

VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET

ACADEMIC COMMITTEE

**MONDAY,
September 8, 2014**

2:30 p.m.

**Rose Room
UNIVERSITY CENTER**

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

ACADEMIC COMMITTEE
AGENDA
September 8, 2014

1. Minutes of the April 14, 2014 meeting. (pages 1-2) were approved by email April 17, 2014.
2. **COLLEGE OF EDUCATION AND HUMAN SERVICES**
 - a. Revised Admission requirements for the MED in Adult and Career Education (pages 3-5)
3. **COLLEGE OF BUSINESS**
 - a. Revised Accounting Department narrative (6-8)
 - b. New course MKTG 1500 (pages 9-20)
 - c. New minor in Professional Sales (pages 21-22)
 - d. Revised degree requirements for the BBA in Finance (pages 23-24)
 - e. Revised requirements for the minor in Human Resources Management (pages 25-26)
 - f. New minor in Healthcare Administration (pages 27-28)
 - g. Remove the Certificate in Healthcare Administration (pages 29-31)
 - h. Revised requirements for the MBA degree (pages 32-34)
 - i. Requirements for the Graduate Certificate in Healthcare Administration (page 35)
 - j. Deactivation of WMBA 5020, ACCT 4220, ACCT 3900, WMBA 5000, WMBA 5030, WMBA 5050, MGNT 4630, MGNT 4700, WMBA 6020, and MBA 7300 (pages 36-37)
4. **COLLEGE OF ARTS AND SCIENCES**
 - a. New course BIOL 3830 (pages 38-44)
 - b. New course BIOL 5830 (pages 45-51)
 - c. Revised admission requirements for the MPA (pages 52-54)
 - d. Revised admission requirements for the DPA (pages 55-57)
 - e. Deactivation of POLS 2200, POLS 3510, POLS 3500, POLS 6640, POLS 5520, POLS 6620, POLS 5300, POLS 6330, POLS 5530, POLS 5200, POLS 5600, PADM 7120, POLS 6670, POLS 6120, POLS 6410, POLS 6650, POLS 5210, POLS 5400, and POLS 6600 (pages 58-59)
 - f. Revised curriculum for the BA in French – New Track – World Languages and Cultures (pages 60-63)
 - g. Revised curriculum for the BA in Spanish – New Track – World Languages and Cultures (pages 64-66)
 - h. Revised catalogue copy for the Department of Modern and Classical Languages (pages 67-83)
 - i. Revised requirements for the Latin American Studies Certificate (pages 84-85)
 - j. Revised course title and description SPAN 3260 (pages 86-88)
 - k. Deactivation SPAN 3270 (pages 89-90)
 - l. Revised requirements for the Minor in Mathematics (pages 91-92)
 - m. Revised requirements for the BS in Applied Mathematics (pages 93-95)
 - n. Revised requirements for the BA in Mathematics (pages 96-98)
 - o. Revised requirements for the BA in Mathematics – New Track – Secondary Education (pages 99-128)
 1. Revised catalogue copy, department narrative, degree requirements (pages 99-110)
 2. New Course MAED 3500 (pages 111-118) – previously approved 8/11 but was then rescinded
 3. New Course MAED 4500 (pages 119-128) – previously approved 8/11 but was then rescinded
 - p. Revised curriculum for the BS in Computer Science (pages 129-131)
 - q. European Union Studies Certificate New Course Agreement Memorandum (pages 132-134)
 - r. New course EURO 3234 (pages 135-144)
 - s. New course EURO 4130 (pages 145-151)
 - t. New course EURO 4160 (pages 152-159)
 - u. New course EURO 4230 (pages 160-165)
 - v. New course EURO 4260 (pages 166-170)
 - w. New course EURO 4330 (pages 171-176)
 - x. New course EURO 4430 (pages 177-182)
 - y. New course EURO 4530 (pages 183-187)
 - z. New course EURO 4630 (pages 188-194)
 - aa. New course EURO 4730 (pages 195-201)
 - bb. New course EURO 4760 (pages 202-207)
 - cc. New course EURO 4830 (pages 208-214)
 - dd. Deactivation POLS 2310 (pages 215-216)
5. **Pending items**
 - a. Revised course CHEM 1010 – USG General Education Council approval
 - b. Prospectus - DNP – Doctor of Nursing Practice – BOR approval (SEP12 AC)
 - c. Prospectus – PSM – Professional Science Master’s in Chemistry and Biochemistry – BOR approval (SEP12 AC)
 - d. New Course PSYC 2103 – replacing PSYC 2700 – BOR approval (SEP13AC)

VALDOSTA STATE UNIVERSITY
ACADEMIC COMMITTEE MINUTES
April 14, 2014

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Rose Room on Monday, April 14, 2014. Dr. Sharon Gravett, Assistant Vice President for Academic Affairs, presided.

Members Present: Dr. Michael Sanger, Dr. Gary Futrell, Dr. Kathe Lowney (Proxy for Dr. Dawn Lambeth), Dr. Jimmy Bickerstaff, Dr. Frank Barnas, Dr. Kathe Lowney, Dr. Ray Elson, Dr. Aubrey Fowler, Dr. Dee Ott (Proxy Dr. Linda Floyd), Dr. Dee Ott, Dr. Colette Drouillard (Proxy for Mr. Howard Carrier), and Dr. Colette Drouillard.

Members Absent: Ms. Denise Atkinson, Dr. Marc G. Pufong, Dr. Dawn Lambeth, Dr. Kristen Johns, Dr. Lorna Alvarez-Rivera, Dr. Katherine Lamb, Dr. Lars Leader, Dr. Linda Floyd, and Mr. Howard Carrier.

Catalog Editor: Dr. Jane Kinney

Visitors Present: Dr. David Nelson, Dr. Bob Gannon, Dr. Greg Harrell, and Ms. Teresa Williams.

The Minutes of the March 10, 2014 meeting were approved by email on March 20, 2014. (pages 1-5).

A. College of the Arts

1. Revised department narrative for the Communication Arts department – graduate – was approved effective Fall Semester 2015 with the effective date changed from 2014 to 2015, and under the Selected Assessments for the Master of Arts in Communication item 2 was changed to read ...knowledge through comprehensive... and item 5 was changed to read ...communication through courses,... . (pages 6-10).
2. Revised degree requirements for the MAC was approved effective Fall Semester 2015 with the effective date changed from 2014 to 2015. (pages 11-12).

B. College of Business

1. Revised Admission requirements for the MBA was approved effective Fall Semester 2015 with the effective date changed from 2014 to 2015, and the bullets items were changed to read ...college or university; or...3.50 GPA or higher...AACSB-accredited... . (pages 13-15).
2. Degree requirements for completing a MBA and a MACC together effective Fall Semester 2015 was approved effective Fall Semester 2015 with the date changed from 2014 to 2015, and the following statement will added in the catalog before the requirements "A student completing the MBA or MAcc program may use 7XXX classes from one degree program as electives for a second graduate degree." . (pages 16-18).

C. College of Education and Human Services

1. Revised prerequisites for CSD 3010, 3030, 3040, 3060, 3070, 3080, 4020, 4040, 4050, 4070, 4110 and 4130 were approved effective Fall Semester 2014 – was given administrative approval on March 14. (pages 19-20).
2. Deactivation of PSYC 8500 was noted effective Fall Semester 2014. (pages 21-22).

D. College of Arts and Sciences

1. Revised course number and prerequisite, Computer Science (CS) 3200, "Computer Ethics", (COMPUTER ETHICS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2014. (pages 23-30). Deactivation CS 2800.
2. New course, Biology (BIOL) 4720, "Stream Ecology", (STREAM ECOLOGY – 4 credit hours, 3 lecture hours, 3 lab hours, and 6 contact hours), was approved effective Fall Semester 2015 with the lab changed from 1 to 3, and the prerequisites corrected to read .. BIOL 1107K, 1108K, 3200... . (pages 31-37).
3. New course, Biology (BIOL) 6720, "Stream Ecology", (STREAM ECOLOGY – 4 credit hours, 3 lecture hours, 3 lab hours, and 6 contact hours), was approved effective Fall Semester 2015 with the lab changed from 1 to 3. (pages 38-44).

Respectfully submitted,

Stanley Jones
Registrar

RECEIVED

JUL 14 2014

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: Website:
http://www.valdosta.edu/academics/graduate-school/our-programs/master-of-education-in-adult-and-career-education-workforce-education-track.php
http://www.valdosta.edu/academics/graduate-school/our-programs/master-of-education-in-adult-and-career-education-business-education-and-information-technology-track.php

Proposed Effective Date for Revised Catalogue Copy: (new or revised) ~~Fall 2014~~
Spring 2015

Degree and Program Name: Master of Education with a Major in Adult and Career Education

Present Requirements:

Admission Requirements
* Application Fee \$35 (credit or debit card and e-checks accepted)
* Apply Online
* Minimum cumulative undergraduate 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.
* Minimum GRE Requirements: Verbal 147, Quantitative 144, Analytical 4.0
* Minimum MAT Requirement: 375
* Scores must be from a testing session in the last 5 years
* An essay detailing applicant's interest in enrolling in the program, goals for advancing his/her intellectual abilities in the program, and how study in the program will advance his/her professional skills.

Proposed Requirements: (highlight changes after printing)

Admission Requirements
* Application Fee \$35 (credit or debit card and e-checks accepted)
* Apply Online
* An undergraduate overall GPA of at least 3.0
OR
An undergraduate overall GPA of at least a 2.5 with GRE scores at or above 144 for Quantitative, 147 for Verbal and 4.0 for Analytical portions of the exam OR with a MAT raw score of or above 375.
* Scores must be from a testing session in the last 5 years
* Satisfactory assessment of an essay detailing applicant's interest in enrolling in the program, goals for advancing his/her intellectual abilities in the program, and how study in the program will advance his/her professional 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 Research indicates that overall undergraduate GPA is the best predictor of success at the Master degree level. The earning of a minimum of a 3.0 overall GPA is sufficient indication of probable success in our Master degree program. By having the testing requirement only for those whose overall undergraduate GPA is between a 2.9 and 2.5 provides for such a student to demonstrate probability for success.

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 literature

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.) Enrollment, retention, progression and graduation data reports.

Approvals:		
Department Head:	<i>Reynolds & Manning</i>	Date: 7/9/14
College/Division Exec. Committee:	<i>DM</i>	Date: 7/9/14
Dean(s)/Director(s):	<i>DM</i>	Date: 7/9/14
Graduate Exec. Comm.: (for grad program)	<i>J. J. L.</i>	Date: 8/25/14
Graduate Dean: (for grad program)	<i>J. J. L.</i>	Date: 8/25/14
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: 183

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall 2014

Degree and Program Name: Department of Accounting

Present Requirements: The Internal Auditing program's course requirements may be completed within the 120 hours provided by the BBA degree. However, accounting and business electives must be selected so that they include ACCT 3100, ACCT 3250, and ACCT 3700. Students must earn a cumulative GPA of at least 2.8 in the following courses, each with a grade of "C" or better:

Area F: ACCT 2101, ACCT 2102, BUSA 2106
 Required Senior College Core: MGNT 3250 and MKTG 3050
 Accounting and Business Electives: ACCT 3100, ACCT 3250, ACCT 3700

Proposed Requirements: (highlight changes after printing) The Internal Auditing program's course requirements may be completed within the 120 hours provided by the BBA degree. However, accounting and business electives must include ACCT 3100, ACCT 3700, and ACCT 4980. Students must earn a minimum cumulative GPA of 2.5 in the following courses, each with a grade of "C" or better:

Area F: ACCT 2101, ACCT 2102, BUSA 2106
 Required Senior College Core: MGNT 3250 and MKTG 3050
 Accounting and Business Electives: ACCT 3100, ACCT 3700, ACCT 4980

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 - Having an internship experience in internal audit will provide actual work experience.
- 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. **Employers value actual work experience over additional classroom hours.**
- 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.) **Employer evaluations will provide assessment.**

Approvals:	
Department Head: <i>Len Weld</i>	Date: <i>4/25/14</i>
College/Division Exec. Committee: <i>Fenty Moore</i>	Date: <i>4/25/14</i>
Dean(s)/Director(s): <i>A. Wang</i>	Date: <i>4/28/14</i>
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 NEW COURSE

Valdosta State University

Date of Submission: 08/13/2014 (mm/dd/yyyy)

Department Initiating Request:
Marketing & International Business

Faculty Member Requesting:
Dr. Aubrey R. Fowler III

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
MKTG 1500

Proposed New Course Title:
Foundations of Consumer Culture
Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Consumer Culture

Semester/Year to be Effective:
Spring 2015

Estimated Frequency of Course Offering:
Each 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.) A broad introduction to the development of consumer culture and its relationship to business. Topic areas covered include the rise of American consumer culture; its relationship with business, marketing, economic, and public policy practices; and the issues that consumers and consumer cultures face.

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: Please See Appendix A
- Adopting current best practice(s) in field: The proposed course is not so much adopting the current best practice in the field, but it is on the vanguard in terms of setting what is potentially a new best practice. As the study of Consumer Culture has proliferated, it has provided a context from which marketing and other business arenas take their cue.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: The proposed class engages with the VSU Mission statement in that it proposes to help "prepare students to be lifelong learners who will meet the needs of a changing global society." Understanding how one's consumption activities fit into the current culture as well as the global environment is necessary in this day and age. The proposed class also engages with the VSU Strategic Plan, specifically touching on Goal 1, Objective 1.2 (Promote educational excellence in all learning environments through academic, professional, and social opportunities).

Source of Data to Support Suggested Change:

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

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

Data Sources:

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

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

Approvals:	
Dept. Head: <i>Andy K. Forbe</i>	Date: 8/13/2014
College/Division Exec. Comm.: <i>Saviana Campa</i>	Date: 8/18/14
Dean/Director: <i>J. Wayne Blumh</i>	Date: 8/18/14
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

APPENDIX A: Improving Student Learning Outcomes

The following provides insight into how the proposed MKTG 1500: Foundations of Consumer Culture class will help to improve student learning outcomes. Specifically, the following will address how the class fulfills the three learning outcomes associated with Area E courses.

Learning Outcome (Area E)

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

Knowledge of diversity in individual and social behavior

Every citizen of the United States is also a consumer and, as such, is part of the consumer culture that drives the U.S. economy. Each consumer is also part of their own set of varied consumer subcultures and micro-cultures that exist within the U.S. These subcultures and microcultures help drive individual consumer behaviors ranging from acquisition to consumption to disposition. Through this course, students will acquire and demonstrate a "knowledge of diversity in individual and social behavior" as it relates to their own consumption and the many consumption practices of various consumption subcultures and microcultures.

Structure and processes of the US government

The importance of consumer culture to the U.S. economy is indisputable. The U.S. economy is in large part driven by its citizen consumers buying "stuff," consuming it, and then buying more stuff. As such, there have been a number of governmental policies that have been put into place to help consumers buy houses, cars, and other such items. There have also been a variety of policies set forth that are designed to protect the consumer, particularly as it relates to preventing corporate malfeasance and helping to provide safer products and marketplaces. Through this course, students will learn about the governmental structure and processes undergirding the development and maintenance of U.S. consumer culture.

The importance of historical changes over time

Modern American consumer culture essentially began within the Gilded Age of the late 19th century as the wealthy practiced very conspicuous consumption. Over time, other economic and social classes began to use consumption as a marker of self and identity, something that was then related to others through their consumption practices. Various events have brought about great change to its evolution over time. For instance, the Great Depression and World War II slowed it down considerably, only to be kickstarted in the post-WWII era by individuals attempting to keep the economy motoring along. More recently, 9/11 and the Great Recession have altered the progress of consumer culture. Through this course, students will acquire knowledge of "the importance of historical changes over time" as well as look at how consumer culture is impacting current social, political, and environmental issues.

MKTG 1500: Foundations of Consumer Culture

Spring 2014: 9:30 to 10:45 AM TTh,

Aubrey R. Fowler III, arfowler@valdosta.edu

Office: Thaxton 212

Office Telephone: 245-6458, Cell Phone: 229-460-1272

Office Hours: 1:00 to 4:30 PM TTh, and by appointment

Required Texts:

- Berger, Arthur Asa (2010), *The Objects of Affection: Semiotics and Consumer Culture*, New York, NY: Palgrave MacMillan.
- Blaszczyk, Regina Lee (2009), *American Consumer Society, 1865-2005: From Hearth to HDTV*, Wheeling, IL: Harlan Davidson Inc.
- Miller, Daniel (2012), *Consumption and Its Consequences*, Malden, MA: Polity Press.

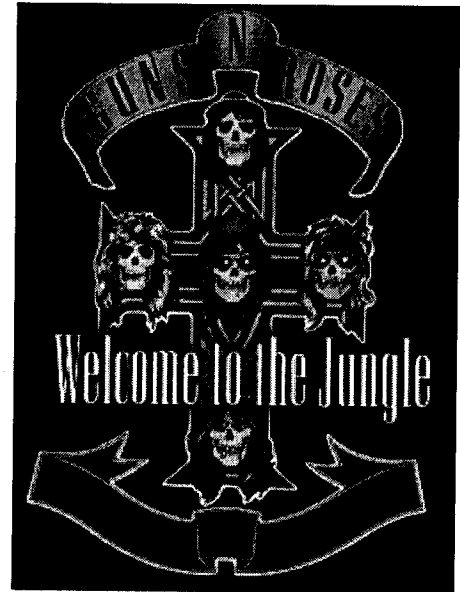
Prerequisites: There are no prerequisites for this course

COURSE DESCRIPTION

Goods have symbolic as well as material uses, and as such, people consume goods and convey meaning through their consumption practices. In a consumer culture such as the one we live in, people have learned to define themselves as consumers through their acts of consumption, and they have come to experience consumption as central to the formation and expression of identities. In other words, we are all participants in a consumer culture that shapes our desires, our work, our spending, our relationships, and even our spiritual lives. This course explores the foundations of consumer culture in an attempt to answer three basic questions. How did America come to be this way? How should we think about our relationship with the "stuff" we consume and what it says about us as individuals and as a society? And finally, what impact does our consumption of "stuff" have on our society, our economy, our political system, our environment, and our relationship in the global marketplace.

Course Objectives: Throughout the duration of this semester, we will:

- Determine what consumer culture is and why students should seek to understand it
- Explore the development of American consumer culture from the Gilded Age until Today
- Examine its relationship with various institutions like the family, marketing, government, etc.
- Investigate the impact of consumer culture on individuals, society, and the environment.
- Discuss the potential futures of consumer culture in America and abroad



University Educational Outcomes: Students will demonstrate knowledge of diversity in individual and social behavior, the structure and processes of the United States government, and the importance of historical changes over time. Additionally, students will demonstrate the following:

Learning Goal 1: Students will demonstrate an understanding of the United States and its cultural, economic, political, and social development.

Learning Goal 2: Students will demonstrate an understanding of the cultural, religious, or social dimensions of societies around the world.

Learning Goal 3: Students will identify, evaluate, and apply appropriate models, concepts, or principles to issues, and they will produce viable solutions or make relevant inferences.

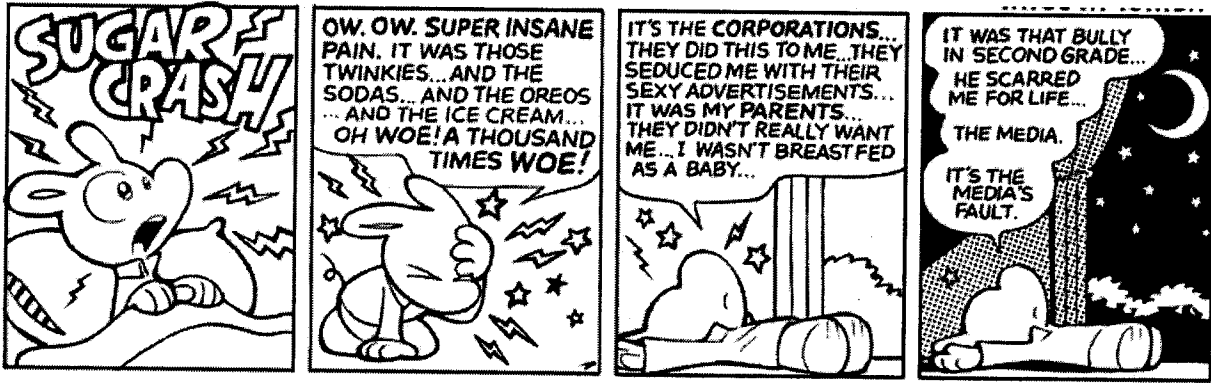


ASSIGNMENTS

Over the course of the semester, you will be expected to complete several assignments, all of which are designed to help you meet the objectives set forth in this syllabus. The assignments are as follows: a consumption journal, three exams, and a book report. In order to receive a grade in this class, you must score at least 90% on the syllabus quiz by 5:00 PM on Wednesday, July 7th, so make sure that you read the syllabus and take the associated quiz.

Consumption Journal: Each of you will be responsible for maintaining a journal throughout the course of the semester. In this journal, you will keep track of your own consumption habits and reflect upon them based upon the information provided to you in the readings and in class lectures. The journal will be kept via a Pinterest account that has been set up for the class. For further information, please refer to the Consumption Journal assignment sheet. The consumption journal is worth up to **30 points**.

Three Exams: There will also be three exams spaced throughout the semester. Each exam will consist of questions that cover not only the various books we've covered but also any lectures we've had to that point. Each exam will be administered online and must be completed by 9:00 PM on their respective due dates. Any exams not completed by that time may be made up; however, any make up exams must be completed within two days of the missed test and will be subject to a loss of 1, 2, and 4 points for each successive exam. Also considering that technical problems sometimes arise, be sure to take the exam on a reliable computer that has reliable Internet access. I will forgive unavoidable technical problems associated with BlazeView itself; however, individual problems may not be so quickly forgiven and may indeed result in a loss of points in the same way late exams are affected. Each exam is worth up to 10 points for a combined total of up to **30 points**.



Consumption Book Report: You will also need to complete a consumption book report that both summarizes a book from a book-list provided to you and relates that book to your own consumption activities. In other words, you will need to be able to demonstrate that you have read the book in full and also show that you have reflected upon its value to your own life. Please refer to the Consumption Book Report assignment sheet for further details. The report will be worth up to a total of 30 points.

Participation: Throughout the course of the semester, you will be expected to come prepared to participate in classroom discussions and lectures. You will also be expected to have read the appropriate materials before coming to class. In order to monitor both, you will need to acquire clickers from the VSU bookstore, register them with this class, and then make sure you bring them to class each day. We will have interactive questions that checks your learning during lectures, other questions which will monitor the progress of your reading for the day, and even general opinion/attitude/behavior questions that will help to demonstrate trends among you and your classmates. The participation grade is worth up to 10 points.



GRADE BREAKDOWN

Each assignment will be worth a certain number of points which will then be converted into a percentage of your grade. Ultimately, your grade will be your choice. If you keep up with the work in a timely fashion over the course of the semester, you will most likely do well in the class; but if you procrastinate and rely simply on your ability to get by, then you may not do as well as you'd like. Remember, ability plus effort equals success.

A:	90—100
B:	80—89.9
C:	70—79.9
D:	60—69.9
F:	Below 60

Grades will be scaled according to the range shown at the right. I build grades based upon this system which means that someone who has 89.9 points or 89.9% of the

possible grade has exactly that as there will be no rounding up. Let me restate that: ***I DO NOT ROUND UP TO THE NEAREST PERCENTAGE POINT.*** I also do not “give” points away, so if you are a point or two away from an A, do not ask me to “give” you points. However, if you do see a mistake, please bring that to my attention as soon as possible. I will give everyone at least 24 hours to discuss their grade with me before I post them at the end of the semester.

Assignment	Points	VSU Obj	Sample	Due Date
Consumption Journal	30	4, 7		Weekly
Exam 1	10	1, 3, 8		March 1
Exam 2	10	1, 3, 8		March 22
Exam 3	10	1, 3, 8		TBD
Consumption Book Report	30	4, 7		TBD
Participation	10			Ongoing

CLASS SCHEDULE

Here is the class schedule for the Spring Semester. I expect that each chapter will be read prior to class time on the day the chapter is due. I reserve the right to change the schedule at any time; however, I will also provide ample notification for any changes that are made. If you have any conflicts associated with these due dates for athletics, Enactus, or any other extra-curricular activity, please make arrangements with me at your earliest possible convenience.

WK	Date	Tuesday	Thursday	Readings	Journal Dates
01	Jan 13-15	Introductions	Introductions		Jan 16
02	20-22	Consumer Culture	CC Theory	Błaszczuk	Jan 23
03	27-29	Conspicuous Consumption	Home		Jan 30
04	Feb 03-05	Self-Expression	Dress-Codes		Feb 6
05	10-12	Shopping	Advertising		Feb 13
06	17-19	Consumer Entertainment	Inventing Suburbia		Feb 20
07	24-26	Reinventing Style	Digital Consumption		Feb 27
08	Mar 03-05	Semiotics	(Midterm)	Berger	Mar 6
09	10-12	Consuming Cultures	Brands & Identity		Mar 13
10	17-19	Objects of Affection	Special Possessions		Mar 20
11	24-26	Spring Break	Spring Break		
12	Apr 31-02	Consuming Problems	Consuming Questions	Miller	Apr 3
13	07-09	Consumer Society	Consuming Society		Apr 10
14	14-16	Why We Shop	Why We Buy		Apr 17
15	21-23	The Consumer Economy	Consuming The Economy		Apr 24
16	28-30	Consuming the Earth	Consuming Ourselves		Apr 31
17	05-07		<i>Final Exam Date and Time</i>		

As part of the Consumption Journal, you are expected to make sure that each week's entries are posted on Pinterest by the dates shown in the “Journal Dates” column above. At that time, the journals for that week will be checked and graded so make sure you post your entries on time.

CLASS POLICIES

Your classroom should be a place for open, honest, and unadulterated conversation and learning. It will be a place where I or your fellow classmates may challenge your own thoughts and philosophies on topics ranging from the treatment of women in advertising to the impact of consumer culture on the human body to much more controversial topics. But it will also be a community of respect for others where we seek to help and understand. As such, a few policies need to be in place to assure that everyone is treated with fairness and respect.

Harassment: Neither the Marketing Department nor LCOBA nor I will tolerate sexual or racial harassment in the classroom. As I see it, classroom harassment is any behavior that makes another student feel threatened or uncomfortable in the presence of another student. This classroom harassment can occur outside of the classroom and through various media such as texting and Facebook. **If I witness any such harassment in my class during any discussions or otherwise, you will be asked to leave the classroom immediately.** As such, the person asked to leave will fail the class and be subject to disciplinary review at the university level.

If you should experience problems in this area, you may contact me, the Dean of LCOBA, or the Campus Affirmative Action & Diversity Office.

Academic Dishonesty: Plagiarism and cheating will not be tolerated. All forms of academic dishonesty will result in a grade of "F" being assigned to the course. Academic dishonesty includes, but is not limited to, plagiarism, copying exam answers, and unauthorized use of aids during exams. The academic integrity violations, as presented on page 66 of that VSU Student Academic Handbook are listed as follows:

- No student shall use or attempt to use unauthorized materials or devices to aid in achieving a better grade in a component of a class.
- 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.
- No student shall take or attempt to take, steal, or otherwise procure in an unauthorized manner any material pertaining to the conduct of a class, including but not limited to tests, examinations, laboratory equipment, and roll books.
- No student shall sell, give, lend, or otherwise furnish to any unauthorized person material which can be shown to contain the questions or answers to any examinations scheduled to be given at any subsequent date in any course of study offered by the University, without authorization from the University.
- 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:
 - a) 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.
 - b) Submitting a work that has been purchased or otherwise obtained from an Internet source or another source.
 - c) 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.

Many Internet sites are available to guide you through the citation process. One that I recommend is the Online Writing Lab (OWL) at Purdue University. The address is: <http://owl.english.purdue.edu/>

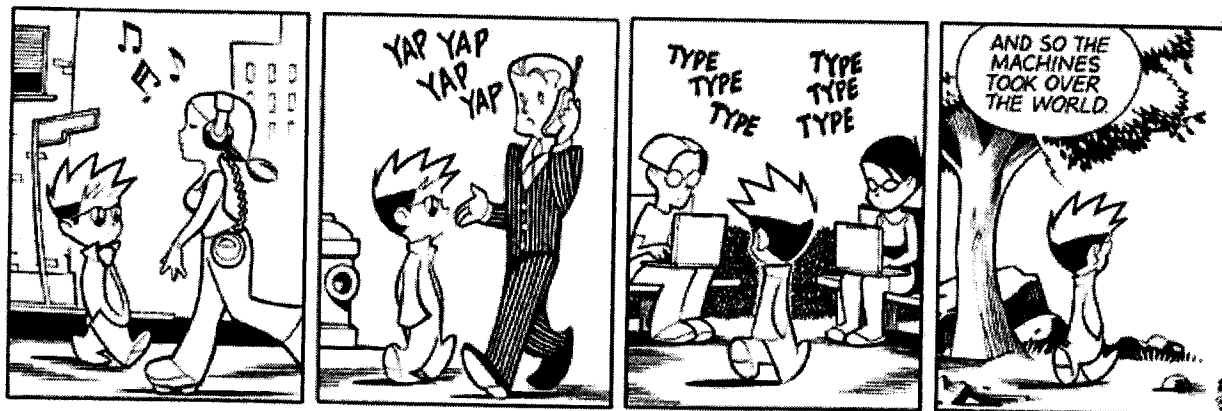
By taking this course, you agree that all required course work may be subject to submission for textual similarity review to Turnitin, a tool within BlazeVIEW. For more information on the use of Turnitin at VSU see [Turnitin For Students](#)



Asked to Leave: There may be occasions when I ask a student to leave the classroom. If I do so, then that student will not be welcome back into the class, and he or she will automatically fail the class without exception. I will do not do this capriciously, and such a consequence will only be reserved for those who harass or bully others, engage in academic dishonesty, or become unduly disruptive in the class.

Students with Special Needs: Students with disabilities are encouraged to contact the instructor for a confidential discussion of their individual needs for academic accommodation. It is the policy of the Valdosta State University to provide flexible and individualized accommodation to students with documented disabilities that may affect their ability to fully participate in course activities or to meet course requirements. Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in Farber Hall. The phone numbers are 245-2498 (voice) and 219-1348 (tty).

Cell Phones: Technology is a wonderful thing. It allows us to connect with people all over the country and, in fact, all over the world. With laptops, we get on to Facebook or some other website and have a variety of conversations with friends, family, and strangers alike. With cell phones, we've even managed to reduce conversations to a thumb-typed shorthand so that we can connect with our friends across campus (or even in the same class) whenever we want. However, there is a time and a place for using technology to connect with the other side of the world. *My class is not the time or the place.*



In other words, unless you have some sort of serious issue (i.e. a pregnant spouse), all cell phones will be turned off and put away while in class. If a cell phone rings, vibrates, or becomes otherwise noticeable to me or anyone else in the class, you will automatically lose two percentage points from your final grade. In other words, do not leave the cell phone on the desk or within my sight. If I see you texting in class, then you will also lose your two percentage points from your final grade. If I see you texting in class a second time, you will then lose four percentage points. A third time, and you will lose another 8 percentage points. In other words, if you get caught texting three times during the course of a semester, you will lose a total of 14 percentage points from your final grade.

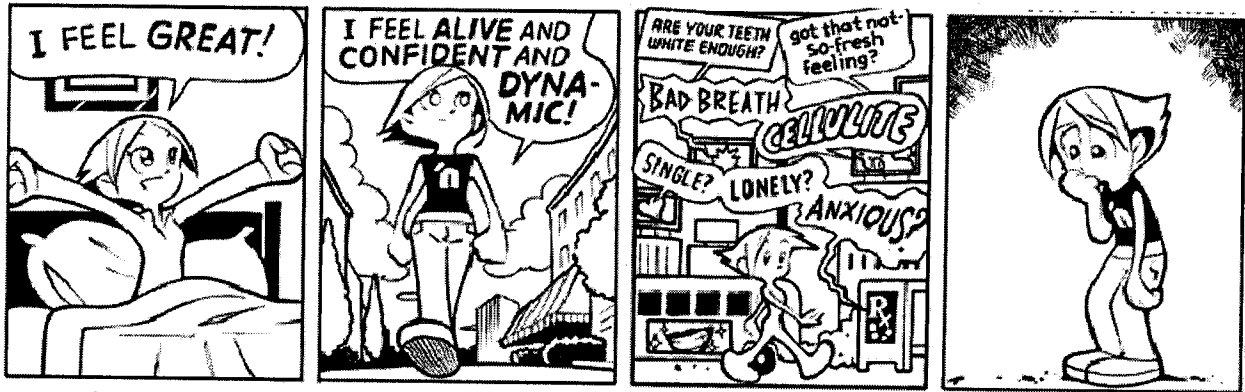
Bathroom Breaks: We're all adults here which means that we should probably be able to hold our bladders until the end of class. When you stand up in the midst of the classroom discussion, it can be quite disruptive and is, for the most part, unnecessary. If you feel the need to disrupt class by standing up and leaving to go to the bathroom, take your things with you as you will not be readmitted into the class.

Contacting the Professor: Throughout the semester, you may find need to contact me via email. When you do so, please include in the subject line the class designation followed by a dash followed by a brief description of the subject of your email. For instance, if you need to ask a question about a particular due date, the subject line of your email would look like this: **MKTG 1500—Consumption Book Report Due Date**. Or, if you need to set up a time to meet with me, then the subject line would look like this: **MKTG 1500—Appointment**. Doing so allows me to organize your emails so that I can refer back to them at a later date if necessary. I will not, however, answer any emails having to do with a question about the content of a particular lecture or a test question. For any questions you have concerning the content of the class—including lectures, test questions, project clarification, etc.—please see me during my office hours or by appointment.



As for texting the professor, I do not and will not answer text messages. In other words, **do not send me text messages**. They will not be answered if you do. I do, however, answer my phone between the hours of 9:00 AM and 11 PM unless otherwise occupied. If I do not answer, please leave a message stating your name and the class for which you are calling. I will return your call as soon as I can. And finally, you can always stop by my office. I am often there even beyond my office hours, so stop by if you have any immediate or pressing questions.

Late Work Policy: I do accept late work, but only to a point. Once an assignment is late, it will lose ten percent of the total possible points for each day that it is late. If an assignment is due at 5:00 PM, then at 5:01 PM, that work is considered late. If you have turned in a document in an inappropriate format or if I cannot open the document, then it will be considered late. If you send me an email with an attachment instead of submitting it via BlazeView, then it will be considered late. Keep in mind that the devil is, more often than not, in the details.



A Few Thoughts on Your Participation: This is your class, and I expect you to take ownership of the class. By that I mean, come to class prepared to participate, to ask questions, and to challenge yourself and your fellow students and even me. Please feel free to come to me with any problem you have in the classroom, be it with another student or with my approach in class. And please feel free to tell me how I'm doing as we progress.

Also keep in mind that the classroom is full of students who are trying to learn from the lectures as well as from each other. Sometimes comments pass between students during a lecture. That happens and is often perfectly understandable. However, when those comments become disruptive to the professor or to the other students in class, then the student responsible for those comments may be asked to leave the classroom. This doesn't mean you shouldn't participate or comment or even crack a joke when it seems appropriate. Just do not be disruptive when doing so (and everyone will know what is disruptive when it happens).

Consumer Culture, in and of itself, is not necessarily a controversial topic and very few if any of consumption activities we discuss in class will have any controversy attached to them. However, it is very possible that we will discuss a variety of topics or that I will display some consumer images in class that will have some level of controversy associated with them. I conduct an open classroom where anyone can say anything as long as they do so with respect for others. If you have an opinion, feel free to express that opinion but also be prepared to listen to other opinions that may be in opposition to yours, and also be prepared to support that opinion in some way. Ultimately, we need to be respectful of one another as we advance through the semester. Anyone who is not respectful will be asked to leave the class.

Student Opinion of Instruction: As students in this class, at the end of the term, all of you will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available through Banner. You will receive a notification at your VSU e-mail address when the SOI is available, usually at least one week before the end of the term. SOI responses are anonymous, and as your instructor, I will be able to view only a summary of all responses two weeks after final grades have been submitted. Although I will not see individual responses, I will be able to determine who filled out an SOI and who did not. Complete information about SOIs, including how to access them and a timetable for this term, is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

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): August/2014

Degree & Program Name:

(e.g., BFA, Art): Professional Sales Minor

Present Requirements: No minor currently exists

Proposed Requirements (Underline changes after printing this form:

Professional Sales Minor.....18 hours

Required Courses.....12 hours

MKTG 3050....3hrs

MKTG 3060....3hrs

MKTG 3070....3hrs

MKTG 4060....3hrs

Choose two of the following courses.....6 hours

COMM 1100, COMM 1110, COMM 2100,

MGNT 4200, MKTG 4020, MKTG 4070,

PHIL 2030, PHIL 3120, PSYC 3710, SOCI 3710,

THEA 1710, THEA 2850

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: A minor in professional sales will provide business and non-business majors with additional learning opportunities to complement the skills acquired in their major and help them to better compete for jobs in the labor market.

Adopting current best practice(s) in field:

Meeting mandates of state/federal/outside accrediting agencies: The Langdale College of Business Administration has been given the opportunity to add a minor to the existing curriculum.

Other:

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. Such a minor is common among AACSB aspiration institutions. In addition, the results of a survey of students both from within the major as well as students from other majors suggests a desire for such

a 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.

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

Approvals:

Department Head:

Mia All

Date:

4/25/14

College/Division Exec. Committee:

Kent Moore

Date:

4/25/14

Dean(s)/Director(s):

J. Wayne Blum

Date:

4/28/14

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:
182

Proposed Effective Date for Curriculum Change:
(Month/Year): 8/14

Degree & Program Name:
(e.g., BFA, Art): BBA /Major in Finance

Present Requirements:
Non-business electives.....9 hours

Proposed Requirements (Underline changes after printing this form:
General Electives.....9 hours
(At least 6 hours must be non-business courses)

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: Conforms with other majors in the College of Business.

Source of Data to Support Suggested Change:

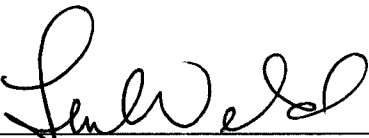
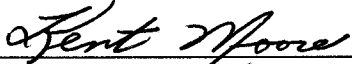

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

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.) I

Approvals:

Department Head:		Date: 4/25/14
College/Division Exec. Committee:		Date: 4/25/14
Dean(s)/Director(s):		Date: 4/25/14
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:

tba catalog '14-'15; p. 187 in catalog '13-'14

Proposed Effective Date for

Curriculum Change:
(Month/Year): 08/14

Degree & Program Name:

(e.g., BFA, Art): Minor in Human Resources Management

Present Requirements: Minor in Human Resource Management... 18 Hours

MGNT 3500... 3 hours

MGNT 4000*... 3 hours

MGNT 4010... 3 hours

MGNT 4020...3 hours

Students must take two of the following courses... 6 hours

MGNT 4060*

MGNT 4630*

MGNT 4650

MGNT 4980

* For non-business majors pursuing the HRM minor, PSYC 3800 may replace MGNT 3250 as a prerequisite for these Management courses.

Proposed Requirements (Underline changes after printing this form: Minor in Human Resource Management... 18 Hours

MGNT 3500... 3 hours

MGNT 4000*... 3 hours

MGNT 4010... 3 hours

MGNT 4020...3 hours

Students must take two of the following courses... 6 hours

MGNT 4060*

MGNT 4630*

MGNT 4650

MGNT4980

ECON 3860

* For non-business majors pursuing the HRM minor, PSYC 3800 may replace MGNT 3250 as a prerequisite for these Management courses.

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: ECON 3860 is relevant to minor.

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.) Assessment may be done by imbedded questions and project evaluation.

Approvals:

Department Head: <i>Dyllis D. Holland</i>	Date: <i>4/25/14</i>
College/Division Exec. Committee: <i>Kent Moore</i>	Date: <i>4/25/14</i>
Dean(s)/Director(s): <i>J. Wayne Plunk</i>	Date: <i>4/28/14</i>
Grad. Exec. Committee: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A 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:
187

Proposed Effective Date for Curriculum Change:
(Month/Year): Fall/ 2014

Degree & Program Name:
(e.g., BFA, Art): Minor in Healthcare Administration (HCAD)

Present Requirements: No Minor Currently Exists

Proposed Requirements (Underline changes after printing this form: Minor in Healthcare Administration (HCAD).....18 hours
MGNT 3250 or PSYC 3800.....3 hours
HCAD 3200*.....3 hours
HCAD 34003 hours
HCAD 3600*.....3 hours
Choose two of the following courses:
ECON 38103 hours
MKTG 31003 hours
HCAD 40003 hours
HCAD 4100*.....3 hours

* For non-business majors pursuing the HCAD minor, PSYC 3800 may replace MGNT 3250 as a prerequisite for these Management courses.

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: A minor in healthcare administration (HCAD) will provide business and non-business majors with additional learning opportunities to acquire marketplace skills.
- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies: The College of Business has been given the opportunity to add minors to the existing curriculum.
- Other:

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Anecdotal evidence from students both from within the major as well as students from other majors suggests that such an offering would provide opportunities for students.

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.) Embedded test questions, case analysis, discussion boards, journal reviews and presentations.

Approvals:

Department Head: *Dyllis R. Holland* Date: *4/25/14*

College/Division Exec. Committee: *Fent Moore* Date: *4/25/14*

Dean(s)/Director(s): *L. Wang* Date: *4/28/14*

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 REVISED CATALOGUE COPY
(New Learning Outcomes, Admissions, or Other Program Policies)

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number: 187

Proposed Effective Date for Revised Catalogue Copy: (new or revised) 2014-2015

Degree and Program Name: Certificate in Healthcare Administration

Present Requirements: CERTIFICATE IN HEALTHCARE ADMINISTRATION (HCAD)
Students electing the certificate program must be admitted to the B.B.A. program and must have declared a management major.

Required Courses 6-8 hours
PERS 2485 (if not taken in Area B)0-2 hours
NURS 4203, HCAD 49806 hours
Electives chosen from: 9 hours
ECON 3810, MKTG 3100, HCAD 4100
Total Certificate Requirements . . 15-17 hours

Proposed Requirements: (highlight changes after printing) Remove Certificate in Healthcare Administration and list of course requirements.

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 - A Minor in Healthcare Administration (HCAD) will be added to replace the Certificate program..

Source of Data to Support Suggested Change:

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

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

Data Sources:

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

Approvals:	
Department Head: <i>Phyllis A. Holland</i>	Date: <i>4/25/14</i>
College/Division Exec. Committee: <i>Jent Hooge</i>	Date: <i>4/25/14</i>
Dean(s)/Director(s): <i>L. Wayne Plunkett</i>	Date: <i>4/28/14</i>
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED

AUG 19 2014

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:

121

Proposed Effective Date for Curriculum Change:

Spring 2015
(Month/Year): August 2014

Degree & Program Name:

(e.g., BFA, Art): MBA

Present Requirements:

Elective Healthcare Courses

.....

9 hours

Three courses selected from the following:

MBA 7640 Strategic Human Resources Management

MBA 7820 Insurance and Risk

Management, MBA 7840 Legal Aspects of Healthcare

MBA 7850 Healthcare Information

Systems

MBA7860 Healthcare Operations Management

Total Hours Required for the Degree

.....

36 semester hours

Proposed Requirements (Underline changes after printing this form:

Elective Healthcare Courses

.....

9 hours

Three courses selected from the following:

MBA 7640 Strategic Human Resources Management

MBA 7820 Insurance and Risk

Management

MBA 7840 Legal Aspects of Healthcare

MBA 7850 Healthcare Information

Systems

MBA7860 Healthcare Operations Management

Total Hours Required for the Degree

.....

36 semester hours

Graduate Certificate in Healthcare

Administration (online)

Entrance Requirements

Individuals who have bachelor's degrees from regionally accredited colleges and universities are eligible to apply to the Graduate Certificate in Healthcare Administration program. Regular admission will be based on an overall GPA of 3.00 on a 4-point scale. You must submit your transcripts to the Valdosta State University Graduate School for review prior to final admission.

Candidates who are not currently VSU students must apply to VSU and to the MBA program as certificate program students. Students who enroll as majors other than MBA/HCAD at VSU must apply to the graduate certificate program through the Graduate School. Students enrolled in the MBA/HCAD program are not eligible for the certificate.

Certificate courses may be applied toward the MBA/HCAD degree. Applicants must meet all

MBA Program and Graduate School admissions requirements before acceptance into a degree program. Students completing the Graduate Certificate in Health Care Administration with a 3.50 GPA or higher will not be required to take the GMAT or GRE exams for admission to the MBA/HCAD program.

Completion of Certificate Requirements
Candidates for the graduate certificate administered by the MBA Program must maintain a 3.0 GPA average in the certification courses with no more than one C in these courses. Students who have previously taken one of the four certificate courses at another university will take an additional MBA course selected by the MBA Committee.

Graduate Certificate in Healthcare Administration Required Courses

MBA7800 – Introduction to Healthcare Systems and Policies

MBA7810 – Healthcare Economics

MBA7840 – Legal Aspects of Healthcare

MBA7850 – Healthcare Information Systems (prerequisite MBA7800)

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: This program will enable students in non-business graduate degree programs to develop a specialty in health care administration.
- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies:
- Other: Healthcare administration is one of the fastest growing areas of employment. Current students and alumni already in the workforce are interested in a healthcare administration specialization.

Source of Data to Support Suggested Change:

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

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
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) embedded test questions, case analysis, instructor ratings of skills levels.

Approvals:

Department Head:	<i>Me E. Schuoke</i>	Date: <i>8/18/14</i>
College/Division Exec. Committee:	<i>S. Anjanany</i>	Date: <i>8/18/14</i>
Dean(s)/Director(s):	<i>J. Wayne</i>	Date: <i>8/18/14</i>
Grad. Exec. Committee: (for graduate course)	<i>J. J. Plt</i>	Date: <i>8/25/14</i>
Graduate Dean: (for graduate course)	<i>J. J. Plt</i>	Date: <i>8/25/14</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

Graduate Certificate in Healthcare Administration (online)

Entrance Requirements

Individuals who have bachelor's degrees from regionally accredited colleges and universities are eligible to apply to the Graduate Certificate in Healthcare Administration program. Regular admission will be based on an overall GPA of 3.00 on a 4-point scale. **You must submit your transcripts to the Valdosta State University Graduate School for review prior to final admission.**

Candidates who are not currently VSU students must apply to VSU and to the MBA program as certificate program students. Students who are currently enrolled as majors other than MBA/HCAD at VSU must apply to the graduate certificate program through the Graduate School. Students enrolled in the MBA/HCAD program are not eligible for the certificate.

Certificate courses may be applied toward the MBA/HCAD degree. Applicants must meet all MBA Program and Graduate School admissions requirements before acceptance into a degree program. Students completing the Graduate Certificate in Health Care Administration with a 3.50 GPA or higher will not be required to take the GMAT or GRE exams for admission to the MBA/HCAD program.

Completion of Certificate Requirements

Candidates for the graduate certificate administered by the MBA Program must maintain a 3.0 average in certification courses with no more than one C in these courses. Students who have previously taken one of the four certificate courses at another university will take an additional MBA course selected by the MBA Committee.

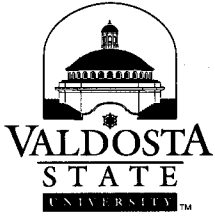
Graduate Certificate in Healthcare Administration Required Courses

MBA7800 – Introduction to Healthcare Systems and Policies

MBA7810 – Healthcare Economics

MBA7840 – Legal Aspects of Healthcare

MBA7850 – Healthcare Information Systems (prerequisite MBA7800)



August 14, 2014

To Whom it May Concern:

The below courses have not been taught in three or more years. The Accounting Department voted and approved the following on August 13, 2014.

Courses to be DEACTIVATED:

- 1) WMBA 5020 last offered spring 2001
- 2) ACCT 4220 last offered summer 2008
- 3) ACCT 3900 last offered summer 2009

Courses to be RETAINED:

- 1) ACCT 3250 last offered summer 2010

Please contact me should you need any additional information.

Best regards,

Lynn Comer Jones, Ph.D., CPA
Accounting Department Head



Valdosta State University

Department of Management & International Business

Langdale College of Business

LOCATION Pound Hall • Room 214 • **ADDRESS** 1500 N. Patterson St. • Valdosta, GA 31698-0076

PHONE 229.245.5967/2234 • **FAX** 229.249.2706 • **WEB** www.valdosta.edu/lcoba/mgt/

MEMORANDUM

Date: 18 August 2014

To: Dr. L. Wayne Plumly, Dean
Langdale College of Business Administration

From: Dr. Ed Walker, Head
Management and Healthcare Administration

Re: Course Deactivation

Please deactivate the following courses as of 18 August 2014. Most of the courses will probably never be offered again; however, given staffing two of the courses might be reactivated.

WMBA 5000
WMBA 5030
WMBA 5050
MGNT 4630
MGNT 4700
WMBA 6020
MBA 7300

MAY 29 2014

REQUEST FOR A NEW COURSE Valdosta State University		
Date of Submission: 02/24/2014 (mm/dd/yyyy)		
Department Initiating Request: Biology		Faculty Member Requesting: Henkel, Timothy
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) BIOL 3830		Proposed New Course Title: Marine Biology Proposed New Course Title Abbreviation: (For student transcript, limit to 30 character spaces) Marine Biology
Semester/Year to be Effective: Spring 2015		Estimated Frequency of Course Offering: Every 2 years
Indicate if Course will be : <input type="checkbox"/> Requirement for Major <input checked="" type="checkbox"/> 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.) : Prerequisites: BIOL 1107 and 1108. BIOL 3250 Recommended. An examination of coastal and oceanic organisms and the factors which structure marine systems.		
Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.		
<input checked="" type="checkbox"/> Improving student learning outcomes: This course is targeted to meet Educational Outcomes #2 and 5 for the Department of Biology.		
2. Describe the evolutionary processes responsible for biological diversity, explain the phylogenetic relationships among the major taxa of life, and provide illustrative examples.		
5. Interpret ecological data pertaining to the behavior of the individual organism in its natural environment; to the structure and function of populations, communities, and ecosystems; and to human impacts on these systems and the environment.		
<input type="checkbox"/> Adopting current best practice(s) in field:		
<input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies:		
<input checked="" type="checkbox"/> Other: VSU does not currently offer a course in marine biology. The suggested course will benefit students interested in pursuing work in marine and coastal sciences		

OFFICE OF THE REGISTRAR
 VALDOSTA STATE UNIVERSITY

Source of Data to Support Suggested Change:

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

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

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Exams and in class assignments aligned with specific learning objectives will be used to assess student learning in this course.
- Other:

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

Approvals:	
Dept. Head: <i>Robert Benson</i>	Date: <i>4-7-14</i>
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>5/28/14</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>5/28/14</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

BIOL 3830 – Marine Biology

Syllabus

COURSE INFORMATION:

- a. **Title:** Marine Biology
- b. **Instructor:** Dr. Timothy Henkel (tphenkel@valdosta.edu)
- c. **Office:** Bailey Science Center 2212
- d. **Office Hours:** TBD
- e. **Class Meets:** TR: 2-3:15 pm

CATALOG DESCRIPTION: An examination of coastal and oceanic organisms and the factors which structure marine systems. Prerequisites: BIOL 1107 and 1108

COURSE OBJECTIVES:

During this course, students will:

- a. Describe the physical characteristics and biodiversity of various marine habitats;
- b. Identify key components of marine communities and impact on global biogeochemical cycles;
- c. Predict adaptations of marine organisms based on environmental characteristics ;
- d. Analyze and interpret data examining the factors structuring marine communities;
- e. Effectively organize, communicate and apply their knowledge of marine biology to their everyday lives.

COURSE MATERIALS:

Textbook: Levinton, J.S. (2014) Marine biology: function, biodiversity, ecology. 4thEd. New York, Oxford UP.

Additional readings will be posted to Blazeview throughout the semester.

Readings are to be completed before class in order to be able to participate in class activities.

Homework and exam questions will be based on readings from the text as well as in class material.

INSTRUCTIONAL ACTIVITIES: Learning is not a passive activity in which you simply absorb and repeat back facts given by an instructor. Rather, learning requires you to take an active role. To truly understand science, you must construct your own personal interpretation of the concepts and store them away in a form that is meaningful to you.

Facts and vocabulary are important to any discipline, though you are expected to go beyond simple memorization of details and interconnect those facts to concepts, applications and problems; to ask meaningful questions; to test well developed hypotheses; to develop a range of intellectual abilities, including critical thinking, logical argument, appropriate uses of evidence and interpretation of varied kinds of information; and to communicate your understanding in writing and orally to multiple audiences.

GRADING PROCEDURES: Letter grades will be assigned based on the following tables:

Course Component	% of Course Grade
Exams	50%
Homework	10%
In Class Activities/Quizzes	15%
Final Exam	25%
Total	100%

Final Letter Grade

A: 90 – 100%
B: 80 – 89%
C: 70 – 79%
D: 60 – 69%
F: < 60%

Exams: There are three regular exams scheduled throughout the semester; each will cover the material from the end of the previous exam through the current exam. The first two exams are each worth 15% of your final grade, while the third and final exams are each worth 20 and 25% respectively. The final exam is scheduled during the final exam period of the course and will be cumulative based on all of the material covered in the course.

Homework: Out of class coursework will be regularly assigned. Homework must be completed by the due date and all homework is to be submitted within the first 5 minutes of class on the due date.

In Class Activities and Quizzes: In-class participation will be scored based on written assignments and quizzes.

There will be NO UNEXCUSED MAKE-UPS and NO EXTRA CREDIT!

ATTENDANCE POLICY: You are expected to attend all scheduled course activities, and active participation is part of your course grade. Because of the nature and structure of the class, attendance is vital to your success in the course. We will strictly adhere to VSU's policy on attendance which states: "A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course" (Undergraduate Catalog 2011-2012, p. 89).

COMMUNICATION:

Email: Email is the simplest way to contact me outside of class and is the quickest way for me to contact you as well. You are required to check and maintain your Valdosta State University email account. I will only communicate with you through this official email account.

Blazeview: We will be using Blazeview throughout the semester as a tool for sharing information. I will post course notes after each class to the website, as well as provide additional resources, readings, and homework assignments. All official course information is located on Blazeview and students are expected to regularly access the Blazeview website.

Notes on emailing your professor:

In order to get a reply to your emails you must do the following in your email communication:

- Include your course number and section in the subject line of any email.
- Communicate as you would at work and in a professional manner. This includes using proper grammar and spelling, a greeting and salutation, and be sure to include your full name at the end of all emails.

ACADEMIC HONESTY POLICY: Cheating, plagiarism (submitting another person's material as one's own, or doing work for another person which will receive academic credit) are all impermissible. This includes the use of unauthorized books, notebooks, or other sources in order to secure or give help during an assignment or exam, the unauthorized copying of examinations, assignments, reports, or term papers, or the presentation of unacknowledged material as if it were your own work. Students are responsible for knowing, understanding and complying with the VSU Student Code of Conduct, in Appendix A of the Student Handbook (<http://www.valdosta.edu/stulife/handbook/>)

If substantial evidence exists for a violation of this policy, *the student(s) involved will receive a grade of 'F' for the course* and an official record will be filed following the Academic Integrity Response along with a letter to the Dean of Students (<http://www.valdosta.edu/academic/AcademicHonestyPoliciesandProcedures.shtml>).

CLASSROOM CONDUCT: A classroom policy will be developed by the course during the first class meeting and will be the standard for behavior in the class. The policy will be posted to Blazeview and enforced during class sessions. Violations with the policy will result in removal from the class session, and repeated occurrences may result in grade reduction or permanent removal from the course.

ACCESS OFFICE: 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).

FEDERAL PRIVACY ACT: It is illegal to release personal information about an individual to others. Therefore grades, averages, and other personal information about any person will not be released to another person or over email.

STUDENT SUCCESS CENTER: The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall above the Tech Shop and is available to all students. The SSC provides free peer tutoring in core curriculum courses, including biology, chemistry, math, writing, and foreign languages. The SSC also provides free professional academic advising and on-campus job information in one location. Call 333-7570 to make an appointment, or visit the website: www.valdosta.edu/ssc.

Tentative Topics and Reading Assignments

		Chapter
8-Jan	Course Introduction and Ecology Primer	3
	Life in the Water Column	
	Properties of seawater	2,5
	Oceanography	2,5
	Life in the Plankton	7
	Patterns of Primary Production	9,10
	Zooplankton and Nekton	4,8
	Microbial food web	9
5-Feb	Exam 1	
	Life in Intertidal Habitats	
	Waves, currents, and tides	2,5
	Intertidal Communities	11,12
	The Rocky Intertidal	13,14
	Estuaries	14
	Salt Marshes to Mangroves	14
5-Mar	Exam 2	
	Life in Subtidal Habitats	
	Coral Reefs	15
	Seagrass beds and Kelp Forests	15
	Deep Sea Communities	16
	Chemosynthetic Communities	16
	Polar Seas	16
9-Apr	Exam 3	
	Humans and the Sea	
	Marine Invasions	17
	Marine Reserves	17
	Marine Fisheries	18
	Ocean and Climate Change	19
25-Apr	Bringing it all together	
1-May	FINAL Exam 2:45pm-4:45pm	

The schedule of topics is tentative and may be changed, however exam dates are set as written

Note: Chapt 3 provides a basic primer to ecological terms and concepts. If you have not had BIOL 3250, or it's been a while since thinking ecologically, you should review this chapter.

RECEIVED

MAY 28 2014

REQUEST FOR A NEW COURSE
Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission: 02/24/2014 (mm/dd/yyyy)

Department Initiating Request:
Biology

Faculty Member Requesting:
Henkel, Timothy

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
BIOL 5830

Proposed New Course Title:

Marine Biology

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Marine Biology

Semester/Year to be Effective:
Spring 2015

Estimated Frequency of Course Offering:
Every 2 years

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.) : Prerequisites: Admission to the Graduate Program. An examination of coastal and oceanic organisms and the factors which structure marine systems.

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 is targeted to meet Educational Outcomes #2 and 5 for the Department of Biology.

2. Describe the evolutionary processes responsible for biological diversity, explain the phylogenetic relationships among the major taxa of life, and provide illustrative examples.

5. Interpret ecological data pertaining to the behavior of the individual organism in its natural environment; to the structure and function of populations, communities, and ecosystems; and to human impacts on these systems and the environment.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: VSU does not currently offer a course in marine biology. The requested course will benefit students interested in pursuing work in marine and coastal science.

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AUG 25 2014

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Source of Data to Support Suggested Change:

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- Other:

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

Approvals:		
Dept. Head:	<i>Robert Brown</i>	Date: <i>4-7-14</i>
College/Division Exec. Comm.:	<i>Connie Richards</i>	Date: <i>5/28/14</i>
Dean/Director:	<i>Connie Richards</i>	Date: <i>5/28/14</i>
Graduate Exec. Comm.: (for graduate course):	<i>J. T. J. LA</i>	Date: <i>8/25/14</i>
Graduate Dean: (for graduate course):	<i>J. T. J. LA</i>	Date: <i>8/25/14</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

BIOL 5830 – Marine Biology

Syllabus

COURSE INFORMATION:

- a. **Title:** Marine Biology
- b. **Instructor:** Dr. Timothy Henkel (tphenkel@valdosta.edu)
- c. **Office:** Bailey Science Center 2212
- d. **Office Hours:** TBD
- e. **Class Meets:** TR: 2-3:15 pm

CATALOG DESCRIPTION: An examination of coastal and oceanic organisms and the factors which structure marine systems. Prerequisites: Admission to the Graduate Program.

COURSE OBJECTIVES:

During this course, students will:

- a. Describe the physical characteristics and biodiversity of various marine habitats;
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COURSE MATERIALS:

Textbook: Levinton, J.S. (2014) Marine biology: function, biodiversity, ecology. 4thEd. New York, Oxford UP.

Additional readings will be posted to Blazeview throughout the semester.

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Homework and exam questions will be based on readings from the text as well as in class material.

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Exams (including final)	60%
Teaching Session	25%
In Class Activities/Quizzes	15%
Total	100%

Final Letter Grade

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F: < 60%

Exams: There are three exams scheduled throughout the semester; each will cover the material from the end of the previous exam through the current exam. Each exam will be worth 15% of your final grade. While exams are not labeled as cumulative, concepts that are connected throughout the course are fair material for exams. The fourth exam is scheduled during the final exam period of the course and will be cumulative based on all of the material covered in the course.

In Class Activities and Quizzes: In-class participation will be scored based on written assignments and quizzes.

Teaching Session: You will prepare and execute a lesson plan on one of the topics under the Humans and the Sea category. Topic selection will be done at the start of class on May 9th. A complete rubric will be provided and will cover creation of learning objectives, lecture, and exam questions for your chosen topic.

There will be NO LATE WORK, NO UNEXUSED MAKE-UPS and NO EXTRA CREDIT!

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5-Mar	Exam 2	
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	Polar Seas	16
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	Marine Fisheries	18
	Ocean and Climate Change	19
25-Apr	Bringing it all together	
1-May	FINAL Exam 2:45pm-4:45pm	

The schedule of topics is tentative and may be changed, however exam dates are set as written

Note: Chapt 3 provides a basic primer to ecological terms and concepts. If you have not had BIOL 3250, or it's been a while since thinking ecologically, you should review this chapter.

RECEIVED

JUN 11 2014

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: 42 (by reference to Graduate School Website)

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall 2015

Degree and Program Name: MPA | Public Administration

Present Requirements:

Minimum GRE Requirements:

- 400 Verbal and 3.5 Analytical
- If taken prior to Oct 2002: 800 overall (Verbal plus either Quantitative or Analytical).

Minimum MAT Score: 375

Minimum GMAT Score: 450

Proposed Requirements: (highlight changes after printing)

Minimum GRE Requirements:

- 146 Verbal and 3.5 Analytical or
- 285 Combined Verbal and Quantitative.
- If taken prior to October, 2002: 800 overall (Verbal plus either Quantitative or Analytical).

Minimum MAT Score: 375

Minimum GMAT Score: 450

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 Revised GRE scoring based on ETS Concordance Table

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.) **Established requirements for admission to MPA 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.)

Approvals:		
Department Head:	<i>James H. Peterson</i>	Date: <i>6/10/14</i>
College/Division Exec. Committee:	<i>Lennie Richards</i>	Date: <i>6/10/14</i>
Dean(s)/Director(s):	<i>Connie Richards</i>	Date: <i>6/10/14</i>
Graduate Exec. Comm.: (for grad program)	<i>J T. J. PA</i>	Date: <i>8/25/14</i>
Graduate Dean: (for grad program)	<i>J T. J. PA</i>	Date: <i>8/25/14</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

RECEIVED

JUN 11 2014

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: 44 (by reference to Graduate School Website)

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall 2015

Degree and Program Name: DPA | Public Administration

Present Requirements:

Graduate Record Exam
Minimum GRE Requirements:
1000 combined Verbal and Quantitative or 500 Verbal and 5.0 Analytical

Proposed Requirements: (highlight changes after printing)

Graduate Record Exam
Minimum GRE Requirements:
• 153 Verbal and 5.0 Analytical or
• 295 Combined Verbal and Quantitative

If taken prior to October, 2002: 1000 overall (500 Verbal, plus either Quantitative or Analytical)

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 Revised GRE scoring based on ETS Concordance Table

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.) **Established requirements for admission to DPA 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.)

Approvals:		
Department Head:	<i>James H. Peterson</i>	Date: <i>6/10/14</i>
College/Division Exec. Committee:	<i>Lonnie Richards</i>	Date: <i>6/10/14</i>
Dean(s)/Director(s):	<i>Lonnie Richards</i>	Date: <i>6/10/14</i>
Graduate Exec. Comm.: (for grad program)	<i>J. T. J. Pt</i>	Date: <i>8/25/14</i>
Graduate Dean: (for grad program)	<i>J. T. J. Pt</i>	Date: <i>8/25/14</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

REQUEST TO DEACTIVATE A COURSE/PROGRAM

Valdosta State University

Date of Submission: July 24, 2014

Department Initiating Deactivation:
Political Science

Semester & Year to be Effective:
Spring 2015

List of courses (or the program or track) to be deactivated: POLS 2200, POLS 3510, POLS 3500, POLS 6640, POLS 5520, POLS 6620, POLS 5300, POLS 6330, POLS 5530, POLS 5200, POLS 5600, PADM 7120, POLS 6670, POLS 6120, POLS 6410, POLS 6650, POLS 5210, POLS 5400, POLS 6600.

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 Courses have not been taught in the last 5 years and are not expected to be in the future.

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.) Banner Course Schedules for the last five years.

RECEIVED

AUG 15 2014

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Approvals:	
College/Division Exec. Comm.:	<i>Annice Richards</i> Date: <i>8/13/14</i>
Dept. Head:	<i>James D. Peterson</i> Date: <i>7/24/14</i>
Dean/Director:	<i>Annice Richards</i> Date: <i>8/13/14</i>
Graduate Exec. Comm.: (for grad course/program)	<i>J. T. J. Plt</i> Date: <i>8/25/14</i>
Graduate Dean: (for grad course/program)	<i>J. T. J. Plt</i> Date: <i>8/25/14</i>
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:

151

Proposed Effective Date for Curriculum Change:

(Month/Year): 01/01/2015

Degree & Program Name:

(e.g., BFA, Art): BA in French - World Languages and Cultures Track (Modern and Classical Languages)

Present Requirements: Note: This is a new track to be added to the BA in French options.

Proposed Requirements (Underline changes after printing this form): (All of the text is new)

French - World Languages and Cultures Track

The World Languages and Cultures Track offers students the opportunity to combine two or more world languages in a program of study that will impart the basic knowledge necessary to participate in international and intercultural settings. The track emphasizes knowledge of modern foreign cultures and enables students to focus on one modern language while achieving speaking facility in one or two others. These tracks are foundational to advanced studies in humanities disciplines such as modern languages, history, art history, philosophy, or political science. When combined with business courses, these degrees can open up international professional opportunities.

Majors in World Languages and Cultures may find employment in business, government, education, media, travel and social services, depending upon their skills and experiences. Majors can seek out employment opportunities in which language skills are required in the workplace. Such positions include translating, interpreting, and teaching foreign languages within a corporate context. World Languages and Cultures majors also pursue careers in social services capacities.

Additionally, completion of the Certificate in Teaching English as a Second Language as part of this degree will prepare majors to teach English to speakers of other languages throughout the world. Internships and practicum placements and study abroad are highly recommended as study components in these tracks.

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VALDOSTA STATE UNIVERSITY

Requirements for the B.A. degree French --
World Languages and Cultures Track

Core Curriculum Areas A-E (See VSU Core Curriculum) 42 hours

Core Curriculum Area F 18 hours

FREN 1001 and 10020-6 hours

FREN 2001 and 2002 0-6 hours

2nd Foreign Language at the 1001 to 2002 levels
.....0-12 hours

Electives from Area C and Area E Courses
.....0-18 hours

Students must achieve a grade of "C" or better in all courses taken in Area F.

Senior- College Curriculum 60 hours

Upper-level Courses in French.....34 hours

FREN 20103 hours

FREN 30103 hours

FREN 3150 or 31603 hours

FREN 32003 hours

FREN 3250 or 32603 hours

FREN 40103 hours

FREN 44003 hours

FREN 49801 hour

FREN 49903 hours

Electives

FREN 3000/4000-level courses.....6 hours

Supporting Course: ESOL 4010.....3 hours

Related Electives.....26 hours

A second or third foreign language may be taken in the major as needed under the Related Electives.

A minimum of 39 hours must be taken at the 3000/4000 level.

Suggested Elective Sequences:

Minor in Spanish or German, Certificate in Teaching English to Speakers of other Languages, Certificate in Spanish for Professionals.

Total hours required for the degree

.....120 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: This track is proposed as the foundation of the new USG eMajor in World Languages and Cultures. MCL is the leader of an online collaborative involving at least six other USG institutions. Courses in the World Languages and Culture track will be offered face-to-face, blended, and online. eMajor will enable smaller institutions to provide upper-level courses in French and Spanish to their students.

Meeting mandates of state/federal/outside accrediting agencies: The mandate is to create an online collaborative for languages within the system to improve accessibility to degrees year-round and to allow for more efficient sharing of academic resources.

Other: This track is an umbrella under which other institutions can join us in teaching and expanding the availability of upper level courses in French across the state. This eMajor is also adult learner and military friendly because it can be completed exclusively online and has been designed with flexible elective hours that can easily be combined with other fields of study.

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. Students continuously express the need for additional upper-level language course offerings both in the summer and during regular school semesters in order to hasten graduation.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Program reviews of language programs and the new impetus to have students complete college as expeditiously as possible come together as motivations for this proposal to share foreign language resources and expertise across the state through eMajor.

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.) All instructors within the collaborative will meet at least once a year to evaluate course content and student output. VSU is creating online course templates to be used by all participating faculty. Forms of assessment will include recorded oral presentations and interviews, Power Points, mash-ups and other online presentations, research projects, and at least two proctored assessments per course: one written and one oral.

Approvals:	
Department Head: <i>W. Woody</i>	Date: <i>Apr 4, 2014</i>
College/Division Exec. Committee: <i>Corrie Richards</i>	Date: <i>4/15/14</i>
Dean(s)/Director(s): <i>Corrie Richards</i>	Date: <i>4/15/14</i>
Grad. Exec. Committee: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A 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:

151

Proposed Effective Date for Curriculum Change:

(Month/Year): 01/01/2015

Degree & Program Name:

(e.g., BFA, Art): BA in Spanish - World Languages and Cultures Track (Modern and Classical Languages)-

Present Requirements: Note: This is a new track to be added to the BA in Spanish options.

Proposed Requirements (Underline changes after printing this form: (All text is new so there is no reason to underline.)

BA Spanish – World Languages and Cultures Track
The World Languages and Cultures Track offers students the opportunity to combine two or more world languages in a program of study that will impart the basic knowledge necessary to participate in international and intercultural settings. The track emphasizes knowledge of modern foreign cultures and enables students to focus on one modern language while achieving speaking facility in one or two others. These tracks are foundational to advanced studies in humanities disciplines such as modern languages, history, art History, philosophy, or political science. When combined with business courses, these degrees can open up international professional opportunities.

Majors in World Languages and Cultures may find employment in business, government, education, media, travel and social services, depending upon their skills and experiences. Majors can seek out employment opportunities in which language skills are required in the workplace. Such positions include translating, interpreting, and teaching foreign languages within a corporate context. World Languages and Cultures majors also pursue careers in social services capacities.

Additionally, completion of the Certificate in Teaching English as a Second Language as part of this degree will prepare majors to teach English to speakers of other languages throughout the world. Internships and practicum placements and study abroad are highly recommended as course components in this track.

Requirements for the B. A. degree with a major in Spanish – World Languages and Cultures Track

	<p>Core Curriculum Areas A-E (See VSU Core Curriculum) 42 hours Core Curriculum Area F 18 hours SPAN 1001 and 1002 0-6 hours SPAN 2001 and 2002 0-6 hours 2nd Foreign Language at the 1001 to 2002 levels 0-12 hours Electives from Area C and Area E Courses 0-18 hours Students must achieve a grade of "C" or better in all courses taken in Area F.</p> <p>Senior- College Curriculum 60 hours Upper-level courses in Spanish 33 hours SPAN 2010 and 2011 4 hours SPAN 3010 3 hours SPAN 3150 and SPAN 3160 or 3170 6 hours SPAN 3200 and SPAN 3250 or 3260 6 hours SPAN 4010 3 hours SPAN 4020 2 hours Electives SPAN 3000/4000-level course 6 hours (e.g., SPAN 3012, SPAN 3014, SPAN 4500, SPAN 4501, SPAN 4900, SPAN 4950, 4000-level literature) Supporting Course: ESOL 4010 3 hours Related Electives 27 hours A second or third foreign language may be taken in the major as needed under the Related Electives.</p> <p>A minimum of 39 hours must be taken at the 3000/4000 level.</p> <p>Suggested Elective Sequences: Minor in French or German, Certificate in Teaching English to Speakers of other Languages, Certificate in Spanish for Professionals.</p> <p>Total hours required for the degree 120 semester hours</p>
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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: This track is proposed as the foundation of the new USG eMajor in World Languages and Cultures. MCL is the leader of an online collaborative involving at least six other USG institutions. Courses in the World Languages and Cultures track will be offered face-to-

face, blended, and online. eMajor will enable smaller institutions to provide upper-level courses in French and Spanish to their students. Students may combine online and face-to face courses in the completion of the degree.

Meeting mandates of state/federal/outside accrediting agencies: The mandate is to create an online collaborative for languages within the system to improve accessibility to degrees year-round and to allow for more efficient sharing of academic resources.

Other: This track is an umbrella under which other institutions can join us in teaching and expanding the availability of upper level courses in French across the state. This eMajor is also adult learner and military friendly because it can be completed exclusively online and has been designed with flexible elective hours that can easily be combined with other fields of study.

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. Students continuously express the need for additional upper-level language course offerings both in the summer and during regular school semesters in order to hasten graduation.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Program reviews of language programs and the new impetus to have students complete college as expeditiously as possible come together as motivations for this proposal to share foreign language resources and expertise across the state through eMajor.

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.) All instructors within the collaborative will meet at least once a year to evaluate course content and student output. VSU is creating online course templates to be used by all participating faculty. Forms of assessment will include recorded oral presentations and interviews, Power Points, mash-ups and other online presentations, research projects, and at least two proctored assessments per course: one written and one oral.

Approvals:

Department Head: *AW Somuly* Date: *April 7, 2014*

College/Division Exec. Committee: *Connie Richards* Date: *4/15/14*

+ *Connie Richards*
Dean, A&S

4/15/14

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: 147-156

Proposed Effective Date for Revised Catalogue Copy: (new or revised) August, 2014

Degree and Program Name: Modern and Classical Languages World Languages and Cultures Tracks in BA FREN and BA SPAN

Present Requirements: SEE ATTACHED PAGES

Proposed Requirements: (highlight changes after printing) SEE ATTACHED PAGES

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 These tracks are proposed as the foundation of the new USG eMajor in World Languages and Cultures. MCL is the leader of an online collaborative involving at least six other USG institutions. eMajor will enable smaller institutions to provide upper-level courses in French and Spanish to their students.

Meeting Mandates of State/Federal/Outside Accrediting Agencies The mandate is to create an online collaborative for languages within the system to improve accessibility to degrees year-round and to allow for more efficient sharing of academic resources.

Other These tracks provide umbrellas under which other institutions can join us in teaching and expanding the availability of upper level courses in French and Spanish across the state. This eMajor is also adult learner and military friendly because it can be completed exclusively online and has been designed with flexible elective hours that can easily be combined with other fields of study.

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. Students continuously express the need for additional upper-level language course offerings both in the summer and during regular school semesters in order to hasten graduation.

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

portfolios, specific assignments, etc.) Program reviews of language programs and the new impetus to have students complete college as expeditiously as possible come together as motivations for this proposal to share foreign language resources and expertise across the state through eMajor.

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. **Yes**
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) All instructors within the collaborative will meet at least once a year to evaluate course content and student output. VSU is creating online course templates to be used by all participating faculty. Forms of assessment will include recorded oral presentations and interviews, Power Points, mash-ups and other online presentations, research projects, and at least two proctored assessments per course: one written and one oral.

Request for a Revised Catalogue Copy

Department of Modern and Classical Languages

Present Requirements:

(PAGE 147 online)

Department of Modern and Classical Languages

Dr. Victoria Soady, Head

Room 128, West Hall

The Department of Modern and Classical Languages offers the Bachelor of Arts degree with a major in French and Bachelor of Arts degree with a major in Spanish. Students may elect to follow either the Language and Culture Track or the Foreign Language Education Track in either degree program. Additionally, the department offers minors in French, German, and Spanish, an online Certificate in Spanish for Professionals, an online Certificate in Teaching English to Speakers of Other Languages (TESOL), the Latin American Studies Certificate, and courses that satisfy the add-on ESOL endorsement for current and future P-12 teachers seeking certification in Georgia.

The development of the understanding of at least one culture other than their own and communicative proficiency in the language of that culture is an essential element in the educational preparation for citizens who will live in the global society of the 21st century. Courses in five world languages, French, German, Japanese, Russian, and Spanish, are offered in the Department of Modern and Classical Languages and focus on the acquisition of language skills and cultural knowledge that enable individuals to live or travel in a society where the language is spoken. Additionally, second language skills and cultural knowledge are advantageous to individuals who plan to pursue careers in business, health-related fields, social service and education agencies, law and law enforcement, science- or humanities-related fields in the other culture or their own. The Certificates in Spanish for Professionals and in Teaching English to Speakers of Other Languages both open enriched career paths at home and internationally. They may be taken as stand-alone certificates or in conjunction with almost any other major field of study.

Courses in Latin provide students the opportunity to gain insights into life in the Ancient World and

Proposed Requirements:

Department of Modern and Classical Languages

Dr. Victoria Soady, Head

Room 128, West Hall

The Department of Modern and Classical Languages offers the Bachelor of Arts degree with a major in French and Bachelor of Arts degree with a major in Spanish. Students may elect to follow the Language and Culture Track, or the Foreign Language Education Track, or the World Languages and Cultures Track for a Bachelor of Arts degree in either French or Spanish. Additionally, the department offers minors in French, German, and Spanish, an online Certificate in Spanish for Professionals, an online Certificate in Teaching English to Speakers of Other Languages (TESOL), the Latin American Studies Certificate, and courses that satisfy the add-on ESOL endorsement for current and future P-12 teachers seeking certification in Georgia.

The development of the understanding of one or more cultures other than their own and communicative proficiency in the languages of those cultures is an essential element in the educational preparation for citizens who will live in the global society of the 21st century. Courses in six modern languages, Arabic, French, German, Japanese, Russian, and Spanish, are offered in the Department of Modern and Classical Languages and focus on the acquisition of language skills and cultural knowledge that enable individuals to live and work or travel in a society where the language is spoken. Additionally, second language skills and cultural knowledge are advantageous to individuals who plan to pursue careers in business, health-related fields, social service and education agencies, law and law enforcement, science- or humanities-related fields in other cultures or their own.

The Certificates in Spanish for Professionals and in Teaching English to Speakers of Other Languages both open enriched career paths at home and internationally. They may be taken as stand-alone certificates or in conjunction with almost any other major field of study. They are especially appropriate

principles and foundations of those societies that have contributed to the rise of modern nations. Through the study of Latin, students gain greater knowledge of their own languages and enhance both their oral and written skills in English.

The programs of study leading to majors in French and Spanish are designed to guide students in the development of competencies in the language skills and cultural knowledge necessary to live in Francophone or Hispanic societies at the level of near-native proficiency. With such a level of ability, students should expect to be able to enter a profession or occupation in education, government, business, law, medicine, or human resources where their bilingual skills are required or are advantageous. They may also elect to continue their study in a graduate program in French or Spanish.

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Bachelor Of Arts Degree with A Major In French Selected Educational Outcomes

1. The ability to listen and to read in French at the advanced level of proficiency, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines.
2. The ability to speak and to write in French at the advanced-low level of proficiency, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines.
3. Knowledge of cultural universals and trends, as well as specific similarities and differences between Francophone and American cultures, including both non-verbal and verbal aspects.
4. Knowledge of major historical events and their role in the development of the Francophone cultures as well as knowledge of the major literary and artistic works of those cultures.
5. The ability to use technology for research purposes and as a means of communication with the various areas of the French-speaking world.

Examples of Outcome Assessments

The Department of Modern and Classical Languages evaluates the level of linguistic proficiency and cultural knowledge achieved by the students in the Bachelor of Arts program in French by using a variety of assessment measures. The results of the

certificates to add to a Bachelor of Arts degree in French or Spanish in either the Language and Culture Track or World Languages and Cultures Track.

Courses in Latin provide students the opportunity to gain insights into life in the Ancient World and principles and foundations of those societies that have contributed to the rise of modern nations. Through the study of Latin, students gain greater knowledge of the Romance languages and enhance both their oral and written skills in English.

The programs of study leading to majors in French and Spanish are designed to guide students in the development of competencies in the language skills and cultural knowledge necessary to live in Francophone or Hispanic societies at the level of near-native proficiency. With such a level of ability, students should expect to be able to enter a profession or occupation in education, government, business, law, medicine, or human resources where their bilingual skills are required or are advantageous. They may also elect to continue their study in a graduate program in French or Spanish.

Bachelor Of Arts Degree with a Major In French Selected Educational Outcomes

1. The ability to listen and to read in French at the advanced level of proficiency, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines.
2. The ability to speak and to write in French at the advanced-low level of proficiency, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines.
3. Knowledge of cultural universals and trends, as well as specific similarities and differences between Francophone and American cultures, including both non-verbal and verbal aspects.
4. Knowledge of major historical events and their role in the development of the Francophone cultures as well as knowledge of the major literary and artistic works of those cultures.
5. The ability to use technology for research purposes and as a means of communication with the various areas of the French-speaking world.

Examples of Outcome Assessments

The Department of Modern and Classical Languages evaluates the level of linguistic proficiency and cultural knowledge achieved by the students in the Bachelor of Arts program in French by using a

assessment activities are used for continued curriculum development and revision. Among the methods used to determine the effectiveness of the program are the following:

1. An examination to assess the level of listening, reading, and writing proficiency, along with an ACTFL Oral Proficiency Interview administered by Language Testing International to assess the level of speaking proficiency at the entry to the major.
2. An examination covering appropriate topics to assess the student's knowledge of content material related to Francophone culture, linguistics, and literature.
3. An examination to assess the level of listening, reading, and writing proficiency, along with an ACTFL Oral Proficiency Interview administered by Language Testing International to assess the level of speaking proficiency at the completion of the major.

Requirements for the B.A. degree with a major in French Language and Culture Track

Core Curriculum Areas A-E (See VSU Core Curriculum)	42 hours
Core Curriculum Area F	18 hours
FREN 1001 and FREN 1002 . . . . .	.0-6 hours
FREN 2001 and FREN 2002 . . . . .	.0-6 hours
FREN 2010 . . . . .	.3 hours
Foreign Language and Culture (2nd Foreign Language) . . . . .	.0-6 hours
Electives from Area C and Area E Courses . . . . .	.0-18 hours
Senior College Curriculum	60 hours
Upper-Level Courses in French . . . . .	.34 hours
FREN 3110, FREN 3120 . . . . .	.6 hours
FREN 3301 or FREN 3302 . . . . .	.3 hours
FREN 3320, FREN 3400 . . . . .	.6 hours
FREN 3621 or FREN 3622 . . . . .	.3 hours
FREN 4110, FREN 4210 . . . . .	.6 hours

(PAGE 149)

FREN 4400, FREN 4990 . . . . .	.6 hours
FREN 4980 . . . . .	.1 hour
Electives: 3000/4000-level course . . . . .	.3 hours
Supporting Courses . . . . .	.3-15 hours
ESOL 4010 . . . . .	.3 hours
2nd Foreign Language & Culture (may be taken in Areas C and F) . . . . .	.3-12 hours
Electives . . . . .	.11-23 hours

variety of assessment measures. The results of the assessment activities are used for continued curriculum development and revision. Among the methods used to determine the effectiveness of the program are the following:

1. An examination to assess the level of listening, reading, and writing proficiency, along with an ACTFL Oral Proficiency Interview to assess the level of speaking proficiency at the entry to the major.
2. An examination covering appropriate topics to assess the student's knowledge of content material related to Francophone culture, linguistics, and literature.
3. An examination to assess the level of listening, reading, and writing proficiency, along with an ACTFL Oral Proficiency Interview to assess the level of speaking proficiency at the completion of the major.

Requirements for the B.A. degree with a major in French -- Language and Culture Track

Core Curriculum Areas A-E (See VSU Core Curriculum)	42 hours
Core Curriculum Area F	18 hours
FREN 1001 and FREN 1002 . . . . .	.0-6 hours
FREN 2001 and FREN 2002 . . . . .	.0-6 hours
FREN 2010 . . . . .	.3 hours
Foreign Language and Culture (2nd Foreign Language) . . . . .	.0-6 hours
Electives from Area C and Area E . . . . .	.0-18 hours
Students must achieve a grade of "C" or better in all courses taken in Area F.	
Senior College Curriculum	60 hours
Upper-Level Courses in French . . . . .	.34 hours
FREN 3110, FREN 31206 hours
FREN 3301 or FREN 33023 hours
FREN 3320, FREN 34006 hours
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FREN 4110, FREN 42106 hours
FREN 4400, FREN 49906 hours
FREN 49801 hour
Electives: 3000/4000-level course3 hours
Supporting Courses . . . . .	.3-15 hours
ESOL 4010 . . . . .	.3 hours
2nd Foreign Language & Culture (may be taken in Areas C and F) . . . . .	.3-12 hours
Electives . . . . .	.11-23 hours
Total hours required for the degree	120 semester hours

Total hours required for the degree .120 semester hours

French—Foreign Language Education Track

The Foreign Language Education Track (French) in the Department of Modern and Classical Languages holds accreditation from the American Council on the Teaching of Foreign Languages. Students who are enrolled in the program leading to the Bachelor of Arts degree in the Foreign Language Education Track will meet all outcomes defined for the students in the program leading to the B.A. degree with a major in French in the Language and Culture Track. In addition, there are Performance Standards outcomes established by the College of Education and Human Services for the professional courses taken to achieve certification in grades pre-kindergarten through the 12th grade. There are several areas that the outcomes address that are not included in the outcomes for the content area, including the following.

Selected Educational Outcomes

1. To demonstrate an understanding of the nature of the learner.
2. To employ instructional strategies and research methodologies appropriate to the discipline and the learners.
3. To demonstrate effective planning skills.
4. To employ effective assessment techniques in evaluating learners and programs.
5. To maintain an on-going program of professional development.

Requirements for the B. A. degree with a major in French Foreign Language Education Track

Core Curriculum Areas A-E (See VSU Core Curriculum) 42 hours

Core Curriculum Area F. 18 hours

FREN 1001 and FREN 1002 0-6 hours

FREN 2001 and FREN 2002 0-6 hours

FLED 2999 0 hours

EDUC 2110, EDUC 2120, EDUC 2130.9 hours

Electives from Area C and Area E .0-18 hours

Students must achieve a grade of "C" or better in all courses taken in Area F.

Senior College Curriculum. 60 hours

Upper-Level Courses in French 34 hours

FREN 2010, FREN 3110, FREN 3120 9 hours

FREN 3301 or FREN 3302 3 hours

FREN 3320, FREN 3400 6 hours

FREN 3621 or FREN 3622. 3 hours

FREN 4110, FREN 4210 6 hours

FREN 4400, FREN 4980 6 hours

French—Foreign Language Education Track

The Foreign Language Education Track (French) in the Department of Modern and Classical Languages holds accreditation from the American Council on the Teaching of Foreign Languages. Students who are enrolled in the program leading to the Bachelor of Arts degree in the Foreign Language Education Track will meet all outcomes defined for the students in the program leading to the B.A. degree with a major in French in the Language and Culture Track. In addition, there are Performance Standards outcomes established by the College of Education and Human Services for the professional courses taken to achieve certification in grades pre-kindergarten through the 12th grade. There are several areas that the outcomes address that are not included in the outcomes for the content area, including the following.

Selected Educational Outcomes

1. To demonstrate an understanding of the nature of the learner.
2. To employ instructional strategies and research methodologies appropriate to the discipline and the learners.
3. To demonstrate effective planning skills.
4. To employ effective assessment techniques in evaluating learners and programs.
5. To maintain an on-going program of professional development.

Requirements for the B. A. degree with a major in French -- Foreign Language Education Track

Core Curriculum Areas A-E (See VSU Core Curriculum) 42 hours

Core Curriculum Area F. 18 hours

FREN 1001 and FREN 1002 0-6 hours

FREN 2001 and FREN 2002 0-6 hours

FLED 2999 0 hours

EDUC 2110, EDUC 2120, EDUC 2130.9 hours

Electives from Area C and Area E 0-18 hours

Students must achieve a grade of "C" or better in all courses taken in Area F.

Senior College Curriculum. 60 hours

Upper-Level Courses in French. 34 hours

FREN 2010, FREN 3110, FREN 3120 . . 9 hours

FREN 3301 or FREN 3302 3 hours

FREN 4980 1 hour

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Supporting course: ESOL 4010. 3 hours
Upper-Level Courses in Education 22 hours
SEED 4010, FLED 3510, FLED 4510 3 hours
FLED 3500, FLED 4500 4 hours
SPEC 3000 3 hours
FLED 4790 10 hours
FLED 4800 2 hours
Electives 0-3 hours

Total hours required for the degree
.....**120 semester hours**

In addition to the assessment procedures used to evaluate the extent to which students enrolled in the B.A. degree program in French meet the anticipated outcomes, there are measures employed to determine the effectiveness of the preparation of the prospective teachers.

Examples of Outcome Assessments

1. Students maintain portfolios containing sample coursework, research projects, and community activity to be evaluated before the beginning of student teaching. Upon completion of student teaching, students complete a second portfolio to determine their success in synthesizing and applying acquired knowledge to the actual experience. Components of the portfolio include, teaching philosophy, video tapes, self-critiques, reflections of the entire experience lesson plans, summary of methodologies and instructional strategies, ancillary materials, contacts, and an annotated bibliography of resource materials.
2. Mentor teachers and the university supervisor furnish performance reports of the students.
3. GACE II, the standard examination for teacher certification, assesses students' knowledge of content material related to Francophone culture, language, and literature, as well as pedagogy. Scores on the examination serve as one indication of the effectiveness of the program.
4. Periodic surveys of alumni who have completed the program are conducted. These surveys evaluate the relevance of the major program to graduates' present employment, perception of success, and their personal satisfaction with the program, as well as solicit suggestions for improvement of the French major in the Foreign Language Education Track.
5. As of Fall 2008, students in the B.A. French-

FREN 3320, FREN 3400 6 hours
FREN 3621 or FREN 3622 3 hours
FREN 4110, FREN 4210 6 hours
FREN 4400, FREN 4980 6 hours
FREN 4980 1 hour

Supporting course: ESOL 4010 3 hours
Upper-Level Courses in Education 22 hours
SEED 4010, FLED 3510, FLED 4510 . . . 3 hours
FLED 3500, FLED 4500 4 hours
SPEC 3000 3 hours
FLED 4790 10 hours
FLED 4800 2 hours
Electives 0-3 hours

Total hours required for the degree
.....**120 semester hours**

In addition to the assessment procedures used to evaluate the extent to which students enrolled in the B.A. degree program in French meet the anticipated outcomes, there are measures employed to determine the effectiveness of the preparation of the prospective teachers.

Examples of Outcome Assessments

1. Students maintain portfolios containing sample coursework, research projects, and community activity to be evaluated before the beginning of student teaching. Upon completion of student teaching, students complete a second portfolio to determine their success in synthesizing and applying acquired knowledge to the actual experience. Components of the portfolio include, teaching philosophy, video tapes, self-critiques, reflections of the entire experience lesson plans, summary of methodologies and instructional strategies, ancillary materials, contacts, and an annotated bibliography of resource materials.
2. Mentor teachers and the university supervisor furnish performance reports of the students.
3. GACE II, the standard examination for teacher certification, assesses students' knowledge of content material related to Francophone culture, language, and literature, as well as pedagogy. Scores on the examination serve as one indication of the effectiveness of the program.
4. Periodic surveys of alumni who have completed the program are conducted. These surveys evaluate the relevance of the major program to graduates' present employment, perception of success, and their personal satisfaction with the program, as well as solicit suggestions for improvement of the French major in the Foreign

Foreign Language Education Track must achieve a rating of Advanced-low on the formal ACTFL Oral Proficiency Interview in order to be recommended for certification.

**INSERT
(PAGE 151)**

Language Education Track.

5. As of Fall 2008, students in the B.A. French–Foreign Language Education Track must achieve a rating of Advanced-low on the formal ACTFL Oral Proficiency Interview in order to be recommended for certification.

INSERT:

French – World Languages and Cultures Track

The World Languages and Cultures Track offers students the opportunity to combine two or more world languages in a program of study that will impart the basic knowledge necessary to participate in international and intercultural settings. The track emphasizes knowledge of modern foreign cultures and enables students to focus on one modern language while achieving speaking facility in one or two others. These tracks are foundational to advanced studies in humanities disciplines such as modern Languages, history, art history, philosophy, or political science. When combined with business courses, these degrees can open up international professional opportunities.

Majors in World Languages and Cultures may find employment in business, government, education, media, travel and social services, depending upon their skills and experiences. Majors can seek out employment opportunities in which language skills are required in the workplace. Such positions include translating, interpreting, and teaching foreign languages within a corporate context. World Languages and Cultures majors also pursue careers in social services capacities.

Additionally, completion of the Certificate in Teaching English as a Second Language as part of this degree will prepare majors to teach English to speakers of other languages throughout the world. Internships and practicum placements and study abroad are highly recommended as study components in these tracks.

Requirements for the B.A. degree French -- World Languages and Cultures Track

Core Curriculum Areas A-E (See VSU Core Curriculum) 42 hours

Core Curriculum Area F. 18 hours

FREN 1001 and 1002 0-6 hours

FREN 2001 and 2002 0-6 hours

2nd Foreign Language at the 1001 to 2002 levels
.....0-12 hours

Electives from Area C and Area E Courses
.....0-18 hours

Students must achieve a grade of "C" or better in all courses taken in Area F.

TOTAL 60 hours

Senior- College Curriculum 60 hours

Upper-level Courses in French.....34 hours

FREN 20103 hours

FREN 30103 hours

FREN 3150 or 31603 hours

FREN 32003 hours

FREN 3250 or 32603 hours

FREN 40103 hours

FREN 44003 hours

FREN 49801 hour

FREN 49903 hours

Electives

FREN 3000/4000-level courses.....6 hours

Supporting Course: ESOL 4010.....3 hours

Related Electives.....26 hours

A second or third foreign language may be taken in the major as needed under the Related Electives.

A minimum of 39 hours must be taken at the 3000/4000 level.

Suggested Elective Sequences:

Minor in Spanish or German, Certificate in Teaching English to Speakers of other Languages, Certificate in Spanish for Professionals.

Total hours required for the degree

.....120 semester hours

Bachelor Of Arts Degree with A Major In Spanish

Selected Educational Outcomes

1. To demonstrate the ability to listen and to read in Spanish at the advanced level of proficiency, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines.
2. To demonstrate the ability to speak and to write in Spanish at the advanced-low level of proficiency, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines.
3. To demonstrate knowledge of cultural universals and trends as well as specific similarities

Bachelor Of Arts Degree with a Major In Spanish
Selected Educational Outcomes

1. To demonstrate the ability to listen and to read in Spanish at the advanced level of proficiency, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines.
2. To demonstrate the ability to speak and to write in Spanish at the advanced-low level of proficiency, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines.
3. To demonstrate knowledge of cultural universals and trends as well as specific similarities and differences between Hispanic and American

Electives from Area C and Area E Courses
 0-18 hours

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Senior College Curriculum. 60 hours
 Upper-Level Courses in Spanish.36 hours
 SPAN 2011 1 hour
 SPAN 3010, SPAN 3150, SPAN 3160 .9 hours
 SPAN 3200, SPAN 3250 6 hours
 SPAN 3260 or SPAN 3270 3 hours
 SPAN 4010 and SPAN 4110. 6 hours
 SPAN 4020 2 hours
 Electives: 3000/4000-level courses, to include one
 Spanish literature course numbered 4000 or above ..
 6 hours
 SPAN 4980 2 hours
 SPAN 4990 1 hour
 Supporting Courses 3-15 hours
 ESOL 4010 3 hours
 2nd Foreign Language & Culture (3-12 hours),
 0-12 hours
 may be taken in Areas C & F
 Electives 9-21 hours
Total hours required for the degree
. 120 semester hours

Spanish—Foreign Language Education Track
 The Foreign Language Education Track (Spanish) in the Department of Modern and Classical Languages holds accreditation from the American Council on the Teaching of Foreign Languages. Students who are enrolled in the program leading to the Bachelor of Arts (B.A.) degree in the Foreign Language Education Track will meet all outcomes defined for the students in the program leading to the B.A. degree in Spanish in the Language and Culture Track. In addition, there are Performance Standards outcomes established by the College of Education and Human Services for the professional courses taken to achieve certification in grades pre-kindergarten through the twelfth grade. There are several areas that the outcomes address that are not included in the outcomes for the content area, including the following:
Selected Educational Outcomes

Students must achieve a grade of “C” or better in all courses taken in Area F.

Senior College Curriculum. 60 hours
 Upper-Level Courses in Spanish36 hours
 SPAN 2011 1 hour
 SPAN 3010, SPAN 3150, SPAN 3160. . 9 hours
 SPAN 3200, SPAN 3250 6 hours
 SPAN 3260 DELETE “or 3270”. 3 hours
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 SPAN 4020 2 hours
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 Spanish literature course numbered 4000 or above ...
 6 hours
 SPAN 4980 2 hours
 SPAN 4990 1 hour
Supporting Courses 3-15 hours
 ESOL 4010 3 hours
 2nd Foreign Language & Culture (3-12 hours)
 0-12 hours
 may be taken in Areas C & F
 Electives 9-21 hours
Total hours required for the degree
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Spanish—Foreign Language Education Track
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Selected Educational Outcomes
 1. To demonstrate an understanding of the nature of

and differences between Hispanic and American cultures, including both non-verbal and verbal aspects.

4. To demonstrate knowledge of major historical events and their role in the development of the Hispanic cultures as well as knowledge of the major literary and artistic works of those cultures.

5. To demonstrate the ability to use technology for research purposes and as a means of communication with the various areas of the Spanish-speaking world.

Examples of Outcome Assessments

The Department of Modern and Classical Languages evaluates the level of linguistic proficiency and cultural knowledge achieved by the students in the Bachelor of Arts program in Spanish by using a variety of assessment measures. The results of the assessment activities are used for continued curriculum development and revision. Among the methods used to determine the effectiveness of the program are the following:

1. An examination to assess the level of listening, reading, and writing proficiency. The examination is administered in SPAN 2010 and SPAN 4990.
2. ACTFL Oral Proficiency Interviews administered to assess the level of speaking. These Oral Proficiency Interviews are administered in SPAN 2010 and SPAN 4990.
3. An examination covering appropriate topics to assess the student's knowledge of content material related to Hispanic culture, linguistics, and literature. The examination is administered in SPAN 2010 and SPAN 4990.
4. Evaluation of student performance during SPAN 4980, including an assessment of linguistic proficiency and interpreting and translating skills adequate to the practicum assignment, completed by the supervisor in the field.

Requirements for the B. A. degree with a major in Spanish

Language and Culture Track

Core Curriculum Areas A-E (See VSU Core Curriculum)	42 hours
Core Curriculum Area F.	18 hours
SPAN 1001	0-3 hours
SPAN 1002	0-3 hours
SPAN 2001	0-3 hours
SPAN 2002, SPAN 2010.	6 hours
Foreign Language and Culture (2nd Foreign Language)	0-6 hours

cultures, including both non-verbal and verbal aspects.

4. To demonstrate knowledge of major historical events and their role in the development of the Hispanic cultures as well as knowledge of the major literary and artistic works of those cultures.

5. To demonstrate the ability to use technology for research purposes and as a means of communication with the various areas of the Spanish-speaking world.

Examples of Outcome Assessments

The Department of Modern and Classical Languages evaluates the level of linguistic proficiency and cultural knowledge achieved by the students in the Bachelor of Arts program in Spanish by using a variety of assessment measures. The results of the assessment activities are used for continued curriculum development and revision. Among the methods used to determine the effectiveness of the program are the following:

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2. ACTFL Oral Proficiency Interviews administered to assess the level of speaking. These Oral Proficiency Interviews are administered in SPAN 2010 and SPAN 4990.
3. An examination covering appropriate topics to assess the student's knowledge of content material related to Hispanic culture, linguistics, and literature. The examination is administered in SPAN 2010 and SPAN 4990.
4. Evaluation of student performance during SPAN 4980, including an assessment of linguistic proficiency and interpreting and translating skills adequate to the practicum assignment, completed by the supervisor in the field.

Requirements for the B. A. degree with a major in Spanish -- Language and Culture Track

Core Curriculum Areas A-E (See VSU Core Curriculum)	42 hours
Core Curriculum Area F.	18 hours
SPAN 1001	0-3 hours
SPAN 1002	0-3 hours
SPAN 2001	0-3 hours
SPAN 2002, SPAN 2010	6 hours
Foreign Language and Culture (2nd Foreign Language)	0-6 hours
Electives from Area C and Area E Courses	0-18 hours

1. To demonstrate an understanding of the nature of the learner.
2. To employ instructional strategies and research methodologies appropriate to the discipline and the learners.
3. To demonstrate effective planning skills.
4. To employ effective assessment techniques in evaluating learners and programs.
5. To maintain an on-going program of professional development.

In addition to the assessment procedures used to evaluate the extent to which students enrolled in the B.A. degree program in Spanish meet the anticipated outcomes, there are measures employed to determine the effectiveness of the preparation of the prospective teachers.

Examples of Outcome Assessments

1. Students maintain portfolios containing sample coursework, research projects, and community activity to be evaluated before the beginning of student teaching. Upon completion of student teaching, students complete a second portfolio to determine

PAGE 153

the student's success in synthesizing and applying acquired knowledge to the actual experience. Components of the portfolio include teaching philosophy, video tapes, selfcritiques, reflections of the entire experience, lesson plans, summary of methodologies and instructional strategies, ancillary materials, contacts, and an annotated bibliography of resource materials.

2. Mentor teachers and the university supervisor furnish performance reports of the students.
3. GACE II, the standard examination for teacher certification, assesses students' knowledge of content material related to Hispanic culture, language, and literature, as well as pedagogy. Scores on the examination serve as one indication of the effectiveness of the program.
4. Periodic surveys of alumni who have completed the program are conducted. These surveys evaluate the relevance of the major program to graduates' present employment, perception of success, and their personal satisfaction with the program, as well as solicit suggestions for improvement of the Spanish major in the Foreign Language Education Track.
5. As of Fall 2008, students in the B.A.–Spanish

- the learner.
2. To employ instructional strategies and research methodologies appropriate to the discipline and the learners.
3. To demonstrate effective planning skills.
4. To employ effective assessment techniques in evaluating learners and programs.
5. To maintain an on-going program of professional development.

In addition to the assessment procedures used to evaluate the extent to which students enrolled in the B.A. degree program in Spanish meet the anticipated outcomes, there are measures employed to determine the effectiveness of the preparation of the prospective teachers.

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1. Students maintain portfolios containing sample coursework, research projects, and community activity to be evaluated before the beginning of student teaching. Upon completion of student teaching, students complete a second portfolio to determine the student's success in synthesizing and applying acquired knowledge to the actual experience. Components of the portfolio include teaching philosophy, video tapes, self critiques, reflections of the entire experience, lesson plans, summary of methodologies and instructional strategies, ancillary materials, contacts, and an annotated bibliography of resource materials.
2. Mentor teachers and the university supervisor furnish performance reports of the students.
3. GACE II, the standard examination for teacher certification, assesses students' knowledge of content material related to Hispanic culture, language, and literature, as well as pedagogy. Scores on the examination serve as one indication of the effectiveness of the program.
4. Periodic surveys of alumni who have completed the program are conducted. These surveys evaluate the relevance of the major program to graduates' present employment, perception of success, and their personal satisfaction with the program, as well as solicit suggestions for improvement of the Spanish major in the Foreign Language Education Track.
5. As of Fall 2008, students in the B.A.–Spanish Foreign Language Education Track must achieve a rating of Advanced-low on the formal ACTFL Oral Proficiency Interview in order to be recommended for certification.

Foreign Language Education Track must achieve a rating of Advanced-low on the formal ACTFL Oral Proficiency Interview in order to be recommended for certification.

Requirements for the B. A. degree with a major in Spanish

**Foreign Language Education Track
Core Curriculum Areas A-E (See VSU Core Curriculum) 42 hours
Core Curriculum Area F. 18 hours**

SPAN 1001 and SPAN 1002.0-6 hours
SPAN 2001 and SPAN 20020-6 hours
FLED 29990 hours
EDUC 2110, EDUC 2120, EDUC 2130
.9 hours
Electives from Area C and Area E Courses
.0-18 hours

Students must achieve a grade of "C" or better in all courses taken in Area F.

Senior College Curriculum. 60 hours
Upper-Level Courses in Spanish35 hours
SPAN 2010, SPAN 30106 hours
SPAN 20111 hour
SPAN 3150, SPAN 3160, SPAN 3200
.9 hours
SPAN 3250 and either SPAN 3260 or 3270
.6 hours
SPAN 4010, SPAN 41106 hours
SPAN 40202 hours
SPAN literature course numbered above 4000
.3 hours
SPAN 49802 hours
Supporting Course: ESOL 4010.3 hours
Upper-Level Courses in Education22 hours
SEED 4010, FLED 3510, FLED 4510
.3 hours
FLED 3500, FLED 45004 hours
SPEC 30003 hours
FLED 479010 hours
FLED 48002 hours
Electives0-3 hours
**Total hours required for the degree
.120 semester hours**

INSERTION GOES HERE:

Requirements for the B. A. degree with a major in Spanish -- Foreign Language Education Track

**Core Curriculum Areas A-E (See VSU Core Curriculum) 42 hours
Core Curriculum Area F. 18 hours**
SPAN 1001 and SPAN 10020-6 hours
SPAN 2001 and SPAN 20020-6 hours
FLED 29990 hours
EDUC 2110, EDUC 2120, EDUC 2130
.9 hours
Electives from Area C and Area E Courses
.0-18 hours

Students must achieve a grade of "C" or better in all courses taken in Area F.

Senior College Curriculum. 60 hours
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SPAN 3150, SPAN 3160, SPAN 3200 .9 hours
SPAN 3250 and SPAN 3260 or 3270 . .6 hours

NOTE: DELETE "or 3270"
SPAN 4010, SPAN 41106 hours
SPAN 40202 hours
SPAN literature course numbered above 4000.
.3 hours
SPAN 49802 hours
Supporting Course: ESOL 40103 hours
Upper-Level Courses in Education22 hours
SEED 4010, FLED 3510, FLED 4510 . .3 hours
FLED 3500, FLED 45004 hours
SPEC 30003 hours
FLED 479010 hours
FLED 48002 hours
Electives0-3 hours

**Total hours required for the degree
.120 semester hours**

INSERT:

BA Spanish – World Languages and Cultures Track

The World Languages and Cultures Track offers

students the opportunity to combine two or more world languages in a program of study that will impart the basic knowledge necessary to participate in international and intercultural settings. The track emphasizes knowledge of modern foreign cultures and enables students to focus on one modern language while achieving speaking facility in one or two others. These tracks are foundational to advanced studies in Humanities disciplines such as modern languages, history, art history, philosophy, or political science. When combined with business courses, these degrees can open up international professional opportunities.

Majors in World Languages and Cultures may find employment in business, government, education, media, travel and social services, depending upon their skills and experiences. Majors can seek out employment opportunities in which language skills are required in the workplace. Such positions include translating, interpreting, and teaching foreign languages within a corporate context. World Languages and Cultures majors also pursue careers in social services capacities.

Additionally, completion of the Certificate in Teaching English as a Second Language as part of this degree will prepare majors to teach English to speakers of other languages throughout the world. Internships and practicum placements and study abroad are highly recommended as course components in this track.

Requirements for the B. A. degree with a major in Spanish – World Languages and Cultures Track

Core Curriculum Areas A-E (See VSU Core Curriculum) 42 hours

Core Curriculum Area F. 18 hours

SPAN 1001 and 1002 0-6 hours

SPAN 2001 and 2002 0-6 hours

2nd Foreign Language at the 1001 to 2002 levels 0-12 hours

Electives from Area C and Area E Courses 0-18 hours

Students must achieve a grade of “C” or better in all courses taken in Area F.

Senior- College Curriculum 60 hours

Upper-level courses in Spanish 33 hours

SPAN 2010 and 2011 4 hours

SPAN 3010 3 hours

SPAN 3150 and SPAN 3160 or 3170 6 hours

Latin American Studies Certificate

Student from all majors who hold a 2.80 VSU cumulative grade point average are eligible to participate in this certificate program. Requirements of the program are:

SPAN 3010 and/or any Spanish courses numbered 3000 or higher

or FREN 3000 and/or any French courses numbered 3000 or higher0-6 hours

SPAN 3160 or FREN 35003 hours

Courses outside the student's major:

POLS 3300, POLS 3400, POLS 4320, POLS 4350, POLS 4410, POLS 4440, POLS 4830, POLS 4840, ANTH 4900, SOCI 4900, PERS 2670,

or any classes having a minimum of 25% Latin American component or 25% of the student grade reflecting research done in Latin American Studies (LAS) approved by the LAS Campus Coordinator3-9 hours

Study Abroad classes dealing with topics in LAS0-6 hours

Total required for the Latin American Studies Certificate 18 hours

SPAN 3200 and SPAN 3250 or 32606 hours

SPAN 40103 hours

SPAN 40202 hours

Electives

SPAN 3000/4000-level course6 hours

(e.g., SPAN 3012, SPAN 3014, SPAN 4500, SPAN 4501, SPAN 4900, SPAN 4950, 4000-level literature)

Supporting Course: ESOL 4010 3 hours

Related Electives27 hours

A second or third foreign language may be taken in the major as needed under the Related Elective Hours.

For the degree, a minimum of 39 hours in total must be taken at the 3000/4000 level.

Suggested Elective Sequences

Minor in French or German, Certificate in Teaching English to Speakers of other Languages, Certificate in Spanish for Professionals.

Total hours required for the degree 120 semester hours

Latin American Studies Certificate

Students from all majors who hold a 2.80 VSU cumulative grade point average are eligible to participate in this certificate program. Requirements of the program are:

SPAN 3010 and/or any Spanish courses numbered 3000 or higher

or FREN 3000 and/or any French courses numbered 3000 or higher0-6 hours

SPAN 3160 or FREN 35003 hours

Courses outside the student's major:

HIST 4301, HIST 4302, HIST 4303, HIST 4304, HIST 4305, HIST 4306, HIST 4320, POLS 3300, POLS 3400, POLS 4320, POLS 4350, POLS 4410, POLS 4440, POLS 4830, POLS 4840, ANTH 4900, SOCI 4900, PERS 2670, or any classes having a minimum of 25% Latin American component or 25% of the student grade reflecting research done in Latin American Studies (LAS) approved by the LAS Campus Coordinator3-9 hours

Study Abroad classes dealing with topics in LAS0-6 hours

Total required for the Latin American Studies Certificate 18 hours

Catalog Copy for MCL continues with no changes beyond this point and should be left “as is”.	Catalog Copy for MCL continues with no changes beyond this point and should be left “as is”.

Approvals:	
Department Head: <i>AW Souly</i>	Date: <i>Apr 4, 2014</i>
College/Division Exec. Committee: <i>Linnic Richards</i>	Date: <i>4/15/14</i>
Dean(s)/Director(s): <i>Linnic Richards</i>	Date: <i>4/15/14</i>
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 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. 154

Proposed Effective Date for Curriculum Change:
(Month/Year): 01/01/2015

Degree & Program Name:
(e.g., BFA, Art): Latin American Studies Certificate (Modern and Classical Languages)

Present Requirements:
Latin American Studies Certificate
 Student from all majors who hold a 2.80 VSU cumulative grade point average are eligible to participate in this certificate program.
Requirements of the program are:
 SPAN 3010 and/or any Spanish courses numbered 3000 or higher
 or FREN 3000 and/or any French courses numbered 3000 or higher
 .0-6 hours
 SPAN 3160 or FREN 35003 hours
Courses outside the student's major:
 POLS 3300, POLS 3400, POLS 4320, POLS 4350, POLS 4410, POLS 4440, POLS 4830, POLS 4840, ANTH 4900, SOCI 4900, PERS 2670,
 or any classes having a minimum of 25% Latin American component or 25% of the student grade reflecting research done in Latin American
Studies (LAS) approved by the LAS Campus Coordinator3-9 hours
Study Abroad classes dealing with topics in LAS0-6 hours
Total required for the Latin American Studies Certificate 18 hours

Proposed Requirements (Underline changes after printing this form):
 Latin American Studies Certificate
 Students from all majors who hold a 2.80 VSU cumulative grade point average are eligible to participate in this certificate program.
 Requirements of the program are:
 SPAN 3010 and/or any Spanish courses numbered 3000 or higher
 or FREN 3000 and/or any French courses numbered 3000 or higher
 .0-6 hours
 SPAN 3160 or FREN 35003 hours
Courses outside the student's major:
 HIST 4301, HIST 4302, HIST 4303, HIST 4304, HIST 4305, HIST 4306, HIST 4320, POLS 3300, POLS 3400, POLS 4320, POLS 4350, POLS 4410, POLS 4440, POLS 4830, POLS 4840, ANTH 4900, SOCI 4900, PERS 2670, or any classes having a minimum of 25% Latin American component or 25% of the student grade reflecting research done in Latin American Studies (LAS) approved by the LAS Campus Coordinator3-9 hours
 Study Abroad classes dealing with topics in LAS0-6 hours
Total required for the Latin American Studies Certificate 18 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: Addition of new courses in History will give greater options to

students pursuing the certificate in Latin American Studies.

- Adopting current best practice(s) in field: Expanding Interdisciplinary options within the certificate.
- Meeting mandates of state/federal/outside accrediting agencies:
- Other:

Source of Data to Support Suggested Change:

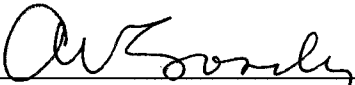
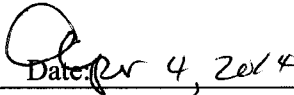


- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Student interest.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) We have evaluated the certificate and have concluded that these recently added courses need to be listed specifically for students to find as qualifying for the certificate because they meet the prescribed content criteria.

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 alumni surveys
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Tests, assignments, major papers

Approvals:

Department Head:		Date:  4, 2014
College/Division Exec. Committee:		Date: 4/15/14
Dean(s)/Director(s):		Date: 4/15/14
Grad. Exec. Committee: (for graduate course)		Date:
Graduate Dean: (for graduate course)		Date:
Academic Committee:		Date:

Request for a Revised Course
Valdosta State University

Date of Submission: 03/20/2014 (mm/dd/yyyy)

Department Initiating Revision:
Modern and Classical Languages

Faculty Member Requesting Revision:
V. Soady on behalf of Spanish faculty

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
SPAN 3260 Survey of Latin American Literature I

List Current and Requested Revisions:

Current:

Course Prefix and Number: SPAN 3260
Credit Hours: 3
Course Title: Survey of Latin American Literature I
Pre-requisites: SPAN 3200 or consent of the instructor
Course Description: Survey of selected essays, poems, short stories, and other literary works from the pre-Colombian Latin American societies the Colonial Period, the Independence Period, and the Latin American Romantic period.

Requested:

Course Prefix and Number: SPAN 3260
Credit Hours: 3
Course Title: Survey of Latin American Literature
Pre-requisites: SPAN 3200 or consent of the instructor
Course Description: Survey of selected essays, poems, short stories, and other literary works from Latin America.

Semester/Year to be Effective:
01/01/2015

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. Please include and/or append relevant supporting data.)

- Improving student learning outcomes:
- Adopting current best practice(s) in field: concentration on older literature has shifted to graduate level
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: We are essentially collapsing two courses into one, as we will be eliminating SPAN 3270. Furthermore, we are correcting redundancies with SPAN 3160 where the older literary material is also covered.

Plans for assessing the effectiveness of the course: Essays on literature, non-objective tests, Power Point presentations and a final examination.

Other assessment measures: Student success on GACE II (content test) and Departmental culture test given as part of SPAN 4990 Senior Seminar (exit course).

Approvals:	
College/Division Exec. Comm.:	<i>Connie Richards</i> Date: <i>4/15/14</i>
Dept. Head:	<i>Connie Richards</i> Date: <i>4/15/14</i>
Dean/Director:	Date:
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

March 28, 2014

Form last updated: March 28, 2014

REQUEST TO DEACTIVATE A COURSE/PROGRAM

Valdosta State University

Date of Submission: 03/20/2014

Department Initiating Deactivation:
Modern and Classical Languages

Semester & Year to be Effective:
01/01/2015

List of courses (or the program or track) to be deactivated: SPAN 3270 Survey of Latin American Literature II

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 Merging two courses to re-adjust curriculum.

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.) Result of faculty meetings to re-align curriculum and make way for new emphases in the Spanish major.

Approvals:	
College/Division Exec. Comm.: <i>Annice Richards</i>	Date: <i>4/15/14</i>
Dept. Head: <i>AW Young</i>	Date: <i>April 28, 2014</i>
Dean/Director: <i>Annice Richards</i>	Date: <i>4/15/14</i>
Graduate Exec. Comm.: (for grad course/program)	Date:
Graduate Dean: (for grad course/program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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:
146

Proposed Effective Date for Curriculum Change:
(Month/Year): August/2014

Degree & Program Name:
(e.g., BFA, Art): Minor in Mathematics

Present Requirements:

Minor in Mathematics..... 16-17 hours
MATH 2262, MATH 3040 7 hours
Plus 3 courses from: 9-10 hours
MATH 2263, MATH 3340, MATH 3600, MATH 4150,
MATH 4081, MATH 4082, MATH 4260, MATH 4300,
MATH 4621, MATH 4622, MATH 4651, MATH 4652,
MATH 4901, MATH 4902, or MATH 4910

Proposed Requirements (Underline changes after printing this form:

Minor in Mathematics..... 16-17 hours
MATH 2262, MATH 3040 7 hours
Plus 3 courses from: 9-10 hours
MATH 2263, MATH 3340, MATH 3510, MATH 3600, or any 4000 level MATH course EXCEPT MATH 4161, MATH 4980, MATH 4990.

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: Give students more course choices to complete the Minor in Mathematics.

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Students complete the Minor in Mathematics in shorter time.

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.) Collect data on the time of completion of a Minor in Mathematics

Approvals:

Department Head: <i>Doug Hamer</i>	Date: <i>4-4-14</i>
College/Division Exec. Committee: <i>Connie Richards</i>	Date: <i>4/18/14</i>
Dean(s)/Director(s): <i>Connie Richards</i>	Date: <i>4/18/14</i>
Grad. Exec. Committee: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED CATALOGUE COPY
(New Learning Outcomes, Admissions, or Other Program Policies)

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number: 141

Proposed Effective Date for Revised Catalogue Copy: (new or revised) August/2014

Degree and Program Name: BS in Applied Mathematics

Present Requirements:

Core Curriculum Areas A-E (See VSU Core Curriculum) 42 hours
(Applied Mathematics Majors are required to take Math 1113 in Area A and Math 2261 in Area D.)

Proposed Requirements: (highlight changes after printing)

Core Curriculum Areas A-E (See VSU Core Curriculum) 42 hours
Applied Mathematics majors are required to take MATH 1112 or Math 1113 or Math 2261 in Area A and MATH 2261 or Math 2262 in Area D.

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 With our new Math Placement System, it is possible for a student's first course to be Math 1112 or Math 2261 in Area A in addition to Math 1113. When a student counts Math 2261 in Area A, then Math 2262 will go in Area D. Historically, we have done this using course substitution.

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.) **A large number of substitution forms for Math1112 to be counted in Area A was processed by the registrar's office.**

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.) **Monitor the number of substitution forms**

<u>Approvals:</u>	
Department Head: <i>Dreg Hamell</i>	Date: <i>4-4-14</i>
College/Division Exec. Committee: <i>Connie Richards</i>	Date: <i>4/18/14</i>
Dean(s)/Director(s): <i>Connie Richards</i>	Date: <i>4/18/14</i>
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: 145

Proposed Effective Date for Revised Catalogue Copy: (new or revised) August/2014

Degree and Program Name: BA in Mathematics

Present Requirements:

Core Curriculum Areas A-E (See VSU Core Curriculum) 42 hours
Mathematics majors are required to take Precalculus (MATH 1113) in Area A and Analytic Geometry and Calculus I (MATH 2261) in Area D.

Proposed Requirements: (highlight changes after printing)

Core Curriculum Areas A-E (See VSU Core Curriculum) 42 hours
Mathematics majors are required to take MATH 1112 or Math 1113 or Math 2261 in Area A and MATH 2261 or Math 2262 in Area D.

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 With our new Math Placement System, it is possible for a student's first course to be Math 1112 or Math 2261 in Area A in addition to Math 1113. When a student counts Math 2261 in Area A, then Math 2262 will go in Area D. Historically, we have done this using course substitution.

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.) **A large number of substitution forms for Math 1112 to be counted in Area A was processed by the registrar's office.**

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.) **Monitor the number of substitution forms**

<u>Approvals:</u>	
Department Head: <i>Dreg Hamel</i>	Date: <i>4-4-14</i>
College/Division Exec. Committee: <i>Connie Richards</i>	Date: <i>4/18/14</i>
Dean(s)/Director(s): <i>Connie Richards</i>	Date: <i>4/18/14</i>
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Secondary Education Certification Track Proposal

Department of Mathematics and Computer Science

College of Arts & Sciences

RECEIVED

MAY 29 2014

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

Contact Information

Dr. Sandra Trowell

Phone: 333-5778

Email: strowell@valdosta.edu

In 2011, approval at VSU was given for a B.A. degree in mathematics with secondary education certification. This degree as approved then involved a student completing 127 hours of course work. In rethinking this previously approved program, a modification has been made that reduces this program to 120 hours.

A quick look at the changes made is as follows:

Core Areas A, B, C, D, and E remain the same. The proposed changes occur in Core Area F, Courses Required for the Major, and Guided Electives for Certification. MAED 3500 and MAED 4500 have been modified to reflect the necessary addition of technology experiences and requirements. The original proposal requirements are on the left with the proposed changes on the right.

<i>Core Area F - Course Appropriate to the Major (18 hrs - 1 in from D.2.a, 2 out to Supporting Courses)</i>			
MATH 2262			4
MATH 2263			4
¹ CS1010, CS1340, or CS1301			3
²			3
²			3
MATH 2261, spilled from D.2.a			1

¹ CS1301 is a 4-hour course.

² Part of 3-course For. Lang. sequence. If For. Lang. not taken in Area C then complete sequence in Electives.

<i>Courses Required for the Major (33 hrs)*</i>			
Course	Grade	Sem /Yr	Hrs
MATH 2150			3
MATH 3040			3
MATH 3340			3
MATH 3600			3
MATH 4081			3
MATH 4150			3
MATH 4260			3
MATH 4621			3
MATH 3010**			3
MATH 3510**			3
MATH 4980			3

<i>Guided Electives for Certification (33 hrs)*</i>			
Course	Grade	Sem /Yr	Hrs
MAED 2999	Admittance		0
EDUC 2110	Certification		3
EDUC 2120	Certification		3
EDUC 2130	Certification		3
SPEC 3000	Special Ed Requirement		3
SEED 4010	Computer Skills requirement		1
MAED 3500	Middle Grades Methods		3
MAED 3510	Middle Grades Lab		1
MAED 4500	High School Methods		3
MAED 4510	High School Classroom Management Lab		1
MAED 4790	Student Teaching		10
MAED 4800	Professional Development		2

<i>Core Area F - Course Appropriate to the Major (18 hrs - 1 in from D.2.a, 2 out to Supporting Courses)</i>			
MATH 2262			4
MATH 2263			4
¹ CS1010, CS1340			3
²			3
²			3
MATH 2261, spilled from D.2.a			1

¹ Choose one.

² Part of 3-course For. Lang. sequence. If For. Lang. not taken in Area C then complete sequence in Electives.

<i>Courses Required for the Major (33 hrs)*</i>			
Course	Grade	Sem /Yr	Hrs
MATH 2150			3
MATH 3040			3
MATH 3340			3
MATH 3600			3
MATH 4081			3
MATH 4150			3
MATH 4260			3
MATH 4621			3
MATH¹			3
MAED 3500			3-1-3
MATH 4980			3

¹ MATH 3010, 3510, 4082, 4300, 4540

<i>Guided Electives for Certification (37 hrs)*</i>			
Course	Grade	Sem /Yr	Hrs
MAED 2999	Admittance		0
EDUC 2110	Certification		3
EDUC 2120	Certification		3
EDUC 2130	Certification		3
SPEC 3000	Special Ed Requirement		3
MAED 4500	High School Methods		3-1-3
MAED 4790	Student Teaching		10
MAED 4800	Professional Development		2

Introduction to the Proposal

Below is an introduction that provides an overview of the Secondary Education Track proposal. The attached "Request for Curriculum Change" and "Request for New Course" forms provide necessary details.

1. Certification Track Justification

The Department of Mathematics and Computer Science offers a B.A. degree with a major in mathematics. Currently, our mathematics majors who want to teach high school mathematics graduate without a Clear Renewable Certificate, and must start their teaching career at a lower pay scale. They are then faced with working toward a Clear Renewable Certificate while teaching full time. This situation does not serve our students well, and puts Valdosta State at a competitive disadvantage with other institutions, such as Georgia Southwestern and Columbus State, that offer teacher certification with their undergraduate B.A. in mathematics degree. In addition, it does not serve the high school mathematics students of our state well, as they are being taught by teachers with excellent mathematics content knowledge, but no training in learning theories, teaching methods, classroom management, etc.

2. Certification Track Description and Objectives

The Secondary Education Track is an optional track that a student who is pursuing a B.A. in mathematics may choose. Upon satisfactory completion, the track will lead to Georgia Professional Standards Commission-approved teacher certification.

The B.A. in mathematics degree is a 120 hour program. If a student chooses the Secondary Education Track, then the student will have additional requirements to meet for certification. In particular, the student will complete state testing requirements (GACE) and 120 hours of course work (26 hours of guided electives and 6 hours in upper division courses in the B.A. degree mathematics program that students must take). The attached one-page form titled "Proposed Graduation Checklist for the Secondary Education Track of the B.A. in mathematics" provides a summary of the track.

The major objectives of the Secondary Education Track are to: (1) provide Georgia with teachers who understand the learning process and how to effectively facilitate student learning in the middle and secondary school environment and (2) provide Valdosta State students with teacher certification upon graduation with a B.A. degree in mathematics.

3. Certification Track Courses

The courses that a student must take for the Secondary Education Track are comprised of courses currently offered in the B.A. in mathematics program, courses currently offered by

the College of Education, and new courses to be offered by the Department of Mathematics and Computer Science. A brief summary is given below. The full "Request for New Course" forms are attached.

Courses Currently Offered

Senior College Curriculum (for the B.A. in mathematics)

MATH 3010 - History of Mathematics
MATH 3510 - Foundations of Geometry
MATH 4082 - Modern Algebra II
MATH 4300 - Functions of a Complex Variable
MATH 4540 - Topology

Certification Core Curriculum (see the B.S.Ed. core area F)

EDUC 2110 - Investigating Critical and Contemporary Issues in Education
EDUC 2120 - Exploring Socio-Cultural Perspectives on Diversity
EDUC 2130 - Exploring Learning and Teaching

Certification Senior College Curriculum (COE courses)

SPEC 3000 - Serving Students with Diverse Needs
(This course meets the Special Education requirement for Georgia.)

New Courses (to be offered by the Math/CS Department)

Certification Core Curriculum (similar B.S.Ed. courses are in Area F)

MAED 2999- Entry to the Education Profession

Certification Senior College Curriculum

MAED 3500 - Curriculum and Methods for Teaching Middle Grades Mathematics
MAED 4500 - Curriculum and Methods for Teaching Secondary Mathematics
(This course meets the computer skill competency requirement for Georgia.)
MAED 4790 - Student Teaching
MAED 4800 - Senior Professional Development Seminar (coreq with MAED 4790)

4. Major Components of the MAED Courses

Our students will "come to know" secondary students and help them learn through the MAED 3500 and the MAED 4500 courses. Observing secondary classrooms, tutoring individual secondary students and conducting whole-class activities in the middle and high

school classroom are examples of appropriate field experiences in MAED 3500 and MAED 4500. Upon completion of all course work, our students will practice teaching in an area high school, and reflect upon their teaching and student outcomes.

Teaching & Learning Mathematics	Course
Assessment	MAED 3500, MAED 4500
Resources, Standards, Professional Organizations	MAED 3500, MAED 4500
Learning Theories	MAED 3500, MAED 4500
Middle School Math Learners	MAED 3500, MAED 4500
Middle School Curriculum	MAED 3500
Teaching Methods (strategies and materials)	MAED 3500, MAED 4500
Lesson Planning, Other Classroom Management	MAED 4500
High School Math Learners	MAED 4500
High School Curriculum	MAED 4500
Technology Use	MAED 3500, MAED 4500
Student Teaching	MAED 4790
Reflective Practice, Professionalism	MAED 4800

Field experiences in the middle school and high school are conducted under the supervision of a middle school or secondary teacher and university faculty. The students will have experiences in the program that will increase in complexity.

5. Accreditation Assessments

- a. GACE mathematics content assessment
- b. Mathematics content course grades for courses that are aligned with standards
- c. Lesson planning analysis
- d. Impact on P-12 learners (pre- and post-test on teaching)
- e. Teaching observations (use the COE observation instrument)
- f. Professional dispositions (use the COE instrument)

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:

145-146

Proposed Effective Date for

Curriculum Change:

(Month/Year): 08/2015

Degree & Program Name:

(e.g., BFA, Art): BA,
Mathematics

Present Requirements: The current requirements for the B.A. degree with a major in mathematics will stay the same. Please see the attached pages for the 2013-2014 undergraduate catalog description.

Proposed Requirements (Underline changes after printing this form: The proposed requirements for the Secondary Education Track of the B.A. degree in mathematics are attached. Additional requirements for the Secondary Education Track are underlined in the attached pages.

Justification:

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

- Improve student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies:
- Other: Many of our B.A. in mathematics students desire to become certified to teach high school mathematics. Currently, all of the undergraduate courses needed for them to become certified mathematics teachers are not in place, so they cannot obtain teacher certification as part of their undergraduate program. Offering the Secondary Education Track will allow our students to become certified mathematics teachers. This track will not impact their lower division course requirements. The B.A in mathematics satisfies Area F requirements.

Plan for assessing the effectiveness of the proposed change: Current measures of the B.A. major in mathematics will stay in place, including student and alumni survey data. Secondary Education Track student measures within the mathematics majors will be studied separately. The Secondary Education Track will include the following program assessments: (1) state-required mathematics content assessment (GACE), (2) mathematics content course grades for courses that are aligned with standards, (3) impact on grade 6-12 learning pre/post-test, (4) lesson planning analysis, (5) teaching observations, and (6) professional dispositions. These assessments will meet accreditation requirements.

Approvals:

Department Head: *Dreg Harney* Date: *5-12-14*

College/Division Exec. Committee: *Connie Roberts* Date: *5/28/14*

Dean(s)/Director(s): *Connie Roberts* Date: *5/28/14*

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

Graduate Dean:
(for graduate course) Date:

Academic Committee: Date:

Form last updated: August 6, 2009

A Bachelor Degree in Mathematics that upon satisfactory completion of "guided electives" leads to PSC-approved teacher certification. This degree includes a total of **120 hours** with **27 hours** of guided electives*, **6 hours**** in the B.A. degree in Mathematics program that students **must** take in upper division mathematics courses, and state-testing requirements*** for teacher certification.

Core Area A - Essential Skills (9 hrs)			
Course	Grade	Sem/Yr	Hours
ENGL 1101			3
ENGL 1102			3
MATH 1113			3

Core Area B - Regional & Global Perspectives (4 hrs)			
Course	Grade	Sem/Yr	Hours
PERS			2
PERS			2

Note: Each course must be from a different area of Perspectives

Core Area C - Humanities/Fine Arts (6 hrs)			
Course	Grade	Sem/Yr	Hours
ENGL ¹			3
²			3

¹ 2110, 2120, 2130, 2140

² ART 1100; COMM 1100, 1110; DANC 1500; MUSC 1100, 1110, 1120; MDIA 2000; THEA 1100; PHIL 2010, 2020; REL 2020; WMST 2010; ENGL 2110, 2120, 2130, 2140; any foreign language, usually 1002 or above.

Core Area D.2.a - Sci., Math., & Tech. (11 hrs)			
Course	Grade	Sem/Yr	Hours
MATH 2261			3
¹			4
¹			4

¹ BIOL 2010, CHEM 1211, 1212; PHYS 2211K, 2212K (sequence not required)

Core Area E - Social Sciences (11 hrs)			
Course	Grade	Sem/Yr	Hours
HIST ¹			3
POLS 1101			3
²			3
²			3

¹ 2111(H), 2112(H)

² AFAM/WMST 2020; ANTH 1102; ECON 1500, 1900; GEOG 1100, 1101, 1102, 1103; HIST 1011, 1012, 1013; POLS 2101, 2401, 2501; PSYC 2500; SOCI 1101, 1160

Core Area F - Course Appropriate to the Major (18 hrs - 1 in from D.2.a, 2 out to Supporting Courses)			
Course	Grade	Sem/Yr	Hours
MATH 2262			4
MATH 2263			4
¹ CS1010 or, CS1340			3
²			3
²			3
MATH 2261, spilled from D.2.a			1

¹ choose 1.

² Part of 3-course For. Lang. sequence. If For. Lang. not taken in Area C then complete sequence in Electives.

Courses Required for the Major (33 hrs)			
Course	Grade	Sem/Yr	Hours
MATH 2150			3
MATH 3040			3
MATH 3340			3
MATH 3600			3
MATH 4081			3
MATH 4150			3
MATH 4260			3
MATH 4621			3
MATH¹			3
MAED 3500			3
MATH 4980			3

¹ MATH 3010, 3510, 4082, 4300, 4540

Guided Electives for Certification (27 hrs)			
Course	Grade	Sem/Yr	Hours
MAED 2999	Admittance		<u>0</u>
EDUC 2110	Certification		<u>3</u>
EDUC 2120	Certification		<u>3</u>
EDUC 2130	Certification		<u>3</u>
SPEC 3000	Special Ed Requirement		<u>3</u>
MAED 4500	High School Methods		<u>3-1-3</u>
MAED 4790	Student Teaching		<u>10</u>
MAED 4800	Professional Development		<u>2</u>

Recommended Course			
Course	Grade	Sem/Yr	Hours
KSPE 2150	First Aid-CPR		2

Testing		
Test	P/F	Sem/Yr
GACE Program Admission Assessment***		
GACE Math Content Assessment***		

C or better required for all MATH, CS, and Certification courses.

BACHELOR OF ARTS DEGREE WITH A MAJOR IN MATHEMATICS – SECONDARY EDUCATION TRACK

Selected Educational Outcomes

1. Students will explain and produce mathematical proofs in set theory, algebra, and analysis to indicate that they have acquired the necessary logical reasoning, reading and writing skills.
2. Students will prove statements, produce examples, and apply the appropriate theoretical results to a given problem to show understanding of various algebraic structures, including, but not limited to, groups, fields, rings, and vector spaces.
3. Students will prove statements, produce examples, and apply the appropriate theoretical results to a given problem to demonstrate understanding of the analytic structure necessary for classical (real-valued function) calculus and its generalization.
4. Students will synthesize the results and techniques of the various major branches of mathematics, demonstrated by presentation of mathematics in written and oral form.

REQUIREMENTS FOR THE B. A. DEGREE WITH A MAJOR IN MATHEMATICS – SECONDARY EDUCATION TRACK

Core Curriculum Areas A-E (See VSU Core Curriculum) 42 hours

Mathematics majors are required to take MATH 1112 or MATH1113
or MATH 2261 in Area A and MATH 2261 or MATH 2262 in Area D.

Core Curriculum Area F 18 hours

MATH 2261 “spillover” from Area D 1 hour
MATH 2262, 2263 8 hours
CS 1010 or CS 1340 3 hours
Part of 3-course sequence in any foreign language 6 hours

Senior College Curriculum 60 hours

Courses Required for the Major33 hours

MATH 2150, MATH 3600, MATH 4621 9 hours

MATH 3040, MATH 3340, MATH 4150 9 hours

MATH 4260, MATH 4081, MATH 4980 9 hours

MAED 3500..... 3 hours

Select 1 from: MATH 3010, MATH 3510,

MATH 4082, MATH 4300, MATH 4540 ...3 hours

Courses in Professional Education..... 27 hours

EDUC 2110, EDUC 2120, EDUC 2130... 6 hours

MAED 2999..... 0 hours

SPEC 3000.....3 hours

MAED 4500..... 3 hours

MAED 4790, MAED 4800..... 12 hours

Additional Requirements and Notes

1. The foreign language courses in area F must meet Arts and Sciences guidelines for the B.A. degree; furthermore, these courses, along with an additional language course either in Area C or in Electives, must constitute a 3-course sequence in any foreign language. Minimum acceptable grades in the language courses are the same as minimum acceptable grades in the Core Curriculum.
2. If taken, a grade of “C” or better is required in MATH 1111, MATH 1112, MATH 1113, MATH 2150, MATH 2261, MATH 2262, MATH 2263, CS 1010, CS 1301, and CS 1340.

Total hours required for the degree 120 semester hours

Mathematics – Secondary Education Track

The Secondary Education Track is a 120-hour degree program that leads to initial Georgia teacher certification for mathematics grades 6-12. Students must be admitted to the Teacher Education Program in the College of Education prior to enrolling in the 3000- and 4000- level courses in professional education. Student teachers must meet the Student Teaching requirements of the College of Education.

Selected Educational Outcomes

Students in initial teacher education programs will

1. master the content that they plan to teach and explain principles and concepts delineated in professional, state, and institutional standards.
2. understand the relationship of content and content-specific pedagogy to develop a broad knowledge of instructional strategies that draw upon content and pedagogical knowledge delineated in professional, state, and institutional standards.
3. analyze educational research findings and incorporate new information into their practice.
4. assess and analyze student learning, make appropriate adjustments to instruction, and monitor student learning.

Examples of Outcome Assessments

In addition to the assessments for students enrolled in the B.A. in mathematics, students in the teacher certification track will:

1. demonstrate content knowledge by passing the state-required content assessment.
2. demonstrate pedagogical content knowledge and knowledge of evidence-based strategies through development of lesson plans employing research-validated procedures and effective content pedagogy.
3. demonstrate skills in assessment, instructional strategies, use of technology, and monitoring/modifying instruction during observed teaching episodes evaluated by a university professor and P-12 mentor teacher.
4. demonstrate through a Teacher Work Sample (TWS) their ability to positively impact P-12 learning.

Notes (not a catalog entry)

1. Below are the requirements for Admission to the Teacher Education Program of the College of Education. I don't think that it needs to appear in the catalog again, but the

COE entry does need to be changed to have MAED 2999, underlined below, added to the list.

2. Below are the Revised Undergraduate Catalog for the College of Education for Student Teaching which are referenced in the Secondary Education Track catalog description. I don't think that it needs to appear in the catalog again.

ADMISSION TO THE TEACHER EDUCATION PROGRAM

Students must be admitted to Teacher Education in order to enroll in professional education course work. The date of admission to teacher education is the first day of the semester in which the student enrolls in a professional education course. To be admitted to Teacher Education and enrolled in professional education courses a student must:

1. have declared a major leading to teacher certification.
2. earned at least 45 semester hours
3. earned a grade of "C" or higher in ENGL 1101 and ENGL 1102; credit by exam assumes a grade of "C" or higher.
4. achieved a grade of "S" in appropriate 2999 course.
5. maintained at least an overall 2.75 GPA.
6. passed GACE Program Admission Assessment (or exemption-SAT, ACT, GRE, or CLAST). Exemption scores are available on the College of Education and Human Services' website:
<http://www.valdosta.edu/colleges/education/advising/admission-criteria.php>
7. achieved a passing score on the Ethics Quiz and signed the Georgia Code of Ethics for Educators Affirmation Statement
8. completed a criminal background check.
9. maintained professional liability insurance.

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

Students who have not maintained an overall 2.75 GPA will not be permitted to enroll in professional education courses.

PROGRESSION/RETENTION IN PROFESSIONAL P-12 EDUCATION PROGRAMS

Education majors are required to earn minimum grades of "C" in all professional education courses, in all courses in Area F of the Core Curriculum, and in those courses required in the major. Students must also maintain a minimum 2.75 GPA, update criminal background checks as requested, and assure professional liability insurance is current. Student progress will be monitored through (a) GPA, (b) observations, (c) faculty and public school teachers' documented feedback, and (d) demonstration of appropriate dispositions. The status of students enrolled in these programs is monitored by the COEHS Advising Center to ensure that all requirements for program retention have been maintained. Students who do not maintain these requirements will be prevented from progressing in professional education course work, may be placed on a Professional Improvement Plan, and may be dismissed from the program.

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

ADVISING CENTER

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

PROFESSIONAL P-12 EDUCATION FIELD EXPERIENCES

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

<http://www.valdosta.edu/colleges/education/student-teaching-and-field-experiences/welcome.php>

STUDENT TEACHING

Student teaching is the culminating professional experience and is scheduled during the last term of university enrollment. The requirements to student teach are (1) pass or exempt GACE Program Admission Assessment, (2) overall GPA of at least 2.75, (3) completion of all coursework, (4) a grade of "C" or higher in all professional education courses, all Area F courses, and in major courses, (5) completion of criminal background check, and (6) current liability insurance. Except for Special Education majors, students are not permitted to take any coursework concurrently with student teaching except the student teaching seminar. Student teaching applications and submission deadlines are available on the COEHS Office of Field Experiences and Clinical Practice website:

<http://www.valdosta.edu/colleges/education/student-teaching-and-field-experiences/welcome.php>

Student teaching is not offered in the summer. Students are not permitted to student teach in a school from which they graduated in the last seven years, where they have family members employed or enrolled, or in which they have worked as a paraprofessional, or in a system in which they have family members employed in the system office in an administrative capacity or on the board of education. Student teachers are required to take the appropriate GACE Content Assessment for their major by the completion of student teaching. Students do not have to pass the exams in order to complete student teaching successfully, but they do have to provide evidence that they have taken the exams. Students who do not meet this requirement will receive an Incomplete ("I") in student teaching for the semester and will not graduate. A student who receives a grade of Unsatisfactory ("U") for student teaching or who has been withdrawn from the student location at the request of the school may apply for student teaching only one additional time. At any time a student is removed at the request of a school, a COEHS Professional Improvement Plan must be completed. The Professional Improvement Plan will describe criteria for successful completion of the remediation. The student will be required to complete a prescribed plan before being permitted to attempt student teaching a second time. During this second semester of enrollment in student teaching, a student who receives a grade of Unsatisfactory ("U") or who is requested to be removed from the student teaching location by the school will be dismissed from all COEHS teacher education programs and will not be recommended for teacher certification by VSU. The student may appeal this action through the COEHS appeals procedure. Generally, student teachers will not be placed beyond a 60-mile radius of VSU. The COEHS reserves the right to refuse to place a student teacher at any particular school or within any particular school system. Every effort is made to place student teachers at one of their preferred schools or systems; however, the COEHS reserves the right to make all final decisions about student teacher placements. For additional information consult with the Office of Field Experiences and Clinical Practice:

<http://www.valdosta.edu/colleges/education/student-teaching-and-field-experiences/welcome.php>

Request for a Revised Course
Valdosta State University

Date of Submission: 04/04/2014 (mm/dd/yyyy)

Department Initiating Revision:
Mathematics & Computer Science

Faculty Member Requesting Revision:
Sandra Trowell

Current Course Prefix, Title, & Number:

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

MAED 3500

List Current and Requested Revisions:

Current:

Course Prefix and Number: MAED 3500

Credit Hours: 3-0-3

Course Title: Curriculum and Methods for Teaching Middle Grades Mathematics

Pre-requisites: MAED 2999, EDUC 2110, EDUC 2120, EDUC 2130, MATH2262

Corequisite: MAED 3510

Course Description: A study of the characteristics of the middle grades mathematics learner and the development of appropriate activities for the grade 6-8 learner of mathematics. Students will assess learners and apply learning theories in order to develop appropriate activities. Activities will be inquiry-based, problem-centered, and appropriate for the learner. Field experience is required.

Requested:

Course Prefix and Number: MAEd 3500

Credit Hours: 3-1-3

Course Title: Curriculum and Methods for Teaching Middle Grades Mathematics

Pre-requisites: MAED 2999, EDUC 2110, EDUC 2120, EDUC 2130, MATH2262

Course Description: A study of the characteristics of the middle grades mathematics learner and the development of appropriate activities for the grade 6-8 learner. Students will assess learners and apply learning theories in order to develop appropriate activities. Activities will be inquiry-based, problem-centered, and appropriate for the learner. Appropriate technology will also be included in these activities. A field experience with a minimum of 100 hours is required and integrated into this course.

Semester/Year to be Effective:

Fall 2015

Estimated Frequency of Course Offering:

once each year

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies: Secondary mathematics teacher candidates must have field experiences in a middle school. In addition, technology appropriate for secondary mathematics will be included in this course.

Other: To respect the Board or Regents policy that degree programs not exceed 120 hours, the B.A degree in mathematics with secondary education certification must be reduced to 120 hours. In order to do this MAED 3510 was dropped and the field experience added into this course, MAED 3500. Hence the lab hour was added into this course.

Plans for assessing the effectiveness of the course: Student opinion of instruction and alumni surveys. Students will add materials for course effectiveness assessment to their electronic portfolios, including impact on middle grades student learning (pre/post-test), and evidence of successful use of the methods course content in the middle grades classroom.

Approvals:	
College/Division Exec. Comm.: <i>Carmie Richards</i>	Date: <i>5/28/14</i>
Dept. Head: <i>Dr. James</i>	Date: <i>5-12-14</i>
Dean/Director: <i>Carmie Richards</i>	Date: <i>5/28/14</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: May 12, 2014

MAED 3500 Syllabus
Curriculum and Methods for Teaching Middle Grades Mathematics

Department of Mathematics and Computer Science
College of Arts and Sciences
Valdosta State University

Guiding Principles (DEPOSITS)

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

InTASC Model Core Teacher Standards*

(To be used for all teacher preparation program courses. Identify those that apply specifically to this course.)

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

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

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

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

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

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

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

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

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

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

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

INSTRUCTOR

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

Website:

COURSE DESCRIPTION

Hours: 3-1-3

Prerequisite: MAED 2999, EDUC 2110, EDUC 2120, EDUC 2130, MATH 2262

A study of the characteristics of the middle grades mathematics learner and the development of appropriate activities for the grade 6-8 learner. Students will assess learners and apply learning theories in order to develop appropriate activities. Activities will be inquiry-based, problem-centered, and appropriate for the learner. Appropriate technology will also be included in these activities. A field experience with a minimum of 100 hours is required and integrated into this course.

REQUIRED TEXTBOOKS/RESOURCE MATERIALS

Textbooks:

Van de Walle, J., Karp, K., & Bay-Williams, J. (2009). *Elementary and middle school mathematics: Teaching developmentally*, 7th ed. Boston: Allyn & Bacon

Bay-Williams, J., & Van de Walle, J. (2009). *Field experience guide for elementary and middle school mathematics: Teaching developmentally*, 7th ed. Boston: Allyn & Bacon

Rubenstein, R., Beckmann, C., & Thompson, D. (2008). *Teaching and learning middle grades math*. Hoboken, NJ: Wiley.

Johnson, A., & Norris, K. (2005). *Teaching today's mathematics in the middle grades*. Boston: Allyn & Bacon.

LiveText Inc. (2004). *College LiveText edu solutions*. La Grange, IL: United Learning Inc.

Additional Sources:

National Council of Teachers of Mathematics (2000). *Principles and standards for school mathematics*. Reston, VA: Authors.

National Council of Teachers of Mathematics (2001). *Navigating through Algebra in Grades 6-8*. Reston, VA: Authors

National Council of Teachers of Mathematics (2002). *Navigating through Geometry in Grades 6-8*. Reston, VA: Authors.

National Council of Teachers of Mathematics (2003). *Navigating through Data Analysis in Grades 6-8*. Reston, VA: Authors.

National Council of Teachers of Mathematics (2003). *Navigating through Probability in Grades 6-8*. Reston, VA: Authors.

Technology:
 Graphing calculator
 Geogebra software/The Geometer's Sketchpad software
 Microsoft Excel

COURSE OBJECTIVES

The student will:

- (1) Demonstrate an understanding of middle grades students and how they learn mathematics (InTASC S1, S2)
- (2) Demonstrate competency in planning activities that incorporate a broad understanding of mathematical learning outcomes. (InTASC S4, S5, S6, S7, S8)
- (3) Plan instruction based on state standards and the National Council of Teachers of Mathematics Standards. (InTASC S4, S5, S6, S7)
- (4) Understand, choose, develop, and use effective means of assessing individual learner's performance and knowledge. (InTASC S4, S5, S6, S7)
- (5) Choose, develop, and utilize appropriate curriculum and activities based on assessment of the individual learner. (InTASC S4, S5, S6, S7)
- (6) Choose, develop, and utilize inquiry-based, problem-centered activities. (InTASC S3, S7, S8, S7)
- (7) Evaluate and select instructional materials and resources, including technology, as appropriate. (InTASC S7, S8)
- (8) Become involved in appropriate professional organizations to deepen his/her knowledge of mathematics and maintain current knowledge of developments in mathematics education. (InTASC S9, S10)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Students will be evaluated on the basis of: written and oral communication skills in mathematics, pedagogical content knowledge, knowledge of evidence-based strategies through development and implementation of lesson plans, teaching observations, impact on grade 6-12 learning, and assessment skills. In order to assess these areas, instructors may use a variety projects, readings, and examinations.

Required Assessments (to meet department, university, and accreditation requirements):

- Assessment of middle grade learners' mathematical knowledge project(s)
- Development and implementation of lesson plans
- Demonstrate an impact on learning (implementing lesson plans, pre/post test to show growth)
- Field experience observation and participation (teacher candidates are required a minimum of 100 hours in a middle grades mathematics classroom)

- LiveText Initial Program Portfolio as assigned by the instructor
- Comprehensive final exam

Other Assignments Determined by the Instructor:

- Professional readings and reading responses
- In-class participation and discussion
- Class assignments
- Problem solving
- Quizzes
- Unit exams

STUDENT EVALUATION

Assessment documentation:

- Documentation of field experiences
- Middle grade learner's project
- Lesson plans implementation
- Reflective writings
- In-class participation and discussion
- Class assignments
- Problem solving
- Quizzes
- Unit exams

ATTENDANCE POLICY

Field Experience

Teacher candidates must be in the school each day for the hours scheduled. Teacher candidates who arrive late, leave early, or are absent without prior notification are subject to removal from the school setting. Teacher candidates will document attendance on a time sheet that will be verified and signed by the mentor teacher and submitted to the university supervisor at the conclusion of the field experience. There should be no absences during the field experience. If absences are necessary, due to emergencies or illness, the school/mentor must be notified at the earliest possible time via the telephone. You must also notify your VSU supervisor if you have to be absent from school; it is acceptable to use e-mail for this purpose. The teacher candidate should schedule appointments or other business so as not to interfere with regularly scheduled practicum hours.

PROFESSIONALISM

As a teacher candidate, you are expected to conduct yourself in the professional educator role as defined by the Georgia Professional Standards Commission Code of Ethics for Educators. Failure to follow the Code of Ethics will result in disciplinary actions through the College of Education Concern Form process.

ACCESSIBILITY 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 age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

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

STUDENT OPINION OF INSTRUCTION

As a teacher candidate, you are expected to conduct yourself in the professional educator role as defined by the Georgia Professional Standards Commission Code of Ethics for Educators. 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>. Failure to follow the Code of Ethics will result in disciplinary actions through the College of Education Concern Form process.

COURSE EFFECTIVENESS

The effectiveness of the course will be evaluated based on:

- Development and implementation of lesson plan(s) based on the learner's mathematical knowledge
- Impact on grade 6-8 students' learning (pre/post-test to demonstrate growth)
- Student use of the methods course content in grades 6-8 classroom
- Student opinions of instruction for the course
- Alumni surveys

Request for a Revised Course
Valdosta State University

Date of Submission: 04/04/2014 (mm/dd/yyyy)

Department Initiating Revision:
Mathematics & Computer Science

Faculty Member Requesting Revision:
Sandra Trowell

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
MAED 4500

List Current and Requested Revisions:

Current:

Course Prefix and Number: MAED 4500
Credit Hours: 3-0-3
Course Title: Curriculum and Methods for Teaching Secondary Mathematics
Pre-requisites: MAED 2999, MAED 3500 with a "C" or better, MAED 3510, and Senior Standing. This is a checkpoint course, and all checkpoint requirements must be met.
Co-requisite: MAED 4510
Course Description: A study of the characteristics of the high school mathematics learner and the development of appropriate activities for grade 9-12 learners of mathematics. Students will assess grade 9-12 learners and develop appropriate curriculum and activities. Instructional methods for individual learners and whole-class strategies will be examined. A field experience is required.

Requested:

Course Prefix and Number: MAED 4500
Credit Hours: 3-1-3
Course Title: Curriculum and Methods for Teaching Secondary Mathematics
Pre-requisites: MAED 2999 and MAED 3500 with a "C" or better and Senior Standing. This is a checkpoint course, and all checkpoint requirements must be met.
Course Description: A study of the characteristics of the high school mathematics learner and the development, implementation, and assessment of activities for grade 9-12 learners including the use of technology. Students will assess grade 9-12 learners and develop and implement appropriate curriculum and activities. Instructional methods for individual learners and whole-class strategies will be examined. A field experience with a minimum of 100 hours is required and integrated into this course.

Semester/Year to be Effective:
Fall 2015

Estimated Frequency of Course Offering:
once each year

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes:
 Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies: Secondary mathematics teacher candidates must have field experiences in secondary schools.

Other: To respect the Board or Regents policy that degree programs not exceed 120 hours, the B.A degree in mathematics with secondary education certification must be reduced to 120 hours. In order to do this MAED 4510 was dropped and the field experience added into this course MAED 4500. Hence the lab hour was added into this course.

Plans for assessing the effectiveness of the course: Student opinion of instruction and alumni surveys. Students will add materials for course effectiveness assessment to their electronic portfolios, including impact on grade 9-12 student learning (pre/post-test), and evidence of successful use of the methods course content in the grade 9-12 classroom.

Approvals:	
College/Division Exec. Comm.: <i>Cynthia Richards</i>	Date: <i>5/28/14</i>
Dept. Head: <i>Doug Hamer</i>	Date: <i>5-12-14</i>
Dean/Director: <i>Cynthia Richards</i>	Date: <i>5/28/14</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: May 12, 2014

MAED 4500 SYLLABUS
Curriculum and Methods for Teaching Secondary Mathematics

Department of Mathematics and Computer Science
College of Arts and Sciences
Valdosta State University

Guiding Principles (DEPOSITS)

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

InTASC Model Core Teacher Standards*

(To be used for all teacher preparation program courses. Identify those that apply specifically to this course.)

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

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

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

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

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

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

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

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

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

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

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

INSTRUCTOR

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

Website:

COURSE DESCRIPTION

Hours: 3-1-3

Prerequisite: MAED 2999, MAED 3500 with a "C" or better, and Senior Standing. This is a checkpoint course.

A study of the characteristics of the high school mathematics learner and the development, implementation, and assessment of activities for grade 9-12 learners including the use of technology. Students will assess grade 9-12 learners and develop and implement appropriate curriculum and activities. Instructional methods for individual learners and whole-class strategies will be examined. A field experience with a minimum of 100 hours is required and integrated into this course.

These field experiences provide pre-service teachers with an understanding of designing instruction to facilitate mathematical learning for all students in the classroom. The university supervisor will assess the effectiveness of the teacher preparation student's teaching behaviors, and develop strategies to improve the teacher preparation student's instructional effectiveness.

REQUIRED TEXTBOOKS/RESOURCE MATERIALS

Sample Textbooks:

- Posamentier, A.S., Smith, B. S., & Stepelman, J. (2009). *Teaching Secondary Mathematics: Techniques and Enrichment Units*, 8th ed. Boston: Allyn & Bacon.
- Brahier, D.J. (2008). *Teaching secondary and middle school mathematics*, 3rd ed. Boston: Allyn & Bacon.
- Ornstein, A. C., Lasley II, T. J., & Mindes, G. (2005) *Secondary and Middle School Methods*. Boston: Pearson.
- Van de Walle, J., Karp, K., & Bay-Williams, J. (2009). *Elementary and middle school mathematics: Teaching developmentally*, 7th ed. Boston: Allyn & Bacon
- Bay-Williams, J., & Van de Walle, J. (2009). *Field experience guide for elementary and middle school mathematics: Teaching developmentally*, 7th ed. Boston: Allyn & Bacon
- Rubenstein, R., Beckmann, C., & Thompson, D. (2008). *Teaching and learning middle grades math*. Hoboken, NJ: Wiley.
- Johnson, A., & Norris, K. (2005). *Teaching today's mathematics in the middle grades*. Boston: Allyn & Bacon.
- LiveText Inc. (2004). *College LiveText edu solutions*. La Grange, IL: United Learning Inc.

Additional Sources:

- National Council of Teachers of Mathematics (2000). *Principles and standards for school mathematics*. Reston, VA: Authors.
- National Council of Teachers of Mathematics (2001). *Navigating through Algebra in Grades 9-12*. Reston, VA: Authors
- National Council of Teachers of Mathematics (2001). *Navigating through Geometry in Grades 9-12*. Reston, VA: Authors
- National Council of Teachers of Mathematics (2003). *Navigating through Data Analysis in Grades 9-12*. Reston, VA: Authors.
- National Council of Teachers of Mathematics (2004). *Navigating through Probability in Grades 9-12*. Reston, VA: Authors.
- National Council of Teachers of Mathematics (2001). *Navigating through Algebra in Grades 6-8*. Reston, VA: Authors
- National Council of Teachers of Mathematics (2002). *Navigating through Geometry in Grades 6-8*. Reston, VA: Authors
- National Council of Teachers of Mathematics (2003). *Navigating through Data Analysis in Grades 6-8*. Reston, VA: Authors.
- National Council of Teachers of Mathematics (2003). *Navigating through Probability in Grades 6-8*. Reston, VA: Authors.

Technology:

- Graphing Calculator
- Geogebra software/The Geometer's Sketchpad software
- Microsoft Excel

COURSE OBJECTIVES

The student will:

- (1) Demonstrate an understanding of secondary school students and how they learn mathematics. (InTASC S1, S2)

- (2) Demonstrate competency in planning activities that incorporate a broad understanding of mathematical learning outcomes. (InTASC S4, S5, S6, S7, S8)
- (3) Plan and implement instruction based on state standards and the National Council of Teachers of Mathematics Standards. (InTASC S4, S5, S6, S7)
- (4) Understand, choose, develop, and use effective means of assessing individual learner's performance and knowledge. (InTASC S4, S5, S6, S7)
- (5) Choose, develop and utilize appropriate curriculum and activities based on assessment of the individual learner. (CFS I, II, IV, V)
- (6) Choose, develop, and utilize inquiry-based, problem-centered activities. (InTASC S3, S7, S8, S7)
- (7) Evaluate, select, and implement instructional materials and resources, including technology, as appropriate. (InTASC S7, S8)
- (8) Become involved in appropriate professional organizations to deepen their knowledge of mathematics and maintain current knowledge of developments in mathematics education. (InTASC S9, S10)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

The instructor will provide a syllabus to the students to address the requirements of the course, including attendance, in-class activities, out-of-class assignments, and student evaluation. A comprehensive final exam will be given at the time scheduled by the registrar. Students will be evaluated on the basis of written and oral communication skills in mathematics.

Required Assessments (to meet department, university, and accreditation requirements):

- Assessment of secondary mathematics learners' mathematical knowledge project(s)
- Development and implementation of lesson plans
- Demonstrate an impact on learning (implementing lesson plans, pre/post test to show growth)
- Comprehensive final exam
- Professional dispositions
- Additions to the electronic portfolio

Other assessments as determined by the instructor:

- Professional readings and reflective reading responses
- In-class participation and discussion
- Class assignments
- Quizzes
- Unit exams

Sample Description of Components:

Exams:

30%

There will be 3 exams given during the semester each counting worth 10% of your course average. The content of the exams comes from the material presented in the course through readings (text and additional readings), text exercises, assignments, in-class notes, and in-class activities.

Final Exam: 20%

A comprehensive final exam will be given at the time scheduled by the registrar.

Teaching /Implementing Lessons: 20%

Individually you will perform model lessons. The lessons will include an assessment component (pre-test and post-test). At least one lesson must include a technology component. Individually you will prepare and hand in a typed lesson plan that would permit someone else to do the same thing you were planning to do. Instructions should be written out for each activity and the complete set of questions, sentences, etc. should be included. Keep a copy for yourself, post a copy to your electronic portfolio, and turn one into instructor at the time of your lesson. You will be evaluated on how well your plan is organized and how well you implement your written lesson plan.

Professional Readings: 10%

You will select an article from a peer-reviewed journal about a topic appropriate for course objectives. You will complete an sQR (s=short summary of the article, Q=questions about article for class discussion, and R=reflection about article). You will also lead a small class discussion about the article you selected.

Professional Growth: 10%

You will attend a professional meeting. A one-page paper describing the activity and at least 2 people met will be turned in after the meeting.

Quizzes/Reading responses: 10%

You will have weekly quizzes and/or reading responses about the readings and/or class discussions.

STUDENT EVALUATION

Sample Grade Components:

Exam 1	10%
Exam 2	10%
Exam 3	10%
Final Exam	20%
Teaching/Implementing Lessons	20%
Professional Readings and Reflections	10%
Professional Growth	10%
<u>Quizzes/Reading Responses</u>	10%
TOTAL	100%

ATTENDANCE POLICY

Field Experience

Teacher candidates must be in the school each day for the hours scheduled. Teacher candidates who arrive late, leave early, or are absent without prior notification are subject to removal from the school setting. Teacher candidates will document attendance on a time sheet that will be

verified and signed by the mentor teacher and submitted to the university supervisor at the conclusion of the field experience. There should be no absences during the field experience. If absences are necessary, due to emergencies or illness, the school/mentor must be notified at the earliest possible time via the telephone. You must also notify your VSU supervisor if you have to be absent from school; it is acceptable to use e-mail for this purpose. The teacher candidate should schedule appointments or other business so as not to interfere with regularly scheduled practicum hours.

PROFESSIONALISM

As a teacher candidate, you are expected to conduct yourself in the professional educator role as defined by the Georgia Professional Standards Commission Code of Ethics for Educators. Failure to follow the Code of Ethics will result in disciplinary actions through the College of Education Concern Form process.

ACCESSIBILITY 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 age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

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

STUDENT OPINION OF INSTRUCTION

As a teacher candidate, you are expected to conduct yourself in the professional educator role as defined by the Georgia Professional Standards Commission Code of Ethics for Educators. 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>. Failure to follow the Code of Ethics will result in disciplinary actions through the College of Education Concern Form process.

COURSE EFFECTIVENESS

The effectiveness of the course will be evaluated based on:

- Impact on secondary students' learning (pre/post-test to demonstrate growth)
- Student use of the methods course content in the secondary mathematics classroom
- Student opinions of instruction for the course
- Alumni surveys

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: 141

Proposed Effective Date for Revised Catalogue Copy: (new or revised) August/2014

Degree and Program Name: BS in Computer Science

Present Requirements:

Core Curriculum Areas A-E (See VSU Core Curriculum) 42 hours
Majors in Computer Science are required to take Precalculus (MATH 1113) in Area A and Analytic Geometry and Calculus I (MATH 2261) in Area D.

Proposed Requirements: (highlight changes after printing)

Core Curriculum Areas A-E (See VSU Core Curriculum) 42 hours
Majors in Computer Science are required to take MATH 1112 or Math 1113 or Math 2261 in Area A and MATH 2261 or Math 2262 in Area D.

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 With our new Math Placement System, it is possible for a student's first course to be Math 1112 or Math 2261 in Area A in addition to Math 1113. When a student counts Math 2261 in Area A, then Math 2262 will go in Area D. Historically, we have done this using course substitution.

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.) **A large number of substitution forms for Math1112 to be counted in Area A was processed by the registrar's office.**

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.) **Monitor the number of substitution forms**

Approvals:	
Department Head: <i>Dug Hamell</i>	Date: <i>5-2-14</i>
College/Division Exec. Committee: <i>Connie Richards</i>	Date: <i>5/28/14</i>
Dean(s)/Director(s): <i>Connie Richards</i>	Date: <i>5/28/14</i>
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED

EUROPEAN UNION STUDIES CERTIFICATE MAY 29 2014
NEW COURSE AGREEMENT MEMORANDUM

The European Union Studies Certificate is a program of the University System, of Georgia that delivers a certificate curriculum through collaboration between member institutions. The goal of the certificate is to offer an integrated curriculum that balances institutional flexibility with collaborative courses. Institutions are encouraged to offer on-campus courses that satisfy program objectives but, at the same time, these courses are supplemented with online format courses that enable joint enrollment among the institutions.

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

I.

This memorandum is an amendment to the original affiliation agreement (1998), which remains in force. It replaces a course agreement memorandum (2002) which will not remain in force. This memorandum outlines the joint enrollment process that facilitates student joint registration; it also outlines the method of faculty compensation for teaching online courses.

II.

§1. The institution agrees to comply with the following procedure for on-line courses that are part of the European Union Studies certificate but are not offered by the institution:

- Students register for a joint enrollment course under the direction of a campus instructor.
- Students register for any course that is deemed appropriate from the institution's own catalog of approved courses and pay tuition at their home institution.
- The institution transfers the tuition dollars to the *European Union Certificate program's account, established at a University System school.*
- These dollars create a pool of money from which the instructor is paid in proportion to the number of students enrolled.
- The compensation is divided into two categories: \$1000 to update the material and up to 9% of the faculty member's salary for teaching the course.
- After the drop-add period is complete, *all billing will commence.*
- The home institution of a student retains the Full-Time Equivalency (FTE) hours in all cases.
- In terms of the instructor's teaching load, the joint courses will be calculated either as an overload, wherein the instructor retains the full 9% of salary *and the \$1000* – or as a release-time supported by the funds (9% of salary *and \$1000*) generated from the enrollment.
- The faculty member must negotiate compensation prior to a course being offered. *The European Union Certificate program will issue, through a USG school a payment to the home institution of the instructor or the faculty member directly, as appropriate.*
- The on-line instructor assigns grades and they are entered at the home institutions of students by the faculty member serving as the instructor of record.

§2. The institution will cooperate with any reasonable request necessary to the effective operation of the registration and compensation procedures.

AGREED TO BY:

Neal R. McCrillis
European Council of the University System
Dr. Neal McCrillis
Chair

20 March 2009
Date

Patrick Schloss
Valdosta State University
Patrick Schloss
President

5/12/09
Date

EU Studies Program Online Courses

EURO 3234 - Introduction to the EU

An introduction to the history, institutions, and policies of the European Union. The course also examines the role of the EU as a global actor, including its relations with the United States.

EURO 4130 - EU Law and Legal Systems

A study of EU legal institutions and processes in the context of international law and in comparison to those of the United States.

EURO 4160 - Federalism and Multilevel Governance in the EU

A comparison of multilevel governance and policymaking in the European Union with that of the United States and other federal systems.

EURO 4230 - Doing Business in the EU

A study of business protocol in the EU compared to the United States. The course focuses on institutions and rules which impact the business environment for domestic and international firms, and on how political decisions affect the business environment.

EURO 4260 – European Monetary Union

An examination of the history and evolution of the European Economic and Monetary Union and its impact on the United States and the global economy.

EURO 4330 – EU Science and Technology Policy

An examination of EU science and technology policy compared to that of the United States. The course examines how governments can encourage scientific and technological innovation and whether government can (or should) try to limit or control technological innovation.

EURO 4430 - EU Environmental Policy

A survey of critical issues in EU environmental policy, including key environmental problems, the challenges of making and implementing environmental policy in the EU's multilevel governance system, and future prospects for EU environmental regulation.

EURO 4530 – European Social Policy

An examination of social policy and current social policy issues and arrangements in Europe and the EU.

EURO 4630 - Communications and Media

A comparison of communications and media in the EU with the United States. The course examines media law, policies, and practices in voice telephony, the Internet, and social media.

EURO 4730 - EU Foreign Policy

An examination of the foreign policy of the EU. Examines how EU foreign policy is made, the intersection of national and EU foreign policies, and EU policies regarding key issues in countries and areas of the world.

EURO 4760 - US-EU Relations

An examination of relations between the United States and the European Union, including US-EU cooperation on global issues and the future of Transatlantic relations in a changing world.

EURO 4830 - EU Studies Capstone Course

A capstone course for students in the EU Studies certificate program. The course explores selected topics in a way that allows students to synthesize their knowledge of the EU.

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 04/15/2014 (mm/dd/yyyy)

Department Initiating Request:
Political Science

Faculty Member Requesting:
Michael Baun

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
EURO 3234

Proposed New Course Title:

Introduction to the EU

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Intro to EU

Semester/Year to be Effective:
Fall 2014

Estimated Frequency of Course Offering:
Every semester

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3.0

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.) An introduction to the history, institutions, and policies of the European Union. The course also examines the role of the EU as a global actor, including its relations with the United States.

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 online course is part of a USG collaborative program - the EU Studies Certificate Program - and is offered through GoVIEW, the USG's online platform. The course was formerly taught at VSU as POLS 2310, Introduction to the EU. The EU Studies Program, like all collaborative programs using GoVIEW, is now required to utilize the INGRESS cross-institutional registration system. This requires that program courses at all participating institutions have a common prefix, number, and title. The EU Studies Program is an interdisciplinary program, and its online courses have until now been listed differently at different institutions (for instance, as POLS, HIST, or INTL, depending on the school). The new EURO courses will provide the common course listings required for INGRESS and GoVIEW.

Source of Data to Support Suggested Change:

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

Direct Measures: Materials collected and evaluated for program assessment purposes (tests,

portfolios, specific assignments, etc.) The change is required to use the INGRESS cross-institutional registration system and to offer the courses on GoVIEW (see above).

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
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Periodic review (every year) of syllabi and collected tests and assignments, conducted by a specially-designated EU Studies Program assessment committee.
- Other:

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

Approvals:	<i>James H. Peterson</i>	4/23/14
Dept. Head:		Date:
College/Division Exec. Comm.:	<i>Connie Richards</i>	Date: 5/28/14
Dean/Director:	<i>Connie Richards</i>	Date: 5/28/14
Graduate Exec. Comm.: (for graduate course):		Date:
Graduate Dean: (for graduate course):		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

Syllabus: Introduction to the European Union Course – Spring 2014

Section Instructor: Richard Reiman
E-mail rreiman@sgsc.edu

Course Description

The purpose of the course is to introduce the European Union (EU). Originally formed in 1957 by six nations, the EU is currently composed of twenty-seven countries from Western and Central Europe. The goal of European unity is not a recent innovation, having existed at least since the time of Charlemagne, but a commitment to cooperate did not become a priority until after World War II when hesitation about relinquishing certain aspects of national sovereignty was overridden by the war's devastation. The authority of the EU evolved slowly through a series of treaty agreements to encompass a complex network of social, political, and economic responsibilities. In the process, an elaborate structure of institutions developed to manage the EU's expanding range of activities. Three issues remain unresolved about the EU's future:

- the degree to which political—rather than merely economic—unity will be accomplished;
- the impact enlargement will have on the operation of the EU; and
- the challenge, if any, to the United States that will be posed by the collective strength of the EU's member states.

It has clearly become important for American students to know and understand the EU. The course incorporates historical, political, sociological, and economic considerations in studying the EU in order to appreciate the

magnitude of what is being attempted.

Learning Objectives

Goals

The learning objectives for the course require students to demonstrate knowledge of the following:

- the historical origins and development of the EU;
- the EU's governing institutions;
- the EU's policy-making processes;
- current EU policies and issues; and
- EU-USA relations.

Aside from acquiring knowledge about the EU, students will be challenged to sharpen writing, analytical, technological, and communication skills.

Course requirements: Preliminaries

1. **Desire2Learn:** The course is taught entirely online via Desire2Learn(D2L). You have received an introductory letter via email with login and password information. Please make sure that you change your password and that you remember it by writing it down and keeping it in a secure location. **ONCE YOU CHANGE YOUR PASSWORD, THE INSTRUCTOR WILL NOT KNOW WHAT IT IS.** This is the most common source of log-in problems.

2. **PLEASE NOTE:** A Printable PDF Version of the Syllabus which may be easier for you to reference is available on this D2L site, on the home page.

3. Please check your calendar often for updated information as to the dates of quizzes, exams, and discussion dates. While you can access the course and post your discussion submissions anytime, anywhere in asynchronous fashion, each module contains assignments which everyone must complete within the same prescribed due dates indicated on the calendar. More information about this is below.

4. You will be graded on two kinds of assessments: exams and discussions. There are a total of ten exams (8 quizzes, a Midterm exam, and a Final exam). Collectively, the quizzes are "worth" 20% of your course grade. The Midterm exam and the Final exam are each worth 20% of

your course grade. There are two kinds of Discussion grades, one in which you collaborate on a "leader group essay" for one of the modules (20% of your total course grade), and one (also worth 20%) which is the combination of your participation grades for each module in responding to and commenting on the leader group essays of others (each of the 8 module discussions is worth 2.5 points for a combined result of 20). The total value of your grades for the discussion portion of the course is 40%, rounding out the grade weighting to 100%.

There is no required textbook for the course, as the modules contain all the readings required and you will be collecting readings in the form of online documents and web sites for use by yourself and other students.

Course requirements: Quizzes and Exams

Introduction 8 Quizzes, Grades for Module Discussions, Module Leader Essay

Midterm Exam

Final Exam

Requirements Quizzes: Each module has a separate quiz. You must complete each quiz within the time frame set by the calendar. Once you begin a quiz you must finish it within one hour or D2L will not allow you to complete it. Each quiz is "worth" 2.5% of your course grade. (20% total for all)

Midterm: The Midterm may be taken anytime March 20 but once it is opened it must be completed within 90 minutes. It will consist of twenty multiple choice questions (each worth two points) and two essay questions (each worth 30 points and each answerable in 3 to 4 paragraphs) on the modules covered by the date of the Midterm. The Midterm exam is "worth" 20% of your course grade.

Final exam: The Final exam may be taken anytime on April 30, but once it is opened it must be completed within 90 minutes. It will consist of twenty multiple choice questions (each worth 2 points) and two essay questions (each answerable in 3-4 paragraphs and each worth 30 points) on the modules covered after the Midterm exam. The Final exam is "worth" 20% of your course grade.

Course requirements: Discussions

- Introduction** Discussions: You will receive two types of discussion grades, a single Discussion leader grade and a Discussion participant grade. You will be one of the Discussion leaders in one of the eight modules (how this works is described below) and you will be a discussion participant responding to the leaders of the of the other seven module discussions. You will receive a numeric grade for your discussion leader role, worth 20% of your course grade.
- Requirements** For the discussion "leader" phase of the course, you will collaborating with three to six other students in the authoring of a single essay about the module to which you are assigned. Everyone in the course will discuss this essay during the discussion "open" phase for that particular module. Even though you will be collaborating with several other students on a single leader essay post as part of the "leader phase" of the assignment your grade for this part will be individually assigned. As a discussion participant in the other seven module discussions you will receive a grade out of 2.5 points for each module discussion. (You will get a free 2.5 points for the one module discussion for which you are a leader). Thus, you could earn a total of 20 points for this portion of the discussion (i.e., 20% of your total course grade). More information on the Discussions is provided below.

Course requirements: How the Discussions Work

- Introduction** Discussion Leader: Three to six students are assigned and required to lead the class discussion of each of the eight modules during the semester and author one common "leader essay." You can find out which module you will share the leadership role in by locating your name on the pdf file that provides this information on the D2L site, details to be provided before February 6. The leader essay students have been assigned to a separate and private bulletin discussion board where they can communicate with each other and prepare ONE COMMON leader essay (agreeable to all) answering the instructor's questions on the

topic and explaining what issues in the module were most of interest on the assigned topic. This essay must be posted by midnight on the due date listed on the calendar. Students must take care to contribute to their roles in a timely way, collaborating with others by the due dates for such collaboration. These dates will be listed on the calendar.

The leader essay involves two tasks. First, it must consist of a narrative of 1000-1200 words that contains the answer to the instructor's questions in narrative form and in the original words of the group leaders. The statement must be posted on the due date listed on the calendar. Second, the 1000-1200 word statement should be supplemented with at least two thought-provoking questions to be answered by the other students. Besides the module (as a source of information for the essay and the questions, recent news about the EU can be found in "The Economist" magazine and from the websites that follow: EU Observer: <http://www.euobserver.com>; Euractiv: www.euractiv.com; EU Commission Delegation to the US: <http://www.eurunion.org> ; U.S. Mission to the EU: <http://www.useu.be>.; and the official EU site, Europa.

Each of the three to six leaders will be assigned a separate grade for their contributions to the module discussion. Students can only receive credit for group work that occurs on the private discussion board. "No-Shows" on the group member board receive a "0" for the assignment. Please note that the private discussion spaces are "private" only insofar as the other students in the class are concerned. The instructor monitors all discussions, including discussions on the private, discussion board and bases student grades on such discussion as well as the resulting essay.

Course requirements: How the Discussion Boards Work

Introduction

Bulletin Board Discussions: Students should visit the "Discussions" section (under "Communication Tools") during the first day of

class (February 3) and introduce themselves on the "Student Chit Chat" board, indicating why they are taking the course. Please note that two types of open discussion lists exist: the eight individual "Module Open Discussion Boards" and Student Chit Chat. All course-related work (except for the private leader discussions) should be posted on the Module Open Discussion Boards. Student Chit-Chat is for general or off-the-topic exchanges among students. Only postings on the Module Open Discussion and Leader boards will be counted in assessing student performance. Students are required to make substantive contributions to questions related to readings and lectures that will be posted weekly. If a student posts only one post containing a paragraph to a particular discussion, that will usually not be enough to receive full credit. Extensive posts that are text-rich but vague or off-topic also do not help. Students may respond to these questions at any time of day but their responses must take place during the period in which the module is open. Contributions (posts) are graded on the basis of both quantity and quality. Each "post" will be evaluated in terms of content (the level of understanding evidenced in the posts), critical thinking (introducing different interpretations to ideas), and writing (the clear and grammatical communication of ideas). Students should respond to one another's comments. Because this course requires the achievement of a genuine learning community, instructors will generally NOT be responding to the posts of students on the module open discussion board (although obviously there may be exceptions to this), but students will, with the instructor, be facilitating the learning of one another. The instructor will craft the questions for the leader essay, explain it if need be, and grade each essay (as well as the module open discussion of each student) in as timely a manner as possible. The instructor will provide extensive comments as to the reason for the grade assigned to the essay. The instructor answers all emails within forty-eight hours and usually within twenty-four hours.

Students should check for instructor announcements weekly and check e-mail and discussion boards daily. Attendance alone is not enough in a web-course. To receive credit for participation, a student must log-on and make a substantive contribution to the discussion at least twice weekly. Simply saying "hello," "ditto" or "I agree" is not considered a substantive contribution. Please note that the instructor is able to chart each

student's progress through the course. The instructor knows when each student has logged into the course, what pages were viewed, how long was spent on each page, what posts were made, and how many posts have been read.

Grade Distribution at a Glance

8 Quizzes (2.5% each) = 20%

Midterm Exam = 20%

Final Exam = 20%

Leader Group Member and Essay = 20%

Discussion Participant = 20%

100%

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 04/15/2014 (mm/dd/yyyy)

Department Initiating Request:
Political Science

Faculty Member Requesting:
Michael Baun

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
EURO 4130

Proposed New Course Title:
EU Law and Legal Systems

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
EU Law and Legal Systems

Semester/Year to be Effective:
Fall 2014

Estimated Frequency of Course Offering:
Every two years

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3.0

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.) A study of EU legal institutions and processes in the context of international law and in comparison to those of the United States.

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 online course is part of a USG collaborative program - the EU Studies Certificate Program - and is offered through GoVIEW, the USG's online platform. The course was formerly taught at VSU as POLS 4831, Special Topics in EU Studies. The EU Studies Program, like all collaborative programs using GoVIEW, is now required to utilize the INGRESS cross-institutional registration system. This requires that program courses at all participating institutions have a common prefix, number, and title. The EU Studies Program is an interdisciplinary program, and its online courses have until now been listed differently at different institutions (for instance, as POLS, HIST, or INTL, depending on the school). The new EURO courses will provide the common course listings required for INGRESS and GoVIEW.

Source of Data to Support Suggested Change:

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

Direct Measures: Materials collected and evaluated for program assessment purposes (tests,

portfolios, specific assignments, etc.) The change is required to use the INGRESS cross-institutional registration system and to offer the courses on GoVIEW (see above).

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
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Periodic review (every two years) of syllabi and collected tests and assignments, conducted by a specially-designated EU Studies Program assessment committee.
- Other:

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

Approvals:	
Dept. Head: <i>James H. Peterson</i>	Date: 4/23/14
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: 5/28/14
Dean/Director: <i>Connie Richards</i>	Date: 5/28/14
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

European Union Studies Program

Course: EU Law and Legal Systems

Instructors:

Bettina Reiter, LMU, Coordinator EUSC
Dr. Daniel BaracsKay, Valdosta State University

Dates: Fall 2013 online (October 14 – December 1, 2013)

Course Description (from course catalog):

This course focuses on the legal institutions that constitute the European Union and the legal processes of those institutions. The course also examines the body of European law, both static and dynamic, which is influential in the legal process. This law includes the treaties that provide the legal basis of the EU; the body of statutory law enacted by the Parliament, the Council, and the Commission; the judicial decisions adjudicated by the Court of Justice and the Court of First Instance; and finally, the administrative rulings issued by the European Ombudsman.

Course Outcomes:

Upon successful completion of the course, students will demonstrate knowledge of:

- 1) The evolution and the institutional setup of the legal system of the EU
- 2) Legal instruments and policymaking in the EU
- 3) Doctrines of European Law
- 4) The area of freedom, security and justice
- 5) Case laws in the area of free movement
- 6) Case laws in the area of competition policies

Content Modules:

Students will primarily access course content through content modules provided in Desire2Learn (D2L). They should begin by thoroughly reviewing the information presented under "Getting Started" at the beginning of the content section, including important procedures and dates presented in this syllabus. Each week will cover a specific module with information relating to the course outcomes (shown above). These are linked to assignments such as quizzes, discussions, and assignments. A schedule for which module is being covered for a particular week is provided at the end of this syllabus, and is also shown on the course calendar, along with the "Getting Started" area under the "content" heading. There are primarily six modules with course content, along with ancillary modules that provide information on the course, instructions on the final projects, and a "ask your professor" section.

Contacting your Professors:

Bettina Reiter M.A.

Coordinator EUSC

+49 89 2180 9045

bettina.reiter@lrz.uni-muenchen.de (FOR EMERGENCIES!)

Dr. Daniel Baracskay

Associate Professor

229-333-7155

dbaracskay@valdosta.edu (FOR EMERGENCIES!)

Discussion board: There is a board called "ask your instructor". Please ask general information or assignment questions there so that everyone may see the answers. If you need to contact us on a different matter, please contact us through the D2L email tab of the course website. We login daily.

In case you discover a technical problem in the course, please stay calm, we will fix it.

Late Policy:

Since module content is posted for an entire week, late assignments will not be accepted without a documented medical emergency. Students should not wait until the last day to complete assignments, but should start early in the week when the module is available. Not having a computer and/or computer difficulties are NOT acceptable excuses for not turning in work on time.

Plagiarism Policy:

Please note that plagiarism detection software is used in this course. Students should not copy and paste content from any source. Further, students should familiarize themselves with the protocol for providing references and citations – these are especially important for the discussions and essays. Any student who plagiarizes from a source will not receive credit for that assignment, and at the discretion of the instructors, will fail the course.

Required Textbooks:

All required reading for this course will be online. Please note that you will need to do some of your own research, and will need access to a library. Wikipedia and other online sources won't be sufficient.

Class Requirements/Assessments:

1000 total points are available. Grading is on a traditional 10 point scale, by percentage. If your university utilizes a (+/-) grading system, we will follow that scale.

There are four class modules and two case law modules. For the class modules (1-4), you will, during the week assigned to each module:

- Do the assigned reading;
- Review the lecture materials online;
- Complete the *timed* quiz (worth 40 points)
- Join in the discussion (worth 10 points)

For modules 1 and 3, there is an additional written assignment worth 100 points. Please find these in the “dropbox” area of D2L.

Each of the case law module assignments are worth 200 points each; while the assignment is explained in the module, you will need to access the “dropbox” icon to submit the case law assignments.

The final project is also worth 200 points.

Summary of Assignments:

Modules 1-4 Quizzes (@ 40 points each x 4)	160 points
Modules 1-4 Discussions (@10 points each x 4)	40 points
Modules 1&3 Written Assignments (@100 points each x 3)	200 points
Modules 5-6 Written Case Assignments (@200 points each x 2)	400 points
Final Project (@ 200 points)	<u>200 points</u>
	1000 points

The discussions, the quizzes, and the assignments must be turned in at or before the end time as posted on the course syllabus and schedule.

Posting once in a discussion isn't discussion – we can't see what you've read and how long you've spent contemplating your classmates' posts; please take the discussion seriously.

Written assignments have to be based on academic literature. You are required to find and use literature beyond the course readings. Be sure to cite all references.

Please note that this course operates on a different schedule than traditional classes, and you may have work due over your campus' Thanksgiving break or other fall holiday. It is possible to turn in work EARLY, but LATE WORK IS NOT ACCEPTED.

DO NOT EMAIL ASSIGNMENTS TO OUR EMAIL ADDRESSES ABOVE. PLEASE USE ONLY THE INTERNAL ASSIGNMENT TAB OR COURSE MAIL TOOL FOR ASSIGNMENTS.

Course modules and schedule:

All times are current time in Georgia, USA

Name	Start Date	End date	Assignments
1. EU Law: Evolution and Institutional Setup	10/14/2013, noon	10/21/2013, noon	Discussion Quiz Assignment 1
2. Legal Instruments, Competence, Policymaking, and the Court	10/21/2013, noon	10/28/2013, noon	Discussion Quiz
3. Doctrines of International Law	10/28/2013, noon	11/4/2013, noon	Discussion Quiz Assignment 2
4. AFSJ and External Affairs	11/4/2013, noon	11/11/2013, noon	Discussion Quiz
5. Free Movement: Case Laws	11/11/2013, noon	11/18/2013, noon	Assignment 3
6. Competition: Case Laws	11/18/2011, noon	11/25/2013, noon	Assignment 4
7. Final Project	11/25/2011, noon	12/2/2013, noon	Final Projects

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 04/15/2014 (mm/dd/yyyy)

Department Initiating Request:
Political Science

Faculty Member Requesting:
Michael Baun

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
EURO 4160

Proposed New Course Title:
Federalism and Multilevel Governance in the EU
Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Federalism and MLG

Semester/Year to be Effective:
Fall 2014

Estimated Frequency of Course Offering:
Every two years

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3.0

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.) A comparison of multilevel governance and policymaking in the European Union to that of the United States and other federal systems.

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 online course is part of a USG collaborative program - the EU Studies Certificate Program - and is offered through GoVIEW, the USG's online platform. The course was formerly taught at VSU as POLS 4831, Special Topics in EU Studies. The EU Studies Program, like all collaborative programs using GoVIEW, is now required to utilize the INGRESS cross-institutional registration system. This requires that program courses at all participating institutions have a common prefix, number, and title. The EU Studies Program is an interdisciplinary program, and its online courses have until now been listed differently at different institutions (for instance, as POLS, HIST, or INTL, depending on the school). The new EURO courses will provide the common course listings required for INGRESS and GoVIEW.

Source of Data to Support Suggested Change:

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

portfolios, specific assignments, etc.) The change is required to use the INGRESS cross-institutional registration system and to offer the courses on GoVIEW (see above).

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
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Periodic review (every two years) of syllabi and collected tests and assignments, conducted by a specially-designated EU Studies Program assessment committee.
- Other:

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

Approvals:	<i>James H. Peterson</i>	<i>4/23/14</i>
Dept. Head:		Date:
College/Division Exec. Comm.:	<i>Connie Richards</i>	Date: <i>5/28/14</i>
Dean/Director:	<i>Connie Richards</i>	Date: <i>5/28/14</i>
Graduate Exec. Comm.: (for graduate course):		Date:
Graduate Dean: (for graduate course):		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

Federalism and Multilevel Governance

Course Overview

This course begins on October 14th and ends on December 1st. The aim of this course is to expose students to the rapid political developments in the European Union. Students who have at least taken the introduction to the EU course or its substitute are eligible to enroll in this course. The course will address in depth elements and principles that constitute federal political systems. The course is specifically designed for the European Union Studies Certificate and hence it emphasizes the steady and continuous European integration in the context of a possible European federal political system similar to the United States. For the course to achieve its objectives, a comparative approach will be applied. This comparison will be made between the U.S. federal system (taken as a basis) and the developing European Union federal system.

Comparisons will be made at all possible levels. First, there will be a basic analysis and a historical review of federal systems. This will include theories of federalism, confederalism, and theories of integration. Second, there will be a comparison between the U.S. and the EU. The comparison will include institutions, policy approaches/policy practices, party system differentiation, interest groups, public opinion, mass media, and citizen identity. Third, there will be a comparison of the U.S. and EU future federal changes. Finally, a general question will be asked. Is the EU a federal system, and if it is, how similar is it to the United States federal system? Furthermore, if it is not, what are the suggestions for becoming one.

The course is divided in three major sections, which include seven modules. Below are outlined the basic themes of the course. (Note that the course will not follow the normal sixteen week semester length. This is done to accommodate students in both Georgia and Germany scholastic calendars). After the completion of the first four modules, students will take a midterm exam that will cover all the readings of the course up to that point. At the end of the course, a final exam will be given. The final exam will be comprehensive.

Course Objectives

At the end of this course, students should be able to fairly understand and explain the following:

- What is the necessity for federal systems and their advantages and disadvantages?
- What types of societies have been successful in forming federations, for example homogeneous or heterogeneous, small or large territories? Language, religion, history, and distribution of wealth.
- What are the necessary ingredients for a federal system to work? Examples that students can apply would be, dominant central system with weaker periphery states such as large versus small states in the U.S. and in the EU.
- What are the experiences of peoples with institutions, which will include levels of

political development, such as voting, and forming associations/interest groups?

Course Requirements

Exams

There will be two major exams: midterm and final. The midterm will weigh 20 percent of the total grade and the final 30 percent. Total=50.

Quizzes

There will be five quizzes: Each quiz will account for 6 percent of the final grade. Total=30.

The final component of the final grade is on-line participation; it comprises 20 percent of your grade. Your instructors, Dr. Bourdouvalis and Dr. Colschen will have weekly online office hours for students to ask questions on the module that is to be covered that particular week. Questions will be posted for both professors, but the weekly office hours will be different for German students from those from the U.S. due to the six hour time zone difference. Students are required to read the material for the week (module), consider the questions that will be posted by the professor and be ready to clarify the question in on-line office hours. Dr. Bourdouvalis and Professor Baumann will be in communication with students very often.

Course Grade

Summary of the final grade

- Midterm exam 20%
- Final exam 30%
- Quizzes 30%
- Cyber participation 20%

General Policies

Online Environment

The online environment will be new and challenging for many of you but it is vital that you complete all of the readings and assignments on time. You should check for instructor announcements weekly and check email and discussion boards daily.

Incomplete Policy

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

Academic Misconduct

All material taken from any source-books, articles, newspapers, other student papers, class lectures and so on must be properly cited, and all sources identified. Plagiarism is prohibited. All assignments must be the original work of the student. If any items are submitted that are not the original work of the student, a failing grade for the assignment and the course will be given. The university's honor policy is strictly enforced.

Americans with Disabilities Act (ADA) Statement:

The University System of Georgia complies fully with the requirements of the Americans with Disabilities Act. If you believe that you are covered under this act, and if you have a need for special arrangements to allow you to meet the requirements of this course, please contact your special services representative on campus.

Readings and Assignments

Week 1: I. Basics and Framework

Explaining Federalism □ Introduction: Defining in general terms what is a unitary system, and a con federal system.

- History (since Kant, Federalist Papers,...)
- Definitions and major terminology
- Different connotations meanings (decentralization/multilevel government e.g. in Germany versus centralization in Anglo-Saxon countries)
- Continuum of Federalism
- History of federal states / federal systems
- Examples of ancient federalism (e.g. Greek or Roman)
 - Development of U.S. federalism -e.g. Carl J. Friedrich 1968:Trends of Federalism Mercantilism (1790-1860)
 - Dual Federalism (1860-1933) (U.S.)
 - Co-operative federalism / New Deal (1933-1960) (U.S.)
 - Centralized federalism (1964-1980s) (U.S.)
 - New federalism (1980-1985) (U.S.)
 - Representative federalism (1985-1995) (U.S.)
- Quiz 1

Week 2: History of Federal States and Systems

- European examples
 - Germany
 - Switzerland
 - Belgium
 - Spain or Italy (very brief) history of European integration/development of EU federalism since 1945.
 - Founding of European Communities in the 50s ECSC
 - Crisis of the 60s
 - "creeping" integration in the 70s
 - Acceleration of integration process since 1985 (SEA, Maastricht, Amsterdam, Nice) - link to most important documents and treaties
 - Consequences: continuous widening, deepening and strengthening of federal elements in the EU world
- Quiz 2

Week 3: Theories of European Integration

- Federalism as an (EU-) integration theory (Friedrich, Pinder)
- Intergovernmentalism (Hoffmann, Moravcsik)
- Neo-Functionalism (Mitrany, Haas, Lindberg)
- Multi-level Governance (Hooghe and Marks)
- Flexibility approaches (core-Europe, two-tier, concentric circles, geometry variable, Europe a la carte)
- Table with different integration theories and their main messages
- Quiz 3

Week 4: Polity - Political System and Institutions

- Polity - Political System / Institutions
- U.S.: description and functions (plus tables and figures) of
 - legislative
 - executive
 - judiciary
- EU: description and functions (plus tables and figures) of
 - legislative
 - executive
 - judiciary
 - the state governments
- Comparison: differences and similarities with the help of case studies
 - e.g. representation of people and member states
 - summarizing table
- Midterm Exam

Week 5: Policy - Division of competencies

U.S.: who/which political level is responsible for what policies

EU: who/which political level is responsible for what policies.

- The Subsidiarity principle.
- Comparison: differences and similarities / case studies

- Community Policies
 - Agriculture
 - Health policy
 - Environmental policy
 - Foreign and Security Policy
 - An area of Freedom, Security and Justice
 - justice and home affairs, e.g. police
 - immigration policy
 - Summarizing table
 - Case Study: Foreign Policy
- Quiz 4

Week 6: Politics

Politics -The role of parties, interest groups, public opinion, and mass media, in the federal systems of both U.S. and EU

- U.S.
- EU
- Comparison: differences and similarities
- Quiz 5

Week 7: Perspectives of U.S. and EU developments

- U.S.
 - International role
 - Development of U.S. federalism / case study: presidential elections 2000
- EU and world politics (future role of the EU)
- Constitutional debate: inter governmentalism vs. federalism (future role of the member states)
- Centralization vs. devolution (future role of the regions)
- Conclusion
- Final Exam

PLEASE NOTE: THE EXACT DATES FOR THE QUIZZES AND THE EXAMS
WILL BE IN CALENDER

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 04/15/2014 (mm/dd/yyyy)

Department Initiating Request:
Political Science

Faculty Member Requesting:
Michael Baun

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
EURO 4230

Proposed New Course Title:
Doing Business in the EU
Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Doing Business in EU

Semester/Year to be Effective:
Fall 2014

Estimated Frequency of Course Offering:
Every two years

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3.0

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.) A study of business protocol in the EU compared to the United States. The course focuses on institutions and rules which impact the business environment for domestic and international firms and on how political decisions affect the business environment.

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 online course is part of a USG collaborative program - the EU Studies Certificate Program - and is offered through GoVIEW, the USG's online platform. The course was formerly taught at VSU as POLS 4831, Special Topics in EU Studies. The EU Studies Program, like all collaborative programs using GoVIEW, is now required to utilize the INGRESS cross-institutional registration system. This requires that program courses at all participating institutions have a common prefix, number, and title. The EU Studies Program is an interdisciplinary program, and its online courses have until now been listed differently at different institutions (for instance, as POLS, HIST, or INTL, depending on the school). The new EURO courses will provide the common course listings required for INGRESS and GoVIEW.

Source of Data to Support Suggested Change:

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

Direct Measures: Materials collected and evaluated for program assessment purposes (tests,

portfolios, specific assignments, etc.) The change is required to use the INGRESS cross-institutional registration system and to offer the courses on GoVIEW (see above).

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
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Periodic review (every two years) of syllabi and collected tests and assignments, conducted by a specially-designated EU Studies Program assessment committee.
- Other:

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

Approvals:	<i>James D. Peterson</i>	<i>4/23/14</i>
Dept. Head:		Date:
College/Division Exec. Comm.:	<i>Connie Ricketts</i>	Date: <i>5/28/14</i>
Dean/Director:	<i>Connie Ricketts</i>	Date: <i>5/28/14</i>
Graduate Exec. Comm.: (for graduate course):		Date:
Graduate Dean: (for graduate course):		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

Doing Business in the EU and in the US

EUSC-Online Course

Summer 2010

Donna J. Cunningham (Valdosta State University)
Rainer Hülse (Ludwig-Maximilians-Universität Munich)

COURSE DESCRIPTION

This class focuses on doing business in the European Union and in the US. Since it is intended for business and non-business majors alike, an introduction to economics is included. It is, of course, not possible to provide a blueprint of how to do business in the European Union and in the United States in a single course. It is an expansive topic and one that researchers have been examining for many years. Rather, this course is intended to provide a brief overview of the multiple factors that one would take into account when conducting business, either in the EU or the United States. While some aspects of the business environment are similar, others are quite different. Some of the differences are born of economic factors relating to the functioning of the single market. Others are associated with the cultural heterogeneity. In sum, the successful entrepreneur must obtain a working knowledge not only of the political and regulatory environment, but also of the prevailing business culture. This course is designed to provide an introduction into each of these elements.

COURSE OBJECTIVES

At the end of the course, students will be able to demonstrate knowledge of:

- The size, scope and diversity in the economies in both the EU and the US
- Similarities and differences in cultural dimensions of the business environment in the EU and the US
- The role and significance of the European Central Bank and the US Federal Reserve in shaping macroeconomic conditions
- The core elements of competition policy and how competition policy rules shape business conduct
- Various labor market and workplace issues that impact business activity in the EU and the US

COURSE OUTLINE

Module 1: An Economic Profile of the EU and US
Module 2: Cultural Differences and the Business Environment
Module 3: A Primer on Macroeconomics
Module 4: The Federal Reserve System and the European Central Bank
Module 5: Competition Policy
Module 6: Labor Market and Workplace Issues

REQUIRED READINGS

In this class, you will be required to read excerpts from various books, journals, and carefully selected websites. Each of the required readings will be available online in either web-browser compatible (.html) or Acrobat-readable (.pdf) format. Readings will be posted in their respective modules. Student should be aware that it might be necessary to obtain additional resources in order to complete assignments. These can be accessed through your public/school library or Inter-Library-Loan. [Note: For USG students, Galileo - <http://www.galileo.usg.edu> – will prove to be an invaluable resource in this regard.]

Grading

Grading decisions are generally made in-country. That is, the US instructor handles US grading issues and the German instructor handles Munich students' grades.

- **Online-Participation (25 % of your final grade)**
 - You are required to participate at least once per module session in the online-discussion.
 - The instructors will guide the flow of the discussion; your contributions should demonstrate the depth of your knowledge and the incisiveness of your analysis.
 - Try to engage in a conversation with other participants, i.e. reply to and comment on contributions by others. If you decide to raise a new issue, make sure you create a new thread.
 - Online-discussions are not about exchanging personal opinions about the state of the world in general or Doing Business in the EU and the US in particular. While there is nothing wrong with normative statements per se, they need to make explicit the normative theory upon which they are based.
 - Note that your grade will depend on the analytical quality of your posts and not on quantity.

- **Written Essays (75 % of your final grade)**
 - You will have to write a total of *three* essays (25% of final grade each). We provide two essay questions per module. You will have to respond to one of these questions in three modules of your preference.
 - The papers will be four pages in length, double-spaced and in size 12 font.
 - Papers have to be based on academic literature. Try to find and use literature beyond the course readings. Be sure to cite all references.
 - Include all relevant information (author, topic, date) in the header.
 - Only online-submission via GeorgiaView is accepted, no direct emails to the instructors. GeorgiaView shows your submitted files. This is all the proof you need of a successful file submission.
 - Upload your essays as PDF-files.
 - Essays will not be accepted when submitted after the due date.

Course Schedule

Every week you will be assigned a module on which to work. You should access that module online and read the required literature as well as the material provided online. For each module, make sure you participate in the online-discussion. For three modules, write and submit an essay.

While all modules will be accessible from the very start of the course, you can only post your online-contributions for a particular module during a certain period of time. The same holds true for the submission of essays. Therefore it is essential for you to meet all deadlines.

Note that the course is on Eastern Time. A June 13th deadline, for example, allows Munich students to submit their papers/online-contributions until June 14th, 6 a.m.

Module	Date
Module 1	Online discussion: June 7 - June 13 Deadline essay submission: June 13
Module 2	Online discussion: June 14 - June 20 Deadline essay submission: June 20
Module 3	Online discussion: June 21 - June 27 Deadline essay submission: June 27
Module 4	Online discussion: June 28 - July 4 Deadline essay submission: July 4
Module 5	Online discussion: July 5 - July 11 Deadline essay submission: July 11
Module 6	Online discussion: July 12 - July 18 Deadline essay submission: July 18

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 04/15/2014 (mm/dd/yyyy)

Department Initiating Request:

Political Science

Faculty Member Requesting:

Michael Baun

Proposed New Course Prefix & Number:

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

EURO 4260

Proposed New Course Title:

European Monetary Union

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)

European Monetary Union

Semester/Year to be Effective:

Fall 2014

Estimated Frequency of Course Offering:

Every two years

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3.0

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.) An examination of the history and evolution of the European Economic and Monetary Union and its impact on the United States and the global economy.

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 online course is part of a USG collaborative program - the EU Studies Certificate Program - and is offered through GoVIEW, the USG's online platform. The course was formerly taught at VSU as POLS 4831, Special Topics in EU Studies. The EU Studies Program, like all collaborative programs using GoVIEW, is now required to utilize the INGRESS cross-institutional registration system. This requires that program courses at all participating institutions have a common prefix, number, and title. The EU Studies Program is an interdisciplinary program, and its online courses have until now been listed differently at different institutions (for instance, as POLS, HIST, or INTL, depending on the school). The new EURO courses will provide the common course listings required for INGRESS and GoVIEW.

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,

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portfolios, specific assignments, etc.) The change is required to use the INGRESS cross-institutional registration system and to offer the courses on GoVIEW (see above).

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
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Periodic review (every two years) of syllabi and collected tests and assignments, conducted by a specially-designated EU Studies Program assessment committee.
- Other:

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

Approvals: <i>James H. Peterson</i>	4/23/14
Dept. Head:	Date:
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: 5/28/14
Dean/Director: <i>Connie Richards</i>	Date: 5/28/14
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

European Monetary Union

Summer 2011

Contact information for Dr. H. Mbaye and J. Siegmund, M.A.:

Generally, please contact me via the course mail tool or post on "ASK YOUR PROFESSOR" on the discussion boards. For emergencies, email hmbaye@westga.edu or siegmund@lmu.de.

Originally formed in 1957 by six nations, the EU is currently composed of twenty-seven countries. The authority of the EU evolved slowly through a series of treaty agreements to encompass a complex network of social, political, and economic responsibilities. In the process an elaborate structure of institutions developed to manage the EU's expanding range of activities. In 1999, eleven of the then fifteen member countries launched the European Monetary Union (EMU). Circulation of a common currency (euro) started in 2002. Since Slovakia Estonia joined the Eurozone in 2011, the euro is now the single currency in seventeen states.

Course Description

This course focuses on the EMU. It explores the evolution of monetary integration of Western European countries from its post-World War II origins to the present day, analyzing the changes in roles and objectives of Member States. It also examines the political and economic impact and challenges facing the EMU as it completes the final stages of the Single Market. Comparisons will be made with the US and other countries in the world. Lastly, it examines the prospective enlargement of the EMU and the subsequent political and economic tasks and challenges facing the Union in light of enlargement and the global financial crisis.

Course Objectives

At the end of the course, students will be able to demonstrate knowledge of the following:

- The historical origins and development of EMU
- The rationale behind EMU (Political Union vs. Currency Union)
- The basic economic principles and economic impact of EMU
- The political impact of EMU
- The institutional framework of the EU with respect to EMU
- The future of EMU in economic and political perspective

Class Requirements/Assessments

A total of 1100 points is possible. In each module, students will be required to do readings of PDF files, review lecture material, participate in discussion, and complete a quiz.

Discussions: You are required to participate at least one time per module or discussion session. Since most discussions are in asynchronous mode, you may participate at any time during that week. You will be graded on the quality of your participation. Each discussion is worth 25 points (total 150 points).

Quizzes. Each module is associated with a quiz worth 25 points. You will be required to complete these on time.

Essays. Three 700-1000 word essays will be required. One will be due with Module 2, Module 3,

Module 4, and Module 6. Assignments will not be accepted when submitted after the due date. Each paper is worth 200 points. Be sure to cite all references.

Exam. The final exam will be a multiple-choice question exam. It will cover information presented in the modules and will include 50 multiple-choice questions. Completion of the quizzes included in each module should help you prepare for this part of the exam. The final exam is worth 200 points.

Remember that all work must be submitted on GeorgiaView. Students occasionally send us back up copies for their online work by email, and this not necessary or desirable. GeorgiaView shows your submitted files, and you can even view them. This is all the proof you need of a successful file submission. Learn the features of the assignment drop box.

Course Layout and Student Responsibilities

Because this is an online class, it is imperative that you adhere to the course schedule available in this syllabus. Every week you will be assigned a module on which to work. You should access that module online and read all related objectives, lecture notes, and required readings. After completion of your readings, you should also select one of the assignments (if applicable that week) and complete it before beginning the next module. In addition, you should make it a point to participate weekly in online discussion sessions and complete any quizzes. (For more information, read Class Assessments above.)

Lastly, be sure you refer to your syllabus's calendar below, read your instructor's announcements, and refer to instructor emails.

Course Schedule of Modules and Assignments

For all modules, read objectives, lecture notes, and required readings. If you open the learning module, and go right down the left-hand column of links, you will complete every item in the module. There is no need to go outside the module to find a quiz or assignment via the assignment tab or assessment tab.

Start	End	Module number	Name
June 6	June 13, 1:00pm EDT	Module 1	Why monetary union?
June 13	June 20, 1:00pm EDT	Module 2	History of EMU
June 20	June 27, 1:00pm EDT	Module 3	Strategies to Attain EMU
June 27	July 4**, 1:00pm EDT	Module 4	Economics of EMU: Basics
July 4	July 11, 1:00pm EDT	Module 5	Economics of EMU: Currencies
July 11	July 18, 1:00pm EDT	Module 6	Challenges facing EMU
July 18	July 25, 1:00pm EDT	Final Exam	Final Exam

**American Independence Day. American Students will be given a 24 hour extension on their assignments if needed.

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 04/15/2014 (mm/dd/yyyy)

Department Initiating Request:
Political Science

Faculty Member Requesting:
Michael Baun

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
EURO 4330

Proposed New Course Title:
EU Science and Technology Policy
Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
EU Science and Tech Policy

Semester/Year to be Effective:
Fall 2014

Estimated Frequency of Course Offering:
Every two years

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3.0

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.) An examination of EU science and technology policy compared to that of the United States. The course examines how governments can encourage scientific and technological innovation and whether government can (or should) try to limit or control technological innovation.

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 online course is part of a USG collaborative program - the EU Studies Certificate Program - and is offered through GoVIEW, the USG's online platform. The course was formerly taught at VSU as POLS 4831, Special Topics in EU Studies. The EU Studies Program, like all collaborative programs using GoVIEW, is now required to utilize the INGRESS cross-institutional registration system. This requires that program courses at all participating institutions have a common prefix, number, and title. The EU Studies Program is an interdisciplinary program, and its online courses have until now been listed differently at different institutions (for instance, as POLS, HIST, or INTL, depending on the school). The new EURO courses will provide the common course listings required for INGRESS and GoVIEW.

Source of Data to Support Suggested Change:

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

- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The change is required to use the INGRESS cross-institutional registration system and to offer the courses on GoVIEW (see above).

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
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Periodic review (every two years) of syllabi and collected tests and assignments, conducted by a specially-designated EU Studies Program assessment committee.
- Other:

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

Approvals:	<i>James N. Peterson</i>	4/23/14
Dept. Head:		Date:
College/Division Exec. Comm.:	<i>Connie Richards</i>	Date: 5/28/14
Dean/Director:	<i>Connie Richards</i>	Date: 5/28/14
Graduate Exec. Comm.: (for graduate course):		Date:
Graduate Dean: (for graduate course):		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

EU Science and Technology Policy

Dr. Heather A. D. Mbaye, Ph.D.
University of West Georgia
Professor of Political Science
Associate Dean, College of Social Sciences
Director, EU Studies Program, University System of Georgia
hmbaye@westga.edu (emergencies only; generally, use the course mail system)

Bettina Reiter M.A.
Ludwigs-Maximilians-University
Geschwister-Scholl-Institut
Research Associate
EUSC-Coordinator for the LMU
bettina.reiterl@lrz.uni-muenchen.de

COURSE DESCRIPTION

This class will examine Science and Technology Policy, with particular attention to the European Union. Since this is an online course, students will be expected to both work through the online modules associated with the reading assignments and to participate in the discussion board (available at: <http://eu.view.usg.edu/>) just as they would participate in a seminar discussion. Students will be evaluated based on both the quality and quantity of their discussion board activity. Assignments will consist of written papers, which will require that students both apply the modules, class readings and discussions, and use sources beyond the required readings in the course.

COURSE OBJECTIVES

At the end of the course, students will be able to demonstrate knowledge of:

- the development of science and technology policy in Europe;
- the legal framework including several instruments used;
- the role different actors play in this policy-field;
- the European Research Area;
- similarities and differences between science and technology policy in Europe and the US;
- future trends in science and technology policy.

REQUIRED READINGS

In this class, you will be required to read excerpts from various books, journals, and carefully selected websites. Each of the required readings will be available online in either web-browser compatible (.html) or Acrobat-readable (.pdf) format. Readings will be posted in their respective modules.

GRADING

Grading decisions are generally made in country. That is, the US instructor handles US grading issues and the German instructor handles Munich students' grades. Grades will be determined based on student performance on weekly discussion boards, and on three 1400-2000 word papers. The discussion boards will work like university seminar classes, but will not require that students be online at any particular point during the week. The instructors and students will raise and respond to issues that come out of the weeks' readings. Satisfactory participation will require that students post at least five several comments per week, drawing on the information in the modules and the texts. The paper assignments will give students the opportunity to research and develop arguments that come up on the discussion board. Specific topics will need to be cleared by an instructor, and students are encouraged to find evidence supporting positions that they have taken in the class discussion. The grading will be weighted as follows:

Each paper: 150 points (total: 300)

Each discussion board: 40 points (total: 200)

ADDITIONAL NOTES

- **Online Participation**
 - You are required to participate at least once per module session in the online-discussion.
 - The instructors will guide the flow of the discussion; your contributions should demonstrate the depth of your knowledge and the incisiveness of your analysis.
 - Try to engage in a conversation with other participants, i.e. reply to and comment on contributions by others. If you decide to raise a new issue, make sure you create a new thread.
 - Online discussions are not about exchanging personal opinions about the state of the world in general or Doing Business in the EU and the US in particular. While there is nothing wrong with normative statements per se, they need to make explicit the normative theory upon which they are based.
 - Note that your grade will depend on the analytical quality of your posts and not on quantity.

- **Written Essays**
 - You will have to write a total of two essays. There will be a topic available every week and you can choose in which weeks you write your essays.
 - The papers will be 1400-2000 words in length.
 - Papers have to be based on academic literature. Try to find and use literature beyond the course readings. Be sure to cite all references.
 - Include all relevant information (author, topic, date) in the header.
 - Only online-submission via GeorgiaView is accepted, no direct emails to the instructors. GeorgiaView shows your submitted files. This is all the proof you need of a successful file submission.
 - Upload your essays as PDF-files.
 - Essays will not be accepted when submitted after the due date.

COURSE OUTLINE

Module 1: Introduction and Orientation
Module 2: Historical background
Module 3: Legal framework
Module 4: Actors
Module 5: Science and technology policy for the 21st century
Module 6: Future Trends

COURSE SCHEDULE

Every week you are assigned a module on which to work. You should access that module online and read the required literature as well as the material provided online. For each module, make sure you participate in the online-discussion. For two modules, write and submit an essay. While all modules will be accessible from the very start of the course, you can only post your online contributions for a particular module during a certain period of time. The same holds true for the submission of essays. Therefore, it is essential for you to meet all deadlines.

Note that the course is on United States Eastern Time.

Module	Date
Module 1	Online discussion: October 15 – October 22, noon Deadline essay submission: October 21, noon
Module 2	Online discussion: October 22 – October 29, noon Deadline essay submission: October 29, noon
Module 3	Online discussion: October 29 – November 5, noon Deadline essay submission: November 5, noon
Module 4	Online discussion: November 5 – November 12, noon Deadline essay submission: November 12, noon
Module 5	Online discussion: November 12 – November 19, noon Deadline essay submission: November 19, noon
Module 6	Online discussion: November 19 – November 26, noon Deadline essay submission: November 26, noon

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 04/15/2014 (mm/dd/yyyy)

Department Initiating Request:

Political Science

Faculty Member Requesting:

Michael Baun

Proposed New Course Prefix & Number:

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

EURO 4430

Proposed New Course Title:

EU Environmental Policy

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)

EU Environmental Policy

Semester/Year to be Effective:

Fall 2014

Estimated Frequency of Course Offering:

Every two years

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3.0

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.) A survey of critical issues in EU environmental policy, including key environmental problems, the challenges of making and implementing environmental policy in the EU's multilevel governance system, and future prospects for EU environmental regulation.

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 online course is part of a USG collaborative program - the EU Studies Certificate Program - and is offered through GoVIEW, the USG's online platform. The course was formerly taught at VSU as POLS 4831, Special Topics in EU Studies. The EU Studies Program, like all collaborative programs using GoVIEW, is now required to utilize the INGRESS cross-institutional registration system. This requires that program courses at all participating institutions have a common prefix, number, and title. The EU Studies Program is an interdisciplinary program, and its online courses have until now been listed differently at different institutions (for instance, as POLS, HIST, or INTL, depending on the school). The new EURO courses will provide the common course listings required for INGRESS and GoVIEW.

Source of Data to Support Suggested Change:

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

Direct Measures: Materials collected and evaluated for program assessment purposes (tests,

portfolios, specific assignments, etc.) The change is required to use the INGRESS cross-institutional registration system and to offer the courses on GoVIEW (see above).

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
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Periodic review (every two years) of syllabi and collected tests and assignments, conducted by a specially-designated EU Studies Program assessment committee.
- Other:

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

Approvals:	
Dept. Head: <i>James H. Peterson</i>	Date: <i>4/23/14</i>
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>5/28/14</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>5/28/14</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Hülse/Mbaye

EUSC-Online Class

Summer 2010

European Environmental Policy

Course Description

This course provides an overview of European Environmental Policy (EEP). It explores the historical development of the EEP, analyzes the principle actors involved and inquires into the modes of governance applied. Implementation problems and the EU's role in international environmental policy-making are also discussed. As it includes concrete empirical cases of environmental policy-making in the EU, the course allows students to study EEP in practice. Throughout the modules, emphasis is put on thoroughly analyzing the EEP rather than only describing it. Therefore we draw on theories of European integration, e.g. the neo-functionalism and the multi-level-governance approach. Moreover, we take issue with the legitimacy of the EEP and evaluate its effectiveness.

Course Objectives

At the end of the course, students should be able to:

- describe and understand the historical origins and development of the EEP
- identify the actors and processes of environmental governance in the EU
- have in-depth understanding of at least one concrete case of environmental policy-making in the EU
- understand the external dimension of the EU's environmental policy
- explain and evaluate the "new modes of governance" applied in the EEP
- assess the overall effectiveness of the EEP

Course Outline

Module 1: Introduction and Historical Overview: The Establishment of Environmental Policy on the European Level

Module 2: Environmental Governance: Actors, Institutions, and Processes

Module 3: Making EU Environmental Policy in Practice: Three Case Studies

Module 4: The External Dimension: The EU's Environmental Foreign Policy

Module 5: The Implementation Challenge

Module 6: European-Level Environmental Governance: Assessing the Results

Readings

This class will mainly draw on the following textbook, which is recommended for purchase:

Knill, Christoph/Liefferink, Duncan 2007: Environmental politics in the European Union. Policy-making, implementation and patterns of multi-level governance, Manchester: Manchester University Press.

Also, you will have to read additional scholarly articles, access specified web sites as well as documents and search for further information when necessary.

Except for the textbook, all required readings will be provided in form of PDF-files on GeorgiaView (the class's online-platform).

Grading

Grading decisions are generally made in-country. That is, the US instructor handles US grading issues and the German instructor handles Munich students' grades.

- **Online-Participation (25 % of your final grade)**
 - You are required to participate at least once per module session in the online discussion.
 - The instructors will guide the flow of the discussion; your contributions should demonstrate the depth of your knowledge and the incisiveness of your analysis.
 - Try to engage in a conversation with other participants, i.e. reply to and comment on contributions by others. If you decide to raise a new issue, make sure you create a new thread.
 - Online-discussions are not about exchanging personal opinions about the state of the world in general and the European environmental policy in particular. While there is nothing wrong with normative statements per se, they need to make explicit the normative theory upon which they are based.
 - Note that your grade will depend on the analytical quality of your posts and not on quantity.
 - In modules 2 and 4 we will have discussions in smaller groups with specific tasks. Instructors will assign you to one of the groups.

- **Written Essays (75% of your final grade)**
 - You will have to write a total of *three* essays (25% of final grade each). We provide two essay questions per module. You will have to respond to one of these questions in three modules of your preference.
 - The papers will be 1200-1400 words.
 - Papers have to be based on academic literature. Try to find and use literature beyond the course readings. Be sure to cite all references.
 - Include all relevant information (author, topic, date) in the header.
 - Only online-submission via GeorgiaView is accepted. Do not directly email the instructors. GeorgiaView shows your submitted files, and you can even view them. This is all the proof you need of a successful file submission.
 - Save and upload your essays as PDF files.
 - Essays will not be accepted when submitted after the due date.

Course Schedule

Every week you will be assigned a module on which to work. You should access that module online and read the required literature as well as the material provided online. For each module, make sure you participate in the online-discussion. For three modules, write and submit an essay.

While all modules will be accessible from the very start of the course, you can only post your online-contributions for a particular module during a certain period of time. The same holds true for the submission of essays. Therefore it is essential for you to meet all deadlines.

Note that the course is on Eastern Time. A June 13th deadline, for example, allows Munich students to submit their papers/online-contributions until June 14th, 6 a.m.

Module	Date
Module 1	Online discussion: June 7 - June 13 Deadline essay submission: June 13
Module 2	Online discussion: June 14 - June 20 Deadline essay submission: June 20
Module 3	Online discussion: June 21 - June 27 Deadline essay submission: June 27
Module 4	Online discussion: June 28 - July 4 Deadline essay submission: July 4
Module 5	Online discussion: July 5 - July 11 Deadline essay submission: July 11
Module 6	Online discussion: July 12 - July 18 Deadline essay submission: July 18

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 04/15/2014 (mm/dd/yyyy)

Department Initiating Request:
Political Science

Faculty Member Requesting:
Michael Baun

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
EURO 4530

Proposed New Course Title:
European Social Policy

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
European Social Policy

Semester/Year to be Effective:
Fall 2014

Estimated Frequency of Course Offering:
Every two years

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3.0

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.) An examination of social policy and current social policy issues and arrangements in Europe and the EU.

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 online course is part of a USG collaborative program - the EU Studies Certificate Program - and is offered through GoVIEW, the USG's online platform. The course was formerly taught at VSU as POLS 4831, Special Topics in EU Studies. The EU Studies Program, like all collaborative programs using GoVIEW, is now required to utilize the INGRESS cross-institutional registration system. This requires that program courses at all participating institutions have a common prefix, number, and title. The EU Studies Program is an interdisciplinary program, and its online courses have until now been listed differently at different institutions (for instance, as POLS, HIST, or INTL, depending on the school). The new EURO courses will provide the common course listings required for INGRESS and GoVIEW.

Source of Data to Support Suggested Change:

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

Direct Measures: Materials collected and evaluated for program assessment purposes (tests,

portfolios, specific assignments, etc.) The change is required to use the INGRESS cross-institutional registration system and to offer the courses on GoVIEW (see above).

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
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Periodic review (every two years) of syllabi and collected tests and assignments, conducted by a specially-designated EU Studies Program assessment committee.
- Other:

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

Approvals:	<i>James H. Peterson</i>	4/23/14
Dept. Head:		Date:
College/Division Exec. Comm.:	<i>Annie Richards</i>	Date: 5/28/14
Dean/Director:	<i>Annie Richards</i>	Date: 5/28/14
Graduate Exec. Comm.: (for graduate course):		Date:
Graduate Dean: (for graduate course):		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

European Social Policy (Spring 2012)
Online Course
Dr. Heather A. D. Mbaye

European Social Policy is designed as a capstone experience in the European Union certificate program. It is taught from a primarily political science perspective. The course describes the context of policy making, EU social welfare model(s), and policies from education and training to family leave and elder care. The course contains ten modules, and the due dates of the modules roughly correspond to the Spring calendar at the University of West Georgia.

Outcomes and Goals:

On quizzes, in the term paper, in graded class discussions, and in written homework, students will demonstrate:

- the ability to map out the major components of EU social policy
- advanced analysis of a topic to be chosen in concert with the Professor
- mastery of the reading material through the written summaries and class discussions due weekly

Contacting your Professor

Dr. Heather A. D. Mbaye,
Director EU Studies Program
678-839-5170

hmbaye@westga.edu (FOR EMERGENCIES!)

Discussion board: There is a board called "ask your instructor". Please ask general information or assignment questions there so that everyone may see the answers. If you need to contact me on a different matter, please contact me through the email tab of the course website. I login daily.

Here's a sample of what NOT to do: A quiz link for module 2 is broken for some reason, and you can't log in. The quiz is due at midnight. It's now 7pm, and it's Sunday. You send me a message telling me the problem. You check again at 8pm and 9pm, and there is still a problem, but I haven't responded because it's evening on a Sunday. You send five or six more increasingly panicked and accusatory emails, and then, realizing you have to go to work at 8am, the quiz is due at noon, and it's now after midnight, you decide to take the module 3 quiz instead, and fail miserably. You then send me one final freaked out email saying "I DIDN't know what to DO and I took the wrong QUIZ because the right one wasn't WORKING and it's OMG SO NOT MY FAULT this class FAILS and you SUCK for not being online at midnight on a SUNDAY!" I log in on Monday morning, open your first email, send you a response, and then realize you've done something totally irrational, and you've been rude and crazy in the process.

This sort of behavior is totally inappropriate. If you wouldn't talk to someone face to face, or react face to face like that, DO NOT DO IT IN AN EMAIL or on the discussion boards. Rest assured that if there is ever a technical problem – and there will be, because you're taking

the class on a computer – I will fix it and you will not lose points. So CALM DOWN.

Here's another sample of what not to do: i am n yr class n i cant find my syll can u email me 1 I am your professor. You need to use correct grammar, capitalization, spelling, and respect when you email me. Don't make it hard to read or interpret your message. If it's not worth your time to compose properly, it's not worth our time to answer.

Grading:

A total of 1000 points will be available.

- For each of the six modules, students are expected to complete a timed quiz on the reading materials. (6x75=450).

-Each module will be associated with a discussion board. Participation is mandatory and will be graded. Each discussion is worth 25 points. (6x25=150).

-Two writing assignments will be due, the first with module 3 and the second with module 6. Each of these will be worth 200 points. They are critical assignments and must not be taken lightly. (2x200)

LATE ASSIGNMENTS ARE NOT ACCEPTED!

Required texts:

All required reading can be found in the modules.

Module List:

For each module, you should:

- complete the reading
- review the lecture material in the module
- complete the quiz
- participate in the week's discussion

These should be completed in this order.

Modules must be completed in order. Each has a due date; you may begin at any time but your modules must be completed on the end date. That means the quiz, discussion, and paper must all be in on that date and at that time.

Begin Date	Due Date	Module
February 1	February 15, noon	Module 1: Developing European Social Policy
February 15	February 29, noon	Module 2: Toward a European Social Model: One Model or Many?
February 29	March 14, noon	Module 3: Education, Training, and Jobs (+paper)
March 14	March 28, noon	Module 4: Working Conditions
March 28	April 11, noon	Module 5: Social Policy and Gender
April 11	April 25, noon	Module 6: Assessing EU Social Policy

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 04/15/2014 (mm/dd/yyyy)

Department Initiating Request:
Political Science

Faculty Member Requesting:
Michael Baun

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
EURO 4630

Proposed New Course Title:
Communications and Media in the EU
Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
EU Comm and Media

Semester/Year to be Effective:
Fall 2014

Estimated Frequency of Course Offering:
Every two years

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3.0

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.) A comparison of communications and media in the EU with the United States. The course examines media law, policies, and practices in broadcasting, voice telephony, the Internet, and social media.

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 online course is part of a USG collaborative program - the EU Studies Certificate Program - and is offered through GoVIEW, the USG's online platform. The course was formerly taught at VSU as POLS 4831, Special Topics in EU Studies. The EU Studies Program, like all collaborative programs using GoVIEW, is now required to utilize the INGRESS cross-institutional registration system. This requires that program courses at all participating institutions have a common prefix, number, and title. The EU Studies Program is an interdisciplinary program, and its online courses have until now been listed differently at different institutions (for instance, as POLS, HIST, or INTL, depending on the school). The new EURO courses will provide the common course listings required for INGRESS and GoVIEW.

Source of Data to Support Suggested Change:

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

portfolios, specific assignments, etc.) The change is required to use the INGRESS cross-institutional registration system and to offer the courses on GoVIEW (see above).

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
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Periodic review (every two years) of syllabi and collected tests and assignments, conducted by a specially-designated EU Studies Program assessment committee.
- Other:

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

Approvals:	<i>James H. Peterson</i>	4/23/14
Dept. Head:		Date:
College/Division Exec. Comm.:	<i>Connie Richards</i>	Date: 5/28/14
Dean/Director:	<i>Connie Richards</i>	Date: 5/28/14
Graduate Exec. Comm.: (for graduate course):		Date:
Graduate Dean: (for graduate course):		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

European Union Studies Program

Course: EU Communications and Media

Instructors:

Bettina Reiter

Daniel Baracskey

Dates: Summer 2013 online (June 10 – July 20, 2013)

Course Description (from course catalog):

It is an understatement to say communications and the media are driving forces in the European Union. Europe is crossed with not only phone lines, but is filled with antennae, modems, radio waves, satellite signals, television broadcasts, and other forms of telecommunications that serve to unite the countries within. This course examines six key elements in this field: 1) Basic Concepts and Principles in the EU Law, 2) Broadcasting, 3) Voice Telephony, 4) The Internet, 5) Consequences of EU Enlargement, 6) Media Policies and Practices.

Course Outcomes: upon successful completion of the course, students will demonstrate knowledge of:

- 1) The general history and events that have shaped the progression of the EU over time
- 2) The primary concepts and ideas pertaining to the EU communications system
- 2) The various forms of communication which are used by the media to disseminate information
- 3) The significance that Internet technology plays in the EU system of communication
- 4) The effects of EU enlargement on the region and specific member nations
- 5) The regulatory and legal structure that governs EU communications and media outlets

Content Modules:

Students will primarily access course content through content modules provided in Desire2Learn (D2L). They should begin by thoroughly reviewing the information presented under Course Information at the beginning of the content section, including important procedures and dates presented in this syllabus. Each week will cover a specific module(s) with information relating to the course outcomes (shown above). These are linked to assignments such as essays, discussions, and exam questions. A schedule for which module is being covered for a particular week is provided at the end of this syllabus, and is also shown on the course calendar. There are primarily six modules with course content, along with three ancillary modules that provide

information on getting started in the course, a glossary, and guidelines for writing course essays.

Communications:

Important information relating to assignments and due dates will be posted weekly in the "news items" on D2L. Students may also communicate with the instructors using the email tool within D2L. Note that all communications should be addressed to both instructors. Emails sent outside of D2L through personal addresses will not be accepted.

Plagiarism Policy:

Please note that plagiarism detection software is used in this course. Students should not copy and paste content from any source. Further, students should familiarize themselves with the protocol for providing references and citations – these are especially important for the discussions and essays. Any student who plagiarizes from a source will not receive credit for that assignment, and at the discretion of the instructors, will fail the course.

Module Assignments: for each module, students should complete:

- All reading assignments
- Discussion(s)
- Essays (#1 due in week 2; #2 due in week 4)
- Final exam (during week 7)

Online-Participation

- You are required to participate at least once per module session in the online-discussion.
- The instructors will guide the flow of the discussion; your contributions should demonstrate the depth of your knowledge and the incisiveness of your analysis.
- Try to engage in a conversation with other participants, i.e. reply to and comment on contributions by others. If you decide to raise a new issue, make sure you create a new thread.
- Online-discussions are not about exchanging personal opinions about the state of the world in general or Doing Business in the EU and the US in particular. While there is nothing wrong with normative statements per se, they need to make explicit the normative theory upon which they are based.
- Note that your grade will depend on the analytical quality of your posts and not on quantity.

Written Essays

- You will have to write a total of two essays.
- The papers will be four to five pages in length, double-spaced and in size 12 font. This does not include a title page or references.
- Papers have to be based on academic literature. Try to find and use literature beyond the course readings. Be sure to cite all references.
- Include all relevant information (author, topic, date) in the header.

- Only online-submission via D2L is accepted, no direct emails to the instructors.
- Upload your essays as PDF-files.

Late Policy:

Since module content is posted for an entire week, late assignments will not be accepted without a documented medical emergency. Students should not wait until the last day to complete assignments, but should start early in the week when the module is available. Not having a computer and/or computer difficulties are NOT acceptable excuses for not turning in work on time. Remember that summer courses move at an accelerated rate, and students should plan accordingly.

Course Grades: student assessment will be based upon points earned from assignments in the course. The distribution of scores will be:

Essay 1 (due week 2)	25 POINTS
Essay 2 (due week 4)	25 POINTS
Discussions (each week with every module)	125 POINTS
Final exam (week 7)	75 POINTS

250 TOTAL POINTS

Grading decisions are generally made in country. That is, the US instructor handles US grading issues and the German instructor handles Munich students' grades. Grades will be determined based on student performance on weekly discussion boards, and on two 1400-2000 word papers. The discussion boards will work like university seminar classes, but will not require that students be online at any particular point during the week. The instructors and students will raise and respond to issues that come out of the weeks' readings. Satisfactory participation will require that students post at least five comments per week, drawing on the information in the modules and the texts. The paper assignments will give students the opportunity to research and develop arguments that come up on the discussion board. Specific topics will need to be cleared by an instructor, and students are encouraged to find evidence supporting positions that they have taken in the class discussion.

Grade Distribution (for U.S. students): grades will be assigned based upon the following point values:

A	225-250 points
B	200-224 points
C	175-199 points
D	150-174 points
F	149 points or lower

Note: incomplete grades are only assigned for students with documented medical reasons, who have completed most of the course content with passing grades, and are expected to complete the remaining requirements within a specified period of time. All requests for an incomplete must be approved by the course instructors.

Course Access:

Students who require classroom accommodations or modifications for a documented disability should contact the course instructors within the first three days of the course for assistance.

Course Schedule

- Week 1:** Module 1: Basic Concepts and Practices in the EU Law
6/10-6/16 Module 2: The European Broadcasting Policies
 Essay 1 posted
 Discussion 1 due by end of day on 6/16
- Week 2:** Module 3: Voice Telephone in the EU
6/17-6/23 Essay 1 due by end of day on 6/23
 Discussion 2 due by end of day on 6/23
- Week 3:** Module 4: European Internet Policies
6/24-6/30 Essay 2 posted
 Discussion 3 due by end of day on 6/30
- Week 4:** Module 5: Consequences of EU Enlargement
7/1-7/7 Essay 2 due by end of day on 7/7
 Discussion 4 due by end of day on 7/7
- Week 5:** Module 6: EU Media and Telecommunications & the WTO
7/8-7/14 Discussion 5 due by end of day on 7/14
- Week 6:** Final Exam period and course wrap up. Final exam period begins 7/14
7/15-7/21 and concludes by end of day on 7/17 (all content for modules 1-6)

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 04/15/2014 (mm/dd/yyyy)

Department Initiating Request:

Political Science

Faculty Member Requesting:

Michael Baun

Proposed New Course Prefix & Number:

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

EURO 4730

Proposed New Course Title:

EU Foreign Policy

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)

EU Foreign Policy

Semester/Year to be Effective:

Fall 2014

Estimated Frequency of Course Offering:

Every two years

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3.0

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.) An examination of the foreign policy of the EU. Examines how EU foreign policy is made, the intersection of national and EU foreign policies, and EU policies regarding key issues in countries and areas of the world.

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 online course is part of a USG collaborative program - the EU Studies Certificate Program - and is offered through GoVIEW, the USG's online platform. The course was formerly taught at VSU as POLS 4831, Special Topics in EU Studies. The EU Studies Program, like all collaborative programs using GoVIEW, is now required to utilize the INGRESS cross-institutional registration system. This requires that program courses at all participating institutions have a common prefix, number, and title. The EU Studies Program is an interdisciplinary program, and its online courses have until now been listed differently at different institutions (for instance, as POLS, HIST, or INTL, depending on the school). The new EURO courses will provide the common course listings required for INGRESS and GoVIEW.

Source of Data to Support Suggested Change:

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

Direct Measures: Materials collected and evaluated for program assessment purposes (tests,

portfolios, specific assignments, etc.) The change is required to use the INGRESS cross-institutional registration system and to offer the courses on GoVIEW (see above).

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
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Periodic review (every two years) of syllabi and collected tests and assignments, conducted by a specially-designated EU Studies Program assessment committee.
- Other:

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

Approvals:	<i>James V. Peterson</i>	<i>4/23/14</i>
Dept. Head:		Date:
College/Division Exec. Comm.:	<i>Annie Richards</i>	Date: <i>5/28/14</i>
Dean/Director:	<i>Annie Richards</i>	Date: <i>5/28/14</i>
Graduate Exec. Comm.: (for graduate course):		Date:
Graduate Dean: (for graduate course):		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

EUROPEAN UNION FOREIGN POLICY

Instructor:
Email:

Gregory C. Dixon
gdixon@westga.edu

Office: UWG, Pafford Building 125
Office Hours: no physical office hours
Office Phone: (678) 839-4992

COURSE DESCRIPTION:

This is an upper division reading course on the foreign policy of the European Union. This course explores the challenges to crafting foreign policy in the context of a regional organization. The course explores the institutional and practical challenges facing the European Union as it attempts to pursue a more integrated and coherent common foreign policy in the context of a constantly shifting process of regionalization. This course will explore the institutional framework of the EU foreign policy apparatus as well as the interactions between the EU and its member states' foreign policy institutions. We will explore this in the context of several key issue areas in which the EU exercises (or attempts to exercise) a common foreign policy.

REQUIRED TEXTS:

- Keukeleire, Stephan and Jennifer MacNaughtan *The Foreign Policy of the European Union* (ISBN: 978-1403947222)
- Smith, Karen *European Union Foreign Policy in a Changing World* (ISBN: 978-0745640181)
- Bindi, Federiga (ed) *The Foreign Policy of the European Union: Assessing Europe's Role in the World* (ISBN: 978-0815701408)

LEARNING OUTCOMES:

- Survey the institutional design of the EU as regional governance
- Survey the history of the EU with special attention to the layering of national and supranational foreign policy decision-making
- Discuss how the national and supranational institutions affect policy outcomes
- Examine the evolution of EU foreign policy as institutions have changed
- Examine the role of the EU in contemporary foreign policy
- Compare and contrast EU foreign policy in three key areas: Global economic governance, security policy, and environmental policy

GRADING:

		Letter Grades	
Commentary Papers (3)	250 points each	900 and up	A
Bulletin Board Participation		800 - 899	B
Initial Posts (5)	25 points each	700 - 799	C
Responses (5)	25 points each	600 - 699	D
		599 and under	F

Total points possible: 1000

NATURE OF THE COMMENTARY PAPERS:

Students are required to submit three commentary papers for this course. For each of the five modules there are a series of five commentary questions. Student must answer TWO of these questions (two questions from the same module) in each commentary paper. The answer to EACH question should be 900 – 1200 words in length (about 3 – 4 pages). Answers are required to demonstrate a thorough understanding of the subject matter in each module as well as critical thinking related to the application of these concepts. Students are required to use the assigned materials of the course in these answers as appropriate in order to demonstrate their knowledge of the concepts. All commentary papers must be properly cited as academic essays. Further detail, including the grading rubric, is provided in the "Course Supplement" found in the online classroom.

BULLETIN BOARD PARTICIPATION:

This class is delivered on-line, but student participation and interaction is required. A series of bulletin boards for the course has been created in the online classroom. There are five bulletin boards, one for each module of the course. Each discussion board has a prompt to spur discussion of the related materials for the week. The Course Supplement posted on WebCT contains a list of these prompts as well. These discussion questions are to serve as the basis for weekly posts by the students in the course regarding the course readings. All students are required to participate in bulletin board discussions. All students are expected to post comments at least twice per week on the bulletin boards in order to get full credit for this section of the

grade. Students are required to post an initial post for the module that directly answers the question posed in the prompt. Students must also respond to the posts of other students in the course. For each module there is one "initial post" grade (out of 25 points) and one "response" grade (out of 25 points.) Students should have one initial post and three responses per module. The initial post will be due by the Thursday of the first week of each module. The first response is due by the Sunday of the first week. The remaining two posts must be submitted by the end of the module. Bulletin board participation will be graded on the quality of the posts as well as the quantity, so students are strongly advised to think clearly about what they are posting and to keep the posts focused on the prompt for the week. Discussion posts are considered submitted work and are subject to all of the standards of academic integrity regarding original work, proper citation, and appropriate conduct. Failure to adhere to these standards will be sanctioned by the professor as he sees fit, up to and including an F in the course and reporting inappropriate conduct to the relevant authorities within the EU Studies Program and at the student's home university.

MISSED COMMENTARY PAPERS:

The commentary papers are spread throughout the course. These are take-home assignments and the due dates are posted at the start of the course. The assignments are due at 11:59pm on the Sunday of the second week of the module. Late assignments will be accepted until the Tuesday following the due date at 11:59pm with a penalty of one letter grade (25 points) per day late. For example, a paper submitted late on Tuesday will have 50 points deducted. No late submissions will be accepted after the Tuesday deadline.

ACCOMMODATION FOR STUDENTS WITH SPECIAL ACADEMIC NEEDS:

Students with special needs as identified by the University System of Georgia will be accommodated in accordance with the policy of their home university and the EU Studies program. Please inform the instructor AS SOON AS POSSIBLE of any special needs that will require accommodation. Students must inform the professor, in writing and with supporting documentation, *no later than the Sunday of the third week of the course.*

CLASS PARTICIPATION:

Class participation is required of all students as per the assignments discussed above.

MAKE-UP EXAMS:

Make-up exams and discussion posts will be given only for truly extraordinary circumstances. Documentation of all such circumstances will be required. The professor reserves the right to refuse to accept a make-up exam or discussion post for any reason.

ATTENDANCE:

Most universities participating in the EU Studies Program now requires the taking of attendance in order to comply with Department of Education rules. Attendance will be reported as the last date in which a student completed an assignment (discussion post or commentary paper.)

INCOMPLETE GRADES:

Incomplete grades will be assigned only in cases of demonstrated medical or family circumstances. All such circumstances will require documentation. Students are forewarned that incomplete grades will not be assigned lightly.

ADD, DROP, WITHDRAWAL, AND PAPERWORK:

Students are advised that the professor will not remind them of add, drop, or any other university deadline. The specific deadlines for the universities vary and students are responsible for knowing the dates for their respective university. The professor does not administratively drop students from the course except for serious violations of the student conduct code. All such deadlines are the responsibility of the student. Failure to complete appropriate add, drop, or other paperwork may result in a range of consequences including failing the course or being dropped from the course and denied reinstatement. All issues related to these deadlines must be resolved through the appropriate university offices.

ASSUMPTION OF ADULTHOOD:

This is a college course. All students are assumed to be adults and will be held to adult standards of accountability and decorum. You are expected to familiarize yourself with the requirements of the course. You

are expected to meet the requirements of the course without having to be reminded of such clearly posted things as exam dates. It is expected that you will do the required reading for the course prior to attending class. It is expected that you will complete all required assignments on time. If you have questions, you are expected to ask the professor to seek clarification.

ACTS OF THE GODS, AND OTHER VERY BAD THINGS:

On very rare occasions truly terrible things happen to students that severely interfere with the ability to function in the class. If such an event happens to you, don't wait until the last day of the semester to bring it to the professor's attention. While the professor is strict, he's not inhuman and accommodations for students who experience truly exceptional life events may be made if the circumstances warrant.

PRIVACY RIGHTS AND EMAIL CONTACT

Federal law (FERPA) protects the privacy rights of students. This law was written before the age of email and the interpretation of student privacy over email remains unclear. As a result, the professor is very limited as to what can be discussed over email and also very limited in which email accounts he can correspond with regarding the course. Nothing related to grades, exams, or any other course information specific to a student will be discussed via email other than through their university accounts. Exam grades, course grades, or any other grade related information will only be discussed via the official university email or via the online classroom email system. General questions about the course material, lectures, etc. may be asked via email, but only through the student's official university accounts. Gmail, hotmail, Yahoo, etc. accounts cannot be used for the purposes of this class. It is NOT recommended that the students use the D2L email system if the matter is urgent. Such emails may not be seen by the professor for extended periods following the sending of the email.

EXTRA CREDIT:

Extra credit assignments may be added to the course at the discretion of the professor. No more than 2.5% of the final grade total will be offered as extra credit.

CLASSROOM DECORUM, CELL PHONES, LAPTOPS, AND OTHER CURSES OF MODERN TECHNOLOGY:

Please arrive on time. Please turn off any device that makes noise. Cell phones should be turned off during class. Laptops should be muted if they are to be used during class. Please do not read the newspaper, sleep, send text messages (your phone should be off), or work on material for other courses during the class time. At various times during the course we will be discussing highly controversial topics. Students may have strong feelings that conflict with the feelings of others on these issues. Mutual respect and politeness is required in the classroom at all times.

Violations of appropriate classroom decorum will result in penalties including, but not limited to reduction in the students grade in the course, administratively dropping the student from the course, and reporting the student's behavior to the University for further action under the Conduct Code.

ACADEMIC HONESTY:

All students should be aware of the rules regarding academic honesty for their home university and for the EU Studies program. Cheating, fabrication, and/or plagiarism of any kind will not be tolerated. Any student caught committing any violation of the Honor Code on any assignment will receive an **F in the course** (regardless of the relative value of the assignment in question) and will be reported to the University for further action as per University policy. **The professor reserves the right to seek the harshest possible penalty (expulsion from the university) for any and all violations of the University of West Georgia Honor Code regardless of the value of the individual assignment.** If you are unsure as to what constitutes academic dishonesty, please consult your respective university handbooks for details on your honor code. Ignorance of the code will not be accepted as an excuse for violations of it.

INCLEMENT WEATHER AND CAMPUS EMERGENCIES:

The University System of Georgia requires that instructors state an inclement weather policy. This is an online class, so weather is unlikely to have a major impact. In extreme cases, the professor reserves the right to make decisions relate to the impact of weather as needed.

STUDENT ENGAGEMENT:

Some member institutions require that instructors evaluate student "engagement" in the early weeks of a course. The University System does not provide a definition of "engagement" and leaves the task of

determining "engagement" up to the individual professor. Students who fail to "engage" in the course must be reported as "not engaged" by the instructor. This results in the name of the student being reported to Student Services for further action. These further actions are separate from, and unrelated to, the instructor for the course and are beyond the control of the instructor. By remaining enrolled in the course beyond the seventh day of the class, students accept that they may be reported as not engaged at the instructor's discretion.

FEDERAL "LAST ATTENDED DATE" REQUIREMENT:

The federal government requires that schools that accept federal financial aid report the last date of attendance for students under some conditions. Professors must report such information to the University. The last attended date will be reported as the last date an assignment was completed in the course. Please note that this reporting may be used by the federal government (and in some cases the state government) to seek recovery of financial aid monies.

MODIFICATIONS TO THIS SYLLABUS:

The professor reserves the right to make changes to any and all elements of this syllabus as necessary for the success of the course as defined by the professor. Such changes will be announced verbally in class. Such changes may only be announced once. Such changes may include modifications to any and all aspects of this syllabus.

STUDENT ACCEPTANCE OF THE TERMS OF THE SYLLABUS:

By remaining enrolled in the course after the first week of the course, students acknowledge that they know and understand the terms and conditions described in this syllabus and agree to abide by these terms.

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 04/15/2014 (mm/dd/yyyy)

Department Initiating Request:
Political Science

Faculty Member Requesting:
Michael Baun

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
EURO 4760

Proposed New Course Title:
US-EU Relations
Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
US-EU Relations

Semester/Year to be Effective:
Fall 2014

Estimated Frequency of Course Offering:
Every two years

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3.0

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.) An examination of relations between the United States and the European Union, including US-EU cooperation on global issues and the future of Transatlantic relations in a changing world.

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 online course is part of a USG collaborative program - the EU Studies Certificate Program - and is offered through GoVIEW, the USG's online platform. The course was formerly taught at VSU as POLS 4831, Special Topics in EU Studies. The EU Studies Program, like all collaborative programs using GoVIEW, is now required to utilize the INGRESS cross-institutional registration system. This requires that program courses at all participating institutions have a common prefix, number, and title. The EU Studies Program is an interdisciplinary program, and its online courses have until now been listed differently at different institutions (for instance, as POLS, HIST, or INTL, depending on the school). The new EURO courses will provide the common course listings required for INGRESS and GoVIEW.

Source of Data to Support Suggested Change:

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

Direct Measures: Materials collected and evaluated for program assessment purposes (tests,

portfolios, specific assignments, etc.) The change is required to use the INGRESS cross-institutional registration system and to offer the courses on GoVIEW (see above).

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
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Periodic review (every two years) of syllabi and collected tests and assignments, conducted by a specially-designated EU Studies Program assessment committee.
- Other:

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

Approvals:	<i>James H. Peterson</i>	<i>4/23/14</i>
Dept. Head:		Date:
College/Division Exec. Comm.:	<i>Cornie Richards</i>	Date: <i>5/28/14</i>
Dean/Director:	<i>Cornie Richards</i>	Date: <i>5/28/14</i>
Graduate Exec. Comm.: (for graduate course):		Date:
Graduate Dean: (for graduate course):		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

EU-US Relations Course Syllabus

Course Description

The present course is concerned with recent developments in the relations between the European Union (or: Europe) and the United States. It mainly focuses on the transatlantic "crisis" that occurred after the terrorist attacks of 11 September 2001 and especially with regard to the 2003 U.S. intervention in Iraq. Overarching points of reference include the causes of disintegration, the nature of the crisis, as well as possible outcomes and the future of the Atlantic order. The latter is conceived of as a pluralistic security community, that is, a particular social structure based on interests, institutions, norms, and collective identities. This definition allows approaching the issue from several distinct theoretical perspectives, namely realism, (neo-) liberalism, and constructivism, each shedding its own bit of light on the configuration of material and ideational factors driving EU-US relations. Accordingly, it proceeds in analyzing aspects such as power and security, economy, international law, as well as norms and values. Finally, we attend to the revitalization of transatlantic relations under the Obama presidency assessing the degree of continuity and change with regard to the critical period before.

Course Objectives

At the end of the course, students should be able to:

- Describe the foundations of EU-US relations and their historical background
- Compare different moments of crisis in the Atlantic order and identify the respective driving forces
- Understand and explain the crisis over Iraq from different theoretical perspectives
- Describe the evolution and current state of affairs in transatlantic economic relations and their role in preventing conflict
- Assess the degree of divergence in European and American conceptions of international law and sovereignty
- Identify conflicts over norms and values that impede a closer cooperation between the United States and Europe
- Describe policy shifts under President Obama and the resulting reconfiguration of transatlantic relations.

Course Outline

Module 1: Introduction – Critical junctures of EU-US relations

Module 2: Power

Module 3: Economy

Module 4: Law

Module 5: Values

Module 6: The Obama bounce: recent developments in EU-US relations

Readings

This class will mainly draw on the following textbook, which is recommended for purchase:

Anderson, Jeffrey/Ikenberry, John/Risse, Thomas (eds.) 2008: The End of the West? Crises and Changes in the Atlantic Order, Cornell University Press, New York. (ISBN: 9780801474002)

Also, you will have to read additional scholarly articles, access specified web sites as well as documents and search for further information when necessary.

Except for the textbook, all required readings will be provided in form of PDF-files on GeorgiaView (the class's online-platform).

Grading

Grading decisions are generally made in-country. That is, the US instructor handles US grading issues and the German instructor handles Munich students' grades.

- **Online-Participation (25 % of your final grade)**
 - You are required to participate at least once per module session in the online-discussion.
 - Try to engage in a conversation with other participants, i.e. reply to and comment on contributions by others. If you decide to raise a new issue, make sure you create a new thread.
 - Online-discussions are not about exchanging personal opinions about the state of the world in general and EU-US relations in particular. While there is nothing wrong with normative statements per se, they need to make explicit the normative theory upon which they are based.
 - Note that your grade will depend on the analytical quality of your posts and not on quantity.
 - In module 5 we will have discussions in smaller groups with specific tasks. Instructors will assign you to one of the groups.

- **Written Essays (75% of your final grade)**
 - You will have to write a total of *three* essays (25% of final grade each). We provide two essay questions per module. You will have to respond to one of these questions in three modules of your preference.
 - **Files must use the following file naming protocol:** first initial, last name, underscore, home university code, module number. Example: Jane Smith from the University of West Georgia for Module 1 would submit the essay with the following name: jsmith_uwg1.docx. ***Files submitted using improper name protocols will assigned a grade of zero.***
 - The papers will be 1,000 – 1,300 words in length (including references), double-spaced, Times New Roman and in size 12 font.
 - Papers have to be based on academic literature. Also use literature beyond the required course readings. Be sure to cite all references.
 - Include the following information in the header: Your name, the question number, and the module for the course. Example: John Smith, Question 2, Module 2
 - Files must be in Microsoft Word format (.docx or .doc)
 - Only online-submission via GeorgiaView is accepted, no direct emails to the instructors. GeorgiaView shows your submitted files, and you can even view them. This is all the proof you need of a successful file submission.
 - Essays will not be accepted when submitted after the due date.

Course Schedule

Every week you will be assigned a module on which to work. You should access that module online and read the required literature as well as the material provided online. For each module, make sure you participate in the online-discussion. For three modules, write and submit an essay.

While all modules will be accessible from the very start of the course, you can only post your online-contributions for a particular module during a certain period of time. The same holds true for the submission of essays. Therefore it is essential for you to meet all deadlines.

Note that the course is on Eastern Time (USA). A October 21 deadline, for example, allows Munich students to submit their papers/online-contributions until October 22, 6 a.m.

Module	Date
Module 1	Online discussion: October 15 - October 21 Deadline essay submission: October 21
Module 2	Online discussion: October 22 - October 28 Deadline essay submission: October 28
Module 3	Online discussion: October 29 - November 4 Deadline essay submission: November 4
Module 4	Online discussion: November 5 - November 11 Deadline essay submission: November 11
Module 5	Online discussion: November 12 - November 18 Deadline essay submission: November 18
Module 6	Online discussion: November 19 - November 25 Deadline essay submission: November 25

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 04/15/2014 (mm/dd/yyyy)

Department Initiating Request:
Political Science

Faculty Member Requesting:
Michael Baun

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
EURO 4830

Proposed New Course Title:
EU Studies Capstone Course

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
EU Studies Capstone

Semester/Year to be Effective:
Fall 2014

Estimated Frequency of Course Offering:
Every year

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3.0

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.) A capstone course for students in the EU Studies certificate program. The course explores selected topics in a way that allows students to synthesize their knowledge of the EU.

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 online course is part of a USG collaborative program - the EU Studies Certificate Program - and is offered through GoVIEW, the USG's online platform. The course was formerly taught at VSU as POLS 4831, Special Topics in EU Studies. The EU Studies Program, like all collaborative programs using GoVIEW, is now required to utilize the INGRESS cross-institutional registration system. This requires that program courses at all participating institutions have a common prefix, number, and title. The EU Studies Program is an interdisciplinary program, and its online courses have until now been listed differently at different institutions (for instance, as POLS, HIST, or INTL, depending on the school). The new EURO courses will provide the common course listings required for INGRESS and GoVIEW.

Source of Data to Support Suggested Change:

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

Direct Measures: Materials collected and evaluated for program assessment purposes (tests,

portfolios, specific assignments, etc.) The change is required to use the INGRESS cross-institutional registration system and to offer the courses on GoVIEW (see above).

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
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Periodic review (every year) of syllabi and collected tests and assignments, conducted by a specially-designated EU Studies Program assessment committee.
- Other:

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

Approvals:	<i>James H. Peterson</i>	<i>4/23/14</i>
Dept. Head:		Date:
College/Division Exec. Comm.:	<i>Connie Richards</i>	Date: <i>5/28/14</i>
Dean/Director:	<i>Connie Richards</i>	Date: <i>5/28/14</i>
Graduate Exec. Comm.: (for graduate course):		Date:
Graduate Dean: (for graduate course):		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

European Union In Comparative Perspective

Instructor: Gregory C. Dixon Office: UWG, Pafford Building 125
 Email: gdixon@westga.edu Office Hours: MWF 10am – 12:30pm, MW 3:30 – 4:30
 Course Web Page: www.westga.edu/~gdixon Office Phone: (678) 839-4992

COURSE DESCRIPTION:

This is an upper-division online reading course in the comparative politics of regional organizations. This course will examine the European Union in comparative perspective. We will examine how the common problems of regional governance were addressed in the EU as well as in other regions of the world. We will make specific comparisons to the African Union, MERCOSUR, NAFTA, and ASEAN. We will also examine the differences between the EU and other developed country organizations and organizations of the Global South.

REQUIRED TEXTS:

Author	Title	ISBN	Edition	Publisher
Beeson, Mark	Institutions of the Asia-Pacific: ASEAN, APEC, and beyond	978-0415465045		Routledge
Makinda, Samuel M & F. Wafula Okumu	The African Union	978-0415403498		Routledge
Braveboy- Wagner, Jaqueline Anne	Institutions of the Global South	978-0415365918		Routledge
Duina, Francesco	The Social Construction of Free Trade: The European Union, NAFTA, and Mercosur	978-0691133782		Princeton University Press

Additional readings are available online in the D2L classroom.

LEARNING OUTCOMES:

- Survey the institutional design of the EU as regional governance
- Survey the history of the EU with special attention to the layering of national and supranational foreign policy decision-making
- Discuss how the national and supranational institutions affect policy outcomes
- Examine the evolution of EU foreign policy as institutions have changed
- Examine the role of the EU in contemporary foreign policy
- Compare and contrast EU foreign policy in three key areas: Global economic governance, security policy, and environmental policy

GRADING:

		Letter Grades
Commentary Papers (3)	250 points each	90 and up% A
Bulletin Board Participation		80 - 89% B
Initial Posts (5)	25 points each	70 - 79% C
Responses (5)	25 points each	60 - 69% D
		59 and under F
Total points possible:	1000	

NATURE OF THE COMMENTARY PAPERS:

Students are required to submit three commentary papers for this course. For each of the five modules there are a series of five commentary questions. Student must answer TWO of these questions (two questions from the same module) in each commentary paper. The answer to EACH question should be 900 – 1200 words in length (about 3 – 4 pages). Answers are required to demonstrate a thorough understanding of the subject matter in each module as well as critical thinking related to the application of these concepts. Students are required to use the assigned materials of the course in these answers as appropriate in order to demonstrate

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their knowledge of the concepts. All commentary papers must be properly cited as academic essays. Further detail, including the grading rubric, is provided in the "Course Supplement" found in the online classroom.

BULLETIN BOARD PARTICIPATION:

This class is delivered on-line, but student participation and interaction is required. A series of bulletin boards for the course has been created in the online classroom. There are five bulletin boards, one for each module of the course. Each discussion board has a prompt to spur discussion of the related materials for the week. The Course Supplement posted on WebCT contains a list of these prompts as well. These discussion questions are to serve as the basis for weekly posts by the students in the course regarding the course readings. All students are required to participate in bulletin board discussions. All students are expected to post comments at least twice per week on the bulletin boards in order to get full credit for this section of the grade. Students are required to post an initial post for the week that directly answers the question posed in the prompt. Students must also respond to the posts of other students in the course. For each module there is one "initial post" grade (out of 25 points) and one "response" grade (out of 25 points.) Students should have one initial post and three responses per module. The initial post will be due by the Thursday of the first week of each module. The first response is due by the Sunday of the first week. The remaining two posts must be submitted by the end of the module. Bulletin board participation will be graded on the quality of the posts as well as the quantity, so students are strongly advised to think clearly about what they are posting and to keep the posts focused on the prompt for the week. Discussion posts are considered submitted work and are subject to all of the standards of academic integrity regarding original work, proper citation, and appropriate conduct. Failure to adhere to these standards will be sanctioned by the professor as he sees fit, up to and including an F in the course and reporting inappropriate conduct to the relevant authorities within the EU Studies Program and at the student's home university.

MISSED COMMENTARY PAPERS:

The commentary papers are spread throughout the course. These are take-home assignments and the due dates are posted at the start of the course. The assignments are due at 11:59pm on the Sunday of the second week of the module. Late assignments will be accepted until the Tuesday following the due date at 11:59pm with a penalty of one letter grade (25 points) per day late. For example, a paper submitted late on Tuesday will have 50 points deducted. No late submissions will be accepted after the Tuesday deadline.

COURSE SCHEDULE

Every two weeks you will be assigned a module on which to work. You should access that module online and read the required literature as well as the material provided online. For each module, make sure you participate in the online-discussion as outlined above. For three modules, write and submit a commentary paper as outlined above.

While all modules will be accessible from the very start of the course, you can only post your online-contributions for a particular module during the times indicated below for each module. The same holds true for the submission of essays. Therefore it is essential for you to meet all deadlines.

Module	Date
Module 1	Online discussion: February 4 - February 17 Deadline essay submission: February 17
Module 2	Online discussion: February 18 - March 3 Deadline essay submission: March 3
Module 3	Online discussion: March 4 - March 17 Deadline essay submission: March 17
Module 4	Online discussion: March 18 - March 31 Deadline essay submission: March 31
Module 5	Online discussion: April 1 - April 14 Deadline essay submission: April 14

CLASS PARTICIPATION AND ATTENDANCE:

As an online course there is no physical attendance in the course. Student activity in the online classroom is required and student participation will be tracked and monitored in the course. Students are required to participate in the online discussion boards as noted in the grading section above.

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EXTRA CREDIT:

There will be NO extra credit assigned in this course.

INCOMPLETE GRADES:

Incomplete grades will be assigned only in cases of demonstrated medical or family circumstances. All such circumstances will require documentation. Students are forewarned that incomplete grades will not be assigned lightly.

ACTS OF THE GODS AND OTHER BAD THINGS:

On very rare occasions truly terrible things happen to students that severely interfere with the ability to function in the class. If such an event happens to you, don't wait until the last day of the semester to bring it to the professor's attention. While the professor is strict, he's not inhuman and accommodations for students who experience truly exceptional life events may be made if the circumstances warrant.

ADD, DROP, WITHDRAWAL, AND OTHER DEADLINES:

Students are advised that this course is taught in a program that works with various campuses. This means that the deadlines at your home university or college apply. All home deadlines must be met for purposes of adding, dropping, and withdrawing from the course. All other home university deadlines also apply. The course schedule may vary significantly from your home university schedule.

TECHNOLOGY REQUIREMENTS:

Students are expected to have reviewed the minimum technology requirements found on the EU Studies Program web site. By remaining enrolled in the course past the seventh day of the start of the semester, students agree that they have access to appropriate computing technology to complete the course.

ACCOMMODATION FOR STUDENTS WITH SPECIAL NEEDS:

Students with special needs as identified by the University will be accommodated in accordance with University policy. Please inform the instructor AS SOON AS POSSIBLE of any special needs that will require accommodation. (see "ADA Statement" below)

PRIVACY RIGHTS AND EMAIL CONTACT:

Federal law (FERPA) protects the privacy rights of students. This law was written before the age of email and the interpretation of student privacy over email remains unclear. As a result, the professor is very limited as to what can be discussed over email and also very limited in which email accounts he can correspond with regarding the course. Nothing related to grades, exams, or any other course information specific to a student will be discussed via email. Exam grades, course grades, or any other grade related information will only be discussed in person during office hours or after class. General questions about the course material, lectures, etc. may be asked via email, but only through the student's official university accounts or through the CourseDen interface. Gmail, hotmail, Yahoo, etc. accounts cannot be used for the purposes of this class.

DECORUM:

This is an online course, but students are still required to maintain appropriate standards of personal decorum at all times. This includes in the discussion boards, via email, during chat sessions, and in any activity related to the course. Any and all actions in the online class environment are considered related to the course. At various times during the course we will be discussing highly controversial topics. Students may have strong feelings that conflict with the feelings of others on these issues. Mutual respect and politeness is required at all times.

Violations of appropriate classroom decorum will result in penalties including, but not limited to reduction in the students grade in the course, administratively dropping the student from the course, and reporting the student's behavior to the University for further action under the Conduct Code. Certain actions in the course will require that the instructor report the actions to the appropriate campus authorities for investigation and further action.

STUDENT ENGAGEMENT:

The University of West Georgia requires that instructors evaluate student engagement in the early weeks of a course. Students who fail to engage in the course must be reported as "not engaged" by the instructor. This results in the name of the student being reported to Student Services for further action. These further actions are separate from and unrelated to the instructor for the course and are beyond the control of the instructor.

By remaining enrolled in the course beyond the seventh day of the class, students accept that they may be reported as not engaged at the instructor's discretion.

ACADEMIC HONESTY:

All students should be aware of the University of West Georgia rules regarding academic honesty. Cheating, fabrication, and/or plagiarism of any kind will not be tolerated. Any student caught committing any violation of the Honor Code on any assignment will receive an F in the course (regardless of the relative value of the assignment in question) and will be reported to the University for further action as per University policy. **The professor reserves the right to seek the harshest possible penalty (expulsion from the university) for any and all violations of the University of West Georgia Honor Code regardless of the value of the individual assignment.** If you are unsure as to what constitutes academic dishonesty, please consult the University of West Georgia Student Handbook. Ignorance of the Code will not be accepted as an excuse for violations of it.

GOVERNMENT COMPLIANCE STATEMENTS:

ADA Statement:

"If you are a student who is disabled as defined under the Americans with Disabilities Act and requires assistance or support services, please seek assistance through the Center for Disability Services. A CDS Counselor will coordinate those services. See http://www.westga.edu/studentDev/index_8884.php"

Equal Opportunity Statement:

No person shall, on the grounds of race, color, sex, religion, creed, national origin, age, or disability, be excluded from employment or participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity conducted by UWG.

Affirmative Action Statement:

University of West Georgia adheres to affirmative action policies to promote diversity and equal opportunity for all faculty and students.

INCLEMENT WEATHER POLICY:

This course is taught 100% online. There are no in-person classroom meetings, so there is no policy for class attendance in inclement weather. In extreme conditions where disruptions of internet access occur, students are required to inform the professor when they can do so safely. Reasonable accommodation will be made in such cases at the discretion of the professor.

MODIFICATIONS TO THIS SYLLABUS:

The professor reserves the right to make changes to any and all elements of this syllabus as necessary for the success of the course as defined by the professor. Such changes will be communicated via email within the online classroom. Such changes may only be announced once. Such changes may include modifications to any and all aspects of this syllabus.

STUDENT ACCEPTANCE OF THE TERMS OF THE SYLLABUS:

By remaining enrolled in the course past the Wed of the first week of the course, students acknowledge that they know and understand the terms and conditions described in this syllabus and agree to abide by these terms and that the final say in any and all interpretations of the terms and conditions lies with the professor.

REQUEST TO DEACTIVATE A COURSE/PROGRAM

Valdosta State University

Date of Submission: 05/09/2014

Department Initiating Deactivation:
Political Science

Semester & Year to be Effective:
Fall 2014

List of courses (or the program or track) to be deactivated: POLS 2310, Introduction to the European Union

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 course was created to enable VSU students to enroll in the online Introduction to the European Union course offered every semester by the USG's collaborative EU Studies Certificate Program. The course is being replaced by a new course, EURO 3234 - Introduction to the EU, so it is no longer needed.

Source of Data to Support Suggested Change:

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

Approvals:	
College/Division Exec. Comm.:	Date:
Dept. Head: <i>James L. Peterson</i>	Date: <i>5/12/14</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>5/28/14</i>
Graduate Exec. Comm.: (for grad course/program) <i>Connie Richards</i>	Date: <i>5/28/14</i>
Graduate Dean: (for grad course/program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010