VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET

ACADEMIC COMMITTEE

MONDAY,
April 9, 2012

2:30 p.m.

Rose Room
UNIVERSITY CENTER

Stanley Jones
Registrar/Secretary of the Academic Committee

ACADEMIC COMMITTEE
AGENDA
April 9, 2012

1. Minutes of the March 5, 2012 meeting. (pages 1-5) approved by email March 9, 2012.

2. **WOMEN AND GENDER STUDIES**
   a. Revised requirements for the minor in Women's and Gender Studies (pages 6-7).
   b. New course WGST 4100 (pages 8-17)
   c. Revised prerequisites and course description WGST 4400 (pages 18-20)

3. **COLLEGE OF ARTS AND SCIENCES**
   a. Revised senior curriculum for the BS in Computer Science (pages 21-22)
   b. New course CS 2800 (pages 23-28)
   c. Revised course title CS 4500 (pages 29-31)
   d. Revised course description CS 4900 (pages 32-34)
   e. Revised Selected Educational Outcomes for the BA in Sociology and Anthropology (pages 35-36)
   f. Revised senior college curriculum for the BA in Sociology and Anthropology (pages 37-39)
   g. New course ANTH 3140 (pages 40-45)
   h. New course ANTH 3170 (pages 46-53)
   i. Revised prerequisites SOCI 3000 (pages 54-56)
   j. Revised prerequisites SOCI 3500 (pages 57-59)
   k. Revised major – MA in Literature and Language to MA in English Studies for Language Arts Teachers (pages 60-62)
   l. Revised catalog program description for the MA in English (pages 63-65)
   m. Revised admission requirements for the MA in English (pages 66-68)
   n. Revised Progression, Retention, Dismissal, and Readmissions policies for the MA in English (pages 69-73)
   o. Revised Non-Thesis Option-Comprehensive Exam (on the web) (pages 74-76)
   p. New course JOUR 4570 (pages 77-87)
   q. Revised course number ENGL 2111 (pages 88-90) Deactivation ENGL 2110
   r. Revised course number ENGL 2111H (pages 91-93) Deactivation ENGL 2110H
   s. Revised course number ENGL 2112 (pages 94-96) Deactivation ENGL 2120
   t. Revised course number ENGL 2112H (pages 97-99) Deactivation ENGL 2120H
   u. Revised course number ENGL 2113 (pages 100-102) Deactivation ENGL 2130
   v. Revised course number ENGL 2113H (pages 103-105) Deactivation ENGL 2130H
   w. Revised course title and description JOUR 2510 (pages 106-108)

4. **COLLEGE OF EDUCATION**
   a. Revised degree requirements for the MED in Middle Grades Math and Science (pages 109-110)
   b. New course MGMS 5999 (pages 111-116)
   c. Revised degree requirements for the MED in Curriculum and Instruction – Accomplished Teaching (pages 117-118)
   d. New course EDAT 5999 (pages 119-124)
   e. Revised degree requirements for the EDS in Curriculum and Instruction – Teaching & Learning Exemplary Teaching (pages 125-126)
   f. New course EDET 5999 (pages 127-132)
   g. Revised degree requirements for the MED in Special Education – Deaf Education (pages 133-135)
   h. Revised course number, prerequisite, and description DEAF 5010 (pages 136-138) Deactivation SPEC 5010
   i. Revised course number, prerequisite, and description DEAF 5020 (pages 139-141) Deactivation SPEC 5020
   j. Revised catalog copy Admission deadline section MAT in Special Education – Deaf Education (pages 142-144)
   k. Revised degree requirements for the MAT in Special Education – Deaf Education (pages 145-147)
   l. New course DEAF 6020 (pages 148-155)
   m. New course DEAF 6030 (pages 156-163)
   n. Deactivation of the Associate of Applied Science – Joint Degree (pages 164-166)
   o. Deactivation of the BSED in Business Education (pages 167-169)
   p. Revised catalog narrative for the Department of Adult and Career Education (pages 170-172)
   q. Revised admission requirements for the MED in Adult Career Education – Business Education & Information Technology Option (pages 173-175)
   r. Revised admission requirements for the MED in Adult Career Education – Workforce Education and Development Option and Career and Technical Education Option (pages 176-178)
   s. Revised Selected Educational Outcomes for the MED in Adult and Career Education – Business Education and Information Technology Option (pages 179-181)
   t. Revised Outcome Assessments for the MED in Adult and Career Education – Workforce Education and Development Option (pages 182-184)
   u. Revised degree requirements for the MED in Adult Career Education – Workforce Education and Development Option – Career and Technical Education Option – Business Education and Information Technology Option (pages 185-187)
   v. New course ACED 7070 (pages 188-195)
   w. New course ACED 7350 (pages 196-203)
   x. New course ACED 7610 (pages 204-211)
   y. New course ACED 7700 (pages 212-218)
   z. Revised course title and description ACED 7110 (pages 219-221)
   aa. Revised course title and description ACED 7150 (pages 222-224)
   bb. Revised course title and description ACED 7220 (pages 225-227)

cc. Revised course title and description ACED 7510 (pages 228-230)
dd. Revised course title and description ACED 7680 (pages 231-233)
ee. Revised course title and description ACED 7810 (pages 234-236)
ff. Revised course description ACED 7100 (pages 237-239)
gg. Revised course description ACED 7530 (pages 240-242)
hh. Revised course description ACED 7600 (pages 243-245)
ii. Revised course description ACED 7620 (pages 246-248)
jj. Revised course description ACED 7900 (pages 249-251)
kk. Revised course description ACED 8450 (pages 252-254)
ll. Revised catalog narrative for the EDD in Curriculum and Instruction (pages 255-259)
mm. Revised degree requirements for the EDD in Curriculum and Instruction – concentration - General Curriculum and Instruction (pages 260-261)
nn. Revised degree requirements for the EDD in Curriculum and Instruction – concentration – P-12 Curriculum and Instruction (pages 262-264)
oo. New degree requirements for the EDD in Curriculum and Instruction – Certification Only in Curriculum and Instruction (pages 265-266)
pp. Revised catalog copy for the EDD in Leadership (pages 267-270)
qq. Revised degree requirements for the EDD in Leadership (pages 271-272)
rr. Revised Curriculum, Leadership and Technology department narrative (pages 273-275)
ss. Revised degree requirements for the EDS in Instructional Technology – concentration - Technology Application (pages 276-278)
tt. Revised degree requirements for the MED in Instructional Technology – concentration – Technology Applications (pages 279-281)
uu. Revised degree requirements for the EDS in Instructional Technology – concentration – Technology Applications (pages 282-285)
vv. Revised degree requirements for the MED in Instructional Technology – concentration – P-12 Technology Applications (pages 286-289)
ww. New course ITED 7600 (pages 290-300)
xx. New course ITED 8600 (pages 301-311)
yy. Revised course description ITED 7100 (pages 312-314)
zz. Revised course description ITED 7200 (pages 315-317)
aaa. Revised course description ITED 7300 (pages 318-320)
bbb. Revised course description ITED 8100 (pages 321-323)
ccc. Revised course description ITED 8200 (pages 324-326)
ddd. Revised course description ITED 8300 (Pages 327-329)
eee. Revised course description ITED 8500 (Pages 330-332)
fff. Revised course description ITED 8999 (Pages 333-335)
ggg. Revised course pre/co-requisite and description ITED 8960 (pages 336-338)
hhh. Revised course title and description CIED 9100 (pages 339-341)
iii. Revised course title and description CIED 9200 (pages 342-344)
jjj. Revised course title and description CIED 9300 (pages 345-347)
kkk. Revised course title and description CIED 9400 (pages 348-350)
lll. Revised course title and description ITED 7070 (pages 351-353)
mmm. Revised course title and description ITED 7400 (pages 354-356)
nnn. Revised course title and description ITED 7500 (pages 357-359)
ooo. Revised course title and description ITED 8400 (pages 360-362)
ppp. Revised course title and description ITED 8960 (pages 363-365)
qqq. Revised course title and description LEAD 9010 (pages 366-368)
rrr. Revised course title and description LEAD 9020 (pages 369-372)
sss. Revised course title and description LEAD 9040 (pages 373-375)

5. MISCELLANEOUS

a. New Program Proposal Process and forms (pages 376-380)

6. Pending items

a. BA in Transatlantic Studies Program – BOR and SACS approval (Dec 10 AC)
b. Revised course CHEM 1010 – USG General Education Council approval
c. BGS in General Studies (online deliver) – BOR and SACS (MAR 11 AC)
d. BA in Interdisciplinary Studies – BOR and SACS (NOV 11 AC)
e. Inclusion of GEOG 1125 into Area D.1 – BOR approval (DEC 11 AC)

VALDOSTA STATE UNIVERSITY
ACADEMIC COMMITTEE MINUTES
March 5, 2012

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Rose Room on Monday, March 5, 2012. Dr. Sharon Gravett, Assistant Vice President for Academic Affairs, presided.

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

Members Absent: Ms. Laura Wright, Dr. Amy Aronson-Friedman, Ms. Jessica Goldsmith, Dr. Frank Flaherty, Dr. Ray Elson, and Dr. Donna Cunningham.

Visitors Present: Dr. Nolan Argyle, Dr. Alfred Fuciarelli, Dr. Julie Reffel, Dr. Mike Griffin, Dr. James Shrader, Dr. Maria Whyte, Dr. Brenda Dyal, Dr. Anita Hufft, Mr. Mike Savoie, and Dr. Jane Kinney.

The Minutes of the February 13, 2012 meeting were approved by email on February 22. (pages 1-4).

A. Graduate School

1. Revised requirements for undergraduates seeking enrollment in Graduate School was approved effective Fall Semester 2012. (pages 5-7).

B. College of Arts and Sciences

1. Revised degree requirements for the MPA degree was approved effective Fall Semester 2012. (pages 8-9).

2. New course, Public Administration (PADM) 7600, "Public Policy Formation", (PUBLIC POLICY FORMATION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2012. (pages 10-20).

C. College of Education

1. Information item – Termination of EDS – Middle Grades Education (page 21).

2. Information item – Termination of EDS – Pre-Elementary/Early Childhood/Kindergarten Teacher Education (pages 22).

3. Information item – Termination of EDS – Secondary Education (page 23).

4. Revised admission requirements for the BSED in Early Childhood Education, and the BSED in Special Education – Early Childhood Special Education General Curriculum was approved effective Fall Semester 2012 with a comma between "curriculum and which" and also add a "s" to the final "require". (pages 204-206).

5. Revised prerequisites, Early Childhood & Special Education (ECSE) 3390, "Early Childhood Inclusive Practicum and Seminar: Pre-K-K, (INCLUSIVE PRACT & SEM PREK-K – 2 credit hours, 1 lecture hours, 4 lab hours, and 5 contact hours), was approved effective Fall Semester 2012. (page 207).

6. Revised prerequisites, Early Childhood & Special Education (ECSE) 3490, "Early Childhood Inclusive Practicum and Seminar: Grades 1-3, (INCLUSIVE PRACT & SEM GR 1-3 – 2 credit hours, 1 lecture hours, 4 lab hours, and 5 contact hours), was approved effective Fall Semester 2012. (page 207).

7. Revised prerequisites, Early Childhood & Special Education (ECSE) 4390, "Early Childhood Inclusive Practicum and Seminar: Grades 4-5, (INCLUSIVE PRACT & SEM GR 4-5 – 2 credit hours, 1 lecture hours, 4 lab hours, and 5 contact hours), was approved effective Fall Semester 2012. (page 207).

8. Revised prerequisites, Early Childhood Education (ECED) 3190, "Early Childhood Practicum and Seminar: PreK-K, (ECED PRACTICUM/SEMINAR: PREK-K – 2 credit hours, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Fall Semester 2012. (pages 208-215).

9. Revised prerequisites, Early Childhood Education (ECED) 3690, "Early Childhood Practicum and Seminar: Grades 1-3, (ECED PRACTICUM/SEMINAR: GR 1-3 – 2 credit hours, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Fall Semester 2012. (pages 216-224).

10. Revised prerequisites, Early Childhood & Special Education (ECSE) 4490, "Student Teaching and Reflective Seminar in Early Childhood and Special Education, (STUDENT TCHING & SEM IN ECSE – 9 credit hours, 0 lecture hours, 9 lab hours, and 9 contact hours), was approved effective Fall Semester 2012 with the prefix corrected in the Current Course Prefix, Title, & Number box from ECED to ECSE. (pages 225-236).

11. Revised prerequisites, Early Childhood Education (ECED) 4690, "Early Childhood Practicum and Seminar: Grades 4-5, (ECED PRACTICUM/SEMINAR – 2 credit hours, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Fall Semester 2012. (pages 237-245).

12. Revised prerequisites, Early Childhood Education (ECED) 4790, "Student Teaching and Reflective Seminar, (STUDENT TEACHING AND SEMINAR – 9 credit hours, 0 lecture hours, 9 lab hours, and 9 contact hours), was approved effective Fall Semester 2012. (pages 246-256).

13. Revised prerequisites, grading mode, and course description, Early Childhood & Special Education (ECSE) 4420, "Seminar in Classroom Management and Collaboration with Family, School, and Community Agencies, (SEM CLASS MGNT & COLLABORATION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2012 with the description changed to read ..."unsatisfactory". Examination...various programs, methods, and techniques... . (pages 257-265).

14. Revised prerequisites, Literacy (LITR) 3110, "Emergent Literacy, (EMERGENT LITERACY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2012 with the co-requisite move from the end of the description to the beginning of the description. (pages 266-268).

15. New course, Early Childhood & Special Education (ECSE) 2999, "Entry to the Education Profession, (ENTRY TO EDUCATION – 0 credit hours, 0 lecture hours, 0 lab hours, and 0 contact hours), was approved effective Fall Semester 2012. (pages 269-278).

16. Revised Area F requirements for the BSED in Special Education – Early Childhood Special Education General Curriculum was approved effective Fall Semester 2012. (pages 279-280)

17. Revised Area F requirements for the BSED in Early Childhood Education was approved effective Fall Semester 2012. (pages 281-282).

18. Revised name for the EDS in Coaching Pedagogy in Physical Education was approved effective Summer Semester 2012. (pages 283-284). ***Graduate Executive approval*** and BOR notification.

D. College of Nursing

1. New GPA requirements for the Pre-Nursing major students was approved effective Fall Semester 2012. (pages 24-26).

2. Revised program objectives for the BSN degree was approved effective Fall Semester 2012. (pages 27-29).

3. Revised course title, and prerequisites, Nutrition (NUTR) 3300, "Nutrition, Fitness, and Health, (NUTRITION, FITNESS, AND HEALTH – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2012. (pages 30-32).

4. Degree proposal for the DNP – Doctor of Nursing was approved with "Distance Learning Department" changed to "eLearning Department" page 59 and item D page 62 was changed to read ...CON, Academic Committee, University's Graduate Executive, and Faculty Senate Committees. Final... . (pages 33-102). ***Pending BOR approval***

5. Degree proposal for the DNP – Doctor of Nursing was approved (pages 103-104).

6. New course, Nursing (NURS) 9011, "Biostatistics", (BIOSTATISTICS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2012 with the prerequisite removed from the course syllabus and the description changed to read ...problems, and improvement of population... . (pages 105-112).

7. New course, Nursing (NURS) 9100, "DNP Foundations Seminar", (DNP FOUNDATIONS – 1 credit hour, 1 lecture

hour, 0 lab hours, and 1 contact hour), was approved effective Fall Semester 2012 with the prerequisite removed from the course syllabus . (pages 113-119).

8. New course, Nursing (NURS) 9110, "Principles of Epidemiology", (PRINCIPLES OF EPIDEMIOLOGY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2012 with the prerequisite removed from the course syllabus. (pages 120-125).

9. New course, Nursing (NURS) 9120, "Policy, Finance, & Health Systems", (POLICY, FINANCE, & HLTH SYSTMS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2012 with the prerequisite removed from the course syllabus and a comma added after Finance in the course title. (pages 126-135).

10. New course, Nursing (NURS) 9130, "Informatics for Advanced Practice Nursing", (INFORMATICS ADVANCED PRACTICE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2012 with the prerequisite removed from the course syllabus. (pages 136-142).

11. New course, Nursing (NURS) 9200, "Advanced Applications of Evidence-Based Practice", (ADVANCED APPLICATIONS OF EBP – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2012 with the prerequisite removed from the course syllabus and a "evidence based" was changed to "evidence-based" in the description. (pages 143-150).

12. New course, Nursing (NURS) 9210, "Leadership and Role Development for Advanced Practice Nursing", (LEADERSHIP & ROLE FOR APN – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2012 with the prerequisite removed from the course syllabus and the description was changed to read ...entrepreneurship, change, and... . (pages 151-157).

13. New course, Nursing (NURS) 9220, "Population Health for Advanced Practice Nursing", (POPULATION HEALTH FOR APN – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2012 with the prerequisite removed from the course syllabus and the course description changed to read ...disease management, quality, safety... . (pages 158-166).

14. New course, Nursing (NURS) 9230, "Health Ethics", (HEALTH ETHICS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2012 with the prerequisite removed from the course syllabus. (pages 167-172).

15. New course, Nursing (NURS) 9300, "DNP Residency I", (DNP RESIDENCY I – 3 credit hours, 0 lecture hours, 12 lab hours, and 12 contact hours), was approved effective Fall Semester 2012 with the course description changed to: Prerequisites: NURS 9011, 9100, 9110, 9120, 9130, 9200, 9210, 9220, and 9230. Intense practice immersion that integrates the role of the DNP into clinical practice, focusing on designing, delivering, and evaluating comprehensive, evidence-based care to individuals, aggregates, and populations.. (pages 173-180).

16. New course, Nursing (NURS) 9310, "DNP Residency II", (DNP RESIDENCY II – 3 credit hours, 0 lecture hours, 12 lab hours, and 12 contact hours), was approved effective Fall Semester 2012 with correction of the spelling of "Residency" in the course title and the course description changed to: Prerequisites: NURS 9011, 9100, 9110, 9120, 9130, 9200, 9210, 9220, and 9230. Intense practice immersion that integrates the role of the DNP into clinical practice, focusing on leadership, consultation, advocacy, and interdisciplinary collaboration to improve the safety and quality of health care for diverse populations. . (pages 181-187).

17. New course, Nursing (NURS) 9400, "DNP Clinical Project I", (DNP CLINICAL PROJECT I – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2012 with the course description change to read: Prerequisites: NURS 9011, 9100, 9110, 9120, 9130, 9200, 9210, 9220, and 9230. Development of the DNP capstone project, demonstrating the student's ability to evaluate and apply theory and evidence to clinical practice and leadership .. (pages 188-195).

18. New course, Nursing (NURS) 9410, "DNP Clinical Project II", (DNP CLINICAL PROJECT II – 3 credit hours, 0 lecture hours, 10 lab hours, and 10 contact hours), was approved effective Fall Semester 2012 with the course description changed to read: Prerequisite: NURS 9400. Implementation, evaluation, and dissemination of the DNP capstone project. . (pages 196-203).

E. College of the Arts

1. Department of Art mission statement was approved effective Fall Semester 2012. (pages 285-287).

2. Revised course description, Art (ART) 3072, "Digital Photography", (DIGITAL PHOTOGRAPHY – 3 credit hours, 0 lecture hours, 6 lab hours, and 6 contact hours), was approved effective Fall Semester 2012 with the description changed to read ...course emphasizing the technical... . (pages 288-290).

3. Revised title, prerequisites, and course description, Art (ART) 3072, "Color Photography", (COLOR PHOTOGRAPHY – 3 credit hours, 0 lecture hours, 6 lab hours, and 6 contact hours), was approved effective Fall Semester 2012 with the description changed to read ...photography emphasizing practical... . (pages 291-293).

4. Revised prerequisites, Art History (ARTH) 4170, "Prehistoric Through Historic Native American Art", (PREHIST/HIST NATIVE AM ART – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2012. (pages 294-296).

5. Revised prerequisites, Art History (ARTH) 4180, "Modern and Contemporary Native American Art", (MOD/CONT NATIVE AM ART – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2012. (pages 297-299).

6. New course, Art (ART) 4071, "Advanced Black and White Photography", (ADV B&W PHOTOGRAPHY – 3 credit hours, 0 lecture hours, 6 lab hours, and 6 contact hours), was approved effective Fall Semester 2012 with the black and white photography changed to lower case in the course description, and the comma was removed after control. (pages 300-302).

7. New course, Art (ART) 4073, "Photographic Lighting Techniques", (PHOTOGRAPHIC LIGHTING – 3 credit hours, 0 lecture hours, 6 lab hours, and 6 contact hours), was approved effective Fall Semester 2012. (pages 303-305).

8. Revised course prefix, number, and title, Music (MUSC) 3120, "Rhythm Section Techniques and Pedagogy", (RHYTHM SECTION TECH PEDAGOGY – 1 credit hour, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Fall Semester 2012. (pages 306-308). Deactivation of MUE 3740.

9. Revised credit hours, Music Education (MUE) 4720, "Advanced String Methods", (ADV STRING METHODS – 1 credit hour, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2012. (pages 309-311).

10. Revised credit hours, Music (MUSC) 4750, "Vocal Pedagogy", (ADV STRING METHODS – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Fall Semester 2012 with the prefix corrected from MUE to MUSC in Current Course Prefix, Title, & Number box. (pages 312-314).

11. Revised course prefix, and description, Music (MUSC) 4760, "Jazz Pedagogy", (JAZZ PEDAGOGY – 2 credit hours, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Fall Semester 2012. (pages 315-317). Deactivation of MUE 4760.

12. Revised prerequisite, Music (MUSC) 1011, "Music Theory I", (MUSIC THEORY I – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2012. (pages 318-320).

13. Revised prerequisite, Music (MUSC) 1012, "Music Theory II", (MUSIC THEORY II – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2012 with the removal of the co-requisite. (pages 321-323).

14. Revised prerequisite, Music (MUSC) 1051, "Music Theory Lab I", (MUSIC THEORY LAB I – 1 credit hour, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Fall Semester 2012. (pages 324-326).

15. Revised prerequisite, Music (MUSC) 1052, "Music Theory Lab II", (MUSIC THEORY LAB II – 1 credit hour, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Fall Semester 2012 with the removal of the co-requisite. (pages 327-329).

16. Revised prerequisite, Music (MUSC) 2011, "Music Theory III", (MUSIC THEORY III – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2012 with the removal of the co-requisite. (pages 330-332).

17. Revised prerequisite, Music (MUSC) 2012, "Music Theory IV", (MUSIC THEORY IV – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2012 with the removal of the co-requisite. (pages 333-335).

18. Revised prerequisite, Music (MUSC) 2051, "Music Theory Lab III", (MUSIC THEORY LAB III – 1 credit hour, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2012 with the removal of the co-requisite. (pages 336-338).

19. Revised prerequisite, Music (MUSC) 2052, "Music Theory Lab IV", (MUSIC THEORY LAB IV – 1 credit hour, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2012 with the removal of the co-requisite. (pages 339-341).

20. Revised credit hours, Music (MUSC) 3830, "The Spotlighters", (THE SPOTLIGHTERS – 1 credit hour, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2012. (pages 342-344).

21. Revised credit hours, Music (MUSC) 3840, "Opera and Musical Theatre", (OPERA AND MUSICAL THEATRE – 1 credit hour, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2012. (pages 345-347).

22. Revised credit hours, Music (MUSC) 4731, "Percussion Pedagogy", (PERCUSSION PEDAGOGY – 1 credit hour, 1 lecture hour, 0 lab hours, and 1 contact hour), was approved effective Fall Semester 2012. (pages 348-350).

23. Revised credit hours, Music (MUSC) 4732, "Brass Pedagogy", (BRASS PEDAGOGY – 1 credit hour, 1 lecture hour, 0 lab hours, and 1 contact hour), was approved effective Fall Semester 2012. (pages 351-353).

24. Revised credit hours, Music (MUSC) 4733, "Woodwind Pedagogy", (WOODWIND PEDAGOGY – 1 credit hour, 1 lecture hour, 0 lab hours, and 1 contact hour), was approved effective Fall Semester 2012. (pages 354-356).

25. Revised credit hours, Music (MUSC) 4734, "String Pedagogy", (STRING PEDAGOGY – 1 credit hour, 1 lecture hour, 0 lab hours, and 1 contact hour), was approved effective Fall Semester 2012. (pages 357-359).

26. New course, Music (MUSC) 6050, "Aural Skills Pedagogy", (AURAL SKILLS PEDAGOGY – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hour), was approved effective Fall Semester 2012. (pages 360-362).

27. Deactivation of MUE 2640, 4640, MUSC 1110, 2400, 2450, 3450, 3740, 4480, 4880, and 4890 was noted effective Fall Semester 2012. (pages 363-364).

Respectfully submitted,

Stanley Jones
Registrar

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

☐ Core Curriculum ☒ Senior Curriculum ☐ Graduate Curriculum ☐ Other Curriculum

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

Current Catalog Page Number: 190	**Proposed Effective Date for Curriculum Change: (Month/Year):** 8/12	**Degree & Program Name: (e.g., BFA, Art):** Minor Women's and Gender Studies

Present Requirements:	**Proposed Requirements (Underline changes after printing this form:**
Elective courses.....6 hours	Elective courses.....6 hours
Choose 6 hours from the following courses:	Choose 6 hours from the following courses:
ARTH 4130	ARTH 4130
WGST/HIST 3010	WGST/HIST 3010
WGST/HIST 4261	WGST/HIST 4261
WGST/HIST 4270	WGST/HISt 4270
FREN 3610	FREN 3610
WGST/REL 3600	WGST/REL 3600
SOCI 4800/4810 (Domestic Violence, Human Sexuality)	SOCI 4800/4810 (Domestic Violence, Human Sexuality)
WGST 4000	WGST 4000
WGST 4500	WGST 4500
WGST/ENGL 3330	WGST/ENGL 3330
WGST/HIST 3020	WGST/HIST 3020
WGST/HIST 4262	WGST/HIST 4262
WGST/HIST 4280	WGST/HIST 4280
GRMN 4420	GRMN 4420
WGST/SPAN 4220	WGST/SPAN 4220
SOCI 4100	~~SOCI 4100~~
WGST 4300	WGST 4300
WGST 4600	WGST 4600
WGST 3630	WGST 3630
CRJU 4700 (Women in CJ)	CRJU 4700 (Women in CJ)
PHIL 4600/REL 4700 (Sexual Ethics)	PHIL 4600/REL 4700 (Sexual Ethics)
	WGST 4100

Justification:

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

☐ Improve student learning outcomes:

☒ Adopting current best practice(s) in field:

☐ Meeting mandates of state/federal/outside accrediting agencies:

☒ Other: Remove SOCI 4100 (Sociology of the Family) as a WGST elective course. The course content does not contain enough women and gender issues to justify it as an elective. Add WGST 4100 Queer Studies as a WGST elective. This course will provide students with the opportunity to critically analyze

and challenge heteronormativity structures and examine contemporary topics such as the formation of queer subjectivities, GLBT marriage, queer kinships, queer representations in popular culture, transgender issues, and sexuality in the military.

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Feedback from WGST minors requested the course.
☐ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

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

Data Sources:

☐ **Indirect measures:** SOIs; student, employer, or alumni surveys, etc.
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Student exams and papers will be part of student portfolios for WGST assessment.

Approvals:

Department Head: T Meyers	Date: 2/24/12
College/Division Exec. Committee: Connie Richards	Date: 3/7/12
Dean(s)/Director(s): Connie Richards	Date: 3/7/12
Grad. Exec. Committee: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 01/08/2012 (mm/dd/yyyy)

Department Initiating Request: Women's and Gender Studies	**Faculty Member Requesting:** Tracy Woodard-Meyers
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) WGST 4100	**Proposed New Course Title:** Queer Theory **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Queer Theory
Semester/Year to be Effective: 08/12	**Estimated Frequency of Course Offering:** once a year

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

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) An introduction to queer theory, looking at the cultural context from which it emerged, its central tenets, debates within the field, and the activist strategies that have been connected to it. This course analyzes and challenges how heteronormativity structures our world and the major institutions supporting dominant cultural ideologies. Anti-normative theoretical perspective will be used to examine non-heteronormative sexualities and sexual practices. Contemporary cultural and political topics such as the formation of queer subjectivities, GLBT marriage, queer kinships, queer representations in popular culture, transgender issues, sexuality and the military, and gay and lesbian culture will be examined.

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

☐ Improving student learning outcomes:

☒ Adopting current best practice(s) in field: Queer Studies, a relatively new field of study, is a correlate to or part of larger Women's and Gender Studies programs throughout the nation. The addition of this course will allow students to analyze and challenge heternormativity structures and to focus to a large degree on non-heteronormative sexualities and sexual practices.

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

☐ Other:

Source of Data to Support Suggested Change:

☒ Indirect Measures: SOIs, student, employer, or alumni surveys, etc. WGST minors requested the course.

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

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

Data Sources:

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

☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Student exams and papers will be part of student portolios for WGST assessment.

☐ Other:

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

Approvals:	
Dept. Head: T Meyers	Date: 2/24/12
College/Division Exec. Comm.: Connie Richards	Date: 3/7/12
Dean/Director: Connie Richards	Date: 3/7/12
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

QUEER THEORY

Dr. Tracy Woodard-Meyers
Director, Women's and Gender Studies
Professor, Sociology

COURSE NUMBER:	WGST 4100	**OFFICE:**	Carswell Hall
CEDIT HOURS:	3	**OFFICE TELEPHONE:**	293-6307
TIME:		**E-Mail:**	tmeyers@valdosta.edu
CLASSROOM:		**OFFICE HOURS:**	
WGST WEB PAGE:	http://www.valdosta.edu/womenstudies/		

This course meets the WGST minor requirement for a three hour elective. A minor is a specific area of study a student pursues in addition to her/his major. A minor compliments the major, giving students another area of expertise. A WGST minor provides students with a better understanding of the diversity of human thought, experience, and interaction which is easily transferred to the real world. An understanding of how gender affects both our perceptions and expectations of others makes students distinctive when they enter the job market or apply for graduate school. Employers and graduate schools are actively seeking candidates with an expertise in women and gender issues because they understand the positive value of diversity. In addition to increasing students' employment and graduate school marketability, a minor in WGST prepares students to be active citizens in their communities. WGST transforms the way students see the world and themselves in it. Students learn to challenge the status quo-including their own assumptions and to think more globally. A minor in WGST promotes the development of a social awareness that enriches the students' lives both professionally and personally. There are many practical applications for the WGST minor. If you would like to add WGST as your minor please come and talk to me.

TEACHING STYLE/PHILOSOPHY:

I use an active teaching style in the classroom. This means that you are an active participate in the learning process. You are expected to be prepared, to interact, and discuss the topics that are being taught on the given dates. My classroom and teaching style does not adhere to an experience in which you come to class, listen to lectures, take notes, and take tests. **THIS IS NOT A CLASS THAT YOU CAN COME TO EVERYDAY AND NOT GET INVOLVED.** Learning in this class comes in many shapes and forms. You will be expected to participate in discussions, exercises, in class small group work, and the active learning process. This class will rely on students' intellectual interchange and active participation.

I do not lecture straight from the readings. I get my lecture notes from a variety of materials but you are expected to read the assigned readings and be prepared to discuss what you have read. The assigned readings will significantly aid your ability to understand the lecture and will also enable you to participate more fully in the discussions. The test material will be taken from my lectures, class discussions, assigned readings, and videos.

COURSE DESCRIPTION:

An introduction to queer theory, looking at the cultural context from which it emerged, its central tenets, debates within the field, and the activist strategies that have been connected to it. This course analyzes and challenges how heteronormativity structures our world and the major institutions supporting dominant cultural ideologies. Anti-normative theoretical perspective will be used to examine non-heteronormative sexualities and sexual practices. Contemporary cultural and political topics such as the formation of queer subjectivities, GLBT marriage, queer kinships, queer representations in popular culture, transgender issues, sexuality and the military, and gay and lesbian culture will be examined.

COURSE OBJECTIVES:

1. To understand the context of the major debates occurring in queer theories
2. To analyze, interpret, and challenge the multiplicity of ways heteronormatvity is entrenched in various cultures and institutions
3. To analyze the ways in which various forms of oppression based on such components of gender, race, class, and sexuality, intersect with each other within the U.S. and globally
4. To use the anti-normative theoretical perspective proposed by queer theory to think about its usefulness for contemporary cultural and political topics
5. To examine non-heteronormative sexualities and sexual practices

6. To examine contemporary cultural and political topics as they pertain to queer theories
7. To examine, analyze, and interpret gay, lesbian, and transgender cultures

TEXTS:
Marinucci, Mimi (2010). Feminism is Queer: The Intimate Connection between Queer and Feminist Theory. Zed Books

Sullivan, Nikki (2003). A Critical Introduction To Queer Theory. New York University Press, New York.

Additional Readings: Additional Readings will be posted in Blazeview. The readings can be located in the WGST 4100 file by the authors' names.

OFFICE HOURS:
I have identified five hours per week as "office hours." This is a time when students can expect me to be in my office and available to them. Please use this time to ask questions concerning assignments, grades, tests, your status in the class, etc. Although I will be in my office at other times, I may be busy with other tasks and not available for students. Your best time to see me is to utilize my office hours. If you can not visit during my office hours please call or e-mail me for an appointment.

ATTENDANCE POLICY:
Absences from class seriously undermine student progress therefore, students are expected to attend every class. **LATE ARRIVALS** as well as **EARLY DEPARTURES** from class count as an absence. As per University policy (Undergraduate Catalog, page 83), ***"a student who misses more than 20% (n=6) of the scheduled classes of a course will be subject to receiving a failing grade ('F") in the course."*** The maximum allowed number of absences is **SIX,** upon the **SEVENTH** absence the student will fail this course. I do not discriminate between "excused" and "unexcused" absences. The only exceptions are approved and documented university excuses. I will keep a record of all student absences, tardiness, and early departures.

TARDINESS:
Class begins promptly at ---- and everyone is expected to be on time. **Late arrivals and early departures from class count as an absence.** If students decide to come in late, they are expected to enter the room in a non-disruptive manner. If late comers become disruptive to the class and instructor, they will be asked to leave. If being late becomes a pattern for the student, the student will be contacted as absent.

CLASS NORMS:
In this course, readings and concepts will be discussed that will challenge students to think beyond their experiences. Topics will be covered that may cause students some measure of discomfort. Students are encouraged to try and recognize the discomfort and to identify its source. Very often this discomfort comes from encountering information that forces students to rethink and renegotiate their individual "truths" and in some cases selves. This is a normal part of the process of growth and learning. Students are entitled to their own beliefs and opinions and there is no requirement to allow the material covered to change them. It is expected however, that students will use their critical thinking skills to analyze, support, or negate these realities. Please do not offer anecdotal evidence/experience as sufficient support to support/negate "truth."

Expression of individual opinions and free discussion is encouraged in this course. This demands tolerance (and respect) on your part for those opinions and ideas with which you do not agree. Tolerance for opinions and ideas does not refer to acceptance of prejudicial or demeaning remarks. **Personally demeaning remarks will not be tolerated**. This includes verbal as well as nonverbal responses and remarks that are racially and/or sexually offensive. Students who become disruptive in class will be asked to leave the class. It is expected that everyone will be respectful and conduct themselves in an orderly and professional fashion. Students will also work to remove racist, sexist, hetronormative, and gendernormative language and assumptions from their discussions. It is imperative that we remain aware of the biases that we bring to discussion and work to remove them from our language.

CELL PHONES, I-PODS, LAPTOPS, OTHER ELECTRONIC DEVICES:
As a member of the learning community, each student has a responsibility to other students who are members of the community. When cell phones or pagers ring and students respond or leave class to respond or text in class, it disrupts the class. Therefore, **cell phone use (of *any* kind – voice, texting, calculator, photography...) is banned** during class. Phones must be rendered ***inaudible*** (either turn them off completely or at least set them not to make noise) during class time. **Five points will be deducted from student's grade** each time his/her cell phone rings or he/she is caught texting.

Laptops will not be allowed in class unless students have a documented special need. Too often laptops are used to "surf" the web or facebook during lecture which is very distracting to students and the instructor.

ASSIGNMENT POLICY:

All assignments are expected to be turned in on time. If you have a problem turning the assignment in on time **you must talk to the instructor BEFORE the project is due.** The instructor determines the adequacy of the student's justification for the late assignment and will assess a late penalty of **5 points per day** each day the assignment is late. **Assignments not submitted by the due date and NOT EXCUSED by the instructor will result in an automatic grade of "0". Assignments must be turned in at the beginning of class. I DO NOT ACCEPT ASSIGNMENTS VIA E-MAIL.**

ACADEMIC DISHONESTY:

Cheating involves violation of integrity and the Academic Code of Ethics. Examples include, but are not limited to the following:

a) Using unauthorized notes on an exam, test, or class exercise.
b) Plagiarizing on a paper or class exercise.
   Definition of Plagiarism:
   (1) you cannot use another writer's exact words without using quotation marks and giving a complete citation, which indicates the source of the quotation such that your reader could locate that quotation in its original context. As a rule of thumb, taking a passage of eight or more words without citation is a violation of federal copyright laws;
   (2) it is not acceptable to edit or paraphrase another's words and present the revised version as your own work;
   (3) it is not even acceptable to present another's ideas as your own-even if you use totally different words to express those ideas.
c) Taking or procuring or attempting to take or procure an unauthorized copy of a test, exam.
d) Taking or modifying an instructor's grade book.
e) Copying from another student's exam, test, or class exercise.
f) Communicating with others during an exam, test, or exercise.

Whether the student involved is an active participant in the above, or the passive agent to the above makes no difference. In other words, assisting with and allowing the above to occur is also a violation of the Code of Ethics.
The act of student cheating dishonors the student, the student's peers, the faculty, and the entire academic enterprise. According to the departmental policy on cheating, "faculty feel strongly that academic cheating violates the integrity of the classroom environment." **Also, as outlined in the VSU Student Handbook, students who cheat will receive "a grade of "F" in the course."** Also, the instructor may decide that **further action** is warranted, and the case may "be **referred to the Dean of Students** where [more severe] official charges may be drawn up." Students should consult with the instructor if there are any questions regarding academic honesty or dishonesty.

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" (VSU Undergraduate Catalog, 2010-1011, pgs. 100-101).

A. Academic Integrity Violations

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

1. No student shall use or attempt to use unauthorized materials or devices to aid in achieving a better grade on a component of a class.

2. No student shall receive or give or attempt to receive or give assistance not authorized by the instructor in the preparation of an essay, laboratory report, examination or other assignment included in any academic course.

3. No student shall take or attempt to take, steal, or otherwise procure in an unauthorized manner any material pertaining to the conduct of a class, including but not limited to tests, examinations, laboratory equipment, and roll books.

4. No student shall sell, give, lend, or otherwise furnish to any unauthorized person material which can be shown to contain the questions or answers to any examinations scheduled to be given at any subsequent date in any course of study offered by the University, without authorization from the University.

5. No student shall engage in plagiarism, which is presenting the words or ideas of another person as if they were the student's own. Essays, term papers, laboratory reports, tests, online writing assignments, and other similar requirements must be the work of the student submitting them. Some typical examples of plagiarism are:

- *Submitting an assignment as if it were one's own work when, in fact, it is at least partly or entirely the work of another.*
- *Submitting a work that has been purchased or otherwise obtained from an Internet source or another source.*
- *Incorporating the words or ideas of an author into one's paper without giving the author due credit, e.g., when direct quotations are used, they must be indicated, and when the ideas of another are incorporated in the paper they must be appropriately acknowledged.*

B. Academic Integrity Academic Response

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

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

(1) gather all pertinent information, and

(2) meet with the student or students involved, and

(3) inform the student or students of the academic response to an alleged violation of academic integrity. The faculty member will notify his/her department head and/or dean of these decisions and may also contact the Student Conduct Office in the Dean of Students office for procedural clarification if desired.

The most severe action that may be administered by any faculty member is a grade of "F" in that particular course. This is an academic response and not a disciplinary recommendation. A student who wishes to appeal an academic response to an alleged violation of academic integrity may follow the grade appeal process (weblink for grade appeal form).
http://www.valdosta.edu/gradschool/documents/VSUFinalCourseGradeAppealForrev2.doc

C. Academic Integrity Disciplinary Response

To initiate the disciplinary response process to an academic integrity violation, a faculty member should submit a Report of Academic Dishonesty, along with supporting documentation as noted on the report to the Student Conduct Office in the Dean of Students Office. This report shall be made part of the student's disciplinary record and shall remain on file with the Student Conduct Office in the Dean of Students Office in accordance with Board of Regents record retention policy. A student's file on academic dishonesty is not intended nor designed to allow access by faculty members seeking historical information or otherwise concerning a particular student. The purpose of the file is for the Dean of Students Office to determine if multiple cases of academic dishonesty have occurred during a student's academic career at Valdosta State University. If a student is found to have cheated/plagiarized and withdraws from the course prior to the awarding of a grade, the Report of Academic Dishonesty will still be placed on file in the Student Conduct Office. (http://www.valdosta.edu/academic/documents/ReportofAcademicDishonesty.doc)

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. The VSU Judicial Committee will utilize the disciplinary procedures outlined in Appendix B, Sections II.-V. of the Student Code of Conduct. The most severe sanctions such as expulsion or suspension should only result from a VSU Judicial Committee hearing and can be appealed via Appendix B, Section V of the Student Code of Conduct.

Faculty members may request that a particularly serious violation of the Academic Integrity Policy (buying or selling papers, stealing an exam, significant plagiarism at the graduate level, etc.) be referred directly to the VSU Judicial Committee. The Dean of Students

and the academic dean of the student's major will consult concerning the referral of a particularly serious first offense to the VSU Judicial Committee.

INCOMPLETE GRADES POLICY:
A grade of "I" indicates that a student was doing satisfactory work but for nonacademic reasons beyond her or his control, was unable to meet full requirements of the course. A report of "I" requires the subsequent completion of all course requirements within a time limit specified by the instructor, not to exceed one calendar year from the end of the term in which the grade of incomplete is assigned, regardless of the student's enrollment status during the period specified for completion. **Students are responsible for making arrangements with their instructor for completion of course requirements within the time specified,** in accordance with this regulation. If an "I" is not changed to a letter grade within one calendar year, it will be **changed to the grade "F."** The **instructor must be contacted prior to the final exam** for consideration for an "I" grade. The instructor determines the adequacy of the student's justification for the "I" grade.

ACCESS OFFICE FOR STUDENTS WITH DISABILITIES:
The Access Office is responsible for coordination of services for students with disabilities. The primary objectives are to provide reasonable accommodations and assure that campus programs and activities are accessible to students with disabilities. Some of the services available to meet the needs of students include classroom and testing accommodations, textbooks in alternate formats, instruction in learning strategies, access to adaptive technology, and referral to other services.

Eligibility for provision of services requires students to provide current documentation of disability that meets criteria established by the University System of Georgia Board of Regents. All services are provided at no charge. If you have a learning disability, are visually impaired, hearing impaired, mobility impaired, or have other health-related disabilities which could impact your ability to meet course requirements, you are entitled to assistance at VSU. To receive services, the Access Office at VSU requires that you register in Farber Hall. Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are **245-2498** (V/VP) and **219-1348** (TTY). Students requiring classroom accommodations or modification because of a documented disability should discuss this need with professor at the beginning of the semester (first week of class). For more information please visit their web page: http://www.valdosta.edu/access/

STUDENT SUCCESS CENTER:
The Student Success Center (SSC) acts as a compass to help students navigate their college careers and get a bearing on success through tutoring, advising, and on-campus job opportunities. The services are free. The center is located in Langdale Residence Hall. For more information please see their web page: http://www.valdosta.edu/ssc/

MIDTERM and WITHDRAWAL POLICY:
Each student has the right to an evaluation of his/her grade prior to the end of the withdrawal period. If you are concerned about your standing in class, you should schedule an appointment with me to discuss your grade. Students may withdraw from courses following the drop/add period until mid-term by completing the withdrawal process on BANNER. A withdrawal before mid-term is non-punitive, and a grade of "W" is assigned. The last day to withdraw without penalty is **----(midterm). Students who withdraw from a course after mid-term receive a grade of "WF" (which is factored as a grade of "F)."** ***A student may not exercise this right to withdraw to avoid sanction for academic dishonesty.*** Instructors may assign a "W" on the proof roll for students not attending class. It is the responsibility of the student to complete the withdrawal process. A withdrawal is official when it is received and processed by the Office of the Registrar.

LIMIT ON COURSE WITHDRAWALS (5 "W" POLICY):
"Effective Fall 2010, all undergraduate students are limited to five course withdrawal ("W") grades for their entire enrollment at VSU. Once a student has accumulated five "W" grades, all subsequent withdrawals (whether initiated by the student in Banner or initiated by the instructor on the proof roll) will be recorded as "WF." The grade "WF" is calculated as an "F" for GPA purposes. The limit on withdrawals does not apply if a student withdrawals from **ALL** classes in a given semester before the mid-term point of the semester. Transfer students, regardless of their classification upon enrolling at VSU, are also limited to five withdrawals at VSU." Page 87-88 Undergraduate Catalog (2011-2012).

STUDENT OPINION SURVEY:
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 email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous to instructors/administrator. Instructors will be able to

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

ASSIGNMENTS AND EXPECTATIONS:

Exams: (100 points each)
There will be **three required**, in class, examinations. These exams will **not** be comprehensive; also, there will be no exemptions. Exams will be based on the assigned readings and class lectures. The instructor will review the basic types of items which students can expect on these examinations. **ARRIVE ON TIME AS NO STUDENT WILL BE ALLOWED TO TAKE AN EXAM AFTER THE FIRST PERSON FINISHES.**

Make Up Exams:
If you miss an exam (for any reason), make up day will be ----at ----**IN CARSWELL HALL**. Make up exams will be essay tests and will include readings from the class as well as lecture notes, videos, class discussion, group exercises. **No exceptions.**

***Paper*: (100 points)**
The objective of this assignment is to give students a chance to research, discover, and explore a focused topic related to queer theory, gender, and/or sexuality. You will have a range of options for carrying out this project. You must develop a comprehensive argument supported by feminist readings, queer theoretical frameworks, theories, and concepts. Remember feminist scholarship includes intersectionality which is concerning how women's and/or men's lives are affected by gender, sexuality, sexual orientation, age, race, class, ethnicity, religion, national differences, and all other "categories of difference."

Papers should be well structured and should demonstrate your ability to analyze the problems you are writing on. The paper should contain no typos and no basic grammar mistakes. The essay should be typed on one side of the paper, double spaced, font size 12, and all pages should be numbered. You must have at least 10 professional, peer reviewed academic references. Use the writing style for your major. Papers must be a substantial piece of work, it is suggested that you aim for a final paper of about 20-25 pages.

Papers should be submitted as hard copies. I do not accept papers via e-mail. You need to bring a printed copy of your assignments to class. If for some reason you can not turn it in during class time please bring it to my office. If it is turned in to my office on the day it is due prior to the end of the work day (M-W: 5:30pm; F-3:00pm) it will not be considered late. Please make sure all assignments are stapled together prior to turning them in.

METHODS OF EVALUATION:
In general, a course grade of "C" represents an acceptable level of work. A course grade of "B" represents a substantial effort and achievement. It is clearly a grade for the better than average product and effort. An "A" is awarded only in cases of both outstanding efforts and quality in the required products.
Grades will be awarded on the following basis:

Percentage of Points	Scale
A = 90% to 100% of possible points	A= 400-360
B = 80% to 89% of possible points	B= 359-320
C = 70% to 79% of possible points	C= 319-280
D = 60% to 69% of possible points	D= 279-240
F = 59% and below of possible points	F= 239 and below

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

TEST #1.....100 points
TEST #2.....100 points
TEST #3.....100 points
Paper.....100 points
Total.....**400 points**

GRADES WILL NOT BE POSTED. GRADES WILL NOT BE GIVEN OUT OVER THE PHONE OR VIA E-MAIL.

TENTATIVE SCHEDULE:

CLASS :	TOPIC:	READINGS
Week 1	Overview of Course/The Social Construction of Sexuality	Sullivan: Ch 1 Marinucci: Ch 1
Week 2	Social History of Gay and Lesbian Identity	Marinucci: Ch 2
Week 3	Queer Alternatives	Sullivan: Ch 2, 3 Marinucci: Ch 3
Week 4	Performance, Performativity, Parody, and Politics	Sullivan: Ch 5 Marinucci: Ch 4
Week 5	Transsexual Empires and Transgender Warriors	Sullivan, Ch 6
Week 6	Queering "Straight Sex"	Sullivan, Ch 7 Marinucci: Ch 5
Week 7	Community and its Discontents	Sullivan, Ch 8 Marinucci: Ch 6
Week 8	Queering Popular Culture	Sullivan, Ch 11
Week 9	Identity Judgment, Queer Politics	Reading: Mark Norris Lance
Week 10	From Here to Queer: Radical Feminism, Postmodernism, and the Lesbian Menace	Reading: Suzanna Danuta Walters
Week 11	Queer Moralities	Reading: Lynne Huffer
Week 12	Capitalism and Its Transgressors	Reading: Max H. Kirsch
Week 13	Structural Foundations of the Gay World	Reading: Barry D. Adam
Week 14	The Heterosexual Imaginary: Feminist Sociology and Theories of Gender	Reading: Chrys Ingratan
Week 15	Resistance Movements	Reading: Max H. Kirsch

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 01/09/12 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Women's and Gender Studies	Tracy Woodard-Meyers

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

WGST 4400 Women's and Gender Studies Seminar

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

Current:	**Requested:**
Course Prefix and Number: WGST 4400	**Course Prefix and Number:**
Credit Hours: 3	**Credit Hours:**
Course Title: Women's and Gender Studies Seminar	**Course Title:**
Prerequisites: WGST 3000 and at least two 3000-level course electives	**Prerequisites:** WGST 3000, WGST 3100 and at least two WGST 3000/4000-level course electives
Co-requisites:	**Co-requisites:**
Course Description: Capstone to the Women's Studies Minor. It serves to integrate the student's knowledge acquired from various disciplinary perspectives. Through discussion, papers, and oral presentations, students will explore the way in which Women's Studies apply to their own disciplines.	**Course Description:** Capstone to the Women's and Gender Studies Minor. It serves to give students the opportunity to explore the ways in which feminist readings, theoretical frameworks, and theories apply to their major discipline. A capstone project culminates in a senior research paper that critically analyzes women and/or gender issues from a feminist theoretical perspective.

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall 2012	Every Semester

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

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

☒ Improving student learning outcomes: Students are required to write a senior research paper which has to be grounded in feminist theory. Students need to take the Feminist Theory course (WGST 3100) in order to have the knowledge to write their papers.

☐ Adopting current best practice(s) in field:

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

☐ Other:

Source of Data to Support Suggested Change:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Research paper is a part of the student's portfolio for department assessment purposes

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

Data Sources:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Research paper is a part of the student's portfolio for department assessment purposes

Approvals:	
Dept. Head: Tameyers	Date: 2/23/12
College/Division Exec. Comm.: Connie Richards	Date: 3/7/12
Dean/Director: Connie Richards	Date: 3/7/12
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

☐ Core Curriculum ☒ Senior Curriculum ☐ Graduate Curriculum ☐ Other Curriculum

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

Current Catalog Page Number: 152	**Proposed Effective Date for Curriculum Change: (Month/Year):** August/2012	**Degree & Program Name: (e.g., BFA, Art):** BS, Computer Science

Present Requirements:	**Proposed Requirements (Underline changes after printing this form:**
Senior College Curriculum. ..... 60 hours Courses Required for the Major .....39 hours CS 3101, ~~CS 3300~~, CS 3335, CS 3410 ..... 12 hours	Senior College Curriculum. ..... 60 hours Courses Required for the Major .....39 hours CS 2800 ..... 3 hours CS 3101, CS 3335, CS 3410 ..... 9 hours

Justification:

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

☒ Improve student learning outcomes: Better coverage in professional, ethical, legal, security, and social issues and responsibilities, local and global impact of computing on individuals, organizations and society.

☐ Adopting current best practice(s) in field:

☒ Meeting mandates of state/federal/outside accrediting agencies: ABET

☐ Other:

Source of Data to Support Suggested Change:

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

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

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

Data Sources:

☒ **Indirect measures:** SOIs; student, employer, or alumni surveys, etc. Senior exit survey, alumni survey, and employer survey.
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Course dossier and Faculty Course Assessment Report.

Approvals:

Department Head: Aaron Kunz	Date: 2/29/12
College/Division Exec. Committee: Connie Richards	Date: 3/7/12
Dean(s)/Director(s): Connie Richards	Date: 3/7/12
Grad. Exec. Committee: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 01/18/2012 (mm/dd/yyyy)

Department Initiating Request: Math/CS	**Faculty Member Requesting:** Dr. Sudip Chakraborty
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) CS 2800	**Proposed New Course Title:** Computer Ethics **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Computer Ethics
Semester/Year to be Effective: Fall 2012	**Estimated Frequency of Course Offering:** Fall and Spring semester

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

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: CS 1010 or CS 1301 with a 'C' or better. Introduction to social and ethical impacts of computing, and an overview of the ethical issues created, transformed, and worsened by computing technology. Topics include professional code of ethics, cybercrime, privacy and security, rights of intellectual property, and globalization.

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

☒ Improving student learning outcomes: Course is specifically focused to improve students' ability to analyze the local and global impact of computing on individuals, organizations, and society, including ethical, legal, security, and global policy issues.

☒ Adopting current best practice(s) in field: This is a typical course in any computer science BS curriculum. Many schools in the state of Georgia, in the region, and across the nation offer this course as an essential part of the program. A survey (sample size 30) has been conducted by the requesting faculty member and the document (ComputerEthicsSurvey.docx) is attached.

☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies: ABET requirement

☐ Other:

Source of Data to Support Suggested Change:

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

☒ Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) During the preparation of revising our learning outcomes and their coverages (for ABET accreditation purpose), it was found that other

ABET accreditated CS programs include a course on computer ethics which is not present in our current curriculum. It was observed, we are not only lacking this course but our coverage on ABET requirements namely, local and global impact of computing, and social and ethical issues in computing are negligible. Inclusion of this course in the curriculum will solve both problems.

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

Data Sources:

☒ Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOI, student, employer, and/or alumni surveys

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

☐ Other:

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

Approvals:	
Dept. Head: Aaron Kinnon	Date: 2/29/12
College/Division Exec. Comm.: Connie Richards	Date: 3/7/12
Dean/Director: Connie Richards	Date: 3/7/12
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Syllabus: Computer Ethics (CS 2800)

Course Number: CS 2800 **Course Name:** Computer Ethics

Credit hours: 3 **Frequency:** Fall and Spring

Instructor: Dr. Sudip Chakraborty **Office:** 1210 Nevins

Phone: 229-219-1341 **E-mail:** schakraborty@valdosta.edu

Catalog description:

Introduction to social and ethical impacts of computing, and an overview of the ethical issues created, transformed, and worsened by computing technology. Topics include professional code of ethics, cybercrime, privacy and security, rights of intellectual property, and globalization.

Course Pre-requisite: CS 1010 or CS 1301 with a 'C' or better.

Text Book: *Gift of Fire, A: Social, Legal, and Ethical Issues for Computing and the Internet, 3/E* by Sara Baase. Publisher: Prentice Hall (Pearson Education Inc.) ISBN: 9780136008484

In addition to the textbook, reading materials including articles and/or other handouts may be distributed as appropriate.

Supplemental reading (optional):

- *Ethics for the Information Age*, 4th Edition by Michael J. Quinn. Publisher: Addison Wesley (Pearson Education Inc.)
- *Computer Ethics and Professional Responsibility*. Editors: T.W. Bynum and S. Rogerson. Publisher: Blackwell

Course Objectives: On successful completion of the course, a student should be able to

- Identify social and ethical issues related to computing technology. (Knowledge)
- Explain how computing technology and information systems affect social and ethical issues. (Comprehension)
- Analyze the local and global impact of computing on individuals, organizations, and society. (Analysis)
- Critique some of the ethical and legal issues in computing technology. (Evaluation)
- Write short essays on selected topics on impact and ethical issues in computing. (Synthesis)

Program Outcome Coverage:

ABET Outcomes	
Index	**Outcome**
e	Understanding of professional, ethical, legal, security, and social issues and responsibilities
f	Ability to communicate effectively with a range of audiences
g	Ability to analyze the local and global impact of computing on individuals, organizations and society

Topics (tentative):

- New developments and impacts of computing technology on society and related ethical, legal, and security issues (7 hrs.)
- Changing communication paradigms; freedom of speech and censorship in cyberspace (4 hrs.)
- Privacy, anonymity, and security – issues and solutions (6 hrs.)
- Cybercrime including hacking, malware distribution, identity theft, credit card fraud (6 hrs.)
- Intellectual property and changing technology, copyright law, copying and sharing, issues in software development, licensing (5 hrs.)
- Failures and errors in computer systems and their impact; dependence, reliability, and risks (3 hrs.)
- Professional ethics and responsibilities (4 hrs.)
- Discussions on chosen topics (5 hrs.)
- Exams and related discussions (5 hrs.)

Assessment Scheme:

Assessment method	Weight
Unit tests (2 or 3)	30%
Final test	20%
Assignments	25%
Quizzes	15%
Class discussions	5%
Attendance	5%

Letter grade policy:

Credit points	Letter grade
90 and above	A
80 and above but less than 90	B
70 and above but less than 80	C
60 and above but less than 70	D
Less than 60	F

Course Policies:

- Students are expected to read the chapters.
- Cell phones should be turned off (or, at least kept in silent mode) during class time.
- **Attendance is mandatory.** Students are expected to attend all scheduled classes and tests on time and stay for the full class period.
- **All assignments must be completed and submitted before the due date. Late submissions are not allowed.** However, if a student cannot submit an assignment within the due date due to some unforeseen incident, he/she must provide a written documentation stating the proper reason to miss it. Upon reviewing the document the instructor will take appropriate grading decision. There will be **no make-up assignment.**
- **All tests must be taken on the scheduled date**. There will be **no make-up tests.** If a student misses a test, he/she must provide a written documentation for his/her absence. If the absence is due to severe illness, death of immediate family members, appearance in court, or a personal situation that has been discussed and approved by the instructor, then appropriate arrangements will be made for the missed test. Otherwise a 0 will be assigned.
- **Absolutely no plagiarism and cheating.** All work should be done **individually.** The instructor reserves the right to compare work using both automated and manual methods. Students must be able to defend overly-similar work. Cheating and plagiarism can result in **F** grade in the course. For more information on academic integrity, please refer to Student Code of Conduct – Section 1 of Students' Handbook.

New Withdrawal Policy (5 "W" Policy):

Effective Fall 2010, all undergraduate students are limited to five course withdrawal ("W") grades for their **entire enrollment at Valdosta State University**. Once a student has accumulated five "W" grades, all subsequent withdrawals (whether initiated by the student in BANNER or initiated by the instructor on the proof roll) will be recorded as "WF." The grade of "WF" is calculated as an "F" for GPA purposes. To get more details about this policy, students are strongly recommended to check the following link:

http://www.valdosta.edu/academic/WithdrawalPolicy.shtml

ADA Service (Request for Accommodations):

Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in Farber Hall. The phone numbers are 229-245-2498 (voice) and 229-219-1348. For additional information concerning the service provided by the Access Office, please visit the Access Office for Students with Disabilities web site at http://www.valdosta.edu/access/.

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 01/05/2012 (mm/dd/yyyy)

Department Initiating Revision: Math/CS	**Faculty Member Requesting Revision:** Krishnendu Roy

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

CS, Foundations of Computer Science, 4500

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

Current:	**Requested:**
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title: Foundations of Computer Science	**Course Title:** Formal Languages and Automata Theory
Prerequisites:	**Prerequisites:**
Co-requisites:	**Co-requisites:**
Course Description:	**Course Description:**

Semester/Year to be Effective: Fall 2012	**Estimated Frequency of Course Offering:** Every Fall

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

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

☐ Improving student learning outcomes:

☒ Adopting current best practice(s) in field:

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

☐ Other:

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Discussion at the Program Commitee Meeting

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

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

Data Sources:

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

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

Approvals:	
Dept. Head: Aaron Kunze	Date: 2/29/12
College/Division Exec. Comm.: Connie Richards	Date: 3/7/12
Dean/Director: Connie Richards	Date: 3/7/12
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 01/17/2012 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Math and Computer Science	Zhiguang Xu

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

CS 4900 Senior Seminar

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

Current:	**Requested:**
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title:	**Course Title:**
Prerequisites:	**Prerequisites:**
Co-requisites:	**Co-requisites:**
Course Description: A capstone experience intended primarily for computing majors that combines societal, ethical, and legal implications and trends of computing with the development of programming, research and communication skills for the profession. Topics include societal effects of computing, ethics in the field, legal issues, professional literature and organizations, current industrial, social, legal, governmental, and technical developments, research methodology, and career opportunities. Involves extensive programming, reading and writing (both technical and non-technical), as well as Internet research, and oral presentations	**Course Description:** A capstone experience intended primarily for computer science majors that involves group development and management of a substantial software project using current technologies and culminating in an oral presentation, product demonstration, and formal report. Advanced programming skills are used in this course.

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall/2012	Once a Year

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

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

☒ Improving student learning outcomes: The requested change will provide students more time to devote to the development and management of their capstone projects.

☒ Adopting current best practice(s) in field: Students will be exposed to some of the cutting edge technologies in the field of computing and apply them to their capstone projects to reflect their evolution towards full membership in the professional community of practice.

☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies: As one of the course and curriculum changes to facilitate the Computer Science program's pursuit of ABET accreditation, topics including professional, ethical, legal, security, and social issues and responsibilities will be covered in a newly created course.

☐ Other:

Source of Data to Support Suggested Change:

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

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

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

Data Sources:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. SOI and faculty feedbacks.

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Course dossier including all student projects will be collected and archived for program assessment and ABET accreditation purposes.

Approvals:	
Dept. Head: Asmik Kumar	Date: 2/29/12
College/Division Exec. Comm.: Connie Richards	Date: 3/7/12
Dean/Director: Connie Richards	Date: 3/7/12
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

☐ Core Curriculum ☒ Senior Curriculum ☐ Graduate Curriculum ☐ Other Curriculum

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

Current Catalog Page Number: 184	**Proposed Effective Date for Curriculum Change: (Month/Year):** 08/2012	**Degree & Program Name: (e.g., BFA, Art):** BA

Present Requirements:	**Proposed Requirements (Underline changes after printing this form:**
B.A. Degree with a Major in Sociology and Anthropology **Selected Educational Outcomes** **1. To familiarize students with sub-disciplines, theories, methods, and core concepts of the discipline they elect to study in the department.** **2. To develop in students the ability to apply and utilize the basic quantitative and/or qualitative research and analytical techniques they will need in their professional careers.** **3. To teach students the literature and database review skills needed to assess and synthesize the state of knowledge available to apply to the study of selected issues.** **4. To support students in the development of the skills required to communicate effectively with people and organizations representing diverse social and culture backgrounds. These skills include writing, speaking, and computing.**	Selected Educational Outcomes Students will: 1. Analyze the theories, methods, and core concepts of the discipline(s) they elect to study in the department. 2. Apply theory and discipline-based perspectives to a variety of practice settings and real world problems. 3. Develop oral and written skills required to communicate effectively with people and organizations representing diverse social and cultural backgrounds. 4. Develop a professional identity as a sociologist or anthropologist.

Justification:

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

☒ Improve student learning outcomes:

☐ Adopting current best practice(s) in field:

☐ Meeting mandates of state/federal/outside accrediting agencies:

☐ Other:

Source of Data to Support Suggested Change:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests,

portfolios, specific assignments, etc.) Five year self study recommendations
Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?). **Data Sources:** ☐ **Indirect measures:** SOIs; student, employer, or alumni surveys, etc. Annual Survey of Capstone Students collected in SOCI 4990 ☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Capstone papers, class presentations, and tests in SOCI 4990

Approvals:	
Department Head: Darrell L. Ross	Date: 3/5/12
College/Division Exec. Committee: Connie Richards	Date: 3/7/12
Dean(s)/Director(s): Connie Richards	Date: 3/7/12
Grad. Exec. Committee: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

☐ Core Curriculum ☒ Senior Curriculum ☐ Graduate Curriculum ☐ Other Curriculum

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

Current Catalog Page Number: 178-179	**Proposed Effective Date for Curriculum Change: (Month/Year):** August, 2012	**Degree & Program Name: (e.g., BFA, Art):** B.A. Sociology and Anthropology

Present Requirements:	**Proposed Requirements (Underline changes after printing this form:**
Senior College Curriculum .....60 hours **Courses Required for the Major .....37 hours** **SOCI 3000.....4 hours** **~~SOCI 4990~~.....~~3 hours~~** **Foundation Areas (take one from each area).....15 hours** **A. Theory** **ANTH 3500 or SOCI 3500** **B. Research Methods** **ANTH 3510 or SOCI 3510** **C. Self, Society, and Culture** **ANTH 3020, ANTH 3040, SOCI 3090, SOCI 3350, or SOCI 3710** **D. Social Inequality** **ANTH 3090, ANTH 4040, SOCI 3060, SOCI 3800, SOCI 4550, or SOCI 4680** **E. Social Institutions** **ANTH 3070, ANTH 3910, SOCI 3150, SOCI 3650, SOCI 3750, SOCI 4100, or SOCI 4200** **Concentrations (Choose A or B, below)..15 hours** **A. Anthropology Concentration** **ANTH 3040 if not taken as a Foundation couse** **ANTH 3120, and ANTH 4900** **Electives from below: (6-12 hours)** **ANTH 3010, ANTH 3030, ANth 3070, ANTH 3130, ANTH 3160, ANTH 3910, ANTH 4040**	Senior College Curriculum.....60 hours Courses Required for the Major .....37 hours SOCI 3000.....4 hours Foundation Areas (take one from each area).....15 hours A. Theory ANTH 3500 or SOCI 3500 B. Research Methods ANTH 3510 or SOCI 3510 C. Self, Society, and Culture ANTH 3020, ANTH 3040, SOCI 3090, SOCI 3350, or SOCI 3710 D. Social Inequality ANTH 3090, ANTH 4040, SOCI 3060, SOCI 3800, SOCI 4550, or SOCI 4680 E. Social Institutions ANTH 3070, ANTH 3910, SOCI 3150, SOCI 3650, SOCI 3750, SOCI 4100, or SOCI 4200 Concentrations (Choose A or B, below)..<u>18 hours</u> A. Anthropology Concentration <u>(12 hours)</u> <u>ANTH 3120 or ANTH 3140</u> <u>ANTH 3040</u> <u>ANTH 3170</u> <u>ANTH 3010 or CRJU 4110</u> Elective from below: (6 hours) <u>ANTH 3010, 3020, 3030, 3070, 3090, 3130, 3160, 3910, 4040, 4540, 4900, CRJU 4110, and SOCI 4990.</u>

37

B. Applied and Clinical Sociology Concentration	B.Applied and Clinical Sociology Concentration
SOCI 3190, SOCI 3200 6 hours **SOCI 4800 or SOCI 4810 (Either course be taken twice with different topic) 6 hours** **SOCI 4540 3 hours**	SOCI 3190, SOCI 3200 6 hours SOCI 4800 or SOCI 4810 (Either course can be taken twice with different topics) 6 hours SOCI 4540 3 hours SOCI 4990 3 hours

Justification:

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

☒ Improve student learning outcomes:

☒ Adopting current best practice(s) in field: Anthropology concentration will cover the four subfields of the discipline now that we have the requisite faculty with expertise for each subfield.

☐ Meeting mandates of state/federal/outside accrediting agencies:

☐ Other:

Source of Data to Support Suggested Change:

☐ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) In response to anthropology concentration student capstone survey results, the anthropology faculty decided to eliminate the requirement of SOCI 4990 and substitute a course in the fourth anthropology subfield. Given anthropology faculty's decision to eliminate SOCI 4990, the sociology faculty decided to move the course into the sociology concentration and thus increase the concentration to 18 hours.The course is always taught by a Sociologist (since there are more of them and most of the students are in the Soc. Concentration). Consequently, most of the content deals with Sociology and not Anthropology. Because of reason 1, when we did an Anthropology assessment questionnaire a year or two ago, students wanted to omit the capstone from our concentration. The Anthropology faculty has determined that it was relevant to the student's professionalization. Because the Anthropology concentration is so small, it did not make good sense for us to develop our own capstone. The number of students any

given year would be small, and the faculty are having trouble covering existing courses at this time. (note that we have recently lost a position!!). Finally, the most important reason was that Anthropology is a four subfield discipline. At the time the changes were proposed, we had just added a new faculty member and had a faculty to teach in each of the four subfields. We wanted our students to have exposure to each subfield, so we added a new course requirement in Linguistics that replaced the old Capstone and thus didn't change the total number of hours in the concentration.

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

Data Sources:

☐ **Indirect measures:** SOIs; student, employer, or alumni surveys, etc.
☐ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Anthropology concentration student papers will be evaluated in upper division classes. Alternating upper division classes will be selected each year.

Approvals:

Department Head:	Darrell L. Ross	Date: 3/5/12
College/Division Exec. Committee:	Connie Richards	Date: 3/7/12
Dean(s)/Director(s):	Connie Richards	Date: 3/7/12
Grad. Exec. Committee: (for graduate course)		Date:
Graduate Dean: (for graduate course)		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 10/10/2011 (mm/dd/yyyy)

Department Initiating Request: Sociology, Anthropology, Criminal Justice	**Faculty Member Requesting:** Marvin T. Smith
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) ANTH 3140	**Proposed New Course Title:** World Prehistory **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) World Prehistory
Semester/Year to be Effective: Fall, 2012	**Estimated Frequency of Course Offering:** every other year

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

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.)

Prerequisite: ANTH 1102 or permission of the instructor. A survey of world prehistory from the earliest human ancestors to early civilizations. Topics include human evolution, the spread of humans over the globe, the development of plant and animal domestication, and the development of civilization.

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

☐ Improving student learning outcomes:

☒ Adopting current best practice(s) in field: Course will alternate with ANTH 3120 Archaeology of Eastern North America to fulfill the archaeology requirement for the Anthropology Concentration.

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

☐ Other:

Source of Data to Support Suggested Change:

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

☒ Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Course has been taught multiple times as a Special Topics course (ANTH 4900).

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

Data Sources:

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

☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Course will be assessed on a rotating basis using test questions and/or term paper.

☐ Other:

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

Approvals:	
Dept. Head: Darrell L. Ray	Date: 2/6/12
College/Division Exec. Comm.: Connie Richards	Date: 3/7/12
Dean/Director: Connie Richards	Date: 3/7/12
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

WORLD PREHISTORY
ANTH 3140
Fall, 2011
Department of Sociology, Anthropology, and Criminal Justice
Valdosta State University
(3 Credit Hours)

Class Time: TR 9:30-10:45, UC 1196
Instructor: Dr. Marvin T. Smith, University Center 1132
Phone: 333-5490, mtsmith@valdosta.edu
Office Hours: MWF 8-9, TTH 11-12, or by appointment

Prerequisite: ANTH 1102 or permission of the instructor. A survey of world prehistory from the earliest human ancestors to early civilizations. Topics include human evolution, the spread of humans over the globe, the development of plant and animal domestication, and the development of civilization.

Learning Outcomes: At the conclusion of the course, the student should demonstrate:

(1) A knowledge of the history of archaeological research.
(2) A knowledge of the peopling of the world.
(3) A knowledge of the early hunting and gathering societies.
(4) A knowledge of the beginnings of agriculture.
(5) A knowledge of the evolution of political complexity in the world.

The course reflects Sociology and Anthropology Educational Outcomes 1-4 (VSU Catalog, pg.184).

Required Text: *People of the Earth* by Brian Fagan. Thirteenth Edition.

Attendance: Regular attendance is expected. Course participation (attendance, discussion, etc.) determines 20% of the grade. Each unexcused absence will subtract ten points from your participation grade. It will be necessary to attend, as much of the lecture material is not covered by the textbook. Six or more unexcused absences will result in a failing grade for the course.

Course Requirements: There will be three tests (including the final exam). The tests will consist of terms to identify and a choice of essays. The final exam covers only the final third of the course. Test dates are September 15, October 20, and the final exam is Thursday, December 8 at 10:15. In addition to the tests, a short term paper is required. The paper should be 14 pages (plus/minus 2) on a topic of the student's choice. Term paper topics should be approved by the instructor. The topic and three sources must be turned in by Thursday, October 6 (Midterm). The paper is due Tuesday, November 29. The exams and paper each count 20% of the final grade. The remaining 20% is based on class participation. Discussion is expected and welcomed.

Course Schedule

Week 1. Introduction. History of investigations. Human evolution. Read Chapter 1-3.
Week 2. Spread of Humans – Europe and Eurasia. Chapter 4.
Week 3. First Americans. Chapter 5.
Week 4. Africans and Australians. Chapter 6.
Week 5. Mesolithic Europe; Food Production. Chapter 7-8.
Test 1, September 15.
Week 6. Food Production: SW Asia. Chapter 9
Week 7. European Farmers; Egypt and Africa. Chapter 10-11.
Week 8. Asia. Chapter 12
Term paper topic and three sources due Thursday, October 6.
Week 9. Early American Farmers. Chapter 13
Week 10. Civilization: SW Asia. Chapter 14-15
Test 2, October 20.
Week 11. Civilization: Egypt and Africa. Chapter 16.
Fall Break October 25
Week 12. Civilization: Asia. Chapter 17.
Week 13. Civilization: China. Chapter 18.
Week 14. Civilization: Mediterranean. Chapter 19.
Week 15. Europe before the Romans. Chapter 20.
Thanksgiving Holiday November 24.
Week 16. Civilization: The Americas. Chapter 21-22.
Term Paper due Tuesday, November 29.
Week 17. Americas continued.
Final Exam Thursday, December 8 at 10:15.

Cheating: Cheating will not be tolerated. Any student caught cheating or plagiarizing will receive a grade of "0" on the test or paper. See Student Handbook for an extensive definition of cheating. Plagiarism is prohibited by University policy. "Themes, essays, term papers, tests, and other similar requirements must be the work of the student submitting them. When direct quotations are used, they must be indicated, and when the ideas of another are incorporated into the paper, they must be appropriately acknowledged" (VSU Student Handbook).

Problems: Anyone experiencing problems with exams, exam preparation, note-taking, or anything else of a course-related nature is encouraged to consult with the instructor during office hours. Should an illness or family-related problem keep you from class for an extended period, the proper procedure is to inform Student Affairs (333-5359), who in turn will inform all of your instructors of the situation.

Special Needs: Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in room 1115 Nevins Hall. The phone numbers are 245-2498 (voice) and 219-1348 (tty). Please discuss your needs with me early in the semester.

Class Norms: Behavior that detracts from the instructor's ability to teach will not be tolerated. Talking in class, except for discussion directed to the class as a whole, is not permitted. Eating and drinking are not permissible in class. Please attempt to come to class on time, and do not plan to leave early. In return, I will do my best not to keep you late.

Statement on Disruptive Student Behavior

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

Sources: Archaeology books are generally found in the E section on the second floor of the Library. Our library also contains the journals *American Antiquity*, *Journal of Field Archaeology*, and *American Anthropologist* which will provide additional references for your paper research. You are expected to use journal article sources for your term paper. Web sources (other than on-line journals) are limited to two for the paper. A term paper should have a minimum of ten sources. I will be glad to assist you in finding sources. The bibliography in your textbook is a good starting point.

Course Evaluations

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

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 10/10/2011 (mm/dd/yyyy)

Department Initiating Request: Sociology, Anthropology, Criminal Justice	**Faculty Member Requesting:** Marvin T. Smith
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) ANTH 3170	**Proposed New Course Title:** Language and Culture **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Language and Culture
Semester/Year to be Effective: Fall, 2012	**Estimated Frequency of Course Offering:** annual

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

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.)
Prerequisite: ANTH 1102 or permission of the instructor. A survey of the relationship between language and culture. This course introduces concepts for understanding linguistic anthropology and language mechanics.

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

☐ Improving student learning outcomes:

☒ Adopting current best practice(s) in field: Our new Anthropology Concentration mandates a four subfield approach, and this is the Linguistics course.

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

☐ Other:

Source of Data to Support Suggested Change:

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

☒ Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Course has been taught multiple times as a Special Topics course (ANTH 4900).

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

Data Sources:

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

☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Course will be assessed on a rotating basis using test questions and/or term paper.

☐ Other:

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

Approvals:	
Dept. Head: Darrell L. Ray	Date: 2/6/12
College/Division Exec. Comm.: Bruce Richards	Date: 3/7/12
Dean/Director: Bruce Richards	Date: 3/7/12
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

ANTH 3170 Language & Culture
Fall 2011
Tu & Th 11-12:15
UC 1163

Instructor: Ms Catherine Bowers
Phone: TBA
Email: csbowers@valdosta.edu
Office hours: 9-11AM Monday & Wednesday, 3-4PM Monday, and by appointment

Prerequisite: ANTH 1102 or permission of the instructor. A survey of the relationship between language and culture. This course introduces concepts for understanding linguistic anthropology and language mechanics.

Learning Outcomes: At the conclusion of the course, the student should demonstrate:

(1) A knowledge of the history of linguistic research for anthropology.
(2) A knowledge of the principles and methods of linguistic research.
(3) A knowledge of the cultural components of communication
(4) A knowledge of language ideology.
(5) A knowledge of the linguistic complexities of a globalized world.

This course reflects Sociology and Anthropology Educational Outcomes 1-4 (VSU Catalog, pg. 184)

Required texts:

Linguistics for non-linguists (2010), Parker & Riley. Fifth edition. ISBN: 978-0-13-715204-9
Roc the mic right, (2006). H. Samy Alim. ISBN 978-0-415-35878-1

Other readings as assigned and made available through BlazeView.

Throughout the semester, texts, videos, recordings, presentations and discussions will be used as part of a multi-media learning experience.

This course will be conducted in the manner of a seminar and students are expected to come to class having read the material and prepared with salient discussion topics that will enhance discussion for all participants.

Assignments

This course has been designed to be writing-intensive, which means a variety of written assignments will be required, including three response papers on assigned topics and an in-depth research paper, with an affiliated annotated bibliography and a presentation. Each student will also be responsible for a brief facilitation for course themes and topics. Participation grades will come from a combination of announced and unannounced sources, which may include pop quizzes, structured activities, and others.

More details on these assignments will be posted on BlazeView.

This course will have a midterm and a final exam.

Missed assignments
The midterm and final have been scheduled, and only the most compelling reasons will be permitted an excused rescheduling of these. Plan as far in advance as possible.

Written assignments will be accepted at a 5% reduction in grade for every day it is late, up to seven days. Missed participation activities cannot be made up.

Some life events will be permitted an exception to papers and presentations. These include deaths and funerals, illness, and other occurrences. Document each time you think life might interfere with your educational deadlines—funeral homes do give notes. Per VSU policy, events such as jail or speeding tickets are not excused absences.

Grading standard

90% and above	A
80-89%	B
70-79%	C
60-69%	D
59% and lower	F

Assessments

Three response papers @ 50 pts. each	150
Topic leader	50
Paper	200
Midterm	150
Final	150
participation	50
Total points	750

Exams will test students' analytical skills and knowledge of course content through objective and long-form response. Written assignments will include grading rubrics and instructions.

Classroom policy
Be as mentally present as possible. If you think about it, altogether, this class is about 35 hours. Spend it wisely.

Be smart and courteous with your technology.

- Netbooks, laptops, tablets, iPads, etc. are welcome for notetaking purposes. Cell phones are not.
- Students using electronic devices must sit in the front row.
- Silence your phones and keep them off your desk.

Do not text during class. Really.

Reasonable beverages are acceptable in class, but please be courteous and careful. Tobacco products of any kind are not appropriate for class.

Attendance will not be taken after the first two weeks as a rule. I expect everyone to prioritize coming to class, but if a problem develops, this policy is subject to amendment. Additionally, it is at my discretion to implement the VSU policy which states:

> A student who misses more than 20% of the scheduled classes of a course will be subject to receive a failing grade in the course.

Accommodations
Please feel free to speak with me about any accommodations you may require to help succeed in this course.

> Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in room 1115 Nevins Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

Academic Integrity
I will pursue any suspicion of academic dishonesty in the form of cheating on exams, copying and pasting in research or response papers, submitting work previously completed for other classes, submitting work that is not your own, either borrowed or purchased, or anything else that undermines an ethical and integrity-minded education. If any of the above seem to be a reasonable risk in the face of a potentially poor grade, see me first.

Academic dishonesty on a written work will result in a zero for the first assignment. A second incidence will result in the failure of the course.

For more information, consult the VSU Academic Integrity Code at http://www.valdosta.edu/academic/AcademicHonestyPoliciesandProcedures.shtml

- Classroom demeanor or conduct: Instructors should provide their expectations of students' behavior in the classroom and/or in situations outside of class or in online environments (i.e., use of electronic devices, classroom courtesy, etc.).

- Communication: Instructors should specify the appropriate channels for official class communication. All VSU-related correspondence should be conducted via VSU email addresses for both student and instructor.

Reading and assignment schedule:
Subject to change due to weather, illness, or other unforeseen situations. All changes will be announced in class and on BlazeView as far in advance as possible.

Week	Date	Topic	Reading
1	8/16/2011	Introduction	
	8/18/2011	What is language, what is culture?	L4NL preface and introduction, Hall
2	8/23/2011	Linguistics and Linguists	L4NL ch 2: pragmatics
	8/25/2011		*The Linguists,* 1st response paper due 8/30
3	8/30/2011	The power of words	L4NL ch: 3 semantics
	9/1/2011		
4	9/6/2011	ASL, Deaf Culture	L4NL ch. 4 syntax
	9/8/2011		
5	9/13/2011	Embiggening and redorkulating	L4NL ch. 5 Morphology
	9/15/2011		
6	9/20/2011	Creoles	L4NL ch. 6 Phonology
	9/22/2011		*American tongues*
7	9/26/2011	Language universals and variations	L4NL ch. 8 language variation
	9/28/2011	dialects, AAVE	
8	10/3/2011	**Midterm!**	
	10/5/2011	Gender	Tannen
9	10/10/2011	Historical linguistics, dictionaries, written language	L4NL ch. 9 language change
	10/12/2011	Language policy	L4NL ch. 12 written language
10	10/17/2011	Heritage language, personal names	L4NL ch. 10 First language acquisition
	10/19/2011		Annotated bibliographies & précis due
11	10/24/2011	**Fall break--No class!**	
	10/26/2011	Bilingualism	L4NL ch. 11 Second Language acquisition
12	11/1/2011	Where does lng. come from? Apes, the brain and society	L4NL ch. 13 Neurology of Language
	11/3/2011		Feral children
13	11/8/2011	Hip Hop Nation, Hip Hop Lx	RTMR, 1-50
	11/10/2011	Hip Hop Nation, Hip Hop Lx	RTMR, 51-108
14	11/15/2011	Hip Hop Nation, Hip Hop Lx	RTMR, 109-154
	11/17/2011	Hip Hop Nation, Hip Hop Lx	RTMR, 155-168
			PAPERS DUE 11/19
15	11/22/2011	Catching up, review, summary	TBA
	11/24/2011	No class--Thanksgiving	
16	11/29/2011		
	12/1/2011	**Presentations**	Note—content from these may be on the final!

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 10/31/2011 (mm/dd/yyyy)

Department Initiating Revision: SOCI/ANTH	**Faculty Member Requesting Revision:** Hand

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

SOCI 3000 Sociological Analysis and Statistical Applications

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

Current:	**Requested:**
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title:	**Course Title:**
Prerequisites: ANTH 1102, SOCI 1101, and SOCI 1160	**Prerequisites:** SOCI 1101 or SOCI 1160
Co-requisites:	**Co-requisites:**
Course Description:	**Course Description:**

Semester/Year to be Effective: Fall 2012	**Estimated Frequency of Course Offering:** 3-4 times per year

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

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

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

☒ Other: Reduce need for course overrides by making prerequisites more flexible

Source of Data to Support Suggested Change:

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

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

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

Data Sources:

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

☐ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) SPSS labs will be used to assess students competence understanding methods of the discipline (outcome one) and communicating effectively with diverse audiences (outcome three).

Approvals:	
Dept. Head: Darrell L. Ray	Date: 3/5/12
College/Division Exec. Comm.: Connie Richards	Date: 3/7/12
Dean/Director: Connie Richards	Date: 3/7/12
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 10/31/2011 (mm/dd/yyyy)

Department Initiating Revision: SOCI/ANTH	**Faculty Member Requesting Revision:** Hand

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

SOCI 3500 Sociological Theory

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

Current:	**Requested:**
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title:	**Course Title:**
Prerequisites: ANTH 1102, SOCI 1101, and SOCI 1160	**Prerequisites:** SOCI 1101, or SOCI 1160
Co-requisites:	**Co-requisites:**
Course Description:	**Course Description:**

Semester/Year to be Effective: Fall 2012	**Estimated Frequency of Course Offering:** 3-4 times per year

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

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

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

☒ Other: Reduce need for course overrides

Source of Data to Support Suggested Change:

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

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

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

Data Sources:

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

☐ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Theory Paper will be used to assess theories of the discipline (outcome one), apply theories to practice settings and real world problems (outcome two), and communicate effectively with a diverse audience (outcome three).

Approvals:	
Dept. Head: Darrell L. Cox	Date: 3/5/12
College/Division Exec. Comm.: Irene Richards	Date: 3/9/12
Dean/Director: Irene Richards	Date: 3/9/12
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

RECEIVED
MAR 08 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Area of Change: ☐ Core ☐ Senior ☒ Graduate

Current Catalogue Page Number: Web Site	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 2012

Degree and Program Name: MA in Literature and Language

Present Requirements:	**Proposed Requirements:** (highlight changes after printing) We are requesting to change the name of the degree from an "MA in Literature and Language" to an "MA in English Studies for Language Arts Teachers"

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

☐ Improving Student Learning Outcomes

☐ Adopting Current Best Practice(s) in Field

☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies We learned that the Professional Standards Commission in Georgia requires that any advanced degree teachers might use to earn advancement or permanent certification should clearly indicated the field in which the degree has been earned. As such, we have changed the name of the degree to more clearly indicate that it is in English studies and thus appropriate for Language Arts teachers seeking additional training in their area.

☐ Other

Source of Data to Support Suggested Change:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **We made this decision as a result of a consultation with the PSC representative on campus.**

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

Data Sources:

☐ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Once the degree has produced graduates we will track their success in obtaining their desired professional advancement.**

Approvals:	
Department Head: M. Smith	Date: 3-5-12
College/Division Exec. Committee: Connie Richards	Date: 3/7/12
Dean(s)/Director(s): Connie Richards	Date: 3/7/12
Graduate Exec. Comm.: (for grad program)	Date: 4/2/12
Graduate Dean: (for grad program)	Date: 4/2/12
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

RECEIVED
MAR 08 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Area of Change: ☐ Core ☐ Senior ☒ Graduate

Current Catalogue Page Number: Web Site	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 2012

Degree and Program Name: MA in English

Present Requirements:	**Proposed Requirements:** (highlight changes after printing)
• Must hold a bachelor's degree from a regionally-accredited institution. • Minimum GPA of 3.0 on 4.0 scale. This GPA may be cumulative or in the undergraduate English major. Official score on the Graduate Record Exam (GRE) www.gre.org • Minimum GRE Requirement: o 500 score on the Verbal section of the GRE OR a score of 4.0 on the Analytical section of the GRE. Three-page Essay • Essay detailing career goals and academic interests. Two Recommendations Link to form • Recommendations from professionals familiar with your professional and/or academic background. A brief cover letter detailing reasons for seeking the master's degree in English at VSU and relevant past work experience, including academic awards or recognition.	The following are the minimum requirements for regular admission to the Department of English as a graduate student: 1. Applicants must hold a bachelor's degree from a regionally accredited institution. 2. Applicants must have an undergraduate GPA of 3.0 on a 4.0 scale. This GPA may be cumulative or in the undergraduate English major. 3. Applicants must have a GRE verbal score of 153 or an analytical score of 4.0 or above. 4. Applicants must submit a brief cover letter with the application. 5. Applicants must submit a Statement of Intent, which should not exceed 750 words. The statement of intent should briefly outline relevant academic interests in the field and proposed course of study in the program (Literature or Rhetoric and Composition). It is appropriate in such letters to discuss one's most successful undergraduate work, to be as specific as possible about which area of English studies one intends to enter, and to indicate one's ultimate career goals. 6. Applicants must submit a sample of academic writing, preferably from an upper-level English course, no more than fifteen pages in length. 7. Applicants must submit two letters of recommendation from persons in a position to judge the applicant's academic potential. The statement of intent and writing sample will be used by the departmental Graduate Studies Committee to assess the writing skills of the applicant and the applicant's fit to the program.

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

☒ Improving Student Learning Outcomes

☒ Adopting Current Best Practice(s) in Field

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies

☐ Other

Source of Data to Support Suggested Change:

☐ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **As a result of tracking student performance in coursework and on theses and comp exams, and as a result of an analysis of recent graduation rates, we have determined that the requirements for admission need to be strengthened to ensure applicants are being adequately assessed before being granted admission. The addition of a writing sample brings the program into line with current standards in the profession. Finally, recent changes to the GRE exam required changes to the minimum GRE scores.**

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

Data Sources:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **We will continue to monitor performance in coursework and on theses and comp exams, and graduation rates to determine if the changes have had the intended effect.**

Approvals:	
Department Head:	Date: 3-5-12
College/Division Exec. Committee:	Date: 3/7/12
Dean(s)/Director(s):	Date: 3/7/12
Graduate Exec. Comm.: (for grad program)	Date: 4/2/12
Graduate Dean: (for grad program)	Date: 4/2/12
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

RECEIVED
MAR 08 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Area of Change: ☐ Core ☐ Senior ☒ Graduate

Current Catalogue Page Number: Web Site	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 2012

Degree and Program Name: MA in English

Present Requirements: Probationary Admission	**Proposed Requirements:** (highlight changes after printing) Probationary Admission
• Students may be accepted as probationary in the Department of English. In order to be accepted as such, the student must meet both #1 and #2 and either #3 or #4 listed below. Probationary acceptance is provisional and at the discretion of the Department of English. 1. Bachelor's degree from a regionally-accredited institution 2. Three-page essay detailing career goals and academic interests which are in line with the program's goals 3. Minimum grade-point average requirement 4. Minimum GRE score.	Students not granted regular admission may be granted probationary admission. The following are the minimum requirements for probationary admission to the Department of English as a graduate student: 1. Possess a bachelor's degree from a regionally accredited institution. 2. Meet EITHER the minimum GPA requirement OR the minimum GRE score required for regular admission. 3. Submit a brief cover letter with the application. 4. Submit a statement of intent, which should not exceed 750 words. The statement of intent should briefly outline relevant academic interests in the field and proposed course of study in the program (Literature or Rhetoric and Composition). It is appropriate in such letters to discuss one's most successful undergraduate work, to be as specific as possible about which area of English studies one intends to enter, and to indicate one's ultimate career goals. 5. Submit a sample of academic writing, preferably from an upper-level English course, no more than fifteen pages in length. 6. Submit two letters of recommendation from persons in a position to judge the applicant's academic potential. The statement of intent and writing sample will be used by the departmental Graduate Studies Committee to assess the writing skills of the applicant and the applicant's fit to the program. Probationary admission is at the complete discretion of the departmental Graduate Studies Committee. Meeting or exceeding the above minimal standards

606

	for probationary admission does not guarantee admission. The department makes a determination for admission based on the above criteria as well as on the student's career goals, fit to the program, and evolving trends and standards in the profession.

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

☒ Improving Student Learning Outcomes

☐ Adopting Current Best Practice(s) in Field

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies

☐ Other

Source of Data to Support Suggested Change:

☐ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **As a result of tracking student performance in coursework, on theses and comp exams, and as a result of an analysis of recent graduation rates, we have determined that the requirements for probationary admission need to be strengthened to ensure applicants are being adequately assessed before being granted admission. These changes bring the application requirements for probationary admission into line with the basic admission requirements for regular admission. Finally, recent chages to the GRE exam required we change the minimum scores required for admission.**

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

Data Sources:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **We will continue to monitor performance in coursework and on theses and comp exams, and graduation rates to determine if the changes have had the intended effect.**

Approvals:	
Department Head:	Date: 3-5-12
College/Division Exec. Committee:	Date: 3/7/12
Dean(s)/Director(s):	Date: 3/7/12
Graduate Exec. Comm.: (for grad program)	Date: 4/2/12
Graduate Dean: (for grad program)	Date: 4/2/12
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED
MAR 08 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

Area of Change: ☐ Core ☐ Senior ☒ Graduate

Current Catalogue Page Number: Web Site	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 2012

Degree and Program Name: MA in English

Present Requirements: English Program Progression, Retention, Dismissal, and Readmission Policies	**Proposed Requirements:** (highlight changes after printing) VSU Department of English Graduate Program Progression, Retention, Dismissal, and Readmission Policies
1. Students must have a cumulative GPA of 3.0 for all graduate courses. 2. Students receiving two grades below "C" ("D", "F", "WF", or "U") will be dismissed from the program. 3. If dismissed from the program, the student must wait a minimum of two semesters and obtain approval from the academic department, before applying for readmission. The academic program reserves the right to place specific conditions and contingencies on any offer of readmission. Readmission is not guaranteed and prior academic performance and conduct in the program will be considered. 4. 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, the Chair of the English Department and approval from the Dean of the Graduate School. 5. No more than 6 semester hours of academic work may be transferred from another institution into a master's-level graduate program. This credit must be documented in the form of an official transcript at the time of admission. Transfer credit will be evaluated after admission by the academic department. To be eligible, credit must be no more than seven years old prior to completion of the degree. 6. students must receive a grade of B or better in the fourth sequence course of a foreign language or a passing grade in a reading proficiency examination administered by the	1. In order to graduate, students must earn a cumulative GPA of 3.0 for all graduate course work. 2. Students receiving two grades below "C" ("D", "F", "WF", or "U") will be dismissed from the program. 3. No course in which the student has earned a grade below a "C" will count toward completion of the degree. 4. Students also will be dismissed from the program if at any point in the course of their studies they accumulate 3 or more academic deficiency points. A grade of "C" equals one deficiency point. A grade of "D" equals 2 deficiency points. A grade of "F" or "WF" equals 3 deficiency points. In addition, failure to make satisfactory progress toward the degree could result in deficiency points as follows: the first instance of such a departmental determination by the Graduate Studies Committee (GSC) equals 1 deficiency point; a second instance equals 2 deficiency points and immediate dismissal from the program. 5. If dismissed from the program, the student must wait a minimum of two semesters (not including summers) before applying for readmission. Students may submit an application for readmission in the second semester of the dismissal period (not including summers). Any such readmission will be probationary and the English department reserves the right to place additional specific conditions and contingencies on any offer of readmission. Readmission is not guaranteed and prior academic performance and conduct in the program will be considered.

Department of Modern and Classical Languages. 7. Students entering the literature emphasis without an undergraduate degree in English or an English minor or its equivalent must complete the following requirements prior to enrollment in graduate-level coursework: ENGL 3060; ENGL 3210 and ENGL 3215; ENGL 3110 and ENGL 3120-all with a grade of "B" or higher in each and prior to enrollment in graduate-level courses. Students entering the rhetoric and composition emphasis without an undergraduate degree in English or an English minor or its equivalent must complete the following requirements prior to enrollment in graduate-level coursework: three hours of either 3210 or 3215; and three hours of either 3110 or 3120-all with a grade of "B" or higher in each and prior to enrollment in graduate-level courses.	6. 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 ~~Graduate Studies Committee~~ department GSC, the Chair of the English Department and approval by the Dean of the Graduate School. 7. No more than 6 semester hours of academic work may be transferred from another institution into a master's-level graduate program. This credit must be documented in the form of an official transcript at the time of admission. Transfer credit will be evaluated after admission by the department GSC. To be eligible, credit must be no more than seven years old prior to completion of the degree. 8. Students must receive a grade of B or better in the fourth sequence undergraduate course of a foreign language or a passing grade in a reading proficiency examination administered by the Department of Modern and Classical Languages in order to fulfill the requirements of the degree. 9. Students entering the literature emphasis without an undergraduate degree in English or English minor or its equivalent must complete the following prerequisites with a grade of B or higher before enrolling in graduate-level courses: ENGL 3060; ENGL 3210 and ENGL 3215; ENGL 3110 and ENGL 3120. At the discretion of the Graduate Studies Committee, courses taken at the undergraduate level deemed equivalent to the above requirements may be counted as fulfilling the prerequisites either partially or in full. In addition, 4000-level British and American courses at VSU can be substituted for the 3000-level surveys, as long as the student takes two American and two British courses. 10. Students entering the rhetoric and composition emphasis without an undergraduate degree in English or English minor or its equivalent must complete three hours of either ENGL 3210 or 3215; and three hours of either 3110 or 3120--all with a grade of B or higher. These prerequisites must be completed before the student may enroll in graduate-level courses. 11. Students enrolled in the graduate program in English must complete ENGL 7000 and 7010 in the first semester they are offered following initial enrollment. 12. Students enrolled in the graduate program in

	English must make satisfactory progress toward the degree. The minimum standards for determining whether a student is making satisfactory progress toward the degree are as follows: * A student must take at least 6 credit hours per calendar year from courses that count toward completion of the degree requirements. * Over 50% of a student's credit hours in any given semester must be from courses that count toward the degree. * A student may withdraw from no more than two courses per calendar year before receiving deficiency points as stipulated in "4" above. * Students must successfully complete ENGL 7000 and 7010 in the first semester they are offered following initial enrollment. Violating one or more of the above standards could, at the discretion of the GSC, result in the student being assigned deficiency points. The GSC will notify students in danger of being assigned deficiency points by the end of the drop/add period. Students may request a waiver from the GSC if so disired. The request must be made in writing to the GSC, explaining the rationale for the request. The decision by the GSC regarding the request is final. 13. Any student who fails to enroll in graduate courses for two consecutive semesters or longer must reapply to be admitted to the program

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

☐ Improving Student Learning Outcomes

☒ Adopting Current Best Practice(s) in Field

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies

☐ Other

Source of Data to Support Suggested Change:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **As a result of a comparison of current policies with those of other units on campus we determined that we needed to make our policies more rigorous.**

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

Data Sources:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **We will monitor student performance in coursework and graduation and retention rates to assess the effect of these changes.**

Approvals:	
Department Head:	Date: 3-5-12
College/Division Exec. Committee:	Date: 3/7/12
Dean(s)/Director(s):	Date: 3/7/12
Graduate Exec. Comm.: (for grad program)	Date: 4-2-12
Graduate Dean: (for grad program)	Date: 4-2-12
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

RECEIVED
MAR 08 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Area of Change: ☐ Core ☐ Senior ☒ Graduate

Current Catalogue Page Number: Web Site	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 2012
Degree and Program Name: MA in English	
Present Requirements: Students will develop, in consultation with their committee, a reading list in a specialized area. This list should consist of approximately six to eight primary and secondary works, excluding material that students have already studied in their classes. Students will then take a two-hour written examination over this reading list and a followup oral examination over that written test and their coursework. These examinations should be taken before or immediately after the final semester. Students following this option must complete 36 hours of coursework.	**Proposed Requirements:** (highlight changes after printing) Students will develop, in consultation with their committee, a reading list representative of a currently recognized sub-field or specialty in their area of emphasis. This list should consist of no fewer than 20 secondary sources (articles and/or book chapters), excluding material that students have already studied in their classes. In the literature emphasis, the list should consist of no fewer than six primary sources and no fewer than 20 secondary sources (articles and/or book chapters) and should seek depth of coverage in no fewer than two recognized periods in British and/or American literature. Committee chairs should ensure the list is coherent and meets the above requirements. Students will then take a three-hour written examination over this reading list and a one-hour follow-up oral examination over that written test and their coursework. These examinations should be taken during or immediately after the final semester. Students following this option must complete 36 hours of coursework.

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

☒ Improving Student Learning Outcomes

☒ Adopting Current Best Practice(s) in Field

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies

☐ Other

Source of Data to Support Suggested Change:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Recent assessments of comp exams by students in the**

program as well as a comparison of exam requirements at other institutions made it clear that the rigor of the comp exams needed to be increased.

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

Data Sources:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **We will continue to assess student performance on comp exams to see if the changes result in the desired results.**

Approvals:	
Department Head:	Date: 3-5-12
College/Division Exec. Committee:	Date: 3/7/12
Dean(s)/Director(s):	Date: 3/7/12
Graduate Exec. Comm.: (for grad program)	Date: 4/2/12
Graduate Dean: (for grad program)	Date: 4/2/12
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 10/31/11 (mm/dd/yyyy)

Department Initiating Request: English	**Faculty Member Requesting:** Ted Geltner
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) JOUR 4570	**Proposed New Course Title:** Introduction to Sportswriting **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Sportswriting
Semester/Year to be Effective: Fall 2012	**Estimated Frequency of Course Offering:** Bi-annually

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

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: JOUR 3510. A study of the theory and practice of writing and reporting on sports for newspapers, magazines and on-line publications. The course will focus on the techniques of sports coverage, as well as touch on the history of sports journalism and today's sports media culture.

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

☒ Improving student learning outcomes: This course will provide students with skills and understanding of a growing segment within the field of journalism. (See attached)

☐ Adopting current best practice(s) in field:

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

☐ Other:

Source of Data to Support Suggested Change:

☒ Indirect Measures: SOIs, student, employer, or alumni surveys, etc. see above and attached

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

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

Data Sources:

☒ Indirect measures: SOIs, student, employer, or alumni surveys, etc. Enrollment figures will be evaluated to determine the frequency of the course; SOIs and industry analysis will determine changes in course structure and content.

☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The effectiveness of the course will be assessed through student performance on a variety of assignments included on the course syllabus. Assignments will test a variety of writing and reporting skills specific to sports journalism, and student work will be examined to determine whether students are gaining needed skills to work professionally. Students will be encouraged to produce publishable work, and will create a portfolio of articles that will show improvement through the semester. Students who proceed to ENGL 4900 and choose to pursue sports journalism as part of their senior project will be further assessed on skills learned in JOUR 4570.

☐ Other:

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

Approvals:	
Dept. Head: M Smith	Date: 3-5-12
College/Division Exec. Comm.: Connie Richards	Date: 3/7/12
Dean/Director: Connie Richards	Date: 3/7/12
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

JOUR 4570: Introduction to Sports Journalism

Semester
English Department
Valdosta State University

Welcome to Introduction to Sports Journalism. This semester, we will tackle a number of different areas related to our subject, from practical skills to history to industry-related topics. This course will provide you with the basic skills needed to become a sports journalist as well as give you a broad overview of the sports media landscape today.

Classroom:
Time:

Instructor:
Office:
Phone:
Email:
Office Hours:
Teaching Assistant:

Course Objectives

- Report and write a variety of types of sports stories, including game coverage, features, analysis, previews, sidebars and columns
- Recognize the elements that go into interesting and informative story subjects
- Find, assess and interact with sources found in sports coverage
- Develop the ability to interview subjects in a way that elicits responses beyond basic information
- Explore the history of sports journalism and examine the evolution of the genre
- Discuss the state of sports journalism today, the advent of technology and its influence on sports coverage, and the future of the industry

Requirements for enrollment in Introduction to Sports Journalism:

1. You must have completed the following courses successfully, meaning with a grade of C or better: JOUR 3510 Newswriting
2. You must have strong command of written English. If you have significant problems with grammar or spelling, you must take responsibility to remedy your problems.

Required Textbooks and Materials

1. Introduction to Sports Journalism Course Packet
2. Selected readings to be announced during class

Recommended Materials

1. Associated Press Stylebook (2011). Norm Goldstein (ed.). New York: Associated Press.
2. Audio recorder for recording interviews.
3. Flash memory drive for transporting drafts
4. Reporters notebooks

Creating a Good Learning Environment

To make our time together this semester a positive experience,

I will:

1. Start and end lectures on time.
2. Be willing to take suggestions concerning the content and operation of the course.
3. Work to make the course interesting and stimulating.
4. Be clear about assignments and requirement, and available to discuss them.
5. Allow students the opportunity to have real world experience in our subject.

Please do you part by:

1. Regularly attending class.
2. Being seated at the start of class and ready to begin. If an emergency keeps you from arriving on time, please be courteous and enter quietly without causing disruption.
3. Not conversing with classmates during class. Conversations can be distracting to your classmates and instructor.
4. Asking good questions and participating in discussions.

Computer Expectations

1. Send and receive e-mail – Please check your e-mail daily.
2. Create documents with Word or other word processing programs. You should be able to e-mail files containing your work to the instructor for evaluation.

Resources

Student Success Center – The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. "We provide free professional academic advising, peer tutoring in core curriculum courses,

and campus job information in one location. We strongly encourage students to make use of our services." **333**-7570

Computers – For locations and hours for computer labs on campus – **http://www.valdosta.edu/it/css/labs/**

Odum Library: The library has a collection of commercial newspapers and trade publications. Library personnel are available to help with a variety of research activities.

Career Services – It is the Mission of the Office of Career Services to provide career development and awareness, experiential learning, and professional employment opportunities for undergraduate and graduate students and alumni. **http://www.valdosta.edu/career/**

Division of Student Services http://www.valdosta.edu/ose/vap/index.shtml – Contact this office if you need to miss class due to an on-going medical problem or family emergency. The office will send a courtesy letter to your instructor concerning your situation.

Counseling Center (392-1575) – The center provides scheduled and drop-in appointments with counselors to discuss a range of personal issues. **http://www.valdosta.edu/counseling/**

Attendance Policy

Attendance is required – 30 points will be deducted for each missed class. Excused absences require prior notice except in special emergency circumstances. I understand that there are circumstances that require students to miss class, but we have a limited number of meetings. In the past unscrupulous students have tried to test the patience of the instructor, so, unfortunately, documentation is required.
Excused absences include:

1. Religious holidays (only the holiday). Your memo must be turned in before the holiday
2. Documented, necessary medical excuse or official documented legal excuse. Please note: the Student Health Care Center will provide you a specific type of note that indicates they believe you should have missed class. So don't miss class for non-emergency visits, because the note will reflect that, and the absence will not be excused.
3. Death in the Family: Documentation will be requested
4. Car accidents: Documentation, such as a police report, required
5. Course-related activity for other university classes – if dated letter of request is made by the professor before class on official letterhead
6. University competitive events – for athletes, not fans. Letter from coach required before absence.
7. Paid employee excuse – only with a supervisor request on letterhead. One of these allowed per semester – letter needed before absence

The following is a partial list of the types of situations that are not considered excused absences:

1. Social events
2. Meetings: including group meetings for other classes, meetings with other professors, meetings for roommate problems
3. Entertaining out-of-town guests
4. Holiday/travel plans
5. Family emergencies (if there isn't a letter from the dean of students)
6. Couldn't find parking, bus was late, I ran out of gas, kidnapped by aliens, etc.
7. Went out of town, couldn't get back in time, missed plane, car broke down, bad weather, abducted by cult, etc.

University Honor Code:

"Academic Integrity is a commitment, even in the face of adversity, to the five fundamental values: Honesty, trust, fairness, respect, and responsibility. From these values flow the principles of behavior that enable academic communities to translate ideals into action."

For more information about academic dishonesty at Valdosta State University: **http://www.valdosta.edu/academic/**

Students Needing Accommodation:

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who will then provide this documentation to the instructor.

Requirements and Grading

Students will be evaluated based on four major assignments to be complete during the semester, along with evaluations for class participation.

Assignments

Each student must complete the following assignments. As each assignment nears, an assignment sheet with more specific instructions will be handed out in class.

Beat Coverage: Each student will choose a particular beat to cover (to be approved by the instructor). During the course of the semester, each student will complete the following assignments:

- Cover a live event and write a game story
- Produce a game-day advance on your beat
- Write a column related to your beat
- Write an analysis piece on your beat
- File a notebook-style story

(100 points each for a total of 500 points)

Sports Feature/Multi-media Presentation (Choose one):

1. Write a profile, trend piece or other longer feature article on an issue of your choosing in the world of sports. This will be a longer, more deeply researched article suitable for magazine or Sunday Sports Section publication.
2. Produce an on-line sports journalism piece using audio, visual or other content on a sports-related issue.

(200 points)

Off-Campus Assignment/Prep Coverage (choose one):

Off-Campus Assignment: You will choose a topic related to an off-campus trip the class will take to a sporting venue/team in advance of our visit and write a feature story based on research you do prior to the visit and information gathered while on site.

Prep coverage: Each student will cover a live high school event and produce a game story or feature.
(100 points)

Team Presentations: Teams of 2-3 students will select and research a topic related to sports journalism: the life and career of a sports journalist or a particular publication of note (a list will be provided) and give a 15- to 20-minute presentation to the class covering the subject's biography, notable accomplishments and discussing what significance they've had in the development of sports journalism. (100 points).

Class participation: This is an important part of the learning process. Please read and be prepared to PARTICIPATE in discussions. Please read and do some thinking in advance so you can present an informed point of view. Discussions are an important and significant part of the class because we can learn so much from each other. In addition, there will be a few minor, ungraded tasks students will be asked to complete that will be considered in this part of the grade. (100 points).

Grade Scale:

A: 900+	C+: 770-799	D: 600-669
B+: 870-899	C: 700-769	E: 0-599
B: 800-869	D+: 670-699	

Class Schedule

Readings will be announced for each unit and will be expected to have been completed prior to class meetings.

Week One: Introduction

1. Introduction of students, instructor
2. Description of course and distribution of syllabus
3. Completion of student bios and expectations for course

Week Two: The Basics of Sports Reporting

1. Overview of sports media and basic skills required in the coverage of sports
2. Small group/class discussion on issues facing sports journalists today
3. Writing exercise

Week Three: Game Coverage

1. Basics of covering a live sporting event on deadline
2. Tips for going beyond play-by-play style reporting
3. Game coverage assignment

Week Four: Sources in Sports Beat Reporting

1 The relationship between journalists and athletes/coaches/organizations in sports
2 Interviewing techniques and the ins and outs of sports beats
3 Interview exercise

Week Five: History of Sports Journalism

1. Development of American Sports Journalism through 1960
2. Influential sports writers and the advent of technology through the decades
3. Critique of student stories/discussion of seminal sports stories

Week Six: Developing Story Ideas

1. Types of sports beat stories
2. The day-to-day schedule/existence on the sports beat
3. Student story ideas/critiques

Week Seven: Column writing

1. Going from objective reporting to opinion journalism
2. Finding the subject for a sports column from live event
3. Column exercise and student story critiques

Week Eight: On-Sight Sports Coverage

1. Visit to sports facility as class for tour, coverage
2. Planning for on-sight reporting/team coverage
3. Discussion/critiques

Week Nine: On-Line Sports Journalism

1. A look at sports coverage on the Internet and the role of journalists in Web-based reporting
2. Current trends in Internet and Social Media
3. How to use technology to enhance sports coverage

Week Ten: Issues in Sports

1. Race and Gender in Sports Journalism
2. Finding stories that go beyond the playing field
3. The wide variety of markets for sports coverage
4. Individual student meetings

Week Eleven: Public Relations in Sports

1. The role of media relations when covering big-time college and professional sports
2. How to compete with the teams you cover
3. Idea session for group presentations

Week Twelve: Ethics in Sports Journalism

1. Conflicts of interest journalists face on the sports beat
2. Maintaining objectivity and avoiding fan writing
3. Team Presentations

Week Thirteen: Convergence Journalism in Sports

1. The Advent of Television in Sports Journalism Since 1960
2. Team Presentations
3. Sports coverage in different media

Week Fourteen: Careers in Sports Journalism

1. Entry level positions throughout the media
2. How to prepare yourself for the job market
3. Team Presentations
4. Student critiques

Week Fifteen: Conclusion

1. Team Presentations
2. Critiques
3. Evaluations

NOTE: The class schedule is subject to change. Topics and guest speakers may be added or removed. Students are encouraged to request topics or activities they would like to see covered during the semester.

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 01/24/2012 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
ENGLISH	Maren Clegg-Hyer

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

ENGL 2110 World Literature I: The Ancient World

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

Current:	**Requested:**
Course Prefix and Number: ENGL 2110	**Course Prefix and Number:** ENGL 2111
Credit Hours:	**Credit Hours:**
Course Title:	**Course Title:**
Prerequisites:	**Prerequisites:**
Co-requisites:	**Co-requisites:**
Course Description:	**Course Description:**

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall 2012	Every semester

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

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

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

☒ Other: This revised numbering aligns this world literature class's number with the common prefixes recognized by the state's Board of Regents.

Source of Data to Support Suggested Change:

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

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

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

Data Sources:

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

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

Approvals:	
Dept. Head: M. Smith	Date: 3-5-12
College/Division Exec. Comm.: Connie Richards	Date: 3/7/12
Dean/Director: Connie Richards	Date: 3/7/12
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 1/24/2012 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
ENGLISH	Maren Clegg Hyer

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

ENGL 2110H Honors World Literature I: The Ancient World

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

Current:	**Requested:**
Course Prefix and Number: ENGL 2110H	**Course Prefix and Number:** ENGL 2111H
Credit Hours:	**Credit Hours:**
Course Title:	**Course Title:**
Prerequisites:	**Prerequisites:**
Co-requisites:	**Co-requisites:**
Course Description:	**Course Description:**

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall 2012	Every semester

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

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

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

☒ Other: This revised numbering aligns this world literature class's number with the common prefixes recognized by the state's Board of Regents.

Source of Data to Support Suggested Change:

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

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

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

Data Sources:

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

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

Approvals:	
Dept. Head: M Smith	Date: 3-5-12
College/Division Exec. Comm.: Connie Richards	Date: 3/7/12
Dean/Director: Connie Richards	Date: 3/7/12
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 01/24/2012 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
ENGLISH	Maren Clegg Hyer

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

ENGL 2120 World Literature II: The Age of Discovery

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

Current:	**Requested:**
Course Prefix and Number: ENGL 2120	**Course Prefix and Number:** ENGL 2112
Credit Hours:	**Credit Hours:**
Course Title:	**Course Title:**
Prerequisites:	**Prerequisites:**
Co-requisites:	**Co-requisites:**
Course Description:	**Course Description:**

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall 2012	Every semester

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

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

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

☒ Other: This revised numbering aligns this world literature class's number with the common prefixes recognized by the state's Board of Regents.

Source of Data to Support Suggested Change:

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

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

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

Data Sources:

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

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

Approvals:	
Dept. Head:	Date: 3-5-12
College/Division Exec. Comm.:	Date: 3/7/12
Dean/Director:	Date: 3/7/12
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 01/24/2012 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
ENGLISH	Maren Clegg-Hyer

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

ENGL 2120H Honors World Literature II: The Age of Discovery

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

Current:	**Requested:**
Course Prefix and Number: ENGL 2120H	**Course Prefix and Number:** ENGL 2112H
Credit Hours:	**Credit Hours:**
Course Title:	**Course Title:**
Prerequisites:	**Prerequisites:**
Co-requisites:	**Co-requisites:**
Course Description:	**Course Description:**

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall 2012	Every semester

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

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

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

☒ Other: This revised numbering aligns this world literature class's number with the common prefixes recognized by the state's Board of Regents.

Source of Data to Support Suggested Change:

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

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

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

Data Sources:

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

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

Approvals:	
Dept. Head: M Smith	Date: 3-5-12
College/Division Exec. Comm.: Connie Richards	Date: 3/7/12
Dean/Director: Connie Richards	Date: 3/7/12
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 01/24/2012 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
ENGLISH	Maren Clegg-Hyer

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

ENGL 2130 World Literature III: The Development of Modern Thought

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

Current:	**Requested:**
Course Prefix and Number: ENGL 2130	**Course Prefix and Number:** ENGL 2113
Credit Hours:	**Credit Hours:**
Course Title:	**Course Title:** I
Prerequisites:	**Prerequisites:**
Co-requisites:	**Co-requisites:**
Course Description:	**Course Description:**

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall 2012	Every semester

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

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

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

☒ Other: This revised numbering aligns this world literature class's number with the common prefixes recognized by the state's Board of Regents.

Source of Data to Support Suggested Change:

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

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

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

Data Sources:

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

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

Approvals:	
Dept. Head: M Smith	Date: 3-5-12
College/Division Exec. Comm.: Connie Richards	Date: 3/7/12
Dean/Director: Connie Richards	Date: 3/7/12
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 01/24/2012 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
ENGLISH	Maren Clegg-Hyer

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

ENGL 2130H Honors World Literature III: The Development of Modern Thought

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

Current:	**Requested:**
Course Prefix and Number: ENGL 2130H	**Course Prefix and Number:** ENGL 2113H
Credit Hours:	**Credit Hours:**
Course Title:	**Course Title:**
Prerequisites:	**Prerequisites:**
Co-requisites:	**Co-requisites:**
Course Description:	**Course Description:**

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall 2012	Every semester

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

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

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

☒ Other: This revised numbering aligns this world literature class's number with the common prefixes recognized by the state's Board of Regents.

Source of Data to Support Suggested Change:

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

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

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

Data Sources:

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

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

Approvals:	
Dept. Head: M. Smith	Date: 3-7-12
College/Division Exec. Comm.: Connie Richards	Date: 3/7/12
Dean/Director: Connie Richards	Date: 3/7/12
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 06/17/2011 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
English	Pat Miller

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

JOUR 2510 Journalism Newsletter Seminar

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

Current:	**Requested:**
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title: Journalism Newsletter Seminar	**Course Title:** Journalism Magazine Seminar
Prerequisites:	**Prerequisites:**
Co-requisites:	**Co-requisites:**
Course Description: A practicum for students involved in the production of newsletters. Content, editing, and production (traditional and electronic) will be addressed. May be repeated for credit.	**Course Description:** A practicum for students involved in the production of non-literary magazines and journals. Content, editing, and production (traditional and electronic) will be addressed. May be repeated for credit.

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall 2012	Each semester

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

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

☒ Improving student learning outcomes: The print journalism program now offers a subspeciality in magazine journalism. Students require a publication practicum to achieve proficiency in the field.

☐ Adopting current best practice(s) in field:

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

☐ Other:

Source of Data to Support Suggested Change:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Student comments from end-of-course evaluations. Informal feedback from students. Perceived need among journalism faculty.

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

Data Sources:

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

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

Approvals:	
Dept. Head: Mr Smith	Date: 3-5-12
College/Division Exec. Comm.: Emma Richards	Date: 3/7/12
Dean/Director: Emma Richards	Date: 3/7/12
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED
FEB 28 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

☐ Core Curriculum ☐ Senior Curriculum ☒ Graduate Curriculum ☐ Other Curriculum

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

Current Catalog Page Number: p. 114	**Proposed Effective Date for Curriculum Change: (Month/Year):** fall 2012	**Degree & Program Name: (e.g., BFA, Art):** MED in Middle Grades Math and Science

Present Requirements:

MGMS 7100 ... 3 credits
MGMS 7000 3 credits
MGMS 7200 3 credits
MGMS 7240 3 credits
MGMS 7400.... 3 credits
MATH 5180 3 credits
MATH 5190 3 credits
MATH 6161 3 credits
MGMS 7400 3 credits
MGMS 7401 3 credits
MGMS 7402 3 credits
MGMS 7670 3 credits

.....36 credit hours

Proposed Requirements (Underline changes after printing this form:

MGMS 5999...0 credits
MGMS 7100 ... 3 credits
MGMS 7000 3 credits
MGMS 7200 3 credits
MGMS 7240 3 credits
MGMS 7400.... 3 credits
MATH 5180 3 credits
MATH 5190 3 credits
MATH 6161 3 credits
MGMS 7400 3 credits
MGMS 7401 3 credits
MGMS 7402 3 credits
MGMS 7670 3 credits

.....36 credit hours

Justification:

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

☐ Improve student learning outcomes:

☐ Adopting current best practice(s) in field:

☒ Meeting mandates of state/federal/outside accrediting agencies: A portion of data reporting for accredation requires that information about the progress of candidates for degrees must be collected and reported. MGMS 5999 will be an entry requirement for collecting student information.

☐ Other:

Source of Data to Support Suggested Change:

☐ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Data entered in Live Text as a course requirement will

be collected, analyzed, and reported for program monitoring and improvement.

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

Data Sources:

☐ **Indirect measures:** SOIs; student, employer, or alumni surveys, etc.
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Data collected through Live Text will be analyzed and reported for program and unit data in areas of field placements and teacher dispositions.

Approvals:

Department Head: Barbara K Stanley	Date: 2/24/12
College/Division Exec. Committee:	Date: 2/24/12
Dean(s)/Director(s):	Date: 2/24/12
Grad. Exec. Committee: (for graduate course)	Date: 4/2/12
Graduate Dean: (for graduate course)	Date: 4/2/12
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED
FEB 2 8 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 01/25/1012 (mm/dd/yyyy)

Department Initiating Request: Middle, Secondary, Reading & Deaf Education/	**Faculty Member Requesting:** Barbara Stanley
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) MGMS 5999	**Proposed New Course Title:** Professional Orientation **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Professional Orientation
Semester/Year to be Effective: fall 2012	**Estimated Frequency of Course Offering:** every semester

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

Lecture Hours:	**Lab Hours:**	**Credit Hours:** 0

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Required non-credit course for all advanced teachers and other school personnel candidates that must be successfully completed at entry to advanced programs. Candidates are required to establish an electronic portfolio and provide evidence that all advanced entry requirements have been satisfactorily met. If an unsatisfactory grade is earned, the course must be repeated until a satisfactory grade is received.

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies: A portion of data reporting for accredation requires that information about the progress of candidates for degrees must be collected and reported. MGMS 5999 will be an entry requirement for collecting student information.

☐ Other:

Source of Data to Support Suggested Change:

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

☒ Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Data entered in Live Text as a course requirement will be collected, analyzed, and reported for program monitoring and improvement.

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

Data Sources:

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

☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Data collected through Live Text will be analyzed and reported for program and unit data in areas of field placements and teacher dispositions.

☐ Other:

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

Approvals:	
Dept. Head: Barbara K Stanley	Date: 2/24/12
College/Division Exec. Comm.: B Cobb	Date: 2/24/12
Dean/Director: B Cobb	Date: 2/24/12
Graduate Exec. Comm.: (for graduate course):	Date: 4/2/12
Graduate Dean: (for graduate course):	Date: 4/2/12
Academic Committee:	Date:

Form last updated: January 6, 2010

MGMS 5999
COLLEGE OF EDUCATION
VALDOSTA STATE UNIVERSITY
DEPARTMENT OF XXXXX
XXXX TERM
PROFESSIONAL ORIENTATION

* *

College of Education
Valdosta State University
Dewar College of Education
Conceptual Framework: Guiding Principles
(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.

Positively Impacting Learning Through Evidence-Based Practices

REQUIRED TEXTBOOKS

In lieu of a textbook, all students are required to purchase access to the College of Education technology-driven assessment system. The LiveText account will be used throughout your professional program and is introduced in this course. (http://www.college.livetext.com)

COURSE DESCRIPTION

A required non-credit course for all advanced teacher and other school personnel candidates that must be successfully completed at entry to advanced programs. Candidates are required to establish an electronic portfolio and provide evidence that all advanced entry requirements have been satisfactorily met. If an unsatisfactory grade is earned, the course must be repeated until a satisfactory grade is received.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

I. CONTENT AND CURRICULUM: Teachers demonstrate a strong content knowledge of content area(s) that are appropriate for their certification levels.

II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.

III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

IV. ASSESSMENT: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

V. PLANNING AND INSTRUCTION: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

VI. PROFESSIONALISM: Teachers recognize, participate in, and contribute to teaching as a profession.

COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS

____1. Attend LiveText Orientation session electronically

____2 Completion of entry forms in LiveText

a. Disposition Form, self-evaluation of educator dispositions
b. Candidate Information Form
c. Advanced Teacher Self-Assessment (if applicable)
d. Advanced Field Experience Form

COURSE OUTCOMES/ASSESSMENTS:

In order to receive an "S" (satisfactory) grade in this course, the following assessments/activities are required:

1. **Attend LiveText Orientation session electronically**
2. **Completion of forms in LiveText: self-evaluation of educator disposition form, candidate information form, teacher self-assessment (if applicable) and field experience form.**

ATTENDANCE POLICY

This is an online class and students will be expected to log in, complete the orientation, and complete the forms.

POLICY STATEMENT ON PLAGIARISM AND CHEATING

The full text of this policy is available in the College of Education Dean's Office, EC room 227. The following penalties will be enforced, as stated in the Policy:

FIRST OFFENSE: The student will earn a "0" on the assignment, test, project, etc.
SECOND OFFENSE: The student will earn the letter grade "F" for the course.
THIRD OFFENSE: The student will earn the letter grade "F" for the course, and further action involving referral of the matter (with documentation) to the appropriate college (university) officials within the administrative structure will be taken. (Please also see page 39 of the VSU Student Handbook.)

SPECIAL NEEDS STATEMENT

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

Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in room 1115 Nevins Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

LIVETEXT PURCHASE/ACTIVATION & LIVETEXT FORMS

LiveText must be purchased at least one week prior to the required Professional Orientation.

INSTRUCTOR

Name
Office address
Office phone
E-mail address
Office hours

RECEIVED
FEB 2 8 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

☐ Core Curriculum ☐ Senior Curriculum ☒ Graduate Curriculum ☐ Other Curriculum

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

Current Catalog Page Number: p. 115	**Proposed Effective Date for Curriculum Change: (Month/Year):** fall 2012	**Degree & Program Name: (e.g., BFA, Art):** MED in Curriculum & Instruction Accomplished Teaching

Present Requirements:	**Proposed Requirements (Underline changes after printing this form:**
EDAT 7100 ... 3 credits EDAT 7133 3 credits EDAT 6159 3 credits EDAT 6226 3 credits EDAT 6115.... 3 credits EDAT 7132 3 credits EDAT 6001 3 credits EDAT 7131 3 credits EDAT 6000 3 credits Approved Electives ....9 credit hours .....36 hours	EDAT 5999 0 credits EDAT 7100 ... 3 credits EDAT 7133 3 credits EDAT 6159 3 credits EDAT 6226 3 credits EDAT 6115.... 3 credits EDAT 7132 3 credits EDAT 6001 3 credits EDAT 7131 3 credits EDAT 6000 3 credits Approved Electives ....9 credit hours .....36 hours

Justification:

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

☐ Improve student learning outcomes:

☐ Adopting current best practice(s) in field:

☒ Meeting mandates of state/federal/outside accrediting agencies: A portion of data reporting for accredation requires that information about the progress of candidates for degrees must be collected and reported. EDAT 5999 will be an entry requirement for collecting student information.

☐ Other:

Source of Data to Support Suggested Change:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Data entered in Live Text as a course requirement will

be collected, analyzed, and reported for program monitoring and improvement.

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

Data Sources:

☐ **Indirect measures:** SOIs; student, employer, or alumni surveys, etc.
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Data collected through Live Text will be analyzed and reported for program and unit data in areas of field placements and teacher dispositions.

Approvals:

Department Head:	Barbara K Stanley	Date: 2/24/12
College/Division Exec. Committee:	B Cobb	Date: 2/24/12
Dean(s)/Director(s):	B Cobb	Date: 2/24/12
Grad. Exec. Committee: (for graduate course)		Date: 4/2/12
Graduate Dean: (for graduate course)		Date: 4/2/12
Academic Committee:		Date:

Form last updated: January 6, 2010

REQUEST FOR A NEW COURSE

Valdosta State University

RECEIVED
FEB 28 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission: 01/25/1012 (mm/dd/yyyy)

Department Initiating Request: Middle, Secondary, Reading & Deaf Education/	**Faculty Member Requesting:** Barbara Stanley
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) EDAT 5999	**Proposed New Course Title:** Professional Orientation **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Professional Orientation
Semester/Year to be Effective: fall 2012	**Estimated Frequency of Course Offering:** every semester

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

Lecture Hours:	**Lab Hours:**	**Credit Hours:** 0

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Required non-credit course for all advanced teachers and other school personnel candidates that must be successfully completed at entry to advanced programs. Candidates are required to establish an electronic portfolio and provide evidence that all advanced entry requirements have been satisfactorily met. If an unsatisfactory grade is earned, the course must be repeated until a satisfactory grade is received.

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies: A portion of data reporting for accredation requires that information about the progress of candidates for degrees must be collected and reported. EDAT 5999 will be an entry requirement for collecting student information.

☐ Other:

Source of Data to Support Suggested Change:

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

☒ Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Data entered in Live Text as a course requirement will be collected, analyzed, and reported for program monitoring and improvement.

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

Data Sources:

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

☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Data collected through Live Text will be analyzed and reported for program and unit data in areas of field placements and teacher dispositions.

☐ Other:

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

Approvals:	
Dept. Head:	Date: 2/24/12
College/Division Exec. Comm.:	Date: 2/24/12
Dean/Director:	Date: 2/24/12
Graduate Exec. Comm.: (for graduate course):	Date: 4/2/12
Graduate Dean: (for graduate course):	Date: 4/2/12
Academic Committee:	Date:

Form last updated: January 6, 2010

EDAT 5999
COLLEGE OF EDUCATION
VALDOSTA STATE UNIVERSITY
DEPARTMENT OF XXXXX
XXXX TERM
PROFESSIONAL ORIENTATION

* *

College of Education
Valdosta State University
Dewar College of Education
Conceptual Framework: Guiding Principles
(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.

Positively Impacting Learning Through Evidence-Based Practices

REQUIRED TEXTBOOKS

In lieu of a textbook, all students are required to purchase access to the College of Education technology-driven assessment system. The LiveText account will be used throughout your professional program and is introduced in this course. (http://www.college.livetext.com)

COURSE DESCRIPTION

A required non-credit course for all advanced teacher and other school personnel candidates that must be successfully completed at entry to advanced programs. Candidates are required to establish an electronic portfolio and provide evidence that all advanced entry requirements have been satisfactorily met. If an unsatisfactory grade is earned, the course must be repeated until a satisfactory grade is received.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

I. CONTENT AND CURRICULUM: Teachers demonstrate a strong content knowledge of content area(s) that are appropriate for their certification levels.

II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.

III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

IV. ASSESSMENT: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

V. PLANNING AND INSTRUCTION: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

VI. PROFESSIONALISM: Teachers recognize, participate in, and contribute to teaching as a profession.

COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS

____1. Attend LiveText Orientation session electronically

____2 Completion of entry forms in LiveText

a. Disposition Form, self-evaluation of educator dispositions
b. Candidate Information Form
c. Advanced Teacher Self-Assessment (if applicable)
d. Advanced Field Experience Form

COURSE OUTCOMES/ASSESSMENTS:

In order to receive an "S" (satisfactory) grade in this course, the following assessments/activities are required:

1. **Attend LiveText Orientation session electronically**
2. **Completion of forms in LiveText: self-evaluation of educator disposition form, candidate information form, teacher self-assessment (if applicable) and field experience form.**

ATTENDANCE POLICY

This is an online class and students will be expected to log in, complete the orientation, and complete the forms.

POLICY STATEMENT ON PLAGIARISM AND CHEATING

The full text of this policy is available in the College of Education Dean's Office, EC room 227. The following penalties will be enforced, as stated in the Policy:

FIRST OFFENSE: The student will earn a "0" on the assignment, test, project, etc.
SECOND OFFENSE: The student will earn the letter grade "F" for the course.
THIRD OFFENSE: The student will earn the letter grade "F" for the course, and further action involving referral of the matter (with documentation) to the appropriate college (university) officials within the administrative structure will be taken. (Please also see page 39 of the VSU Student Handbook.)

SPECIAL NEEDS STATEMENT

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

Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in room 1115 Nevins Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

LIVETEXT PURCHASE/ACTIVATION & LIVETEXT FORMS

LiveText must be purchased at least one week prior to the required Professional Orientation.

INSTRUCTOR

Name
Office address
Office phone
E-mail address
Office hours

RECEIVED
FEB 2 8 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

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

Current Catalog Page Number: **p. 123**	**Proposed Effective Date for Curriculum Change:** **(Month/Year):** fall 2012	**Degree & Program Name:** **(e.g., BFA, Art):** EDS in Curriculum & Instruction Teaching & Learning Exemplary Teaching

Present Requirements:	**Proposed Requirements (Underline changes after printing this form:**
EDET 8010 ... 3 credits EDET 8020 3 credits EDET 8030 3 credits EDET 8040 3 credits EDET 8050.... 3 credits EDET 8880 3 credits Approved Electives - Specialized Courses ....9 credit hours .....27 hours	EDET 5999.....0 credits EDET 8010 ... 3 credits EDET 8020 3 credits EDET 8030 3 credits EDET 8040 3 credits EDET 8050.... 3 credits EDET 8880 3 credits Approved Electives - Specialized Courses ....9 credit hours .....27 hours

Justification:

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

☐ Improve student learning outcomes:

☐ Adopting current best practice(s) in field:

☒ Meeting mandates of state/federal/outside accrediting agencies: A portion of data reporting for accredation requires that information about the progress of candidates for degrees must be collected and reported. EDET 5999 will be an entry requirement for collecting student information.

☐ Other:

Source of Data to Support Suggested Change:

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

portfolios, specific assignments, etc.) Data entered in Live Text as a course requirement will be collected, analyzed, and reported for program monitoring and improvement.

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

Data Sources:

☐ **Indirect measures:** SOIs; student, employer, or alumni surveys, etc.
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Data collected through Live Text will be analyzed and reported for program and unit data in areas of field placements and teacher dispositions.

Approvals:

Department Head:	Barbara K Stanley	Date: 2/24/12
College/Division Exec. Committee:		Date: 2/24/12
Dean(s)/Director(s):		Date: 2/24/12
Grad. Exec. Committee: (for graduate course)		Date: 4/2/12
Graduate Dean: (for graduate course)		Date: 4/2/12
Academic Committee:		Date:

Form last updated: January 6, 2010

RECEIVED
FEB 28 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 01/25/1012 (mm/dd/yyyy)

Department Initiating Request: Middle, Secondary, Reading & Deaf Education/	**Faculty Member Requesting:** Barbara Stanley
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) EDET 5999	**Proposed New Course Title:** Professional Orientation **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Professional Orientation
Semester/Year to be Effective: fall 2012	**Estimated Frequency of Course Offering:** every semester

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

Lecture Hours:	**Lab Hours:**	**Credit Hours:** 0

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Required non-credit course for all advanced teachers and other school personnel candidates that must be successfully completed at entry to advanced programs. Candidates are required to establish an electronic portfolio and provide evidence that all advanced entry requirements have been satisfactorily met. If an unsatisfactory grade is earned, the course must be repeated until a satisfactory grade is received.

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies: A portion of data reporting for accredation requires that information about the progress of candidates for degrees must be collected and reported. EDET 5999 will be an entry requirement for collecting student information.

☐ Other:

Source of Data to Support Suggested Change:

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

☒ Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Data entered in Live Text as a course requirement will be collected, analyzed, and reported for program monitoring and improvement.

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

Data Sources:

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

☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Data collected through Live Text will be analyzed and reported for program and unit data in areas of field placements and teacher dispositions.

☐ Other:

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

Approvals:	
Dept. Head: Barbara K Stanley	Date: 2/24/12
College/Division Exec. Comm.:	Date: 2/24/12
Dean/Director:	Date: 2/24/12
Graduate Exec. Comm.: (for graduate course):	Date: 4/2/12
Graduate Dean: (for graduate course):	Date: 4/2/12
Academic Committee:	Date:

Form last updated: January 6, 2010

EDET 5999
COLLEGE OF EDUCATION
VALDOSTA STATE UNIVERSITY
DEPARTMENT OF XXXXX
XXXX TERM
PROFESSIONAL ORIENTATION

* *

College of Education
Valdosta State University
Dewar College of Education
Conceptual Framework: Guiding Principles
(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.

Positively Impacting Learning Through Evidence-Based Practices

REQUIRED TEXTBOOKS

In lieu of a textbook, all students are required to purchase access to the College of Education technology-driven assessment system. The LiveText account will be used throughout your professional program and is introduced in this course. (http://www.college.livetext.com)

COURSE DESCRIPTION

A required non-credit course for all advanced teacher and other school personnel candidates that must be successfully completed at entry to advanced programs. Candidates are required to establish an electronic portfolio and provide evidence that all advanced entry requirements have been satisfactorily met. If an unsatisfactory grade is earned, the course must be repeated until a satisfactory grade is received.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

I. CONTENT AND CURRICULUM: Teachers demonstrate a strong content knowledge of content area(s) that are appropriate for their certification levels.

II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.

III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

IV. ASSESSMENT: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

V. PLANNING AND INSTRUCTION: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

VI. PROFESSIONALISM: Teachers recognize, participate in, and contribute to teaching as a profession.

COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS

____1. Attend LiveText Orientation session electronically

____2 Completion of entry forms in LiveText

a. Disposition Form, self-evaluation of educator dispositions
b. Candidate Information Form
c. Advanced Teacher Self-Assessment (if applicable)
d. Advanced Field Experience Form

COURSE OUTCOMES/ASSESSMENTS:

In order to receive an "S" (satisfactory) grade in this course, the following assessments/activities are required:

1. **Attend LiveText Orientation session electronically**
2. **Completion of forms in LiveText: self-evaluation of educator disposition form, candidate information form, teacher self-assessment (if applicable) and field experience form.**

ATTENDANCE POLICY

This is an online class and students will be expected to log in, complete the orientation, and complete the forms.

POLICY STATEMENT ON PLAGIARISM AND CHEATING

The full text of this policy is available in the College of Education Dean's Office, EC room 227. The following penalties will be enforced, as stated in the Policy:

FIRST OFFENSE: The student will earn a "0" on the assignment, test, project, etc.
SECOND OFFENSE: The student will earn the letter grade "F" for the course.
THIRD OFFENSE: The student will earn the letter grade "F" for the course, and further action involving referral of the matter (with documentation) to the appropriate college (university) officials within the administrative structure will be taken. (Please also see page 39 of the VSU Student Handbook.)

SPECIAL NEEDS STATEMENT

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

Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in room 1115 Nevins Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

LIVETEXT PURCHASE/ACTIVATION & LIVETEXT FORMS

LiveText must be purchased at least one week prior to the required Professional Orientation.

INSTRUCTOR

Name
Office address
Office phone
E-mail address
Office hours

RECEIVED
MAR 08 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

☐ Core Curriculum ☐ Senior Curriculum ☒ Graduate Curriculum ☐ Other Curriculum

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

Current Catalog Page Number: 122-124	**Proposed Effective Date for Curriculum Change: (Month/Year):** 8/2012	**Degree & Program Name: (e.g., BFA, Art):** M.E.D. Deaf Education Special Educ

Present Requirements: 37 hours		**Proposed Requirements (Underline changes after printing this form:** 36 Hours	
SPEC 5010 Student Teaching: Mild Disabilities/MR/ Deaf Ed/ Early Childhood Special Ed Interrelated	**10**	DEAF 5010 Student Teaching: Deaf & Hard of Hearing	10
SPEC 5020 Student Teaching Seminar: Mild Disabilities / MR/ Deaf Ed/ Early Childhood Special Ed Interrelated	**2**	DEAF 5020 Student Teaching Seminar: Deaf and Hard of Hearing	2
LEAD 7210 Ethics and Law	**1**	LEAD 7210 Ethics and Law	1
RSCH 7100 Research Methodology in Education	**3**	RSCH 7100 Research Methodology in Education	3
		DEAF 6020 Audiological Considerations and Auditory Oral Methods for Teachers of the Deaf	4
DEAF 5450 Auditory/Oral Methods for Teaching of the Deaf	**3**		
DEAF 5290 Audiological Considerations for Teachers	**4**		
DEAF 5310 Methods of Teaching Reading	**3**	DEAF 5310 Methods of Teaching Reading	3
DEAF 5370 Teaching Thinking Skills to Deaf & Hard of Hearing Children	**3**	DEAF 5370 Teaching Thinking Skills to Deaf & Hard of Hearing Children	3
DEAF 5380 Curriculum Development & Instructional Methods for Deaf Children	**4**	DEAF 5380 Curriculum Development & Instructional Methods for Deaf	4
		DEAF 6010 Integrated Instruction: IEP Plan & Collaboration	3
SPEC 5140 Collaborative Roles in Education	**3**	DEAF 6000 Integration & Management of Instruction in the Classroom	3
SPEC 5230	**1**		

Justification:

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

☐ Improve student learning outcomes:

☒ Adopting current best practice(s) in field: DEAF 5450 and DEAF 5290 have been combined into one class, DEAF 6020. Students will receive state of the art information in audiological considerations and auditory/oral methods for teaching students who are deaf and hard of hearing. DEAF 6010 Integrated Instruction: IEP Plan & Collaboration will also be added to the curriculum providing students with graduate instruction in writing and complying with IEPs.

☐ Meeting mandates of state/federal/outside accrediting agencies:

☐ Other:

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Information received from the program's Advisory Board, in addition to employer feedback and student responses have prompted these changes.
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The program is routinely reviewed and evaluated for ways to strengthen course offerings. Based on assignments that relate directly to the preparation of IEPs and topics relating to audiology and auditory/verbal methods, it is felt that these changes will ultimately strengthen the program.

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

Data Sources:

☐ **Indirect measures:** SOIs; student, employer, or alumni surveys, etc.
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Instructor evaluations and artifacts placed in student portfolios will be used to monitor and evaluate these changes. Assignments and key assessments evaluated in Live Text will also be used to monitor and and evaluate these changes.

Approvals:

Department Head: Barbara K Stanley	Date: 2/29/12
College/Division Exec. Committee:	Date: 3/2/12
Dean(s)/Director(s):	Date: 3/2/12
Grad. Exec. Committee: (for graduate course)	

	Date: 4/2/2012
Graduate Dean: (for graduate course)	Date: 4/2/2012
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED
MAR 08 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 02/23/2012 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Middle, Secondary, Reading & Deaf Education	N. Scheetz

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

SPEC 5010 Student Teaching: Mild Disabilities or Mental Retardation or Early Childhood Special Education or Deaf/Hard-of-Hearing

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

Current:	**Requested:**
Course Prefix and Number: SPEC 5010	**Course Prefix and Number:** DEAF 5010
Credit Hours:	**Credit Hours:**
Course Title: Student Teaching: Mild Disabilities or Mental Retardation or Early Childhood Special Education or Deaf/Hard-of-Hearing	**Course Title:** Student Teaching: Deaf & Hard-of-Hearing
Prerequisites: Consent of the departmental Student Teaching Committee	**Prerequisites:** DEAF 2999
Co-requisites: SPEC 5020	**Co-requisites:** DEAF 5020 Student Teaching Seminar: Deaf and Hard-of-Hearing
Course Description: University-supervised placement in public school programs for students K-12 with mild disabilities or mental retardation or in Early Childhood Special Education programs. The student teacher will assess students, plan and write instructional interventions, deliver instruction, monitor and document student progress, and assume all other classroom duties of the mentoring teacher(s). A minimum of 20 contact hours per week is required in the school for the entire semester. May be taken multiple times. Ten credit hours are required in one of the above areas for certification/licensure recommendation. NOTE: A student who receives a grade of Unsatisfactory (U) for student teaching may apply for student teaching only one addi8tionl time. The student will be required to complete a prescribed program of remediation before being permitted	**Course Description:** A semester-long student teaching experience completed with students who are deaf or hard-of-hearing.

1360

to student teach the second time. Any student who receives a second grade of "U" for student teaching will be permanently dismissed from all teacher education programs in the College of Education and will not be recommended for teacher certifications by Valdosta State University.	
Semester/Year to be Effective: Fall, 2012	**Estimated Frequency of Course Offering:** Fall/Spring
Indicate if Course will be : ☒ Requirement for Major ☐ Elective	

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

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

☒ Other: Deaf Education is now part of the Department of Middle, Secondary, Reading and Deaf Education. All of the course prefixes have or are being changed to reflect Deaf Education. This will be consistent with the curriculum changes that are being proposed and will more clearly reflect the population that is being served.

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Best practice in the field to reflect the population being served.

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

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

Data Sources:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Lesson plans, video tapes of lessons, self, mentor, and supervisor evaluations will all be submitted in Live Text for evaluation purposes.

Approvals:	
Dept. Head: Barbara K Stanley	Date: 2/29/12
College/Division Exec. Comm.: BCOL	Date: 3/2/12
Dean/Director: BCOL	Date: 3/2/12
Graduate Exec. Comm.: (for graduate course)	Date: 4/2/12
Graduate Dean: (for graduate course)	Date: 4/2/12
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED
MAR 08 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 02/23/12 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Middle, Secondary, Reading & Deaf Education	N. Scheetz

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

SPEC 5020 Student Teaching Seminar: Mild Disabilities or Mental Retardation or Early Childhood Special Education or Deaf/Hard-of-Hearing

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

Current:	**Requested:**
Course Prefix and Number: SPEC 5020	**Course Prefix and Number:** DEAF 5020
Credit Hours:	**Credit Hours:**
Course Title: Student Teaching Seminar: Mild Disabilities or Mental Retardation or Early Childhood Special Education or Deaf/Hard-of-Hearing	**Course Title:** Student Teaching Seminar: Deaf & Hard of Hearing
Prerequisites: Consent of the departmental Student Teaching Committee	**Prerequisites:** DEAF 2999
Co-requisites: SPEC 5010	**Co-requisites:** DEAF 5010 Student Teaching: Deaf and Hard-of-Hearing
Course Description: A forum for discussion and exchange of ideas relating to the responsibilities of professional ethical practices. Topics include direct intervention issues, advocacy, collaboration, diversity, and any others that arise during student teaching. May be taken multiple times. Two hours are required in one of the areas for certification/licensure recommendation.	**Course Description:** A forum for discussion and exchange of ideas relating to the responsibilities of professional ethical practices.

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall, 2012	Fall/Spring

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

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

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

☒ Other: Deaf Education is now part of the Department of Middle, Secondary, Reading and Deaf Education. All of the course prefixes have or are being changed to reflect Deaf Education. This will be consistent with the curriculum changes that are being proposed and will more clearly reflect the population that is being served.

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Best practice in the field to reflect the population being served.

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

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

Data Sources:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Reflective journals, and participation in seminar discussions will be utilized to evaluate the effectiveness of this component of the program.

Approvals:	
Dept. Head:	Date: 2/29/12
College/Division Exec. Comm.:	Date: 3/2/12
Dean/Director:	Date: 3/2/12
Graduate Exec. Comm.: (for graduate course)	Date: 4-2-12
Graduate Dean: (for graduate course)	Date: 4-2-12
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED
MAR 08 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

Area of Change: ☐ Core ☐ Senior ☒ Graduate

Current Catalogue Page Number: 124	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 2012

Degree and Program Name: M.A.T. in Special Education-Deaf Education

Present Requirements: The catalog states: To Apply Online: https://www.applyweb.com/apply/vsug/menu.html The next line reads: Requirements for the M.A.T. in Special Education-Deaf Education	**Proposed Requirements:** (highlight changes after printing) Right after To Apply Online: https://www.applyweb.com/apply/vsug/menu.html Please insert: Prerequisites: Candidates wishing to pursue an M.A.T. in Deaf Education must complete the Deaf Studies Minor at VSU or have completed the equivalent of these courses at another institution.

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

☒ Improving Student Learning Outcomes : Students from outside the field of deaf education or a related field frequently lack the background knowledge and American Sign Language skills to communicate with the Deaf population. In order to prepare highly qualified teachers who are familiar with Deaf culture and ASL they need to acquire this content knowledge.

☐ Adopting Current Best Practice(s) in Field

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies

☐ Other

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Student and employer feedback indicate the need for this background information, and skill development.

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **The program is routinely reviewed and evaluated for ways to strengthen the overall program. Based on assignments that relate directly to the field, it is felt that these changes will ultimately provide students with needed background knowledge and thereby strengthen the overall program.**

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

Data Sources:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. SOIs and employer evaluations will be used to determine the effectiveness of adding this prerequesite.

☐ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Instructor evaluations and artifacts placed in student portfolios will be used to monitor and evaluate these changes. Assignments and key assessments evaluated in Live Text will also be used to monitor and evaluate these changes.

Approvals:	
Department Head: Barbara K Stanley	Date: 2/29/12
College/Division Exec. Committee:	Date: 3/2/12
Dean(s)/Director(s):	Date: 3/2/12
Graduate Exec. Comm.: (for grad program)	Date: 4-2-12
Graduate Dean: (for grad program)	Date: 4-2-12
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED
MAR 08 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

☐ Core Curriculum ☐ Senior Curriculum ☒ Graduate Curriculum ☐ Other Curriculum

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

Current Catalog Page Number: 124-126	**Proposed Effective Date for Curriculum Change: (Month/Year):** 8/2012	**Degree & Program Name: (e.g., BFA, Art):** M.A.T. Deaf Education Special Educ

Present Requirements: 36 hours		**Proposed Requirements (Underline changes after printing this form:** 36	
DEAF 2999		DEAF 2999	
RSCH 7100 Research Methodology in Education	**3**	RSCH 7100 Research Methodology in Education	3
		LEAD 7210 Ethics and Law	1
DEAF 5450 Auditory/Oral Methods for Teaching of the Deaf	**3**	DEAF 6020 Audiological Considerations and Auditory/Oral Methods for Teachers of the Deaf	4
DEAF 5290 Audiological Considerations for Teachers	**4**	DEAF 5310 Methods of Teaching Reading	3
DEAF 5310 Methods of Teaching Reading	**3**	DEAF 5370 Teaching Thinking Skills to Deaf & Hard of Hearing Children	3
DEAF 5370 Teaching Thinking Skills to Deaf & Hard of Hearing Children	**3**	DEAF 5380 Curriculum Development & Instructional Methods for Deaf Children	4
DEAF 5380 Curriculum Development & Instructional Methods for Deaf Children	**4**	DEAF 6000 Integrated & Management of Instruction	3
DEAF 6000 Integrated & Management of Instruction	**4**	DEAF 6010 Integrated Instruction: IEP Plan & Collaboration	3
DEAF 6010 Integrated Instruction: IEP Plan & Collaboration	**3**	DEAF 6110 Professional Capstone Project	3
DEAF 6110 Professional Capstone Project	**3**	ACED 7400 Computer Tech for the Workplace	3
ACED 7400 Computer Tech for the Workplace	**3**	PSYCH 7010 Learning and Assessement (Pre req RSCH 7100)	3
PSYCH 7010 Learning and Assessement (Pre req RSCH 7100)	**3**	DEAF 6030 Internship in Teaching	3

Justification:

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

☐ Improve student learning outcomes:

☒ Adopting current best practice(s) in field: The M.A.T. program in Deaf Education was originally designed to have an internship embedded in all of the major coursework. Candidates will continue to have embedded field experiences but an internship course will provide a concentrated experience for candidates and supervisors. In addition, DEAF 5450 and DEAF 5290 have been combined into one class, DEAF 6020. Students will receive state of the art information in audiological considerations and auditory/oral methods for teaching students who are deaf and hard of hearing. By combining these two courses DEAF 6030, the Internship in Teaching can also be added to the program.

☐ Meeting mandates of state/federal/outside accrediting agencies:

☐ Other:

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Student, mentor and instructor feedback all support the recommended change.
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The program is routinely reviewed and evaluated for ways to strengthen course offerings. Based on assignments that relate directly to audiology and auditory/verbal methods, and adding the internship in teaching, it is felt that these changes will ultimately strengthen the program.

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

Data Sources:

☐ **Indirect measures:** SOIs; student, employer, or alumni surveys, etc.
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Live Text Self Assessments and CommuniCoach will be used to evaluate candidate effectiveness. Supervisor and mentor evaluations will also be used to evaluated the effectiveness of this proposed program change.

Approvals:

Department Head: Barbara K Stanley Date: 2/29/12

College/Division Exec. Committee: Date: 3/2/12

Dean(s)/Director(s): Date: 3/2/12

Grad. Exec. Committee: (for graduate course)		Date: 4-2-12
Graduate Dean: (for graduate course)		Date: 4-2-12
Academic Committee:		Date:

Form last updated: January 6, 2010

RECEIVED
MAR 08 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 02/23/2012 (mm/dd/yyyy)

Department Initiating Request: Middle, Secondary, Reading & Deaf Education	**Faculty Member Requesting:** N. Scheetz
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) DEAF 6020	**Proposed New Course Title:** Audiological Considerations and Auditory/Oral Methods for Teachers of the Deaf **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) AudioConsid& Audi/Oral Methods
Semester/Year to be Effective: Fall 2012	**Estimated Frequency of Course Offering:** 1 time/academic year

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

Lecture Hours: 4	**Lab Hours:**	**Credit Hours:** 4

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: Admission into the graduate program or permission by instructor. An introduction to types and causes of hearing loss and methodologies that can be used to enhance speech and listening skills.

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

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

☒ Other: DEAF 6020 has been designed with course content from DEAF 5290, Audiological Considerations for Teachers of the Deaf and DEAF 5450, Auditory/Oral Methods for Teachers of the Deaf. Upon close examination it was determined that there was an overlap in course content between the two courses. By combining the content into one course it will strengthen the course and allow us to offer other relevant coursework.

Source of Data to Support Suggested Change:

☒ Indirect Measures: SOIs, student, employer, or alumni surveys, etc. The advisory board has reviewed this change and is supportive of the new course.

☒ Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The program is routinely reviewed and evaluated for ways to strengthen course offerings. Based on a careful review of these two courses it

was determined that these courses could be combined into one thereby providing the opportunity to add DEAF 6010, a course that will ultimately strengthen the program of study.

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

Data Sources:

☒ Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs and comments received from employers will be used to assess the effectiveness of this course.

☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Instructor evaluations and artifacts placed in student portfolios will be used to monitor and evaluate these changes. Assignments and key assessments evaluated in Live Text will also be used to monitor and evaluate these changes.

☐ Other:

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

Approvals:	
Dept. Head: Barbara K Stanley	Date: 2/29/12
College/Division Exec. Comm.:	Date: 3/2/12
Dean/Director:	Date: 3/2/12
Graduate Exec. Comm.: (for graduate course):	Date: 4-2-12
Graduate Dean: (for graduate course):	Date: 4-2-12
Academic Committee:	Date:

Form last updated: January 6, 2010

DEAF 6020
Audiological Considerations and Auditory/Oral Methods for Teachers of the Deaf
4 Semester Hours

* * * *

REQUIRED TEXTBOOKS

Madell, J. R., and Flexer, C. (2008). *Pediatric Audiology.* New York: Thieme Medical Publishers, Inc.

Estabrooks, W. (2006). *Auditory-Verbal Therapy and Practice.* Washington D.C.: Alexander Graham Bell Association for the Deaf and Hard of Hearing, Inc.

Easterbrooks, S.R., & Estes, E.L. (2007). *Helping Deaf and Hard of Hearing Students to Use Spoken Language.* Thousand Oaks, CA: Corwin Press.

COURSE DESCRIPTION

An introduction to the types and causes of hearing loss, interpretation of audiograms, and methods and procedures of determining hearing loss as each relates to learning and behavioral characteristics of children and youth with hearing loss, and methodologies that can be used to enhance speech and listening skills in clinical and classroom contexts.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

I. CONTENT AND CURRICULUM: The student must demonstrate a strong content knowledge of hearing loss, audiogram interpretation, causes of hearing loss, and treatment of hearing loss.

II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.

III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

IV. ASSESSMENT: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

V. PLANNING AND INSTRUCTION: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

VI. PROFESSIONALISM: Teachers recognize, participate in, and contribute to teaching as a profession.

II. CEC/CED Knowledge and Skills Statements

ICC1K1 Models, theories, and philosophies that provide the basis for special educational practice for individuals who are deaf or hard of hearing. (Standard 1: Foundations)
D&HH1K3 Etiologies of hearing loss that can result in additional learning challenges.

ICC6K4 Augmentative and assistive communication strategies (Standard 6: Language)
D&HH6K4 Spoken and visual communication modes (Standard 6: Language)
D&HH6K5 Current theories of the development of spoken language and signed languages
Standard 6:Language Skills
ICC6S1 Use strategies to support and enhance communication skills of individuals with exceptional learning needs
D&HH6S1 Apply strategies to facilitate cognitive and communicative development
D&HH6S2 Implement strategies for stimulating and using residual hearing
D&HH6S4 Communicate proficiently in spoken language or the sign language indigenous to the deaf community
D&HH6S5 Implement strategies for developing spoken language in orally communicating individuals with exceptional learning needs and sign language proficiency in signing individuals with exceptional learning needs
Standard 7: Instructional Planning
ICC7K4 Technology for planning and managing the teaching and learning environment
D&HH7S2 Use specialized technologies, resources, and instructional strategies unique to individuals with exceptional learning needs who are deaf or hard of hearing
Standard 8: Assessment
ICC8K1 Basic terminology used in assessment
D&HH8K1 Specialized terminology used in assessing individuals who are deaf or hard of hearing
D&HH8S2 Develop specialized assessment procedures that allow for alternative forms of expression
Standard 10: Collaboration
D&HH10K1 Services, organizations, and networks that support individuals who are deaf or hard of hearing

COURSE OBJECTIVES (CO):

1. The student will recognize a wide variety of hearing defects.(I) (CEC D&HH1K3)

2. The student will demonstrate an understanding of audiometric findings. (IV) (CEC Standard 8)

3. The student will demonstrate an understanding of hearing management, including hearing aids, cochlear implants, and assistive listening devices. (I, III) (CEC Standards 4 & 7)

4. The student will demonstrate an understanding of troubleshooting hearing aids and cochlear implants. (I) (CEC Standards 4 & 7)

5. Students will understand theories about and traditional and current strategies for fostering speech development in D/HH students. (I, II, III, IV, V) (CEC Standards 4 & 6)

6. Students can interpret audiograms with particular attention to the use of amplification and auditory learning. (I) (CEC Standard 8)

7. Students understand medical and surgical issues relating to deafness and hearing loss in children and youth. (I) (CEC Standards 6 & 7)

COURSE METHODOLOGIES/ ASSIGNMENTS / REQUIREMENTS

1. 3 tests at 100 points each. (Total of 300 pts.)
2. Project 1 – Each student will be assigned TWO hearing disorders to research. The research paper will be 4-5 pages long (text) per disorder, with references in APA style. At least 5 references are required per disorder, with a minimum of 3 references from peer reviewed articles/books. A suggested format would include description, etiology, incidence, symptoms, audiologic test results, associated disorders, differential diagnosis, audiologic management, medical management, and prognosis. 100 points.
3. Project 2 – Electronic Resource Notebook: 100 points.
   This notebook is for you! It should contain articles, checklists, information, handouts, and websites that you can easily access when you are working with a child with hearing loss. Organize it anyway you wish in a word document. Be sure to include sections on the following topics (and any others you wish to include):
   Hearing Disorders
   Hearing Aids
   Cochlear Implants
   Assistive Listening Devices (Personal and Classroom)
   Optimum Classroom Environment
4. Project 3 – Case Study Presentation. 100 points
5. Class participation: 25 points. As this is an online course, the class participation grade will be based on chat room attendance and participation.

COURSE EVALUATION

Grading scale:

A = 625-573 pts.
B = 572-520
C = 519-468
D = 467-415
F = 414 and below

ATTENDANCE POLICY

This is an online course. It is each student's responsibility to check the course several times a week, to turn in assignments on time, and to respond to email discussions, questions, or other prompts from the teacher.

DUE DATES

All tests and assignments are to be turned in either on or before the cutoff day and time. Every day the test or assignment is late will result in a 10% reduction in the grade.

POLICY STATEMENT ON PLAGIARISM AND CHEATING

Below is information directly quoted from the Academic Honesty Policies and Procedures:
Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.
The full text of Academic Honesty Policies and Procedures is available in the on the Academic Affairs website (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).
The consequences for acts of academic dishonesty in the Dewar College of Education are:
FIRST OFFENSE:
1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (http://www.valdosta.edu/coe/studentsinfo.shtml).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).

SECOND OFFENSE:
1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (http://www.valdosta.edu/coe/studentsinfo.shtml). According to the Dewar College of Education Concern Form Policy, "a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee."
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

SPECIAL NEEDS STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI 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 for Students with Disabilities located in Room 1115 Nevins Hall. The phone numbers are (229) 245-2498 (voice) and (229) 219-1348 (tty).

INSTRUCTOR

Name: Terri Pratt, Au.D.
e-mail address: tpratt@valdosta.edu

RECEIVED
MAR 08 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 02/23/2012 (mm/dd/yyyy)

Department Initiating Request: Middle, Secondary, Reading & Deaf Education	**Faculty Member Requesting:** N. Scheetz
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) DEAF 6030	**Proposed New Course Title:** Internship in Teaching **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Internship in Teaching
Semester/Year to be Effective: Fall 2012	**Estimated Frequency of Course Offering:** Fall and Spring semesters

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

Lecture Hours:	**Lab Hours:**	**Credit Hours:** 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: Admission into the M.A.T. graduate program in Deaf Education or permission by instructor. This course is a clinical practice designed for candidates in the online M.A.T. program in Deaf Education who are seeking initial certification. Candidates will complete a semester of teaching in the role of a deaf educator, with supervision provided by a university supervisor and the school principal or the principal's designee.

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

☐ Improving student learning outcomes:

☒ Adopting current best practice(s) in field: Although the internship in the M.A.T. program in Deaf Education was previously embedded across the curriculum; current research suggests it is more effective to develop a seperate internship course in order to monitor candidate growth and development.

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

☐ Other:

Source of Data to Support Suggested Change:

☒ Indirect Measures: SOIs, student, employer, or alumni surveys, etc. The advisory board has reviewed this change and is supportive of the new course.

☒ Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The program is routinely reviewed and evaluated for ways to strengthen course offerings. Based on these evaluations it is felt that adding

this course will ultimately strengthen the program.

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

Data Sources:

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

☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.). Students will submit lesson plans, video tapes of lessons, and self-evaluations. Evaluation forms will also be submitted from the university supervisor and the school principal or the principal's designee for all lessons that are taught.

☐ Other:

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

Approvals:	
Dept. Head:	Date: 2/29/12
College/Division Exec. Comm.:	Date: 3/2/12
Dean/Director:	Date: 3/2/12
Graduate Exec. Comm.: (for graduate course):	Date: 4-2-12
Graduate Dean: (for graduate course):	Date: 4-2-12
Academic Committee:	Date:

Form last updated: January 6, 2010

DEAF 6030
Internship in Teaching
3 Semester Hours

****

College of Education
Valdosta State University
Department of Middle, Secondary, Reading & Deaf Education
Conceptual Framework: Guiding Principles

(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 life-long process of development and growth.

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

Positively Impacting Learning Through Evidence-Based Practices

REQUIRED TEXTBOOK
Internship Handbook

COURSE DESCRIPTION
Graded "Satisfactory" or "Unsatisfactory." Completed in the last semester of program (spring/fall), this course is a clinical practice experience designed for candidates in the online M.A.T. program in deaf education, who are seeking initial certification. Candidates will complete a minimum of one semester of teaching in the role of a deaf educator, with supervision provided by a university supervisor and the school principal or the principal's designee.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)
Field applications of the following conceptual framework standards are demonstrated:

I. CONTENT AND CURRICULUM: Teachers demonstrate a strong content knowledge of content area(s) and appropriate for their certification levels.

II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.

III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

IV. ASSESSMENT: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

V. PLANNING AND INSTRUCTION: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

VI. PROFESSIONALISM: Teachers recognize, participate in, and contribute to teaching as a profession.

COURSE OBJECTIVES
Students will:

CO 1: Demonstrate content knowledge (I). (CEC, D&HH4K1, D&HH4S4, ICC4S2. ICC4S3)
CO 2: Demonstrate the ability to plan appropriate and effective lessons (V). (CEC, ICC7K2, D&HH7K1, D&HH7S1, D&HH7S2, D&HH7S3, D&HH7S4)
CO 3: Select and implement evidence-based practices (V). (CEC ICC7K1, ICC4K1)
CO 4: Demonstrate skills in instructional assessment and evaluation of student performance (IV). (CEC Standard 8)
CO 5: Select and implement appropriate curricular content (I, II, V). (CEC Standards 6 & 7)
CO 6: Provide environmental adaptations/arrangements to support learning for all students (II, III). (CEC Standards 3, 4, 5)
CO 7: Demonstrate strategies for the management of individual and group classroom behavior (II, III) . (CEC ICC5K2, ICC5K3, ICC5S1. ICC5S2, ICC4S4, ICC4S5, D&HH5S1, D&HH5S5)
CO 8: Demonstrate the ability to examine critically their own teaching practices and make appropriate adjustments based on this self-evaluation (VI). (CEC Standard 9)
CO 9: Demonstrate the ability to select and utilize appropriate resources and materials, including technology (V). (CEC Standard 5)
CO 10: Communicate orally and in writing using Standard English (VI). (CEC Standard 6)

COURSE REQUIREMENTS

Assignments:
1. Submit the first and third lesson plan, videotapes of lessons, self-evaluations, university supervisor evaluations and school principal's (or designee) evaluations in Live Text.
2. Submit the second lesson plan videotapes of lessons, self-evaluations, university supervisor evaluations and school principal's (or designee) evaluations in Blaze View.
3. Collaborate with university supervisor to develop a contract that details internship activities. The activities will be developed from four skills that the candidate will select from the following CEC standards: Standard 4, Instructional Strategies (e.g., demonstrating evidence-based instructional strategies to individualize instruction for individuals with exceptional learning needs); Standard 5, Learning Environments and Social Interactions (e.g., help general education colleagues integrate individuals with exceptional learning needs in general education environments and engage them in meaningful learning activities and interactions); Standard 7, Instructional Planning (e. g,. develop long-range individualized instructional plans anchored in both general and special education curricula: and one other standard that is the candidate's choice.

EVALUATION

Grading Policy
The internship is graded "Satisfactory" or "Unsatisfactory."

S The candidate receives ratings of at least "2" from the university supervisor on both of the COE observation forms; the candidate submits all lesson plans and observation forms; the candidate completes all of the activities specified on the contract and receives acceptable ratings on the impact on student learning rubric.

U The candidate receives one or more ratings of "1" from the university supervisor on one or both of the COE observation forms; the candidate fails to submit a lesson plan

ATTENDANCE POLICY:
Candidates are expected to be in attendance in their classrooms in accordance with their school district's calendar.

POLICY STATEMENT ON PLAGIARISM AND CHEATING

Below is information directly quoted from the Academic Honesty Policies and Procedures:
Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.
The full text of Academic Honesty Policies and Procedures is available in the on the Academic Affairs website (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).
The consequences for acts of academic dishonesty in the Dewar College of Education are:
FIRST OFFENSE:
1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (http://www.valdosta.edu/coe/studentsinfo.shtml).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).

SECOND OFFENSE:
1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (http://www.valdosta.edu/coe/studentsinfo.shtml). According to the Dewar College of Education Concern Form Policy, "a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee."
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

SPECIAL NEEDS STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI 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 for Students with Disabilities located in Room 1115 Nevins Hall. The phone numbers are (229) 245-2498 (voice) and (229) 219-1348 (tty).

REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

Area of Change: ☐ Core ☒ Senior ☐ Graduate

Current Catalogue Page Number: 223-224	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 2012

Degree and Program Name: Joint Degree Program with Technical Colleges, Associate of Applied Science - Joint Degree

Present Requirements:	**Proposed Requirements:** (highlight changes after printing) DELETE FROM CATALOG

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

☐ Improving Student Learning Outcomes

☐ Adopting Current Best Practice(s) in Field

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies

☒ Other USG has ordered that these AAS Joint Degree Programs be discontinued due to growing COC/SACS Accreditations of AAS degree programs in the technical colleges.

Source of Data to Support Suggested Change:

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

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

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

Data Sources:

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

Approvals:	
Department Head: Reynaldo L Martinez	Date: 03/02/12
College/Division Exec. Committee:	Date: 3/2/12
Dean(s)/Director(s):	Date: 3/2/12
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

166

REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

Area of Change: ☐ Core ☒ Senior ☐ Graduate

Current Catalogue Page Number: 217-218	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 2012

Degree and Program Name: Bachelor of Science in Education Degree with a Major in Business Education

Present Requirements:	**Proposed Requirements:** (highlight changes after printing) DELETE FROM CATALOG

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

☐ Improving Student Learning Outcomes

☐ Adopting Current Best Practice(s) in Field

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies

☒ Other Degree program is being discontinued.

Source of Data to Support Suggested Change:

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

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

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

Data Sources:

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

Approvals:	
Department Head: Raymond L Mosley	Date: 3/02/12
College/Division Exec. Committee:	Date: 3/2/12
Dean(s)/Director(s):	Date: 3/2/12
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

Area of Change: ☐ Core ☒ Senior ☐ Graduate

Current Catalogue Page Number: 217	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 2012

Degree and Program Name: Department of Adult and Career Education

Present Requirements:	**Proposed Requirements:** (highlight changes after printing)
The Department of Adult and Career Education offers undergraduate programs of study at the associate's and bachelor's levels. The department offers an Associate of Applied Science program in cooperation with technical colleges. Please see "Joint Degree Program" section for details. These students may go on and earn the Bachelor of Applied Science with a major in technical studies. The department also offers the Bachelor of Science in Education degree with majors in business education; technical, trade and industrial education; and healthcare science technology education, with secondary and postsecondary options as well as a Bachelor of Science degree with a major in office administration and technology	The Department of Adult and Career Education offers several undergraduate programs of study. Students who hold a technical AAS degree from technical colleges may pursue the Bachelor of Applied Science with a major in Technical Studies. The department also offers the Bachelor of Science in Education degree with a major in Workforce Education that has two Options in Career-Technical Education and Workforce Training and Development. The Bachelor of Science degree with a major in Office Administration and Technology is offered on campus for traditional students and offered online for non-traditional adult students as a bachelors completion program.

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

☐ Improving Student Learning Outcomes

☐ Adopting Current Best Practice(s) in Field

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies

☒ Other To accurately describe changes to the undergraduate degree programs.

Source of Data to Support Suggested Change:

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

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

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

Data Sources:

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

Approvals:	
Department Head: Reynolds L Martin Jr	Date: 03/02/12
College/Division Exec. Committee: [signature]	Date: 3/2/12
Dean(s)/Director(s): [signature]	Date: 3/2/12
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED
MAR 23 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

Area of Change: ☐ Core ☐ Senior ☒ Graduate

Current Catalogue Page Number: http://www.valdosta.edu/gradschool/aced_beit.shtml	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 2012

Degree and Program Name: MEd with a Major in Adult & Career Education - Business Education & Information Technology Option

Present Requirements:	**Proposed Requirements:** (highlight changes after printing)
• Must hold T-4 Certification in Business Education to be eligible for this program. • Must hold a bachelor's degree from a regionally-accredited institution. • Minimum cumulative graduate GPA of 2.5 on a 4.0 Scale. GPA will be calculated on all attempted undergraduate coursework in which a letter grade was awarded	• Must hold a bachelor's degree in Business Education or a closely related field from a regionally-accredited institution. • Minimum cumulative graduate GPA of 2.5 on a 4.0 Scale. GPA will be calculated on all attempted undergraduate coursework in which a letter grade was awarded

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

☐ Improving Student Learning Outcomes

☐ Adopting Current Best Practice(s) in Field

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies

☒ Other The Business Education and Information Technology Option will no longer be regarded as including requirements for an "advanced teaching certificate" for secondary education Business Education teachers. The primary focus will be for post-secondary and private sector Business Education and Information Technology instructors and workforce educators.

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **Anecdotal data support the need for a Masters program to meet the needs of Business Education instructors in the technical colleges in the state of Georgia.**

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Low enrollment in the present program indicates the need for advanced certification in Business Education at the secondary school level is low.**

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

Data Sources:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **SOI data will be gathered for each class. and employer surveys will be utilized**

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Specified program "outcomes" and "assessments" will yield data on an annual basis to judge the success of the program and help guide decisions for modifications for improvement.**

Approvals:	
Department Head: Reynaldo L. Martinez	Date: 02/23/12
College/Division Exec. Committee:	Date: 3/22/12
Dean(s)/Director(s):	Date: 3/22/12
Graduate Exec. Comm.: (for grad program)	Date: 4/2/12
Graduate Dean: (for grad program)	Date: 4/2/12
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED
MAR 23 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

Area of Change: ☐ Core ☐ Senior ☐ Graduate

Current Catalogue Page Number:	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised)
http://www.valdosta.edu/gradschool/aced_wed.shtml http://www.valdosta.edu/gradschool/aced_cte.shtml http://www.valdosta.edu/gradschool/aced_beit.shtml	

Degree and Program Name: MEd with a Major in Adult and Career Education - Workforce Education and Development Option and Career & Technical Education Option

Present Requirements:	**Proposed Requirements:** (highlight changes after printing)
• Minimum GRE Requirements: • 750 overall (Verbal score plus either Quantitative score or Analytical score) with a Verbal score no less than 350.	• Minimum GRE Requirements: • Quantitative Reasoning: 144 Verbal Reasoning: 147 Analytical: 4.0

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

☐ Improving Student Learning Outcomes

☐ Adopting Current Best Practice(s) in Field

☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies We have been informed that it is no longer acceptable to combine test section scores for admission consideration. The scores proposed reflect the new GRE scoring system. The proposed scores are set at "minimal" target levels taking percentile data into consideration.

☐ Other

Source of Data to Support Suggested Change:

☐ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **Concordance Tables of GRE Scores as provided by the Educational Testing Service**

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

176

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

Data Sources:

☐ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Student completion data will be gathered and analyzied to see if the proposed target scores indicate any relationship to student success.**

Approvals:	
Department Head: Reynaldo L. Martinez	Date: 02/23/12
College/Division Exec. Committee:	Date: 3/22/12
Dean(s)/Director(s):	Date: 3/22/12
Graduate Exec. Comm.: (for grad program)	Date: 4/2/12
Graduate Dean: (for grad program)	Date: 4/2/12
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

RECEIVED
MAR 23 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Area of Change: ☐ Core ☐ Senior ☒ Graduate

Current Catalogue Page Number: 75	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall, 2012

Degree and Program Name: MEd with a Major in Adult and Career Education - Business Education and Information Technology Option

Present Requirements: Selected Educational Outcomes	**Proposed Requirements:** (highlight changes after printing) Selected Educational Outcomes
1. Candidates in advanced teacher education programs have an in-depth knowledge of the content that they teach. 2. Candidates in advanced teacher education programs select and use a broad range of instructional strategies and technologies that promote student learning, and they will clearly explain the choices they make in their practice. 3. Candidates in advanced teacher education programs reflect on their practice and are able to identify their strengths and areas of needed improvement. 4. Candidates in advanced teacher education programs analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching and learning so that all students learn. Examples of Outcome Assessments 1. Candidates in advanced teacher education programs will demonstrate the level of their content knowledge as part of the requirements for ACED 7990. Program graduates will research relevant issues related to their content field and to the pedagogy in that field which will lead to the successful completion of a literature review. 2. Candidates in advanced teacher education programs will demonstrate their use of instructional strategies and technologies through completion of a self-evaluation of a teaching episode. 3. Candidates in advanced teacher education programs will document reflection on their teaching and will identify areas of strengths and areas for improvement through completion of the COE Advanced Teacher Self-Assessment	1. Candidates will demonstrate a comprehensive understanding of the knowledge,research, and theories appropriate to their major field. 2. Candidates will demonstrate an understanding of the knowledge and skills appropriate to the areas of research, learning, educational assessment, and ethics and law. 3. Candidates will demonstrate the ability to engage in focused inquiry on a topic relevant to their particular area of concentration. Examples of Outcome Assessments 1. Candidates will successfully develop an approved capstone experience that requires the application of knowledge and skills gained from a series of courses. The capstone experience will be evaluated by a team of faculty members. 2. Candidates will successfully complete the master's level core curriculum with a grade of "B" or above. 3. Program graduates will successfully research a topic and successfully complete a relevant literature review as part of the requirements of the Capstone experience.

Instrument. 4. Candidates in advanced teacher education programs will demonstrate their ability to positively impact P-12 learning through performance on an approved capstone experience that requires the application of knowledge and skills gained from a series of courses. The capstone experience will be evaluated by a team of faculty members	

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

☐ Improving Student Learning Outcomes

☐ Adopting Current Best Practice(s) in Field

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies

☒ Other The current "outcomes" and "assessments" are designed for a masters program that offers an "advanced certification" for public school Business Education teachers. The proposed changes to this degree no longer have this as a feature and the proposed "outcomes" and "assessments" are more appropriate for a degree focused on providing advanced learning for post-secondary adult Business Education instructor and workforce educators

Source of Data to Support Suggested Change:

☐ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **These are the new Outcomes and Assessments to reflect the change of the curriculum and mirror the Outcomes and Assessment of the Workforce Education and Development Option.**

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

Data Sources:

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

Approvals:	
Department Head: Reynaldo L. Martinez	Date: 02/23/12
College/Division Exec. Committee:	Date: 3/22/12
Dean(s)/Director(s):	Date: 3/22/12
Graduate Exec. Comm.: (for grad program)	Date: 4-2-12
Graduate Dean: (for grad program)	Date: 4-2-12
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED
MAR 23 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

Area of Change: ☐ Core ☐ Senior ☒ Graduate

Current Catalogue Page Number: 74	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 2012

Degree and Program Name: MEd with a Major in Adult and Career Education - Workforce Education and Development Option

Present Requirements:	**Proposed Requirements:** (highlight changes after printing)
Examples of Outcome Assessments 1. Candidates will successfully develop an approved capstone experience that requires the application of knowledge and skills gained from a series of courses. The capstone experience will be evaluated by a team of faculty members. 2. Candidates will successfully complete the master's level core curriculum with a grade of "B" or above. 3. Program graduates will successfully research a topic and successfully complete a relevant literature review as part of the requirements for ACED 7990.	Examples of Outcome Assessments 1. Candidates will successfully develop an approved capstone experience that requires the application of knowledge and skills gained from a series of courses. The capstone experience will be evaluated by a team of faculty members. 2. Candidates will successfully complete the master's level core curriculum with a grade of "B" or above. 3. Program graduates will successfully research a topic including a relevant literature review as part of the requirements of the Capstone experience.

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

☒ Improving Student Learning Outcomes The assessment change from ACED 7990 to the Capstone experience will allow for the students to more appropriately show attainment of this outcome at the end of their program of study. ACED 7990 can be taken at any time. We believe by having this assessment at the end of the degree program, students will be able to demonstrate improved learning outcomes.

☐ Adopting Current Best Practice(s) in Field

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies

☐ Other

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **Anecdotal data from students and faculty observations provide the basis for proposing this change.**

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

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

Data Sources:

☐ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Results of this portion of the Capstone will be analyzed as the student complete the program.**

Approvals:	
Department Head: Reynolds L Martinez	Date: 02/23/12
College/Division Exec. Committee:	Date: 3/22/12
Dean(s)/Director(s):	Date: 3/22/12
Graduate Exec. Comm.: (for grad program)	Date: 4/2/12
Graduate Dean: (for grad program)	Date: 4/2/12
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED
MAR 23 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

☐ Core Curriculum ☐ Senior Curriculum ☒ Graduate Curriculum ☐ Other Curriculum

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

Current Catalog Page Number: 76-77	**Proposed Effective Date for Curriculum Change: (Month/Year):** Fall 2012	**Degree & Program Name: (e.g., BFA, Art):** MEd with a Major in Adult and Career Education

Present Requirements:

Requirements for the M.Ed. Degree with a Major in Adult and Career Education – Workforce Education and Development Option

Dewar College of Ed. Core Courses. ..... 6 hours
RSCH 7100 .....3 hours
PSYC 7010 or PSYC 7040 .....3 hours

Degree Core Courses . ..... 15 hours
ACED 7640, ACED 7620, ACED 7990, ACED 7530, and ACED 7510

Area of Concentration. ..... 12 hours
ACED 7020, ACED 7120, ACED 7100, and ACED 7150

Guided Electives. ..... 3 hours
Total Hours Required for the Degree .....36 semester hours

Career and Technical Education Option

Dewar College of Ed. Core Courses. ..... 6 hours
RSCH 7100 .....3 hours
PSYC 7010 or PSYC 7040 .....3 hours

Degree Core Courses . ... 15 hours
ACED 7640, ACED 7620, ACED 7990,

Proposed Requirements (Underline changes after printing this form:

Requirements for the M.Ed. Degree with a Major in Adult and Career Education – Workforce Education and Development Option

Core Courses. ..... 15 hours
RSCH 7100 .....3 hours
PSYC 7010 or PSYC 7040 ..... 3 hours
ACED 7640, ACED 7990, ACED 7620 ..... 9 hours

Area of Concentration. .....21 hours
ACED 7150, ACED 7100, ACED 7110,
ACED 7530 ..... 12 hours

ACED 7680 or ACED7350 ..... 3 hours

Capstone Option A. ..... 6 hours
Guided Electives & Comprehensive Exam
or
Capstone Option B ..... 6 hours
ACED 7950 ..... 3 hours
Guided Elective ..... 3 hours

Recommended Guided Electives
ACED 7020, ACED 7120, PSYC 7610, PSYC 8360

Total Hours Required for the
Degree .....36 semester hours

Career and Technical Education Option

Core Courses. ..... 15 hours
RSCH 7100 .....3 hours
PSYC 7010 or PSYC 7040 .....3 hours
ACED 7640, ACED 7620, ACED 7990 .... 9 hours

ACED 7530, and ACED 7510 **Career and Technical Education Area of Concentration. ..... 15 hours** **EDUC 5999, ACED 7020, ... 6 hours** **ACED 7410 or ACED 7680 ..... 3 hours** **ACED 7430 or ACED 7030 ..... 3 hours** **ACED 7500 ..... 3 hours** **Total Hours Required for the Degree.....36 semester hours**	Career and Technical Education Area of Concentration. ..... 21 hours EDUC 5999 ..... 0 hours ACED 7020, ACED 7530 ..... 6 hours ACED 7410 or ACED 7680 ..... 3 hours ACED 7430 or ACED 8450 or ACED 7120 ..... 3 hours ACED 7710 or ACED 7150 ..... 3 hours ACED 7950 ..... 3 hours Guided Elective ..... 3 hours Total Hours Required for the Degree.....36 semester hours
Business Education and Information Technology Option **College of Ed Core Courses. ..... 6 hours** **RSCH 7100 ..... 3 hours** **PSYC 7010 or PSYC 7040 ..... 3 hours** **Degree Core Courses ..... 15 hours** **ACED 7640, ACED 7620, ACED 7990, ACED 7530, and ACED 7510** **Area of Concentration. ..... 15 hours** **ACED 7220, ACED 7230, ACED 7420, ACED 7810, and ACED 7820** **Total Hours Required for the Degree .....36 semester hours**	Business Education and Information Technology Option Core Courses. ..... 15 hours RSCH 7100 ..... 3 hours PSYC 7010 or PSYC 7040 ..... 3 hours ACED 7640, ACED 7990, ACED 7620 ... 9 hours Area of Concentration. ..... 21 hours ACED 7510, ACED 8450, ACED 7070, ACED 7220, ACED 7610, and ACED 7700 ..... 18 hours Guided Electives ..... 3 hours ACED 7600, ACED 7810, PADM 7000, PADM 7110, PADM 7170, ITED 7400, and ITED 7500 Independent Capstone Required Total Hours Required for the Degree .....36 semester hours

Justification:

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

☐ Improve student learning outcomes:

☒ Adopting current best practice(s) in field: Modifications specific to the area of specialization in Workforce Education will update and strengthen the content of the degree to meet the needs of the profession. Modifications specific to the area of specialization in Career-Technical Education are reflective of the modifications to the other areas of specialization.

☒ Meeting mandates of state/federal/outside accrediting agencies: Modifications specific to the area of specialization in Business Education and Information Technology curriculum will meet SACS accreditation standards for instructors of Business Technology programs in Georgia Technical Colleges.

☐ Other:

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Much of the data supporting this proposal initially came from a number of technical college business technology instructors wanting to enroll in the Masters degree, but then realized the admissions requirements were prohibitive and the number of content courses were not sufficient to meet SACS standards. Additional data from student SOIs and faculty analysis of courses led to modifications for updating and developing new courses in the other areas of concentration.

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

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

Data Sources:

☒ **Indirect measures:** SOIs; student, employer, or alumni surveys, etc. SOI data will be collected and analyzed each time the courses are taught to provide indications of effectiveness and areas for improvement.

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Program assessment data will be collected on an annual basis to determine if the specified program outcomes are being met

Approvals:

Department Head: Reynolds L. Mantooth	Date: 02/23/12
College/Division Exec. Committee:	Date: 3/22/12
Dean(s)/Director(s):	Date: 3/22/12
Grad. Exec. Committee: (for graduate course)	Date: 4/2/12
Graduate Dean: (for graduate course)	Date: 4/2/12
Academic Committee:	Date:

RECEIVED
MAR 2 3 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 02/02/12 (mm/dd/yyyy)

Department Initiating Request: Adult and Career Education	**Faculty Member Requesting:** J. D. Thomerson
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) ACED 7070	**Proposed New Course Title:** Advanced Office Procedures **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) ADV OFFICE PROCEDURES
Semester/Year to be Effective: Fall/2012	**Estimated Frequency of Course Offering:** Every other year

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

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Advanced concepts of project management and office procedures utilizing integration of previously learned office skills, including identifying and using resources to teach administrative office procedures.

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

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

☒ Other: Specifically meets the educational needs of the "option" courses to reflect specific content in Business Education and Instructional Technology for post-secondary instructors and private sector workforce educators

Source of Data to Support Suggested Change:

☒ Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Will be three of eighteen content course credits that are required for SACS accreditation of Business Education instructors in the technical college context.

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

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

Data Sources:

☒ Indirect measures: SOIs, student, employer, or alumni surveys, etc. Data from SOIs for each class will be analyzed to provide insight into course successes and places to make improvements.

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

☐ Other:

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

Approvals:	
Dept. Head: Reynolds L Masters	Date: 02/23/12
College/Division Exec. Comm.:	Date: 3/22/12
Dean/Director:	Date: 3/22/12
Graduate Exec. Comm.: (for graduate course):	Date: 4/2/12
Graduate Dean: (for graduate course):	Date: 4/2/12
Academic Committee:	Date:

Form last updated: January 6, 2010

ACED 7070
Advanced Office Procedures
3 Semester Hours

* *

College of Education
Valdosta State University
Department of Adult and Career Education
Positively Impacting Learning Through Evidence-Based Practices

****

COE CONCEPTUAL FRAMEWORK: GUIDING PRINCIPLES

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

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

Equity: All learners deserve high expectations and support.

Process: Learning is a life-long process of development and growth.

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

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

Impact: Effective practice yields evidence of learning.

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

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

COE CONCEPTUAL FRAMEWORK STANDARDS (CFS)

The following College of Education Conceptual Framework Standards will be addressed in this course:

CFS 1. Graduates of this program are committed to students and their learning.
CFS 2. Graduates know the subjects they teach and how to teach those subjects to students.
CFS 3. Graduates are responsible for managing and monitoring student learning.
CFS 4. Graduates think systematically about their practice and learn from experience.
CFS 5. Teachers are members of learning communities.

COURSE DESCRIPTION

Advanced concepts of project management and office procedures utilizing integration of previously learned office skills, including identifying and using resources to teach administrative office procedures.

REQUIRED TEXTBOOKS AND ELECTRONIC SUPPORT

(Textbook will vary based upon student needs and instructor preferences)
All students will be required to have an e-mail account.
Student will need a jump drive or access to Windows Live directory.

Students will need Windows 7 or Windows VISTA.
Students will need access to the Internet.

SELECTED EDUCATION OUTCOMES (SEO)

1. Students in advanced teacher education programs have an in-depth knowledge of the content they teach.
2. Students in advanced teacher education programs select and use a broad range of instructional strategies and technologies that promote student learning; and they will clearly explain the choices they make in their practice.
3. Students in advanced teacher education programs reflect on their practice and are able to identify their strengths and areas of needed improvement.
4. Students in advanced teacher education programs analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching and learning so that all students learn.

COURSE OBJECTIVES

Course objectives will vary each semester based upon changes in technology and surveys of student needs. Some examples of course objectives are:

- Review pre-employment tests for administrative office assistants.
- Review and discuss case studies involving ethics in the office
- Identify and discuss internal training programs for administrative office assistants
- Review and evaluate keyboarding testing and training software
- Review and evaluate word processing, spreadsheet, database, presentation, and office accounting training materials
- Review and evaluate operating systems training materials
- Examine different professional certification options available for administrative office assistants (CPS/MOS/etc.)
- Identify different professional organizations for office technology students (BPA/FBLA etc.)
- Identify opportunities to judge events in office technology or office procedures at student competitions
- Identify and evaluate web sites which can be used in training administrative office assistants
- Provide advanced training in office technology such as word processing, spreadsheet, database, presentation, and office accounting

GRADE BREAKDOWN

900-1000 =A 800-899= B 700-799 =C 600-699=D Less than 600=F

METHOD OF DELIVERY

This class will be delivered as a fully online course, with activities assigned and exams administered over the Internet using the BlazeVIEW platform.

1. It is the student's responsibility to visit the Distance Learning VSU Website at http://www.valdosta.edu/vista/requirements.shtml to ensure that all software and equipment requirements are met BEFORE the class begins. Please pay particular attention to the information related to pop-ups and JAVA.

2. The instructor will provide announcements, readings, asynchronous discussions, email communications, and weekly assignments through Learning Modules in BlazeVIEW and Microsoft Outlook.
3. For attendance purposes, students are required to access and participate in an academic event asynchronously over the Internet a minimum of two different days each week.
4. Students are expected to check BlazeVIEW announcements and email several times a week.
5. Students will actively interact with each other, the instructor, the content, and the BlazeVIEW interface.

LIBRARY

For students both on- and off-campus, the *Odum Library* offers full journals, books and other resources essential for completing course assignments. Go to http://www.valdosta.edu/library/ or visit the library in person. Librarians are often available to help you in person or via live chats or email.

ATTENDANCE POLICY

Absences, for whatever reason (excused OR unexcused), will be handled according to school policy as set forth in the Valdosta State University catalog. A student who misses more than 20 percent of the classes will be subject to receiving a failing grade for the course ATTENDANCE WILL INCLUDE REGULARLY SCHEDULED CLASSROOM TIME AS WELL AS REQUIRED ELECTRONIC CLASSROOM TIME.

LATE WORK

All work is to be submitted on time unless arrangements have been made with the professor prior to the assignment's due date. Homework must be turned in by the beginning of the class on the day which it is due. Unless prior arrangements have been made with the professor, late assignments will carry a penalty of 50 percent deduction of the total assignment points before grading. Work will be accepted for grading no later than one class meeting after the due date. Homework will not be accepted after that time and a grade of zero will be posted.

MAKE-UP WORK

There will be no makeup for examinations unless a student has made prior arrangements with the professor. If a student misses an examination and permission has not been granted for a makeup exam by the professor, the grade for that student's missed examination will be zero (0). Make-up work, quizzes, exams or alternative assignments will be determined by the professor and will be at the sole discretion of the professor. These assignments may or may not exactly duplicate the original and will not entitle students to the same alternatives since they may not have experienced the same situations. **Do not assume you will be allowed to make up an exam.**

PLAGIARISM AND CHEATING

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.

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

1. No student shall use or attempt to use unauthorized materials or devices to aid in achieving a better grade on a component of a class.
2. No student shall receive or give or attempt to receive or give assistance not authorized by the instructor in the preparation of an essay, laboratory report, examination or other assignment included in any academic course.
3. No student shall take or attempt to take, steal, or otherwise procure in an unauthorized manner any material pertaining to the conduct of a class, including but not limited to tests, examinations, laboratory equipment, and roll books.
4. No student shall sell, give, lend, or otherwise furnish to any unauthorized person material which can be shown to contain the questions or answers to any examinations scheduled to be given at any subsequent date in any course of study offered by the university, without authorization from the university.
5. No student shall engage in plagiarism, which is presenting the words or ideas of another person as if they were the student's own. Essays, term papers, laboratory reports, tests, online writing assignments, and other similar requirements must be the work of the student submitting them.

Some typical examples of plagiarism are:

- Submitting an assignment as if it were one's own work when, in fact, it is at least partly or entirely the work of another.
- Submitting a work that has been purchased or otherwise obtained from an internet source or another source.
- Incorporating the words or ideas of an author into one's paper without giving the author due credit, e.g., when direct quotations are used, they must be indicated, and when the ideas of another are incorporated in the paper they must be appropriately acknowledged.

SEE STUDENT HANDBOOK FOR MORE INFORMATION ON ACADEMIC CONDUCT.

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). A first offense will usually result in an F on the assignment.
2. The faculty member will complete a Level Two Dewar College of Education Concern form (http://www.valdosta.edu/coe/studentsinfo.shtml).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course). A second offense will usually result in failure of the course.

2. The faculty member will complete a Level Two Dewar College of Education Concern form (http://www.valdosta.edu/coe/studentsinfo.shtml). According to the Dewar College of Education Concern Form Policy, "a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee."
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

Warning: Do not turn in someone else's lab work or class work as your own or allow someone else to copy your work or your disk! This is cheating. It is wise to save all of your lab assignments on your disk. Do not access any files or directories other than your own or those requested by the instructor.

SPECIAL NEEDS STATEMENT

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

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

GENERAL POLICIES

All students must maintain their VSU e-mail account and check it regularly. Students will be required to check BlazeVIEW daily for announcements, e-mails, and homework assignments.

COMMUNICATION POLICY

Student-to-Instructor and Instructor-to-Student interaction are critical components of any learning environment. Please feel free to email your instructor if you have a question or problem that you would like to discuss in private, contacting your instructor using BlazeVIEW e-mail. Please put ACED 7070 in the subject line. Putting "problem" in the subject line along with ACED 7070 will insure a faster response.

AUDIO AND VIDEO RECORDINGS

No audio or video recording of the class is permissible unless specifically approved by the instructor.

INSTRUCTOR

RECEIVED
MAR 23 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 02/02/12 (mm/dd/yyyy)

Department Initiating Request: Adult and Career Education	**Faculty Member Requesting:** Reynaldo L. Martinez Jr.
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) ACED 7350	**Proposed New Course Title:** Organizational Learning and Development **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Org Learning & Developm
Semester/Year to be Effective: Fall 2012	**Estimated Frequency of Course Offering:** Every Other Year

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

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Exploration of the history, principles, theories and practices of organization development and learning as related to workforce education. The course will focus on the creation, management, and sustainment of system-wide change in organizations using education and social science knowledge and practices to improve inter-organizational, organizational, group, and individual performance. Students will study the dominant models, their application, and research in the field.

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

☐ Improving student learning outcomes:

☒ Adopting current best practice(s) in field: The field of Workforce Education has grown to include knowledge, skills and abilities to lead organizational development and learning. This course will complete the required curriculum for the "option".

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

☐ Other:

Source of Data to Support Suggested Change:

☒ Indirect Measures: SOIs, student, employer, or alumni surveys, etc. A course such as this is commonly included in masters level curriculum for Workforce Education in other institutions of higher education such as: University of Illinois, Texas A&M University, University of Georgia, and Colorado State University.

☐ Direct Measures: Materials collected and evaluated for program assessment purposes (tests,

portfolios, specific assignments, etc.)

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

Data Sources:

☒ Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOI data will be collected and analyzed each time the course is taught to provide indications of effectiveness and areas for improvement.

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

☐ Other:

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

Approvals:	
Dept. Head: Reynaldo J. Martinez Jr.	Date: 02/23/12
College/Division Exec. Comm.:	Date: 3/22/12
Dean/Director:	Date: 3/22/12
Graduate Exec. Comm.: (for graduate course):	Date: 4/2/12
Graduate Dean: (for graduate course):	Date: 4/2/12
Academic Committee:	Date:

Form last updated: January 6, 2010

ACED 7350
Organizational Learning and Development
3 Semester Hours – Spring 2013

* *

College of Education
Valdosta State University
Department of Adult & Career Education
Conceptual Framework: Guiding Principles
(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 life-long process of development and growth.
Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.
Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.
Impact Principle: Effective practice yields evidence of learning.
Technology Principle: Technology facilitates teaching, learning, community building, and resource acquisition.
Standards Principle: Evidence-based standards systematically guide professional preparation and development.

REQUIRED TEXTBOOK

Senge, P. M (2006). The fifth discipline: The art and practice of the learning organization (2nd ed.) New York, NY: A Currency Book Published by Doubleday (ISBN #0-385-51725-4)

Cummings, T.G., & Worley, C.G. (2009). Organization development and change (9th ed.). Cincinnati, OH: South-Western College Publishing. (ISBN#0-324-42138-5)

Supplemental Texts

Burke, W.W. (2002). Organization change: Theory and practice. Thousand Oaks, CA: Sage.

Palmer, I., Dunford, R., & Akin, G. (2006). Managing organizational change: A multiple perspectives *approach.* Boston, MA: McGraw-Hill.

Beer, M., & Nohria, N. (Eds.) (2000). Breaking the code of change. Boston, MA: Harvard Business School.

McLean, G. N. (2006). Organization development: Principles, processes, performance. San Francisco, CA: Berrett-Koehler.

COURSE DESCRIPTION

Exploration of the history, principles, theories and practices of organization development and learning as related to workforce education. The course will focus on the creation, management, and sustainment of system-wide change in organizations using education and social science knowledge and practices to improve inter-organizational, organizational, and group performance. The study of the dominant models, their application, and research in the field will also be emphasized.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

The following College of Education Conceptual Framework Principle will be addressed in this course:

VI. PROFESSIONALISM: Teachers recognize, participate in, and contribute to teaching as a profession.

COURSE OBJECTIVES:

Upon completion of this course the learner will be able to:

CO1. Describe the philosophical, historical, theoretical, political, and practical underpinnings of Organization Development as a core area of practice within Workforce Education; (VI)
CO2. Discuss selected organizational learning and development models and other approaches, methodologies, tools, and techniques; (VI)
CO3. Review, synthesize, and critique major streams of research related to organizational learning and development; (VI)
CO4. Reflect critically upon selected philosophies, theories, and methodologies, and develop a personal perspective about the relevance, appropriateness, and potential of organizational learning and development theory and practice in contemporary organizations and institutions; (VI)
CO5. Analyze the organizational learning and development program of a selected organization applying professionally accepted theory and practice; (VI)

COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS

I. Field-Based Organizational Learning & Development Program Analysis: Students will conduct and present a field-based organizational learning and development program analysis conducted of an actual organization. This discussion activity is essential to apply and practice organizational learning and analysis skills and achieve the learning objectives of the course. (200 points) (VI)

II. Internet Threaded Discussions: The instructor will post issues and/or questions based on the topics and readings of the course on the course website. Each student must respond to the posted issues within the time frame as directed. Each student must then respond to at least three other student's posting with the established time frame. Finally, each student must respond to the

reaction of fellow students to his or her initial response. This threaded discussion activity is essential to achieve the learning objectives of the course. Successful participation in the three threaded discussions will result in the awarding of 300 points. (VI)

III. Class Participation: Participation is very important. The participation grade is based upon: (a) active involvement and relevant contributions to threaded discussions, (b) thoughtful reactions to assigned readings and presentations; and (c) on-time completion and submission of all assignments. Different perspectives are welcomed and encouraged. Class participants are expected to treat one another with the respect and dignity to which all community members in a democratic society are entitled and nothing less than thoughtful behavior will be acceptable. If problems arise, please contact the instructor in advance as the situation permits (100 points) (VI)

IV. Update Discussion Activities: Each student will research and share with the class updated information related to the topic and readings assigned. Each student will share via email a one-page summary of an article from a published source with his/her classmates and lead an Internet discussion based on the information discovered. A copy of the article and the summary sheet will be submitted to the class and the instructor. This discussion activity is essential to learn the most current information and achieve the learning objectives of the course. (100 points) (VI)

V. Examination: A final examination will be based on course readings and class discussions. The final examination will emphasize the application of analytical constructs of organizational learning and development. Students are encouraged to draw from course readings, assignments, class notes, presentations and other instructional materials. (100 points) (VI)

COURSE EVALUATION

Assessment and Evaluation

Student learning gain will be formally assessed via the aforementioned assignments and examinations. The following is the course assessment criteria:

Field-Based Project Paper	100 points	12.5% (CO 4, 5)
Field-Based Project Presentation	100 points	12.5% (CO 4, 5)
Internet Discussions	300 points	37.5% (CO 1, 2, 3, 4)
Participation	100 points	12.5% (CO 1, 2, 3, 4)
Update Discussion	100 points	12.5% (CO 1, 2, 3)
Final Examination	100 points	12.5% (CO 1, 2, 4)
Total	800 points	100%

Evaluation of student earning gain will then be based on the following grading scale:

A = 800 - 750 points
B = 749 - 699 points
C = 698 - 648 points
D = 647 - 597 points
F = Below 597 points

ASSIGNMENT SUBMISSION POLICY

All assignments and online discussion must be submitted or posted before or on the due dates. Penalty for submitting late assignment as follows:

- ***Minus by *20%*** - assignments and online discussions submitted or posted **ONE** day after the due date
- ***Minus by *40%*** - assignments and online discussions submitted or posted **TWO** day after the due date
- ***Minus by *50%*** - assignments and online discussions submitted or posted **THREE** days after the due date
- ***Minus by *100%*** - assignments and online discussions submitted or posted after FOUR days of the due date.

*Based on the individual point value of the assignment

ATTENDANCE POLICY

Since each WIMBA class meeting focuses on different learning topics, lack of attendance will result in a significant loss of learning and the loss of participation points. Should emergency situations beyond a student's control occur that prevent a student from attending WIMBA classes, advanced or timely notification to the instructor will prevent the loss of participation points.

POLICY STATEMENT ON PLAGIARISM AND CHEATING

The full text of this policy is found in the *VSU Student Handbook's Code of Conduct,* Appendix A, Section I. The following penalties will be enforced:

FIRST OFFENSE: The student will earn a "0" on the assignment, test, project, etc. A "Concern Form" will be completed and placed in the student's file which may result in an "Action Plan" to be completed by the student. A "Report of Academic Dishonesty" will be submitted to the Student Conduct Office in the Dean of Students Office. This report shall be made part of the student's disciplinary record and shall remain on file with the Student Conduct Office.

SECOND OFFENSE: The student will earn the letter grade "F" for the course. A second report of academic dishonesty to the Dean of Students will result in official charges drawn up and the disciplinary matter will be referred to the VSU Judicial Committee which could lead to expulsion from the university.

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

SPECIAL NEEDS STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the

institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in Room 1115 Nevins Hall. The phone numbers are (229) 245-2498 (voice) and (229) 219-1348 (tty).

INSTRUCTOR:

Name:	Reynaldo L. Martinez Jr. PhD
	Professor and Head
	Department of Adult and Career Education
Office address:	2023 Education Center
Office phone:	(229) 333-5650
Home phone:	(229) 671-9443
E-mail address:	rlmartinez@valdosta.edu
Office hours :	9:00 am – 4:00 pm Monday-Thursday

RECEIVED
MAR 23 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 02/02/12 (mm/dd/yyyy)

Department Initiating Request: Adult and Career Education	**Faculty Member Requesting:** J. D. Thomerson
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) ACED 7610	**Proposed New Course Title:** Advanced Web Design and Development **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) ADV WEB DESIGN & DEVEL
Semester/Year to be Effective: Fall/2012	**Estimated Frequency of Course Offering:** Every other year

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

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Advanced theory and practice designing web sites for business and/or education settings incorporating accepted design and usability standards. Includes use of Hypertext Markup Language (HTML) and web design software taught in business technology programs.

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

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

☒ Other: Specifically meets the educational needs of the "option" courses to reflect specific content in Business Education and Instructional Technology for post-secondary instructors and private sector workforce educators

Source of Data to Support Suggested Change:

☒ Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Will be three of eighteen content course credits that are required for SACS accreditation of Business Education instructors in the technical college context.

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

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

Data Sources:

☒ Indirect measures: SOIs, student, employer, or alumni surveys, etc. Data from SOIs for each class will be analyzed to provide insight into course successes and places to make improvements.

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

☐ Other:

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

Approvals:	
Dept. Head:	Date: 02/23/12
College/Division Exec. Comm.:	Date: 3/22/12
Dean/Director:	Date: 3/22/12
Graduate Exec. Comm.: (for graduate course):	Date: 4/2/12
Graduate Dean: (for graduate course):	Date: 4/2/12
Academic Committee:	Date:

Form last updated: January 6, 2010

ACED 7610 – 3 CREDITS
ADVANCED WEB DESIGN & DEVELOPMENT

Valdosta State University (VSU) -- College of Education (COE) --
Department of Adult and Career Education (ACED)

Developing Professionals through Standards-Based Practices

****

COE CONCEPTUAL FRAMEWORK: GUIDING PRINCIPLES

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

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

Equity: All learners deserve high expectations and support.

Process: Learning is a life-long process of development and growth.

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

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

Impact: Effective practice yields evidence of learning.

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

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

COE CONCEPTUAL FRAMEWORK STANDARDS (CFS)

The following College of Education Conceptual Framework Standards will be addressed in this course:

CFS 1. Graduates of this program are committed to students and their learning.
CFS 2. Graduates know the subjects they teach and how to teach those subjects to students.
CFS 3. Graduates are responsible for managing and monitoring student learning.
CFS 4. Graduates think systematically about their practice and learn from experience.
CFS 5. Teachers are members of learning communities.

COURSE DESCRIPTION

Advanced theory and practice designing web sites for business and/or education settings incorporating accepted design and usability standards. Includes use of Hypertext Markup Language (HTML) and web design software taught in business technology programs.

COURSE OBJECTIVES

Upon completion of this course, the student will be able to:

CO 1. Identify industry-accepted design and usability standards for web sites.

CO 2. Apply traditional project management techniques to web development.

CO 3. Understand how to facilitate equal access to web sites for users with disabilities.

CO 4. Understand the minimum technological requirements for site navigation.

CO 5. Identify and collect appropriate web page content.

CO 6. Design solutions to ensure that Web pages will appear appropriately in all browsers.

CO 7. Write HTML code by hand using a text editor.

CO 8. Use web development application software to build and implement a web site.

TEXTBOOK

MEDIA

METHOD OF DELIVERY

This class will be delivered over the Internet using the BlazeVIEW (Blackboard Vista 8) platform.

- It is the student's responsibility to visit the Distance Learning VSU Vista Website at http://www.valdosta.edu/vista/requirements.shtml to ensure that all software and equipment requirements are met BEFORE the class begins.
- The instructor will provide announcements, readings, asynchronous discussions, email communications, and weekly assignments through BlazeVIEW.
- For attendance purposes, students are required to access and participate in the course in BlazeVIEW a minimum of TWO DIFFERENT DAYS each week.
- Students are asked to check BlazeVIEW announcements and email several times a week.

COURSE EVALUATION

Scores will be posted in BlazeVIEW within approximately one week of the due date of each assignment. It is the student's responsibility to check the gradebook in BlazeVIEW each week, and to discuss any questions or discrepancies with the professor *no later than one week* after a score is posted. The following grading structure for this course has been accepted by the ACED Department:

Final Grading Scale

895-1000 = A 795-894 = B 695-794 = C 595-694 = D below 595 = F

PARTICIPATION/ATTENDANCE POLICY

Only students who participate in required discussions, projects, and other assignments during the appropriate sessions *by the deadlines set forth in the schedule* will earn points for those tasks.

Absences, for whatever reason (excused or unexcused), will be handled according to school policy as set forth in the Valdosta State University catalog. The following points may be deducted from the **final course average**:

0-3 absences = final course average not affected
4 absences = 2 points deducted from course average
5 absences = 4 points deducted from course average
6 absences = 6 points deducted from course average
7 absences = 8 points deducted from course average
8 absences = 10 points deducted from course average
9 absences = 12 points deducted from course average
10 absences = student dropped from course with "F"

IMPORTANT NOTE:
One absence will be recorded any time a student does not participate in an academic event on at least two different days during a week.

ASSIGNMENT POLICIES

- Assignments are to be submitted **before the stated deadline** (usually midnight) on the assigned day.
- **Late assignments will not be accepted.** In an accelerated class, it is in your best interest to stay ahead of the deadlines—not behind.
  - If you have a SERIOUS problem that keeps you from submitting assignments on time, please contact your instructor immediately, who will determine if the seriousness of your problem warrants an exception to the late assignment rule.
  - The following are examples of what might be considered as exceptions:
    - Documented widespread power or Internet outage that also affects campus labs
    - Hospitalization or documented serious illness
    - Death in the immediate family
  - The following are examples of what may NOT be considered as exceptions:
    - Problems with your home or work computer or software (have a back-up plan)
    - Heavy work or course schedule, poor time management, or vacation
  - Late assignments that are accepted may be assessed a 50% grade penalty, *before grading*.
- As a safeguard, please save a copy of **all assignments** on your jump drive or computer until the end of the semester.

- Do not discard any assignments returned to you until you have confirmed that the grade is posted in BlazeVIEW.

LIBRARY

For students both on- and off-campus, the *Odum Library* offers full journals, books and other resources essential for completing course assignments. Go to http://www.valdosta.edu/library/ or visit the library in person. Librarians are often available to help you via live chats.

SPECIAL NEEDS STATEMENT

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

Students requiring classroom accommodations or modifications because of a documented disability should discuss this need with the professor at the beginning of the semester. Students not registered with the Special Services Program must contact the Access Office for Students with Disabilities located in Room 1115, Nevins Hall. The phone number is 245-2498.

COMMUNICATION POLICY

Student-to-Instructor and Instructor-to-Student interaction are critical components of any learning environment. While most of our communication will occur in BlazeVIEW Discussions (especially if it's something the entire class can benefit from), please don't hesitate to email me directly if you have a question or problem that you would rather discuss in private.

Any time that you are in BlazeVIEW, you can check to see if I have BlazeVIEW open. If I do, you can initiate a chat invitation if you need to talk to me. To help insure that we can communicate effectively throughout the semester:

- Please send your emails through the email tool of your course in BlazeVIEW. I will check this account frequently. BlazeVIEW email automatically provides a list of class participants (including your professor) to ensure that the message goes to the correct address. It also places a copy in the sender's BlazeVIEW email account.
- As a courtesy, ALWAYS include a descriptive subject line with your email messages and sign your full name at the end of your message.
- If for some reason the BlazeVIEW server is down, and you cannot access it to send an email message, feel free to use your @valdosta.edu email account to send a message to your professor at vrwhisler@valdosta.edu. You MUST include the course number in the subject line of your message, and be sure to type your full name at the end of your message.
- If BOTH the BlazeVIEW and @valdosta.edu servers are down, you may email me at vrwhisler@att.net.
- Students who include the word "QUESTION" or "PROBLEM" in the subject line of an email can generally expect a response within 24 hours (except possibly on week-ends or holidays).

PLAGIARISM AND CHEATING

Warning: Academic integrity is taken very seriously by the University. Do not turn in someone else's work as your own. Also, do not allow anyone else to copy your work or borrow your jump drive! In addition, when an assignment is marked "individual", that means you are *NOT to collaborate with classmates*. All parties involved in this type of activity will be held accountable, as noted in VSU and Dewar College of Education policies. 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). Please study the following consequences for acts of academic dishonesty in this course:

First Offense:

The student will earn a zero for the **entire** assignment or exam.

Second Offense:

The student will earn a grade of "F" for the course.

FACULTY CONTACT INFORMATION

Name:
Phone:
Office:
Email: **Alternate:** (For use *only* if the VSU server is down)
Office Hrs:

TENTATIVE ASSIGNMENT SCHEDULE

Session	Dates	Topics	Obj	Activities	Points Possible	Points Earned
1						
2						
3						
4						
5						
6						
7						
8						
				TOTAL POINTS POSSIBLE		

Your professor reserves the right to change this schedule as necessary.
You will be notified of any changes to the schedule in BlazeVIEW

211

RECEIVED
MAR 23 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 02/02/12 (mm/dd/yyyy)

Department Initiating Request: Adult and Career Education	**Faculty Member Requesting:** J. D. Thomerson
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) ACED 7700	**Proposed New Course Title:** Advanced Desktop Publishing **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) ADV DTOP PUBLISHING
Semester/Year to be Effective: Fall/2012	**Estimated Frequency of Course Offering:** Every other year

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

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Advanced theory and practice designing documents such as brochures, newsletters, advertisements, books, and other business-related documents. The integration of several desktop publishing, photo editing, and graphic design software packages taught in business technology programs will be learned.

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

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

☒ Other: Specifically meets the educational needs of the "option" courses to reflect specific content in Business Education and Instructional Technology for post-secondary instructors and private sector workforce educators

Source of Data to Support Suggested Change:

☒ Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Will be three of eighteen content course credits that are required for SACS accreditation of Business Education instructors in the technical college context.

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

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

Data Sources:

☒ Indirect measures: SOIs, student, employer, or alumni surveys, etc. Data from SOIs for each class will be analyzed to provide insight into course successes and places to make improvements.

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

☐ Other:

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

Approvals:	
Dept. Head: Reynaldo T Martinez	Date: 02/23/12
College/Division Exec. Comm.:	Date: 3/22/12
Dean/Director:	Date: 3/22/12
Graduate Exec. Comm.: (for graduate course):	Date: 4/2/12
Graduate Dean: (for graduate course):	Date: 4/2/12
Academic Committee:	Date:

Form last updated: January 6, 2010

ACED 7700
Advanced Desktop Publishing
3 semester hours

* *

College of Education
Valdosta State University
Department of Adult and Career Education
Conceptual Framework: Guiding Principles
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

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

Equity: All learners deserve high expectations and support.

Process: Learning is a life-long process of development and growth.

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

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

Impact: Effective practice yields evidence of learning.

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

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

Positively Impacting Learning Through Evidence-Based Practices

REQUIRED TEXTBOOK

None

COURSE DESCRIPTION

Advanced theory and practice designing documents such as brochures, newsletters, advertisements, books, and other business-related documents. The integration of several desktop publishing, photo editing, and graphic design software packages taught in business technology programs will be learned.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS(CFS)

The following College of Education Graduate Conceptual Framework Standards will be addressed in this course:

CFS 1. Graduates of this program are committed to students and their learning.
CFS 2. Graduates know the subjects they teach and how to teach those subjects to students.
CFS 3. Graduates are responsible for managing and monitoring student learning.
CFS 4. Graduates think systematically about their practice and learn from experience.
CFS 5. Teachers are members of learning communities.

COURSE OBJECTIVES

1. Demonstrate skills in the advanced features of page layout and graphic design software packages InDesign, Publisher, Illustrator and Photoshop.

2. Create aesthetic and effective graphic designs that employ formal and informal balance, typography, contrast, leading, visual center, dominant object, white space, and proportion.

3. Demonstrate skill in the following desktop publishing operations: importing and linking graphics, utilizing styles, using transparency effects, working with master pages, scanning objects, and photo editing.

4. Design and create sophisticated newsletters, flyers, brochures, and books applying all techniques.

REQUIREMENTS

Complete hands-on computer exercises, projects, and tests using the software packages InDesign and Publisher. (Course Objectives 1 - 3)

COURSE EVALUATION

The final course grade will be calculated as follows:

Classwork/Homework Assignments = 40% of course grade (Obj. 1-5)
Examinations (Two) = 40% of course grade (Obj. 1-5)
Project = 20% of course grade (Obj. 1-5)

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

PLAGIARISM AND CHEATING

The following penalties will be enforced:

FIRST OFFENSE: The student will earn a "0" on the assignment, test, project, etc. IN ADDITION, the students' final course grade will be lowered one letter grade.

SECOND OFFENSE: The student will earn the letter grade of "F" for the course.

SPECIAL NEEDS STATEMENT

Students requiring classroom accommodations or modifications because of a documented disability should discuss this need with the professor at the beginning of the semester. Students not registered with the Special Services Program must contact the Access Office for Students with Disabilities located in Farber Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

PLEASE NOTE:

1. Students will need to purchase (1) jump drive.
2. It is expected that each student will complete all assignments on time. Late assignments will carry a penalty of 50 percent deduction of the total assignment points **before** grading. Work will be accepted for grading no later than one class meeting after due date.
3. There will be NO MAKEUP for missed examinations unless a student has made prior arrangements with the professor. For a missed examination, the exam grade will be zero (0).
4. Make-up work or alternative assignments will be determined by the professor and at the sole discretion of the professor. These assignments may or may not exactly duplicate the original and will not entitle other students to the same alternatives since they may not have experienced the same situations.
5. If a student misses a class, the student is responsible for all material that was covered in the class.
6. It will be necessary to attend "open lab" to complete the assignments. The hours for the computer labs are posted. Smoking, food, and drinks are NOT ALLOWED in the computer labs at any time!

7. It is the instructor's opinion that "group computing" is an effective learning experience for only one member of the group--the one who does the work. **Warning**: Do not turn in someone else's lab work or class work as your own or allow someone else to copy your work or your disk! **This is cheating**.

INSTRUCTOR

Dr. J. D. Thomerson

Telephone: **333-7409**
Office: **Room 2138, Education Center**
e-mail: **jthomers@valdosta.edu**

Office hours as posted on door

RECEIVED
MAR 23 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 02/02/12 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Adult and Career Education	Dr. Yahya Mat Som

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

ACED 7110 - Introduction to Human Performance Technology

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

Current:	**Requested:**
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title: Introduction to Human Performance Technology	**Course Title:** Workforce Human Performance Improvement
Prerequisites:	**Prerequisites:**
Co-requisites:	**Co-requisites:**
Course Description: An introduction to the emerging performance technology field. Students develop skills in performance analysis and benchmarking, change management, and in the design of effective performance interventions, excluding training. The role of internal and external consultants is examined..	**Course Description:** Exploration and analysis of recent developments and practices of workforce human performance improvement. Emphasis will be placed on the theory and practical applications of performance improvement techniques, principles, analysis, benchmarking, interventions and change management.

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall 2012	Every other year

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

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

☐ Improving student learning outcomes:

☒ Adopting current best practice(s) in field: Updates the course to meet the educational and professional needs of the "option" courses to reflect specific content relevant for private sector workforce educators. Updates the course with more contemporary terminology and theory in training and organizational development..

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

☐ Other:

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Changes in the field of Workforce Education as noted in the literature.

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

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

Data Sources:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Data from SOIs for each class will be analyzed to provide insight into course successes and places to make improvements.

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

Approvals: Dept. Head: Reynold L Martinez	Date: 02/23/12
College/Division Exec. Comm.:	Date: 3/22/12
Dean/Director:	Date: 3/22/12
Graduate Exec. Comm.: (for graduate course)	Date: 4/2/12
Graduate Dean: (for graduate course)	Date: 4/2/12
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED
MAR 2 3 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 02/02/12 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Adult and Career Education	Dr. Xavier McClung.

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

ACED 7150 - Perspectives on the Adult Learner

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

Current:	**Requested:**
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title: Perspectives on the Adult Learner	**Course Title:** Adult Learning and Development
Prerequisites:	**Prerequisites:**
Co-requisites:	**Co-requisites:**
Course Description: Facilitation of learning and performance improvement in the workplace and adult education environment. The course includes application of instructional methods, informal and incidental learning strategies, coaching, team building, and formal and informal on-the-job learning tactics. The course also focuses on facilitating individual and group learning to effect organizational change.	**Course Description:** Advanced study for experienced and novice practitioners about the field of adult education. The focus of the course will be on the socio-historical context of contemporary methods, agencies, programs and issues. The course will accommodate the interests of persons concerned with adult nonformal education, informal and formal learning in organizational and diverse global contexts.

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall 2012	Every other year

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

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

- ☐ Improving student learning outcomes:
- ☐ Adopting current best practice(s) in field:
- ☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- ☒ Other: Updates the course to meet the educational and professional needs of the "option"

courses to reflect specific content relevant for post-secondary instructors and private sector workforce educators. Updates the course with more contemporary terminology and theory for training and organizational development.

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. SOI data and anecdotal data from students established a need to make the course more contemporary to today's professional terminology and increase the focus on workforce education.

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

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

Data Sources:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Data from SOIs for each class will be analyzed to provide insight into course successes and places to make improvements.

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

Approvals:	
Dept. Head: Reynaldo L Martinez	Date: 03/23/12
College/Division Exec. Comm.:	Date: 3/22/12
Dean/Director:	Date: 3/22/12
Graduate Exec. Comm.: (for graduate course)	Date: 4/2/12
Graduate Dean: (for graduate course)	Date: 4/2/12
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED
MAR 2 3 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 02/02/12 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Adult and Career Education	Dr. J. D. Thomerson

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

ACED 7220 - Improvement of Instruction in Computer Technology

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

Current:	**Requested:**
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title: Improvement of Instruction in Computer Technology	**Course Title:** Improvement of Instruction in Business Technology Education
Prerequisites:	**Prerequisites:**
Co-requisites:	**Co-requisites:**
Course Description: An analysis of methods, strategies, and problems associated with teaching advanced computer technology courses. Also included are the selection, acquisition, and use of state-of-the-art hardware and software and the design and maintenance of a technology lab in an educational setting.	**Course Description:** An analysis of methods, strategies, and problems associated with teaching advanced business technology courses. Also included are the selection, acquisition, and use of state-of-the-art hardware and software and the design and maintenance of a business technology lab in an educational setting.

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall 2012	Once every other year

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

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

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

☒ Other: More specifically meets the educational needs of the "option" courses to reflect adult learning strategies in Business Education and Instructional Technology in the title and course description for post-secondary instructors and private sector workforce educators

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Will be three of eighteen content course credits that are required for SACS accreditation of Business Education instructors in the technical college context.

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

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

Data Sources:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Data from SOIs for each class will be analyzed to provide insight into course successes and places to make improvements.

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

Approvals:	
Dept. Head: Reynold F Martinez Jr	Date: 02/23/12
College/Division Exec. Comm.:	Date: 3/22/12
Dean/Director:	Date: 3/22/12
Graduate Exec. Comm.: (for graduate course)	Date: 4/2/12
Graduate Dean: (for graduate course)	Date: 4/2/12
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED
MAR 23 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 02/02/12 (mm/dd/yyyy)

Department Initiating Revision: Adult and Career Education	**Faculty Member Requesting Revision:** Dr. J. D. Thomerson

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

ACED 7510 Communication in Adult and Career Education

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

Current:	**Requested:**
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title: Communication in Adult and Career Education	**Course Title:** Communication in Business Technology Education
Prerequisites:	**Prerequisites:**
Co-requisites:	**Co-requisites:**
Course Description: Study of the proper use of APA writing style; effective electronic, organizational, and multicultural communications; and presentation techniques in adult and career education environments.	**Course Description:** Study of the proper use of APA writing style; effective electronic, organizational, and multicultural communications; and presentation techniques in business technology education environments.

Semester/Year to be Effective: Fall 2012	**Estimated Frequency of Course Offering:** Once per year

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

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

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

☒ Other: More specifically meets the educational needs of the "option" courses to reflect specific content in Business Education and Instructional Technology in the title and course description for post-secondary instructors and private sector workforce educators

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Will be three of eighteen content course credits that are required for SACS accreditation of Business Education instructors in the technical college context.

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

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

Data Sources:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Data from SOIs for each class will be analyzed to provide insight into course successes and places to make improvements.

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

Approvals:	
Dept. Head: Reynaldo L Martinez	Date: 02/23/12
College/Division Exec. Comm.:	Date: 3/22/12
Dean/Director:	Date: 3/22/12
Graduate Exec. Comm.: (for graduate course)	Date: 4/2/12
Graduate Dean: (for graduate course)	Date: 4/2/12
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED
MAR 23 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 02/02/12 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Adult and Career Education	Reynaldo L. Martinez Jr.

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

ACED 7680 - Improvement of Instruction in Adult and Career Education

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

Current:	**Requested:**
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title: Improvement of Instruction in Adult and Career Education	**Course Title:** Contemporary Instructional Practices in Workforce Education
Prerequisites:	**Prerequisites:**
Co-requisites:	**Co-requisites:**
Course Description: Theory and practical application of various delivery techniques, principles of teaching and learning, and the development of instructional materials. including	**Course Description:** Theory and application of contemporary instructional practices found in workforce education settings. Focus is on the principles of adult teaching and learning, and the development and implementation of professional and innovative delivery and instructional practices, materials and resources.

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall 2012	Every other year

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

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

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

☒ Other: Updates the course to meet the educational and professional needs of the "option" courses to reflect specific content relevant for secondary, post-secondary instructors and private sector workforce educators. Updates the course with more contemporary theory and practice in training and workforce education.

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. SOI data and anecdotal data from students established a need to make the course content more strongly focus on the development of trainer competencies in workforce education

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

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

Data Sources:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Data from SOIs for each class will be analyzed to provide insight into course successes and places to make improvements.

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

Approvals:	
Dept. Head: Reynaldo L Martinez	Date: 02/23/12
College/Division Exec. Comm.:	Date: 3/22/12
Dean/Director:	Date: 3/22/12
Graduate Exec. Comm.: (for graduate course)	Date: 4/2/12
Graduate Dean: (for graduate course)	Date: 4/2/12
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED
MAR 2 3 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 02/02/12 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Adult and Career Education	Dr. J. D. Thomerson

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

ACED 7810 Computer Programming for Educators

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

Current:	**Requested:**
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title: Computer Programming for Educators	**Course Title:** Compuer Programming for Business Technology Education
Prerequisites:	**Prerequisites:**
Co-requisites:	**Co-requisites:**
Course Description: An introductory course to programming in a high-level language, including algorithm design, data types and classes, basic control structure, file processing, arrays, and object-orientedprogramming. An overview of computer environments, hardware and software components, machine-level programming, and information systems will also be addressed.	**Course Description:** Programming in a high-level language, including algorithm design, data types and classes, basic control structure, file processing, arrays, and object-oriented programming. An overview of computer environments, hardware and software components, machine-level programming, and information systems will also be addressed. Problems and assignments will be related to the use of programming in a business environment. Students will learn techniques for teaching computer programming.

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall 2012	Once every other year

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

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

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

☒ Other: More specifically meets the educational needs of the "option" courses to reflect specific content in Business Education and Instructional Technology in the title and course description for post-secondary instructors and private sector workforce educators

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Could be three of eighteen content course credits that are required for SACS accreditation of Business Education instructors in the technical college context.

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

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

Data Sources:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Data from SOIs for each class will be analyzed to provide insight into course successes and places to make improvements.

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

Approvals:	
Dept. Head: Reynaldo L. Martinez	Date: 02/23/12
College/Division Exec. Comm.:	Date: 3/22/12
Dean/Director:	Date: 3/22/12
Graduate Exec. Comm.: (for graduate course)	Date: 4/2/12
Graduate Dean: (for graduate course)	Date: 4/2/12
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED
MAR 23 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 02/02/12 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Adult and Career Education	Dr.Kenneth D. Ott.

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

ACED 7100 - Current Practices in Workforce Education and Development

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

Current:	**Requested:**
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title:	**Course Title:**
Prerequisites:	**Prerequisites:**
Co-requisites:	**Co-requisites:**
Course Description: Introduction to workforce education and development. Emphasis is on models of program design, needs assessment, costs, benefits to the sponsoring corporation or agency, and methods of enhancing human performance in the workplace.	**Course Description:** Introduction to workforce education, training and development. Emphasis is on training models of program design, needs assessment, costs, and benefits to the sponsoring corporation or agency, and methods of enhancing a trainer's performance in the workplace.
Semester/Year to be Effective: Fall 2012	**Estimated Frequency of Course Offering:** Every other year

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

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

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

☒ Other: Updates the course to meet the educational and professional needs of the "option" courses to reflect specific content relevant for post-secondary instructors and private sector workforce educators. Updates the course with more contemporary terminology and theory in training and organizational development.

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. SOI data and anecdotal data from students established a need to make the course content more strongly focus on the development of trainer competencies and the impact on organiational development in workforce education

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

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

Data Sources:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Data from SOIs for each class will be analyzed to provide insight into course successes and places to make improvements.

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

Approvals:	
Dept. Head: Reynaldo L Martinez	Date: 02/23/12
College/Division Exec. Comm.:	Date: 3/22/12
Dean/Director:	Date: 3/22/12
Graduate Exec. Comm.: (for graduate course)	Date: 4/2/12
Graduate Dean: (for graduate course)	Date: 4/2/12
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED
MAR 2 3 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 02/02/12 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Adult and Career Education	Dr. Xavier McClung

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

ACED 7530 - Supervision and Mentoring in Adult and Career Education

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

Current:	**Requested:**
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title: Supervision and Mentoring in Adult and Career Education	**Course Title:**
Prerequisites:	**Prerequisites:**
Co-requisites:	**Co-requisites:**
Course Description: Supervision and mentoring of personnel, supervisory techniques, and methods of leadership for leaders in education and industry.	**Course Description:** Advanced study of techniques of supervision and methods of leadership relevant to those in or aspire to secondary, post-secondary or business/industry workforce education and development positions.

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall 2012	Every other year

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

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

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

☒ Other: Updates the course to meet the educational and professional needs of the "option" courses to reflect specific content relevant for the supervision and mentoring of post-secondary instructors and private sector workforce trainers and educators.

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. SOI data and anecdotal data from students established a need to refine the focus on supervision and mentoring for workforce trainers and educators.

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

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

Data Sources:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Data from SOIs for each class will be analyzed to provide insight into course successes and places to make improvements.

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

Approvals:	
Dept. Head: Reynaldo T. Martinez	Date: 02/23/12
College/Division Exec. Comm.:	Date: 3/22/12
Dean/Director:	Date: 3/22/12
Graduate Exec. Comm.: (for graduate course)	Date: 4/2/12
Graduate Dean: (for graduate course)	Date: 4/2/12
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED
MAR 2 3 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 02/02/12 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Adult and Career Education	J. D. Thomerson

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

ACED 7600 - Applied Computer Technology

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

Current:	**Requested:**
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title:	**Course Title:**
Prerequisites:	**Prerequisites:**
Co-requisites:	**Co-requisites:**
Course Description: Prerequisite: ACED 2400 or ACED 7400 or consent of instructor. Development of instructional materials for specific teaching areas using the advanced features of word processing, spreadsheets, databases, communication, and presentation software. Designed for in-service teachers and will require the development of practical computer-related projects which can be used in the teachers' respective classrooms.	**Course Description:** Prerequisite: ACED 2400 or ACED 7400 or consent of instructor. Development of instructional materials for specific teaching areas using the advanced features of word processing, spreadsheets, databases, communication, and presentation software. Designed for business technology educators and will require the development of practical computer-related projects which can be used in various adult educational settings.

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall 2012	Once every other year

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

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

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

☒ Other: More specifically meets the educational needs of the "option" courses to reflect specific content in Business Education and Instructional Technology in the course description for post-secondary instructors and private sector workforce educators

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Could be three of eighteen content course credits that are required for SACS accreditation of Business Education instructors in the technical college context.

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

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

Data Sources:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Data from SOIs for each class will be analyzed to provide insight into course successes and places to make improvements.

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

Approvals:	
Dept. Head: Reynaldo L Martinez Jr	Date: 02/23/12
College/Division Exec. Comm.:	Date: 3/22/12
Dean/Director:	Date: 3/22/12
Graduate Exec. Comm.: (for graduate course)	Date: 4/2/12
Graduate Dean: (for graduate course)	Date: 4/2/12
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED
MAR 23 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 02/02/12 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Adult and Career Education	Dr. Yahya Mat Som.

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

ACED 7620 - Evaluation of Adult and Career Education Programs

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

Current:	**Requested:**
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title:	**Course Title:**
Prerequisites:	**Prerequisites:**
Co-requisites:	**Co-requisites:**
Course Description: Development and understanding of program evaluation to improve adult and career education settings. Emphasis is placed on alternative approaches, models, and practical guidelines for implementation..	**Course Description:** .Development and understanding of program evaluation in adult and career education settings. Emphasis is placed on understanding and application of evaluation approaches, models, and practical guidelines for implementation.

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall 2012	Once per Year

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

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

☒ Improving student learning outcomes: The proposed course description provides more clarity to the course objectives and outcomes.

☐ Adopting current best practice(s) in field:

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

☐ Other:

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Faculty analysis of the

congruency of course description, course activities and course outcomes.

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

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

Data Sources:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Data from SOIs for each class will be analyzed to provide insight into course successes and places to make improvements.

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

Approvals:	
Dept. Head: Reynaldo L. Martinez Jr	Date: 02/23/12
College/Division Exec. Comm.:	Date: 3/22/12
Dean/Director:	Date: 3/22/12
Graduate Exec. Comm.: (for graduate course)	Date: 4-2-12
Graduate Dean: (for graduate course)	Date: 4-2-12
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED
MAR 23 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 02/02/12 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Adult and Career Education	Reynaldo L. Martinez.

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

ACED 7900 - Special Topics in Adult and Career Education

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

Current:	**Requested:**
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title:	**Course Title:**
Prerequisites:	**Prerequisites:**
Co-requisites:	**Co-requisites:**
Course Description: Prerequisite: Permission from Instructor. Exploration of topics specific to Adult and Career Education. Emphasis is on the examination of Adult and Career Education research, as applied to educational and/or business settings.	**Course Description:** Prerequisite: Permission from instructor & consent of department head. Exploration of topics specific to Adult and Career Education as applied to workforce education. May be repeated for up to six hours of credit.
Semester/Year to be Effective: Fall 2012	**Estimated Frequency of Course Offering:** As needed

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

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

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

☒ Other: Increasing the availability to take this class twice allows for special student circumstances to be taken into consideration to complete the degree program.

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Experiences and issues

that have arisen with graduate students.

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

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

Data Sources:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. SOI data will be reviewed and analyzed to indicate effectiveness of this course to facilitate program completion and assist in the identification of areas of improvement.

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

Approvals:	
Dept. Head: Reynaldo L. Martinez Jr.	Date: 02/23/12
College/Division Exec. Comm.:	Date: 3/22/12
Dean/Director:	Date: 3/22/12
Graduate Exec. Comm.: (for graduate course)	Date: 4/2/12
Graduate Dean: (for graduate course)	Date: 4/2/12
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED
MAR 23 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 02/02/12 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Adult and Career Education	Dr. J. D. Thomerson

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

ACED 8450 Multimedia Authoring and Design

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

Current:	**Requested:**
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title:	**Course Title:**
Prerequisites:	**Prerequisites:**
Co-requisites:	**Co-requisites:**
Course Description: Provides skills in designing and authoring multimedia courseware for education and training environments. Emphasis placed on using multimedia authoring and presentation software to design dynamic materials for individualized and group instruction.	**Course Description:** Exploration of advanced theory and practice related to writing, designing, and preserving content for digital interfaces through multimedia and/or hypermedia tools that respond to specific audience needs for effective human-computer interaction, as well as usability, accessibility, and security issues.

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall, 2012	Once per Year

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

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

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

☒ Other: More specifically meets the educational needs of the "option" courses to reflect specific content in Business Education and Instructional Technology in the course description for post-secondary instructors and private sector workforce educators

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Will be three of eighteen content course credits that are required for SACS accreditation of Business Education instructors in the technical college context.

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

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

Data Sources:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Data from SOIs for each class will be analyzed to provide insight into course successes and places to make improvements.

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

Approvals:	
Dept. Head: Reynolds L. Martin Jr.	Date: 02/23/12
College/Division Exec. Comm.:	Date: 3/22/12
Dean/Director:	Date: 3/22/12
Graduate Exec. Comm.: (for graduate course)	Date: 4/2/12
Graduate Dean: (for graduate course)	Date: 4/2/12
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED
MAR 08 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

Area of Change: ☐ Core ☐ Senior ☒ Graduate

Current Catalogue Page Number: 83	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) 8/12

Degree and Program Name: Ed. D. Curriculum and Instruction

Present Requirements:	**Proposed Requirements:** (highlight changes after printing)
DOCTOR EDUCATION WITH AMAJOR IN CURRICULUM AND INSTRUCTION The curriculum and instruction major is designed for experienced practitioners in a variety of instructional fields. The program provides opportunities for candidates to relate theoretical foundations to curricular and instructional issues facing schools, school systems, higher education, and other educational agencies. Selected Educational Outcomes 1. Doctoral candidates will demonstrate inquiry skills in quantitative, qualitative, and mixed research methodologies. 2. Doctoral candidates will demonstrate a comprehensive understanding of the knowl-edge, research, and theories appropriate to their major field by completing acomprehensive examination. 3. Doctoral candidates will demonstrate the ability to engage in focused inquiry by researching a topic, evaluating relevant literature, writing a comprehensive dissertation and presenting the results of their study. Examples of Outcome Assessments 1. Doctoral candidates will successfully complete course work in quantitative, qualitative, and mixed research methodologies. 2. Doctoral candidates will successfully develop written responses to a comprehen-sive examination. Written responses will be evaluated	DOCTOR EDUCATION WITH A MAJOR IN CURRICULUM AND INSTRUCTION The curriculum and instruction major is designed for experienced practitioners in a variety of instructional fields. The program provides opportunities for candidates to relate theoretical foundations to curricular and instructional issues facing schools, school systems, higher education, and other educational agencies. Selected Educational Outcomes 1. Doctoral candidates will demonstrate inquiry skills in quantitative, qualitative, and mixed research methodologies. 2. Doctoral candidates will demonstrate a comprehensive understanding of the knowledge, research, and theories appropriate to their field by completing an online portfolio. 3. Doctoral candidates will demonstrate the ability to engage in focused inquiry by researching a topic, evaluating relevant literature, writing a comprehensive dissertation and presenting the results of their study. Examples of Outcome Assessments 1. Doctoral candidates will successfully complete course work in quantitative, qualitative, and mixed research methodologies. 2. Doctoral candidates will successfully develop an online portfolio. Portfolios will be evaluated

by a team of faculty members. 3. Doctoral candidates will be evaluated by a faculty committee on the development and defense of their dissertation. Prior to admission to any graduate program at Valdosta State University applicantsmust first submit a completed application to the Graduate School. A completed applica-tion packet includes official transcripts from all institutions previously attended, officialtest scores (GRE), completed application form, fee, and any additional program require-ments submitted by the admission deadline. To be considered for the preferred term, allrequired materials must be received by the Graduate School no later than the close ofbusiness on the deadline. It is the responsibility of the applicant to allow adequate timefor document submission and to ensure receipt of documents. Admission Deadline: Fall Deadline: March 15 The Ed.D. program in Curriculum and Instruction considers applications for Fall term only. Go to the Graduate School Website http://www.valdosta.edu/gradschool/degree.shtml and click on Ed.D. Curriculum and Instruction Program for information on: -Specific Ed.D. Curriculum and Instruction Program Admission Requirements -Ed.D. Curriculum and Instruction Program Retention, Dismissal andReadmission Policies -Ed.D. Curriculum and Instruction Program Graduation Requirements To Apply Online: https://www.applyweb.com/apply/vsug/menu.html Requirements for the Ed.D. with a Major in Curriculum and Instruction Area A: Disciplinary Studies.....9 hours Choose three from the following: ACED 9400, CIED 9100, LEAD 9030, EDUC 9000	by a team of faculty members. 3. Doctoral candidates will be evaluated by a faculty committee on the development and defense of their dissertation. Prior to admission to any graduate program at Valdosta State University applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE) ~~or~~ completed application form, fee, and any additional program requirements submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents. The Ed.D. program in Curriculum and Instruction considers applications for Fall term only. Go to the Graduate School Website http://www.valdosta.edu/gradschool/degree.shtml and click on Ed.D. Curriculum and Instruction Program for information on: -Specific Ed.D. Curriculum and Instruction Program Admission Requirements -Ed.D. Curriculum and Instruction Program Retention, Dismissal and Readmission Policies -Ed.D. Curriculum and Instruction Program Graduation Requirements To Apply Online: https://www.applyweb.com/apply/vsug/menu.html Requirements for the Ed.D. with a Major in Curriculum and Instruction Requirements for the Ed.D. with a Major in Curriculum and Instruction with a Concentration in General Curriculum and Instruction Area A: Disciplinary Studies.....9 hours

Area B: Educational Inquiry..... 15 hours RSCH 9800, RSCH 9820, RSCH 9840.....9 hours RSCH 9830, RSCH 9850, or RSCH 9860....3 hours RSCH 9870.....3 hours Area C: Major and Interdisciplinary Courses.....21 hours Curriculum and Instruction Core.....6 hours CIED 9400 and CIED 9500 Interdisciplinary.....15 hours An advisor will be assigned to each student, based onthe area of specialization. The advisor and the studentwill jointly complete an approved program of study to befollowed. Area D: Research and Dissertation.....9 hours CIED 9999.....9 hours Total Hours Required for the Degree.....54 semester hours	CIED 9100.....3 hours Choose two from the following: ACED 9400, LEAD 9030, EDUC 9000..6 hours Area B: Educational Inquiry..... 15 hours RSCH 9800, RSCH 9820, RSCH 9840..9 hours RSCH 9830, RSCH 9850, or RSCH 9860.....3 hours RSCH 9870.....3 hours Area C: Major Courses.....21 hours Curriculum and Instruction Core.....9 hours CIED 9200, CIED 9300, and CIED 9400 Electives.....12 hours Area D: Dissertation.....9 hours CIED 9999.....9 hours Total Hours Required for the Degree.....54 semester hours An approved portfolio is required prior to Admission to Candidacy.

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

☐ Improving Student Learning Outcomes

☐ Adopting Current Best Practice(s) in Field

☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies The addition of the General Curriculum and Instruction Concentration will allow for differentiation from the P-12 Curriculum and Instruction Concentration which leads to state certification.

☐ Other

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **The review of the program in preparation for meeting the newly approved (January 15, 2012) GaPSC Rule 505-3-.55 for Curriculum and Instruction Service Certification led to changes in the curriculum.**

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

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

Data Sources:

☐ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Content knowledge assessments within the required online portfolio will be used to evaluate candidate knowledge and professional growth in this program.**

Approvals:	
Department Head:	Date: 2/23/12
College/Division Exec. Committee:	Date: 2/28/12
Dean(s)/Director(s):	Date: 2/28/12
Graduate Exec. Comm.: (for grad program)	Date: 4/2/12
Graduate Dean: (for grad program)	Date: 4/2/12
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED
MAR 08 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

☐ Core Curriculum ☐ Senior Curriculum ☒ Graduate Curriculum ☐ Other Curriculum

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

Current Catalog Page Number: 84	**Proposed Effective Date for Curriculum Change: (Month/Year):** 08/2012	**Degree & Program Name: (e.g., BFA, Art):** Ed.D. Curriculum and Instruction: General Curriculum and Instruction Concentration

Present Requirements:	**Proposed Requirements (Underline changes after printing this form:**
Requirements for the Ed.D. with a Major in Curriculum and Instruction	Requirements for the Ed.D. with a Major in Curriculum and Instruction with a Consentration in General Curriculum and Instruction
Area A: Disciplinary Studies.....9 hours **Choose three from the following:** **ACED 9400, CIED 9100, LEAD 9030, EDUC 9000**	Area A: Disciplinary Studies.....9 hours CIED 9100.....3 hours Choose two from the following: ACED 9400, LEAD 9030, EDUC 9000.....6 hours
Area B: Educational Inquiry..... 15 hours **RSCH 9800, RSCH 9820, RSCH 9840.....9 hours** **RSCH 9830, RSCH 9850, or RSCH 9860....3 hours** **RSCH 9870.....3 hours**	Area B: Educational Inquiry..... 15 hours RSCH 9800, RSCH 9820, RSCH 9840.....9 hours RSCH 9830, RSCH 9850, or RSCH 9860....3 hours RSCH 9870.....3 hours
Area C: Major and Interdisciplinary Courses.....21 hours **Curriculum and Instruction Core.....6 hours** **CIED 9400 and CIED 9500** **Interdisciplinary.....15 hours**	Area C: Major Courses.....21 hours Curriculum and Instruction Core.....9 hours CIED 9200, CIED 9300, and CIED 9400 Electives.....12 hours
An advisor will be assigned to each student, based onthe area of specialization. The advisor and the studentwill jointly complete an approved program of study to befollowed.	Area D: Dissertation.....9 hours CIED 9999.....9 hours
Area D: Research and Dissertation.....9 hours **CIED 9999.....9 hours** **Total Hours Required for the Degree.....54 semester hours**	Total Hours Required for the Degree.....54 semester hours An approved portfolio is required prior to Admission to Candidacy.

Justification:

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

☐ Improve student learning outcomes:

☐ Adopting current best practice(s) in field:

☒ Meeting mandates of state/federal/outside accrediting agencies: The addition of the General

Curriculum and Instruction Concentration will allow for differentiation from the P-12 Curriculum and Instruction Concentration which leads to state certification. This concentration is for students who do not possess a GaPSC certificate.

☐ Other:

Source of Data to Support Suggested Change:

☐ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) GaPSC rule 505-3-.55, which was effective January 15, 2012, introduced a GACE Content exam for the field of curriculum and instruction based on newly adopted standards. Consequently, current assessment measures, program objectives, and program requirements need to be differentiated.

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

Data Sources:

☐ **Indirect measures:** SOIs; student, employer, or alumni surveys, etc.
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Content knowledge assessments within a required online portfolio will be used to evaluate candidate knowledge and professional growth in this program.

Approvals:

Department Head:	Date: 2/28/12
College/Division Exec. Committee:	Date: 2/28/12
Dean(s)/Director(s):	Date: 2/28/12
Grad. Exec. Committee: (for graduate course)	Date: 4-2-12
Graduate Dean: (for graduate course)	Date: 4-2-12
Academic Committee:	Date:

RECEIVED
MAR 08 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

☐ Core Curriculum ☐ Senior Curriculum ☒ Graduate Curriculum ☐ Other Curriculum

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

Current Catalog Page Number: 84	**Proposed Effective Date for Curriculum Change: (Month/Year):** 08/2013	**Degree & Program Name: (e.g., BFA, Art):** Ed.D. Curriculum and Instruction: P-12 Curriculum and Instruction Concentration

Present Requirements:

Requirements for the Ed.D. with a Major in Curriculum and Instruction

Area A: Disciplinary Studies.....9 hours
Choose three from the following:
ACED 9400, CIED 9100, LEAD 9030, EDUC 9000

Area B: Educational Inquiry..... 15 hours
RSCH 9800, RSCH 9820, RSCH 9840.....9 hours
RSCH 9830, RSCH 9850, or RSCH 9860....3 hours
RSCH 9870.....3 hours

Area C: Major and Interdisciplinary Courses.....21 hours
Curriculum and Instruction Core.....6 hours
CIED 9400 and CIED 9500
Interdisciplinary.....15 hours

An advisor will be assigned to each student, based onthe area of specialization. The advisor and the studentwill jointly complete an approved program of study to befollowed.

Area D: Research and Dissertation.....9 hours
CIED 9999.....9 hours
Total Hours Required for the Degree.....54 semester hours

Proposed Requirements (Underline changes after printing this form:

Requirements for the Ed.D. with a Major in Curriculum and Instruction with a Consentration in P-12 Curriculum and Instruction

Area A: Disciplinary Studies.....9 hours
CIED 9100.....3 hours
Choose two from the following:
ACED 9400, LEAD 9030, EDUC 9000.....6 hours

Area B: Educational Inquiry..... 15 hours
RSCH 9800, RSCH 9820, RSCH 9840.....9 hours
RSCH 9830, RSCH 9850, or RSCH 9860....3 hours
RSCH 9870.....3 hours

Area C: Major Courses.....21 hours
Curriculum and Instruction Core.....9 hours
CIED 9200, CIED 9300, and CIED 9400
PSYC 8020.....3 hours
*GaPSC Certification Area Electives.....9 hours

Area D: Dissertation.....9 hours
CIED 9999.....9 hours

Total Hours Required for the Degree.....54 semester hours

* 9 hours of electives and or dissertation in the candidate's area of previous certification is required in GaPSC Rule 505-3.55 for Curriculum and Instruction Certification.

An approved portfolio is required prior to Admission to Candidacy.

Justification:

2602

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

☐ Improve student learning outcomes:

☐ Adopting current best practice(s) in field:

☒ Meeting mandates of state/federal/outside accrediting agencies: The proposed changes are a result of program realignment and changes to meet Georgia Professional Standards Commission (GaPSC) Rule 505-3-.55. Changes to the Curriculum and Instruction major include the addition of a P-12 Curriculum and Instruction Concentration (leading to Service certification in Curriculum and Instruciton) and a General Curriculum and Instruction Concentration. The GaPSC Rule 505-3.55 will also add a requirement for the candidate to focus a minimum of 9 hours of electives and/or dissertation in the candidate's area of previous certification.

☐ Other:

Source of Data to Support Suggested Change:

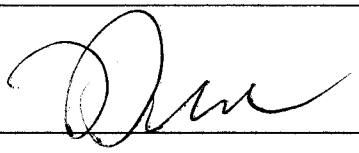
☐ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) GaPSC rule 505-3-.55, which was effective January 15, 2012, introduced a GACE Content exam for the field of curriculum and instruction based on newly adopted standards. Consequently, current assessment measures, program objectives, and program requirements need to be redefined.

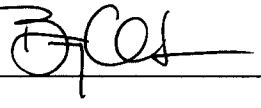
Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

☐ **Indirect measures:** SOIs; student, employer, or alumni surveys, etc.
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Content knowledge assessments in the form of the GACE Content (state-mandated test) and a required online portfolio will be used to evaluate candidate knowledge and professional growth across the certification program.

Approvals:

Department Head:  Date: 2/20/12

College/Division Exec. Committee:  Date: 2/28/12

Dean(s)/Director(s):	Date: 2/28/12
Grad. Exec. Committee: (for graduate course)	Date: 4-2-12
Graduate Dean: (for graduate course)	Date: 4-2-12
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED
MAR 08 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

☐ Core Curriculum ☐ Senior Curriculum ☒ Graduate Curriculum ☐ Other Curriculum

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

Current Catalog Page Number:	**Proposed Effective Date for Curriculum Change: (Month/Year):** 08/2013	**Degree & Program Name: (e.g., BFA, Art):** Ed.D. Curriculum and Instruction: Certification Only in Curriculum and Instruction Concentration

Present Requirements:	**Proposed Requirements (Underline changes after printing this form:**
None	Certification Only in Curriculum and Instruction Consentration CIED 9100, CIED 9200, CIED 9300, and CIED 9400.....12 hours PSYC8020.....3 hours RSCH 9800, RSCH 9820, RSCH 9840.....9 hours RSCH 9830, RSCH 9850, or RSCH 9860....3 hours RSCH 9870.....3 hours GaPSC Certification Area Electives.....9 hours Coursework completed within the past ten years will be evaluated to determine equivelent courses (GaPSC Rule 505-3-.55). An approved portfolio is required prior to recommendation for certification.

Justification:

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

☐ Improve student learning outcomes:

☐ Adopting current best practice(s) in field:

☒ Meeting mandates of state/federal/outside accrediting agencies: The proposed changes are a result of program realignment and changes to meet Georgia Professional Standards Commission (GaPSC) standards. Changes to the Curriculum and Instruction major include the addition of a Certification Only in Curriculum and Instruction Concentration, P-12 Curriculum and Instruction Concentration, and a General Curriculum and Instruction Concentration. The GaPSC standards will also add a requirement for the candidate to focus a minimum of 9 hours of electives and/or dissertation in the candidate's area of previous certification.

☐ Other:

Source of Data to Support Suggested Change:

☐ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) GaPSC rule 505-3-.55, which was effective January 15, 2012, introduced a GACE Content exam for the field of curriculum and instruction based on newly adopted standards. Consequently, current assessment measures, program objectives, and program requirements need to be redefined.

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

Data Sources:

☐ **Indirect measures:** SOIs; student, employer, or alumni surveys, etc.
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Content knowledge assessments in the form of the GACE Content (state-mandated test) and a required online portfolio will be used to evaluate candidate knowledge and professional growth across the certification only concentration.

Approvals:

Department Head:	Date: 2/23/12
College/Division Exec. Committee:	Date: 2/28/12
Dean(s)/Director(s):	Date: 2/28/12
Grad. Exec. Committee: (for graduate course)	Date: 4-2-12
Graduate Dean: (for graduate course)	Date: 4-2-12
Academic Committee:	Date:

Form last updated: January 6, 2010

2666

RECEIVED
MAR 08 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

Area of Change: ☐ Core ☐ Senior ☒ Graduate

Current Catalogue Page Number: 85-86	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) 8/12

Degree and Program Name: Ed.D. Leadership

Present Requirements:	**Proposed Requirements:** (highlight changes after printing)
DOCTOR OF EDUCATION WITH A MAJOR IN LEADERSHIP The Leadership Major seeks to develop effective, ethical, and diverse leaders whose goal is to maximize achievement in schools and other organizations. The program provides skill applications that provide the connection between the knowledge and inquiry skills developed in the core curriculum and research courses and school or organizational improvement. Selected Educational Outcomes 1. Doctoral candidates will demonstrate inquiry skills in quantitative, qualitative, and mixed research methodologies. 2. Doctoral candidates will demonstrate a comprehensive understanding of the knowledge, research, and theories appropriate to their major field by completing a comprehensive examination. 3. Program graduates will demonstrate the ability to engage in focused inquiry by researching a topic, evaluating relevant literature, writing a comprehensive dissertation and presenting the results of their study. Examples of Outcome Assessments 1. Doctoral candidates will successfully complete course work in quantitative, qualitative, and mixed research methodologies. 2. Doctoral candidates will successfully develop written responses to a comprehensive examination. Written responses will be evaluated by a team of faculty members. 3. Program graduates will be evaluated by a faculty committee on the development and defense of their dissertation.	DOCTOR OF EDUCATION WITH A MAJOR IN LEADERSHIP The Leadership Major seeks to develop effective, ethical, and diverse leaders whose goal is to maximize achievement in schools and other organizations. The program provides skill applications that provide the connection between the knowledge and inquiry skills developed in the core curriculum and research courses and school or organizational improvement. **Concentrations may be earned in variety areas including Organizational Leadership, Higher Education Leadership, P-12 Performance-Based Leadership (GaPSC Certificate Program), Curriculum Leadership, Technology Leadership, or any other appropriate area mutually designed by the student and advisor.** Selected Educational Outcomes 1. Doctoral candidates will demonstrate inquiry skills in quantitative, qualitative, and mixed research methodologies. 2. Doctoral candidates will demonstrate a comprehensive understanding of the knowledge, research, and theories appropriate to their field by completing **an online portfolio.** 3. Doctoral candidates will demonstrate the ability to engage in focused inquiry by researching a topic, evaluating relevant literature, writing a comprehensive dissertation and presenting the results of their study. Examples of Outcome Assessments 1. Doctoral candidates will successfully complete course work in quantitative, qualitative, and mixed research methodologies. 2. Doctoral candidates will successfully develop **an online portfolio. Portfolios will be evaluated by a**

Prior to admission to any graduate program at Valdosta State University applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE), completed application form, fee, and any additional program requirements submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents. Admission Deadline: Fall Deadline: March 15 The Ed.D. program in Leadership considers applications for Fall term only. Go to the Graduate School Website http://www.valdosta.edu/gradschool/degree.shtml and click on Ed.D. Leadership Program for information on: - Specific Ed.D. Leadership Program Admission Requirements - Ed.D. Leadership Program Retention, Dismissal and Readmission Policies - Ed.D. Leadership Program Graduation Requirements To Apply Online: https://www.applyweb.com/apply/vsug/menu.html 86 Requirements for the Ed.D. Degree with a Major in Leadership Area A: Disciplinary Studies. ..... 9 hours Choose three from the following: ACED 9400, CIED 9100, LEAD 9030, EDUC 9000 Area B: Educational Inquiry. ..... 15 hours RSCH 9800, RSCH 9820, RSCH 9840 ..... 9 hours RSCH 9830, RSCH 9850, or RSCH 9860... 3 hours RSCH 9870 ..... 3 hours Area C: Major and Interdisciplinary Courses. ..... 21 hours Leadership Core ..... 9 hours LEAD 9010, LEAD 9020, LEAD 9040 Interdisciplinary .....12 hours An advisor will be assigned to each student, based on the area of specialization.The	team of faculty members. 3. Doctoral candidates will be evaluated by a faculty committee on the development and defense of their dissertation. Prior to admission to any graduate program at Valdosta State University applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or **MAT**), completed application form, fee, and any additional program requirements submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents. Admission Deadline: Fall Deadline: March 15 The Ed.D. program in Leadership considers applications for Fall term only. Go to the Graduate School Website http://www.valdosta.edu/gradschool/degree.shtml and click on Ed.D. Leadership Program for information on: - Specific Ed.D. Leadership Program Admission Requirements - Ed.D. Leadership Program Retention, Dismissal and Readmission Policies - Ed.D. Leadership Program Graduation Requirements To Apply Online: https://www.applyweb.com/apply/vsug/menu.html 86 Requirements for the Ed.D. Degree with a Major in Leadership Area A: Disciplinary Studies. ..... 9 hours Choose three from the following: ACED 9400, CIED 9100, LEAD 9030, EDUC 9000 Area B: Educational Inquiry. ..... 15 hours RSCH 9800, RSCH 9820, RSCH 9840 ..... 9 hours RSCH 9830, RSCH 9850, or RSCH 9860 .. 3 hours RSCH 9870 ..... 3 hours Area C: Major and Interdisciplinary Courses. ..... 21 hours

advisor and the student will jointly complete an approved program of study to be followed. Area D: Research and Dissertation. ..... 9 hours LEAD 9999 ..... 9 hours Total Hours Required for the Degree ..... 54 semester hours	Leadership Core ..... 9 hours LEAD 9010, LEAD 9020, LEAD 9040 Interdisciplinary .....12 hours **The advisor and student will jointly design a program of study based on the selected concentration.** Area D: **Dissertation.** ..... 9 hours LEAD 9999 ..... 9 hours Total Hours Required for the Degree ..... 54 semester hours **Please note that all students who hold or are seeking a GaPSC educator certificate must successfully complete EDUC 5999.**

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

☐ Improving Student Learning Outcomes

☐ Adopting Current Best Practice(s) in Field

☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies Development of a new online portfolio to meet new GaPSC rules for upgradeing educator certificates.

☒ Other Clarified language concerning cognates (areas of focus for electives) and the addition of a GaPSC approved option for Performance-Based Leadership enbedded in the Ed.D..

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **GaPSC Certification Rule 505-2-41**

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

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

Data Sources:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Content knowledge assessments within the required online portfolio will be used to evaluate candidate knowledge and professional growth in this program.**

Approvals:	
Department Head:	Date: 3/1/12
College/Division Exec. Committee:	Date: 3/7/12
Dean(s)/Director(s):	Date: 3/7/12
Graduate Exec. Comm.: (for grad program)	Date: 4-2-12
Graduate Dean: (for grad program)	Date: 4-2-12
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED
MAR 08 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

☐ Core Curriculum ☐ Senior Curriculum ☒ Graduate Curriculum ☐ Other Curriculum

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

Current Catalog Page Number: 86	**Proposed Effective Date for Curriculum Change: (Month/Year):** 8/2012	**Degree & Program Name: (e.g., BFA, Art):** Ed.D. Leadership

Present Requirements:	**Proposed Requirements (Underline changes after printing this form:**
Requirements for the Ed.D. Degree with a Major in Leadership **Area A: Disciplinary Studies. ..... 9 hours** **Choose three from the following:** **ACED 9400, CIED 9100, LEAD 9030, EDUC 9000** **Area B: Educational Inquiry. ..... 15 hours** **RSCH 9800, RSCH 9820, RSCH 9840 ..... 9 hours** **RSCH 9830, RSCH 9850, or RSCH 9860... 3 hours** **RSCH 9870 ..... 3 hours** **Area C: Major and Interdisciplinary Courses. ..... 21 hours** **Leadership Core ..... 9 hours** **LEAD 9010, LEAD 9020, LEAD 9040** **Interdisciplinary .....12 hours** **An advisor will be assigned to each student, based on the area of specialization.The advisor and the student will jointly complete an approved program of study to be followed.** **Area D: Research and Dissertation. ..... 9 hours** **LEAD 9999 ..... 9 hours** **Total Hours Required for the Degree ..... 54 semester hours**	Requirements for the Ed.D. Degree with a Major in Leadership Area A: Disciplinary Studies. ..... 9 hours Choose three from the following: ACED 9400, CIED 9100, LEAD 9030, EDUC 9000 Area B: Educational Inquiry. ..... 15 hours RSCH 9800, RSCH 9820, RSCH 9840 ..... 9 hours RSCH 9830, RSCH 9850, or RSCH 9860 .. 3 hours RSCH 9870 ..... 3 hours Area C: Major and Interdisciplinary Courses. ..... 21 hours Leadership Core ..... 9 hours LEAD 9010, LEAD 9020, LEAD 9040 Interdisciplinary .....12 hours **The advisor and student will jointly design a program of study based on the selected concentration.** Area D: Dissertation. ..... 9 hours LEAD 9999 ..... 9 hours Total Hours Required for the Degree ..... 54 semester hours **Please note that all students who hold or are seeking a GaPSC educator certificate must successfully complete EDUC 5999.**

Justification:

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

☐ Improve student learning outcomes:

☐ Adopting current best practice(s) in field:

☒ Meeting mandates of state/federal/outside accrediting agencies: Development of a new online portfolio to meet new GaPSC rules for upgradeing educator certificates (GaPSC 505-2-41).

☐ Other:

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. GaPSC Certification Rule 505-2-41

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

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

Data Sources:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Content knowledge assessments within the required online portfolio will be used to evaluate candidate knowledge and professional growth in this program.

Approvals:

Department Head:	Date: 2/23/12
College/Division Exec. Committee:	Date: 3/7/12
Dean(s)/Director(s):	Date: 3/7/12
Grad. Exec. Committee: (for graduate course)	Date: 4-2-12
Graduate Dean: (for graduate course)	Date: 4-2-12
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED
MAR 08 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

Area of Change: ☐ Core ☐ Senior ☒ Graduate

Current Catalogue Page Number: 82, 93	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) 8/12

Degree and Program Name: Teacher Leadership Endorsement

Present Requirements:	**Proposed Requirements:** (highlight changes after printing)
Programs offered in educational leadership lead to an Education Specialist degree (Ed. S.) in educational leadership (performance-based building- or system-level options), and to a Master of Education degree (M.Ed.) with a major in educational leadership (P-12 school leadership or higher education leadership options). The department also offers a certification program in performance-based building- or system-level performance-based leadership and a teacher leader endorsement. TEACHER LEADERSHIP ENDORSEMENT (p.93)	Programs offered in educational leadership lead to an Education Specialist degree (Ed. S.) in educational leadership (performance-based building- or system-level options), and to a Master of Education degree (M.Ed.) with a major in educational leadership (P-12 school leadership or higher education leadership options). The department also offers acertification program in performance-based building- or system-level performance-based leadership. Delete the Teacher Leader Endorsement from page 93.

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

☐ Improving Student Learning Outcomes

☐ Adopting Current Best Practice(s) in Field

☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies The GAPSC greatly increased the number and complexity of the standards for preparing teacher leaders. The GAPSC also adopted a full certification in Teacher Leadership. As a result of these changes, the department no longer has the capacity to offer the Teacher Leadership Endorsement.

☒ Other The endorsement program has had no candidates enrolled since it's initial PSC approval in 2008.

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **No enrollment since 2008. There has been no interest in this endorsement program.**

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

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

Data Sources:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **Local school system interst in such programs.**

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

Approvals:	
Department Head:	Date: 2/23/12
College/Division Exec. Committee:	Date: 2/27/12
Dean(s)/Director(s):	Date: 2/27/12
Graduate Exec. Comm.: (for grad program)	Date: 4/2/12
Graduate Dean: (for grad program)	Date: 4/2/12
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED
MAR 08 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

☐ Core Curriculum ☐ Senior Curriculum ☒ Graduate Curriculum ☐ Other Curriculum

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

Current Catalog Page Number:	**Proposed Effective Date for Curriculum Change: (Month/Year):** 08/2013	**Degree & Program Name: (e.g., BFA, Art):** Ed.S., Instructional Technology: Technology Applications Program Concentration

Present Requirements:	**Proposed Requirements (Underline changes after printing this form:**
Requirements for the Ed.S. with a Major in Instructional Technology - Technology Applications Option	Requirements for the Ed.S. with a Major in Instructional Technology - Technology Applications Concentration
Professional Education	Professional Education
ITED 8100..... 3 hours	ITED 8100. ..... 3 hours
Instructional Technology Core. ..... 12 hours	Instructional Technology Core. ..... 15 hours
ITED 8200, ITED 8300, ITED 8400, ITED 8500	ITED 8200, ITED 8300, ITED 8400, ITED 8500, ITED 8600
Research	Research
ITED 8960, ITED 8970 and ITED 8999.....9 hours	ITED 8960, ITED 8970 and ITED 8999. .....9 hours
Guided Elective..... 3 hours	Guided Elective ..... 3 hours
Total Hours Required for the Degree ..... 27 semester hours	Total Hours Required for the Degree ..... 30 semester hours

Justification:

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

☐ Improve student learning outcomes:

☐ Adopting current best practice(s) in field:

☒ Meeting mandates of state/federal/outside accrediting agencies: AECT, the NCATE affiliated professional organization that granted National Recognition Status to the instructional technology program at VSU, withdrew its NCATE affiliation and the state of GA decided to make instructional technology a certification field with Ga-specific standards. The timing of these two acts coincided with our Fall 2013 timeline for ongoing COE NCATE review. Subsequent changes are a result of program realignment and changes to meet Ga-specific criteria and maintain program recognition. Changes to the Instructional

Technology major include the clear identification of three concentrations: Technology Applications Concentration (for non-certified educators and trainers), P-12 Technology Applications Concentration (for certified educators), and the Media Specialist Concentration (for candidates seeking Media Specialist certification). One of the two technology applications concentrations of the Ed.S. in IT is the focus of this curriculum change. Specifically, this document deals with the Technology Applications Concentration and the addition of one course (ITED 8600) to the previous Ed.S. in IT Technology Applications curriculum, which constitutes an increase in total program hours from 27 to 30 hours.

☒ Other: This Ed.S. IT Technology Applications Concentration would allow advanced practitioners to develop high level technology skills as leaders in learning environments.

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Program inquiries indicate interest in the con.
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) GaPSC rule 505-3-.54, which was effective October 15, 2011, introduced new standards for the field of instructional technology. Standards differ from the ones to which the program was previously aligned. Consequently, current assessment measures and program objectives need to be redefined.

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

Data Sources:

☒ **Indirect measures:** SOIs; student, employer, or alumni surveys, etc. Each indirect measure listed here will continue to be used as a measure to determine accomplishment of program learning outcomes. Individual items on the surveys will be aligned to directly reflect upon new state standards.
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The Ed.S. Instructional Technology Program with the Technology Applications Concentration will incorporate the essential elements designated by the PSC for programs approved to offer certification in instructional technology as well as continue to assess the essential elements identified by NCATE as important and those agreed upon by the COE Unit.

The current Ed.S. IT program is approved by the BOR and SACS as a 100% online program. Our current Ed.S. IT program with the Technology Applications Concentration is 27 hours and culminates in an action research project. One course will be added to the program to make it a 30 hour program. Students who elect the Technology Application Concentration (as opposed to the Media Specialist Concentration) would have a core of six instructional technology core 8000 level courses (8100, 8200, 8300, 8400, 8500, 8600) as well as three courses related to action research in the field in which they work (8960, 8970, 8999). The current capstone presentation (reporting action research in ITED 8999) would be required of all technology applications candidates as well as successful completion of all program level assessments. These presentations are conducted in a synchronous online learning environment.

Applicants to the Ed.S. IT would be given information about the three concentrations offered in the program: Library Media Concentration, which is not included in this paperwork as it is not undergoing any changes and has been previously approved by the state, the Technology Applications (TA) Concentration, and the P-12 Technology Applications Concentration (P12-TA). Within the TA concentration candidates

will not be seeking certification. The program of study and assessments will be the same for both candidates who are and who are not seeking a service certificate in instructional technology; however, candidates who do not have certification upon entry to the program will not be limited in their capstone research projects by the area of their certification and they will not be qualified for recommendation for certification upon completion of the program. Those admitted would be asked to declare the concentration they plan to pursue and their certification status. Advisors would be assigned based on the concentration, making it possible to keep track of assessment data by area of concentration. This would be necessary given the fact that the SPA for library media programs is AASL, while the accreditating agency for the EdS IT technology applications concentration program will be the GaPSC.

Program of study Fall 2013 admission outlined; Spring admission would be available as well):

Instructional Technology: Technology Applications Concentration (30 credit hours; 5 semesters minimum)
Fall: ITED 8100 & ITED 8200
Spring: ITED 8300 & ITED 8600
Summer: ITED 8400 & ITED 8500
Fall: ITED 8960 & ITED 8970
Spring: ITED 8999 & Guided Elective

Approvals:

Department Head:	Date: 2/23/12
College/Division Exec. Committee:	Date: 2/28/12
Dean(s)/Director(s):	Date: 2/28/12
Grad. Exec. Committee: (for graduate course)	Date: 4-2-12
Graduate Dean: (for graduate course)	Date: 4-2-12
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED
APR 02 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

☐ Core Curriculum ☐ Senior Curriculum ☒ Graduate Curriculum ☐ Other Curriculum

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

Current Catalog Page Number:	**Proposed Effective Date for Curriculum Change: (Month/Year):** 08/2013	**Degree & Program Name: (e.g., BFA, Art):** M.Ed., Instructional Technology: Technology Applications Program Concentration

Present Requirements:	**Proposed Requirements (Underline changes after printing this form:**
Requirements for the M.Ed. with a Major in Instructional Technology -- Technology Applications Option	Requirements for the M.Ed. with a Major in Instructional Technology -- Technology Applications Option Concentration
Professional Education	Professional Education
ITED 7070 or RSCH 7100, ITED 7100.... 6 hours	ITED 7070, ITED 7100..... 6 hours
Instructional Technology Core. ..... 12 hours	Instructional Technology Core. ..... 15 hours
ITED 7200, ITED 7300, ITED 7400, ITED 7500	ITED 7200, ITED 7300, ITED 7400, ITED 7500, ITED 7600
EDUC 5999.....0 hours	Area of Specialization.....12 hours
Area of Specialization **Guided selection from the following:**	Internship.....3 hours
CIED 7060, ITED 7040, ITED 7050, ITED 7080, ITED 7301, ITED 7302, ITED 7303, ITED 7401, ITED 7403.....9 hours	Total Hours Required for the Degree ..... 36 semester hours
Guided Elective..... 3 hours	
Internship.....3 hours	
ITED 7399	
Total Hours Required for the Degree ..... 33 semester hours	

Justification:

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

☐ Improve student learning outcomes:

☐ Adopting current best practice(s) in field:

☒ Meeting mandates of state/federal/outside accrediting agencies:

AECT, the NCATE affiliated professional organization that granted National Recognition Status to the instructional technology program at VSU, withdrew its NCATE affiliation and the state of GA decided to make instructional technology a certification field with Ga-specific standards. The timing of these two acts coincided with our Fall 2013 timeline for ongoing COE NCATE review. Subsequent changes are a result of program realignment and changes to meet Ga-specific criteria and maintain program recognition. Changes to the Instructional Technology major include the clear identification of three concentrations: Technology Applications Concentration (for non-certified educators and trainers), P-12 Technology Applications Concentration (for certified educators), and the Media Specialist Concentration (for candidates seeking Media Specialist certification). One of the two technology applications concentrations of the M.Ed. in IT is the focus of this curriculum change. Specifically, this document deals with the Technology Applications Concentration and the addition of one course (ITED 7600) to the previous M.Ed. in IT Technology Applications curriculum, which constitutes an increase in total program hours from 33 to 36 hours.

☒ Other: This M.Ed. IT in Technology Applications concentration would allow practitioners interested in business/industry/higher education to develop introductory level technology skills as leaders in learning environments.

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc.Program inquiries indicate interest in the concentration.
☒**Direct measures:** Materials collected and evaluated for program assessment purposes(tests, portfolios, specific assignments, etc.)GaPSC rule 505-3-.54, which was effective October 15, 2011, introduced a GACE exam for the field of instructional technology and standards that differ from the ones to which the program was previously aligned. Consequently, current assessment measures and program objectives need to be redefined.

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

Data Sources:

☒ **Indirect measures:** SOIs; student, employer, or alumni surveys, etc.Each indirect measure listed here will continue to be used as a measure to determine accomplishment of program learning outcomes. Individual items on the surveys will be aligned to directly reflect upon new state standards.
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)The M.Ed. Instructional Technology Program with the Technology Applications Concentration will incorporate the essential elements designated by the PSC for programs approved to offer certification in instructional technology as well as continue to assess the essential elements identified by NCATE as important and those agreed upon by the COE Unit.

The current M.Ed. IT program is approved by the BOR and SACS as a 100% online program. Our current M.Ed. IT program with the technology applications concentration is 33 hours and culminates in an internship, but no certification is associated with it. One course will be added to the program to make it a

36 hour program. Students who elect the Technology Applications Concentration (as opposed to the Media Specialist Concentration or the P-12 Technology Applications Concentration) would have a core of five instructional technology core 7000 level courses (7100, 7200, 7300, 7400, 7500, 7600) as well as four area of specialization courses (CIED 7060, ITED 7050, ITED 7051, ITED 7052). The current capstone internship (ITED 7399) and a cumulative Program Portfolio would be required of all Technology Applications candidates, as well as successful completion of all program level assessments.

Applicants to the M.Ed. IT would be given information about the three concentrations offered in the program: Media Specialist Concentration (MS), which is not included in this paperwork as it is not undergoing any changes and has been previously approved by the state, the Technology Applications (TA) Concentration, and the P-12 Technology Applications Concentration (P12-TA). Within the TA concentration, candidates will not be seeking certification. The program of study and assessments will be the same for candidates seeking or not seeking certification (TA & P12-TA); however, candidates who do not have certification upon entry to the program will not be limited in their specialization courses to certification areas and they will not be qualified for recommendation for certification upon completion of the program. Those admitted would be asked to declare the concentration they plan to pursue and their certification status. Advisors would be assigned based on the concentration, making it possible to keep track of assessment data by area of concentration. This would be necessary, given the fact that the SPA for library media programs is AASL, while the accreditating agency for the M.Ed. IT technology applications concentration programs will be the GaPSC.

Approvals:

Department Head:	Date: 3/1/12
College/Division Exec. Committee:	Date: 3/1/12
Dean(s)/Director(s):	Date: 3/1/12
Grad. Exec. Committee: (for graduate course)	Date: 4/3/12
Graduate Dean: (for graduate course)	Date: 4/3/12
Academic Committee:	Date:

Form last updated:January 6, 2010

RECEIVED
MAR 08 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

☐ Core Curriculum ☐ Senior Curriculum ☒ Graduate Curriculum ☐ Other Curriculum

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

Current Catalog Page Number:	**Proposed Effective Date for Curriculum Change: (Month/Year):** 08/2013	**Degree & Program Name: (e.g., BFA, Art):** Ed.S., Instructional Technology: P-12 Technology Applications Concentration

Present Requirements:

Requirements for the Ed.S. with a Major in Instructional Technology - Technology Applications Option

Professional Education ITED 8100. ..... 3 hours

Instructional Technology Core. ..... 12 hours

ITED 8200, ITED 8300, ITED 8400, ITED 8500

Research ITED 8960, ITED 8970 and ITED 8999. .....9 hours

Guided Elective . ..... 3 hours

Total Hours Required for the Degree ..... 27 semester hours

Proposed Requirements (Underline changes after printing this form:

Requirements for the Ed.S. with a Major in Instructional Technology - P-12 Technology Applications Concentration

Professional Education

ITED 8100. ..... 3 hours

EDUC 5999 ..... 0 hours

Instructional Technology Core. ..... 15 hours

ITED 8200, ITED 8300, ITED 8400, ITED 8500, ITED 8600

Research ITED 8960, ITED 8970 and ITED 8999. .....9 hours (in area of professional educator certification)

Guided Elective . ..... 3 hours

Total Hours Required for the Degree ..... 30 semester hours

Prior to recommendation for instructional technology certification applicant must pass GACE Instructional Technology Tests

Justification:

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

☐ Improve student learning outcomes:

☐ Adopting current best practice(s) in field:

☒ Meeting mandates of state/federal/outside accrediting agencies: AECT, the NCATE affiliated professional organization that granted National Recognition Status to the instructional technology program at VSU, withdrew its NCATE affiliation and the state of GA decided to make instructional technology a certification field with Ga-specific standards. The timing of these two acts coincided with our Fall 2013 timeline for ongoing COE NCATE review. Subsequent changes are a result of program realignment and changes to meet Ga-specific criteria and maintain program recognition. Changes to the Instructional Technology major include the clear identification of three concentrations: Technology Applications Concentration (for non-certified educators and trainers), P-12 Technology Applications Concentration (for certified educators), and the Media Specialist Concentration (for candidates seeking Media Specialist certification). One of the two technology applications concentrations of the Ed.S. in IT is the focus of this curriculum change. Specifically, this document deals with the P-12 Technology Applications Concentration and the addition of one course (ITED 8600) to the previous Ed.S. in IT Technology Applications curriculum, which constitutes an increase in total program hours from 27 to 30 hours. Also the P-12 Technology Applications Concentration will add a requirement for the candidate to focus the research area of the program in the candidates area of previous certification.

☒ Other: This Ed.S. IT technology applications concentration would allow advanced certified practitioners to develop high level technology skills as leaders in learning environments and allow graduates to complete the initial instructional technology certification requirements concurrently. Instructional technology certification is a new certificate area in GA and given our previous track record of admitting 50 or more students to the Ed.S. IT program annually for the past 10 years (without a certification attached because the state did not offer one), we believe that the opportunity to seek the newly developed IT certification at the Ed.S. level would be highly attractive to Master's trained educators. Recommendation for certification would require successful completion of the Ed.S. program and passing scores on the instructional technology GACE.

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Program inquiries indicate interest in the new certification.
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) GaPSC rule 505-3-.54, which was effective October 15, 2011, introduced a GACE exam for the field of instructional technology and standards that differ from the ones to which the program was previously aligned. Consequently, current assessment measures and program objectives need to be redefined.

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

Data Sources:

☒ **Indirect measures:** SOIs; student, employer, or alumni surveys, etc. Each indirect measure listed here will continue to be used as a measure to determine accomplishment of program learning outcomes. Individual items on the surveys will be aligned to directly reflect upon new state standards.
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The Ed.S. Instructional Technology Program with the P-12

Technology Applications Concentration will incorporate the essential elements designated by the PSC for programs approved to offer certification in instructional technology as well as continue to assess the essential elements identified by NCATE as important and those agreed upon by the COE Unit.

The current Ed.S. IT program is approved by the BOR and SACS as a 100% online program. Our current Ed.S. IT program with the technology applications concentration is 27 hours and culminates in an action research project, but no certification is associated with it. One course will be added to the program to make it a 30 hour program and the action research project will be conducted in the area in which the candidate already holds certification. Students who elect the P-12 Technology Applications Concentration (as opposed to the Media Specialist Concentration or the Technology Applications Concentration) would have a core of six instructional technology core 8000 level courses (8100, 8200, 8300, 8400, 8500, 8600) as well as three courses related to the candidate's area of certification (8960, 8970, 8999) as prescribed by the Ga IT certification statute. The current capstone presentation (reporting action research in ITED 8999) would be required of all P-12 Technology Applications candidates as well as successful completion of all program level assessments. These presentations are conducted in a synchronous online learning environment.

Applicants to the Ed.S. IT would be given information about the three concentrations offered in the program: Media Specialist Concentration (MS), which is not included in this paperwork as it is not undergoing any changes and has been previously approved by the state, the Technology Applications (TA) Concentration, and the P-12 Technology Applications Concentration (P12-TA). Within the P12-TA concentration candidates will be categorized as either seeking certification. The program of study and assessments will be the same for both categories of candidates (TA & P12-TA); however, candidates who have certification upon entry to the program will be limited in their capstone research projects to the area of their certification. Those admitted would be asked to declare the concentration they plan to pursue and their certification status. Advisors would be assigned based on the concentration, making it possible to keep track of assessment data by area of concentration. This would be necessary given the fact that the SPA for library media programs is AASL, while the accreditating agency for the EdS IT technology applications concentration programs will be the GaPSC.

Successful completion of the Ed.S. IT Program with the P-12 Technology Applications Concentration and passing scores on the IT GACE will make a candidate eligible for an S-6 certificate from the state.

Program of study Fall 2013 admission outlined; Spring admission would be available as well):

Instructional Technology: Technology Applications Concentration (30 credit hours; 5 semesters minimum)
Fall: ITED 8100 & ITED 8200
Spring: ITED 8300 & ITED 8600
Summer: ITED 8400 & ITED 8500
Fall: ITED 8960 & ITED 8970
Spring: ITED 8999 & Guided Elective

Approvals:

Date:

Department Head:	2/20/12
College/Division Exec. Committee:	Date: 2/28/12
Dean(s)/Director(s):	Date: 2/28/12
Grad. Exec. Committee: (for graduate course)	Date: 4-2-12
Graduate Dean: (for graduate course)	Date: 4-2-12
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED
MAR 08 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

☐ Core Curriculum ☐ Senior Curriculum ☒ Graduate Curriculum ☐ Other Curriculum

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

Current Catalog Page Number:	**Proposed Effective Date for Curriculum Change: (Month/Year):** 08/2013	**Degree & Program Name: (e.g., BFA, Art):** M.Ed., Instructional Technology: P-12 Technology Applications Program Concentration

Present Requirements:	**Proposed Requirements (Underline changes after printing this form:**
Requirements for the M.Ed. with a Major in Instructional Technology -- Technology Applications Option	Requirements for the M.Ed. with a Major in Instructional Technology -- P-12 Technology Applications Option Concentration
Professional Education	Professional Education
ITED 7070 or RSCH 7100, ITED 7100.... 6 hours	ITED 7070, ITED 7100..... 6 hours
EDUC 5999.....0 hours	EDUC 5999.....0 hours
Instructional Technology Core. ..... 12 hours	Instructional Technology Core. ..... 15 hours
ITED 7200, ITED 7300, ITED 7400, ITED 7500	ITED 7200, ITED 7300, ITED 7400, ITED 7500, ITED 7600
Area of Specialization Guided selection from the following:	Area of Professional Educator Certification .....12 hours
CIED 7060, ITED 7040, ITED 7050, ITED 7080, ITED 7301, ITED 7302, ITED 7303, ITED 7401, ITED 7403.....9 hours	Internship.....3 hours
Guided Elective..... 3 hours	Total Hours Required for the Degree ..... 36 semester hours
Internship.....3 hours	Prior to recommendation for instructional technology certification, applicant must pass GACE Instructional Technology Tests
ITED 7399	
Total Hours Required for the Degree ..... 33 semester hours	

Justification:

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

☐ Improve student learning outcomes:

☐ Adopting current best practice(s) in field:

☒ Meeting mandates of state/federal/outside accrediting agencies:

AECT, the NCATE affiliated professional organization that granted National Recognition Status to the instructional technology program at VSU, withdrew its NCATE affiliation and the state of GA decided to make instructional technology a certification field with Ga-specific standards. The timing of these two acts coincided with our Fall 2013 timeline for ongoing COE NCATE review. Subsequent changes are a result of program realignment and changes to meet Ga-specific criteria and maintain program recognition. Changes to the Instructional Technology major include the clear identification of three concentrations: Technology Applications Concentration (for non-certified educators and trainers), P-12 Technology Applications Concentration (for certified educators), and the Media Specialist Concentration (for candidates seeking Media Specialist certification). One of the two technology applications concentrations of the M.Ed. in IT is the focus of this curriculum change. Specifically, this document deals with the P-12 Technology Applications Concentration and the addition of one course (ITED 7600) to the previous M.Ed. in IT Technology Applications curriculum, which constitutes an increase in total program hours from 33 to 36 hours. Also the P-12 Technology Applications Concentration will add a requirement for the candidate to focus the Specialization area of the program to the candidate's area of previous certification.

☒ Other: This M.Ed. IT technology applications concentration would allow certified practitioners to develop introductory level technology skills as leaders in learning environments and allow graduates to complete the initial instructional technology certification requirements concurrently. Instructional technology certification is a new certificate area in GA. We believe that the opportunity to seek the newly developed IT certification at the M.Ed. level would be highly attractive to educators certified in various fields. Recommendation for certification would require successful completion of the M.Ed. program and passing scores on the instructional technology GACE.

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc.Program inquiries indicate interest in the new certification.
☒**Direct measures:** Materials collected and evaluated for program assessment purposes(tests, portfolios, specific assignments, etc.)GaPSC rule 505-3-.54, which was effective October 15, 2011, introduced a GACE exam for the field of instructional technology and standards that differ from the ones to which the program was previously aligned. Consequently, current assessment measures and program objectives need to be redefined.

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

Data Sources:

☒ **Indirect measures:** SOIs; student, employer, or alumni surveys, etc.Each indirect measure listed here will continue to be used as a measure to determine accomplishment of program learning outcomes. Individual items on the surveys will be aligned to directly reflect upon new state standards.
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)The M.Ed. Instructional Technology Program with the P-12 Technology Applications Concentration will incorporate the essential elements designated by the PSC for programs approved to offer certification in instructional technology as well as continue to assess the essential elements identified by NCATE as important and those agreed upon by the COE Unit.

The current M.Ed. IT program is approved by the BOR and SACS as a 100% online program. Our current M.Ed. IT program with the technology applications concentration is 33 hours and culminates in an internship, but no certification is associated with it. One course will be added to the program to make it a 36 hour program and the specialization courses will be conducted in the area in which the candidate already holds certification. Students who elect the P-12 Technology Applications Concentration (as opposed to the Media Specialist Concentration or the Technology Applications Concentration) would have a core of five instructional technology core 7000 level courses (7100, 7200, 7300, 7400, 7500, 7600) as well as four courses related to the candidate's area of certification (CIED 7060, ITED 7050, ITED 7051, ITED 7052) as prescribed by the Ga IT certification statute. The current capstone internship (ITED 7399) and a cumulative Program Portfolio would be required of all P-12 Technology Applications candidates, as well as successful completion of all program level assessments.

Applicants to the M.Ed. IT would be given information about the three concentrations offered in the program: Media Specialist Concentration (MS), which is not included in this paperwork as it is not undergoing any changes and has been previously approved by the state, the Technology Applications (TA) Concentration, and the P-12 Technology Applications Concentration (P12-TA). Within the P12-TA concentration, candidates will be seeking certification. The program of study and assessments will be the same for candidates seeking or not seeking certification (TA & P12-TA); however, candidates who have certification upon entry to the program will be limited in their specialization courses to the area of their certification. Those admitted would be asked to declare the concentration they plan to pursue and their certification status. Advisors would be assigned based on the concentration, making it possible to keep track of assessment data by area of concentration. This would be necessary, given the fact that the SPA for library media programs is AASL, while the accreditating agency for the M.Ed. IT technology applications concentration programs will be the GaPSC.

Successful completion of the M.Ed. IT Program with the P-12 Technology Applications Concentration and passing scores on the IT GACE will make a candidate eligible for an S-5 certificate from the state.

Approvals:

Department Head:	Date: 2/23/12
College/Division Exec. Committee:	Date: 2/28/12
Dean(s)/Director(s):	Date: 2/28/12
Grad. Exec. Committee: (for graduate course)	Date: 4-2-12
Graduate Dean: (for graduate course)	Date: 4-2-12

Academic Committee:	Date:

Form last updated:January 6, 2010

RECEIVED
MAR 08 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 02/02/2012 (mm/dd/yyyy)

Department Initiating Request: Curriculum, Leadership, and Technology	**Faculty Member Requesting:** Lars Leader
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) ITED 7600	**Proposed New Course Title:** Introduction to Discipline-Based Best Practices Literature **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Discipline Based Literature
Semester/Year to be Effective: Fall/2013	**Estimated Frequency of Course Offering:** Yearly

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

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Introduction to analyzing discipline specific literature and applying the conventions of academic writing using the Publication Manual of the American Psychological Association.

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies: New course needed to meet newly articulated state-based instructional technology standards.

☐ Other:

Source of Data to Support Suggested Change:

☒ Indirect Measures: SOIs, student, employer, or alumni surveys, etc. New state standards call for a content-specific approach that is grounded in the candidate's field of certification.

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

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

Data Sources:

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

☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) A literature review will be produced by the candidate and used not only as a program assessment, but also as a unit wide assessment in the College of Education graduate programs.

☐ Other:

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

Approvals:	
Dept. Head:	Date: 2/23/12
College/Division Exec. Comm.:	Date: 2/28/12
Dean/Director:	Date: 2/28/12
Graduate Exec. Comm.: (for graduate course):	Date: 4-2-12
Graduate Dean: (for graduate course):	Date: 4-2-12
Academic Committee:	Date:

Form last updated: January 6, 2010

ITED 7600 Introduction to Discipline-Based Best Practices Literature
Three (3) Semester Hours

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

Conceptual Framework: Guiding Principles

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

Required Textbooks

Publication Manual of the American Psychological Association. (6th ed.).(2009). Washington DC: American Psychological Association.

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 VSU e-mail account on a regular basis, and have the resources and ability to attach and open documents readable in MS-Word and Adobe Acrobat. These individual requirements are not fulfilled by Valdosta State University but must be supplied by you at your home (preferable) or workplace.

Course Description
Introduction to analyzing discipline specific literature and applying the conventions of academic writing using the *Publication Manual of the American Psychological Association.*

College of Education Conceptual Framework Standards (CFS)

I. CONTENT AND CURRICULUM: Teachers demonstrate a strong content knowledge of content area(s) that is appropriate for their certification levels.

II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.

III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

IV. ASSESSMENT: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

V. PLANNING AND INSTRUCTION: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

VI. PROFESSIONALISM: Teachers recognize, participate in, and contribute to teaching as a profession.

Department of Curriculum, Leadership, and Technology Program Standards

The Department of Curriculum, Leadership, and Technology recognizes the College of Education Conceptual Framework Standards (CFS) as a guide to the education of teachers and other school service personnel as they seek certification. The Curriculum and Instructional Technology (C & IT) programs serve some who are teachers; some who are media specialists, technology supervisors, and trainers; and some who are not affiliated with P-12 education learning environments. Candidates in the program who aspire to be media specialists and seek certification follow program requirements that are aligned with standards that are published by the American Association of School Librarians (AASL) and approved by NCATE. Candidates in the program who seek certification in instructional technology and those who seek an advanced degree in instructional technology follow program requirements that are aligned with standards that were published by the Georgia Professional Standards Commission (GA PSC) in 2011 for the field of Instructional Technology.

This syllabus contains alignment of College of Education CFS and the course-related educational outcomes to GA PSC standards for instructional technology.

Instructional Technology GaPSC Certification Standards

(i) VISIONARY LEADERSHIP. Candidates demonstrate the knowledge, skills, and dispositions to inspire and lead the development and implementation of a shared vision for the effective use of technology to promote excellence and support transformational change throughout the organization. (CFS IV, V, VI)

(ii) TEACHING, LEARNING, & ASSESSMENT. Candidates demonstrate the knowledge, skills, and dispositions to effectively integrate technology into their own teaching practice and to collaboratively

plan with and assist other educators in utilizing technology to improve teaching, learning, and assessment. (CFS I-VI)

(iii) DIGITAL LEARNING ENVIRONMENTS. Candidates demonstrate the knowledge, skills, and dispositions to create, support, and manage effective digital learning environments. (CFS I-VI)

(iv) DIGITAL CITIZENSHIP & RESPONSIBILITY. Candidates demonstrate the knowledge, skills, and dispositions to model and promote digital citizenship and responsibility. (CFS I-VI)

(v) PROFESSIONAL LEARNING & PROGRAM EVALUATION. Candidates demonstrate the knowledge, skills, and dispositions to conduct needs assessments, develop technology-based professional learning programs, and design and implement regular and rigorous program evaluations to assess effectiveness and impact on student learning. (CFS I, II, VI)

(vi) CANDIDATE PROFESSIONAL GROWTH & DEVELOPMENT. Candidates demonstrate the knowledge, skills, and dispositions to engage in continuous learning, reflect on professional practice, and engage in appropriate field experiences. (CFS IV, V, VI)

NOTE: VSU's Department of Curriculum and Instructional Technology uses the definition that the Association for Educational Communications and Technology (AECT) published in 1994 for the term instructional technology: *Instructional Technology is the theory and practice of the design, development, utilization, management and evaluation of the processes and resources for learning* (AECT, 1994).

Selected Educational Outcomes (EO) for Program

1. Candidates will demonstrate an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards while simultaneously demonstrating professional growth and development. (vi)
2. Candidates will use data and current research to inform their practices and enhance their leadership role in designing, developing, utilizing, managing, and evaluating instructional technology. (i, iv)
3. Candidates will demonstrate the knowledge, skills, and dispositions to create positive environments for teaching and learning. (ii, iii, v)
4. Candidates will understand and build upon the developmental levels of students with whom they work; the diversity of students, families, and communities; and the policy contexts within which they work as they model *and facilitate* best practices, digital citizenship, and informative program evaluation. (iv, v)

Key GaPSC Elements at the core of ITED 7600 are related to Standards i, ii, v, and vi

(i) VISIONARY LEADERSHIP. Candidates demonstrate the knowledge, skills, and dispositions to inspire and lead the development and implementation of a shared vision for the effective use of technology to promote excellence and support transformational change throughout the organization. (CFS IV, V, VI)

c. Candidates research, recommend, and implement policies, procedures, programs, and funding strategies to support implementation of the shared vision represented in the school, district, state, and federal technology plans and guidelines. Funding strategies may include the development, submission, and evaluation of formal grant proposals;

d. Candidates research, recommend, and implement strategies for initiating and sustaining technology innovations and for managing the change process in schools.

(ii) TEACHING, LEARNING, & ASSESSMENT. Candidates demonstrate the knowledge, skills, and dispositions to effectively integrate technology into their own teaching practice and to collaboratively plan with and assist other educators in utilizing technology to improve teaching, learning, and assessment. (CFS I-VI)

f. Candidates model and facilitate the effective use of research-based best practices in instructional design when designing and developing digital tools, resources, and technology-enhanced learning experiences;

(v) PROFESSIONAL LEARNING & PROGRAM EVALUATION. Candidates demonstrate the knowledge, skills, and dispositions to conduct needs assessments, develop technology-based professional learning programs, and design and implement regular and rigorous program evaluations to assess effectiveness and impact on student learning. (CFS I, II, VI)

b. Candidates develop and implement technology-based professional learning that aligns to state and national professional learning standards, integrates technology to support face-to-face and online components, models principles of adult learning, and promotes best practices in teaching, learning, and assessment; and
c. Candidates design and implement program evaluations to determine the overall effectiveness of professional learning on deepening teacher content knowledge, improving teacher pedagogical skills and/or increasing student learning.

(vi) CANDIDATE PROFESSIONAL GROWTH & DEVELOPMENT. Candidates demonstrate the knowledge, skills, and dispositions to engage in continuous learning, reflect on professional practice, and engage in appropriate field experiences. (CFS I-VI)

a. Candidates demonstrate continual growth in knowledge and skills of current and emerging technologies and apply them to improve personal productivity and professional practice.
c. Candidates engage in appropriate field experiences to synthesize and apply the content and professional knowledge, skills, and dispositions identified in these standards.

Course Objectives

1. Identify articles as empirical research, determine type of research and ask questions to facilitate an understanding of the studies. (GaPSC i.c , v.b)
2. Evaluate exemplary curricular and instructional practices described in the professional literature. (GaPSC i.c, ii.f, v.c)
3. Articulate the relationships within the discipline between theory, research, and practice as well as the inter-relationships between people, processes, and devices. (GaPSC i.d, ii.f)
4. Use a variety of research tools, including electronic resources, to investigate instructional design and technology research. (GaPSC vi.a)
5. Analyze and summarize research studies. (GaPSC vi.a, vi.c)
6. Demonstrate clear competence in written communication and comprehension. (GaPSC vi.c)

Course Activities / Assignments / Requirements

A number of course activities are inherent in completion of the processes and products described in the Course Evaluation methods generally described below (more detailed descriptions of each Course Evaluation can be found on the course website). These activities include: Guided Reading (Course objectives 1-6); Independent Reading (Course objectives 1-6); Library & WWW Research (Course objectives 1-6); Literature Analysis (Course objectives 1-6); Review/Revision by Expert, Peer & Self (Course objective 5); Online discussions (Course objectives 1-6).

Course Evaluation

A. Area of Focus Assignment (20% of course grade)
You will identify an area of focus based on an educational concern/problem/issue regarding teaching and/or learning. You will then construct a search strategy to identify and evaluate 10 peer reviewed journal articles to support your area of focus. Each article will then be annotated and referenced. Detailed instructions and criteria will be provided at the ITED 7600 course website.

B. APA Skills Assessment Module (10% of course grade)
You will complete a skills assessment module based on the *Publication Manual of the American Psychological Association.*

C. Discipline-based Literature Review (70% of course grade)
You will produce a short Literature Review:

- 5 page minimum/6 page maximum (excluding reference list and title page)
- Double-spaced
- 10-12 references
- APA format

The first draft of the Discipline-based Literature Review will be assessed for 20% of the course grade. The final draft of the Discipline-based Literature Review will be assessed for 50% of the course grade. The first and final drafts combine for a total of 70% of the course grade. The purpose of the Literature Review is to show clear evidence of developing mastery of course objectives 1-6 for ITED 7600. Detailed instructions and criteria will be provided at the ITED 7600 course website.

Grading Scale

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

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

Assignments are 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 10% of the available assignment points for each 24-hour period the assignment is late, may be imposed by the instructor on all assignments for

which no prior permission for late submission was obtained. Any assignment five or more days late will not be accepted and a "0" will be assigned as the grade.

Professionalism / Disposition

Within your coursework and fieldwork, you are expected to respect intellectual property, complete assignments with consistent punctuality, regularly attend class (online and/or face-to-face), 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 face-to-face and online endeavors, 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. As a professional, you should practice fairness based upon a belief that all learners can achieve.

Participation Policy

Students are expected to maintain a regular and frequent presence in the online course, particularly when involved in group projects and online discussion groups. It is the responsibility of the student to make sure that they have adequate equipment and access to maintain this online presence. Because students are being prepared to accept professional duties and responsibilities, attendance decisions are viewed as critical to developing professionalism.

Online work is generally conducted asynchronously, and does not require students to be online at scheduled times. There may be occasional synchronous class activities such as chats that will be scheduled at mutually agreed upon times.

Professional ethics, behavior, and quality are expected in all products and performances. Content copied and pasted from websites or other sources will not be considered original student work and may not be used under any circumstances without the use of quotation marks and proper APA citations. Any attempt to present the work of another as your own will result in failure in the course.

Dewar College of Education Policy Statement on Plagiarism and Cheating

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

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

The full text of Academic Honesty Policies and Procedures is available in the on the Academic Affairs website (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).
The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

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

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (http://www.valdosta.edu/coe/studentsinfo.shtml). According to the Dewar College of Education Concern Form Policy, "a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee."
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

Anti-Plagiarism Software

By taking this course, you agree that all required course work may be subject to submission for textual similarity review to SafeAssign, a tool within BlazeVIEW.
For more information on the use of SafeAssign at VSU, see SafeAssign for Students:

(http://www.valdosta.edu/academic/SafeAssignforStudents.shtml).

Special Needs Statement

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

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

Student Opinion of Instruction

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml.

Instructor

Dr. Ellen W. Wiley
CLT Department
Dept. Phone: (229) 333-5633
Email: ewiley@valdosta.edu
Office Hours: TBA

RECEIVED
MAR 08 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 01/31/2012 (mm/dd/yyyy)

Department Initiating Request: Curriculum, Leadership, and Technology	**Faculty Member Requesting:** Lorraine Schmertzing
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) ITED 8600	**Proposed New Course Title:** Professional Development and Program Evaluation **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Prof Devel & Program Eval
Semester/Year to be Effective: Fall/2013	**Estimated Frequency of Course Offering:** Every Fall and Spring

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

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) The study and implementation of needs assessment and program evaluation to inform the content and delivery of technology-based professional learning programs.

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies: New course needed to meet newly articulated state-based instructional technology standards.

☐ Other:

Source of Data to Support Suggested Change:

☒ Indirect Measures: SOIs, student, employer, or alumni surveys, etc. New state standards call for an emphasis on professional development and program evaluation.

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

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

Data Sources:

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

☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Demonstration of knowledge, skills, and dispositions related to candidate's professional development and program evaluation abilities will be assessed in a component of the Learning, Leadership, and Growth Project, which is Program Assessment 2, and the Program Evaluation, which is Program Assessment 7.

☐ Other:

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

Approvals:	
Dept. Head:	Date: 2/23/12
College/Division Exec. Comm.:	Date: 2/28/12
Dean/Director:	Date: 2/28/12
Graduate Exec. Comm.: (for graduate course):	Date: 4-2-12
Graduate Dean: (for graduate course):	Date: 4-2-12
Academic Committee:	Date:

Form last updated: January 6, 2010

ITED 8600
Professional Development and Program Evaluation
Three (3) Semester Hours

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

Conceptual Framework: Guiding Principles

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

Required Textbooks

Ford, D. J. (2010). *BOTTOM-line TRAINING: Performance-based results (2nd ed.).* ISBN: 978-0-9763974-0-3.

Leedy, P. D., & Ormrod, J. E. (2012). *Practical research: Planning and design (10th ed.).* Upper Saddle River, NJ: Prentice Hall.

Publication Manual of the American Psychological Association. (6th ed.). (2009). Washington DC: American Psychological Association.

Required Technology

This course will require you to have equipment and skills allowing ready and constant access to a computer with Internet connection to the WWW. You must utilize your VSU e-mail account on a regular basis, and have the resources and ability to attach and open documents readable in MS-

304

Word and Adobe Acrobat. These individual requirements are not fulfilled by Valdosta State University but must be supplied by you at your home (preferable) or workplace.

Course Description
The study and implementation of needs assessment and program evaluation to inform the content and delivery of technology-based professional learning programs.

College of Education Conceptual Framework Standards (CFS)

I. CONTENT AND CURRICULUM: Teachers demonstrate a strong content knowledge of content area(s) appropriate for their certification levels.

II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.

III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

IV. ASSESSMENT: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

V. PLANNING AND INSTRUCTION: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

VI. PROFESSIONALISM: Teachers recognize, participate in, and contribute to teaching as a profession.

Department of Curriculum, Leadership, and Technology Program Standards

The Department of Curriculum, Leadership, and Technology recognizes the College of Education Conceptual Framework Standards (CFS) as a guide to the education of teachers and other school service personnel as they seek certification. The Curriculum and Instructional Technology (C & IT) programs serve some who are teachers; some who are media specialists, technology supervisors, and trainers; and some who are not affiliated with P-12 education learning environments. Candidates in the program who aspire to be media specialists and seek certification follow program requirements that are aligned with standards that are published by the American Association of School Librarians (AASL) and approved by NCATE. Candidates in the program who seek certification in instructional technology and those who seek an advanced degree in instructional technology follow program requirements that are aligned with standards that were published by the Georgia Professional Standards Commission (GA PSC) in 2011 for the field of Instructional Technology.

This syllabus contains alignment of College of Education CFS and the course-related educational outcomes to GA PSC standards for instructional technology.

Instructional Technology GaPSC Certification Standards

(i) VISIONARY LEADERSHIP. Candidates demonstrate the knowledge, skills, and dispositions to inspire and lead the development and implementation of a shared vision for the effective use of technology to promote excellence and support transformational change throughout the organization. (CFS IV, V, VI)

(ii) TEACHING, LEARNING, & ASSESSMENT. Candidates demonstrate the knowledge, skills, and dispositions to effectively integrate technology into their own teaching practice and to collaboratively plan with and assist other educators in utilizing technology to improve teaching, learning, and assessment. (CFS I-VI)

(iii) DIGITAL LEARNING ENVIRONMENTS. Candidates demonstrate the knowledge, skills, and dispositions to create, support, and manage effective digital learning environments. (CFS I-VI)

(iv) DIGITAL CITIZENSHIP & RESPONSIBILITY. Candidates demonstrate the knowledge, skills, and dispositions to model and promote digital citizenship and responsibility. (CFS I-VI)

(v) PROFESSIONAL LEARNING & PROGRAM EVALUATION. Candidates demonstrate the knowledge, skills, and dispositions to conduct needs assessments, develop technology-based professional learning programs, and design and implement regular and rigorous program evaluations to assess effectiveness and impact on student learning. (CFS I, II, VI)

(vi) CANDIDATE PROFESSIONAL GROWTH & DEVELOPMENT. Candidates demonstrate the knowledge, skills, and dispositions to engage in continuous learning, reflect on professional practice, and engage in appropriate field experiences. (CFS IV, V, VI)

NOTE: VSU's Department of Curriculum and Instructional Technology uses the definition that the Association for Educational Communications and Technology (AECT) published in 1994 for the term instructional technology: *Instructional Technology is the theory and practice of the design, development, utilization, management and evaluation of the processes and resources for learning* (AECT, 1994).

Selected Program-level Educational Outcomes (EO) addressed in this course:

1. Candidates will demonstrate an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards while simultaneously demonstrating professional growth and development. (GaPSC vi)
2. Candidates will use data and current research to inform their practices and enhance their leadership role in designing, developing, utilizing, managing, and evaluating instructional technology. (GaPSC i, iv)
3. Candidates will demonstrate the knowledge, skills, and dispositions to create positive environments for teaching and learning. (GaPSC ii, iii, v)
4. Candidates will understand and build upon the developmental levels of students with whom they work; the diversity of students, families, and communities; and the policy contexts within which they work as they model and facilitate best practices, digital citizenship, and informative program evaluation. (GaPSC iv, v)

Key GaPSC Elements at the core of ITED 8600 are related to Standard v

(v) PROFESSIONAL LEARNING & PROGRAM EVALUATION. Candidates demonstrate the knowledge, skills, and dispositions to conduct needs assessments, develop technology-based professional learning programs, and design and implement regular and rigorous program evaluations to assess effectiveness and impact on student learning. (CFS I-VI)

a. Candidates conduct needs assessments to determine school-wide, faculty, grade-level, and subject area strengths and weaknesses to inform the content and delivery of technology-based professional learning programs;

b. Candidates develop and implement technology-based professional learning that aligns to state and national professional learning standards, integrates technology to support face-to-face and online components, models principles of adult learning, and promotes best practices in teaching, learning, and assessment; and

c. Candidates design and implement program evaluations to determine the overall effectiveness of professional learning on deepening teacher content knowledge, improving teacher pedagogical skills and/or increasing student learning.

Course Objectives-- Given the syllabus, course materials, and guidance from a professional, the candidate will accurately and/or appropriately:

1) Use research and theory for the selection and use of technologies for learning. (GaPSC v.a.)
2) Articulate the relationships within the discipline between theory, research, and practice as well as the interrelationships between people, processes, and devices. (GaPSC v.b.)
3) Create instructional or professional projects using technology resources. (GaPSC v.b.)
4) Design, implement, and evaluate training plans using current research. (GaPSC v.c.)
5) Utilize the research, theoretical, and practitioner foundations of the field in the implementation of instructional plans. (GaPSC v.b.)
6) Demonstrate proficiency in the prescription, implementation, and evaluation of treatments to maximize learning/performance outcomes in a variety of contexts. (GaPSC v.c.)
7) Demonstrate clear competence in oral, graphic, and written communication. (GaPSC v.c.)

Course Activities / Assignments / Requirements

A number of course activities are inherent in completion of the processes and products described in the Course Evaluation methods described below (more detailed descriptions of each Course Evaluation can be found on the course website). These activities include: Professional Development Project Plan (Course objectives 1-5); Professional Development Program Evaluation Report (Course objective 6); and Celebration of Findings (Course objective 7).

Course Evaluation

1) Professional Development Project Plan (400 Points, 40% of course grade)

A Professional Development (PD) Project Plan will be developed to guide the implementation and evaluation of a technology-based training program for deepening content knowledge and/or skills of employees within a business or school environment. If the PD Project Plan is to be designed for employees within a school environment, another consideration for the PD program may include improved student knowledge.

The PD Project Plan will include four components: Needs Assessment, Goals and Objectives, Plan of Operation, and an Evaluation Plan. The first component, the Needs Assessment, will focus on the development, implementation, and evaluation of survey data for determining a *need* within a workplace. Also, a brief literature review will be conducted to provide additional information about the identified need from the survey data. For the Goals and Objectives component, academic and professional learning standards along with desired measureable outcomes will be identified for the development of evaluation questions to guide the implementation and evaluation of the PD plan. The Plan of Operation, which refers to the instructional activities of the professional development project, will be based on the needs, goals,

and objectives from the first two components of the PD Project Plan and it will reflect the characteristics of effective professional development. The final component of the PD Project Plan, the Evaluation Plan, will be developed in two formats, a chart and a narrative. Both formats of the plan will include *outcome evaluations* and *process evaluations*. Outcome evaluations pertain to measures that indicate the effectiveness of the PD project in regard to its goals and objectives. Process evaluations refer to measures which reflect the implementation of the PD project. The purpose of the PD Project Plan is to show clear evidence of developing mastery of selected course objectives of ITED 8600 (Course Objectives 1-5).

2) Professional Development Program Evaluation Report (400 Points, 40% of course grade)

After the development of the Professional Development Project Plan, candidates will implement and evaluate data from the PD training, and they will complete the Professional Development (PD) Program Evaluation Report. Components of the PD Program Evaluation Report include: Needs Assessment, Evaluation Questions, Plan of Operation, Findings, Discussions. The first three components of the report consist of information from the PD Project Plan; and the remaining information in the report is based on the collection, analysis, and discussion of data from the PD training program. The purpose of the PD Program Evaluation Report is to show clear evidence of developing mastery of selected course objectives of ITED 8600 (Course Objective 6).

3) Celebration of Findings (200 Points, 20% of course grade)

Candidates will develop a PowerPoint Presentation to include information about the development, implementation, and evaluation of their Professional Development Program Evaluation Report. Information for the presentation will include: Needs Assessment, Evaluation Questions, Plan of Operation, Findings, Discussions. The presentation will be shared with class peers in BlazeVIEW Live Classroom. The purpose of the Celebration of Findings is to show clear evidence of developing mastery of course objectives of ITED 8600 (Course objective 7).

Grading Scale

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

900-1000=A 800-899=B 700-799=C 600-699=D Below 600=F

Assignments are 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 10% of the available assignment points for each 24-hour period the assignment is late, may be imposed by the instructor on all assignments for which no prior permission for late submission was obtained. Any assignment five or more days late will not be accepted and a "0" will be assigned as the grade.

Professionalism / Disposition

Within your coursework and fieldwork, you are expected to respect intellectual property, complete assignments with consistent punctuality, regularly attend class (online and/or face-to-face), 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 face-to-face and online endeavors, 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. As a professional, you should practice fairness based upon a belief that all learners can achieve.

Participation Policy

Students are expected to maintain a regular and frequent presence in the online course, particularly when involved in group projects and online discussion groups. It is the responsibility of the student to make sure that they have adequate equipment and access to maintain this online presence. Because students are being prepared to accept professional duties and responsibilities, attendance decisions are viewed as critical to developing professionalism.

Online work is generally conducted asynchronously, and does not require students to be online at scheduled times. There may be occasional synchronous class activities such as chats that will be scheduled at mutually agreed upon times.

NOTE: By taking this course, you agree that all required course work may be subject to submission for textual similarity review to SafeAssign, a tool within BlazeVIEW. For more information on the use of SafeAssign at VSU see SafeAssign for Students

(http://www.valdosta.edu/academic/SafeAssignforStudents.shtml).

Professional ethics, behavior, and quality are expected in all products and performances. Content copied and pasted from websites or other sources will not be considered original student work and may not be used under any circumstances without the use of quotation marks and proper APA citations. Any attempt to present the work of another as your own will result in failure in the course.

Dewar College of Education Policy Statement on Plagiarism and Cheating

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

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

The full text of Academic Honesty Policies and Procedures is available in the on the Academic Affairs website (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).
The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

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

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (http://www.valdosta.edu/coe/studentsinfo.shtml). According to the Dewar College of Education Concern Form Policy, "a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee."
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

Special Needs Statement

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

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

Student Opinion of Instruction

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml.

Instructor

Dr.
CLT Department
Dept. Phone: (229) 333-5633
Email:
Office Hours: TBA

RECEIVED
MAR 08 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 02/02/2012 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Curriculum, Leadership, and Technology	Lars Leader

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

ITED 7100 Foundational Theories in Instructional Technology

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

Current:	**Requested:**
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title:	**Course Title:**
Prerequisites:	**Prerequisites:**
Co-requisites:	**Co-requisites:**
Course Description: Introduction to theories of learning, instruction, communication, information, and systems as applied to research and practice in the field of instructional technology. Includes presentation skills and instructional techniques.	**Course Description:** Introduction to theories of learning, instruction, communication, information, digital citizenship, and systems as applied to research and practice in the field of instructional technology.
Semester/Year to be Effective: Fall 2013	**Estimated Frequency of Course Offering:** Yearly

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

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies: Change in description and subsequent course changes are needed to meet newly articulated state-based instructional technology standards.

☐ Other:

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. New state standards

call for more specificity and a modeling and facilitation component

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

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

Data Sources:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) ITED 7100 is the foundational course in the program, where candidates gain the baseline knowledge of the profession. Content knowledge will be assessed by the GACE and artifacts from course projects included in their program portfolio.

Approvals:	
Dept. Head:	Date: 2/28/12
College/Division Exec. Comm.:	Date: 2/28/12
Dean/Director:	Date: 2/28/12
Graduate Exec. Comm.: (for graduate course)	Date: 4-2-12
Graduate Dean: (for graduate course)	Date: 4-2-12
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED
MAR 08 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 02/02/2012 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Curriculum, Leadership, and Technology	Lars Leader

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

ITED 7200 Information Sources and Uses

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

Current:	**Requested:**
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title:	**Course Title:**
Prerequisites:	**Prerequisites:**
Co-requisites:	**Co-requisites:**
Course Description: Introduction to information sources including Internet and databases, search strategies, information retrieval, access issues, legal and ethical issues, and evaluation of information.	**Course Description:** Retrieval, evaluation, and integration of information and digital resources to support higher-order thinking skills in digital learning environments. Consideration of legal issues, accessibility, and diversity in learner characteristics.

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall 2013	Each fall and summer semester

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

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies: Change in description and subsequent course changes are needed to meet newly articulated state-based instructional technology standards.

☐ Other:

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. New state standards call for more specificity and a modeling and facilitation component

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

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

Data Sources:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Major components for the program portfolio will occur in ITED 7200.

Approvals:	
Dept. Head:	Date: 2/23/12
College/Division Exec. Comm.:	Date: 2/28/12
Dean/Director:	Date: 2/28/12
Graduate Exec. Comm.: (for graduate course)	Date: 4-2-12
Graduate Dean: (for graduate course)	Date: 4-2-12
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED
MAR 08 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 02/02/2012 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Curriculum, Leadership, and Technology	Lars Leader

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

ITED 7300 Instructional Design

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

Current:	**Requested:**
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title: Instructional Design	**Course Title:** Instructional Technology for Teaching, Learning, and Assessment
Prerequisites:	**Prerequisites:**
Co-requisites:	**Co-requisites:**
Course Description: Introduction to the systematic design of instruction and applied research, including front-end analysis, use of instructional theories to select learning strategies, assessment, and formative and summative evaluation.	**Course Description:** Integrate technology into personal teaching practice and collaboratively plan with and assist other educators to improve teaching, learning, and assessment.

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall 2013	Yearly

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

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies: Change in description and subsequent course changes are needed to meet newly articulated state-based instructional technology standards.

☐ Other:

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. New state standards

call for more specificity and a modeling and facilitation component

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

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

Data Sources:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Major components for the Instructional Design Project, which is one of the key program assessments that directly relates to State Standards ii and iii and demonstrates candidates skills in planning for learning (Program Assessment 3), will occur in ITED 7300.

Approvals:	
Dept. Head:	Date: 2/23/12
College/Division Exec. Comm.:	Date: 2/28/12
Dean/Director:	Date: 2/28/12
Graduate Exec. Comm.: (for graduate course)	Date: 4-2-12
Graduate Dean: (for graduate course)	Date: 4-2-12
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED
MAR 08 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 01/31/2012 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Curriculum, Leadership, and Technology	Lorraine Schmertzing

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

ITED 8100 Theories, Models, and Perspectives of Instructional Technology

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

Current:	**Requested:**
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title:	**Course Title:**
Prerequisites:	**Prerequisites:**
Co-requisites:	**Co-requisites:**
Course Description: Survey and analysis of the theoretical perspectives of change, communication, diffusion, systems, learning, and instruction as applied in instructional technology.	**Course Description:** Model and facilitate the use of theoretical perspectives concerning digital citizenship, change, communication, diversity, learning, and instruction for the legal and ethical integration of instructional technology in learning environments.

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall 2013	Each fall and spring semester

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

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies: Change in description and subsequent course changes are needed to meet newly articulated state-based instructional technology standards.

☐ Other:

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. New state standards call for more specificity and a modeling and facilitation component

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

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

Data Sources:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) ITED 8100 is the foundational course in the program where candidates gain the baseline knowledge of the profession. Content knowledge assessments in the form of the GACE and the Learning, Leadership, and Growth Project will evaluate candidate knowledge and professional growth.

Approvals: Dept. Head:	Date: 2/23/12
College/Division Exec. Comm.:	Date: 2/28/12
Dean/Director:	Date: 2/28/12
Graduate Exec. Comm.: (for graduate course)	Date: 4-2-12
Graduate Dean: (for graduate course)	Date: 4-2-12
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED
MAR 08 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 01/31/2012 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Curriculum, Leadership, and Technology	Lorraine Schmertzing

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

ITED 8200 Instructional Design for Training and Education

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

Current:	**Requested:**
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title:	**Course Title:**
Prerequisites:	**Prerequisites:**
Co-requisites:	**Co-requisites:**
Course Description: Applications of systematic design principles to address as identified need in a training or education context. This course includes problem identification, message design, instructional strategies, and learner characteristics	**Course Description:** Applications of systematic design principles to address an identified need in a training or learning context. Addresses learner characteristics, assessment (diagnostic, formative, summative), message design, and instructional strategies to support and enhance higher order thinking skills.

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall 2013	Each fall and spring semester

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

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies: Change in description and subsequent course changes are needed to meet newly articulated state-based instructional technology standards.

☐ Other:

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. New state standards call for more specificity and a modeling and facilitation component

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

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

Data Sources:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Major components for the Digital Learning Environment Project, which is one of the key program assessments that directly relates to State Standards ii and iii and demonstrates candidates skills in planning for learning (Program Assessment 3), will occur in ITED 8200.

Approvals: Dept. Head:	Date: 2/23/12
College/Division Exec. Comm.:	Date: 2/28/12
Dean/Director:	Date: 2/28/12
Graduate Exec. Comm.: (for graduate course)	Date: 4-2-12
Graduate Dean: (for graduate course)	Date: 4-2-12
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED
MAR 08 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 01/31/2012 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Curriculum, Leadership, and Technology	Lorraine Schmertzing

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

ITED 8300 Technology Tools for Training and Education

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

Current:	**Requested:**
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title:	**Course Title:**
Prerequisites:	**Prerequisites:**
Co-requisites:	**Co-requisites:**
Course Description: Application of various technologies and products for instructional development. Includes in-depth use of computer-related technology tools to create effective instructional materials.	**Course Description:** Application of various technologies and products for instructional development. Includes in-depth use of computer-related technology tools to design and create effective instructional materials and assist other educators in similar tasks that use technology to improve teaching, learning, and assessment.

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall 2013	Each fall and spring semester

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

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies: Change in description and subsequent course changes are needed to meet newly articulated state-based instructional technology standards.

☐ Other:

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. New state standards call for more specificity and a modeling and facilitation component

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

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

Data Sources:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Major components for the Digital Learning Environment Project, which is one of the key program assessments that directly relates to State Standards ii and iii and demonstrates candidates skills in planning for learning, will occur in ITED 8300.

Approvals: Dept. Head:	Date: 2/23/12
College/Division Exec. Comm.:	Date: 2/28/12
Dean/Director:	Date: 2/28/12
Graduate Exec. Comm.: (for graduate course)	Date: 4-2-12
Graduate Dean: (for graduate course)	Date: 4-2-12
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED
MAR 08 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 01/31/2012 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Curriculum, Leadership, and Technology	Lorraine Schmertzing

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

ITED 8500 Leadership in Instructional Technology

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

Current:	**Requested:**
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title:	**Course Title:**
Prerequisites:	**Prerequisites:**
Co-requisites:	**Co-requisites:**
Course Description: A study of theories and techniques for facilitating instructional and technological change. Emphasis is on team building, reflective practice and application in a field-based setting.	**Course Description:** The study and implementation of theories and techniques for working with individuals and groups to develop a shared vision for the use of technology in learning environments, to design and communicate a strategic plan, and to demonstrate leadership toward securing resources needed to implement the plan.

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall 2013	Each summer semester

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

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies: Change in description and subsequent course changes are needed to meet newly articulated state-based instructional technology standards.

☐ Other:

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. New state standards call for an emphasis on leadership in developing visions, plans, and processes to effectively incorporate technology in learning environments.

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

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

Data Sources:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Demonstration of knowledge, skills, and dispositions related to candidate leadership abilities will be assessed in a component of the Learning, Leadership, and Growth Project that is Program Assessment 2.

Approvals:	
Dept. Head:	Date: 2/23/12
College/Division Exec. Comm.:	Date: 2/28/12
Dean/Director:	Date: 2/28/12
Graduate Exec. Comm.: (for graduate course)	Date: 4-2-12
Graduate Dean: (for graduate course)	Date: 4-2-12
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED
MAR 08 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 01/31/2012 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Curriculum, Leadership, and Technology	Lorraine Schmertzing

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

ITED 8999 Action Research Project

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

Current:	**Requested:**
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title:	**Course Title:**
Prerequisites:	**Prerequisites:**
Co-requisites:	**Co-requisites:**
Course Description: The data collection, analysis, and reporting phase of the Education Specialist research project. May be repeated.	**Course Description:** Implement research-based interventions to improve instructional practice and maximize learning. Use of digital tools and resources to systematically collect and analyze data, interpret results, and communicate findings. Final phase of the Education Specialist field experience. May be repeated.

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall 2013	Each fall and spring semester

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

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies: Change in description and subsequent course changes are needed to meet newly articulated state-based instructional technology standards.

☐ Other:

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. New state standards added the use of technology in data collection and analysis.

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

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

Data Sources:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The capstone action research project in the EdS will remain a key component of assessment. Candidates will continue to plan, implement, and evaluate student learning and the experiences related to an instructional technology intervention. Student learning will be assessed using the COE Unit assessment instrument and the Field Experience Assessment used in the department.

Approvals:	
Dept. Head:	Date: 2/23/12
College/Division Exec. Comm.:	Date: 2/28/12
Dean/Director:	Date: 2/28/12
Graduate Exec. Comm.: (for graduate course)	Date: 4-2-12
Graduate Dean: (for graduate course)	Date: 4-2-12
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED
MAR 08 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 01/31/2012 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Curriculum, Leadership, and Technology	Lorraine Schmertzing

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

ITED 8970 Action Research Methods and Planning

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

Current:	**Requested:**
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title:	**Course Title:**
Prerequisites: ITED 8960	**Prerequisites:**
Co-requisites:	**Co-requisites:** ITED 8960 or permission of instructor
Course Description: An in-depth study of the foundations, assumptions, methods, techniques, and ethics of action research, along with a framework for evaluating action-research studies. The focus is on designing a study to enhance technology-based learning and human performance in a learning organization.	**Course Description:** Application of the ethics and principles of action research. Includes design of technology-enhanced learning experiences and planning for subsequent evaluation to improve instruction and learning.

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall 2013	Each fall and spring semester

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

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies: Change in description and subsequent course changes are needed to meet newly articulated state-based instructional technology standards.

☐ Other:

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. New state standards call for a content-specific approach that is grounded in the candidate's field of certification and adheres to certain ethical guidelines.

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

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

Data Sources:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The capstone action research project in the EdS will remain a key component of assessment. Candidates will continue to plan, implement, and evaluate student learning and the experiences related to an instructional technology intervention. Student learning will be assessed using the COE Unit assessment instrument.

Approvals: Dept. Head:	Date: 2/23/12
College/Division Exec. Comm.:	Date: 2/28/12
Dean/Director:	Date: 2/28/12
Graduate Exec. Comm.: (for graduate course)	Date: 4-2-12
Graduate Dean: (for graduate course)	Date: 4-2-12
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED
MAR 08 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 01/31/2012 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Curriculum, Leadership, and Technology	Ellen W. Wiley

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

CIED 9100 Curriculum and Instructional Systems

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

Current:	**Requested:**
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title: Curriculum and Instructional Systems	**Course Title:** Curriculum Design, Implementation, and Evaluation Transcript Abbrev: Curric Design Implem & Eval
Prerequisites:	**Prerequisites:**
Co-requisites:	**Co-requisites:**
Course Description: Study of concepts, theories, and trends for curriculum, instructional systems, and the change process. Includes a current review of related literature and reflective analysis of practice.	**Course Description:** Advanced design, implementation, and evaluation of curricula to promote student learning.
Semester/Year to be Effective: Fall 2012	**Estimated Frequency of Course Offering:** Each fall and spring semester

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

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies: Change in description and subsequent course changes are needed to meet newly articulated state-based curriculum and instruction standards.

☐ Other:

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. New state standards call for more specificity in content.

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

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

Data Sources:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Content knowledge assessments in the form of the GACE Content (state-mandated test) and a required online portfolio will be used evaluate candidate knowledge and professional growth in this course and across the certification program.

Approvals: Dept. Head:	Date: 2/23/12
College/Division Exec. Comm.:	Date: 2/28/12
Dean/Director:	Date: 2/28/12
Graduate Exec. Comm.: (for graduate course)	Date: 4-2-12
Graduate Dean: (for graduate course)	Date: 4-2-12
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED
MAR 08 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 01/31/2012 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Curriculum, Leadership, and Technology	Ellen W. Wiley

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

CIED 9200 Curricular and Instructional Needs Assessment

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

Current:	**Requested:**
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title: Curricular and Instructional Needs Assessment	**Course Title:** Instructional Planning, Implementation, and Evaluation Title Abbrev: Inst Plan Implem + EVAL
Prerequisites:	**Prerequisites:**
Co-requisites:	**Co-requisites:**
Course Description: Assessment of curricular and instructional needs in educational organizations and agencies through a study of relationships among models of learning,learner characteristics, learning environments, and society.	**Course Description:** Advanced planning, implementation, and evaluation of instruction to facilitate student learning.
Semester/Year to be Effective: Fall 2012	**Estimated Frequency of Course Offering:** Each fall and spring semester

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

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies: Change in description and subsequent course changes are needed to meet newly articulated state-based curriculum and instruction standards.

☐ Other:

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. New state standards

call for more specificity in content.

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

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

Data Sources:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Content knowledge assessments in the form of the GACE Content (state-mandated test) and a required online portfolio will be used evaluate candidate knowledge and professional growth in this course and across the certification program.

Approvals: Dept. Head:	Date: 2/23/12
College/Division Exec. Comm.:	Date: 2/28/12
Dean/Director:	Date: 2/28/12
Graduate Exec. Comm.: (for graduate course)	Date: 4-2-12
Graduate Dean: (for graduate course)	Date: 4-2-12
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED
MAR 08 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 01/31/2012 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Curriculum, Leadership, and Technology	Ellen W. Wiley

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

CIED 9300 Curricular and Instructional Needs-Based Proposal Development

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

Current:	**Requested:**
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title: Curricular and Instructional Needs-Based Proposal Development	**Course Title:** Using Assessment to Maximize Student Learning Title Abbrev: Using Assmt to Max Stu Learn
Prerequisites:	**Prerequisites:**
Co-requisites:	**Co-requisites:**
Course Description: Design and development of a proposal for an innovative cur-riculum and instruction project based on needs.	**Course Description:** Advanced design and development of multiple sources of assessment to maximize student learning.

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall 2012	Each fall and spring semester

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

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies: Change in description and subsequent course changes are needed to meet newly articulated state-based curriculum and instruction standards.

☐ Other:

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. New state standards call for more specificity in content.

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

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

Data Sources:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Content knowledge assessments in the form of the GACE Content (state-mandated test) and a required online portfolio will be used evaluate candidate knowledge and professional growth in this course and across the certification program.

Approvals:	
Dept. Head:	Date: 2/23/12
College/Division Exec. Comm.:	Date: 2/23/12
Dean/Director:	Date: 2/23/12
Graduate Exec. Comm.: (for graduate course)	Date: 4-2-12
Graduate Dean: (for graduate course)	Date: 4-2-12
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED
MAR 08 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 01/31/2012 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Curriculum, Leadership, and Technology	Ellen W. Wiley

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

CIED 9400 Curricular and Instructional Design and Development

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

Current:	**Requested:**
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title: Curricular and Instructional Design and Development	**Course Title:** Review of Academic Discipline and Pedagogy Literature Title Abbrev: Review Acad Disc
Prerequisites:	**Prerequisites:** Pedagogy Lit
Co-requisites:	**Co-requisites:**
Course Description: Planning for the implementation and evaluation of a curriculum and instruction innovation inan educational setting. The course includes design, development, and evaluation of projectmaterials.	**Course Description:** Advanced analysis and synthesis of academic discipline and pedagogy literature documented through application of conventions of academic writing using the Publication Manual of the American Psychological Association.

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall 2012	Each fall, spring, and semester

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

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies: Change in description and subsequent course changes are needed to meet newly articulated state-based curriculum and instruction standards.

☐ Other:

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. New state standards call for more specificity in content.

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

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

Data Sources:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Content knowledge assessments in the form of the GACE Content (state-mandated test) and a required online portfolio will be used evaluate candidate knowledge and professional growth in this course and across the certification program.

Approvals:	
Dept. Head:	Date: 2/23/12
College/Division Exec. Comm.:	Date: 2/28/12
Dean/Director:	Date: 2/28/12
Graduate Exec. Comm.: (for graduate course)	Date: 4-2-12
Graduate Dean: (for graduate course)	Date: 4-2-12
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED
MAR 08 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 02/02/2012 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Curriculum, Leadership, and Technology	Lars Leader

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

ITED 7070 Decision-Oriented Research and Evaluation

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

Current:	**Requested:**
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title: Decision-Oriented Research and Evaluation	**Course Title:** Decision-Oriented Research, Evaluation, and Professional Learning
Prerequisites:	**Prerequisites:**
Co-requisites:	**Co-requisites:**
Course Description: Introduction to field-based research and evaluation issues and methodologies. The course covers problem identification, sources of data, communication with clients, legal and ethical considerations, use of data for decision making, and research and evaluation techniques, including action research.	**Course Description:** The study and implementation of needs assessment and program evaluation to inform the content and delivery of best-practices technology-based professional learning. Includes an introduction to field research methods and data analysis.

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall 2013	Yearly

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

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies: Change in description and subsequent course changes are needed to meet newly articulated state-based instructional technology standards.

☐ Other:

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. New state standards call for an emphasis on professional development and program evaluation.

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

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

Data Sources:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Demonstration of knowledge, skills, and dispositions related to candidate's professional development and program evaluation abilities will be assessed in a component of his/her portfolio, which is Program Assessment 2.

Approvals: Dept. Head:	Date: 2/28/12
College/Division Exec. Comm.:	Date: 2/28/12
Dean/Director:	Date: 2/28/12
Graduate Exec. Comm.: (for graduate course)	Date: 4-2-12
Graduate Dean: (for graduate course)	Date: 4-2-12
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED
MAR 08 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 02/02/2012 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Curriculum, Leadership, and Technology	Lars Leader

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

ITED 7400 Computer and Network Technology

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

Current:	**Requested:**
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title: Computer and Network Technology	**Course Title:** Digital Learning Environments
Prerequisites:	**Prerequisites:**
Co-requisites:	**Co-requisites:**
Course Description: Introduction to computer system components, connections, network equipment, and delivery system management. Emphasis is given to concepts and hands-on activities related to configuration, specifications, standards, and installations.	**Course Description:** Create, support, and manage effective digital learning environments. Includes troubleshooting basic software and hardware problems; covers evaluation and selection of digital tools and resources for compatibility with school technology infrastructure.

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall 2013	Yearly

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

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies: Change in description and subsequent course changes are needed to meet newly articulated state-based instructional technology standards.

☐ Other:

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. New state standards call for a broader approach than had previously been take to the management and evaluation of technology tools.

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

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

Data Sources:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Major components of ITED 7400 will be included in the program portfolio.

Approvals:	
Dept. Head:	Date: 2/23/12
College/Division Exec. Comm.:	Date: 2/28/12
Dean/Director:	Date: 2/28/12
Graduate Exec. Comm.: (for graduate course)	Date: 4-2-12
Graduate Dean: (for graduate course)	Date: 4-2-12
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED
MAR 08 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 02/02/2012 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Curriculum, Leadership, and Technology	Lars Leader

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

ITED 7500 Management and Production of Multimedia Projects

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

Current:	**Requested:**
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title: Management and Production of Multimedia Projects	**Course Title:** Vision and Planning for Instructional Technology
Prerequisites:	**Prerequisites:**
Co-requisites:	**Co-requisites:**
Course Description: Design, production, and management of multimedia projects for instruction. Emphasis is on design, development, utilization, management, and evaluation of team-based projects.	**Course Description:** Introduction to leadership principles in an instructional technology context. Includes theory and practice in strategic planning, the change process, and funding strategies.

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall 2013	Yearly

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

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies: Change in description and subsequent course changes are needed to meet newly articulated state-based instructional technology standards.

☐ Other:

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. New state standards call for an emphasis on leadership in developing visions, plans, and processes to effectively incorporate technology in learning environments.

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

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

Data Sources:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Demonstration of knowledge, skills, and dispositions related to candidate leadership abilities will be assessed in both a grant writing project and a leadership activity.

Approvals: Dept. Head:	Date: 2/23/12
College/Division Exec. Comm.:	Date: 2/28/12
Dean/Director:	Date: 2/28/12
Graduate Exec. Comm.: (for graduate course)	Date: 4-2-12
Graduate Dean: (for graduate course)	Date: 4-2-12
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED
MAR 08 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 01/31/2012 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Curriculum, Leadership, and Technology	Lorraine Schmertzing

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

ITED 8400 Technology Selection for Learning Environments

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

Current:	**Requested:**
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title: Technology Selection for Learning Environments	**Course Title:** Technology for Learning Environments: Evaluation, Selection, Management, and Collaboration Title Abbrev: Tech For Learning Environments
Prerequisites:	**Prerequisites:**
Co-requisites:	**Co-requisites:**
Course Description: Practical experiences as evaluators and consumers of educational technology based on research and review of commercial, educational, and other authoritative sources. The course includes source, vendor, and product analysis, study of effectiveness and other benefits, and incorporation in technology plans and facilities.	**Course Description:** Practical experiences as evaluators and consumers of educational technology based on research and review of commercial, educational, and other authoritative sources. Includes facilitation of assistive/adaptive technology, troubleshooting of software and hardware, resource accuracy, and suitability of technology tools for learning environments

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall 2013	Each summer semester

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

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies: Change in description and subsequent course changes are needed to meet newly articulated state-based instructional technology standards.

3600

☐ Other:

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. New state standards call for a broader approach than had previously been take to the management and evaluation of technology tools.

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

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

Data Sources:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Major components for the Digital Learning Environment Assessment, which is one of the key program assessments that directly relates to State Standards ii and iii and demonstrates candidates skills in planning for learning (Program Assessment 3) and leading with technology, will occur in ITED 8400.

Approvals: Dept. Head:	Date: 2/23/12
College/Division Exec. Comm.:	Date: 2/28/12
Dean/Director:	Date: 2/28/12
Graduate Exec. Comm.: (for graduate course)	Date: 4-2-12
Graduate Dean: (for graduate course)	Date: 4-2-12
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED
MAR 08 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 01/31/2012 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Curriculum, Leadership, and Technology	Lorraine Schmertzing

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

ITED 8960 Best Practices Literature in Instructional Technology

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

Current:	**Requested:**
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title: Best Practices Literature in Instructional Technology	**Course Title:** Discipline-based Best Practices Literature Title Abbrev - Disciplin-based Best Pract Lit
Prerequisites:	**Prerequisites:**
Co-requisites:	**Co-requisites:**
Course Description: Broad critical analysis of professional literature in order to define, frame, and contextualize action-research projects. The use of print and on-line resources to identify important theoretical and empirical contributions that connect action-research interests to existing professional literature is discussed. Emphasis is placed on learning the skills of reviewing literature and applying the conventions of academic writing using the Publication Manual of the American Psychological Association.	**Course Description:** Analysis of discipline-specific literature and synthesis of research through application of the conventions of academic writing using the Publication Manual of the American Psychological Association.
Semester/Year to be Effective: Fall 2013	**Estimated Frequency of Course Offering:** Each fall and spring semester

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

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies: Change in description and subsequent course changes are needed to meet newly articulated state-based instructional

technology standards.

☐ Other:

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. New state standards call for a content-specific approach that is grounded in the candidate's field of certification.

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

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

Data Sources:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) A literature review will be produced by the candidate and used not only as a program assessment, but also as a unit wide assessment in the College of Education graduate programs.

Approvals:	
Dept. Head:	Date: 2/23/12
College/Division Exec. Comm.:	Date: 2/28/12
Dean/Director:	Date: 2/28/12
Graduate Exec. Comm.: (for graduate course)	Date: 4-2-12
Graduate Dean: (for graduate course)	Date: 4-2-12
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED
MAR 08 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 02/06/2012 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Curriculum, Leadership, and Technology	Jerry Siegrist

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

LEAD 9010 Instructional Leadership for School Administrators

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

Current:	**Requested:**
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title: Instructional Leadership for School Administrators	**Course Title:** Seminar in Organizational Leadership Title Abbrev: Seminar in Org Leadership
Prerequisites:	**Prerequisites:**
Co-requisites:	**Co-requisites:**
Course Description: Focus on the theoretical and practical knowledge base in educational leadership and the skills and processes needed for school improvement. Emphasis will be placed on leadership for instruction and learning to meet the needs of a diverse community of learners.	**Course Description:** A seminar-based study of leadership in organizations. Theoretical and practical knowledge base for leadership and the skills and processes needed to drive organizational improvement. Emphasis will be placed on leadership for meeting the needs of diverse organizational communities.
Semester/Year to be Effective: Summer 2012	**Estimated Frequency of Course Offering:** Each fall and spring semester

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

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

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

☒ Other: In that over 40% of the students enrolled in the Ed.D. in Leadership are not P-12 educational leaders the course title and description has been changed to better address our students needs, professional experiences, and goals.

3666

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Students' professional experiences and goals

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

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

Data Sources:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) A required online portfolio will be used evaluate student knowledge and professional growth in this course and across the program.

Approvals: Dept. Head:	Date: 2/29/12
College/Division Exec. Comm.:	Date: 2/28/12
Dean/Director:	Date: 2/28/12
Graduate Exec. Comm.: (for graduate course)	Date: 4-2-12
Graduate Dean: (for graduate course)	Date: 4-2-12
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED
MAR 08 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 02/06/2012 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Curriculum, Leadership, and Technology	Jerry Siegrist

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

LEAD 9020 Planning for Instructional Leaders

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

Current:	**Requested:**
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title: Planning for Instructional Leaders	**Course Title:** Planning and Change for Leaders Title Abbrev: Planning/Change for Leaders
Prerequisites:	**Prerequisites:**
Co-requisites:	**Co-requisites:**
Course Description: Theoretical and practical aspects of change, with emphasis on the knowledge and skills to plan for change in an efficient, effective, and systematic fashion for instructional improvement in schools.	**Course Description:** Theoretical and practical aspects of planning and change with emphasis on the knowledge and skills necessary when planning for continuous organizational improvement in an efficient, effective, and systematic manner.

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Summer 2012	Each fall and spring semester

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

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

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

☒ Other: In that over 40% of the students enrolled in the Ed.D. in Leadership are not P-12 educational leaders the course title and description has been changed to better address our students needs, professional experiences, and goals.

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Students' professional experiences and goals

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

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

Data Sources:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) A required online portfolio will be used evaluate student knowledge and professional growth in this course and across the program.

Approvals: Dept. Head:	Date: 2/23/12
College/Division Exec. Comm.:	Date: 2/28/12
Dean/Director:	Date: 2/28/12
Graduate Exec. Comm.: (for graduate course)	Date: 4-2-12
Graduate Dean: (for graduate course)	Date: 4-2-12
Academic Committee:	Date:

Form last updated: January 6, 2010

COURSE SYLLABUS

PLANNING AND CHANGE FOR LEADERS
LEAD 9020
3 SEMESTER HOURS
COLLEGE OF EDUCATION
VALDOSTA STATE UNIVERSITY–
CURRICULUM, LEADERSHIP AND TECHNOLOGY
SPRING, 2011

CONCEPTUAL FRAMEWORK: GUIDING PRINCIPALS

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.

DOCTORAL PROGRAM GOALS

The Doctorate in Education is designed to meet the following goals:

1. Provide a program of study that maximizes opportunities for study, inquiry and reflection through contact with a broad range of educators beyond the student's area of specialization;
2. Provide for the development of the knowledge, attitudes and skills essential for promoting technology-rich educational environments;
3. Provide an interdisciplinary approach to field-based inquiry that promotes a variety of practical and theoretical perspectives;
4. Prepare students to engage in an action research approach to the investigation of educational issues and solution of educational problems and
5. Provide opportunities for the development of leadership skills and perspectives necessary to meet the challenges of restructured education.

RECEIVED
MAR 08 2012
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 02/06/2012 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Curriculum, Leadership, and Technology	Jerry Siegrist

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

LEAD 9040 School Organizational and Cultural Studies

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

Current:	**Requested:**
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title: School Organizational and Cultural Studies	**Course Title:** Organizational Theory, Culture, and Leadership Title Abbrev: Org Theory, Culture, & Lead
Prerequisites:	**Prerequisites:**
Co-requisites:	**Co-requisites:**
Course Description: Simulation and field practice in developing and implementing educational research on the effects of school organization and culture.	**Course Description:** A review of research from high performing organizations. The course examines the performance of organizations related to organizational theory, culture, and leadership in such organizations.

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Summer 2012	Each fall and spring semester

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

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

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

☒ Other: In that over 40% of the students enrolled in the Ed.D. in Leadership are not P-12 educational leaders the course title and description has been changed to better address our students needs, professional experiences, and goals.

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Students' professional experiences and goals

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

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

Data Sources:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) A required online portfolio will be used evaluate student knowledge and professional growth in this course and across the program.

Approvals: Dept. Head:	Date: 2/23/12
College/Division Exec. Comm.:	Date: 2/28/12
Dean/Director:	Date: 2/28/12
Graduate Exec. Comm.: (for graduate course)	Date: 4-2-12
Graduate Dean: (for graduate course)	Date: 4-2-12
Academic Committee:	Date:

Form last updated: January 6, 2010

New Program Review

The New Program Review site enables University System institutions to electronically submit new program proposals for review at the system office. The review of new program proposals consists of a two-stage process: 1) the Program Prospectus and 2) a Formal Proposal.

Program Prospectus

A program prospectus is the initial submission of a potential degree and/or major that the institution deems a priority. The prospectus must meet a clear need for the University System, state, and service region of the institution and should be tied to the state's economic development and other major statewide initiatives (e.g., Complete College Georgia). The prospectus requires institutions to provide evidence of how a proposed degree and/or major meets various needs and does not warrant unnecessary program duplication. The prospectus is designed to allow institutions to submit program ideas for feedback without incurring expenditures of resources toward the development of a new program proposal. The prospectus will undergo a preliminary review through the system office. After review of the prospectus has concluded, an institution will be sent notification indicating whether a formal proposal is invited.

Formal Proposal

The formal proposal involves a full, detailed narrative of the proposed program. The formal proposal will require institutions to answer questions involving the following categories as delineated below:

- Program description and objectives
- Program's fit with institutional mission
- Program justification
- Curriculum
- Admissions criteria
- Assistantship availability (if applicable)
- Student learning outcomes
- Program administration
- Degree Credit-Hour Waiver (if applicable)
- Projected enrollments
- Faculty inventory and workload
- Fiscal and Facilities Impact with Estimated Budget
- New and Online Program Delivery Questions (if applicable)

Submitting Information Online

Program Prospectus: To submit a program prospectus, go to the left hand side of this page and from the menu locate the item entitled "New Program Prospectus." In order to access the online prospectus submission box, use the "***Respond to this Survey***"

feature. A drop-down menu of institutions by name is provided for institutional use. A text box is also available for institutions to provide a prospectus for prelminary review. It is recommended that institutions develop the prospectus and save it as a MS word document before submission. Information can then be transferred as needed to the text box provided.

Formal Proposal: A formal proposal can be submitted only after an institution has received a satisfactory preliminary review of a prospectus. Access to submit a formal proposal and append documents is available on the left hand side of this page entitled "New Program Formal Proposals." Forms are available in MS word to develop a formal proposal and can be found under the category labeled as "Forms/Supporting Documents for Institutions." Use the "***Add Document***" feature to begin the process of submitting a formal proposal. Aside from institutional and program identifiers, a formal proposal will be appended to the online site as a .pdf or MS Word document. Additional support documents may be attached as well such as technical reports, reports of accreditation bodies, and other related information.

Technical note: To complete submission of a formal proposal, click save, then name the program, and then click close. The naming convention for programs submitted should be Institution - Program Name (example: X College - Bachelor of Science with a major in Z).

* indicates a required field

Program Prospectus

Institution *

Valdosta State University

Institutional Contact (President or Vice President for Academic Affairs): *

Date: *

2/3/2012

Name of Proposed Program: *

Degree: *

Major (applicable if this is not a stand-alone degree): *

Indication of whether the program will be offered 50% or more online (Yes or No): *

- Yes
- No

Prospectus Narrative (Justification of Need):

Provide a justification of how the program is a primary need for the university system, the state, and the institution's service region.
Explain how the proposed program is tied to the state's economic development and any relevant major statewide initiatives (e.g., Complete College Georgia) and provide an analysis of demand for the program.
Include evidence that the program does not unnecessarily duplicate existing USG programs.
The response should be provided in 659 words (this is approximately a one-page, single-spaced Word document). *

PROSPECTUS SUBMISSION

Institution:	Valdosta State University
Institutional Contact (President or Vice President for Academic Affairs):	Dr. Philip Gunter
Date:	
Name of Proposed Program:	
Degree	
Major (applicable if this is not a stand-alone degree)	
Indication of whether the program will be offered 50% or more online (Yes or No)	

Prospectus Narrative (Justification of Need): Provide a justification of how the program is a primary need for the university system, the state, and the institution's service region. Explain how the proposed program is tied to the state's economic development and any relevant major statewide initiatives (e.g., Complete College Georgia) and provide an analysis of demand for the program. Include evidence that the program does not unnecessarily duplicate existing USG programs. The response should be provided in 659 words (this is approximately a one-page, single-spaced Word document). *