 Field Handbook and in the 2009-2010 Student Handbook.

5. No more than 6 semester hours of academic work may be transferred from another institution into a master's-level -graduate program. Transfer credit will be evaluated after admission, by the academic department. To be eligible, credit must be no more than seven years old prior to completion of the degree.

7. The maximum time allowed for completion of the master's degree is seven calendar years. No work completed more than seven years prior to degree completion will be accepted toward the degree, except with special permission from the student's major professor

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and the [D]irector of the Division of Social Work and approval from the Dean of the Graduate School.	time of admission be accepted toward the degree, except with special permission from the student's major professor and the *Director of Division of* Social Work Program Director and approval from the *Dean of the Graduate School* Associate Provost for Graduate Studies and Research.

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 –

Creating consistent language when using the terms "student" and "candidate."

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 –

Degree completion rates

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

Approvals:	Print:	Signature:	Date:
Department Head	Heather Kelley	*[signature]*	10/15/19
College/Division Executive Committee			
Dean/Director	Bernard Olivo	*[signature]* Bernard Olivo	10/15/9
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. daCruz	*[signature]* Becky K. daCruz	10/28/2019
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		Date of Submission:	09/23/2019
• Request for a NEW COURSE			

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:	Dr. Michael Sanger	Requestor's Role:	Faculty

Proposed NEW Course Prefix: (Consult abbreviations in the catalog)	SOWK	NEW Course Number: (Consult #s in the catalog)	6800
Proposed NEW Course Title:	Field Practicum and Seminar I		
NEW Course Title Abbreviation: (Limit to 30 character spaces)	Field Practicum and Seminar I		
Prerequisite(s):	Admission into the program.		

Lecture Hours:	3	Lab/Contact Hours:	1	Credit Hours:	4

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

Supervised practice in field settings with accompanying seminar in which 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	2020	*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 –

Combining supervised practice in field settings with an integrated seminar will improve student's ability to apply social work values, theory and practice skills addressed in the classroom to real life settings. This increased integration of classroom and field activities will improve student learning, retention, and application of social work skills.

** 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 –

SOIs, Student Evaluation of Field Experience form, and results from IER.

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

Valdosta State University – NEW COURSE Form
- **Request for a NEW COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Dr. Heather Kelley	*Heather Kelly*	10/15/19
College/Division Executive Committee			
Dean/Director	Dr. Bernard Oliver	*Bernard Oliver*	10/5/19
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Dr. Becky K. da Cruz	*Becky K. da Cruz*	10/28/2019
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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MSW PROGRAM

SOWK6800
Field Practicum and Seminar I
Practicum-Practicum Seminar

4 SEMESTER HOURS

Guiding Principles (DEPOSITS)
(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

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

<u>Equity</u> Principle: All learners deserve high expectations and support.

<u>Process</u> Principle: Learning is a lifelong process of development and growth.

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

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

<u>Impact</u> Principle: Effective practice yields evidence of learning.

<u>Technology</u> Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

<u>Standards</u> Principle: Evidence-based standards systematically guide professional preparation and development.

National Professional Association/Accreditor Standards/Competencies/ Learning Outcomes

Council on Social Work Education (CSWE) Competencies & VSU MSW Program Competences

The MSW program competencies are derived from the CSWE Educational Policy Accreditation Standards (2015). As we define it, program competencies are more specific than goals, and specify what we **intend or expect** students to accomplish by the end of the MSW Program. Think of them as targets to achieve. On the other hand, outcomes **are much more specific**, course-related components of each program competency. The specific outcomes are what each of you should have achieved by the end of each course. Perhaps the analogy of a community may be helpful. The advanced generalist social work community at VSU is made up of program competencies which can be thought of as individual businesses, institutions, and houses in our community. Like any community, each program competency (e.g., house, business) can stand alone, but they need each other to thrive and become a functional community. Outcomes then can be seen as the walls, floors, windows and doors that are combined to comprise each objective and, ultimately the Advanced Generalist community.

The faculty has selected 9 Program Competencies to form the basic structure of the MSW Curriculum: 16 foundation and 30 concentration outcomes. The Learning Plan shows that these 9 Program Competencies are met in different courses across the two-year curriculum. Further, each of the 9 Program Competencies is linked with specific foundation/concentration outcomes. In examining the range of courses that comprise the overall curriculum, we can begin to identify specific elements of

Positively Impacting Learning Through Evidence-Based Practices

knowledge, values, and skills that we expect students to achieve during the MSW Program. We have called these elements *Outcomes*. Outcomes combine specific chunks of knowledge and skills with a demonstration of their achievement, through application! Just as a window might be a combination of a specific size of glass, with a type of wood and metal. Its achievement is the building of a window; the window is an achieved product although its ultimate application is its 'fit' with the specific house. By examining the outcomes that students are expected to master per course, students can determine the actual content that will be learned.

The Learning Plan ensures that all courses and the overall curriculum meet our own curriculum standards as well as national standards of social work education as set forth by the Council on Social Work Education.

INSTRUCTORS

Names:	Carrie Dorminey, LCSW
	Shaleta Thomas Preaster, LCSW
	Calvin Whitehead, LCSW
	Windy Scott, LCSW
	Brantley Wheeler, LCSW

Office Number:	Health Sciences and Business Administration Building Suite 2002
Telephone Number:	229-249-4864
Email Address:	mswfield@valdosta.edu
Office Hours:	TBA
Website:	https://www.valdosta.edu/colleges/education/social-work/
Class:	HSBA Building F2F Thursday 5-7 pm Web Weekends Friday 5-7pm

COURSE DESCRIPTION *(must match the current catalog description)*

Catalog Description
SOWK 6800 Field Practicum and Seminar Supervised practice in field settings with accompanying seminar in which students will integrate classroom learning, social work theory and practice, and discuss field experiences.

COURSE DESCRIPTION
SOWK 6800 is the first foundation practicum sequence in which students are engaged in practicum in a human service agency and participate in a concurrent, seminar. Both segments of the first practicum experience are treated as a unit and are designed to support and augment one another. Practicum and Practicum Seminar begins during fall semester. Course content is designed to provide students with an orientation to the practicum agency and social work practice as well as the integration of classroom material and practicum experiences. Additionally, the practicum/seminar offers support to students as they transition into the practitioner role.

Using the ecological systems model, students are oriented to the principles of generalist social work practice within a specific agency context. They are exposed to and begin to implement the PIP process with client systems. Students are expected to begin to understand how social work values and ethics as reflected in the NASW Code of Ethics apply to social work practice situations. In addition, during the course students begin to engage in supervised practice at multiple levels including work with individual client systems, families, groups, organizations, and communities. Populations served by agencies selected as practicum sites are among society's most vulnerable and include diverse groups and oppressed groups. Course materials and content of the practicum seminar are informed and influenced by a commitment to and promotion of human and cultural diversity, social justice, an understanding of oppression and socio-economic poverty. Students must use the ecological perspective to determine how field education and practice fit into the overall generalist curriculum. Course content also addresses expectations surrounding supervision and the field placement experience. Additionally, students are introduced to working closely with a group of peers as they participate in practicum seminar and engage in joint problem-solving activities with an instructor.

PREREQUISITE

Admission to the program.

RELATION TO OTHER COURSES

SOWK 6800 is designed to introduce students to the field educational component of professional social work education. The practicum and practicum seminar provide educational support and instruction for students as they enter practicum. Content for SOWK 6800 is linked horizontally with other foundation courses including SOWK 6201 (HBSE I), Generalist Practice I (SOWK 6301), and Research and Evaluation Methods in Social Work (SOWK 6500). The first practicum course/seminar is designed to prepare students for the subsequent practicum sequence, SOWK 6900 that is taught the following semester. The overall competencies of the practicum/seminar are to introduce students to the field educational component of professional social work education and begin to cultivate the integration of classroom work with practicum experiences.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Curington, A. *Field Instruction Handbook*. Department of Social Work, Valdosta State University, Valdosta, GA.

REQUIRED TECHNOLOGY

Adobe Acrobat Reader and Writer will be used as a tool for course enhancement. Your field documents will require access to both Reader and Writer. Please make sure you secure access to this program

VSU BlazeView D2L Support
Valdosta State provides free technical support for students. If you need technical assistance with BlazeView D2L, call the Desire2Learn Help Center at 1-855-772-0423 or visit the BlazeView D2L University web site for Frequently Asked Questions and Self Help, or contact BlazeView D2L Help. You may also contact your instructor for assistance

COURSE OBJECTIVES (*Indicate alignment with the above standards, competencies, program objectives, and/or student learning outcomes.*)

This course is organized by outcomes that will provide focus, consistency, and clear evaluation criteria. Skills and knowledge that support achievement of the course outcomes will receive the majority of class time. These course outcomes are derived from the MSW program competencies, and will help you build toward achievement of those competencies. Lessons, materials, methods and assignments are organized toward your achievement of the competencies 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:

COURSE OUTCOMES

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. Communicate understanding of diversity and difference and recognize the extent to which a culture's structure and values impact life experiences.
5. 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.
6. 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.
7. Apply critical thinking to use research evidence to inform and improve practice, policy and service delivery.
8. Identify social policies at the local, state and federal level that impacts the delivery of access to social services.
9. 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.

*Utilize Likert Scale to rate students
- Rapport Building

- Empathy

- Reflection (Content/Feelings)

- Attending behaviors

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- Effective Questioning (Open/Ended)

- Paraphrasing

- Reframing

- Confronting/Noting a discrepancy

- Appropriate Self-Disclosure

- Interpreting

- Information Giving

- Summarizing

- Enlisting Cooperation

- Structure of Interview

10. Using the strengths perspective, practice without discrimination, collecting and organizing data and applying critical thinking to interpret information from clients and constituencies.
11. Develop and select mutually agreed upon appropriate intervention goals and objectives based on assessment of strengths, needs, and challenges of clients and constituencies.
12. Collect, organize, and interpret client data.

13. Utilize supervision, consultation and interdisciplinary team collaboration as appropriate to achieve practice outcomes.
14. Understand methods of identifying, analyzing, and implementing evidenced based interventions to achieve client and constituent's goals.
15. Select and use appropriate methods for evaluation and critically analyze, monitor and evaluate interventions and program processes and outcomes.
16. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.
17. Apply knowledge of human behavior and social environment, person in environment and other theoretical frameworks when evaluating diverse clients and constituencies.

Course Competencies, Dimensions, and Assignments (Measures)

1. Competency 1:

Positively Impacting Learning Through Evidence-Based Practices

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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.

<u>Assignments & Dimensions:</u> Student presentation of practicum experience (Skills & Cognitive-Affective Processes); Triadic Process Recording (Knowledge, Values, Skills & Cognitive-Affective Processes), Student Assessment (Values), Learning Plan (Knowledge, Values, Skills, Cognitive-Affective Processes), Midterm & Final Grade form, Supervision (Knowledge, Skills, Values, and Cognitive Affective Processes) ; Online Discussion-Demographic Information (Knowledge); Online Discussion-Learning Style (Values & Cognitive Affective Processes); Student logs (Knowledge)

Demonstrate professional comportment in behavior, appearance, and in oral, written, and electronic communication including social media practices using technologically, ethically, and appropriately to facilitate practice outcomes.

<u>Assignments & Dimensions:</u> Student presentation of practicum experience (Skills & Cognitive-Affective Processes), Triadic Process Recording (Knowledge, Values, Skills, & Cognitive-Affective Processes), Student Assessment (Values), Learning Plan (Knowledge, Values, Skills, & Cognitive-Affective Processes) , Midterm & Final Grade form, Supervision (Knowledge, Skills, Values, & Cognitive Affective Processes) ; Online Discussion-Demographic Information (Knowledge); Online Discussion-Learning Style (Values & Cognitive Affective Processes); Student logs (Knowledge)

2. Competency 1:
3. Competency 1:

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.

<u>Assignments & Dimensions:</u> Student presentation of practicum experience (Skills & Cognitive-Affective Processes), Triadic Process Recording (Knowledge, Values, Skills & Cognitive-Affective Processes), Student Assessment (Values), Learning Plan (Knowledge, Values, Skills & Cognitive-Affective Processes), Midterm & Final Grade form, Supervision (Knowledge, Skills, Values, & Cognitive Affective Processes) ; Online Discussion-Demographic Information (Knowledge); Online Discussion-Learning Style (Values & Cognitive Affective Processes); Student logs (Knowledge)

4. Competency 2:

Communicate understanding of diversity and difference and recognize the extent to which a culture's structure and values impact life experiences.

<u>Assignments & Dimensions:</u> Student presentation of practicum experience (Values), Triadic Process Recording (Knowledge, Skills, Values, & Cognitive-Affective Processes), Student Assessment (Values), Learning Plan (Knowledge, Values, Skills, & Cognitive-Affective Processes), Midterm & Final Grade form, Supervision (Knowledge, Skills, Values, & Cognitive-Affective Processes); Online Discussion-Demographic Information (Knowledge); Online

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Discussion-Learning Style (Values & Cognitive-Affective Processes); Online Discussion-Eco Perspective (Knowledge, Values, Skills & Cognitive-Affective Processes); Online Discussion-Theory in Practicum (Knowledge, Values, Skills & Cognitive-Affective Processes)

Competency 2:
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.
Assignments & Dimensions: Student presentation of practicum experience (Skills & Cognitive-Affective Processes), Triadic Process Recording (Knowledge, Values, Skills, & Cognitive-Affective Processes), Student Assessment (Values), Learning Plan (Knowledge, Values, Skills, & Cognitive-Affective Processes), Midterm & Final Grade form, Supervision (Knowledge, Values, Skills, & Cognitive-Affective Processes); Online Discussion-Demographic Information (Knowledge); Online Discussion-Learning Style (Values & Cognitive-Affective Processes); Online Discussion-Eco Perspective (Knowledge, Values, Skills, & Cognitive-Affective Processes); Online Discussion-Theory in practicum (Knowledge, Values, Skills, & Cognitive-Affective Processes)

5. Competency 3:
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.
Assignments & Dimensions: Student presentation of practicum experience (Skills & Cognitive-Affective Processes), Triadic Process Recording (Knowledge, Values, Skills, & Cognitive-Affective Processes), Student Assessment (Values), Learning Plan (Knowledge, Values, Skills, & Cognitive-Affective Processes, Supervision (Knowledge, Values, Skills, & Cognitive-Affective Processes), Online Discussions- Eco Perspective & Theory in practicum (Knowledge, Values, Skills, & Cognitive-Affective Processes); Online Discussion-Demographic Information (Knowledge); Online Discussion-Learning Style (Values & Cognitive-Affective Processes)

6. Competency 4:
Apply critical thinking to use research evidence to inform and improve practice, policy and service delivery (Assignments from other courses: SOWK 6500-- Citi Program, SSRD).
Assignments & Dimensions: Student presentation of practicum experience (Knowledge & Cognitive-Affective Processes), Triadic Process Recording (Knowledge, Values, Skills, & Cognitive-Affective Processes), Student Assessment (Values), Learning Plan (Knowledge, Values, Skills, & Cognitive-Affective Processes), Supervision (Knowledge, Values, Skills, & Cognitive-Affective Processes), Online Discussions- Eco Perspective & Theory in practicum (Knowledge, Values, Skills, & Cognitive-Affective Processes); Online Discussion-Demographic Information (Knowledge); Online Discussion-Learning Style (Values & Cognitive-Affective Processes)

7. Competency 5:

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Identify social policies at the local, state and federal level that impacts the delivery of access to social services.

Assignments & Dimensions: Student presentation of practicum experience (Knowledge & Cognitive-Affective Processes), Triadic Process Recording (Knowledge, Values, Skills, & Cognitive-Affective Processes), Student Assessment (Values), Learning Plan (Knowledge, Values, Skills, & Cognitive-Affective Processes), Supervision (Knowledge, Values, Skills, & Cognitive-Affective Processes), Online Discussions- Eco Perspective & Theory in practicum (Knowledge, Values, Skills, & Cognitive-Affective Processes); Online Discussion-Demographic Information (Knowledge); Online Discussion-Learning Style (Values & Cognitive-Affective Processes)

8. Competency 6:
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.

*Utilize Likert Scale on Learning Plan to rate students competency in:
- 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

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Assignments & Dimensions: Student presentation of practicum experience (Knowledge & Cognitive-Affective Processes), Triadic Process Recording (Knowledge, Values, Skills, & Cognitive-Affective Processes), Student Assessment (Values), Learning Plan (Knowledge, Values, Skills, & Cognitive-Affective Processes), Supervision (Knowledge, Values, Skills, & Cognitive-Affective Processes), Midterm & Final Grade Form, Online Discussions- Eco Perspective & Theory in practicum (Knowledge, Values, Skills, & Cognitive-Affective Processes); Online Discussion-Demographic Information (Knowledge); Online Discussion-Learning Style (Values & Cognitive-Affective Processes)

9. Competency 7:
Using the strengths perspective, practice without discrimination, collecting and organizing data and applying critical thinking to interpret information from clients and constituencies.
Assignments & Dimensions: Student presentation of practicum experience (Knowledge & Cognitive-Affective Processes), Triadic Process Recording (Knowledge, Values, Skills, & Cognitive-Affective Processes), Student Assessment (Values), Learning Plan (Knowledge, Values, Skills, & Cognitive-Affective Processes), Supervision (Knowledge, Values, Skills, & Cognitive-Affective Processes), Midterm & Final Grade Form, Online Discussions- Eco Perspective & Theory in practicum (Knowledge, Values, Skills, & Cognitive-Affective Processes); Online Discussion-Demographic Information (Knowledge); Online Discussion-Learning Style (Values & Cognitive-Affective Processes)

Competency 7:
Develop and select mutually agreed upon appropriate intervention goals and objectives based on assessment of strengths, needs, and challenges of clients and constituencies.
Assignments & Dimensions: Student presentation of practicum experience (Knowledge & Cognitive-Affective Processes, Triadic Process Recording (Knowledge, Values, Skills & Cognitive-Affective Processes), Student Assessment (Values), Learning Plan (Knowledge, Values, Skills & Cognitive-Affective Processes), Supervision (Knowledge, Values, Skills & Cognitive-Affective Processes) , Midterm & Final Grade Form, Online Discussions- Eco Perspective & Theory in practicum (Knowledge, Values, Skills, & Cognitive-Affective Processes); Online Discussion-Demographic Information (Knowledge); Online Discussion-Learning Style (Values & Cognitive-Affective Processes)

Competency 7:
Collect, organize, and interpret client data.
Assignments & Dimensions: Student presentation of practicum experience (Knowledge & Cognitive-Affective Processes), Triadic Process Recording (Knowledge, Values, Skills & Cognitive-Affective Processes), Student Assessment (Values), Learning Plan (Knowledge, Values, Skills & Cognitive-Affective Processes) , Supervision (Knowledge, Values, Skills & Cognitive-Affective Processes) , Midterm & Final Grade Form, Online Discussions- Eco Perspective & Theory in practicum (Knowledge, Values, Skills, & Cognitive-Affective

Processes); Online Discussion-Demographic Information (Knowledge); Online Discussion-Learning Style (Values & Cognitive-Affective Processes)

10. Competency 8:
Utilize supervision, consultation and interdisciplinary team collaboration as appropriate to achieve practice outcomes.
Assignments & Dimensions: Student presentation of practicum experience (Knowledge & Cognitive-Affective Processes), Triadic Process Recording (Knowledge, Values, Skills & Cognitive-Affective Processes), Student Assessment (Values), Learning Plan (Knowledge, Values, Skills & Cognitive-Affective Processes) , Supervision (Knowledge, Values, Skills & Cognitive-Affective Processes) , Midterm & Final Grade Form, Online Discussions- Eco Perspective & Theory in practicum (Knowledge, Values, Skills & Cognitive-Affective Processes); Online Discussion-Demographic Information (Knowledge); Online Discussion-Learning Style (Values & Cognitive-Affective Processes)

Competency 8:
Understand methods of identifying, analyzing, and implementing evidenced based interventions to achieve client and constituent's goals.
Assignments & Dimensions: Student presentation of practicum experience (Knowledge & Cognitive-Affective Processes), Triadic Process Recording (Knowledge, Values, Skills & Cognitive-Affective Processes), Student Assessment (Values), Learning Plan (Knowledge, Values, Skills & Cognitive-Affective Processes), Supervision(Knowledge, Values, Skills & Cognitive-Affective Processes) , Midterm & Final Grade Form, Online Discussions- Eco Perspective & Theory in practicum (Knowledge, Skills, Values, and Cognitive Affective); Online Discussion-Demographic Information (Knowledge); Online Discussion-Learning Style (Values & Cognitive-Affective Processes)

11. Competency 9:
Select and use appropriate methods for evaluation and critically analyze, monitor and evaluate interventions and program processes and outcomes.
Assignments & Dimensions: Student presentation of practicum experience (Knowledge & Cognitive-Affective Processes), Triadic Process Recording (Knowledge, Values, Skills & Cognitive-Affective Processes) , Student Assessment (Values), Learning Plan (Knowledge, Values, Skills & Cognitive-Affective Processes), Supervision (Knowledge, Values, Skills & Cognitive-Affective Processes), Midterm & Final Grade Form, Online Discussions- Eco Perspective & Theory in practicum (Knowledge, Values, Skills, & Cognitive-Affective Processes); Online Discussion-Demographic Information (Knowledge); Online Discussion-Learning Style (Values & Cognitive-Affective Processes)

Competency 9:
Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

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<u>Assignments & Dimensions:</u> Student presentation of practicum experience (Knowledge & Cognitive-Affective Processes), Triadic Process Recording (Knowledge, Values, Skills & Cognitive-Affective Processes) , Student Assessment (Values), Learning Plan (Knowledge, Values, Skills & Cognitive-Affective Processes), Supervision(Knowledge, Values, Skills & Cognitive-Affective Processes) , Midterm & Final Grade Form, Online Discussions- Eco Perspective & Theory in practicum (Knowledge, Values, Skills, & Cognitive-Affective Processes); Online Discussion-Demographic Information (Knowledge); Online Discussion-Learning Style (Values & Cognitive-Affective Processes)

Competency 9:
Apply knowledge of human behavior and social environment, person in environment and other theoretical frameworks when evaluating diverse clients and constituencies.
<u>Assignments & Dimensions:</u> Student presentation of practicum experience (Knowledge & Cognitive-Affective Processes), Triadic Process Recording (Knowledge, Values, Skills & Cognitive-Affective Processes), Student Assessment (Values), Learning Plan (Knowledge, Values, Skills & Cognitive-Affective Processes), Supervision (Knowledge, Values, Skills & Cognitive-Affective Processes) , Midterm & Final Grade Form, Online Discussions- Eco Perspective & Theory in practicum (Knowledge, Values, Skills, & Cognitive-Affective Processes); Online Discussion-Demographic Information (Knowledge); Online Discussion-Learning Style (Values & Cognitive-Affective Processes)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

You will demonstrate your achievement of course competencies through your submitted projects, exams, and assignments:

1. Construct the 6800/6900 Learning Plan Worksheet

2. Triadic Process Recordings (Giddings & Vodde, 2001) will be assigned. In order to emphasize the team approach to field experiences, students are expected to complete process recordings on the assigned dates. The recordings are first turned in to practicum seminar instructors who provide written feedback to the student.

3. A Student Assessment will be assigned. The assessment will include a 2-3 page paper in which students must self-assess their skills in the following dimensions:

<u>Interpersonal Communication Skills</u>: Identify and critique your interpersonal skills with clients, colleagues and other professionals. Evaluate your beginning level of skills as you begin to engage in client contacts.

<u>Foundation Content Knowledge</u>: Describe your strengths and weaknesses as you reflect on the content that you learned during the fall semester. Consider all areas of the curriculum including human behavior, social policy, social work practice, and if possible, Research. Which areas are you most comfortable with? Identify areas in which you need more work.

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<u>Human Diversity</u>: Consider your level of comfort in working with diverse populations and individuals with vastly different life experiences. Rate your own ability to respond to diverse groups, in particular, and in particular, African-American and Hispanic populations who comprise a significant percentage of the caseloads in area agencies. How comfortable are you in discussing issues of human difference in seminar and in Practice situations?

<u>Self-Awareness</u>: Why is awareness of self so important to social work practice? Identify areas of bias and vulnerability that may impact your ability to meet the needs of clients. Identify areas in which you hope to increase your skills of self-awareness.

4. **Student presentation of practicum experiences**. Students are responsible for identifying problems, areas of strength and areas of concern regarding their experiences in practicum, and presenting this material to the seminar. This content is used as a basis for practicum seminar discussion and for teaching students how to use the PIP model. Students are evaluated on their attendance in practicum and their participation in group discussions. The practicum seminar instructor also uses group discussions as a teaching tool for applying inductive and deductive teaching methods. A major theme that is used as a focus for group discussion includes teaching students to understand the concept to integration as well as teaching them how to integrate classroom content and practicum experiences. The role of the practicum seminar instructor is to identify, label and to help students first to make assisted theory-practice linkages and subsequently to make unassisted linkages. The format for student discussion is based on the Progressive Adaptation and Integration Model (PAI) that has been developed by Giddings & Vodde (2001). All course competencies are addressed in this assignment. All program competencies are addressed in this assignment.

5. **Online Discussions**- Demographic Info, Learning Style, Eco Perspective & Theory in Practicum

6. **Supervision**- completed 1 time per week for 1 hour with assigned MSW field instructor. If student does not have an on-site MSW, the student may attend the MSW Off-Site Supervision Group. This group meets on the web-hybrid Fridays from 1-4 p.m.

COURSE EVALUATION

ASSESSMENT and ASSESSMENT ISSUES

Students are expected to meet the 9 Program Competencies that are applicable to all practicum sites as they begin practicum, supervision with their field instructor and practicum seminar. In grading the first practicum sequence, a Midterm Grade Form must be completed by the field instructor to provide feedback at the mid-point of the semester. At the end of the semester the Final Grade Form and the Semester Evaluation is used to evaluate student progress in meeting the learning competencies. Each objective has been broken down into specific course outcomes that students must demonstrate by the end of the 10 week sequence. Students are evaluated according to the 1-5 rating scale indicated on the Semester Evaluation which is located on the Learning Plan Worksheet. Using the rating scale on the form, the evaluation for SOWK 6800 is completed by field instructor with input from the practicum seminar instructor and the student. Each program competencies will be averaged which will determine the student's letter grade for each objective. All Program Competencies will be averaged to determine the letter grade (A, B, C, D, and F).

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A student who receives a C or below on any of the following Program Competencies listed below automatically will receive a C or below in practicum, and a Student Development Plan (Student Development Plan) will be required:

Foundation Practicum 6800/6900
Comp 1 Demonstrate Ethical and Professional Behavior
Comp 6 Engage with Individuals, Families, Groups, Organizations and Communities

Concentration Practicum 7611/7612
Comp 1 Demonstrate Ethical and Professional Behavior at an Advanced Level
Comp 6 Engage with Individuals, Families, Groups, Organizations, and Communities at an Advanced Level
Comp 7 Assess Individuals, Families, Groups, Organizations, and Communities at an Advanced Level
Comp 8 Intervene with Individuals, Families, Groups, Organizations, and Communities at and Advanced Level

If a student receives a C on 2 out of the 9 Foundation Program Competencies for Foundation Practicum or 4 out of 9 Program Competencies for Concentration Practicum, the student will automatically receive a C for the course and a Student Development Plan will be required.

All program competencies will be graded based on the average of the course outcomes. A student will be assigned a letter grade of A, B, C, D or F depending on the average. If a student makes a D in practicum/seminar the student must repeat the course and a Student Development Plan will be activated. Students who receive a C, D, or F also receive deficiency points. Please see Student Handbook for explanation of deficiency points. Because of the emphasis on practicum performance in the social work program, a grade of "F" in practicum courses equals 4 deficiency points and will result in permanent dismissal from the program.

Practicum seminar instructors also are responsible for submitting the Semester Evaluation Section and the Final Grade Form to the Field Office. The Semester Evaluation Section is used to examine student strengths and areas in which further work is needed. Areas in which students need further work should be incorporated into the Learning Plan Worksheet for SOWK 6800 as well as a Student Development Plan.

Students may demonstrate that they meet the competencies in a number of ways: student-initiated discussion of competencies during supervision, student logs, and student journals, verbal content presented in supervision or practicum seminar, process recordings or other written or taped materials. Joint interviewing with field instructors or seminar instructors is also encouraged. All field instructors will be oriented to the development of realistic and utilitarian Learning Plans.

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Whereas evaluation of student performance should be an ongoing process throughout the semester, students must be evaluated formally on at least two occasions during the Spring Semester:

1. **Midterm** — during the mid-semester evaluation, the field instructor and student should jointly evaluate the student's performance. If there are no problems that have been identified, the field instructor must complete the Midterm Evaluation Form. The student and field instructor must sign the form and forward the form to the practicum seminar instructor for his/her signature. If there are problems or concerns that have emerged, the field instructor must notify the practicum seminar instructor and a meeting should be scheduled as well as a correction action plan completed (See Policy 6, Practicum Policies, Field Handbook).

2. **End of the semester** — at the end of the semester, the field instructor, practicum seminar instructor and the student should plan a joint meeting to formally evaluate student progress during the practicum. At this time the Semester Evaluation Section and the Final Grade Form should be completed. Field instructors will be asked to evaluate the course outcomes. The practicum seminar instructor will convert the evaluation into a letter grade as discussed above.

3. **Students will also be evaluated on timeliness and quality of assignments.** Points are designated for each assignment in practicum seminar. These points will determine the letter grade for practicum.

Use of the Learning Plan

As a part of the course content for SOWK 6800, students are taught about the integral role played by the

Learning Plan in social work education. The Learning Plan is used each semester as a mechanism for

individualizing program competencies, formulating specific agency assignments that match the program

competencies and that link competencies and assignments to the student evaluation process. Both field

instructors and practicum seminar instructors are involved in the development of this learning plan.

GRADING SCALE for Seminar

280-300 = A
260-279 = B
240-259 = C
220-249 = D
Below 220 = F
Because of the emphasis on practicum performance in the social work program, a grade of "F" in practicum courses equals 4 deficiency points and will result in permanent dismissal from the program.

I will need to inform your Advisor if your midterm grade is marginal and if you receive a C or below in practicum or practicum seminar

Please Note: Students should be aware of various issues that may adversely affect their grades and even their participation in the program. These regulations arise from legal codes, The Georgia Board of

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Regents, Valdosta State University, or the Valdosta State University Department of Social Work. All of them are listed in the Student Handbook at http://www.valdosta.edu/sowk/documents/StudentHandbook09-10.pdf IT IS VERY IMPORTANT TO READ AND UNDERSTAND ALL OF THE STUDENT HANDBOOK. *Remember the "STATEMENT OF UNDERSTANDING" signed by all students.*

Please contact me with any special needs or developing problems. I will help you all if I can.

ATTENDANCE POLICY

Class Attendance: Because the MSW Program is a professional program, class attendance is **MANDATORY**. 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.

PROFESSIONALISM

Written Work & Submission of Assignments
- Your written work should show thoroughness, accuracy and professionalism. All work <u>must</u> be carefully proofread and corrected. Case Studies, Journals and Process Recordings should be free of errors in spelling, grammar, and punctuation. If you do not proofread carefully, you run the risk of having your paper rejected for re-write, with penalty for lateness.
- Late papers will lose one full letter grade (10%) for every 24-hour period they are late (including weekends).
- **Any Word documents submitted electronically and uploaded to BlazeView D2L <u>must</u> have a .doc (Word 2003) file extension.**
- No revisions of assignments will be allowed without explicit permission—However, please feel free to meet with me (face-to-face, online, or by phone) to discuss your papers <u>before</u> the final due dates.
- Make-up exams, as a rule, will *not* be permitted. Only in extraordinary circumstances will such work be accepted.

Submission of Assignments: All assignments must be submitted ON TIME and IN THE MANNER directed by the faculty (e.g., brought to class, sent to an assignment drop box, etc.). Deadlines are extremely important for professional social workers. Additional information about assignment submission is found in the Attendance Policy.

Incompletes: Incomplete grades are given only in cases of extreme emergency with proper documentation, and are granted only with the prior approval of the instructor. 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

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the VSU web site if you have concerns about inclement weather or an emergency situation: http://www.valdosta.edu

Use of Laptops & Cell Phones in Class:

Cell Phones must be turned off during class. The use of computer/iPad devices for in-class note taking **must be approved by the instructor unless mandated by the VSU Access Office as an approved accommodation.** Students who choose to "surf the web", or post to social media during class will receive a grade deduction of **5 points per class. Students who choose to text under the desk or text other students in the class during class will lose 5 points per class.** This penalty is based on complaints from students in the MSW Program. Students indicate that the use of these devices in the class distracts those who can hear or see these activities. Students are expected to advise the instructor if they are "on call", put phones on vibrate, and sit near the door to take calls.

Professional Comportment Expected of MSW Students in Classes:
Students are expected to engage in respectful behaviors and interactions with instructors and peers. Class interactions must adhere to the NASW Code of Ethics. Students who engage in disrespectful, hostile behaviors will be referred to the Social Work Department Chair for either a Student Staffing or a Special Advising as described in the *MSW Student Handbook.* Inappropriate student behaviors are identified in the *MSW Student Code of Conduct* which is signed by all students coming into the MSW Program.

Additional services: The Counseling Center (phone 229-333-5800). Services are free of charge to students with emotional/mental, social, substance abuse and other problems. The VSU Health Services provides physical health services (phone 229-333-5886).

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM
http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

Academic Honesty: Plagiarism and other forms of academic dishonesty are not acceptable in a professional social work program. Students who engage in this type behavior risk failure on specific assignments, 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. The Academic Dishonesty Policy for the Social Work Program is found in the *MSW Student Handbook* found as a link off the Department web site.

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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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.

Campus Emergencies: The Police Contact Number is **229-333-7816.** The Campus Police Department is located in the Oak Street parking deck. 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.**

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml.

COURSE SCHEDULE FACE TO FACE
CLASS 1--Engagement in Practicum
>• Engagement in Practicum Seminar, Supervision and the Agency Practicum Bingo: Game to elicit expectations of beginning practice and social work supervision
>• Communication skills in practice: written and verbal skills
>• A focus on diverse, at-risk client populations served by practicum agencies
>10 points participation

CLASS 2 — Student Learning Style
>• The Mind Design Exercise (Rabb, 1994)
>10 points participation

CLASS 3 – Understanding the Student Learning Plan
>• Exercise: Create a Learning Plan for SOWK 6600/6610
>• Defining the concept of Theory-Practice Integration and the seminar instructor's role in fostering integration.
>10 points participation

CLASS 4 – Integrating NASW Code of ethics to practicum/seminar
>The NASW Code of Ethics: Applying values and ethics to generalist practice
>10 points participation
>Midterm Grade Form Due

CLASS 5 – The Ecological Systems Approach to Field Education
>• Application of the ecological systems perspective to practicum
>• Case Study Discussion using the ecological perspective with use of eco-map and genogram
>• Application of the ecological systems perspective to practicum
>• The continuum of generalist practice: Applying generalist roles to the student practicum experience.
>10 points participation

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CLASS 6— Beginning Practice Skills
- Using the PIP in practice
- Discussion of student's assessment of performance of skills learned in SOWK 6301; role play of practice skills
- Engagement with clients: personal bias, problem-solving, use of self, and self-awareness with clients.
10 points participation
Completed Learning Plan Due 50 points

CLASS 7— Case Studies, Journals, and Process Recordings
Discussion of case studies, journals, and process recordings as tools for supervision and seminar.
Discussion of practicum cases
10 points participation
TPR #1 is due

CLASS 8 --- Understanding the role of theory in practicum and seminar
Students Bring Cases for Discussion
The Field System Eco-Map Exercise, (Vodde & Giddings, 2000)
10 points participation

CLASS 9 ---Students Bring Cases for Discussion

10 points participation
Assignment: Self-Assessment Due 30 points (See Syllabus under *assignments section*)

CLASS 10---Wrapping up

10 points participation

COURSE SCHEDULE WEB

CLASS 1--Engagement in Practicum
- Engagement in Practicum Seminar, Supervision and the Agency Practicum Bingo: Game to elicit expectations of beginning practice and social work supervision
- Communication skills in practice: written and verbal skills
- A focus on diverse, at-risk client populations served by practicum agencies
Student Learning Style
 - The Mind Design Exercise (Rabb, 1994)
 10 points participation
 10 points for BlazeView participation

CLASS 2 — Understanding the Student Learning Plan
- Exercise: Create a Learning Plan for SOWK 6600/6610
- Defining the concept of Theory-Practice Integration and the seminar instructor's role in fostering integration.
10 points participation
10 points for BlazeView participation

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Integrating NASW Code of ethics to practicum/seminar
>The NASW Code of Ethics: Applying values and ethics to generalist practice
>Program Competencies

CLASS 3 – The Ecological Systems Approach to Field Education
- Application of the ecological systems perspective to practicum
- Case Study Discussion using the ecological perspective
  and use of eco-map and genogram
- Application of the ecological systems perspective to practicum
- The continuum of generalist practice: Applying generalist roles to the student practicum experience.

Beginning Practice Skills
- Using the PIP in practice
- Discussion of student's assessment of performance of skills learned in SOWK 6301; role play of practice skills
- Engagement with clients: personal bias, problem-solving, use of self, and self-awareness with clients.

10 points participation
10 points for BlazeView participation

Assignment: Process Recording Due 20 points
Midterm Grade Form Due

CLASS 4 – Case Studies, Journals, and Process Recordings
>Discussion of case studies, journals, and process recordings as tools for supervision and seminar.
>Discussion of practicum cases
>**Understanding the role of theory in practicum and seminar**
>**Students Bring Cases for Discussion**
>The Field System Eco-Map Exercise, (Vodde & Giddings, 2000)
>10 points participation
>10 points for BlazeView participation
>Completed Learning Plan Due 50 points

CLASS 5 – Students Bring Cases for Discussion
>**Wrapping up**
>10 points participation
>10 points for BlazeView participation
>Assignment: Self-Assessment Due 30 points (See Syllabus under *assignments section*)

PRACTICUM GRADE: Overall average of learning plan multiplied by 20. This score/100 points

	Valdosta State University Curriculum Form • **Request for a NEW COURSE**	**Date of Submission:**	09/23/2019

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Human Services
Requestor's Name:	Dr. Michael Sanger	**Requestor's Role:**	Faculty

Proposed NEW Course Prefix: (Consult abbreviations in the catalog)	SOWK	**NEW Course Number:** (Consult #s in the catalog)	6900
Proposed NEW Course Title:	Field Practicum and Seminar II		
NEW Course Title Abbreviation: (Limit to 30 character spaces)	Field Practicum and Seminar II		
Prerequisite(s):	Admission into the program.		

Lecture Hours:	3	**Lab/Contact Hours:**	1	**Credit Hours:**	4

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

Supervised practice in field settings with accompanying seminar in which 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	2020	*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 –

Combining supervised practice in field settings with an integrated seminar will improve student's ability to apply social work values, theory and practice skills addressed in the classroom to real life settings. This increased integration of classroom and field activities will improve student learning, retention, and application of social work skills.

** 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 –

SOIs, Student Evaluation of Field Experience form, and results from IER.

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

Valdosta State University – NEW COURSE Form
- **Request for a NEW COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Dr. Heather Kelley	*Heather Kelley*	10/15/19
College/Division Executive Committee			
Dean/Director	Dr. Bernard Oliver	*Bernard Oliver*	10/15/19
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Dr. Becky K. da Cruz	*Becky K. da Cruz*	10/28/2019
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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MSW PROGRAM

SOWK6900
Field Practicum and Seminar II
Practicum-Practicum Seminar

4 SEMESTER HOURS

Guiding Principles (DEPOSITS)
(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

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

<u>Equity</u> Principle: All learners deserve high expectations and support.

<u>Process</u> Principle: Learning is a lifelong process of development and growth.

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

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

<u>Impact</u> Principle: Effective practice yields evidence of learning.

<u>Technology</u> Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

<u>Standards</u> Principle: Evidence-based standards systematically guide professional preparation and development.

National Professional Association/Accreditor Standards/Competencies/ Learning Outcomes

Council on Social Work Education (CSWE) Competencies & VSU MSW Program Competences

The MSW program competencies are derived from the CSWE Educational Policy Accreditation Standards (2015). As we define it, program competencies are more specific than goals, and specify what we **intend or expect** students to accomplish by the end of the MSW Program. Think of them as targets to achieve. On the other hand, outcomes **are much more specific,** course-related components of each program competency. The specific outcomes are what each of you should have achieved by the end of each course. Perhaps the analogy of a community may be helpful. The advanced generalist social work community at VSU is made up of program competencies which can be thought of as individual businesses, institutions, and houses in our community. Like any community, each program competency (e.g., house, business) can stand alone, but they need each other to thrive and become a functional community. Outcomes then can be seen as the walls, floors, windows and doors that are combined to comprise each objective and, ultimately the Advanced Generalist community.

The faculty has selected 9 Program Competencies to form the basic structure of the MSW Curriculum: 16 foundation and 30 concentration outcomes. The Learning Plan shows that these 9 Program Competencies are met in different courses across the two-year curriculum. Further, each of the 9 Program Competencies is linked with specific foundation/concentration outcomes. In examining the range of courses that comprise the overall curriculum, we can begin to identify specific elements of

knowledge, values, and skills that we expect students to achieve during the MSW Program. We have called these elements *Outcomes.* Outcomes combine specific chunks of knowledge and skills with a demonstration of their achievement, through application! Just as a window might be a combination of a specific size of glass, with a type of wood and metal. Its achievement is the building of a window; the window is an achieved product although its ultimate application is its 'fit' with the specific house. By examining the outcomes that students are expected to master per course, students can determine the actual content that will be learned.

The Learning Plan ensures that all courses and the overall curriculum meet our own curriculum standards as well as national standards of social work education as set forth by the Council on Social Work Education.

INSTRUCTORS

Names:	Carrie Dorminey, LCSW
	Shaleta Thomas Preaster, LCSW
	Calvin Whitehead, LCSW
	Windy Scott, LCSW
	Brantley Wheeler, LCSW
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	Suite 2002
Telephone Number:	229-249-4864
Email Address:	mswfield@valdosta.edu
Office Hours:	TBA
Website:	https://www.valdosta.edu/colleges/education/social-work/
Class:	HSBA Building
	F2F Thursday 5-7 pm
	Web Weekends Friday 5-7pm

COURSE DESCRIPTION *(must match the current catalog description)*

Catalog Description

SOWK 6900 Field Practicum and Seminar Supervised practice in field settings with accompanying seminar in which students will integrate classroom learning, social work theory and practice, and discuss field experiences.

COURSE DESCRIPTION
SOWK 6900 is the second foundation practicum sequence in which students are engaged in practicum in a human service agency and participate in a concurrent, seminar. Both segments of the second practicum experience are treated as a unit and are designed to support and augment one another.

Practicum and Practicum Seminar begins during spring semester. Course content is designed to provide students with an orientation to the practicum agency and social work practice as well as the integration of

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classroom material and practicum experiences. Additionally, the practicum/seminar offers support to students as they transition into the practitioner role.

Using the ecological systems model, students are oriented to the principles of generalist social work practice within a specific agency context. They are exposed to and begin to implement the PIP process with client systems. Students are expected to begin to understand how social work values and ethics as reflected in the NASW Code of Ethics apply to social work practice situations. In addition, during the course students begin to engage in supervised practice at multiple levels including work with individual client systems, families, groups, organizations, and communities. Populations served by agencies selected as practicum sites are among society's most vulnerable and include diverse groups and oppressed groups. Course materials and content of the practicum seminar are informed and influenced by a commitment to and promotion of human and cultural diversity, social justice, an understanding of oppression and socio-economic poverty. Students must use the ecological perspective to determine how field education and practice fit into the overall generalist curriculum. Course content also addresses expectations surrounding supervision and the field placement experience. Additionally, students are introduced to working closely with a group of peers as they participate in practicum seminar and engage in joint problem-solving activities with an instructor.

PREREQUISITE

SOWK6800

RELATION TO OTHER COURSES

SOWK 6900 is designed to introduce students to the field educational component of professional social work education. The practicum and practicum seminar provide educational support and instruction for students as they enter practicum. Content for SOWK 6900 is linked horizontally with other foundation courses including SOWK 6202 (HBSE II), Generalist Practice II (SOWK 6302), and Social Welfare Policy (SOWK 6400). The second practicum course/seminar is designed to continue the experiences begun in Fall semester and increase skills, autonomy, and leadership of the student at the field site. The overall competencies of the practicum/seminar are to introduce students to the field educational component of professional social work education and begin to cultivate the integration of classroom work with practicum experiences.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Curington, A. *Field Instruction Handbook*. Department of Social Work, Valdosta State University, Valdosta, GA.

REQUIRED TECHNOLOGY

Adobe Acrobat Reader and Writer will be used as a tool for course enhancement. Your field documents will require access to both Reader and Writer. Please make sure you secure access to this program

VSU BlazeView D2L Support
Valdosta State provides free technical support for students. If you need technical assistance with BlazeView D2L, call the Desire2Learn Help Center at 1-855-772-0423 or visit the BlazeView D2L

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University web site for Frequently Asked Questions and Self Help, or contact <u>BlazeView D2L Help</u>. You may also contact your instructor for assistance

COURSE OBJECTIVES (*Indicate alignment with the above standards, competencies, program objectives, and/or student learning outcomes.*)

This course is organized by outcomes that will provide focus, consistency, and clear evaluation criteria. Skills and knowledge that support achievement of the course outcomes will receive the majority of class time. These course outcomes are derived from the MSW program competencies, and will help you build toward achievement of those competencies. Lessons, materials, methods and assignments are organized toward your achievement of the competencies 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:

<u>**COURSE OUTCOMES**</u>

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. Communicate understanding of diversity and difference and recognize the extent to which a culture's structure and values impact life experiences.
5. 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.
6. 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.
7. Apply critical thinking to use research evidence to inform and improve practice, policy and service delivery.
8. Identify social policies at the local, state and federal level that impacts the delivery of access to social services.
9. 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.

*Utilize Likert Scale to rate students
- 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

10. Using the strengths perspective, practice without discrimination, collecting and organizing data and applying critical thinking to interpret information from clients and constituencies.
11. Develop and select mutually agreed upon appropriate intervention goals and objectives based on assessment of strengths, needs, and challenges of clients and constituencies.
12. Collect, organize, and interpret client data.

13. Utilize supervision, consultation and interdisciplinary team collaboration as appropriate to achieve practice outcomes.
14. Understand methods of identifying, analyzing, and implementing evidenced based interventions to achieve client and constituent's goals.
15. Select and use appropriate methods for evaluation and critically analyze, monitor and evaluate interventions and program processes and outcomes.
16. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.
17. Apply knowledge of human behavior and social environment, person in environment and other theoretical frameworks when evaluating diverse clients and constituencies.

Course Competencies, Dimensions, and Assignments (Measures)

1. **Competency 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.
   Assignments & Dimensions: Student presentation of practicum experience (Skills & Cognitive-Affective Processes); Triadic Process Recording (Knowledge, Values, Skills & Cognitive-Affective Processes), Student Assessment (Values), Learning Plan (Knowledge, Values, Skills, Cognitive-Affective Processes), Midterm & Final Grade form, Supervision (Knowledge, Skills, Values, and Cognitive Affective Processes) ; Online Discussion-Demographic Information (Knowledge); Online Discussion-Learning Style (Values & Cognitive Affective Processes); Student logs (Knowledge)

   Demonstrate professional comportment in behavior, appearance, and in oral, written, and electronic communication including social media practices using technologically, ethically, and appropriately to facilitate practice outcomes.
   Assignments & Dimensions: Student presentation of practicum experience (Skills & Cognitive-Affective Processes), Triadic Process Recording (Knowledge, Values, Skills, & Cognitive-Affective Processes), Student Assessment (Values), Learning Plan (Knowledge, Values, Skills, & Cognitive-Affective Processes) , Midterm & Final Grade form, Supervision (Knowledge, Skills, Values, & Cognitive Affective Processes) ; Online Discussion-Demographic Information (Knowledge); Online Discussion-Learning Style (Values & Cognitive Affective Processes); Student logs (Knowledge)

   Competency 1
   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.
   Assignments & Dimensions: Student presentation of practicum experience (Skills & Cognitive-Affective Processes), Triadic Process Recording (Knowledge, Values, Skills & Cognitive-Affective Processes), Student Assessment (Values), Learning Plan (Knowledge, Values, Skills & Cognitive-Affective Processes), Midterm & Final Grade form, Supervision (Knowledge, Skills, Values, & Cognitive Affective Processes) ; Online Discussion-Demographic Information (Knowledge); Online Discussion-Learning Style (Values & Cognitive Affective Processes); Student logs (Knowledge)

2. **Competency 2:**
   Communicate understanding of diversity and difference and recognize the extent to which a culture's structure and values impact life experiences.
   Assignments & Dimensions: Student presentation of practicum experience (Values), Triadic Process Recording (Knowledge, Skills, Values, & Cognitive-Affective Processes), Student

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Assessment (Values), Learning Plan (Knowledge, Values, Skills, & Cognitive-Affective Processes), Midterm & Final Grade form, Supervision (Knowledge, Skills, Values, & Cognitive-Affective Processes); Online Discussion-Demographic Information (Knowledge); Online Discussion-Learning Style (Values & Cognitive-Affective Processes); Online Discussion-Eco Perspective (Knowledge, Values, Skills & Cognitive-Affective Processes); Online Discussion-Theory in Practicum (Knowledge, Values, Skills & Cognitive-Affective Processes)

Competency 2:
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.
Assignments & Dimensions: Student presentation of practicum experience (Skills & Cognitive-Affective Processes), Triadic Process Recording (Knowledge, Values, Skills, & Cognitive-Affective Processes), Student Assessment (Values), Learning Plan (Knowledge, Values, Skills, & Cognitive-Affective Processes), Midterm & Final Grade form, Supervision (Knowledge, Values, Skills, & Cognitive-Affective Processes); Online Discussion-Demographic Information (Knowledge); Online Discussion-Learning Style (Values & Cognitive-Affective Processes); Online Discussion-Eco Perspective (Knowledge, Values, Skills, & Cognitive-Affective Processes); Online Discussion-Theory in practicum (Knowledge, Values, Skills, & Cognitive-Affective Processes)

3. Competency 3:
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.
Assignments & Dimensions: Student presentation of practicum experience (Skills & Cognitive-Affective Processes), Triadic Process Recording (Knowledge, Values, Skills, & Cognitive-Affective Processes) , Student Assessment (Values), Learning Plan (Knowledge, Values, Skills, & Cognitive-Affective Processes, Supervision (Knowledge, Values, Skills, & Cognitive-Affective Processes), Online Discussions- Eco Perspective & Theory in practicum (Knowledge, Values, Skills, & Cognitive-Affective Processes); Online Discussion-Demographic Information (Knowledge); Online Discussion-Learning Style (Values & Cognitive-Affective Processes)

4. Competency 4:
Apply critical thinking to use research evidence to inform and improve practice, policy and service delivery (Assignments from other courses: SOWK 6500-- Citi Program, SSRD).
Assignments & Dimensions: Student presentation of practicum experience (Knowledge & Cognitive-Affective Processes), Triadic Process Recording (Knowledge, Values, Skills, & Cognitive-Affective Processes), Student Assessment (Values), Learning Plan (Knowledge, Values, Skills, & Cognitive-Affective Processes), Supervision (Knowledge, Values, Skills, & Cognitive-Affective Processes), Online Discussions- Eco Perspective & Theory in practicum (Knowledge, Values, Skills, & Cognitive-Affective Processes); Online Discussion-Demographic Information (Knowledge); Online Discussion-Learning Style (Values & Cognitive-Affective Processes)

5. Competency 5:
   Identify social policies at the local, state and federal level that impacts the delivery of access to social services.
   <u>Assignments & Dimensions:</u> Student presentation of practicum experience (Knowledge & Cognitive-Affective Processes), Triadic Process Recording (Knowledge, Values, Skills, & Cognitive-Affective Processes), Student Assessment (Values), Learning Plan (Knowledge, Values, Skills, & Cognitive-Affective Processes), Supervision (Knowledge, Values, Skills, & Cognitive-Affective Processes), Online Discussions- Eco Perspective & Theory in practicum (Knowledge, Values, Skills, & Cognitive-Affective Processes); Online Discussion-Demographic Information (Knowledge); Online Discussion-Learning Style (Values & Cognitive-Affective Processes)

6. Competency 6:
   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.

*Utilize Likert Scale on Learning Plan to rate students competency in:
- 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

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<u>Assignments & Dimensions:</u> Student presentation of practicum experience (Knowledge & Cognitive-Affective Processes), Triadic Process Recording (Knowledge, Values, Skills, & Cognitive-Affective Processes), Student Assessment (Values), Learning Plan (Knowledge, Values, Skills, & Cognitive-Affective Processes), Supervision (Knowledge, Values, Skills, & Cognitive-Affective Processes), Midterm & Final Grade Form, Online Discussions- Eco Perspective & Theory in practicum (Knowledge, Values, Skills, & Cognitive-Affective Processes); Online Discussion-Demographic Information (Knowledge); Online Discussion-Learning Style (Values & Cognitive-Affective Processes)

7. Competency 7:
Using the strengths perspective, practice without discrimination, collecting and organizing data and applying critical thinking to interpret information from clients and constituencies.
<u>Assignments & Dimensions:</u> Student presentation of practicum experience (Knowledge & Cognitive-Affective Processes), Triadic Process Recording (Knowledge, Values, Skills, & Cognitive-Affective Processes), Student Assessment (Values), Learning Plan (Knowledge, Values, Skills, & Cognitive-Affective Processes), Supervision (Knowledge, Values, Skills, & Cognitive-Affective Processes), Midterm & Final Grade Form, Online Discussions- Eco Perspective & Theory in practicum (Knowledge, Values, Skills, & Cognitive-Affective Processes); Online Discussion-Demographic Information (Knowledge); Online Discussion-Learning Style (Values & Cognitive-Affective Processes)

Competency 7:
Develop and select mutually agreed upon appropriate intervention goals and objectives based on assessment of strengths, needs, and challenges of clients and constituencies.
<u>Assignments & Dimensions:</u> Student presentation of practicum experience (Knowledge & Cognitive-Affective Processes, Triadic Process Recording (Knowledge, Values, Skills & Cognitive-Affective Processes), Student Assessment (Values), Learning Plan (Knowledge, Values, Skills & Cognitive-Affective Processes), Supervision (Knowledge, Values, Skills & Cognitive-Affective Processes) , Midterm & Final Grade Form, Online Discussions- Eco Perspective & Theory in practicum (Knowledge, Values, Skills, & Cognitive-Affective Processes); Online Discussion-Demographic Information (Knowledge); Online Discussion-Learning Style (Values & Cognitive-Affective Processes)

Competency 7:
Collect, organize, and interpret client data.
<u>Assignments & Dimensions:</u> Student presentation of practicum experience (Knowledge & Cognitive-Affective Processes), Triadic Process Recording (Knowledge, Values, Skills & Cognitive-Affective Processes), Student Assessment (Values), Learning Plan (Knowledge, Values, Skills & Cognitive-Affective Processes) , Supervision (Knowledge, Values, Skills &

Cognitive-Affective Processes) , Midterm & Final Grade Form, Online Discussions- Eco Perspective & Theory in practicum (Knowledge, Values, Skills, & Cognitive-Affective Processes); Online Discussion-Demographic Information (Knowledge); Online Discussion-Learning Style (Values & Cognitive-Affective Processes)

8. Competency 8:
Utilize supervision, consultation and interdisciplinary team collaboration as appropriate to achieve practice outcomes.
Assignments & Dimensions: Student presentation of practicum experience (Knowledge & Cognitive-Affective Processes), Triadic Process Recording (Knowledge, Values, Skills & Cognitive-Affective Processes), Student Assessment (Values), Learning Plan (Knowledge, Values, Skills & Cognitive-Affective Processes) , Supervision (Knowledge, Values, Skills & Cognitive-Affective Processes) , Midterm & Final Grade Form, Online Discussions- Eco Perspective & Theory in practicum (Knowledge, Values, Skills & Cognitive-Affective Processes); Online Discussion-Demographic Information (Knowledge); Online Discussion-Learning Style (Values & Cognitive-Affective Processes)

Competency 8:
Understand methods of identifying, analyzing, and implementing evidenced based interventions to achieve client and constituent's goals.
Assignments & Dimensions: Student presentation of practicum experience (Knowledge & Cognitive-Affective Processes), Triadic Process Recording (Knowledge, Values, Skills & Cognitive-Affective Processes), Student Assessment (Values), Learning Plan (Knowledge, Values, Skills & Cognitive-Affective Processes), Supervision(Knowledge, Values, Skills & Cognitive-Affective Processes) , Midterm & Final Grade Form, Online Discussions- Eco Perspective & Theory in practicum (Knowledge, Skills, Values, and Cognitive Affective); Online Discussion-Demographic Information (Knowledge); Online Discussion-Learning Style (Values & Cognitive-Affective Processes)

9. Competency 9:
Select and use appropriate methods for evaluation and critically analyze, monitor and evaluate interventions and program processes and outcomes.
Assignments & Dimensions: Student presentation of practicum experience (Knowledge & Cognitive-Affective Processes), Triadic Process Recording (Knowledge, Values, Skills & Cognitive-Affective Processes) , Student Assessment (Values), Learning Plan (Knowledge, Values, Skills & Cognitive-Affective Processes), Supervision (Knowledge, Values, Skills & Cognitive-Affective Processes), Midterm & Final Grade Form, Online Discussions- Eco Perspective & Theory in practicum (Knowledge, Values, Skills, & Cognitive-Affective Processes); Online Discussion-Demographic Information (Knowledge); Online Discussion-Learning Style (Values & Cognitive-Affective Processes)

Competency 9:

Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Assignments & Dimensions: Student presentation of practicum experience (Knowledge & Cognitive-Affective Processes), Triadic Process Recording (Knowledge, Values, Skills & Cognitive-Affective Processes) , Student Assessment (Values), Learning Plan (Knowledge, Values, Skills & Cognitive-Affective Processes), Supervision(Knowledge, Values, Skills & Cognitive-Affective Processes) , Midterm & Final Grade Form, Online Discussions- Eco Perspective & Theory in practicum (Knowledge, Values, Skills, & Cognitive-Affective Processes); Online Discussion-Demographic Information (Knowledge); Online Discussion-Learning Style (Values & Cognitive-Affective Processes)

Competency 9:
Apply knowledge of human behavior and social environment, person in environment and other theoretical frameworks when evaluating diverse clients and constituencies.

Assignments & Dimensions: Student presentation of practicum experience (Knowledge & Cognitive-Affective Processes), Triadic Process Recording (Knowledge, Values, Skills & Cognitive-Affective Processes), Student Assessment (Values), Learning Plan (Knowledge, Values, Skills & Cognitive-Affective Processes), Supervision (Knowledge, Values, Skills & Cognitive-Affective Processes) , Midterm & Final Grade Form, Online Discussions- Eco Perspective & Theory in practicum (Knowledge, Values, Skills, & Cognitive-Affective Processes); Online Discussion-Demographic Information (Knowledge); Online Discussion-Learning Style (Values & Cognitive-Affective Processes)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

You will demonstrate your achievement of course competencies through your submitted projects, exams, and assignments:

1. **Construct the 6900 Learning Plan Worksheet**

2. **Triadic Process Recordings** (Giddings & Vodde, 2001) will be assigned. In order to emphasize the team approach to field experiences, students are expected to complete process recordings on the assigned dates. The recordings are first turned in to practicum seminar instructors who provide written feedback to the student.

3. **Student presentation of practicum experiences**. Students are responsible for identifying problems, areas of strength and areas of concern regarding their experiences in practicum, and presenting this material to the seminar. This content is used as a basis for practicum seminar discussion and for teaching students how to use the PIP model. Students are evaluated on their attendance in practicum and their participation in group discussions. The practicum seminar instructor also uses group discussions as a teaching tool for applying inductive and deductive teaching methods. A major theme that is used as a focus for group discussion includes teaching students to understand the concept to integration as well as teaching them how to integrate classroom content and practicum experiences. The role of the practicum seminar instructor is to identify, label and to help students first to make assisted theory-practice linkages and subsequently to make unassisted linkages. The format for student discussion is based on the

Progressive Adaptation and Integration Model (PAI) that has been developed by Giddings & Vodde (2001). All course competencies are addressed in this assignment. All program competencies are addressed in this assignment.

4. **Case Study-** Students will utilize the Clinical outline found in the field handbook to enhance clinical documentation skills when presenting a client system. Students will complete one written Case Study and present one Case Study verbally in class.

5. **Documentation Assignment-** Students will be introduced to clinical documentation styles such as Behavior, Intervention, Response, and Plan (BIRP) & Data, Assessment, & Plan (DAP). Students will bring in an example of clinical documentation from their agency to share in class.

6. **Online Discussions-** Online Discussions-Presentation of a client, Ethics, Psychopharmacology, & Practice Skills

7. **Supervision-** completed 1 time per week for 1 hour with assigned field instructor. If the student does NOT have an on-site MSW supervisor, student will need to attend the Off-Site Supervision Group that meets on Web-Hybrid Fridays. The Group meets from 1-4 p.m. The MSW Supervisor will sign off on a separate Student Log for the MSW Supervision hours provided. Students will be expected to contact their Faculty Liaison if they CANNOT attend the Off-Site Supervision Group. Failure to attend Group or make alternative arrangements for MSW Supervision may delay field placement completion. This is a CSWE requirement.

8. **Practicum Project--.** Discussion of this project needs to occur early in the Spring Semester. The Student, Field Instructor/Task Supervisor, and Faculty Liaison need to meet via e-mail communication, telephone communication, or in person to discuss the project. The culmination of the project will be rated at the end of Spring Semester and incorporated on the SOWK 6900 Learning Plan. This project will be specific to agency needs, Student learning goals, and incorporate the 9 Social Work competencies. Students will write the rubric for this assignment with their agency supervisors, field instructor, and the Faculty Liaison and include the Practicum Project on the SOWK 6900 Spring Learning Plan. Components of the Project must include:

1. Student must identify tasks that meet each of the 9 Program Competencies and identify these on the Learning Plan.

2. Student, Field Instructor, & Faculty Liaison must discuss as a team. This can be done via e-mail, telephone, or in-person.

Examples of some projects that students have identified:

--A DFACS Student identified a process that was not being followed at her agency. She identified that this slowed the transfer of cases to another department. The student completed research, stream-lined the process and wrote this up for all staff. The student plans to teach/present the reasoning for the changes to the entire staff at a staff meeting. Identified that the student can then evaluate how well the process is followed over the next few weeks and determine if the intervention was successful.

--Students can choose to complete an SSRD with a client. Identify signs/symptoms that the client wants to change, identify a plan, research best practice for the signs/symptom, implement the intervention, then evaluate if the intervention alleviated symptoms/was effective. i.e. Beck Depression Scale prior to intervention and post-intervention.

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--Another student is working with one client aging out of the Foster Care system. He wishes to join the active duty military. She will be assisting him with enlisting, identifying a support system to "come home to", and assist with all document retrieval that the military will need from the DFACS system.

**This project should reflect critical thinking, assessment of needs of your agency or client systems, and creativity.

**Faculty Liaisons may have additional requirements for this project. This should be identified in writing and listed on the Learning Plan.

COURSE EVALUATION

ASSESSMENT and ASSESSMENT ISSUES

Students are expected to meet the 9 Program Competencies that are applicable to all practicum sites as they begin practicum, supervision with their field instructor and practicum seminar. In grading the first practicum sequence, a Midterm Grade Form must be completed by the field instructor to provide feedback at the mid-point of the semester. At the end of the semester the Final Grade Form and the Semester Evaluation is used to evaluate student progress in meeting the learning competencies. Each objective has been broken down into specific course outcomes that students must demonstrate by the end of the 10 week sequence. Students are evaluated according to the 1-5 rating scale indicated on the Semester Evaluation which is located on the Learning Plan Worksheet. Using the rating scale on the form, the evaluation for SOWK 6800 is completed by field instructor with input from the practicum seminar instructor and the student. Each program competencies will be averaged which will determine the student's letter grade for each objective. All Program Competencies will be averaged to determine the letter grade (A, B, C, D, and F).

A student who receives a C or below on **any** of the following Program Competencies listed below automatically will receive a C or below in practicum, and a Student Development Plan (Student Development Plan) will be required:

Foundation Practicum 6800/6900
Comp 1 Demonstrate Ethical and Professional Behavior
Comp 6 Engage with Individuals, Families, Groups, Organizations and Communities

Concentration Practicum 7611/7612
Comp 1 Demonstrate Ethical and Professional Behavior at an Advanced Level
Comp 6 Engage with Individuals, Families, Groups, Organizations, and Communities at an Advanced Level
Comp 7 Assess Individuals, Families, Groups, Organizations, and Communities at an Advanced Level
Comp 8 Intervene with Individuals, Families, Groups, Organizations, and Communities at and Advanced Level

If a student receives a C on 2 out of the 9 Foundation Program Competencies for Foundation Practicum or 4 out of 9 Program Competencies for Concentration Practicum, the student will automatically receive a C for the course and a Student Development Plan will be required.

All program competencies will be graded based on the average of the course outcomes. A student will be assigned a letter grade of A, B, C, D or F depending on the average. If a student makes a D in practicum/seminar the student must repeat the course and a Student Development Plan will be activated. Students who receive a C, D, or F also receive deficiency points. Please see Student Handbook for explanation of deficiency points. Because of the emphasis on practicum performance in the social work program, a grade of "F" in practicum courses equals 4 deficiency points and will result in permanent dismissal from the program.

Practicum seminar instructors also are responsible for submitting the Semester Evaluation Section and the Final Grade Form to the Field Office. The Semester Evaluation Section is used to examine student strengths and areas in which further work is needed. Areas in which students need further work should be incorporated into the Learning Plan Worksheet for SOWK 6800 as well as a Student Development Plan.

Students may demonstrate that they meet the competencies in a number of ways: student-initiated discussion of competencies during supervision, student logs, and student journals, verbal content presented in supervision or practicum seminar, process recordings or other written or taped materials. Joint interviewing with field instructors or seminar instructors is also encouraged. All field instructors will be oriented to the development of realistic and utilitarian Learning Plans.

Whereas evaluation of student performance should be an ongoing process throughout the semester, students must be evaluated formally on at least two occasions during the Spring Semester:

1. **Midterm** — during the mid-semester evaluation, the field instructor and student should jointly evaluate the student's performance. If there are no problems that have been identified, the field instructor must complete the Midterm Evaluation Form. The student and field instructor must sign the form and forward the form to the practicum seminar instructor for his/her signature. If there are problems or concerns that have emerged, the field instructor must notify the practicum seminar instructor and a meeting should be scheduled as well as a correction action plan completed (See Policy 6, Practicum Policies, Field Handbook).

2. **End of the semester** — at the end of the semester, the field instructor, practicum seminar instructor and the student should plan a joint meeting to formally evaluate student progress during the practicum. At this time the Semester Evaluation Section and the Final Grade Form should be completed. Field instructors will be asked to evaluate the course outcomes. The practicum seminar instructor will convert the evaluation into a letter grade as discussed above.

3. **Students will also be evaluated on timeliness and quality of assignments.** Points are designated for each assignment in practicum seminar. These points will determine the letter grade for practicum.

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Use of the Learning Plan

As a part of the course content for SOWK 6900, students are taught about the integral role played by the Learning Plan in social work education. The Learning Plan is used each semester as a mechanism for individualizing program competencies, formulating specific agency assignments that match the program competencies and that link competencies and assignments to the student evaluation process. Both field instructors and practicum seminar instructors are involved in the development of this learning plan.

GRADING SCALE for Seminar

380-400 = A
360-379 = B
340-359 = C
320-349 = D
Below 320 = F
Because of the emphasis on practicum performance in the social work program, a grade of "F" in practicum courses equals 4 deficiency points and will result in permanent dismissal from the program.

I will need to inform your Advisor if your midterm grade is marginal and if you receive a C or below in practicum or practicum seminar

Please Note: Students should be aware of various issues that may adversely affect their grades and even their participation in the program. These regulations arise from legal codes, The Georgia Board of Regents, Valdosta State University, or the Valdosta State University Department of Social Work. All of them are listed in the Student Handbook at http://www.valdosta.edu/sowk/documents/StudentHandbook09-10.pdf IT IS VERY IMPORTANT TO READ AND UNDERSTAND ALL OF THE STUDENT HANDBOOK. *Remember the "STATEMENT OF UNDERSTANDING" signed by all students.*

Please contact me with any special needs or developing problems. I will help you all if I can.

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PROFESSIONALISM

Written Work & Submission of Assignments
- Your written work should show thoroughness, accuracy and professionalism. All work <u>must</u> be carefully proofread and corrected. Case Studies, Journals and Process Recordings should

be free of errors in spelling, grammar, and punctuation. If you do not proofread carefully, you run the risk of having your paper rejected for re-write, with penalty for lateness.

- Late papers will lose one full letter grade (10%) for every 24-hour period they are late (including weekends).
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- No revisions of assignments will be allowed without explicit permission—However, please feel free to meet with me (face-to-face, online, or by phone) to discuss your papers <u>before</u> the final due dates.
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http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

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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.

Campus Emergencies: The Police Contact Number is **229-333-7816**. The Campus Police Department is located in the Oak Street parking deck. 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.**

STUDENT OPINION OF INSTRUCTION
At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <u>http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml</u>.

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COURSE SCHEDULE FACE TO FACE

WEEK 1—No Assignment		10 points Participation
WEEK 2 – Process Recording	25 points	No Class
WEEK 3 – Learning Plan DUE	50 points	10 points Participation
WEEK 4 – No Assignment		10 points Participation
WEEK 5 – Case Study (written)	20 points	10 points Participation
WEEK 6 –No Assignment		10 points Participation
WEEK 7 –No Assignment		No Class
WEEK 8 – Midterm- form is due		10 points Participation
WEEK 9- Documentation	25 points	10 points Participation
WEEK 10 – Spring Break –		No Class
WEEK 11 –Practicum Project Due	50 points	10 points Participation
WEEK 12 – Case Study (In Class Presentation of Case)	30 points	10 Points Participation
WEEK 13 – No Assignment		10 Points Participation
WEEK 14 – No Assignment		No Class
WEEK 15 –No Assignment		No Class
WEEK 16 – No Assignment		No Class
Total	200	100 = 300

COURSE SCHEDULE WEB

WEEK 1— CLASS		20 points participation
WEEK 2 –Learning Plan Due	50 points	No Class
WEEK 3 – Case Study Due (Written)	20 points	No Class

Positively Impacting Learning Through Evidence-Based Practices

WEEK 4 – CLASS   20 points Participation

WEEK 5 – Process Recording #1 Due   25 Points   No Class

WEEK 6 –No Assignment   No Class

WEEK 7 –Documentation Assignment Due   25 points   No Class

Midterm form is due

WEEK 8 – CLASS   20 Points participation

WEEK 9 – No Assignment   No Class

WEEK 10 -- Spring Break –   No Class

WEEK 11 –No Assignment   No Class

WEEK 12 – CLASS/Practicum Project DUE   50 pts.   20 Points Participation

WEEK 13 –No Assignment   No Class
WEEK 14 –No Assignment   No Class

WEEK 15 – CLASS/Case Study Due (In Class Presentation) 30 points   20 Points Participation

WEEK 16 – No Assignment   No Class
_____

Total   200   100 =   300

***PRACTICUM Learning Plan Average multiplied by 20= this score/100 points

Valdosta State University Curriculum Form
- **Request for a NEW COURSE**

Date of Submission:	09/23/2019

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Human Services
Requestor's Name:	Dr. Michael Sanger	**Requestor's Role:**	Faculty

Proposed NEW Course Prefix: *(Consult abbreviations in the catalog)*	SOWK	**NEW Course Number:** *(Consult #s in the catalog)*	7100
Proposed NEW Course Title:	Orientation to Advanced Generalist Practice		
NEW Course Title Abbreviation: *(Limit to 30 character spaces)*			
Prerequisite(s):	Admission into the program with advanced standing status.		

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

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

Offered only to Advanced Standing students in their first semester in the MSW program. Designed to assist students in transitioning from their individual BSW programs into the graduate school experience. The knowledge, skills and values gained from their BSW programs are reviewed and re-contextualized into direct application, evaluative skills, and advanced practice. Emphasis is placed upon critical thinking in diversity, social work values, theoretical perspectives, and direct 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	2020	*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 Social Work Values, Knowledge and Skills addressed in SOWK 7100 had previously been addressed in two separate courses, both taken by Advanced Students during their first semester of the MSW program. Combining the content and assignments from these two courses (often taught by two seperate instructors) into a single course taught by a single instructor will improve student mastery of the material by reducing redundancy between the two courses and allowing more effective integration of the assignments/evaluations that had previously been addressed separately in the two 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 –

Student Opinion of Instruction, and information from our IER survey.

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

Valdosta State University – NEW COURSE Form
- **Request for a NEW COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Dr. Heather Kelley	*Heather Kelley*	10/15/19
College/Division Executive Committee			
Dean/Director	Dr. Bernard Oliver	*Bernard Oliver*	10/15/19
Graduate Executive Committee *(for graduate course)*			
Graduate Dean *(for graduate course)*	Dr. Becky K. da Cruz	*Becky K. da Cruz*	10/28/2019
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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MSW PROGRAM

SOWK7100
Orientation to Advanced Generalist Practice
3 SEMESTER HOURS

Guiding Principles (DEPOSITS)
(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

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

<u>Equity</u> Principle: All learners deserve high expectations and support.

<u>Process</u> Principle: Learning is a lifelong process of development and growth.

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

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

<u>Impact</u> Principle: Effective practice yields evidence of learning.

<u>Technology</u> Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

<u>Standards</u> Principle: Evidence-based standards systematically guide professional preparation and development.

National Professional Association/Accreditor Standards/Competencies/ Learning Outcomes

Council on Social Work Education (CSWE) Competencies & VSU MSW Program Competences

COURSE OUTCOMES, COMPETENCIES, DIMENSIONS
AND MEASURES

The program competencies are derived from the CSWE Educational Policy Accreditation Standards (2015). As we define it, program competencies are more specific than goals, and specify what we intend or expect students to accomplish by the end of the MSW program. Course outcomes are much more specific. They are course related as well as being related to each competency.

Course Outcome 1: Reflect on student's preparation and readiness for Advanced Standing status including areas of strength and areas for improvement.
Competency 1: Demonstrate ethical and professional behavior
Cognitive-Affective Processes: Discussion 1, Discussion 2
Competency 7: Assess individuals, families, groups, organizations & communities
Skills: Tony/Case Study

Course Outcome 2: Apply the NASW Code of Ethics to generalist social work practice with individuals, families, groups, organizations, and communities
Competency 1: Demonstrate ethical and professional behavior.
Values & Cognitive-Affective Processes: Discussion 1 and Discussion 2

Competency 7: Assess individuals, families, groups, organizations & communities
Knowledge & Skills: Tony /Case study

Course Outcome 3: Utilize critical thinking, analysis, research and professional social work ethics in assessing and intervening with individuals, families, groups, organizations and communities.
Competency 1: Demonstrate ethical and professional behavior
Knowledge & skills: Bloom's Taxonomy Series 1-6
Values & Cognitive-Affective Processes: Discussion 1, Discussion 2

Competency 4: Engage in Practice-Informed research and Research-Informed practice
Knowledge & Skills: Essay Based on Journal Article
:
Competency 7: Assess individuals, families, groups, organizations & communities
Knowledge & Skills: Case Study/Tony

Course Outcome 4: Identify examples of oppression, discrimination, diversity, uniqueness and populations at risk in generalist social work practice with individuals, families, groups, organizations and communities.
> **Competency 2: Engage diversity & difference in practice**
> Values and Cognitive-Affective Processes: Essay Based on Journal Article.

> **Competency 7: Assess individuals, families, groups, organizations & communities**
> Knowledge, Skills: Case Study/Tony

Course Outcome 5: Use theories from generalist practice to inform assessment, intervention and evaluation with individuals, families, groups, organizations and communities.
> **Competency 7: Assess individuals, families, groups, organizations & communities**
> Knowledge, Skills: Case Study/Tony
> Cognitive-Affective Processes: Case Study/Tony

INSTRUCTOR

Name:	Rhett Watson LCSW
Office Number:	Health Sciences and Business Administration Building Suite 2002
Telephone Number:	229-249-4864
Email Address:	mswfield@valdosta.edu
Office Hours:	TBA

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Website: https://www.valdosta.edu/colleges/education/social-work/

Class: HSBA Building
Web Weekends Friday 1-3 pm

COURSE DESCRIPTION *(must match the current catalog description)*

CATALOG DESCRIPTION

An overview of social work principles and skills. This transition course to orient students who already have a BSW degree to the graduate degree perspective. This course is for Advanced Standing Students only.

COURSE DESCRIPTION

Offered only to Advanced Standing students in their first semester in the MSW program. Designed to assist students in transitioning from their individual BSW programs into the graduate school experience. The knowledge, skills and values gained from BSW programs are reviewed and re-contextualized into direct application, evaluative skills, and creativity. Emphasis is placed upon critical thinking in diversity, social work values, theoretical perspectives, and direct practice.

PREREQUISITE

Admission to the Advanced Standing MSW program.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

The Blazeview course shell will be fully utilized for course instruction, files and links for resources, and for assignment/project submissions.

REQUIRED TECHNOLOGY

Adobe Acrobat Reader and Writer will be used as a tool for course enhancement. Your field documents will require access to both Reader and Writer. Please make sure you secure access to this program

VSU BlazeView D2L Support

Valdosta State provides free technical support for students. If you need technical assistance with BlazeView D2L, call the Desire2Learn Help Center at 1-855-772-0423 or visit the BlazeView D2L University web site for Frequently Asked Questions and Self Help, or contact BlazeView D2L Help. You may also contact your instructor for assistance

COURSE OBJECTIVES *(Indicate alignment with the above standards, competencies, program objectives, and/or student learning outcomes.)*

COURSE OUTCOMES FOR SOWK 7100

Positively Impacting Learning Through Evidence-Based Practices

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:

- **Course Outcome 1:** Reflect on student's preparation and readiness for Advanced Standing status including areas of strength and areas for improvement.
- **Course Outcome 2:** Apply the NASW Code of Ethics to generalist social work practice with individuals, families, groups, organizations, and communities.
- **Course Outcome 3:** Utilize critical thinking, analysis, research and professional social work ethics in assessing and intervening with individuals, families, groups, organizations and communities.
- **Course Outcome 4:** Identify examples of oppression, discrimination, diversity, uniqueness and populations at risk in generalist social work practice with individuals, families, groups, organizations and communities.
- **Course Outcome 5:** Use theories from generalist practice to inform assessment, intervention and evaluation with individuals, families, groups, organizations and communities.

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

You will demonstrate your achievement of course competencies through your submitted projects, exams, and assignments:

Theory/Case Study/Tony. Using the weekly videos from the Blazeview course shell, develop a concise powerpoint presentation of the theory that you think is most applicable to Tony and explain, in the powerpoint, how come your chosen theory relates to Tony's current behaviors and psychological distress. Follow the detailed rubric in the course shell.

Essay Based on Journal Article: This assignment, in its final form, will be a correctly written essay, reflecting your insights from reading an article from the *Journal of Social Work*. The article specifically deals with diversity and social justice; the rubric (course shell) contains the link to the chosen article as well as specific instructions on essay writing.

Bloom's Taxonomy Series: 1) Using the link provided in Blazeview, view the video entitled "The Happiness Advantage – Linking Positive Brains to Performance." With this video as basis, submit a 2 page, double spaced essay demonstrating the "remember" level of learning. 2) Submit a 2 page, double spaced essay demonstrating the "understand" level of learning. 3) Submit a 2 page, double spaced essay demonstrating the "apply" level of learning. 4) Submit a 2 page, double spaced essay demonstrating the "analyze" level of learning. 5) Submit a 2 page, double spaced essay demonstrating the "evaluate" level of learning. 6) Submit a 2 page, double spaced essay demonstrating the "create" level of learning.

Online Discussions: Follow the link provided in the Blazeview course shell for "Perry's Stages of Critical Thinking." Review this pdf file and use it as the basis for the following 2 online discussions: 1) Discussion One: Review the Universal Declaration of Human Rights and NASW Code of Ethics and

make an initial post outlining one similarity and one difference between these 2 documents. Respond to at least 2 of your classmate's initial posts demonstrating your ability to think critically ("Perry's Stages of Critical Thinking"). Reframe the original post in a different stage of critical thinking than the original author. 2) Discussion Two: Follow the link provided for the "Little Albert Study" and read. Post on the designated online discussion board, outlining your comparison of the methodology of this study with the NASW Code of Ethics. Respond to at least 2 of your classmate's initial posts, reframing the original post in a different stage of critical thinking than the original author.

COURSE EVALUATION

ASSESSMENT and ASSESSMENT ISSUES

GRADING SCALE for SOWK7100

90-100% = A
80-89.9% = B
70-79.9% = C
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Academic Honesty: Plagiarism and other forms of academic dishonesty are not acceptable in a professional social work program. Students who engage in this type behavior risk failure on specific assignments, 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. The Academic Dishonesty Policy for the Social Work Program is found in the *MSW Student Handbook* found as a link off the Department web site.

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

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

Campus Emergencies: The Police Contact Number is **229-333-7816**. The Campus Police Department is located in the Oak Street parking deck. 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.**

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml.

COURSE SCHEDULE

Week 1	Read the "Universal Declaration of Human Rights." Review "Bloom's Taxonomy." Complete and submit "Essay Based on a Journal Article."

Week 2	Review the NASW Code of Ethics. Review "Perry's Stages of Critical Thinking." Post (initial) for Discussion 1.
Week 3	Watch the video on Psychoanalytic Theory. Watch the video, "The Happiness Advantage: Linking Positive Brains to Performance." Post responses for Discussion 1.
Week 4	Watch the video on Cognitive Theory. Read the "Little Albert Study." Submit essay on the "remember" level of learning for the video listed for Week 3.
Week 5	Watch the video on Family Systems Theory. Post (initial) for Discussion 2. Submit essay on the "understand" level of learning for the video listed for Week 3.
Week 6	Watch the video on Social Construction Theory. Post responses for Discussion 2. Submit essay on the "apply" level of learning for the video listed for Week 3.
Week 7	Watch the video on Behavioral Theory. Submit essay on the "analyze" level of learning for the video listed for Week 3.
Week 8	Watch the video on Psychosocial Theory. Submit essay on the "evaluate" level of learning for the video listed for Week 3.
Week 9	Watch the video on Attachment Theory. Submit essay on the "create" level of learning for the video listed for Week 3.
Week 10	Complete and submit your powerpoint for "Theory/Case Study/Tony."

Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	09/23/2019

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Human Services
Requestor's Name:	Michael Sanger	**Requestor's Role:**	Faculty

CURRENT: *(list only items to be changed)*		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	SOWK 6301	**Course Prefix and Number:**	
Course Title:	Generalist Practice I Individuals and Families	**Course Title:**	Generalist Practice with Individuals and Families
Lecture Hours:		*Lecture Hours:*	
Lab/Contact Hours:		*Lab/Contact Hours:*	
Credit Hours:		*Credit Hours:*	
Pre-requisites:		**Pre-requisites:**	
CURRENT Course Description:		**NEW Course Description:** *(hover over for instructions)*	

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	2020	*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 –

Course name reflects course content.

243

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 –

Not relevant.

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Dr. Heather Kelley	*Heather Kelley*	10/15/19
College/Division Executive Committee			
Dean/Director	Dr. Bernard Oliver	*Bernard Oliver*	10/15/19
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Dr. Becky K. da Cruz	*Becky K. da Cruz*	10/28/2019
Academic Committee			

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

244

Valdosta State University Curriculum Form

● **Request for a REVISED COURSE**

Date of Submission:	09/23/2019

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Human Services
Requestor's Name:	Dr. Michael Sanger	**Requestor's Role:**	Faculty

CURRENT: *(list only items to be changed)*		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	SOWK 6400	**Course Prefix and Number:**	
Course Title:	Social Welfare Policy, Problems, and Services.	**Course Title:**	Generalist Practice in Social Welfare Policy, Problems, and Services.
Lecture Hours:		*Lecture Hours:*	
Lab/Contact Hours:		*Lab/Contact Hours:*	
Credit Hours:		*Credit Hours:*	
Pre-requisites:		**Pre-requisites:**	
CURRENT Course Description:		**NEW Course Description:** *(hover over for instructions)*	

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	2020	*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 –

Course name reflects course content.

245

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 –

Not relevant.

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Dr. Heather Kelley	*Heather Kelley*	10/15/19
College/Division Executive Committee			
Dean/Director	Dr. Bernard Oliver	*Bernard Oliver*	10/5/19
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Dr. Becky K. da Cruz	*Becky K. da Cruz*	10/28/2019
Academic Committee			

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

246

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

Date of Submission:	09/23/2019

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Human Services
Requestor's Name:	Dr. Michael Sanger	**Requestor's Role:**	Faculty

CURRENT: *(list only items to be changed)*		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	SOWK 6500	**Course Prefix and Number:**	
Course Title:	Research and Evaluation Methods in Social Work.	**Course Title:**	Generalist Practice in Research and Evaluation Methods in Social Work.
Lecture Hours:		*Lecture Hours:*	
Lab/Contact Hours:		*Lab/Contact Hours:*	
Credit Hours:		*Credit Hours:*	
Pre-requisites:		**Pre-requisites:**	
CURRENT Course Description:		**NEW Course Description:** *(hover over for instructions)*	

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	2020	*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 –

Course name reflects course content.

247

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 –

Not relevant.

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Dr. Heather Kelley	*Heather Kelley*	10/15/19
College/Division Executive Committee			
Dean/Director	Dr. Bernard Oliver	*Bernard Oliver*	10/15/19
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Dr. Becky K. da Cruz	*Becky K. da Cruz*	10/28/2019
Academic Committee			

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

248

Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	09/23/2019

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Human Services
Requestor's Name:	Dr. Michael Sanger	**Requestor's Role:**	Faculty

CURRENT: *(list only items to be changed)*		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	SOWK 7400	**Course Prefix and Number:**	
Course Title:	Advanced Social Welfare Policy and Practice	**Course Title:**	Advanced Practice in Social Welfare Policy and Practice
Lecture Hours:		*Lecture Hours:*	
Lab/Contact Hours:		*Lab/Contact Hours:*	
Credit Hours:		*Credit Hours:*	
Pre-requisites:		**Pre-requisites:**	
CURRENT Course Description:		**NEW Course Description:** *(hover over for instructions)*	

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	2020	*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 –

Course name is indicative of course content.

249

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 –

Not relevant.

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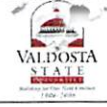
- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Dr. Heather Kelley	*Heather Key*	10/15/19
College/Division Executive Committee			
Dean/Director	Dr. Bernard Oliver	*Bernard Oliver*	10/5/19
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Dr. Becky K. da Cruz	*Becky K. da Cruz*	10/28/2019
Academic Committee			

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

250

Valdosta State University Curriculum Form

• **Request for a REVISED COURSE**

Date of Submission:	09/23/2019

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

College:	College of Education and Human Services	Dept. Initiating Request:	Human Services
Requestor's Name:	Dr. Michael Sanger	Requestor's Role:	Faculty

CURRENT: *(list only items to be changed)*		REQUESTED: *(list only items to be changed)*	
Course Prefix and Number:	SOWK 7500	Course Prefix and Number:	
Course Title:	Advanced Research and Program Evaluation	Course Title:	Advanced Practice in Research and Program Evaluation
Lecture Hours:		Lecture Hours:	
Lab/Contact Hours:		Lab/Contact Hours:	
Credit Hours:		Credit Hours:	
Pre-requisites:		Pre-requisites:	
CURRENT Course Description:		NEW Course Description: *(hover over for instructions)*	

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	2020	*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 –

Course name is indicative of course content.

251

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 –

Not relevant.

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Dr. Heather Kelley	*Heather Key*	10/15/19
College/Division Executive Committee			
Dean/Director	Dr. Bernard Oliver	*Bernard Oliver*	10/15/19
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Dr. Becky K. da Cruz	*Becky K. da Cruz*	10/28/2019
Academic Committee			

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

Valdosta State University Curriculum Form

• Request for a REVISED COURSE

Date of Submission:	09/23/2019

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Human Services
Requestor's Name:	Dr. Michael Sanger	**Requestor's Role:**	Faculty

CURRENT: *(list only items to be changed)*		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	SOWK 7300	**Course Prefix and Number:**	
Course Title:	Advanced Practice I - Individuals	**Course Title:**	Advanced Practice with Individuals
Lecture Hours:		*Lecture Hours:*	
Lab/Contact Hours:		*Lab/Contact Hours:*	
Credit Hours:		*Credit Hours:*	
Pre-requisites:		**Pre-requisites:**	

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
Corequisite: SOWK 7310. Provides students with practice models compatible with the ecological systems perspectives and with skills for working with individuals.	*Corequisite: SOWK 7310.* Provides students with practice models compatible with the ecological systems perspectives and with skills for working with individuals.

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	2020	*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 course content and assignments does not require knowledge or skills from SOWK 7310.

253

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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

☐ Other Data Source Descriptions –

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

Approvals:	Print:	Signature:	Date:
Department Head	Dr. Heather Kelley	*Heather Kelley*	10/15/19
College/Division Executive Committee			
Dean/Director	Dr. Bernard Oliver	*Bernard Oliver*	10/15/19
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Dr. Becky K. da Cruz	*Becky K. da Cruz*	10/28/2019
Academic Committee			

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

254

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

Date of Submission:	09/23/2019

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Human Services
Requestor's Name:	Dr. Michael Sanger	**Requestor's Role:**	Faculty

CURRENT: *(list only items to be changed)*	REQUESTED: *(list only items to be changed)*
Course Prefix and Number: SOWK 7310	**Course Prefix and Number:**
Course Title: Advanced Practice II - Families	**Course Title:** Advanced Practice with Families
Lecture Hours:	*Lecture Hours:*
Lab/Contact Hours:	*Lab/Contact Hours:*
Credit Hours:	*Credit Hours:*
Pre-requisites:	**Pre-requisites:**

CURRENT Course Description:	NEW Course Description: *(hover over for instructions)*
Corequisite: SOWK 7300. Seminar offering advanced interviewing skill development within a time-limited approach in relations to multi-level work with families at different levels of functioning and of diverse forms.	Corequisite: SOWK 7300. Seminar offering advanced interviewing skill development within a time-limited approach in relations to multi-level work with families at different levels of functioning and of diverse forms.

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	2020	*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 course content and assignments does not require knowledge or skills from SOWK 7300.

255

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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

☐ Other Data Source Descriptions –

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

Approvals:	Print:	Signature:	Date:
Department Head	Dr. Heather Kelley	*Heather Kelley*	10/15/19
College/Division Executive Committee			
Dean/Director	Dr. Bernard Oliver	*Bernard Oliver*	10/15/19
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Dr. Becky K. da Cruz	*Becky K. da Cruz*	10/28/2019
Academic Committee			

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

256

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

Date of Submission:	09/23/2019

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

College:	College of Education and Human Services	Dept. Initiating Request:	Human Services
Requestor's Name:	Dr. Michael Sanger	Requestor's Role:	Faculty

CURRENT: *(list only items to be changed)*		REQUESTED: *(list only items to be changed)*	
Course Prefix and Number:	SOWK 7700	Course Prefix and Number:	
Course Title:	Gerontology	Course Title:	Social Work Practice with Older Adults
Lecture Hours:		Lecture Hours:	
Lab/Contact Hours:		Lab/Contact Hours:	
Credit Hours:		Credit Hours:	
Pre-requisites:	Concentration Status for SOWK students or permission of department head for other graduate students.	Pre-requisites:	SOWK 6301, 6302, and 6303 or permission of instructor for students in other graduate programs or Advanced Standing status.
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	2020	*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 –

Course name is indicative of course content.

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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

☐ Other Data Source Descriptions –

Not relevant.

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Dr. Heather Kelley	*Heather Kelley*	10/15/15
College/Division Executive Committee			
Dean/Director	Dr. Bernard Oliver	*Bernard Oliver*	10/15/19
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Dr. Becky K. da Cruz	*Becky K. da Cruz*	10/28/2019
Academic Committee			

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

258

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

Date of Submission:	09/23/2019

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Human Services
Requestor's Name:	Dr. Michael Sanger	**Requestor's Role:**	Faculty

CURRENT: *(list only items to be changed)*		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	SOWK 7860	**Course Prefix and Number:**	
Course Title:	Grant Writing in Human Services	**Course Title:**	Grant Writing and Program Development for Human Services
Lecture Hours:		*Lecture Hours:*	
Lab/Contact Hours:		*Lab/Contact Hours:*	
Credit Hours:		*Credit Hours:*	
Pre-requisites:	Concentration Status for SOWK students or permission of department head for other graduate students.	**Pre-requisites:**	SOWK 6301, 6302, and 6303 or permission of instructor for student in other graduate programs.
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	2020	*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 –

Clarification of prerequisite.

259

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

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 –

Not relevant.

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Dr. Heather Kelley	*Heather Kelley*	10/15/19
College/Division Executive Committee			
Dean/Director	Dr. Bernard Oliver	*Bernard Oliver*	10/15/19
Graduate Executive Committee *(for graduate course)*			
Graduate Dean *(for graduate course)*	Dr. Becky K. da Cruz	*Becky K. da Cruz*	10/28/2019
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:	09/23/2019

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Human Services
Requestor's Name:	Dr. Michael Sanger	**Requestor's Role:**	Faculty

CURRENT: *(list only items to be changed)*		REQUESTED: *(list only items to be changed)*	
Course Prefix and Number:	SOWK 7320	**Course Prefix and Number:**	
Course Title:	Advanced Practice in Organizations and Communities	**Course Title:**	Advanced Practice with Organizations and Communities.
Lecture Hours:		*Lecture Hours:*	
Lab/Contact Hours:		*Lab/Contact Hours:*	
Credit Hours:		*Credit Hours:*	
Pre-requisites:		**Pre-requisites:**	

CURRENT Course Description:	NEW Course Description: *(hover over for instructions)*
Corequisite: SOWK 7310. Advanced seminar on applications of service management, and planning principles and skills essential for social work planners, administrators, supervisors, and program developers.	*Corequisite: SOWK 7310.* Advanced seminar on applications of service management, and planning principles and skills essential for social work planners, administrators, supervisors, and program developers.

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	2020	*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 course content and assignments does not require knowledge or skills from SOWK 7310.

263

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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

☐ Other Data Source Descriptions –

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

Approvals:	Print:	Signature:	Date:
Department Head	Dr. Heather Kelley	*Heather Kelley*	10/15/19
College/Division Executive Committee			
Dean/Director	Dr. Bernard Oliver	*Bernard Oliver*	10/15/19
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Dr. Becky K. da Cruz	*Becky K. da Cruz*	10/28/2019
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:	09/23/2019

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Human Services
Requestor's Name:	Dr. Michael Sanger	**Requestor's Role:**	Faculty

CURRENT: *(list only items to be changed)*		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	SOWK 7610	**Course Prefix and Number:**	
Course Title:	Advanced Standing Practicum Seminar	**Course Title:**	
Lecture Hours:		*Lecture Hours:*	
Lab/Contact Hours:		*Lab/Contact Hours:*	
Credit Hours:		*Credit Hours:*	
Pre-requisites:	Admission to the program, SOWK 6000.	**Pre-requisites:**	Admission to the program, SOWK 7100.

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	2020	*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 –

Change of course prerequisite from SOWK 6000 to SOWK 7100.

263

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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

☐ Other Data Source Descriptions –

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

Approvals:	Print:	Signature:	Date:
Department Head	Dr. Heather Kelley	*Heather Kelley*	10/15/19
College/Division Executive Committee			
Dean/Director	Dr. Bernard Oliver	*Bernard Oliver*	10/15/19
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Dr. Becky K. da Cruz	*Becky K. da Cruz*	10/28/2019
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:	*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:	Dr. Michael Sanger	**Requestor's Role:**	Faculty

CURRENT: *(list only items to be changed)*		**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:		**Credit Hours:**	
Pre-requisites:	Completion of first year in MSW Program or permission of the director for other graduate students.	**Pre-requisites:**	SOWK 6301, 6302, and 6303 or permission of instructor for students in other graduate programs or Advanced Standing status.
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	2020	*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 –

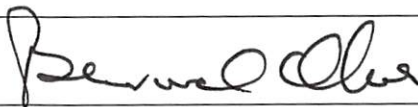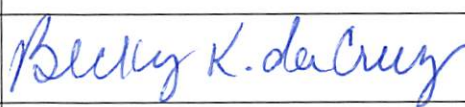Clarification of prerequisite content.

265

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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

☐ Other Data Source Descriptions –

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

Approvals:	Print:	Signature:	Date:
Department Head	Dr. Heather Kelley	*Heather Kelley*	10/15/19
College/Division Executive Committee			
Dean/Director	Dr. Bernard Oliver	*Bernard Oliver*	10/15/19
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Dr. Becky K. da Cruz	*Becky K. da Cruz*	10/28/2019
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:	09/23/2019

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Human Services
Requestor's Name:	Dr. Michael Sanger	**Requestor's Role:**	Faculty

CURRENT: *(list only items to be changed)*		REQUESTED: *(list only items to be changed)*	
Course Prefix and Number:	SOWK 7800	**Course Prefix and Number:**	
Course Title:		**Course Title:**	
Lecture Hours:		*Lecture Hours:*	
Lab/Contact Hours:		*Lab/Contact Hours:*	
Credit Hours:		*Credit Hours:*	
Pre-requisites:	Concentration Status for SOWK students or permission of department head for other graduate students.	**Pre-requisites:**	SOWK 6301, 6302, and 6303 or permission of instructor for students in other graduate programs or Advanced Standing status.
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	2020	*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 –

Clarification of prerequisites.

267

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

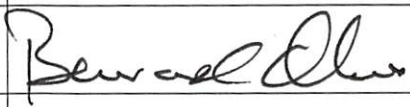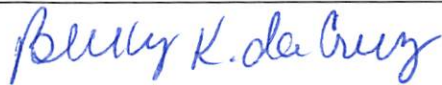*(select one or more of the following and provide appropriate narrative below):*

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

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

☐ Other Data Source Descriptions –

Not relevant.

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

Approvals:	Print:	Signature:	Date:
Department Head	Dr. Heather Kelley	*Heather Kelley*	10/15/19
College/Division Executive Committee			
Dean/Director	Dr. Bernard Oliver	*Bernard Oliver*	10/15/19
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Dr. Becky K. da Cruz	*Becky K. da Cruz*	10/28/2019
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:	09/23/2019

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Human Services
Requestor's Name	Dr. Michael Sanger	**Requestor's Role:**	Faculty

CURRENT: *(list only items to be changed)*	REQUESTED: *(list only items to be changed)*

Course Prefix and Number:	SOWK 7810	**Course Prefix and Number:**	
Course Title:		**Course Title:**	
Lecture Hours:		*Lecture Hours:*	
Lab/Contact Hours:		*Lab/Contact Hours:*	
Credit Hours:		*Credit Hours:*	
Pre-requisites:	Concentration Status for SOWK students or permission of department head for other graduate students.	**Pre-requisites:**	SOWK 6301, 6302, and 6303 or permission of instructor for students in other graduate programs or Advanced Standing status.
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	2020	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 –

Clarification of prerequisite.

269

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 –

Not relevant.

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

Approvals:	Print:	Signature:	Date:
Department Head	Dr. Heather Kelley	*Heather Kelley*	10/15/19
College/Division Executive Committee			
Dean/Director	Dr. Bernard Oliver	*Bernard Oliver*	10/16/19
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Dr. Becky K. da Cruz	*Becky K. da Cruz*	10/28/2019
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: | 09/23/2019 |

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

| College: | College of Education and Human Services | Dept. Initiating Request: | Human Services |
| Requestor's Name: | Dr. Michael Sanger | Requestor's Role: | Faculty |

CURRENT: *(list only items to be changed)*		REQUESTED: *(list only items to be changed)*	
Course Prefix and Number:	SOWK 7820	**Course Prefix and Number:**	
Course Title:	Issues in Substance Abuse	**Course Title:**	Issues in Substance Use
Lecture Hours:		*Lecture Hours:*	
Lab/Contact Hours:		*Lab/Contact Hours:*	
Credit Hours:		*Credit Hours:*	
Pre-requisites:	SOWK 6301, 6302, and 6303 or permission of director for other graduate students.	**Pre-requisites:**	SOWK 6301, 6302, and 6303 or permission of instructor for students in other graduate programs or Advanced Standing status.

CURRENT Course Description:	NEW Course Description: *(hover over for instructions)*
Alcohol and substance abuse 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.	Alcohol and substance *ab*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	2020	*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 –

Current best practices use "substance use" rather than "substance abuse."
Clarification of prerequisite.

271

rce 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 –

Not relevant.

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Dr. Heather Kelley	*Heather Kelley*	10/15/19
College/Division Executive Committee			
Dean/Director	Dr. Bernard Oliver	*Bernard Oliver*	10/15/19
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Dr. Becky K. da Cruz	*Becky K. da Cruz*	10/28/2019
Academic Committee			

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

272

Valdosta State University Curriculum Form

Date of Submission: 09/23/2019

- Request for a REVISED COURSE

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: Dr. Michael Sanger	**Requestor's Role:** Faculty

CURRENT: *(list only items to be changed)*		REQUESTED: *(list only items to be changed)*	
Course Prefix and Number:	SOWK 7830	**Course Prefix and Number:**	
Course Title:		**Course Title:**	
Lecture Hours:		*Lecture Hours:*	
Lab/Contact Hours:		*Lab/Contact Hours:*	
Credit Hours:		*Credit Hours:*	
Pre-requisites:	Concentration Status for SOWK students or permission of department head for other graduate students.	**Pre-requisites:**	SOWK 6301, 6302, and 6303 or permission of instructor for students in other graduate programs or Advanced Standing status.
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	2020	*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 –

Clarification of prerequisite.

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 –

Not relevant.

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

Approvals:	Print:	Signature:	Date:
Department Head	Dr. Heather Kelley	*Heather Kelly*	10/15/19
College/Division Executive Committee			
Dean/Director	Dr. Bernard Oliver	*Bernard Oliver*	10/15/19
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Dr. Becky K. da Cruz	*Becky K. da Cruz*	10/28/2019
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:	09/23/2019

College:	College of Education and Human Services	Dept. Initiating Request:	Human Services
Requestor's Name:	Dr. Michael Sanger	Requestor's Role:	Faculty

CURRENT: *(list only items to be changed)*		REQUESTED: *(list only items to be changed)*	
Course Prefix and Number:	SOWK 7840	Course Prefix and Number:	
Course Title:		Course Title:	
Lecture Hours:		*Lecture Hours:*	
Lab/Contact Hours:		*Lab/Contact Hours:*	
Credit Hours:		*Credit Hours:*	
Pre-requisites:	SOWK 6301, 6302, and 6303 or permission of director for other graduate students.	Pre-requisites:	SOWK 6301, 6302, and 6303 or permission of instructor for students in other graduate programs or Advanced Standing status.
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	2020	*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 –

Clarification of prerequisite.

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 –

Not relevant.

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Dr. Heather Kelley	*(signature)*	10/15/19
College/Division Executive Committee			
Dean/Director	Dr. Bernard Oliver	*(signature)*	6/15/15
Graduate Executive Committee *(for graduate course)*			
Graduate Dean *(for graduate course)*	Dr. Becky K. da Cruz	*(signature)* Becky K. da Cruz	10/28/2019
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:	09/23/2019

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

College:	College of Education and Human Services	Dept. Initiating Request:	Human Services
Requestor's Name:	Dr. Michael Sanger	**Requestor's Role:**	Faculty

CURRENT: *(list only items to be changed)*		REQUESTED: *(list only items to be changed)*	
Course Prefix and Number:	SOWK 7850	**Course Prefix and Number:**	
Course Title:		**Course Title:**	
Lecture Hours:		*Lecture Hours:*	
Lab/Contact Hours:		*Lab/Contact Hours:*	
Credit Hours:		*Credit Hours:*	
Pre-requisites:	Concentration Status for SOWK students or permission of department head for other graduate students.	**Pre-requisites:**	SOWK 6301, 6302, and 6303 or permission of instructor for students in other graduate programs or Advanced Standing status.
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	2020	*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 –

Clarification of prerequisite.

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 –

Not relevant.

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

Approvals:	Print:	Signature:	Date:
Department Head	Dr. Heather Kelley	*Heather Kelley*	10/15/19
College/Division Executive Committee			
Dean/Director	Dr. Bernard Oliver	*Bernard Oliver*	10/15/19
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Dr. Becky K. da Cruz	*Becky K. da Cruz*	10/28/2019
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:	09/23/2019

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

College:	College of Education and Human Services	Dept. Initiating Request:	Human Services
Requestor's Name:	Dr. Michael Sanger	Requestor's Role:	Faculty

CURRENT: *(list only items to be changed)*		REQUESTED: *(list only items to be changed)*	
Course Prefix and Number:	SOWK 7870	Course Prefix and Number:	
Course Title:		Course Title:	
Lecture Hours:		Lecture Hours:	
Lab/Contact Hours:		Lab/Contact Hours:	
Credit Hours:		Credit Hours:	
Pre-requisites:	SOWK 6301, 6302, and 6303 or permission of director for other graduate students.	Pre-requisites:	SOWK 6301, 6302, and 6303 or permission of instructor for students in other graduate programs or Advanced Standing status.
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	2020	*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 –

Clarification of prerequisite.

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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 –

Not relevant.

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

Approvals:	Print:	Signature:	Date:
Department Head	Dr. Heather Kelley	*Heather Kelley*	10/15/19
College/Division Executive Committee			
Dean/Director	Dr. Bernard Oliver	*Bernard Oliver*	10/14/10
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Dr. Becky K. da Cruz	*Becky K. da Cruz*	10/28/2019
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:	09/23/2019

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Human Services
Requestor's Name:	Dr. Michael Sanger	**Requestor's Role:**	Faculty

CURRENT: *(list only items to be changed)*		REQUESTED: *(list only items to be changed)*	
Course Prefix and Number:	SOWK 7890	**Course Prefix and Number:**	
Course Title:		**Course Title:**	
Lecture Hours:		*Lecture Hours:*	
Lab/Contact Hours:		*Lab/Contact Hours:*	
Credit Hours:		*Credit Hours:*	
Pre-requisites:	SOWK 6301, 6302, and 6303 or permission of director for other graduate students.	**Pre-requisites:**	SOWK 6301, 6302, and 6303 or permission of instructor for students in other graduate programs or Advanced Standing status.
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	2020	*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 –

Clarification of prerequisite.

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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 –

Not relevant.

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

Approvals:	Print:	Signature:	Date:
Department Head	Dr. Heather Kelley	*Heather Kelley*	10/15/19
College/Division Executive Committee			
Dean/Director	Dr. Bernard Oliver	*Bernard Oliver*	6/15/19
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Dr. Becky K. da Cruz	*Becky K. da Cruz*	10/28/2019
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's Determination of Credit Hours for Courses Policy:
1) defines a credit hour,
2) provides direction for determining credit hours for courses, and
3) ensures credit hours are properly applied and assigned to courses to conform with commonly accepted practices in higher education.

VSU's academic operations continuously demonstrate compliance with Federal Regulation Program Integrity Rules, [1] University System of Georgia (USG) Policy 3.4, Southern Association of Colleges and Schools Commission on Colleges Standard 10.7, and the guidance in Southern Association of Colleges and Schools Commission on Colleges *Policy Statement on Credit Hours*.[2]

FEDERAL DEFINITION OF THE CREDIT HOUR:

Part 600, Institutional Eligibility under the Higher Education Act of 1965, as amended, provides the following definition:

"A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than--

(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours." (34 CPR Part 600.2).

The U.S. Department of Education National Center for Education Statistics (NCES) defines a credit hour as "A unit of measure representing the equivalent of an hour (50 minutes) of instruction per week over the entire term. It is applied toward the total number of credit hours needed for completing the requirements of a degree, diploma, certificate, or other formal award."

UNIVERSITY SYSTEM OF GEORGIA DEFINITIONS FOR THE ACADEMIC CALENDAR:

"The academic calendar for each USG institution shall consist of two semesters, each with at least 15 weeks of instructional time, as defined by federal regulations issued by the United States Department of Education. The 15 weeks of instructional time shall not include registration or final examinations....A minimum of 750 minutes of instruction or equivalent is required for each semester credit hour. A course offered in fewer than 15 instructional weeks shall contain the same total hours (contact hours, preparation time, content, and requirements) as the same course offered in the standard 15-week semester." (USG Policy Manual Section 3.4[3])

POLICY:

This credit hour policy applies to all courses at all levels (undergraduate, graduate, and professional) that award academic credit on an official transcript regardless of the mode of delivery including, but not limited to, fully online, hybrid, lecture, seminar, laboratory, studio, directed study, or study abroad. Academic units are responsible for ensuring that credit hours are awarded only for work that meets the requirements outlined in this policy.

Valdosta State University utilizes the federal definition of the credit hour as a basis for determining the amount of credit assigned for student work. The VSU Academic Committee of the Faculty Senate is responsible for ensuring that credit hours are appropriately approved for course work, and the VSU Registrar's Office ensures that credit hours are accurately attached to courses in the student information system. The Registrar's Office ensures that the number of class minutes for lecture- and laboratory-based courses have been accounted for during the scheduling of courses. The following methodology guides credit hours assignments.

Lecture Courses:
Traditional lecture-based courses that meet only in a face-to-face format must meet for 750 minutes for each semester credit hour, whether offered in a full-semester, half-semester, or other 5-week format. In addition, it is expected that students will spend a **minimum** of two hours in out-of-class preparation for every hour spent in class. Therefore, a one credit hour course must require a minimum of 750 class meeting minutes and 1500 out-of-class preparation minutes. All courses will require a **minimum** of 2250 engaged minutes per semester hour.

When courses are offered in hybrid or fully online format, 2250 engaged minutes are still required and expected for each hour of credit. Because it is difficult to measure engaged minutes for courses offered in hybrid or online formats, course content and learning outcomes should be matched to those established in face-to-face sections of the same courses. Face-to-face courses may be conducted through in-person delivery or through electronic delivery whether synchronous or asynchronous.

Laboratory/Studio/Clinical Courses:
Standard academic practice specifies that a **minimum** of 2250 engaged minutes must be required for each semester credit hour. In the case of laboratory, studio, or clinical courses, most of these engaged minutes will be spent in the actual execution of the laboratory, studio, or clinical exercises. Students may also be expected to spend out-of-class time preparing for laboratory, studio, or clinical exercises. In all cases, class time plus expected out-of-class preparation time must add up to a **minimum** of 2250 engaged minutes per semester credit hour for the specified course.

Courses that blend activity/laboratory/studio/clinical and lecture components:
Courses that blend lecture components with laboratory, studio, or clinical components pose challenges in making the correct credit hour determination. The standard remains that a **minimum** of 2250 engaged minutes must be required for each semester credit hour. There are four components in this type of course:
- Lecture component
- Out-of-class preparation for the lecture component

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- Activity/laboratory/studio/clinical component
- Out-of-class preparation for the activity/laboratory/studio/clinical component

In general, it is appropriate to expect that students will spend a **minimum** of two hours in out-of-class preparation for every one hour spent in the lecture component of the class. The activity/laboratory/studio/clinical component may exist with or without an expectation of out-of-class preparation. In determining whether the requirement for a minimum of 2250 engaged minutes per semester hour of credit has been met, minutes expected to be spent in class lectures, out-of-class preparation for the lecture component, the activity/laboratory/studio/clinical component, and out-of-class preparation for the activity/laboratory/studio/clinical component should be summed. For internships, the minimum engaged minutes required for awarding academic credit should adhere to the ~~Internship~~ "Guidelines for Granting Academic Credit for Participation in Internship Programs" section of the ~~Undergraduate~~ Academic Catalog.

One credit hour (unit) should involve an input of approximately three hours per week, or the equivalent amount of work for other instructional formats, for the average student (e.g., one hour of scheduled class and two hours of out-of-class preparation). Typically, a three semester credit hour course meets for three 50-minute (or two 75- minute) sessions per week for fifteen weeks. Irrespective of course instruction type or delivery method, all courses require a minimum of 2,250 engaged minutes per semester hour. This basic measure may be adjusted proportionately to reflect modified academic calendars and formats of study. Regardless of the format of course content delivery, course workload expectations must align to the stated learning outcomes for students. A contact hour represents the measure of scheduled instruction given to students and is dependent on the instructional format for the course. The contact hours should be calculated on a per week basis. For example, one contact hour per week of lecture for 15 weeks equals one credit hour (e.g., a three semester credit hour course meets for 45 contact hours). Although infrequent, deviations may exist from the prescribed formulas; however, the institution must still account for the expectation that a minimum of 2250 engaged minutes will be required for every semester hour of credit assigned to the course.

For each course, the number of semester hours credit, the number of lecture contact hours (or equivalent) per week, and the number of laboratory or studio contact hours per week are listed in the ~~The hour designation, X-Y-Z, is located in the~~ student information system ~~VSU Undergraduate Catalog or Graduate Catalog, Courses of Instruction section.[4] X is the number of lecture contact hours (or equivalent) per week; Y is the number of laboratory or studio contact hours per week; Z is the number of semester hours credit.~~

POLICY REVISIONS:
Proposed revisions to this policy should be submitted in writing to the Chairperson of the Academic Committee of the Faculty Senate by way of the Office of Academic Affairs or Office of the Registrar.

APPROVAL DATE:
Prepared by Institutional Effectiveness: November 6, 2012

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[4] When conducting a course search in Banner, select the course number/name and then "View Catalog Entry" to see the credit hours, lecture hours, and laboratory hours.

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Graduate Executive Committee Review: November 29, 2012
Deans' Council Endorsement: December 12, 2012
Department Heads' Council Information Item: November 27, 2012
Academic Committee Information Item: January 14, 2013
Provost and VPAA Approval: January 31, 2013
Forwarded to Catalog Editor: March 11, 2013

Sources: Federal Register; USG Policy Manual; SACSCOC Credit Hours Policy; Dr. Barbara L. Brown, GPC.

Revisions
09/12/2018: Updated policy reference numbers to SACSCOC Standard 10.7; updated section of quoted text directly from BOR Policy 3.4; added footnote URL to SACSCOC Policy Statement on Credit Hours; added footnote URL to BOR Policy 3.4

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